ENGLISH FOR ETHIOPIA

STUDENT'S BOOK

GRADE 8

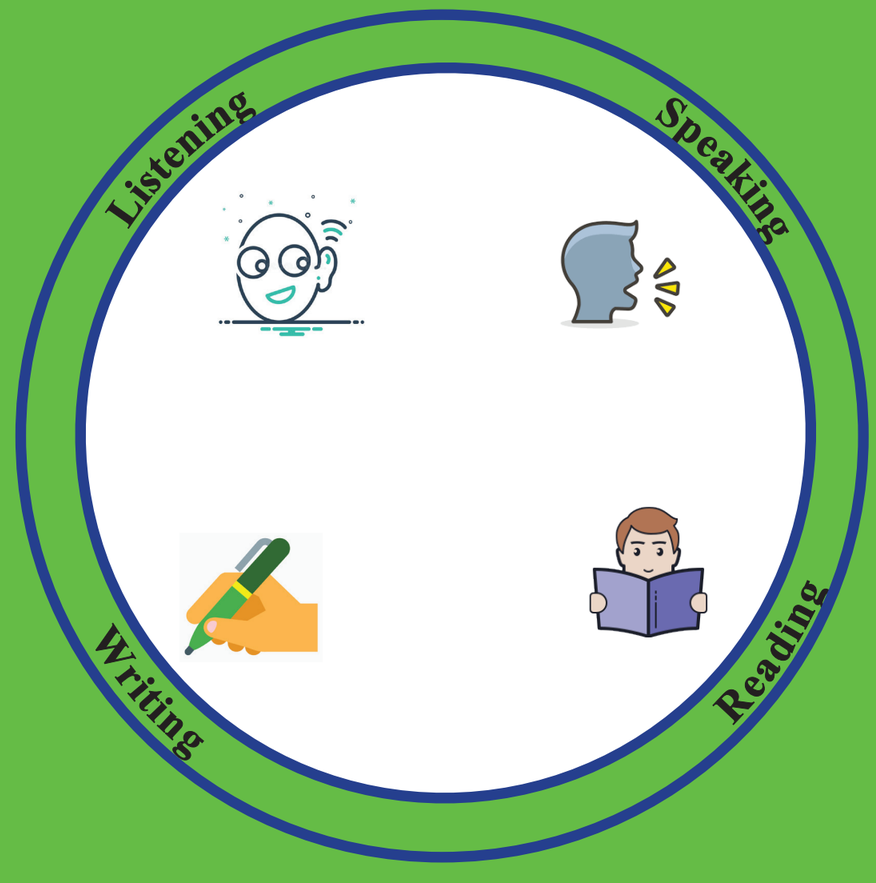
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

ENGLISH FOR ETHIOPIA STUDENT TEXTBOOK GRADE 8

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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English for Ethiopia

Student's Book

Grade 8

Authors

Dr. Cherie Mesfin Bahir Dar University

Dr. Dawit Amogne Bahir Dar University

Editors

Dr. Mulugeta Teka Bahir Dar University

Dr. Berhanu Abera Addis Ababa University

Mrs.Rahel Abraham Hawassa University

Illustrator

Mr. Workineh Negasa Hawassa University

Designer

Mr. Lijalem Mulugeta Hawassa University

Federal Democratic Republic of Ethiopia

Ministry of Education

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UNIT 1: ECONOMIC ACTIVITIES IN RURAL AREAS

Unit Objectives

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

- listen to a text and identify important details;
- talk about common economic activities in your village;
- read a text and identify main ideas;
- transfer information from a reading text to a table;
- use words to describe economic activities in your village;
- describe your daily routines in simple present tense; and
- write five sentences about the main economic activities in your area.

SECTION ONE: Listening



Lesson One

Pre-listening

Activity 1.1: Read the following words and expressions, and study their meanings.

average national income	contributes	forest

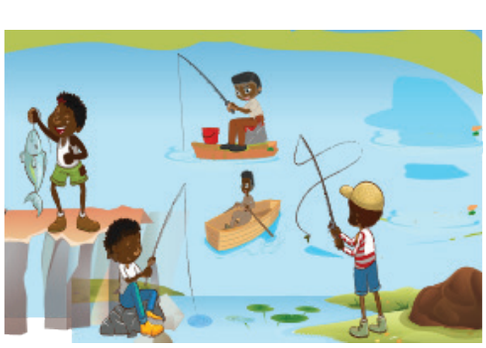
Activity 1.2: Match the pictures (A-E) with the descriptions (1-5) below.



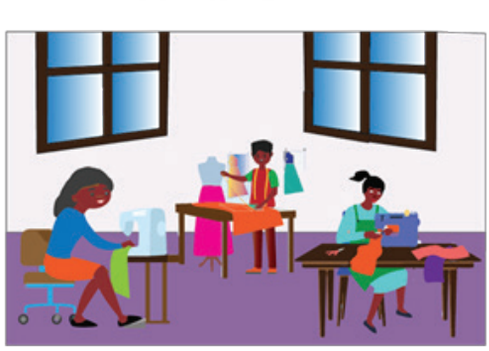
Picture A



Picture B



Picture C



Picture D



Picture E

Descriptions of the pictures

1. fishing
2. planting
3. farming
4. sewing/stitching
5. mining

While-listening

Listening Comprehension

Activity 1.3: Listen to the text your teacher reads aloud. Then, match the types of economic activities with their descriptions. Do it individually and compare your answers with your partner's.

Types of economic activities	Descriptions
_____1. Manufacturing	A. It is a process of getting minerals.
_____2. Mining	B. It is being used in construction and manufacturing.
_____3. Fishing	C. It employs 80 percent of the labor force.
_____4. Planting	D. It uses waterpower and forests as main sources.
_____5. Agriculture	E. It is being practised in freshwater lakes.
_____6. Energy	F. It includes food and beverage products.

Activity 1.4: Listen to the text and complete the blank spaces with the appropriate words/ expressions.

1. Agriculture is the country's most promising _____.
2. Many other economic activities depend on agriculture, including _____, _____and _____ of agricultural products.
3. Forest products are mainly logs used in _____.
4. Ethiopia's fisheries are entirely freshwater rivers, as it has no marine coastline, and are a small part of the _____.
5. _____ and _____ are Ethiopia's main energy sources.

Lesson Two

Post-Listening

Activity 1.5: Talking about one's economic sector (economic activity) preferences

Discuss which economic sectors (economic activities) that you want to work for after finishing your middle school education. Explain your reasons for choosing a particular economic sector.

Activity 1.6:Individually, rank-order the importance of each economic sector as:

- "Most Important" or
- "Important" or
- "Least Important".

Then, compare your rating with your partner's.

1. Agriculture	2. Mineral and mining	3. Transport
4. Forestry and fishing,	6. Energy	7. Telecommunication
8. Textile industry.	9. Manufacturing	10. Tourism

SECTION TWO: Speaking



Lesson Three

Interviews

Activity 1.7: Remember an interview that you have watched or heard recently on a TV or a radio programme. What was the topic of the interview? Discuss with your partner the questions which you remember from the interview.

Activity 1.8: Be in pairs and interview each other about the major economic activities people do in your area. Below are sample questions you may use. While interviewing, you may also ask your own questions.

1. What are the economic activities people do in your village?
2. Which economic activities do you like most? Why?
3. Which of the economic activities do you think are more profitable or less profitable?
4. Which economic activities employ more people in your area? Give examples.

Lesson Four

Role-play

Activity 1.9: Below is a conversation between Akelo and Lucy about Lucy's part- time job. Be in pairs and answer the following questions. Then, act out the sample conversation.

1) What question did Akelo ask Lucy?
2) Why does Akelo ask Lucy some questions?



Akelo: Hi, Lucy! **How's is it going?**

Lucy: Fine, thanks, and you?

Akelo: Just fine. **Where are you going?**

Lucy: To the library. I have to finish the assignment for tomorrow's class.

Akelo: **Why don't you do it at home?**

Lucy: I have a part-time job in the evening so when I get home, I'll be too tired to do an assignment.

Akelo: **Where do you work?**

Lucy: I work in a café.

Akelo: **Why do you like the job?**

Lucy: It's interesting. I really enjoy working with people and get extra money.

Akelo: **How is the pay?**

Lucy: The pay's alright. I get 15 Birr an hour. I would like to earn more as I need a lot of money to buy a new laptop and a smartphone.

Akelo: **And how would you do that?**

Lucy: I'll try to pick up as many extra shifts as I can.

Akelo: **What about your studies?** How would you manage your time?

Lucy: Well, I don't know yet. I might consider taking fewer courses next semester.

Akelo: I wouldn't do that if I were you. You should make your studies the first priority. **What if your parents know about it?**

Lucy: Ugh. You're right. Thanks for your advice, Akelo. I've got to go now. See you later.

Akelo: See you, Lucy

SECTION THREE: Reading



Lesson Three

Pre-reading

Activity 1.10: In groups, discuss the following points.

- Tell your group members about the source of income of your family.
- Discuss the differences you observe between the economic activities in Picture A and Picture B.
- Which set of pictures represents on-farm activities and which one represents off-farm activities?

Picture A



Picture B



Read the following passage and answer the questions that follow.

1. Rural people have **diversified** their livelihood means and income earnings across farm, non-farm and off-farm activities. Thus, non-farm income generating activities have become an essential component of livelihood strategies among rural households. Farmers particularly, the rural farm families usually engage in different non-farm income generating activities apparently to **balance** the shortfall of income due to the seasonality of primary agricultural production and create a continuous stream of income to cater for the various household needs.

2. Non-farm income generating activities include all economic activities in rural areas except agriculture, livestock, fishing and hunting. It includes all off-farming activities, processing, marketing, manufacturing, wage and causal local employment in the rural villages. It encompasses all economic activities except the conventional crop production and livestock rearing. Rural non-farm income sector as described by Kazungu and Guuroh (2014) include: household and non-household manufacturing, trade, handicrafts, repairs, constructions, processing, transportation, communication, mining, and quarrying, as well as community and personal services in rural areas.

3. Rural non-farm income generating activities are considered an essential component of livelihood strategies among rural households. The reasons for diversification to non-farm activities include declining farm incomes and desire to insure against agricultural production risk. Households are pulled into the rural non-farm activities when returns from non-farm income activities are higher and less risky than in agriculture. Most households in the rural communities engage in non-farm activities in order to enhance an economic base.

4. Non-farm income generating activities are generally classified into two broad categories: 'high-labour-productivity that leads to high-income activities and low-labour-productivity activities that serve only as a residual source of income. The low-labour-productivity activities are common among the poor. Such employment may be, nevertheless, very essential from a social welfare perspective. Some families of the rural population, who do not have options for

agricultural employment, work on rural non-agricultural employment opportunities. Though the latter are not highly remunerative, households who do not possess farmland make a difference in their life. (Slightly adapted from Bassie Yizengaw, 2014.)

While-reading

Activity 1.11: Match the main ideas of each paragraph in Column A with the paragraph number in Column B.

Column A	Column B
_____1. Rural non-farm sources of income have been becoming more important than ever.	A. Paragraph 1
_____2. It describes types of non-farm sources of income generating activities.	B. Paragraph 2
_____3. Rural people have been increasing their livelihood income earnings.	C. Paragraph 3
_____4. It talks about classifications of non-farm income generating activities	D. Paragraph 4

Lesson Six

Activity 1.12: According to the reading passage, identify whether each of the following sentences is True or False. Write your reasons for your answer.

_____1.Rural people are increasing their income.
_____2.Non-farm economic sources are important for rural people.
_____3.The seasonality of agricultural production makes rural households to focus on non-farm activities.
_____4.Agriculture, livestock, fishing and hunting are examples of non-farm economic activi ties.
_____5.Non-farm activities generate high income.
_____6.Rural households do not own adequate land work on non-agricultural income earnings.

Activity 1.13: Answer each of the following questions based on the reading passage.

1. What are the two non-farm income generating activities?
2. Why do an increasing number of rural families work in different non-farm income gen erating activities (Paragraph 1)?
3. What are the two reasons that have contributed to rural households' non-farm activities?
4. What are the two broad categories/types of non-farm activities (Paragraph 3)?
5. What is the main idea of the reading passage?

Lesson Seven

Activity 1.14: Choose the correct answer to each of the following questions based on the reading passage.

1. What does the word diversified in Paragraph 1 refer to?

A. livelihood B. income C. mean of income. D. increased

2. The word balance in Paragraph 1 means _____.

A. equalise B. compensate C. equilibrium D. shortfall

3. Which one of the following is a non-farm income generating activity?

A. agriculture B. livestock C. fishing D. marketing.

4. Households who do not have enough farmlands can work on _____ .

A. agricultural employment B. non-agricultural employment

C. low-productive activities D. B and C are correct answers.

Pre-reading

Activity 1.15: Answer the following questions based on the reading passage.

1. Summarise the reading passage in two sentences.
2. On which of the on-farm activities would you like to engage in? Why?
3. Which of the off-farm activities are practised most in your area?

SECTION FOUR: Vocabulary

Lesson Eight

Activity 1.16: In groups, read and discuss the extended definitions given to each of the farming activities.

Shifting cultivation

It is a form of agriculture, used especially in tropical Africa, in which an area of ground is cleared of vegetation and cultivated for a few years and then abandoned for a new area until its fertility has been naturally restored.

Nomadic farming

Nomadic farming is farming is done by peoples who are not permanent residence of an area and who keep on moving. Nomadic farming includes rearing of cows, goat, sheep, various cattle, in herd. People take from one place to another wherever they travel.

Livestock ranching

Ranching is the activity of running a large farm, especially one used for raising cattle, horses, or sheep.

Commercial plantation

Commercial farming includes commercial grain farming, mixed farming and plantation agriculture. Examples of commercial crops include coffee, cotton, sugarcane, tea, tobacco, oilseeds etc.

Mixed Farming

It is the growing of food or cash crops, feed crops, and livestock on the same farm. The main characteristics of the mixed farming are that farms produce both crops and livestock and the two farming activities are integrated.

Subsistence farming

Subsistence agriculture occurs when farmers grow food crops to meet the needs of themselves and their families on small lands. Subsistence agriculture is practiced for survival and for mostly local needs, with little or no surplus.

Dairy farming

Dairy farming is the practice of raising animals such as cows, goats, buffalos and camels and using their milk to feed humans. Dairy products include cheese, butter, yogurt, ice cream, and milk.

Arable farming

It means that only crops are grown on a farm and then used or sold by farmer according to his/her needs. The arable farming needs balanced moisture and human resources to work.

Lesson Nine

Activity 1.17: Use each of the expressions of farming activities in the box and complete the text.

Nomadic farming	Livestock ranching/farming	Commercial plantation/agriculture
Mixed farming	Subsistence farming	Dairy farming
Arable farming		

Shifting cultivation is commonly practised in the tropics. It involves forest clearance through burning and slashing. _____ is the practice of keeping and grazing animals on natural pastures. It is common in the arid and semi-arid regions such as certain parts of Saudi Arabia, northern Africa and northern parts of Eurasia. _____ focuses on rearing animals. Unlike nomadic herding, farmers do not move from one place to another in search of pasture and water, but live in settlements. Also known as tree crop farming, industrialized agriculture or plantation farming, _____ covers large land areas. Even if practised on a smaller piece of land, the activity has a high commercial value. It involves the cultivation of tropical crops such as tea, rubber, coffee, coconut, cocoa, grapes, apples, spices, oranges, avocado, mangoes and palm oil. Also known as grain and livestock farming, _____ involves the growing of crops and rearing of animals. It has its origins in the humid, mid-latitudes, excluding Asia. _____ involves growing crops and keeping animals for the sole purpose of feeding the farmer and his family. It involves the use of simple farm tools on small pieces of land. _____ involves the rearing of cattle for milk. With its origins in Europe, the activity is highly developed in Sweden and Denmark. _____, unlike pastoral or mixed farming, involves the growing of crops without keeping animals. It can be practised on a large, commercial or small scale.

Lesson Ten

Activity 1.18: Individually, write one sentence using each of the following words. Then, compare your answers with your partner's.

1. income
2. profit
3. expense
4. fee
5. bonus
6. benefit
7. loss
8. payment

SECTION FIVE: Grammar

Lesson Eleven

Simple Present Tense: Active and Passive

Daily Routines

Activity 1.19: Use the examples given in the table below and re-group the present simple sentences into their active and passive voice and study their difference.

1. Crops and cereals are sold by farmers.
2. Farmers sell crops and cereals.
3. Farmers' sons and daughters are taught about farming activities by their fathers.
4. Fathers teach their sons and daughters about farming activities.
5. Beehives are kept by farmers.
6. Farmers keep beehives.
7. Cows give milk.
8. Milk is given by cows.
9. The smallest income is earned by daily labourers.
10. Daily labourers earn the smallest income.
11. Farmers sow seeds on time.
12. Seeds are sown on time by farmers.
13. Spices are sown in between the onions and peppers.
14. We sow spices in between the onions and peppers.
15. My uncle sows soybean every year.
16. Soybean is sown every year by my uncle.
17. I ride a horse.
18. A horse is ridden by me.

UNIT 2: TYPES OF CALENDARS

Unit Objectives

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

- listen and comprehend a text about calendars;
- talk about different local calendars;
- work out the contextual meanings of new words;
- use the newly learned words in spoken or written sentences;
- apply comparative adjectives for different communicative purposes;
- use expressions of comparison while comparing calendar types; and
- write a well-developed paragraph.

SECTION ONE: Listening

Lesson One

Pre-Listening

Activity 2.1: In your groups, discuss the following questions.

a) What subjects do you study on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays a school and at home after school?
b) What is a calendar? How many types of calendars do you know?
c) What is the relationship between calendars and human activities?

Activity 2.2: Read the following words and study their meanings with the help of your teacher.

design **accord**

Activity 2.3:

While-Listening

Information Completion

Complete the table below by writing one specific description for each calendars. Before you listen to the text, read the information in the given table. As an example, the last one is done for you.

No.	Type of calendar	Descriptions
1.	Purely Lunar Calendars	
2.	Purely Solar Calendars	
3.	Lunisolar calendars	
4.	Solilunar calendars	
5.	Lunistellar calendars	
6.	Other calendars	(a) These calendars do not have relationships with the cycles of the moon and the sun.

Lesson Two

Listening for Details

Activity 2.4: Based on the listening text, answer the following questions and compare your answers with your group.

a) What is the main idea of the listening text?
b) What is the relationship between the movement of the sun and academic calendars?
c) How do other calendars that have little relations with the cycles of the moon and the sun work?
d) How do many calendars work other than other calendars?
e) Why are solilunar calendars more successful in tracking the lunar cycle than the seasonal cycle.

Lesson Three

Post-Listening

Activity 2.5: Rewrite the listening text by using your own words. You may refer to your notes. Then, compare your version of the text with your partner's.

Activity 2.6: Get the mainstream Ethiopian calendar. Read the calendar and discuss the following questions in groups.

1. What important dates are there on the Ethiopian mainstream calendar?
2. Which of the dates are more important to you? Why?
3. What categories of dates can you make?

SECTION TWO: Speaking

Lesson Four

Talking about a special date in a family

Activity 2.7: Sit in your groups and talk about a special date in your family. In your talk, include the following points.

1. Which date is it?
2. Why is it special?
3. What do you do on this date?
4. If this date were not celebrated, what would happen to your family?

Lesson Five

Activity 2.8: Below are two pictures on the Ethiopian and the Gregorian calendar. Form groups and discuss the following questions.

1. What does Picture A show?

2. What does Picture B show?



Picture A



Picture B

Activity 2.9: Read the poem below and answer the questions that follow. Compare your answers with your partner's.

Months of the Year

Thirty days has September,
April, June and November,
All the rest have 31 days,
Except February alone,
This has 28 days clear.
But 29 in each Leap Year.

a) What type of calendar is it?

b) Which month of the year has 28 days?

c) Which months of the year have 31 days?

d) Which months have 30 days?

Lesson Six

Activity 2.10:In pairs, act out the following dialogue between a teacher and a student on the uses of calendars.



Student: Good morning, Sir.

Teacher: Good morning. How are you?

Student: I am fine. Thank you, sir. How are you?

Teacher: I am also fine. Thank you.

Student: Sir, would you please tell me how to use a calendar?

Teacher: Of course. Look at the calendar. What do you see?

Student: Names of months and days.

Teacher: Nothing else?

Student: There are dates also. Some are in black colour and some others are in red colour.

Teacher: You have almost learned. The dates and days tell you what date each day is.

Student: Colour of dates?

Teacher: The red colours are holidays, but the black ones show working days.

Student: Thank you, sir.

Teacher: Thank you, too.

SECTION THREE: Reading

Lesson Seven

Pre-reading

Activity 2.11: In groups, discuss the following questions.

1) What makes the Gregorian calendar different from other calendars?
2) How are days and months named?
3) For what purposes do we use it?

Activity 2.12: Practise pronouncing the following words and study their meanings with your teacher.

a) goddess - a female god

b) evolve– develop gradually

While-reading

Read the passage and answer the questions that follow.

History of the Gregorian Calendar

The Gregorian calendar, also known as the solar calendar, is the time table that is being used in the present times. The **contemporary** calendar has been changed many times, from the original calendar that began the daily dairy. Apart from serving as the present day **international** civil cal endar, the Gregorian calendar also **regulates** the ceremonial cycle of the Roman Catholic and Protestant churches. As a matter of fact, the calendar was originally aimed for **ecclesiastical** pur poses. Though many other calendars are also in use today, they are mostly **restricted** to particular religion and cultures.

The history of the Gregorian calendar can be **traced** to the times when Rome was ruled by the empire of Roumulus. In those times, the days and months of the Roman calendar **were set a cording to the cycles of the sun and the moon**. Rather than the 12 months in a year today, the Ro man calendar was considered to be **ten months long**. The New Year commenced in Spring, on March 1, and ended in December. A new calendar was introduced by Numa, the new ruler who succeeded Romulus.

The new calendar had 12 months and ended in February. The beginning of the year was later changed from March 1 to January 1. This was marked as the beginning of the civil year. The num

ber of days in the civil year was 365. However, a new Julian calendar was introduced by Julius Caesar, the famed Roman ruler. The Julian calendar began from the 1st of January, in the year 45 B.C. Finally, a new version of Gregorian calendar was introduced by Pope Gregory XIII in the year 1582. This was the calendar that evolved into the present day Gregorian calendar that we use.
In the Gregorian calendar, Sunday was originally named after the sun. Monday was originally called the moon. The next day to Monday was named after mars, the warrior god of Rome. How ever, the name was later changed to Tiu's day for the Teutonic warrior god. Tiu's Day gradually evolved into Tuesday, as we call it today. The day after Tuesday was called Wotan's day, for the Roman god of peace. This was later changed to Woden's day, today known as Wednesday, after a Teutonic god. Thursday, originally was called the Jupiter's Day, tracing its name to the Roman god of thunder and lightning. Later, the name was changed to Thor's Day, after the ancient thunder god, which finally evolved into Thursday.

The six day of the week was named after the Roman goddess, who was symbolic of spring. Later, it became the Frigg's day, after the Scandinavian goddess of love. Finally, Frigg's day became Friday, as we know it today. There was no major change in the seventh day of the week, as it was already known in the Gregorian calendar as the Saturn's day, named after the Roman goddess of harvest. As time passed, it evolved into the present day Saturday. The months in the Gregorian calendar were borrowed from the Julian calendar. For instance, January was named after Janus, the god of beginnings.

In the calendar, February came from Februa, a big feast. March was named after the god of war, Mars. April derived its name from the name of Greek goddess, Aphrodite. The month of May was named after another goddess, known as Maia. June's name was derived from Juno, an ancient goddess. The months of July and August were named after Julius Caesar and Augustus, who suc ceed Caesar's throne. The last four months of the year were named according to the numerical placement in the year. The old names of all the months in the Gregorian calendar evolved over time, to assume their modern names.

Slightly adapted from http://lifestyle.iloveindia.com/lounge/history-of-gregorian-calen dar-6545. html

Direct Questions

Activity 2.13: Read the above passage carefully and answer the questions that follow.

(1) Where does the contemporary calendar originate from?
(2) What is the main reason for the wider use of the Gregorian calendar in the present time?
(3) Write down the two purposes of the other calendars in use today?
(4) What marks the beginning of the civil year, Paragraph 3, line 3?
(5) By whom was the last version of the Gregorian calendar developed?
(6) Write down the expressions used to refer to September, October, November and December, Paragraph 6?

Lesson Eight

Inferential questions

Activity 2.14:Answer each of the following questions individually and compare your answers in groups.

1. What do we mean by ecclesiastical purposes?
2. What was the difference between the Gregorian calendar which was proposed by Roumulus and the new form of the same calendar that was introduced by Numa, Paragraph 2?
3. How were Sunday and Friday named?
4. Why do you think that names of months such as February, March and April named are named Greek Goddess?
5. Why does the author/writer suggest that the present names of months have not been identified at once?
6. What impressions does it give when the author says that March has been named after the god of war?
7. How were the months of July and August named?

Lesson 9

Reading for main ideas

Activity 2.15: Write the main ideas to each of the six paragraphs you have read above. As an example, the main idea of the first paragraph has been written for you. Then, discuss your answers with members of your group.

1. Paragraph 1 is about the Gregorian calendar which is used by the Catholic and Protestant churches.
2. The main idea of Paragraph 2 is _____
3. The main idea of Paragraph 3 is _____
4. Paragraph 4 discusses _____
5. The main idea of Paragraph 5 is _____
6. The main idea of Paragraph 6 is _____

Lesson 10

Activity 2.16: In your small group, guess the meanings of the following words and expressions as they have been used in the reading passage. Then, compare your answers with any of the other groups.

1) What does the word "contemporary" mean?
2) What do these words refer to/mean?
   - Gregorian
   - New Year
   - …the god of beginnings
   - in those times ….
   - commenced
   - …present day…
   - the old names….
   - …over time
   - …. placement

Lesson 11

Post-reading

Activity 2.17: In your groups, discuss the following questions.

(1) For what purposes do people in your community use calendars?
(2) Why do many countries of the world use the Gregorian calendar?
(3) What would happen if the calendars of the world disappeared?

SECTION FOUR: Vocabulary

Lesson 12

Activity 2.18: Refer to the reading passage and guess the meaning of the following words.

1. '…time table…' Paragraph 1, Line 1 _____
2. '…ceremonial…' Paragraph 1, Line 4 _____
3. '…empire…' Paragraph 2, Line 2 _____
4. '…ruler…' Paragraph 2, the last line _____
5. '…version…' Paragraph 3, Line 5 _____
6. '…evolved…' Paragraph 4, Line 4 _____
7. '…tracing…' Paragraph 4, the 3rd line from the last _____
8. '…present…' Paragraph 5, Line 5 _____
9. '…Februa…' Paragraph 6, Line 1 _____
10. '…placement …' Paragraph 6, Line 6 _____

Activity 2.19: From the reading passage, find a word that has a similar meaning to each of the following words. Then, make one sentence of your own using each word. Compare your answers with your group members'.

a) timetable b) original c) ceremonial

d) ecclesiastical e) symbolic

SECTION FIVE: Grammar

Lesson 13

Comparative Adjectives

• Wide/wider … than, more … than

The **comparative** adjectives are used to compare two nouns or pronouns. For one syllable adje tives and for two syllable adjectives that end in y, add –er. (Change the y to I and add er: (happy – happier). For one-syllable adjectives that end in consonant-vowel-consonant (CVC), double the consonant and add **er** (big – bigger). For adjectives that end in e, just add an r to form the comparative (fine-finer). For long adjectives (two syllables or more), use **more + adjective**. The adjectives are followed by than in the comparative form.

In Ethiopia, June has **shorter** nights than other months.

In autumn, children are **happier** than adults.

Autumn is **more attractive** than winter.

Activity 2.20: In groups, study the following sentences, identify the comparative adjectives and copy them in your exercises books.

1. The Gregorian calendar is used wider than the Ethiopian calendar.
2. The Gregorian calendar is used more than the Ethiopian calendar in Ethiopia.
3. The Gregorian calendar is older than the Ethiopian calendar.
4. The Ethiopian calendar has greater number of months than the Gregorian calendar.
5. The Ethiopian calendar is seven/eight years younger than the European calendar.

Note:

- We use than after comparatives (older than, more expensive than, etc.).
- We usually say: than me, than him, than her, than us, than them.

Activity 2.21: Construct a complete sentence using each of the comparative adjectives. The first one has been done for you as an example.

.Many people look more wonderful during holidays than the usual days.

… happier than….
…more wonderful than……
… more excited than …
… crazier than…
… more foolish than…
… more expensive than …

Lesson 10

Activity 2.22: Based on the sample sentences given below, write three sentences on the similarities between the Ethiopian and the Gregorian calendars. Then, compare your answer with your partner's.

… as + adjective + as … or not as + adj+ as

a) The names of the weeks in Ethiopian calendar are ***the same as*** the names of weeks in the Gregorian calendar.

b) The number of weeks in the Ethiopian calendar are ***the same as*** the number of weeks in the Gregorian calendar.

c)

d)

e)

Activity 2.23: In pairs, study the following sentences.

- ***…not as …as …***

a) The festivity dates of the Ethiopian Christmas and Easter are ***not the same as*** the festivity dates of the European Christmas and Easter.
b) The months in the Ethiopian main stream calendar are n***ot as many as*** the months in the Gregorian calendar.
c) The types of seasons in the Ethiopian calendar are ***not the same as*** the types of seasons in the Gregorian calendar.

SECTION SIX: Writing

Lesson 15

Basics of paragraph writing

Activity 2.24: In pairs, list down those writing activities/assignments you do during your English lessons.
Check if the following are among the list of the English writing activities you do in your English classes.

a) Writing notes
b) Writing assignments
c) Combining sentences
d)
e)
f)
g)
h)
i)

What is a Paragraph?

In groups, study the following text.

The warm weather allows me to play outside. I play on the ground with my brother. We run through the water and scream each time. At night, I play hide and seek with my friends. I usally hide behind a big bush. I love it when the weather is warm.

Notes:

- The text in the box is a simple paragraph.
- A paragraph is a group of related sentences as shown in the above paragraph.
- The first sentence has the main idea and the other sentences support this main idea.

Lesson 16

Activity 2.26: Helen is a Grade 8 student who uses a timetable to do her daily activities. The information in the box shows her schedule for next week. Use the information below and write a complete paragraph.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
study English	clean the house	study mathematics	go shopping	do assign-ments	wash cloths	play with her friends

You may use the sentences given below to begin your paragraph.

Helen does many things next week. She studies English on Monday. …

UNIT 3: TRAFFIC RULES AND REGULATIONS

Unit Objectives

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

- listen to a text on traffic rules in Ethiopia;
- talk about common traffic rules to their classmates;
- conduct a role-play based on a dialogue;
- learn the meanings of vocabulary items related to traffic rules;
- use modals (should/ought to, have to, may, might, can, could…) while giving and receiving advice;
- comprehend a reading text;
- give and receive advice on the subject of the use of traffic rules and regulations using modals; and
- write a letter to a friend.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 3.1: In groups, answer each of the following questions.

1. What do we mean by rules?
2. What are the classroom rules which you and your classmates respect? Why do you respect these rules?
3. What are traffic rules?

Activity 3.2: Study the meanings of the following words with the help of your teacher and make a sentence.

pedestrian **sidewalks** **buckling**

While-Listening

Activity 3.3: Answer each of the following questions based on the listening text. Before you listen to the text, read the questions.

1. What is the title of the listening text you have heard?

A. New Traffic Rules in Addis Ababa B. New Traffic Rules

C. Top 5 Most Helpful New Rules D. The New Laws Have Good Intentions

2. Some of the cars should not be allowed to give transport services because _____.

A. they have mechanical problems B. they have engine problems

C. they are killers D. all are correct answers.

3. In contrast to the developing countries, Addis Abeba's traffic problems are _____ .

A. worth worrying B. dangerous ones

C. not worrying about D. worth talking about

4. In Addis Ababa, _____ .

A. sidewalks are used by pedestrians B. sidewalks are available

C. sidewalks are not used by pedestrians D. sidewalks are not available

5. Who violates traffic rules?

A. Pedestrian B. Taxi-drivers

C. Mini-bus drivers D. All are correct answers.

6. What was the good news about?

A. The revised traffic law B. Foot-travelers

C. Traffic laws D. Drivers

Lesson 2

Activity 3.4: According the listening text, complete the following sentences with the appropriate words, or expressions. Discuss you answers with your partner's.

1. Addis Ababa is continuously _____ and the number of cars on the road is growing on a _____.

2. Some of the cars should not be allowed to be on the road at all as they could be potential _____.

3. Many of the _____, especially cabs, that transport people, had _____ and _____ problems.

4. However, the recent traffic law changes in _____ triggered me into writing this _____.

5. For some reason, pedestrians like to share the _____ with _____ .

6. Yes, I agree that the new rules are _____ .

7. _____ _____ are compulsory for driver and front seat passenger.

8. These new set of rules are great if followed by all _____ and _____.

9. I hope that all will obey these rules and as a result, the roads of Addis Ababa will be _____ _____.

Lesson 3

Post-Listening

Activity 3.5: Read the traffic rules in the table below and rate each of them based on your beliefs as:

a) "Most Important" or

b) "Important" or

c) "Least Important".

Discuss your ratings and reasons with your group members'.

Importance of the Traffic Rules

No.	Traffic Rules	Importance			Reasons for your choice
		Most Important	Important	Least Important	
1	Always wear a seat-belt.				
2	Respect the speed limits.				
3	Follow traffic signals.				
4	Do not drink alcohol if you drive.				
5	Cross the road at the Zebra Crossing.				
6	Always walk on the pavement.				

SECTION TWO: SPEAKING

Lesson 4

Auxiliary Verbs *(can, should, must)*

Asking for Advice on Using Traffic Lights

Activity 3.6: Act out the dialogue in pairs and study how advice is requested and given.

At the Traffic Lights and Signs

A: What **should** I do if the traffic light turns red?

B: You **must** stop. You **must not** cross on any of the crossing lines.

A: What should I do when red arrow goes out, leaving only a green light?

B: You **may** proceed if it is safe to do so by observing other pedestrians crossing the road you are entering.

A: Should I cross when the traffic light turns yellow?

B: You **should not** cross, for it indicates that the lights are about to change to red. You **should not cross** unless you are so close to the zebra-crossing and should do the crossing soon.

A: Should I cross when the lights turn **a yellow arrow?**

B: This arrow indicates that the lights are about to change to red. You **must** prepare to stop and not enter the road beyond the stop line unless you are able to cross safely. You **may** cross if the yellow arrow goes out leaving only a green light. You will do this if it is safe to do so, but beware of oncoming vehicles.

A: **Can** I cross the road when the traffic lights turn green?

B: Green Lights? You **can** cross, if it is safe to do so.

SECTION THREE: Reading

Lesson 5

Pre-reading

Activity 3.7: Do the following questions in your groups.

1. Have you ever seen or heard about a car accident? Tell your group members about it.
2. Write causes for car accidents. Compare your list with your partner's.
3. How does it damage the life of human beings and their properties?

Activity 3.8: Read the following words and learn their meanings with the help of teacher.

devastating gravity

Read the passage and answer the questions that follow.

Road traffic accident: a major public health problem in Ethiopia

1. A secondary data collected by the Amhara National Regional State Police Commission from 2007-2011 shows that road traffic accidents are serious, but neglected health problems in Ethiopia. **Fatalities due to traffic accidents are reported to be among the highest in the world.** According to the World Health Organisations' global status report on road safety, the road crash **fatality** rate in Ethiopia was at least 114 deaths per 10,000 vehicles per year. This is only 10 in the UK and Ireland and 60 across 39 sub-Saharan African countries. In addition, the number of people injured or killed in one crash in Ethiopia is about 30 times higher than that in the US. Furthermore, it is sad to note that fatalities due to road traffic accidents are higher among **pedestrians in countries like Ethiopia than in developed countries**. For instance, 60% of the fatalities in the US account to the car drivers, while in Ethiopia only about 5% account to drivers. **This** is also supported by a recent study where the majority of fatalities were **pedestrians** (87%) followed by **passengers** (9%) and **drivers** (4%), among a total of 25,110 accidents and 3415 fatalities during the period 2000-2009 in Addis Ababa.
2. The economic implications of traffic accidents are highly devastating especially for developing countries, since deaths due to these causes are highest among the most economically active population whose ages are between 15-59 years. A study has estimated the total health and life-related cost of motor vehicle injuries in Addis Ababa in 2010 to be about 31,692,892 Ethiopian Birr, which shows the seriousness of the problem.
3. In spite of the fact that road traffic accident is a huge public health development problem in Ethiopia with significant impact on morbidity, mortality as well as devastating economic effects; proportionate measures have not been taken to address the problem. According to the WHO's global status report mentioned above, even though Ethiopia has put in place relevant laws on traffic speed limits, the effectiveness of their overall enforcement was only 2 (in a scale of 0-10) in 2009. There are **some laws** on road safety management and on major risk factors in the country. However, they seem to be largely nominal, as the country neither strictly enforces speed limits on urban roads nor controls blood alcohol levels in drunk-driving.
4. Overall, the **gravity** of the problem is getting worse from time to time, approaching a crisis level and requiring urgent and multi-pronged actions. Multi-sectorial and combined enforcement strategies are **the most efficient way to respond to the crisis**. In addition, there is an urgent need for interventions that can address **risk factors** such as **speeding, improper use of lanes, and drunk-driving,** which have important public health implications as large proportion of traffic injuries are attributed to them

Slightly Adapted from Ethiopian Journal of Health and Development, 2014:28.

Lesson 6

While-reading

Direct questions

Activity 3.9: Identify whether each of the following sentences is true or false. Write your reasons for your answer and discuss them in groups.

1. Ethiopia stands first in the word in the traffic road accident.
2. The road traffic accident fatalities in Ethiopia were approximately 11 times greater than the UK.
3. The major traffic accident fatalities were drivers.
4. The active population of Ethiopia was the most affected by the road traffic accidents.
5. Ethiopia has succeeded in implementing its traffic laws.
6. Ethiopian drivers were not grouped from the majority of fatalities.
7. The majority of traffic injuries in Ethiopia are due to speeding, improper use of lanes and drunk driving.
8. Ethiopia practices controlling of drunk-driving and speed limits

Lesson 7

Activity 3.10: Individually, answers each of these questions and then discuss your answers in groups.

1. Where did the writer get the information about the road traffic accident, Paragraph 1?
2. Why does the writer label speeding, improper use of lanes, and drunk-driving as risk factors, Paragraph 4?
3. How many years of road traffic accident report did the writer use while writing this text, Paragraph1?
4. What was the road accident fatality rate in Ethiopia in the years 2009, Paragraph1?
5. What was the road accident fatality rate in UK, Ireland and the Sub-Saharan Africa in the same year, Paragraph1?
6. What does the estimated 31,692,892 Ethiopian Birr of the life-related cost of motor vehicle injuries in Addis Ababa in 2010 indicate, Paragraph 2?
7. What is the contradiction mentioned by the author/write in Paragraph 3?
8. Why has Ethiopia not succeeded in decreasing traffic road accidents, Paragraph 3?

Lesson 8

Inferential questions

Activity 3.11: In pairs, answer each of the following questions. Then, discuss in your groups.

1. Why did the author sequentially mention evidence from the WHO's 2009 global status report and the recent study?
2. What has hindered Ethiopia from implementing its relevant laws it has approved on traffic speed limits, road safety management and major risk factors?
3. Why did the write conclude that the economic implications of traffic accidents are highly damaging in developing nations?
4. Why did the road traffic accident solutions require multi-sectorial and combined enforcement strategies?
5. What were the solutions suggested by the writer to solve the risk factors?

Lesson 9

Referential questions

Activity 3.12: Individually, write out what each of the following words refers to. Then, check your answers with your partner's.

1. The word '…secondary…', in Paragraph 1, Line 1 refers to _____
2. In Paragraph 1, the 4th line from the last, the pronoun, 'This…'refers to _____
3. In Paragraph 2, Line 2, the pronoun, '…these…' refers _____
4. In Paragraph 2, the last line, the phrase, "…the problem…" means _____
5. The words, '…laws…' in Paragraph 3, Line 4 and '…laws….' in Paragraph 3, line 6 refers to _____ and _____
6. 'The problem…' in Paragraphs 3, Line 6 means _____
7. The pronoun, '….they…' in Paragraph 3, the 2nd line from the last means_____
8. The pronoun, '….them' in Paragraph 4, the last line refers to _____

Lesson 10

Activity 3.13: Based on the reading passage, what do the following words and expressions refer to? Check your answers with your partner's.

1. In Paragraph 1, Line 2, the word, '…neglected …' roughly means _____
2. The word, '…rate…' in Paragraph 1, Line 5, means_____
3. In Paragraph 1, Line 7, the phrase, '…30 times…' means _____
4. The word, '…pedestrians…' in Paragraph 1, Line 9 _____
5. Roughly, the verb phrase '…accounts for …' in Paragraph 1, the 5th line from the last, _____
6. The phrase, '…active population' in Paragraph 2, Line 2-3, approximately means _____
7. The word '…enforcement…' in Paragraph 3, Line 5, means _____
8. In Paragraph 3, the 2ndline from the last, , 'nominal…' roughly means _____
9. The word, '…implication…' in Paragraph 4, the last, means _____

Lesson 11

Post-reading

Activity 3.14: In your groups, answer the following questions.

1. Discuss major causes of road traffic accidents in Ethiopia.
2. List down solutions that can help to reduce traffic accidents? Then, compare your list with your partner's.
3. If you were a minister of transport what would you do to minimise the road traffic accidents in Ethiopia?

SECTION FOUR: Vocabulary

Lesson 12

Activity 3.15: Based on the given sample, write a sentence using each expression. Then, discuss your sentences with a partner's.

Example:

Traffic rules

Knowing **traffic rules** is important for safety.

Speed limit

Knowing the **speed limit** for all the roads is important for safe driving.

Driving rules

Knowing **driving rules** is important for safe driving.

old vehicles	traffic jam	traffic-laws	traffic light
traffic restrictions	traffic accident	traffic regulations	

SECTION FIVE: Grammar

Lesson 13

Asking for and giving advice on traffic tights and turn signals

Uses of Modal verbs:

- ***must/must not,***
- ***can/ cannot, and***
- ***should/should not.***

Notes:

- We use **can** to say something is possible or allowed. Somebody has the ability to do it.

  Example: I can cross the road when the traffic light turns green.

- We use **must** to say that we believe something is **certain**.

  Example: we must not cross the road when the traffic light turns red.

- We use **should** to mean it is a good thing or the right thing to do.

  Example: we should use a zebra-crossing.

Activity 3.16:Based on the given situations (1-6) below, choose the appropriate form (s) of modal verbs: must/must not, can/ cannot, and should/should not.

Traffic Lights and Traffic Symbols

Situation 1: At the Red Light

1. A red light means you **(must, can, should)** stop. You **(must, can, should)** stop as close as possible behind the 'stop' line.



Traffic light showing red signal

Situation 2: At the Yellow (Amber) Light



2. A yellow (amber) light means you **(must, can, shall)** stop. You **(can, must, shall)** only go through a yellow light if you **(cannot, must not, shall not)** stop safely before the 'Stop' line. You **(should not, could not, had not)** stop suddenly, and you **(should not, could not, had not)** speed up to get through a yellow light.

Situation 3: At the Green Light

(3) A green light means you **(can, shall, must)** go through the intersection if it's safe to do so. You **(must, can, shall)** also follow these rules for temporary traffic lights at roadworks.



Traffic light showing green signal

On the Use Turn Signals

Situation 4: The Red Arrow

A red arrow means you must not turn. You (**must, can, shall**) stop behind the 'Stop' line until the arrow turns green or disappears.



Traffic light showing a green light and a red right arrow indicate that you **(must not, cannot, shall not)** turn right - you **(can, must, shall)** go straight ahead or turn left.

Situation 5: The Green Arrow

A green arrow means you **(can, must, shall)** turn in that direction.



Situation 6: The Yellow (Amber) Arrow

A yellow (amber) arrow means you **(must, can, shall)** stop. You **(can, must, shall)** only go through a yellow light if you cannot stop safely before the 'Stop' line.

When a yellow (amber) arrow is flashing, this means you **(can, must, shall)** turn in that direction. You **(must, can, shall)** give way to pedestrians crossing the road you're turning into.



Traffic light showing a flashing yellow right arrow, indicates that you **(can, must, shall)** turn right as long as you give way to pedestrians.

Lesson 14

Activity 3.17: For questions 1 - 10, choose one of the most appropriate modal axillaries given in the boxes below. Check your answers with your group members'.

may	may not	shall	must not	can
have	do not have to	should	should not	cannot

1. If you drive a car, you (should, must, can) ____ have a driving license.
2. You (shouldn't, mustn't, don't have to) ____ drink a lot and drive.
3. When you are in a car, you (should, must, may) ____ wear a seatbelt.
4. When driving a car, you (shouldn't, mustn't, can't) ____ listen to the radio.
5. You (should, must, have) ____ to pay road tax if you own a car.
6. You (should, must, have) ____ stop at a red traffic light.
7. When you ride a motorbike you (should, must, have) ____ wear a helmet.
8. You (should, must, can) ____ smoke while you are driving.
9. If you own a car, you (should, must, can) ____ have insurance.
10. You (shouldn't, mustn't, don't have to) ___exceed the speed limit.

SECTION SIX: Writing

Lesson 15

A friendly letter

Activity 3.18: Based on the letter given below, answer each of the following questions. Discuss your answers in groups.

a) When was the letter written?
b) Who wrote the letter?
c) To whom was the letter written?
d) Write words and expressions you do not know.
e) Identify the main message of the letter.
f) What is the purpose of this letter?

Irispins International School
B.O. Box 202020
Kebele 14, Minilik II Sub- City, Bahir Dar

5th September 2021

Dear Barsanat,

Hi! I hope you got the letter. Your exams are cancelled. But I am going to tell you one good thi today.
Nowadays, many accidents are taking place in every city. The main reason is violating traffic rules. We should follow traffic rules while driving. Otherwise, it is very dangerous for you and for your family.
Tell this to all your friends and families.
Thank you.
(Signature)

Maryamawit

Lesson 16

Activity 3.19: In your group, compare Picture A with Picture B below and discuss the following questions.

a) In which of the pictures have people violated traffic rules? Why?
b) In which of the pictures have people respected traffic rules? Why?
c) What do you tell people who have violated traffic rules?



Picture A



Picture B

Activity 3.20: Be in groups and list down three cautions/cares school children have to do when they cross roads. Write three rules that school children should respect.

School children must respect the following three traffic rules to keep themselves safe from traffic accidents. Firstly, _____.Secondly, _____ _____.Thirdly, _____ _____ _____.Finally, _____ .

UNIT 4: ANIMAL CONSERVATION

Unit Objectives

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

- listen a text for specific information;
- speak about endangered animal species in Ethiopia;
- read a text for a specific information;
- use words and expressions related to animal conservation in their writing;
- use past continuous tense to describe past activities;
- apply expressions of sympathy and anger while communicating; and
- write a paragraph on an endangered animal.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 4.1:Tick or put a right mark (✓) in the boxes in front of the names of each animals which you are familiar with and a cross mark (X) in the boxes in front of the names of the animals you are not. Check your answers with your partner's.

1. List of some of the wild animals found in Ethiopia.

No.	Name of the Animal	I am familiar with	I am not familiar with
1.	Ethiopian Wolf		
2.	Walia Ibex		
3.	Mountain Nyala		
4.	Gelada Baboon		
5.	Buffalo		
6.	giraffe		
7.	Zebra		
8.	Tiger		
9.	Lion		
10.	Nubian Ibex		
11.	Gazelle		

Activity 4.2: In your group, study the meanings of the following words with the help of your teacher.

lush **track** **stunning**

While-Listening

Activity 4.3: Based on listening text, match each of the names of the animals (1-5) in Column A with the appropriate description of each animals in Column B. Check your answers with your group members'.

Name of the Animal	Description of the Animal
_____1. The Ethiopian Wolf	A. It is affected by poaching and habitat loss.
_____2. The Walia Ibex	B. One of the Earth's rarest canid species
_____3. Somali Wild Donkey	C. They are very social animals, and will typically be spotted in huge family groups.
_____4. Gelada Baboons	D. They are native to Ethiopia.
_____5. The Black Lion	E. They are found in the Afar lowlands.

Lesson 2

Post-Listening

Expressing Agreement and Disagreement

Activity 4.4: Individually, rate each of the causes for animal endangerment/extinction as either *most important or important or least important* by putting a tick mark (✓) in the boxes below.Then, compare your rating with your partner's and give reasons for your ratings.

No	Cause for animal extinction	Importance			Explanation
		Most Important	Important	Least Important	
1.	Hunting				
2.	Habitat degradation/ruin				
3.	Human-wild-life interaction				
4.	Loss of Habitat				
5.	Climate change				
6.	Pollution				
7.	Disease				

Activity 4.5: In pairs, study the following three sets of expressions given in the table below while discussing endangered animals.

No.	Expressions of:		
	agreement	disagreement	partial agreement
1	That's right!	I don't agree!	I agree up to a point, but ...
2	Absolutely!	I totally disagree!	Let me agree to disagree.
3	Exactly!	Absolutely not!	I see your point, but ...
4	Yes, I agree!	That is not right!	That's partly true, but ...
5	I totally agree!	I am not sure about that.	I'm not so sure about that.
6	I couldn't agree more!		
7	I see exactly what you mean!		
8	You're right. That's a good point.		

Lesson 3

Activity 4.6: In your group, discuss the following questions.

a) What are the advantages of protecting the endangered animals?

b) Do you agree or disagree with each of the reasons for protecting endangered animals given below? Why?

- For a healthy environment,
- For agriculture and farming,
- For preserving rich bio-diversity,
- For recreation/tourism,
- For livelihood of individuals, and
- For aesthetical value.

SECTION TWO: Speaking

Lesson 4

Activity 4.7: In pairs, read the story below and talk about the following questions.

1. Have you ever read a story about ducks and foxes? If yes, when was it?
2. Are they friends or enemies? Why?
3. Where does a duck live?
4. Where do foxes live?
5. What do we call baby foxes?
6. What do we call baby ducks?

The Fox and the Duck

A mother duck and her little ducklings were on their way to a lake one day. The ducklings were very happy following their mother and quack-quacking along the way.

All of a sudden, the mother duck saw a fox at a distance. She was frightened and shouted, "Chil dren, hurry to the lake. There is a fox." The ducklings hurried towards the lake. The mother duck wondered what to do. She began to walk back and forth dragging one wing on the ground.





When the fox saw her, he became happy. He said to himself, "It seems that she's hurt and can't fly! I can easily catch and eat her!". Then he ran towards her. The mother duck ran, leading the fox away from the lake. The fox followed her. Now he wouldn't be able to harm her ducklings.

The mother duck looked towards her ducklings and saw that they had reached the lake. She was relieved, so she stopped and took a deep breath.

The fox thought she was tired and he became close, but the mother duck quickly spread her wings and rose up in the air. She landed in the middle of the lake and her ducklings swam to her.

The fox stared in disbelief at the mother duck and her ducklings. He could not reach them because they were in the middle of the lake.

Note: Dear children, some birds drag one of their wings on the ground when an enemy is going to attack. In this way they fool their enemies into thinking they are hurt.

Adapted from series of stories compiled by Nkansah

Lesson 5

Activity 4.8: Now that you have read the story, one of you summarise the story using your own words and re-tell it to your partner. Your partner should write as many questions as he/she wants to ask you about the story.

Useful Summarising Expressions

In the beginning of the summary a) First, the writer writes that …… b) At the beginning the story tells that …. c) In the introduction, it has been narrated that … d) In the first part, …
In the middle of the summary a) In the next part, b) In the second part, the writer tells about … c) Then the writer/story presents that … d) In addition, the writer discusses …
In the end of the summary a) In the end, the writer emphasises/focuses …. b) At last, … c) Finally, … d) As a conclusion, the writer concludes that

Below are sample questions your partner might ask.

a) Why did the mother duck drag one of her wing? Guess what would happen if she did not drag of her wing?
b) Which of the animals was wise? Why?
c) If you were a fox or a mother duck what would you do something different?
d) Were the purposes of the mother duck and the fox same or different? Why?
e) How does the story end?

SECTION THREE: Reading

Lesson 6

Pre-reading

Activity 4.9: In groups, discuss the following questions.

1. What is meant by the term endemism?
2. Why did we protect wild animals in Ethiopia?
3. What would happen if we did not protect animals?

Activity 4.10: Study the following words with the help of your teacher and use them in your own sentences.

hikers indiscriminate predominantly

Read the passage below and answer the questions that follow.

The five endemic animals of ethiopia

WALIA IBEX (CAPRA WALIE)



Endemic to Ethiopia, Walia Ibex, formerly widespread in the northern mountain massifs, but now restricted to the Simien Mountains National Park, where it is uncommon but quite often seen by hikers.

The Walia Ibex is a type of goat that lives on narrow mountain edges and can be recognized by the large curved horns of adults of both sexes. However, the males' horns are larger than the fe males' and may measure in excess of one meter. The presence of carved shrines in Yeha and Axum indicate that it was once considerably more widespread than it is today.

MOUNTAIN NYALA



Ethiopia's one fully endemic antelope species is the Mountain Nyala (Tragelaphus Buxtoni) The mountain Nyala is similar in size and shape to the Greater Kudu but it has smaller horns with only one twist as opposed to the greater Kudu's two or three. The shaggy coat of the Mountain Nyala is brownish rather than plain grey, and the striping is indistinct. This elegant and handsome antelope live in herds of five to ten animals in juniper and hagenia forests in the southeast highland.

The Mountain Nyala has the distinction of being the last discovered of all African antelopes, the first documented specimen was shout by one Major Buxton in 1908 and described formally two years later. The main protected population is found in the northern part of Bale Mountains National Park, around Dinsho, the Bale Mountains National Park headquarters and Mount Gaysay.

MINILIK'S BUSHBACK



Belonging to the same family as the Mountain Nyala, the Bushbuck shares with them the family characteristic of shy and elusive behavior. Over forty races of Bushbuck have been identified, which vary considerably both from the point of view of coloration and from the type of habitat they frequent. Most of them are forest living animals inhabiting dense bush, usually near water, though this is not an essential, as some of them have been known to go without drinking for long periods when necessary. No accurate estimate has been made of their total population because of their nocturnal and furtive habits. Like the Mountain Nyala, they are easier to observe in the Bale Mountains National Park where they are fully protected and therefore a little less shy.

MINILIK'S BUSHBACK



This beautiful animal was once widespread over the Ethiopian plateau lands and was often observed by travelers with its fine red coat shining in the sun, making it easy to spot against the greens and browns of the grasslands. Its frightening decline in numbers is due not only to indiscriminate shooting, but also to outbreaks of rabies, which certainly decimated its numbers in the Simien area. In this part of Ethiopia it is now extremely rare, even rarer than the Walia Ibex, but it has another stronghold, in Bale, which the Walia has not. Its restriction to these two areas is not fully understood, as it is not considered that it was so extensively hunted throughout its range that it should have been unable to survive in the thousands of hectares of suitable "fox country" available.

Slightly Adapted from https://overlandethiopiatours.com/attraction-in-ethiopia/natural/endemic-mammals-of-ethiopia/

Activity 4.11: Based on the reading passage, decide whether each of the following sentences is true or false. Give reasons for your answer.

Reading for a specific information

1. In the past Walia Ibex lived in many highland places of Ethiopia other than where it lives now.
2. The Mountain Nyala belongs to the antelope families.
3. Many of the Nyala population are found in the Bale Mountains and its vicinity.
4. Both the Minilik's Bushbuck and Mount Nyala are shy and live in herds.
5. Living in forests near water bodies is the main characteristics of the Minilik's Bushbuck.
6. The Ethiopian wolf is the rarest of the five endemic animals.
7. Mostly, the Ethiopian wolf feeds on giant mole rat.
8. The Ethiopian wolf is the most friendly of all its types.
9. Outbreaks of rabbis and indiscriminate shooting are the two causes for the declining number of the Ethiopian wolf.
10. Mountain Nyala belongs to antelope families.

Lesson 7

Inferential questions

Activity 4.12: In groups, answer each of the following questions.

1. Why did the writer conclude that the Walia Ibex once lived other places other than the Si mein Mountains?
2. How does the author/writer describe Mountain Nyala in terms of size?
3. How does the author or writer describe the protected population of Mountain Nyala?
4. What is the similarity between the Mountain Nyala and the Minilik's bushbuck?
5. Why does the writer not take the bushbucks' living near water bodies as their main charac teristics?
6. Why was it difficult to guess the accurate numbers of the bushbucks?
7. What makes the Ethiopian wolf easily noticeable?
8. Why is the number of the Ethiopian wolf declining from time to time?
9. How does the writer contrast the Ethiopian wolf with the dog and jackal?

Lesson 8

Activity 4.13: Based on the reading passage, write one description about the habitat each wild animal is found in the boxes below. Check your answers with your group members' and write the paragraph where the description is found.

Name of the wild animal	Habitat	The paragraph where the answer is found
The Walia Ibex		
Mountain Nyala		
Minilik'sBushback		
The Ethiopian Wolf		

Referential questions

Activity 4.14: Based on the reading passage, guess what the following words/expressions refer to. Check your answers with your group members'.

1. The verb, '…restricted…' in Paragraph 1, Line 2, means _____
2. The pronoun, '…it…' in Paragraph 1, Line 2, refers to _____
3. The phrase '…fully endemic…' in Paragraph 3, Line 1, refers to _____
4. In Paragraph 4, Line 2, the verb phrase, '…shout by ...' refers to _____
5. In Paragraph 5, Line 4, the pronoun, '…them…'refers to _____
6. In Paragraph 5, 2nd line from the last, the pronoun, '…they… refers _____
7. In Paragraph 6, Line 1, the pronoun, 'this…' means_____
8. In Paragraph 2, Line 4, the pronoun, 'it…' means_____
9. In Paragraph 3, Line 2, the pronoun, 'it…' means_____
10. In Paragraph 6, Line 5, the expressions, 'in this part of Ethiopia…' means_____

Lesson 9

Post-reading

Project work

Activity 4.15: In your groups, you are going interview concerned local/district authorities, or your geography/biology teacher about the present conditions of one of the endangered animal in your areas. First, prepare your interview questions and then conduct the interview. Then, organize a short report and present it to your class. Finally, answer questions and accept comments.

(While interviewing, you may use some of the following interview questions.)

a) Tell me about the wild animals found in your district?
b) Do people in your area protect wild animals? Why/Why not?
c) Do people in your area hunt wild animals? Why/why not?
d) What solutions do you suggest to protect the endangered wild animals?
e) What would happen if we did not protect the disappearing wild animals?

Notes:

- Your oral presentation will have three parts: introduction, body (details) and conclusion.
- Below are some of the useful language expressions for structuring your oral report.

- Good morning and welcome. Let me introduce myself ... We'll take five minutes to present your group report.
- Today I'm/we're/my group is going to talk about ...
- This morning/afternoon, I'd/we'd like to explain ...
- The purpose of my presentation today is to ...
- First I/we will discuss ... Secondly I/we would like to look at how ... Then, I will concentrate on ...
- Lastly, I/we will look at ... before moving on to ... and then I'd/we'd like to talk about how this impacts upon ...
- If you have any questions please leave them until the end, when I'll/we'll do my best to answer them.

SECTION FOUR: Vocabulary

Lesson 10

Activity 4.16: In groups, find words and expressions from the reading passage that have the opposite meaning to the following words and expressions.

1. '…**found everywhere**…' in Paragraph 1 _____
2. '…**overlooked**…' in Paragraph 2 _____
3. '…**ungraceful**…' in Paragraph 3 _____
4. '…**similarity**…' in Paragraph 4 _____
5. '…**important**…' in Paragraph 5 _____
6. '… **ugly**…' in Paragraph 6 _____
7. '…**selective**…in Paragraph 6 _____

Activity 4.17: Individually, complete this text with the appropriate forms of words given in the boxes below. Then, compare your answers with your partner's.

threat	trees	destroying	reduced	animals	endangered
pollution	hors	drop	hunted	shortage	settlement

Many animals living on earth today are _____, which means they are at risk of becoming extinct (dying out) on earth. Endangered _____ include tigers, rhinoceroses, orangutans, turtles, and many more. Their numbers have already been greatly _____ and only a few now live in the wild. The biggest _____ to animals comes from humans. People are _____ animals' habitats, such as rainforests. They are using the _____ to support our growing human population and replacing the rainforest with farmlands or human settlement. As human _____ take up more of the planet, it leaves less room for wild animals, which may face a shortage of food or places to raise their young. This causes numbers to _____. Many wild animals are also _____ by humans, for example for their fur or _____. Others are killed by _____ and global warming, which changes the climate and affects animals' survival rates.

Lesson 11

Extended definitions

Activity 4.18: In groups, using the sample extended definitions, write one extended definition to each of the given words.

Conservation is the preservation of threatened wildlife habitats. Wildlife conservation aims to protect plant and animal species as the human population encroaches on their resources.

A **buffer zone** is an area that is managed in order to increase the protection provided to a Protected Area. An effective buffer zone can prevent negative edge effects from impacting the core area, including the incursion of non-native species, hunting, and climatic changes such as reduced humidity in rainforests.

The **ecology** of an area refers to all the living organisms in that area, their interactions with each other, and with their physical environment. The word also refers to the scientific study of organisms, their interactions and environments.

An **ecosystem** is a community of all living organisms within a particular area, their interactions with each other and with their physical environment. Some of the most bio-diverse ecosystems include coral reefs and tropical rainforests. Major ecosystems are also referred to as biomes.

Endemic

A species is said to be **endemic** to an area, if it is not found anywhere else. For example, the Walia Ibex belongs to a got family endemic to Ethiopia.

a)Habitat **b/ Prey** **c) Predator**

Lesson 12

Activity 4.19: Fill in the blank spaces with the correct from of the words given in the table below. Use each word only once.

Decrease	interrelated	habitat	hunting	changes	endangered	re-establish
threatened	extinct	adapt	pollute	environment	survive	reproduce

1._____ is where an animal lives; where it finds food, shelter, water, etc.

2._____ keeps healthy populations of game animals at manageable levels.

3. Instead of increasing in number or remaining steady, some endangered animals continue to _____ .

4. Plants and animals are_____; which means they need each other.

5. Some _____are natural, others are made by people. They may result in plants and animals becoming endangered.

6. A _____ species may continue to fall in number and be placed on the endangered species list.

7. _____ means there are no more of this species.

8. When we misuse pesticide, we _____our _____.

9. When an animal or plant is put on the _____ specialist, it means there is still time for it to _____if we care.

10. Some species can _____ better than others to changes we make to the environment.

11. Biologists have tried to _____, or bring back species like antelope, elk, turkey, sharp-tailed grouse and swallow- tailed kites to Kansas where they once lived. They hope the animals will _____ and raise their young here so.

SECTION FIVE: Grammar

Lesson 13

Past simple tense



Activity 4.20

1) What could you tell about the above picture?

2) How many animals did you see in the above picture?

Activity 4.21: Individually, read the following story about "The Lion and the Rabbit". Then, in pairs, identify those actions happed in the past. Write down the sentences written in simple past in your exercise book and study their meanings in pairs.

The Lion and the Rabbit

A cruel lion **lived** in a jungle. It would kill and eat the animals all day. All the animals **requested** the lion not to kill them and eat them in this way. They **proposed** a plan. Each day one animal would come to the lion one by one, so that they would be saved from fear of being killed at random by the lion. The lazy lion **felt** that this was a good way to get a tasty treat every day. In this way, the lion had already eaten many animals. It **was** finally the turn of a smart rabbit to go to the lion as a meal. It **reached** the lion's den quite late. The lion **roared** in anger, "Why are you late?" The rabbit **replied**, "There is another lion in the jungle. It **stopped** me."

It said, "I am the king of the jungle."

"Another lion? I will kill it. Show me where it," **roared** the lion angrily. The rabbit **took** the lion to a well. The lion **peered** into the well and roared, "Who is there?" The roar **echoed** back. It **saw** its own reflection in the water of the well. It **roared** again, "You stupid, come out. I will kill you." Saying so, the lion **jumped** into the well and was drowned. All the animals in the jungle **felt** happy and safe.

Activity 4.22: Study the simple past sentences given below that are taken from the above story.

1. A cruel line roared in the jungle.
2. All the animals requested the lion not to kill them and eat them in this way.
3. They proposed a plan.
4. The lazy lion fell.
5. It was finally the turn of a smart rabbit to go to the lion as a meal.
6. It reached the lion's den quite late.

Activity 4.23: Write general rules for the past tense forms of all verbs based on the grammar highlights given below.

Notes:

When we use simple past, we are referring to something at a specific time in the past.

Sample rule:

- Regular verbs are used in past tense form by adding '**d**' or **'ed'** to the root verb.

Example:

- play – play**ed,**
- study – stud**ied,**
- live – liv**ed**
- There are irregular verbs which do not follow this rule. The past tense forms of these verbs are formed differently.

Example:

- go-went,
- eat-ate,
- break-broke,
- sleep-slept

Regular Verbs

- Add **-ed** to the regular verb. look - look**ed**, watch – watch**ed**.
- Some verbs you need to change a bit.

Verb ending in …	Add ...	Example
-e	only add **- d**	live - live**d** date - date**d**
Consonant +y	Change y to **i** an add **-ed**	carry – carri**ed**, cry – cried
1 vowel + 1 consonant	Double consonant and add **-ed**	stop - stopp**ed**

Irregular Verbs

- Some verbs are not regular. You have to learn them by heart.

Example: Simple Past tense - irregular verbs:	
begin - began	fall - fell
break - broke	forget - forgot
come - came	get - got
drink – drank	speak - spoke

To be - Simple past

Example: Simple Past tense - irregular verbs: to be	
Simple present	Simple past
I am	I was
you are	you were
he/she/it is	he/she/it was
we are	we were
you are	you were
they are	they were

Lesson 14

Activity 4.24: Write the simple past forms to the verbs given below and write one simple sentence using the simple past form of each verb.

Simple Present Form	Simple Past Form
roar	
reply	
stop	
take	
peer	
see	
jump	
feel	

Activity 4.25: In pairs, study the following expressions of time in the past. Use them in sentences of your own. Below are some of the common expressions of time in the past and example sentences.

yesterday	**last week**	**a month ago**	**in 2010**	**this morning**

Example

1. I saw a lion in the zoo **yesterday**.
2. **Last week**, the tourists spent a night in the park.
3. **A month ago**,_____
4. _____ **in 2010**.
5. **This morning,** _____.

Activity 4.26: Based on the examples given below, write the question forms for the following simple past sentences.

Affirmative/sentence forms	Question forms
A cruel lion **roared** in the jungle.	Did the cruel lion roar in the jungle?
The lion **chased** the rabbit.	Did the lion chase the rabbit?
The dog licked Hailu's leg.	Did the dog lick Hailu's leg?

1. All the animals **requested** the lion not to kill them and eat them in this way.

_____ ?

2. The hyena **killed** the cow.

_____ ?

3. The lazy lion **fell** in the ditch.

_____ ?

4. It **was** finally the turn of a smart rabbit to go to the lion as a meal.

_____ ?

5. It **reached** the lion's den quite late.

_____ ?

Lesson 15

Past simple tense

Activity 4.27: In your groups, read the following examples and study their meanings. How many actions are mentioned in joined/combined sentences? Which action happed first? Which action happened next?

Examples:

1. The gazelles were grazing. The lion saw the gazelles.

   While the gazelles were grazing, the lion saw them.

2. The bear was grazing from the forest grass for long. The bear slept.

   After the deer was grazing from the forest grass for long, it slept.

3. The Cheetah was running fast. The cheetah caught the hyena.

   The hyena was running fast before it caught the hyena.

4. The tiger was hunting for the gazelle. The Tiger caught the zebra.

   The tiger was hunting for the gazelle, but it caught the zebra.

5. The giraffe was running away from the lions. The lions killed the giraffe.

   The giraffe was running away before the lions killed it.

Activity 4.28: In your group, refer to the five examples given above and write the rule for past continuous tense and its use.

Activity 4.29: Based on the examples given below in the boxes, write the question form for the following past continuous sentences.

No	Affirmative/sentence forms	Question forms
1	The apes were climbing on the tree.	Were the apes climbing on the tree?
2	The gazelle was grassing.	Was gazelle grazing?

1. The cheetah was running fast.

   _____ ?

2. The tiger was hunting for the cheetah.

   _____ ?

3. The giraffe was running away from the lion.

   _____ ?

4. The foxes were jumping over the dogs.

   _____ ?

5. The crocodile was crawling.

   _____ ?

6. The rabbits were hopping.

   _____ ?

Lesson 16

Activity 4.30: Read the story below and write out the sentences written in simple past tense in Column A and the sentences in past continuous in the Column B in the table given below. In pairs, study their meanings.

"The sun **was shining** and the birds **were singing** as the elephant **came out of the jungle**. The other animals **were relaxing** in the shade of the trees, but **the elephant moved very quickly**. She **was looking** for her baby, and **she didn't notice the hunter** who **was watching** her through his binoculars. When **the shot rang out**, she **was running** towards the river...

No	Sentences in simple past forms	Sentence in past continuous forms
1		
2		
3		
4		
5		
6		

SECTION SIX: Writing

Activity 4.31: Look at the words and phrases below. Rearrange them to form meaningful sentences. In pairs, write the correct form of each sentence. For example, the first one has been done for you.

Example:

- hardly / dears are / ever drink / animals that / water

- Dears are animals that hardly ever dink water.

(a) water supply / they get / they eat / from / all their / the leaves

(b) inhabited / tree leaves / so, / by koalas / in areas / on / is high / demand

(c) one group / it takes / to support / several acres / of koalas / of trees

(d) can eat / every day / each / one and a half kilograms / adult koala / up to / of leaves.

Activity 4.32: Look at the sentences below. Rearrange them to form meaningful paragraph. In your group, write the correct forms of the paragraph. The first sentence (introductory sentence) and the last sentence (concluding sentence) of the paragraph have been done as an example. Below are the disordered/scrambled forms of the paragraph.

a) The desert provides a harsh environment in which few mammals are able to live.
b) Of these hardy creatures, the kangaroo rat is possibly the most charming.
c) Able to live in some of the most arid parts of the southwest, the kangaroo rat neither sweats nor pants to keep cool. Its specialized kidneys enable it to survive on a minuscule amount of water.
d) Unlike other desert creatures, the kangaroo rat does not store water in its body but instead is able to convert the dry seeds it eats into moisture.
e) Its ability to adapt to such a hostile environment makes the kangaroo rat a truly amazing creature.

Below is the incomplete paragraph with its beginning and ending sentences.

The desert provides a harsh environment in which few mammals are able to live. _____

_____.

_____.

_____.

_____

_____

_____. Its ability to adapt to such a hostile environment makes the kangaroo rat a truly amazing creature.

UNIT 5: LIVESTOCK FARMING

Unit Objectives

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

- listen to a text for specific information;
- use livestock-related words in context;
- use correct expressions to speak about their preferred jobs;
- apply common expressions while conducting a debate on advantages and disadvantages of livestock farming;
- comprehend a text on livestock farming;
- use action verbs to describe the behavior of farm animals.
- write a memo; and
- evaluate a memo.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 5.1: Discuss the following questions in your group.

a) What does livestock mean?

b) What do you call people who keep cattle?

c) Have you seen or heard about people who raise/keep animals such as goats and sheep in your area? Why do they keep these animals?

Activity 5.2: In pairs, read the following words and study their meanings.

ruminant **meadows**

Listening for Specific information

While-listening

Listen to the text your teacher reads aloud. Then, answer questions below.

Activity 5.3:Answer the following questions individually. Then, compare your answers with your partner's.

1. What do people produce by livestock farming?
   They produce _____, _____, _____
   _____, and _____
2. What are the animal products humans eat for food?
   i. _____ ii. _____
3. Which people get their complete food from animals?
   _____
4. What does a ruminant animal mean?
   _____
5. Give two examples of ruminant animals?
   _____
6. List the two forms of livestock farming?
   _____

Activity 5.4:Based on the listening text, write true or false for each of the following statements.

1. Ruminant animals convert non-proteins into proteins.
2. The rise of population increases the number of farm animals.
3. Standard of living and livestock production rate do not have any associations.
4. Livestock farming benefits only individuals; countries cannot benefit from livestock prodution.
5. The world's farmland which is covered by meadows and pasture is below 60 percent.

Lesson 2

Post-Listening

Activity 5.5: Answer the following questions individually. Next, check your answers with your group members'.

a) If you were an adult person, would you raise animals? Why?/Why not?
b) What do you advise someone who likes to raise animals. Think of at least three pieces of a advice and write them down.
c) In your opinion, what makes livestock farming different from other farming activities such as dairy farming, plaughing, bee-keeping, etc.

SECTION TWO: SPEAKING

Lesson 3

Activity 5.6: This is a pair work. Ask your partner the following questions. Then, keep a record of the answers in notebook as shown in the the boxes.

a) Do you advise your classmates to become livestock farmers? Tell to your partner your reasons.

b) If you were a farmer, what would you like to produce? Why?

c) If you had a lot of livestock, for what purposes do you plan to use it?

d) List down some of the economic benefits of livestock farming? Why are they important?

No.	Questions	Immediate answer	Reasons/Explanations
1	Do you like to be a farmer?	Yes or No	*These days, working on the farm has become a profitable job.*
2	If you were a farmer, what would you like to produce?	I'd like to produce ……	
3	If you had a lot of livestock, for what purposes do you plan to use it? Explain each.	i. …… ii. …… iii. ……	
4	List some of the economic benefits of livestock farming.	i. …… ii. …… iii. ……	

Lesson 4

Oral presentation

Activity 5.7: Based on the information you have collected, make a five-minute presentation to the whole class. An example of how you may begin your presentation is given below. Your presentation must address the above four questions ypu have done in activity 5.6.

My partner's name is _____. She likes to be a farmer because she wants to become rich. ...

SECTION THREE: Reading

Lesson 5

Pre-Reading

Activity 5.8: In your group, discuss the following questions.

1. Mention some animals that farmers raise/keep in your area. What is the use of each of these animals?
2. Why do you think farmers feed these animals?
3. See the following picture. What is this man doing? Why is the man doing this?



While-reading

Read the text below and answer the questions that follow.

Most farms are businesses that raise animals and produce food to be sold to individuals, restaurants, supermarkets, and other businesses. This type of business is also called **animal husbandry.** Some of the food grown on farms also feeds the animals on a farm. A visit to a farm might include meeting many different animals that live there including cows, chickens, horses, sheep, goats, and donkeys.

Cows are usually raised to **produce** milk or beef. **Dairy** farms usually keep many cows and milk them two or three times each day and then sell the milk. A cow may eat up to 100 pounds of food each day and drink about 50 gallons of water.

Goats are another animal kept on farms and raised for their meat and milk. They eat **hay** or grass and may spend time in a fenced pasture during the day.

The chickens on farms are used for either eggs or meat. Chickens on a farm are kept in a chick-

en house but do have an outdoor area for wandering. Female chickens are called **hens** and will produce eggs collected by the farmer and sold to markets. A male chicken is called a **rooster** and is needed for a farmer who decides to raise chicks.

Sheep may be raised by farmers for their meat and wool. They need hay or grass to eat and lots of fresh, clean water to drink, plus special minerals to help keep them healthy. Farmers should shear sheep during spring season so they can get a good amount of wool. The shearer uses a special **shear** to give the sheep a haircut for removal of the wool to sell it.

Horses live on farms but are not used for producing milk or meat. The horses live in a pasture. The farmer takes care of horses feeding them and keeping them clean. Those that live in the pasture are in a natural setting and eat and run around in a large fenced area. Farmers still check on the horses in the **pasture** to make sure they stay healthy. A horse can help farmers with many chores and can be used for transportation on the farm.

An animal that resembles a horse is the donkey. However, they have needs and behaviors. Donkeys on farms often have a friendly personality. Some farmers use them to guard the farm because the donkeys often feel protective of other farm animals. Donkeys eat hay and grass.

In summary, there are many kinds of animals that live on a farm. Most are used by farmers to produce food such as meat, milk, eggs, and wool. Other animals such as horses and donkeys can be used to help the farmer with the chores.

Lesson 6

Reading comprehension

Activity 5.9: Based on the passage, choose the best answer to each of the following questions. Give explanation for your choice.

1. Which one of the following can be an appropriate title to the reading passage?
   A) Animals
   B) Animal farming
   C) Donkeys and their use
   D) Animal food
2. Which of the following farm animals are used for their wool?
   A) Goats and cows
   B) Chicken
   C) Sheep
   D) Horses

3. Which of the following farm animals are used for both meat and eggs?
   A) Goats
   B) Cows
   C) Pigs
   D) Chickens
4. Which of the following farm animals resemble a horse?
   A) Donkey
   B) Goat
   C) Sheep
   D) Cow
5. Which of the following types of chicken produces eggs?
   A) Hen
   B) Rooster
   C) Both A and B
   D) Neither A nor B

Lesson 7

Activity 5.10: According to the reading passage, decide whether each of the following statements is true or false? Give explanation for your answers.

1. It is possible for a farmer to make money out of farming animals.
2. A cow may be raised without food or drinks.
3. Goats are the main sources of wool.
4. A farmer can make milk and meat from horses.
5. Horses and donkey help farmers with chores.
6. Horses have friendly personality.

Activity 5.11:Give a short answer to each of the following questions.

1. How often are cows milked?
2. What do goats eat?
3. What kind of behavior do donkeys have?
4. Give an example of how horses can help farmers with chores.
5. Write one use of donkeys which other animals do not give.

Lesson 8

Activity 5.12: Refer to the reading passage and see how each of the words in bold are used. Guess the meanings of the words and write their meanings using definitions, pictures or examples.

1) animal husbandry
2) produce
3) dairy
4) hay
5) hens
6) rooster
7) sheep-shearing
8) pasture

Lesson 9

Activity 5.13: Match the major ideas of paragraphs in Column A with paragraph number in Column B. Give explanation for your answers.

Main Idea	Paragraph number	Explanation
_____1. It describes animals used for food and transportation.	A. Paragraph 1	
_____2. It primarily focuses on animals used for managing farm activities.	B. Paragraph 2	
_____3. It states reasons for raising horses.	C. Paragraph 3	
_____4. It describes reasons for raising sheep.	D. Paragraph 4	
_____5. It talks about the reasons for keeping chicks.	E. Paragraph 5	
_____6. It tells reasons for keeping goats.	F. Paragraph 6	
_____7. It tells about the reasons for keeping cows.	G. Paragraph 7	
_____8.It describes reasons for working on animal husbandry.	H. Paragraph 8	

SECTION FOUR: Vocabulary

Lesson 10

Activity 5.14: Study the following definitions and examples given to each of the words. Compare your attempts with these explanations.

1. animal husbandry

Definition: breeding and feeding farm animals

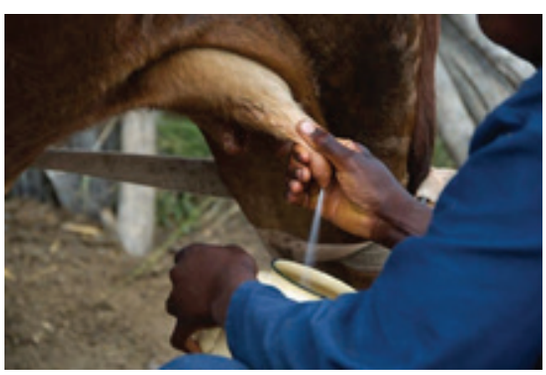
Example: My uncle is doing an animal husbandry business; he is selling a lot of milk



2. produce

Definition: to manufacture things to be sold or to bring into existence

Example: Farmers raise cows to produce milk and meat.



3. dairy

Definition: a place where milk is kept

Example: The dairy makes a lot of money from selling milk.



4. hay

Definition: grass that has been cut and dried and is used as food for animals

Example: This is an example of hay.



5. hen

Definition: a female chicken

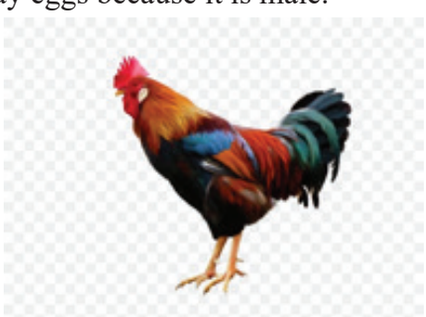
Hens lay eggs.



6. rooster

Definition: a male chicken

Example: A rooster cannot lay eggs because it is male.



7. shear

Definition: to cut wool of sheep

Example: You can shear the sheep's wool when it is thick.



8. pasture

Definition: land covered with grass that is suitable for animals

Example: The pasture was good, so the cattle were able to feed on it.

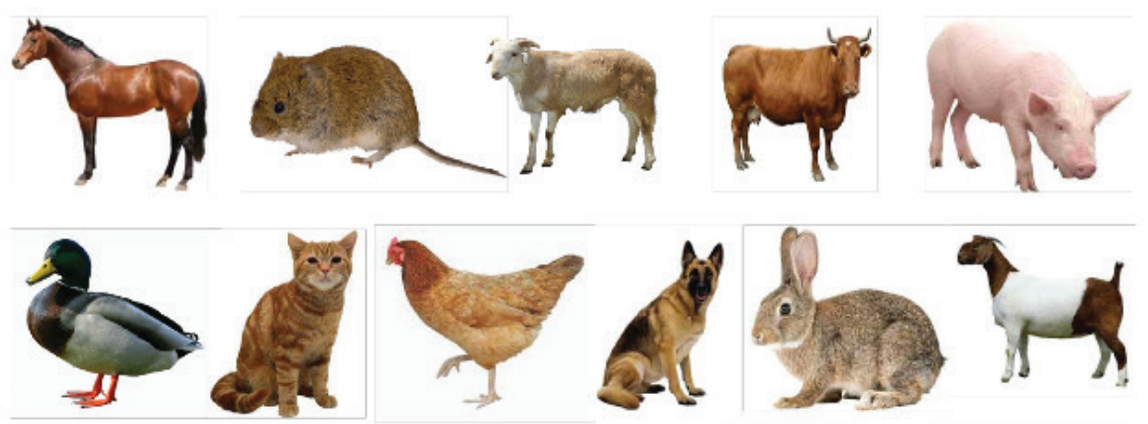


Lesson 11

Activity 5.15: Now, write compete sentences using each of the following words. You may use more than one sentence to show the meanings of the words.

1) animal husbandry
2) produce
3) dairy
4) hay
5) hens
6) rooster
7) sheep-shearing
8) pasture

Activity 5.16: Use the names of farm animals to complete each of the following sentences.



horses	mouse	sheep	pigs	cows	ducks
cats	chickens	dogs	rabbits	goat	

1. Many people have _____ at home. They like to catch mice and sleep a lot.
2._____ have thick fur (hair). Farmers can use their fur or meat.
3. Many people eat eggs from _____ .
4._____are large and have four legs. They can run very fast.
5._____ are popular pets. They move their tail when they are happy.
6._____ look fat and can eat both plants and meat.
7._____ are small. They have big back feet and can run very fast.
8._____ are birds that can swim and fly.
9. If there is a _____ in your house, you can get a cat to catch it.
10. Many farmers have _____ to get their milk.

Lesson 12

Action verb vocabulary: at the farm

Activity 5.17: Below are some action verbs we use at the farm to describe the behavior of animals. Use the correct action form of the verb and complete the sentences.

lick	fly	cuddle	wag	explore	run
roll	sit	kick	jump	play	

1. A friendly cow may _____ a nice person on the face.
2. The cow likes to _____ hide-and-seek games.
3. Happy cows may _____and _____ with their hind legs.
4. In nature, turkeys use their wings to _____55 kilometers an hour.
5. Wild turkeys can _____8 kilometers an hour.
6. Pigs like to _____using their good sense of smell.
7. Pigs _____ around in water or mud to cool off.
8. Chickens sometimes _____in trees to roost.
9. Happy sheep _____their tails when they get petted.
10. The sheep liked to _____when they felt safe and happy.

SECTION FIVE: Grammar

Lesson 13

Activity 5.18: Study the following examples in pairs.

The Simple Past (I did) versus the Present Perfect (I have done)



A. Study this example situation:

Temesgen is looking for his key. He can't find it.

He **has lost** his key. (present perfect)

This means that he doesn't have his key now.



Ten minutes later:

Now Temesgen has found his key. He has it now.

A: Has he lost his key?

B: No, he has found it.

A: **Did** he **lose** his key?

B: Yes, he **did**.

He lost his key (past simple)

but now he has found it. (Present perfect)

The present perfect (something **has happened**) is a present tense. lt always tells us about the situation now. Temesgen **has lost** his key'= he doesn't have his key now.

The past simple (something **happened**) tells us only about the past. If somebody says Temesgen lost his key', this doesn't tell us whether he has the key now or not. lt tells us only that he lost his key at some time in the past.

Do not use the present perfect if the situation now is different. Compare:

- They**'ve gone** away. They'll be back on Friday. (they are away now)

  They **went** away, but I think they're back at home now. (not 'They've gone')
- It **has stopped** raining now, so we don't need the umbrella. (it isn't raining now)

  It **stopped** raining for a while, but now it's raining again. (not 'lt has stopped')

B. You can use the present perfect for new or recent happenings:

- 'I'**ve repaired** the washing machine. lt's working OK now.' 'Oh, that's good.'
- 'Selam **has had** a baby! lt's a boy.' 'That's great news.

Usually, you can also use the past simple:

- I repaired the washing machine. lt's working OK now.

Use the past simple (not the present perfect) for things that are not recent or new:

- Mozart **was** a composer. He **wrote** more than 600 pieces of music.

(not has been ... has written)

- My mother **grew** up in Italy. (not has grown)

Compare:

- Do you know that somebody **has invented** a new type of washing machine?
- Who **invented** the telephone? (not has invented)

C. We use the present perfect to give new information. But if we continue to talk about it. We normally use the past simple:

- A: Ow! I'**ve burnt** myself.

  B: How **did** you **do** that? (not have you done)

  A: I **picked** up a hot dish. (not have picked)
- A: Look! Somebody **has spilt** something on the sofa.

  B: Well, it **wasn't** me. I **didn't do** it. (not hasn't been ... haven't done)

Lesson 14

Activity 5.19: Put the verb into the correct form, present perfect or past simple. The first one has been done as an example.

e.g. It _____ (stop) raining for a while, but now it's raining again.

It stopped raining for a while, but now it's raining again.

1. The town is very different. It _____(change) a lot.
2. I studied some Ge'ez language at school, but I _____ (forget) most of it now.
3. The police _____(arrest) three people, but later they let them go.
4. What do you think of my English? Do you think it _____ (improve)?
5. I _____ (apply) for a job as a tourist guide, but I wasn't successful.
6. A: Where's my bike?

   B: It _____(be) outside the house, but it's not there now.
7. Look! There's an ambulance over there. There _____(be) an accident.
8. A: Do you know about Samrawit?

   B: She _____(give up) her job.
9. I don't know where Lelise is. _____you _____(see) her?
10. When I _____(get) home last night, I _____(be) very tired and I _____ (go) straight to bed.
11. Chala _____ (work) in a bank for 15 years. Then he gave it up.
12. Molla lives in Arba Minch. He _____(live) there all her life.
13. My grandfather _____(die) before I was born. I _____ (never meet) him.
14. I don't know her husband. I _____(never meet) him.
15. Albert Einstein _____(be) the scientist who _____(develop) the theory of relativity.

Lesson 15

Activity 5.20: Put the verb in the present perfect or simple past.

1. A: Have you ever been (you/ever/be) to Bishoftu?

   B: Yes, we went (go) there on holiday two years ago.

   A: _____ (you/have) a good time?

   B: Yes, it _____ (be) great.
2. A: Where's Abdi? _____ (you/see) him?

   B: Yes, he _____ (go) out a few minutes ago.

   A: And Rahel?

   B: I don't know. I _____ (not/see) her.

3. Roza's mother works in a factory. She _____ (work) there for six months. Be fore that she _____ (be) a waitress in a restaurant. She _____ (work) there for two years, but she _____ (not/enjoy) it very much.
4. A: Do you know Henok's sister?
   B: I _____ (see) her a few times, but I _____ (never/speak) to her. _____ (you/ever/speak) to her?
   A: Yes, I _____ (meet) her at a party last week. She's very nice.

SECTION SIX: Writing

Lesson 16

A MEMO

A memo is (memorandum) is a short official note that is circulated within the same company or organization. A memo's purpose is often to inform, but it occasionally includes an element of persuasion or a call to action.

Activity 5.21: Study the following template. What are the components of a memo? What is the purpose of this memorandum?

Memorandum

To: Recipients' names and job titles **From**: Writers' names and job titles **Date**: Complete and current date **Subject**: Description of what memo is about Begin with a brief introductory paragraph that contextualizes the memo for your readers and describes the main point or course of action that readers should take after reading the memo. The introduction should not have a heading.
After the introductory paragraph, the body of the memo should be broken into sections with informative headings at the start of each section. Remember that if there are others who will receive copies of memo, aside from the recipi- ents, add **cc**: after the memo subject line with the names of those individuals.

WRITING A MEMO

Activity 5.22: Write a memo up to three paragraphs for the following scenario. Decide who the memo should be sent to and what the subject of the message is. Add your own information to the body of the memo.

Situation

You are an administrative assistant to a livestock company. Your company has planned to com puterise its operation. However, you have assessed that some employees are not good at using computers. You want to tell 10 employees about an upcoming computer training seminar. You need to inform them of the following:

- background information about the company's plan;
- the problem;
- what is intended (you may include information on why the training is required); and
- where the training will be held, including the date and time.

EVALUATING MEMOS

Activity 5.23: In pairs, study the following memo and answer the questions that follow.

Memorandum

To: Grade 8 Students

From: Grade 8 English Teacher

Date: September 21, 2021

Subject: Memo Writing

I'd like for you to learn how to write memos correctly. You should get right to the point in any memo. Be personal by using "I," "you," and "we." Write as if you were having a real conversation. If you speak in contractions, write in contractions. You'll notice a difference in tone.

Don't use really spiffy technical language that will convolute the reader's mind. Don't tack on fancy endings to simple words that will cause a delay in the **conveyance** of your message.

Keep paragraphs short and to the point, but never make errors.

Close with a "call to action" requiring the reader to do something. I ask that you write **professional** memos.

a) What is the purpose of the memo?

b) Write are the pieces of advice the writer has given to memo writers?

c) How does the memo writer end his/her memo?

UNIT 6: AFFORESTATION

Unit Objectives

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

- Listen to a text about advantages of afforestation;
- Express their agreement and disagreement about plants;
- Appreciate a poem about trees;
- Recognize meanings of words from a text.
- Use prefixes and suffixes;
- Use relative clauses appropriately;
- Write a summary of a text.

SECTION ONE

Lesson 1

Pre-Listening

Activity 6.1:

1. What differences do you see between Picture A and Picture B? Discuss in groups.
2. What is the reason for the differences?



Picture A



Picture B

Activity 6.2: Do the following questions, and compare your answers with your partner's.

1. How do you differentiate reforestation from afforestation?
2. Why do people plant trees?
3. Can you think of some advantages of afforestation?

While-Listening

Activity 6.3: Your teacher will talk about the advantages of afforestation. Listen to the talk, and answer the questions below. See the questions below before you listen to the talk.

1. What is afforestation?
2. How does afforestation differ from reforestation?
3. Write down the three advantages of afforestation.
4. What happens to the amount of carbon dioxide when people cut down trees?
5. What did Ethiopia do in 2019?
6. What does ecosystem mean?

Lesson 2

Post-Listening

Activity 6.4: Why do you think people plant trees? Ask information about this from your parents or anyone in your area. Then, write down the reasons. Use complete sentences to report to the whole class.

SECTION TWO: Speaking

Lesson 3

Agreeing and Disagreeing

Activity 6.5: To what extent do you agree or disagree with the following idea?

The wealth of any country is its plants.

► Write notes. Give reasons for either agreeing or disagreeing with the statement. Tell your class-mates about your reasons for agreeing and disagreeing.

Some phrases for expressing agreement or disagreement are the following:

- I agree with the idea …
- I do not agree with the idea…
- That is partly true, but …
- agree because I think that ... (explain your reason)

For more on expressions

Use the following table to list down your reasons.

Reasons for agreeing	Reasons for disagreeing

SECTION THREE: Reading

Lesson 4

Pre-Reading

Activity 6.6: See the picture of a tree below. Discuss the use of trees.



Activity 6.7: Answer the following questions. Compare your answers with your partne's.

1. Can people and animals live without trees? Give your reasons.
2. Do you know the meanings of the following words?
   - Afforestation
   - Reforestation

While-Reading

Activity 6.8: Read the following poem about plants.

Trees

Trees are the kindest things I know,
They do, they simply grow
And spread a shade for sleepy cows,
And gather birds in their branches.

They give us fruit in leaves above,
And wood to make our houses of,

And leaves made for medicine
And in the Spring new buds of green.
They are first when day's begun
To hold the beams of morning sun,
They are the last to hold the light
When evening changes into night.

And when a moon floats on the sky
They hum a drowsy lullaby
Of sleepy children long ago...
Trees are the kindest things I know.

But we are cutting down trees,
Neither making afforestation plans,
To create new forests,
Nor making a reforestation of depleted lands,
To replace the lost ones.
We all should take care,
Of our mother nature.

- Slightly adapted from Harry Behn

Lesson 5

While-reading

Activity 6.9: Based on the poem, answer the following questions. Discuss your answers in your group.

1. Write down five facts which prove evidence of the kindness of trees towards others. Com pare your list with your partner's.
2. Identify from the poem lines that create a picture in your mind.
3. Why are trees called harmless? Explain with examples.
4. In 'But we are cutting down trees', who does the word 'we' refer to?
5. In the last line of the poem, the author wrote 'mother nature'. Why is this expression used?

Activity 6.10: Are the following statements true or false? Give reasons.

1) Trees are unkind to human being.
2) Trees offer shelter to birds.
3) Birds sing a lullaby.
4) Trees are kind because the sun is kind to them.
5) Trees go to sleep before the sun set.
6) Trees are first to welcome the sun.

Lesson 6

Post-reading

Activity 6.11: Discuss the following questions in your group.

1. How do you see the relationship between planting trees and climate change?
2. What other things should people do to reduce global warming? Should this worry you? Why?/ Why not?
3. If people stopped planting trees, what would happen?
4. Write a short poem about trees.

Lesson 7

Vocabulary

Activity 6.12: Discuss the following questions in your group.

1. Based on the poem you have read, match the words on the left with the definitions on the right.

A	B
1. afforestation	a. Planting trees in an area where there used to be a forest
2. deplete	b. Planting trees to form a new forest
3. spring	c. Damage or injury
4. beam	d. To consume a limited resource
5. harm	e. The season between winter and summer when plants begin to grow
6. kind	f. A line of light
7. reforestation	g. Caring about others

2. Write meaningful sentences of your own using each of the words under column A.

Activity 6.13: Read the poem presented again. Find words that describe the following. Then, write the meanings of the phrases.

e.g. depleted lands (The word 'depleted' describes 'lands').

i) _____ cows

ii) _____ things

iii) _____ buds

iv) _____ sun

v) _____ lullaby

vi) _____ children

3. Write sentences using the expressions, and compare it with your partner's.

Lesson 8

Affixes: Prefixes and Suffixes

Brainstorming: Study how the following words are formed.

- afforestation (a-forest-ation) [originally from add-forest]
- deforestation (de-forest-ation)

a. The two words differ in meaning. Why do they have different meanings?

b. What is the meaning of the prefix **de-** in 'deforestation'?

Prefixes are a letter or a group of letters that are added before a word to change its meaning. *Example: misuse* *'mis-' means 'wrongly'.*
Suffixes are word endings to change the word classes. *Example: selfish* *'-ish' means 'like'.*

Prefixes: changing meanings

o With adjectives

Prefixes, e.g. *un-, dis-, im-, can* be added to some adjectives to give the opposite meaning.

happy (feeling or showing pleasure)	unhappy		honest (tells the truth)	dishonest
possible (that can be done)	impossible		correct (right)	Incorrect
regular (following pattern)	irregular		legal (allowed by law)	illegal

o With verbs

With some verbs, these prefixes can have particular meanings.

dis- [the opposite of something]	I **disagree** with the others. [don't agree/ have the same opinion]
un- [the opposite of an action]	I couldn't **unlock** the door this morning. [open the door using a key, opposite= lock]
over- [too much]	The bank **overcharged** me. [asked me to pay too much money]
mis- [do something incorrectly]	I **misunderstood** what the teacher said. I am sorry, my English is not very good.
re- [again]	The teacher has asked me to **rewrite** my essay.

o With Nouns

co-	joint	co-founder, co-owner, co-descendant
dis-	the converse of	discomfort, dislike
sub-	below	subset, subdivision
tele-	distant	telecommunications,

Activity 6.14: Read the poem presented again. Find words that describe the following. Then, write the meanings of the phrases.

a. Can you name some more?

b. Make a sentence using some of the words.

Lesson 9

Activity 6.15: In each of the following dialogues, B agrees with A using different words. Complete the blank spaces from the list of words given in the box below.

dishonest	illegal	undressed
incorrect	unlucky	unlikely
unexpected	unfair	unfit

1. A: That is a strange name.
   B: Yes, it's very ***unusual***.
2. A: It's against the law, isn't it?
   B: Oh yes, it's _____.
3. A: You mean he took off all his clothes!
   B: Yes, he got completely _____.
4. A: He probably won't get back in time for the meeting.
   B: I agree. It's very _____.
5. A: A lot of the answers were wrong _____.
   B: Yes, I'm afraid they were nearly all _____.
6. A: He doesn't look in very good condition; he's a bit overweight.
   B: I know. He looks terribly _____.
7. A: Nobody thought this would happen.
   B: Yes, it was completely _____.
8. A: They never tell the truth.
   B: I know. They're both _____.
9. A: His business always seems to lose money, and it's not his fault.
   B: I know. He's very _____.
10. A: Semira always gives more attention to Kibru than she does to Befekadu.
    B: Yes, it's very _____ on poor Befekadu.

Lesson 10

Suffixes

Verb + noun suffix

Suffixes are used at the end of words; they often tell you if a word is a noun, a verb, an adjective or an adverb. Two suffixes which form nouns from verbs are -ion and -ment.

Verb	Noun
invent [produce or design something completely new]	invention
discuss [talk about something seriously]	discussion
translate [change from one language to another]	translation
relax [rest, and feel calm and comfortable]	relaxation
improve [get better] govern [control the affairs of a city or country]	improvement
manage [direct or control a business]	management
develop [grow or change and become more advanced]	development

Examples:

- His latest invention is a new board game.
- The management has to change.
- We need an improvement in the weather.

Activity 6.16: Make sentences using discussion, translation, relaxation, and development.

- **Adjective + noun suffix**
- **The suffixes *-ness* and *-ity* often form nouns from adjectives.**

weak (opposite: strong)	**weakness**
happy	happiness
ill [sick, not well]	illness
fit [in good condition, usually because of exercise]	fitness
stupid (opposite intelligent, clever)	stupidity
popular [liked by a lot of people]	popularity
similar [almost the same; opposite: different]	similarity
Able	ability

Examples

- What is his main weakness as a teacher?
- Fortunately, it wasn't a serious illness.

Lesson 11

Activity 6.17: Write down meaningful sentences using happiness, fitness, stupidity, popularity, similarity, and ability.

- ***-er, -or* and *-ist***
- **These suffixes can be added to nouns or verbs. They often describe people and jobs.**

-er	**-or**	**-ist**
foreigner	director	scientist
footballer	actor	artist
pop singer	translator	economist

Activity 6.18: Write down the names of the people who do these things as a job.

• Example: sing music **singers**

1. act in films _____
2. important managers in a company _____
3. change words from one language into another _____
4. play football _____
5. dance in ballets _____
6. paint pictures _____
7. work in science _____

Activity 6.19: Complete the dialogues.

Example: A: He hasn't been well at all, has he?

B: No, it's quite a serious **illness** .

1. A: Are they almost the same?
   B: Yes, the _____ is amazing.
2. A: Has anyone made anything like this before?
   B: No, it's a brand-new_____ .
3. A: Is her new novel going to be published in other languages?
   B: Yes, someone is working on a _____ right now.
4. A: Does your daughter enjoy drawing too?
   B: Yes, she's a very good _____ .
5. A: Javier gets tired after he's been playing for about ten minutes.
   B: I know. If he wants to be in the team, he'll have to improve his_____ .
6. A: Do you think the organization can still grow?
   B: Yes, I think there is an opportunity for further _____

Lesson 12

Suffixes: forming adjectives

Common suffixes that form adjectives include: ***-able*** (comfortable), ***-al*** (musical), ***-y*** (cloudy), ***-ous*** (famous) and ***-ive*** (attractive).

A) –al

Adjectives ending -al are usually formed from nouns, and often mean 'relating to the noun', e.g. a musical instrument (from music), a political issue (from politics), an electrical fault (related to electricity), a personal opinion (the opinion of one person).

B) -able

This suffix forms adjectives from nouns and verbs, and the prefix un- often forms the opposite:

- an enjoyable party
- a comfortable chair (opposite: uncomfortable)
- a suitable word or phrase [right/correct for a particular situation; opposite: unsuitable]
- a reliable service; reliable information [able to be trusted or believed; opposite: unreliable]
- fashionable clothes [popular now with many people; opposite: unfashionable]
- a reasonable decision or price [fair; not a bad decision or price; opposite: unreasonable]
- a sociable person [enjoys being with people; opposite: unsociable]
- a forgettable experience; opposite an unforgettable experience [something that cannot be forgotten]
- a believable story; opposite: an unbelievable story [something that is very surprising and very difficult to believe]

-ful and -less

The suffix *-ful* often means 'full of.

e.g. A colourful room has a lot of colour in it.

A helpful person gives a lot of help.

A peaceful place is calm and quiet.

The opposite meaning is sometimes formed by adding the suffix -less to the noun.

e.g. a useful machine [having a lot of uses]; opposite: a useless machine]

a painful injection [giving pain and being unpleasant; opposite: a painless injection]

a careful driver [drives with care and attention; opposite: a careless driver]

Lesson 13

Activity 6.20: Match the words on the left with the words on the right.

1. a national **d**	a. injection
2. a useful_____	b. mistake
3. a painful_____	c. price
4. fashionable_____	d. holiday
5. a careless_____	e. man
6. an electrical_____	f. bit of advice
7. an unsociable_____	g. clothes
8. a reasonable_____	h. fault

Activity 6.21: Complete the sentences by adding suffixes to the following words.

Careful	useless	unbelievable
Helpful	unforgettable	painful
Suitable	traditional	
Annual	personal	
Reasonable	reliable	

E.g. You must be very ***careful*** when you drive in wet weather.

1) She told us an _____ story about a dog that could speak.
2) The tourist information office was very _____, and told us everything we needed to know.
3) The festival is an _____ event, held on the first Monday in September.
4) It was very _____ when I hit my leg against the corner of that table.
5) This bag is _____; it's too small for me to put anything in it.
6) We've never had any problems with our TV in ten years; it's been very _____.
7) Most people agreed with it, so I think it was a _____ decision.
8) This is just my _____ opinion; others may not agree.
9) Travelling round Hawassa and Arba Minch was an _____ experience.
10) Children perform _____ dances at the ceremony, as they have done for hundreds of years.
11) Do you think this dress is _____ for a wedding?

SECTION FOUR: Grammar

Lesson 14



Relative Clauses

I met a girl. She **can speak six languages.**

[Two sentences]

She ⟶ who

I met a girl **who can speak six languages.**

[One sentence]



Kedir is reading a book. The book is about physics.

[Two sentences]

The book ⟶ which/that

Kedir is reading a book **which is about physics**.

or

Kedir is reading a book **that is about physics.**

[One sentence]

Activity 6.22: Based on the context presented above, answer the following questions.

a. What is the function of the underlined parts?

b. Write the name of your friend. Write also her/his one characteristic. Then, put the information together as follows.

_____ (name of your friend) who _____ (a characteristic) is my friend.

Study this example situation.

Last week, we had a party, and a lot of people came. Everybody enjoyed it.

Everybody who came to the party enjoyed it.

What is the function of the clause 'who came to the party'

- **A relative clause tells us which person or thing (or what kind of person or thing) the speaker or the writer means.**

e.g. The woman who lives next door to me ('who lives next door to me' tells us which woman

√ *Who* is used for people (not things)

e.g. The student **who is sitting beside me** is very friendly.

√ *That* is for things or people.

e.g. An airplane is a machine **that flies.**

The people **that work in this school** are kind.

√ *Which* is for things (not for people)

e.g. An airplane is a machine **which flies**.

√ *Whose* is to refer to the person or thing something belongs to.

Hawi, **whose daughter stood first,** is a policewoman.

Activity 6.23: What differences do you see between the two sentences?

a. My father, **who is 50 years old**, is a businessman.

b. People **who commit crimes** should be arrested.

Discuss your answers with your partner.

Defining relative clauses

1) The house **that we were thinking of buying** has been sold.

2) The girl **who was hit** by the bike wasn't seriously hurt.

3) The award was given to Hana, **whose scores were impressive**.

Sentences 1, 2, and 3 are **defining** relative clauses (also called **restrictive** relative clauses).

- These relative clauses give the information that directly identifies what is being talked about.
- Without the relative clause, we don't know what was being talked about.

Non-defining relative clauses

1) *Chechebsa*, *which is my favourie food*, is expensive.
2) My aunt gave me her number, which I wrote on a piece of paper.
3) Abera's father, who is 78, runs five kilometres every day.
4) The Prime Minister, whose speech is impressive, has gone to Kenya.

Sentences 1, 2, 3, and 4 are **non-defining** relative clauses (also called **non-restrictive** relative clauses).

- Non-defining relative clauses give us extra information about someone or something. It is not essential for understanding who or what we are talking about.
- We always use a relative pronoun to start a non-defining relative clause: ***who, which, whose, when*** or ***where*** (but not ***that***). We also use commas to separate the clause from the rest of the sentence.

Places and times

We can use ***which*** with a preposition to talk about places and times.

Examples:

a. *Sheger Park, **which** is found in Addis Ababa, is a beautiful place.*
   *Sheger Park, **where** my parents celebrated their birthday, is an attractive place..*

b. *September, **which** Ethiopian New Year is celebrated in, is a bright month.*
   *September, **when** Ethiopian New Year is celebrated, is a bright month.*

Lesson 15

Activity 6.24: Make one sentence from two sentences. See the example below.

Example: A man phoned. He didn't give his name.

• The man ***who phoned*** didn't give his name.

1. A woman opened the door. She was wearing a yellow dress.

• The woman _____ a yellow dress.

2. Some students took the exam. Most of them passed.

• Most of the students_____

3. The policeman stopped our car. He wasn't very friendly.

• The policeman _____

Activity 6.25: Fill in the blank spaces with either *who* or *which*.

e.g. I met a woman who can speak six languages.

1. What's the name of the man _____ has just started work in your office?
2. What's the name of the river _____ flows through the town?
3. Where is the picture _____was hanging on the wall?
4. Do you know anybody_____ wants to buy a car?
5. You always ask questions _____ are difficult to answer.
6. I have a friend _____is very good at repairing cars.

Activity 6.26: Complete the sentences according to the information given in brackets.

Example: My brother is an architect. (He lives in Mekelle.)

My brother, ***who lives in Mekelle***, is an architect.

1. The strike at the factory has now ended. (The strike began ten days ago.)

The strike at the factory _____.

2. I was looking for a book this morning. (I've found it now.)

I've found _____.

3. I've had my car for 15 years. (This car has never broken down.)

My car _____.

4. A lot of people applied for the job. (Few of them had the necessary qualifications.)

Few of _____.

5. Haimanot showed me a picture of her brother. (Her brother is a police officer.) Haimanot showed me _____.

SECTION FIVE: Writing

Lesson 16

Summarizing a text

Activity 6.27: Read the following text. Write a brief summary of the text in one or two sentences.

► **Do not attempt to copy directly from the text. Use your own words and expressions.**

The Amazon forest covers five million square kilometers, an area as big as the whole Europe excluding Russia. It contains one third of the world's trees. However, the trees are disappearing. By 1974, a quarter of the forest had already been cut down. In the following year, 1975, four per cent of the remaining trees disappeared. If the destruction of the forest continues at the same rate, there will be nothing left in a few years.

What will happen if more of the Amazon forest is cut down? According to climatologists if the Amazon forest disappears, there will be less oxygen and it will be difficult for us to breathe. The temperature will rise. The ice-caps at the North and the South poles will melt. Even the sea level will rise. Therefore, seaside cities will be flooded.

All scientists agree that if we destroy the Amazon forest, it will be an environmental suicide. Life on earth will become difficult.

UNIT 7: CHARITY

Unit Objectives

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

- Listen and comprehend a story;
- Tell a story;
- Read and comprehend a story;
- Add new words to their word store and use them in context;
- Apply past tense verb forms to narrate a story about the past;
- Write a narrative paragraph.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 7.1: In your group, discuss the following questions.

1. Do you know people who do not have food to eat and clothes to wear?
2. Do you know people who help such poor people? How do they help them?

While-Listening

Activity 7.2: Listen to the story that your teacher tells you about. Then answer the questions below briefly. Preview the questions below.

1. Who is the story about?
2. What do you understand by the word ‘charity’?
3. How old was Hanna when she saw a man eating from garbage can?
4. Why was Hannah inspired to help people?
5. Hannah began by learning all she could about _____ and _____.
6. What did Hannah do at age 8?
7. At what age did Hannah found the Ladybag Foundation?
8. What does the Ladybag Foundation do?

Lesson 2

Post-Listening

Activity 7.3: Answer the following questions.

1. What have you learnt from the story of Hannah Taylor? Share the lessons you have got with your partner.
2. Retell the story of Hannah Taylor to your group members.

SECTION TWO: Speaking

Lesson 3

Agreeing and disagreeing

Here are some expressions you can use to agree and disagree.

Agreeing	Disagreeing	Partly agreeing
√ That's right!	√ I don't agree!	√ I agree up to a point, but ...
√ Absolutely!	√ I totally disagree!	√ I see your point, but ...
√ Exactly!	√ Absolutely not!	√ That's partly true, but ...
√ Me too!	√ That's not right!	√ I'm not so sure about that.
√ Yes, I agree!	√ I'm not sure about that.	
√ I totally agree!		
√ I couldn't agree more!		
√ I see exactly what you mean!		
√ You're right. That's a good point.		

Activity 7.4: In your group, discuss the following questions.

1. *'Charity begins at home.'* Discuss the meaning with your group members.
   Do you agree with the saying? For example should people begin to help their own family members? Why?/why not?
2. The rich should help the poor. Do you agree? Why/why not?

Lesson 4

Activity 7.5: Do you know someone who devoted her/his life for charity? Ask information from your parents or another person in your area. Gather information on the following points.

- The name of the person
- How the person started charity
- When she/he started the charity
- What she/he did.

Then, make an oral presentation about the life of the person.

SECTION THREE: Reading

Lesson 5

Volunteering to help special needs children



Pre-reading

Activity 7.6: In pairs, discuss the following questions.

1. Look at the picture of the three students presented above. Which student needs a special help? How can others help this student?
2. How do you or your friends help students with disabilities?
3. What can you benefit from helping others?

While-reading

Read the following passage and answer questions that follow it.

Sometime ago, there was an event for students with disability problems to work with other students in our school. My teacher asked me to **take part** in volunteerism helping children with special needs. I was happy because I had the opportunity to help students with physical disability with schoolwork, art projects, and everyday activities. I realized that the students with physical disability enjoyed and leaned by working with us. Our teacher showed us about how we had to help each other. At the beginning of the program, I thought it would be difficult to work with students having disabilities, but later on I realized that these **unique** students taught me about.

My teacher asked me to help a blind student. Reading stories was my **favourite** activity. I read so many interesting stories for the student. I also read stories aloud for other students. I felt good to see the children's smile.

That experience has greatly shaped me. Although I am studying at college now, I still help individuals with special needs. I provide transport support. I organize sports festival. I also mobilize other students to give home-based education to disabled people.

My experience which began at school has greatly changed my way of life. Now, I feel that my life can best be defined when I help others. Helping others and collaborating with disabled people is more than anything. I advise you to be open-hearted to people with all kinds of disabilities.

Activity 7.7: Choose the correct answer.

1. The main idea of the above passage is:
   a) disabled children helping themselves
   b) school activities in the afternoon
   c) the future of community service
   d) working with special needs children
2. The writer of this article is a _____
   a) college student
   b) teacher
   c) disabled child
   d) mother of a disabled child

3. The word ‘take part’ means
   a) break into
   b) start
   c) participate
   d) stop
4. How did the writer help in the classroom?
   a) She took the children on trips
   b) She helped at schoolwork, art projects, and everyday activities
   c) She taught the children when their teacher was not there
   d) She took the children home at the end of the day
5. The word unique means
   a) happy
   b) similar
   c) different
   d) ordinary
6. The writer felt good because
   a) She saw the children’s failure
   b) She saw the children’s smile
   c) She likes doing art projects
   d) She likes to help the teacher at school
7. The word ‘favourite’ means
   a) Liked more than others
   b) Unfairness
   c) Happy
   d) Hated
8. Which one of the following is false about the writer?
   a) Her life has changed due to her work with disabled people
   b) She believes that helping others is more than anything.
   c) She advises readers to be open-hearted towards special needs people.
   d) She thinks other people collaborate with special needs people

Lesson 6

Activity 7.8: Complete the following sentences according to the text.

1. The teacher asked the writer to take part in _____
2. How did the students with physical disability enjoyed and leaned?_____
3. The writer discovered that working with children with special needs _____
4. How did the writer help the blind student? _____

Lesson 6

Post-Reading

Activity 7.9: Work individually and then share your answers to the following questions with your group members.

1. Who would you like to help? Why?
2. How would you like to help them?

► Jot your answers down and make an oral presentation to your classmates.

SECTION FOUR: Vocabulary

Lesson 7

Activity 7.10: What do you see in each of the following pictures? Use short phrases to describe each.



Study the words that are written in bold in the following text.

* **Charities** are organizations that help others, for example, UNICEF. You can help charities by giving your time, money, or things that you own. Charities usually help **homeless** people, orphans (children who lost their parents), and others who are **helpless**.
* **Volunteering** is when you give your time to help others. Some ways of volunteering are joining a cleaning campaign in your area and visiting old people to help them or talk to them.
* **Fundraising** is when you collect money to help others. Some ways of fundraising are making bread to sell, doing a sponsored activity, and so on.
* **Donating** is when you give your things to help others. An example of donating is giving your old books to a library. One should be **generous** to give his/her things to others.

Activity 7.11: Make your own sentences using the words that are written in bold in the box above.

Activity 7.12: Based on the short reading above, do the following.

What is it called under each situation?

1. Matewos is always willing to give his time or money. He is _____.
2. School students are generating money to help the poor by making handicrafts and selling them. _____
3. School students are cleaning their village during their vacation. _____
4. A group of people established an organization for helping people in need. They established a _____
5. When people have no house to live in, they are called _____
6. When you are unable to do things without the help of others, you are _____.

SECTION FIVE: Grammar

Lesson 8

The Past Simple and the Past Continuous

The Past Simple

Activity 7.13: Read the following story about an Ethiopian woman.



Abebech Gobena **was born** in 1938 in a small rural village in Shewa called Shebel. Her father **died** during the second Ethio-Italian war. So her grandparents raised her until the age of nine. Then, she **moved** to Addis Ababa at the age of 10. She **went** to *Gishen Mariam*, Wollo, in 1973. At that time, there **was** famine in the area. In a feeding center, Abebech saw a child next to her dead mother. Then, she **took** the child along with another orphan to her home in Addis Ababa. In one year, she **brought** 21 children to her home. She **founded** AGOHELMA, which is a charity. Abebech **died** on July 4, 2021 at the age of 83.

Activity 7.14:

i. Study the verbs underlined and written in bold. What kind of verbs are they?

ii. Why are they used in this form?

Activity 7.15: Work in pairs. Complete the following dialogue.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When _____?

B: Her father died during the second Ethio-Italian war.

A: Who raised her?

B: _____

A: At what age _____to Addis Ababa?

B: She moved to Addis Ababa at the age of nine.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When _____?

B: Her father died during the second Ethio-Italian war.

A: Who raised her?

B: _____

A: At what age _____to Addis Ababa?

B: She moved to Addis Ababa at the age of nine.

Lesson 9

Very often the past simple ends in *-ed* or *-d* (regular verbs):

Example:

- She **moved** to Addis Ababa at the age of 10.
- Her grandparents **raised** her until the age of nine.
- She **founded** AGOHELMA.
- Abebech **died** on July 4, 2021 at the age of 83.

But there are many irregular verbs. In the irregular verbs, the past simple does not end in *-ed* or *-d*.

For example:

- She went to Gishen Mariam, Wollo, in 1973.
- At that time, there was famine in the area.
- She took the child.
- She brought 21 children to her home.

See appendix for a list of irregular verbs.

In questions and negative sentences, did/didn't + infinitive (go/take/enjoy, etc.)

Example:



Abera: Did you enjoy the birthday party?

Yasin: Yes, I enjoyed it a lot. (Yes, I did)

Ejeta: No, I didn't enjoy it. (No, I didn't.)

The past of be (am/is/are) is was/were.

Example:

a) Last summer was a very cold season.

b) A: Did you eat your dinner last night?

B: I **was** not hungry, so I didn't eat anything.

Lesson 10

Activity 7.16: WRead the text about Abeba, and complete the questions about her.



Abeba

I usually get up at 7 o'clock and have a big breakfast. I walk to school. I start class at 8.o'clock. I help my parents in the evening. I read for 2 hours in evening. I don't usually go out.

Yesterday was a typical day for Abeba. Write what she did or didn't do yesterday.

1. Abeba got up at 7:00 o'clock.
2. She _____ a big breakfast.
3. She _____ to school.
4. She _____ her parents yesterday evening.
5. She _____ for 2 hours yesterday evening.
6. She _____ out yesterday evening.

Lesson 11

Past continuous tense



Time: 10:30

Yesterday, Yonas and Teklay played football. They stared at 10 o'clock and finished at 11:30.

So, at 10:30, they **were playing** football.

They were playing = They were **in the middle** of playing. They started but did not finish.

He/She/It	Was	Playing
We/You/They	were	playing

* I was doing something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

Study the following situation.



They were walking when the car crashed.

See also the dialogue between a mother and her son.

Mother: Why couldn't you clean the house?

Son: I was reading.

Compare the following:

I was doing (= in the middle of an action)	I did (= complete action)
o We **were walking** home when I met Kahsay. (= in the middle of walking home)	o We **walked** home after school yesterday

You can say that <u>something happened (past simple) in the middle of something else (past continuous)</u>:

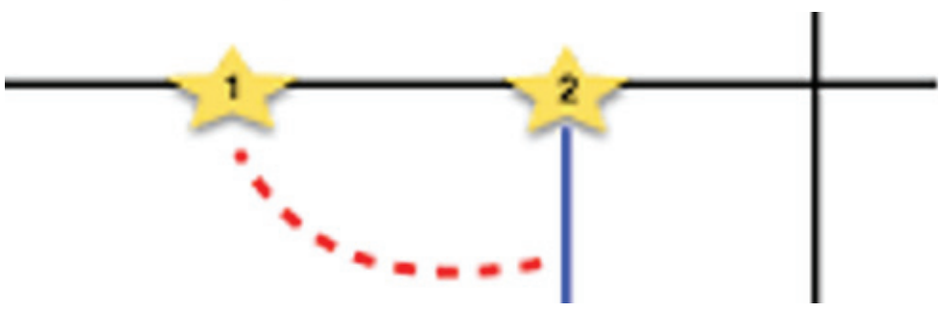
o My uncle **phoned** while we **were having** dinner.

o It was **raining** when I **got** up.

o *While I was studying, I suddenly felt sleepy.*

► The following diagram can help you understand how these verb forms are used with time expressions.

6:30 – 7: 30 p.m. **Time: 10:30**



I was eating dinner. **He called me.**

• I was eating dinner when he called me last night. Or

• When he called me last night, I was eating dinner.

Note: Some verbs (e.g. know and want) are not normally used in continuous forms.

We **knew** each other. (<u>correct</u>)

We **were not knowing** each other. (<u>incorrect</u>)

Such verbs are state verbs. See some examples of state verbs in the Appendix.

Lesson 12

Activity 7.17: Complete the blank spaces by choosing from the following verb forms. The first one is done for you as an example.

was wearing was working wasn't listening weren't looking
was snowing was looking were sittting were you going

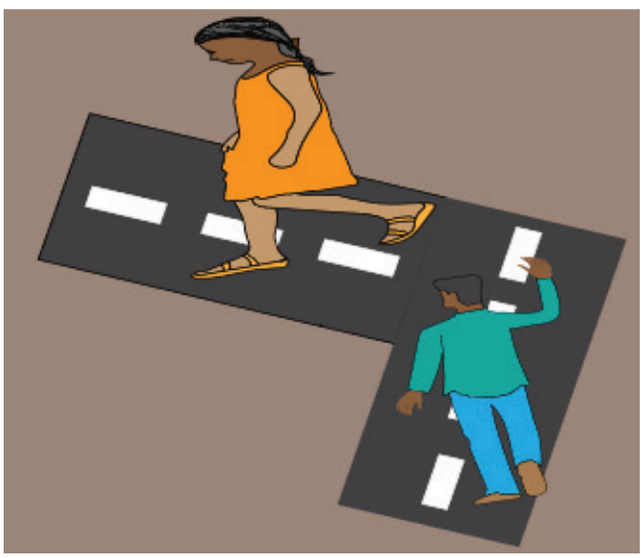
1. Today, Mulunesh is wearing a skirt. Yesterday, she <u>was wearing</u> trousers.
2. A: What did he say?'
   B: I don't know. I _____
3. We _____ at the back of the theatre. We couldn't hear very well.
4. This time last year, Hassen _____ on a farm.
5. They doidn't see me. They _____ in my direction.
6. The weather was bad. It was very cold and it _____.
7. I saw you in your car. Where _____?
8. I saw Betelhem a few minutes ago. She _____ for you.

Activity 7.18: Match the beginning of the sentence on the left with its complement on the right.

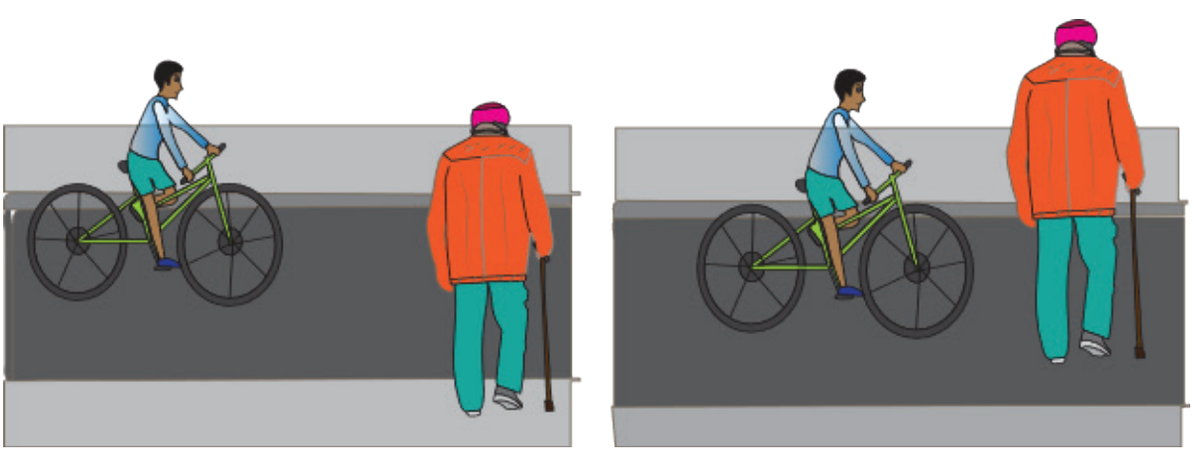
_f__1. When I got to the cafe	a. when she was living in Rome.
_____2. We fell asleep	b. she was working in a clothes
_____3. Amy learnt Italian	shop.
_____4. Tom didn't come out with us	c. when I was driving home.
_____5. The car began to make a strange noise	d. but nobody was watching it.
_____6. The TV was on	e. while we were watching a film.
_____7. When I first met Jessica	f. my friends were waiting for me.
	g. because he wasn't feeling well.

Lesson 13

Activity 7.19: Look at the picture, and complete the blank spaces in the following story with the correct forms of the verbs given in brackets.



I _____(see) Sara in town yesterday, but she _____ (not/see) me. She _____ (look) the other way.



I _____ (cycle) yesterday when a man _____ (step) out into the road in front of me.

I _____ (go) quite fast, but luckily I _____ (manage) to stop in time, and I _____ (not/hit) him.

Activity 7.20: Read Helen's story. Complete the text with simple past or past continuous form of the verbs in brackets.

I _____(work) in Gambella when I _____(decide) to do voluntary work.

After my training, I _____ (go) to the place. On the bus, I _____ (meet) another volunteer teacher called Markos, and we _____ (become) good friends. We _____ (visit) a lot of places together at the weekends while we _____ (live) in Gambella. The work was not easy, but I _____ (have) a great time while I _____ (teach) in a high school in Gambella. My students _____ (prepare) for their exam. So they were very busy.

SECTION FIVE: Grammar

Lesson 8

Telling a story

Activity 7.21: Write about what you did yesterday.

1. E.g. I washed my clothes.
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 7.22: Study the following story about a man. Pay attention to the words and phrases written in bold.

Last week, I visited *Mekedonia*. **While I was there**, I decided to visit the fundraising activities. **To start off**, the bus was delayed. **Next**, the I forgot my luggage in the bus, so I had to wait for two hours at the bus station.

As soon as they found my luggage, I found a taxi and rode into town. **During** the ride into town, the driver told me about his last visit to *Mekedonia*. **After** I had arrived safely, everything began to go smoothly. The visit was interesting. **Finally**, I caught my bus back to *Asosa*. Luckily, everything went smoothly. **I arrived** home just in time.

Read the following tips about telling a story.
Sequencing Steps

Beginning your story

Create the beginning of your story with these expressions. Use a comma after the introductory phrase.

- First of all,
- To start off with,
- Initially,
- To begin with,

Examples of these beginning phrases in use include:

- To start off with, she decided to help poor people.
- Initially, she thought it was a difficult idea.

Continuing the story

When using a time clause, use the past simple after the time expression, such as:

- Then,
- After that,
- Next,
- As soon as / When + full clause,
- ...but then
- Immediately,

Examples of using these continuing phrases in a story include:

- Then, they started to get worried.
- After that, they knew that there would be no problem!
- Next, they decided on their strategy.
- As soon as they saw the children, they felt sad.

Interruptions and adding new elements to the story

Examples of using these interrupting phrases or turning to a new element include:

- **Suddenly**, a child fell on the ground.
- **Unexpectedly**, the mayor did not allow them.

Ending the Story

Mark the end of your story with these introductory phrases:

- Finally,
- In the end,
- Eventually,

Examples of using these ending words in a story include:

- In the end, he decided to postpone the project.
- Eventually, we became tired and returned home.

Lesson 15

Activity 7.23: Provide an appropriate sequencing word to fill in the blank spaces.

My friend and I visited Lalibela last summer. (1) _____, we drove from Axum. It was fantastic! (2) _____ we arrived in Lalibela, we (3) _____ went to the hotel and took a long nap. (4) _____, we went out to find a great restaurant for dinner. (5) _____, a motorcycle appeared out of nowhere and almost hit me! The rest of the trip had no surprises. (6) _____, we began to explore the Rock-Hewn Churches. (7) _____ the afternoons, we visited ruins and museums. At night, we wandered the streets. One night, (8) _____ I was getting some kolo, I saw an old friend from elementary school. Imagine that! (9) _____, we returned home to Axum. We were happy.

Lesson 16

Activity 7.24: Write a story about a person who did a volunteerism work. Gather information about the following:

- when and where the person was born
- what his/her dream was
- how he/started volunteerism
- what he/she accomplished

UNIT 8: PERSONAL HYGIENE

Unit Objectives

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

- Listen and answer questions correctly;
- Speak on the meaning and importance of personal hygiene;
- Answer comprehension questions correctly based on the reading passage;
- Work out meanings of words from the reading text contextually; and
- Use adverbs of frequency appropriately to speak/ write about frequent events.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 8.1: Before you listen, please discuss the following questions in pairs.

1. What does health mean? In a pair, list the signs of a healthy person and the signs of unhealthy person.
2. What is hygiene?
3. What is the problem if people are not clean? Discuss this point with your partner in your pair.

While-Listening

Activity 8.2: Write True or False to each of the following sentences.

1. The condition where all parts of the body function well is called health.
2. No matter how the body is, if one has a mental health, he/she is healthy.
3. Unhealthy person is likely to live longer than a healthy person.
4. Constant stress is a sign of unhealthiness.
5. Cleanliness leads generally to better health.

Activity 8.3: Fill in the blank spaces.

1. _____, _____, and _____ make it a priority for people to maintain their health and hygiene.
2. _____ is a positive state where every part of the mind and body is in harmony.
3. According to _____, health is not only the absence of disease.
4. _____ includes disposal of sewerage and cleanliness.
5. If you have a clean body and clean clothes, _____.

Lesson 2

Post-Listening

Activity 8.4: In your group, discuss the following questions. Then, make a report of the points of the group.

1. Do you wash your hands frequently? Why?/Why not?
2. Doctors advise people to wash hands and keep themselves clean at all times. Should people ccept this? Why?/Why not? Discus your answer with your partner.
3. In a group, discuss the consequences of absence of personal hygiene in a family? Present your report to the class.

SECTION TWO: Speaking

Lesson 3

Interviewing

Activity 8.5: Ask your partner the following questions and take notes. Have you got complete answers to all the questions? You may add your own questions.

1. Tell me your name.
2. What is the meaning of personal hygiene?
3. How important is personal hygiene for you?
4. What is your personal hygiene routine? (What do you do every day?)
5. What changes do you plan to make in your hygiene habit?

Lesson 4

Activity 8.6: Compare your notes with your partner's. What are the things you are different from your partner?

Activity 8.7: Now make an oral report to the class. Your presentation should answer the questions you have raised to your partner.

SECTION THREE: Reading

Lesson 5

Pre-Reading

Activity 8.8: See the following picture. Work individually, and then discuss your answers the following questions in your group.



1. What do you see in the picture?
2. Why do you think the person is doing this?
3. What other things do people do in order to keep themselves healthy?

Read the following passage and answer questions that follow it.

PRINCIPLES OF PERSONAL HYGIENE

Learning to properly **take care** of your body is one of the most important life skills. Proper per sonal **hygiene** requires you to take care of your body to prevent illness and keep your body healthy and clean. Practicing good personal hygiene can also prevent the **spread** of germs to others. Per sonal hygiene does not always refer to keeping your body clean, but also extends to the spaces where you live and work.

Skin

Shower every day to cleanse the skin using a mild soap. The skin is the largest organ of your body and needs to be washed and moisturized frequently. Cleansing the skin will wash away **bacteria** and prevent infections. Everyday moisture will keep the skin soft and healthy. Use a **mild** cleanser to wash your face twice a day. Your face is more likely to dry out if you use a **harsh** soap. Also use moisturizer on your face, depending on your skin type.

Hair

It is not necessary to wash your hair every day, as washing too often **removes** the natural oils that are essential for keeping the hair healthy. If your daily activities cause excessive sweating, then daily washing is recommended. Choose a **shampoo** that is recommended for your hair type. For in stance, don't use shampoo made for dry hair if your hair is oily. When washing your hair, massage the scalp to stimulate healthy growth and wash away dirt, oil, and dandruff. Use a gentle, condi tioner at least twice a week. Keeping the scalp and hair clean prevents any excess oil.

Teeth

Studies estimate that 75 percent of people in the world suffer from some form of dental disease. Brushing daily and flossing can reduce the risk of any permanent damage, including tooth loss. Brush your teeth at least twice a day. Your teeth are exposed to harmful foods and beverages every day that cause **tooth decay**. These acidic foods and beverages break down the enamel that protects your teeth. Brushing your teeth will give you fresh breath and a confident smile.

Personal surroundings

Wash your bedding every week. Bedding can absorb sweat when you sleep and germs can foster. Do not sleep on a dirty sheet. Clean your home because having a clean home makes you more relaxed and productive.

Lesson 6

Activity 8.9: Based on the passage, choose the correct answer.

1. What does personal hygiene require you to do?
   A. To take care of your body to prevent illness
   B. To keep your body and clean
   C. To prevent the spread of germs
   D. All
2. Which part of the body should not be washed daily?
   A. skin
   B. hair
   C. teeth
   D. all
3. What happens if you wash your hair very frequently?
   A. You lose your natural oil from your head
   B. You become healthy
   C. You lose your hair immediately.
   D. You can have good health condition

4. What percentage of people in the world have dental health problem?
   A. 25
   B. 50
   C. 75
   D. 100
5. Tooth decay occurs because of one of the following?
   A. food
   B. beverage
   C. water
   D. A and B

Lesson 7

Activity 8.10: Based on the reading passage, are the following statements true or false?

1. The spread of germs can be stopped by exercising hygiene.
2. Personal hygiene is only about keeping your body clean.
3. You should brush your teeth once a week.
4. Unwashed bed sheet has brings a health problem.
5. Personal hygiene makes you healthy and happy.

Activity 8.11: Give short answers to the following questions

1. What is the problem with washing your face using harsh soap?
2. How often do you need to wash your bedding?
3. What is the advantage of brushing your teeth?
4. Why is it important to wash the scalp? Explain.
5. What do you need to do if your daily activities cause excessive sweat?

Lesson 8

Post-Reading

Activity 8.12: In your group, discuss the following questions.

1. What do you do to keep your personal hygiene? List them down and compare your answers with your partners'.
2. Do you know people who are good at personal hygiene? What do you like about them?
3. Do you know people who are not good at personal hygiene? What do you dislike about them?

SECTION FOUR: Vocabulary

Lesson 9

Activity 8.13: Go back to the reading passage and and guess the meaning of the words that are written in bold. Write the meanings of the words.

Word	Possible meaning from the context
Harsh	
personal hygiene	
Spread	
Shower	
take care	
mild	
Bacteria	
Removes	
tooth decay	
Brush	

Lesson 10

Activity 8.14: Fill in the blanks in the text about personal hygiene using the words below.

Harsh	tooth decay	Shower	bacteria	mild	bacteria
Removing	smell	Brush	personal hygiene	spread	take care

_____ (1) is all about keeping your body clean. If you _____(2) of your body, then you can be healthy and happy.

When you get up in the morning, you should _____ (3)your teeth. Proper oral hygiene practices will go a long way in the prevention of _____(4) which may cause tooth damage.

Take a _____ (5)every day. Wash your body with_____(6) soap to keep your skin smooth, and put on clean clothes. Do not use _____(7) soap because it hurts your skin.

Keeping your body clean and _____(8) the dirt away will stop the _____ (9) of harmful _____(10) that may cause diseases. (10)

SECTION FIVE: Grammar

Lesson 11

Adverbs of Frequency

Study the following dialogue between Aster and Daniel.

Aster: How often do you wash your body?

Daniel: I **usually** wash my body.

Aster: How often do you wash your hair?

Daniel: I **rarely** wash my hair.

Activity 8.15: Fill in the blanks in the text about personal hygiene using the words below.

i. What is the meaning of the words in bold?

ii. What can you say about the word order?

Adverbs of frequency showing how often things happen.

always	all of the time
usually	most of the time
often	much of the time
sometimes	some of the time
hardly ever	almost never
rarely	
seldom	
Never	not at any time

- With most verbs, we put the adverb before the main verb.

  e.g. I never take a shower at night.

- With the verb be, we put the adverb after the verb.

e.g. I am always slow when I wash my hair.

- When a verb has two parts (e.g. has eaten), the adverb of frequency occurs between the two parts (e.g. has never eaten).
- The word 'sometimes' can occur in all three places: in front of the sentence, in the middle, of a sentence, or at the end of a sentence. Sometimes we practice together. We sometimes practice together. We practice together sometimes.

► To ask about the frequency of an action, use ever or How often.

e.g. Do you ever brush your teeth?

How often do you brush your teeth?

► Negative adverbs such as rarely, seldom, and never should be used with an affirmative verb. Double negatives are not possible.

Adverbs of frequency showing how often things happen.

Every	Day
once/twice/thrice	week
four/five times a	month

We usually put these phrases at the end of the sentence.

e.g. She cleans her teeth twice a day.

We go swimming every week.

But we can also put them at the beginning of a sentence.

e.g. Once a week, Hanna goes out for a physical exercise.

Lesson 12

Activity 8.16: Use the adverb and the correct form of the verbs in brackets.

1. Our teacher, Mrs Bezawit, _____ (never / be) late for lessons.
2. I _____ (often / clean) my bedroom at the weekend.
3. My brother_____ (hardly ever / help) me with my homework.
4. I_____ (sometimes / be) bored in the maths lessons.
5. We _____ (rarely / watch) football on TV.
6. You and Ojulu _____ (never / play) computer games with me.
7. You _____ (usually / be) at the sports centre on Sunday.
8. The school bus _____ (always / arrive) at half past eight.

Lesson 13

Activity 8.17: Read each situation, and then answer the questions.

- Ahmed usually does his homework.
- Yabtsega always does his homework.
- Kifle never does his homework.

1. Who is the best student? _____

The weather is rarely cold in Semera.

The weather is sometimes cold in Addis Ababa.

The weather is usually cold in Debre Birhan.

2. If you don't like cold weather, which city might be good for you to live in? _____

- I usually put sugar in my tea.
- Rahel sometimes puts sugar in her tea.
- Zahara always puts sugar in her tea.

3. Who uses sugar most frequently? _____

- Betelhem usually watches films in English.
- Bontu seldom watches films in English.
- Kedija always watches films in English.

4. Who probably hears much English? _____

- Mr. Kebede is seldom late to work.
- Mrs Lemlem is usually late to work.
- Mr Jafar is always late to work.

5. Who will the boss most likely give a warning to? _____

SECTION SIX: Writing

Lesson 14

Activity 8.18: Write a new sentence using an adverb of frequency word in place of the information in brackets.

1. My family eats breakfast together. (This happens every morning.)
   My family always eats breakfast together.
2. My sister Mahlet makes scrambled eggs for breakfast. (This happens for most of the time)
3. My family does not start the day without having breakfast together. (This does not happen at any time.)
4. Hussien drinks a cup of milk. (This occurs almost never.)
5. Petros rides a bicycle. (This happens much of the time.)

Lesson 15-16

Activity 8.19: Study the pictures together with the notes under each. Imagine that each picture is about you. Write a paragraph about your personal hygiene. Use an adverb of frequency to describe each.





You may begin as follows:

I take a shower every day.

UNIT 9: GENDER EQUALITY

Unit Objectives

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

- Listen and comprehend;
- Research and speak with evidence;
- Answer comprehension questions;
- Use new words in context;
- Write or talk about possibility; and
- Write a composition.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 9.1:

1. **Have you ever heard about gender equality or inequality issues?**
2. **Do females and males have equal roles in your area? What have you observed?**
3. **What activities are commonly practiced by men and boys? What activities are practiced by women and girls?**

While-Listening

Activity 9.2: Write if each statement below is true (T) or false (F). Explain why.

1. It could be centuries before women achieve equal pay with men.
2. The Global Gender-Gap Forum produced a report.
3. Women earn around 25 per cent less than men worldwide.
4. There is a lack of women in senior management positions.
5. Inequalities between the sexes closed by a lot last year.
6. Researchers found the smallest gender gap to exist in politics.
7. The report said it was critical that women contribute equally to society.
8. The report says society can afford to lose out on the skills of humanity.

Lesson 2

Activity 9.3: Based on the listening text, choose the correct answer among the alternatives given

1) There is still a long way to go before women achieve economic _____
   a. equality with man
   b. equality within men
   c. equality with men
   d. inequality with men
2) It would take more than 200 years before women and men worldwide have _____
   a. economics parity
   b. economic purity
   c. economics purity
   d. economic parity
3) The report found many areas in which women _____ today
   a. lags far behind
   b. lagged far behind
   c. lagging far behind
   d. lag far behind
4) Earn about 20-30 per cent less on average than their _____
   a. male counter ports
   b. male counterparts
   c. male country parts
   d. male country ports
5) Women still encounter significant obstacles in taking on managerial or _____
   a. senior official rolls
   b. senior official roles
   c. senior official reels
   d. senior official rails
6) Closed by only a small amount in the past year, since the last report _____
   a. was publish
   b. was published
   c. was publishing
   d. was publisher
7) ...and no country has yet fully closed political _____
   a. in power meant gaps

b. empower mint gaps
c. in power mint gaps
d. empowerment gaps

8) Other wide gaps still exist in healthcare and _____
a. educational opportunities
b. education opportunity
c. education opportune cities
d. education opportunities

9) women and men in this process of deep economic and societal _____
a. transform nation is critical
b. transformation is critical
c. transformational is critically
d. transformations critical

10) societies cannot afford to lose out on the skills, ideas and perspectives of _____
a. halve of humanity
b. half of humanity
c. half off humanity
d. half of human city

Activity 9.4:

1. What is the name of the report mentioned in the article?
2. What "huge area" did the report say women lagged far behind in?
3. How much less do women earn than men?
4. Where did the report say women "encounter significant obstacles"?
5. By how much has inequalities been reduced in the past year?
6. How many countries have "fully closed political empowerment gaps"?

Lesson 3

Prost-Listening

Activity 9.5: Answer the following questions. Then, discuss your answers with your partner.

1. Do you think there is gender equality in your family? Describe the situation in your family.
2. From your observation, who is more powerful in the community? Men or women? Explain.

SECTION TWO: Speaking

Lesson 4

Role play

- **Choose one of the following situations to act before class.**
- **Identify the reasons that can support your position.**
- **Present your argument.**

Role play
Role A – Pay You think pay is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others that pay is the most important thing to be addressed (and why), compared to politics, education, or healthcare.
Role B – Politics You think politics is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others politics is the most important thing to be addressed (and why), compared to pay, education, or healthcare.
Role C – Education You think education is the most important gender gap to be reduced. Tell the others three reasons why. Education is the most important thing to be addressed (and why), compared to politics, pay or healthcare.
Role D – Healthcare You think healthcare is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others that healthcare is the most important thing to be addressed (and why), compared to politics, pay or education.

Lesson 5

Activity 9.6: Make an interview with anyone among the members of your family or community. Ask them the following questions. You may do the interview either in English or in your own language.

- Does equality between males and females exist? What are the manifestations for the equality or inequality?
- What measures should be taken to bring equality?

Lesson 6

Activity 9.7: Then, take down notes and make a brief oral report of the answers you have gathered to the questions.

SECTION THREE: Reading

Lesson 7

Pre-Reading

Activity 9.8: In your group, discuss the following questions.

1. Walk around the class and talk to other students about the gender gap.
2. What can you say about the gap between males and females? Do they have equal roles? Why?/ Why not?
3. Do you think men and women are equal in the following areas? Explain your reason.

Area	Men or women?	Explanation
Economic equality		
Politics		
Education		
Healthcare		

Lesson 8

While-Reading

Activity 9.9: Read the following passage and answer questions that follow it.

Growing up equal



Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A "feminine" girl should be insecure, accommodating and a little illogical in her thinking. A "masculine" boy should be strong, unemotional, aggressive, and competitive. How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments. When girls speak, teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets. There is nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other. According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

"The fact is," says Nicholson, "that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work." If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas.

To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sex are.

- *Slightly adapted from https://en.islcollective.com/*

Activity 9.10: Choose the correct answer from the alternative given to each of the following questions.

1. Which of the following could be the main idea of the passage?
   A) Deep-seated stereotypes about genders and their effects
   B) Different prejudice about how girls and boys should behave and be treated
   C) The role of culture in the behavior of different genders
   D) The influence of education and society on gender stereotypes
2. According to the passage, David and Myra Sadker of the American University of Washington, D.C. found that
   A) schoolboys and schoolgirls are treated equally in the classroom
   B) teachers often concentrate on boys' behavior and girls' manner
   C) boys are commented usefully whereas girls are paid attention to behavior
   D) girls are taught to be insecure, accommodating and illogical while boys are strong, unemotional, aggressive, and competitive
3. According to the passage, which of the following is not true about gender stereotypes?
   A) Male and female children are expected to behave the same as what adults think they should
   B) The distinctions in treatment to boys and girls commence when they were given birth
   C) It is beneficial for children to practice fundamental skills if they are treated unequally quite early
   D) Children are differently treated not only at homes but also at schools
4. The results of a recent survey showed that the number of girls at the age of eight paid for babysitting was
   A) 58%
   B) 27%
   C) 6%
   D) 3%

5. What can be inferred from the passage?

A) Parents are able to help reduce the influence of gender stereotypes on their children

B) Teachers and parents have to join hands to encourage children's confidence in social activities

C) Society functions often categorize jobs regardless genders.

D) The problems males and females get when they are adults may originate from gender stereotypes.

Lesson 9

Activity 9.11: Write TRUE or FALSE. Justify your answers. Work individually, and then compare your answers with your partner's.

1. Equality of the sexes is largely discouraged by law.
2. It is all right to give dolls to girls and construction sets to boys.
3. Researchers David and Myra Sadker found out that boys and girls are treated equally by the teachers.
4. 58% of eight-grade girls and 6% of boys made money taking care of younger children.
5. 27% of boys and 3% of girls earned money doing lawn work.

Post-Reading

Activity 9.12: Answer the following questions.

1. Do you believe that men and women should share equal responsibilities? Why?
2. Summarize the reading text in one paragraph.

SECTION FOUR: Vocabulary

Lesson 10

Activity 9.13: Refer to the reading passage and match the words on the left with the correct definitions on the right.

1. old-fashioned	(a) abilities
2. gender	(b) to obtain; to gain
3. stereotype	(c) to be considered
4. to acquire	(d) to arrange according to kind, rank, etc.
5. skills	(e) image, idea, character, etc., that has become fix in a conventional form without considering individuality
6. to sort	(f) the division of male or female; sex
7. to be deemed	(g) old or no longer in use

Lesson 11

Activity 9.14: Write meanings of the words below as they are used in the reading passage. Then, write sentences using them.

1. stereotype
2. equality
3. inequality
4. aware
5. eliminate

SECTION FIVE: Grammar

Lesson 12

Conditionals I and II



Emebet and Tirhas are friends. They are reading for their test next week.

Emebet: What do you expect?

Tirhas: If we **cover** the topics, we **will pass** the test.

Meaning: For Tirhas, it is possible that they will cover the topics and pass the test.

First conditional

We use the first conditional when we talk about future situations we believe are real or possible.

e.g. If it doesn't rain tomorrow, we will go to the library.

(I know it does not rain)

Structure: In the *if-clause*, use present simple, and in the main clause, *will* + infinitive.

It is also common to use this structure with *unless*, instead of *if…not.*

Second conditional



Ayantu is a good student, but she thinks she cannot cover the topics for tomorrow's exam.

Ayantu says: If I **covered** the topics, I **would pass** the exam.

[Meaning: *Now Ayantu is not going to cover the topics and she does not expect to pass the exam*.]

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

e.g. If I won a lot of money, I would buy a big house.

I wouldn't worry if I were you.

What would you do if you were bitten by a snake?

The structure: *In the if-clause*, past simple, and in the main clause *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were, if he were, if she were and if it were.* However, it is also common to hear these structures with *was*, especially in the *he/she* form.

e.g. If I were you, I wouldn't mention it.

If she was prime minister, she would invest more money in schools.

Note: *Could* and *might* are also possible:

- If I won a lot of money, I might buy a house. (= it is possible that I would buy a house)
- If it stopped raining, we could go out. (= we would be able to go out

Lesson 13

Activity 9.15: What do you say in these situations?

Example: Of course you don't expect to win the lottery. Which do you say?

a. If I win the lottery, I'll buy a big house.

b. If I won the lottery, I'd buy a big house. (b is correct)

1) You're not going to sell your car because it's old and not worth much. Which do you say?
   a. If I sell my car, I will not get much money for it.
   b. If I sold my car, I wouldn't get much money for it.
2) You often see Hana. A friend of yours wants to contact her. Which do you say?
   a. If I see Hana, I will tell her to call you.
   b. If I saw Hana, I would tell her to call you.
3) You don't expect that there will be a fire in the building. Which one do you say?
   a. What will you do if there is a fire in the building?
   b. What would you do if there was a fire in the building?
4) You've never lost your passport. You can only imagine it.
   a. I don't know what I will do if I lose my passport.
   b. I don't know what I would do if I lost my passport.

5) Somebody stops you and asks the way to a bank. Which do you say?

   a. If you go right at the end of this street, you'll see a bank on your left.

   b. If you went right at the end of this street, you'd see a bank on your left.

6) You're in a lift. There is an emergency button. Nobody is going to press it. What do you say?

   a. What will happen if somebody presses that button?

   b. What would happen if somebody pressed that button?

Lesson 14

Activity 9.16: Write sentences beginning 'If … .'

See the example given below.

Example: We're not going to take the 10.30 bus. (we / arrive too early)

If we took the 10.30 bus, we'd arrive too early.

1. We're not going to stay at a hotel. (it / cost too much)

   If we _____, it _____.

2. There is no point in telling you what happened. (you / not / believe me)

   If I _____.

3. Selam has no plans to leave her job. (it / hard to find another one)

   If she _____.

4. Kibrom is not going to apply for the job. (he / not / get it).

   _____.

Lesson 15

Activity 9.17: Fill in the blank spaces with the correct form of the verb. Then, write the meaning of each of the sentences

1. If I bought flowers, I _____ yellow ones. (choose)
2. If I were you, I_____ a coat. (wear)
3. If my leg _____, I will not play football. (hurt)
4. If the students _____ hard, they will pass the exam (study)
5. If I were tall, I _____ the ceiling. (touch)

Activity 9.18: Imagine what you would like to do if you won a lot of money. Then, tell your group members about your dreams.



If I won a lot of money, ……

SECTION SIX: Writing

Lesson 16

Activity 9.19: List six conditions for gender equality. Three of them are likely to happen, but the rest three are not. Write a paragraph about conditions for gender equality. Once you have drafted your paragraph, revise it and show it to your partner.

You may begin like this:

- If people were aware about the roles of men and women, there would be gender equality. (meaning= people are not aware)
- If we work hard, gender gap will be narrowed. (Meaning= We work hard)

UNIT 10: COMPUTER TECHNOLOGY

Unit Objectives

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

- Listen and take notes;
- Compare and contrast data from a table
- Make an oral argument for/against a proposition
- Transfer information from a reading text into a table;
- Use words contextually;
- Use adverbs and adjectives in communicative contexts
- Write an expository paragraph.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 10.1: In pairs, discuss the following questions in pairs.

1. Have you ever used computers or seen people using computers?
2. What do people do using computers?
3. What else do you think computers can be used for?
4. What do you imagine about computer evolution? How do you think computers changed over time?

While-Listening

Activity 10.2: Write *True* if the statement is correct and *False* if the statement is incorrect, according to the information presented in the listening text.

1. Sixty years ago, a computer was as big as a house.
2. Computers in the old days were very cheap.
3. In the 1950s and 1960s, companies wanted to own computers because they had a good reason to do so.
4. The size and cost of computers was gradually reduced.
5. Today, it is common to see individuals who own computers.
6. PC has changed everything we do today.

Lesson 2

Activity 10.3:Provide brief answers to the questions below.

1. What did IBM do?
2. When was PC introduced?
3. What does PC mean?
4. List the types of PCs.
5. What are the new types of computers?
6. Compare the computers developments in the following three periods. Write at least two features under each period.

Lesson 3

Post-Listening

Activity 10.4: In your group, discuss the following questions.

1. The preparation of this textbook was possible because of the use of computers. What else can we use computers for? How can computers help you
2. Do you see harms or advantages if people continue to use computers for everything?

SECTION TWO: Speaking

Lesson 4

Activity 10.5: Copy the information you filled in from Activity 10.3 into your exercise book. Make a comparison between the three periods.

1940s	1950s and 1960s	1970s and 1980s

Then, identify the main features in each period. Then, describe what each period looked like.

► You may use the expressions below to compare and contrast the data in the three periods.

Phrases of Comparison and Contrast

Comparison	Contrast
one similarity	one difference
another similarity	another difference
both	conversely
like	in contrast
likewise	unlike
similarly	while
in a similar fashion	whereas

Example: While computers were as big as small apartments in the 1940's, their size became smaller in years ahead.

Lesson 5

Activity 10.6: Make a presentation to the whole class about the following topic.

"Most people cannot imagine living without computers."
Do you agree? Why?/Why not? Support your position with specific examples.

SECTION THREE: Reading

Lesson 6

Pre-reading

Activity 10.7: In your group, discuss the following questions.

1. How often do people use computers? What do they use computers for?
2. List some examples of how computers are used in everyday life.
3. How are computers similar to or different from other machines.

While-reading

Activity 10.8: Read the following passage and answer questions that follow.

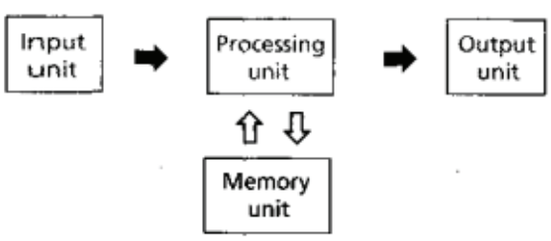
Machines with Memories

Computers and calculators are a revolutionary development in the history of technology. They are fundamentally different from all other machines because they have a memory. This memory stores instructions and information.

In a calculator, the instructions are the various methods of arithmetic. These are permanently re membered by the machine and cannot be altered or added to. The information consists of the num bers keyed in.

A calculator requires an input unit to feed in numbers, a processing unit to make the calculation, a memory unit, and an output unit to display the result. A calculator also needs a memory unit to store the arithmetic instructions for the processing unit, and to hold the temporary results that oc cur during calculation.

The input unit has keys for numbers and operations. Pressing a key closes the contacts and sends a signal along a pair of lines in the circuit board to the processing unit, in which the binary code for that key is stored in the memory. The processing unit also sends the code to the display. Each key is connected by a different pair of lines to the processing unit, which repeatedly checks the lines to find out when a pair is linked by a key. The memory unit stores the arithmetic instructions. Storage cells in the memory unit hold the binary codes for the keys that have been pressed.



Parts of a computer or a calculator

A computer contains the same basic four elements as a calculator. It differs in that its memory can be given a different set of instructions called a computer program for different tasks. A program can turn a computer into, for example, a game player, a word processor, a paint box, or a musical instrument. It instructs the processing unit how to perform the various tasks, and stores scores, words, pictures, or music.

Computer programs consist of long sequences of instructions that individually are very simple. A computer knows because you tell it what to do. It is also told how to multiply, which it does by adding the first number to itself by the second number of times. Computers can perform millions of instructions in a matter of seconds.

Activity 10.9: Based on the text presented above, choose the correct answer.

1. The most important difference between computers and other machines is that computers _____.
   a) are faster
   b) have a memory
   c) can print words
   d) can play a game
2. A computer needs a memory so that it can _____.
   a) display results
   b) understand numbers
   c) make calculations
   d) store instructions
3. A computer is different from a calculator because a computer can _____.
   a) be programmed to do different things
   b) do more difficult operations
   c) complete a task faster
   d) remember instructions
4. What can be inferred about machines that are not calculators or computers?
   a) They have simple memory and processing units.
   b) They cannot store information in a memory.
   c) They are less expensive than computers.
   d) They are older than computers.
5. What is the main purpose of the passage?
   a) To explain how computers and calculators work
   b) To summarize the history of technology
   c) To discuss innovative developments in the technology
   d) To compare computers and calculators with other machines
6. According to the passage, one function of the memory unit is_____.
   a) to send codes to the display unit
   b) to store temporary results during calculation
   c) to alter basic arithmetic instructions
   d) to control the keyboard
7. Which of the following statements is NOT TRUE about calculators?
   a) Sending codes takes place only in the memory unit of a calculator.
   b) Calculators require a lot of instructions to operate quickly.
   c) Calculators and computers have a memory.
   d) Pressing a key activates a calculator.

Lesson 7

Activity 10.10: Answer the following questions briefly individually. Then, discuss your answers with your group members.

1. What do storage cells in the memory unit hold?
2. What does a computer program do?
3. Does a computer do things on its own? Explain.
4. Describe the functions of each of the parts of a computer or a calculator

Lesson 8

Pre-reading

Activity 10.11: In your group, discuss the following questions. Report your answers through the group representative.

1. What do people use computers for in your area?
2. If you were a computer engineer, what would like computers to do? Discuss your answers with other group members'.
3. What computer technology revolutions do you expect to happen in the future? Why do you say so?

SECTION FOUR: Vocabulary

Lesson 9

Activity 10.12: Read the sentences below and determine the meaning of each of the underlined words from the context. Use your own knowledge and experience besides what you have learnt from the reading passage.

1. Today we are on a quest for **revolutionary** ideas that can change the world tomorrow.
   'revolutionary' means:_____
   Explain why computers are a revolutionary development.

2. When we came to Jimma, the hotel was our temporary home until we bought our own house; now we have a permanent home.
   'temporary' means:_____
   'permanent' means:_____

In a computer, what kind of information is permanent and what kind is temporary?

3. His suit did not fit properly, so he asked a tailor to **alter** it.
   'alter' means:_____
   Why would someone want to alter a computer program?

4. In a movie theatre a motion picture is **displayed** on a large screen.

   'displayed' means:_____

   Give a few examples of "output units" that different computers use to display results.

5. People **key in** new information into a computer by pressing keys with numbers, letters, and other symbols, arranged on a keyboard (or a keypad on a calculator).
   'Key in' means: _____

   What other instruments have keys and keyboards?

6. The months in a calendar are arranged from January to December in a **sequence**, one month following the other.
   'sequence' means:_____

   Give another example of something arranged in a sequence.

7. **Computer programs** can change the sounds into texts.
   'Computer programs' means: _____
   What else can you do using computer programs?

Lesson 10

Activity 10.13: Write sentences using the words below. Then, show your sentences to your partner.

1) revolutionary
2) temporary
3) permanent
4) alter
5) displayed
6) key in
7) sequence
8) computer programs

SECTION FIVE: Grammar

Lesson 11

Adjectives and Adverbs

Study the following examples:

i. We had a get-together party. Though it was **beautiful**, it was too **short**; the time passed very **quickly**.

ii. There was a car accident yesterday. Two people were **seriously** injured in the accident.

Activity 10.14:

1. How are the words written in bold formed in the above examples?
2. What is the function of these words?
3. How are these words used?

Note: 'quickly' and 'seriously' are adverbs. Many adverbs are adjective + -ly:

► Adjective: quick serious careful bad heavy terrible

► Adverb: **quickly seriously carefully badly heavily terribly**

Not all words ending in -ly are adverbs. Some adjectives end in -ly too, for example: ***friendly, lovely, elderly,*** and ***lonely.***

• Our boss is a **friendly** person. He is known for his **fatherly** advice.

Adjectives of this type are formed by adding –**ly** to nouns

Noun	**Adjective**
friend	friendly
brother	brotherly
love	lovely
heaven	heavenly

e.g. It was a **lovely** day.

► Adjectives (e.g. quick, careful, etc.) tell us about a **noun** (somebody or something). We use adjectives before nouns.

o Mamo is a ***careful*** driver.

(not a carefully driver)

o We didn't go out because of the heavy rain.

► Adverbs (e.g. ***quickly***, ***carefully***, etc.) tell us about a **verb** (how somebody does something or how something happens):

o Mamo drove ***carefully*** along the narrow road. (not drove careful)

o We didn't go out because it was raining ***heavily***. (not raining heavy)

Compare:

- Million speaks **perfect English.** – Million **speaks** English **perfectly**.

adjective + noun verb + noun + adverb

► We can also use adverbs before *adjectives* and *other adverbs*:

reasonably cheap (adverb + adjective)

incredibly quickly (adverb + adverb)

Study how the expressions written in bold below sequenced?

• It is a reasonably **cheap restaurant**, and the food is **extremely good**.

• Hawa learns languages **incredibly quickly**.

• The exam was **surprisingly easy**.

► An adverb can also be used before a past participle.

o Two people were **seriously injured** in the accident.

► **fast, late, hard, early** are adjectives and adverbs.

e.g. He is a fast runner.

He can run fast.

► The adverb '**hardly**' has a negative meaning. (We hardly know each other. Meaning: We don't know each other.

► **good** (adjective) ⟶ **well**

Your English is very **good**. You **speak** English very **well**.

► But **well** is also an adjective (= not ill, in good health):

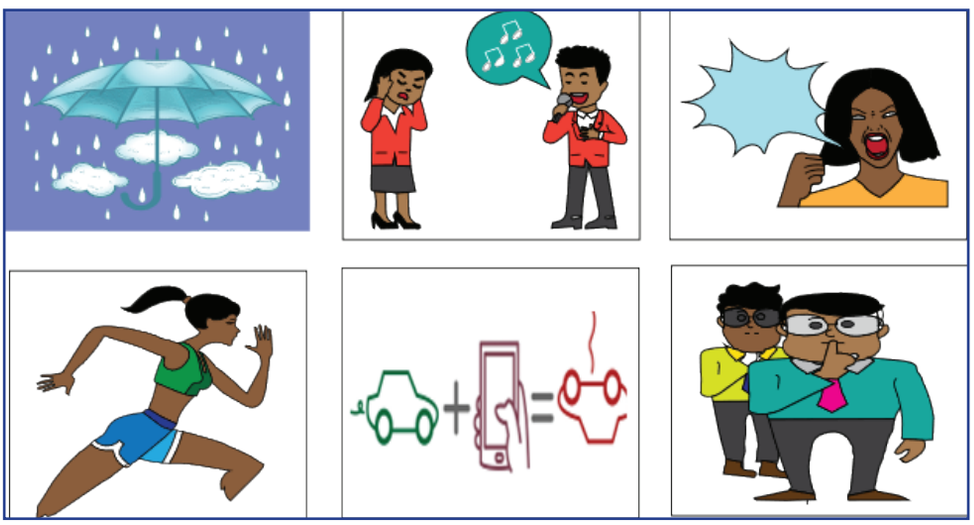
A: 'How are you?'

'I am very well, thank you. And you?'

Lesson 12

Activity 10.15: Look at the pictures and complete the sentences with these adverbs.

angrily	badly	dangerously	fast	heavily	quietly



1. It's raining _____.
2. He sings very _____.
3. They came in _____.
4. She shouted at me _____.
5. She can run very _____.
6. He was driving _____.

Activity 10.16: Put in the correct word from the alternatives given in brackets.

1. Kenenisa drove _____ along the narrow road. (careful / carefully)
2. I think you behaved very _____. (selfish /selfishly)
3. The weather changed _____. (sudden / suddenly)
4. There was a _____ change in the weather. (sudden / suddenly)
5. Halima fell and hurt herself really _____. (bad / badly)
6. I think I have flu. I feel _____. (awful / awfully)
7. Omod is _____ upset about failing the exam. (terrible / terribly)
8. I could sit in this chair all day. It's very _____. (comfortable / comfortably)
9. I explained everything as _____ as I could. (clear / clearly)
10. Be careful on that ladder. It doesn't look very_____ . (safe / safely)

Lesson 13

Activity 10.17: Complete the sentences by choosing two words, one from each box. The first one has been done as an example.

come	know	sleep	win	~~carefully~~	clearly	hard	well
explain	~~listen~~	think	work	carefully	easily	quickly	well

1. I'm going to tell you something very important, so please listen carefully.
2. They _____. At the end of the day they're always tired.
3. I'm tired this morning. I didn't _____ last night.
4. You play tennis much better than me. When we play, you always _____.
5. _____ before you answer the question.
6. I've met Alice a few times, but I don't her very _____
7. Our teacher doesn't_____ things very_____. We never understand him.
8. Helen! I need your help_____!

Lesson 14

Activity 10.18: Write good or well in the following sentences. The first one has been done for you as an example.

1. Your English is very **good**. You speak it very **well**.
2. James did very _____ in his exams.
3. The party was very _____. We enjoyed it very much.
4. Markos has a difficult job, but he does it_____.
5. How are your parents? Are they_____?
6. Did you have a _____ holiday? Was the weather_____?

SECTION SIX: Writing

Lesson 15

Activity 10.19: Think of the advantages and disadvantages of doing things using computers. List down them in the following table:

Advantages	Disadvantages

Activity 10.20: Based on the information you have listed down in the above table, write a short paragraph about the advantages and disadvantages of doing things using computers.

Your writing may begin as follows:

Doing things using computers may have advantages and disadvantages.

APPENDIX

I. Regular and Irregular Verbs

To form the past and perfect tense and to form passive voice, add -ed or -d to a regular verb:

Present	**Past**	
like	like**d**	(if verb ends in *e*, only add *d*)
carry	carr**ied**	(if verb ends in y and is preceded by a consonant, drop the y and insert *ied*)
drop	drop**ped**	(c-v-c rule: double final consonant before adding *ed*)
remember	remember**ed**	
stew	stew**ed**	
walk	walk**ed**	
frown	frown**ed**	

► Many verbs are irregular; the past and perfect tenses are not controlled by strict patterns:

Irregular Verbs

Base Form	Simple Past Tense	Past Participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
beset	beset	beset
bet	bet	bet
bid	bid/bade	bid/bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled

Base Form	Simple Past Tense	Past Participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
beset	beset	beset
bet	bet	bet
bid	bid/bade	bid/bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned	burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/dove	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt

fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forego (forgo)	foregone	foregone
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit	knit
know	knew	know
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misspell	misspelled	misspelled
mistake	mistook	mistaken
mow	mowed	mowed/mown

overcome	overcame	overcome
overdo	overdid	overdone
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
plead	pled	pled
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shave	shaved	shaved/shaven
shear	shore	shorn
shed	shed	shed
shine	shone	shone
shoe	shoed	shoed/shod
shoot	shot	shot
show	showed	showed/shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slay	slew	slain
slide	slid	slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed/sown

speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spit/spat	spit
split	split	split
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	weaved/wove	weaved/woven
wed	wed	wed
weep	wept	wept
wind	wound	wound
win	won	won

withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

Irregular Verbs

love
hate
like
see
hear
sound
think (meaning “have an opin-ion”)
mind (meaning “care about”) recognize
seem
have (meaning “own”)
prefer
doubt
consist of
mean
want
need
know
realize
understand
believe
suppose
remember
belong
fit
contain
consist
seem