

English for Ethiopia

Student Textbook

Grade 7 Book 2

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UNIT 7

Tourist Attractions

Week 16: Lake Tana

Week 16 Day 1

1. Word Study

Do the activity in the table based on the given example.

Word	Separate Syllables	Prefix	Root Word
1. unaware	un-a-ware	un-	aware
2. unbalance	_____	_____	_____
3. uncertain	_____	_____	_____
4. uneasy	_____	_____	_____
5. uncommon	_____	_____	_____
6. unequal	_____	_____	_____
7. unfamiliar	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Is there a lake or big river in your local area?
2. Why are lakes and rivers important to nearby communities?

While-reading Activity

A. Read the following questions. Then read the text and write down the answers to the questions.

1. How many islands are in Lake Tana?
2. What is the main monastery on the lake?
3. Which historic places around Lake Tana are women allowed to visit?
4. Where should bird lovers go?

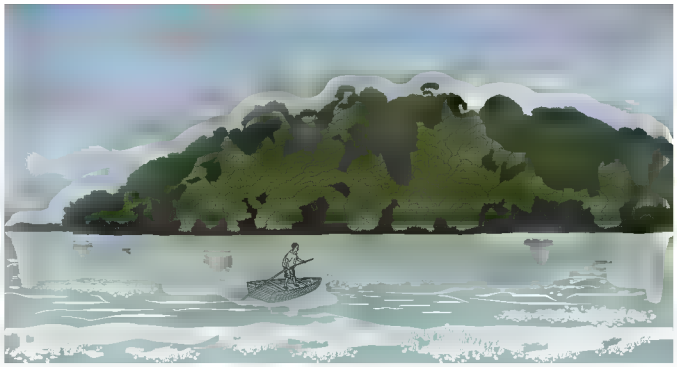
B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. All religious houses found on the islands of Lake Tana allow female visitors.
2. Lake Tana is the source of the White Nile.
3. Fascinating churches and monasteries are found on the islands of Lake Tana.
4. Only local birds make the shores of Lake Tana a nice place to visit.

C. Identify which noun each of the following pronouns refers to:

1. 'it' (paragraph 1)
2. 'its' (paragraph 1)
3. 'it' (paragraph 3)

Lake Tana



Lake Tana is the largest lake in Ethiopia. It is located in Amhara region in the north-western Ethiopia. It is very important because it is the source of the Blue Nile River. The Blue Nile flows north to Khartoum in Sudan. Here **it** meets with the White Nile River that has made its own journey north from Uganda. The two rivers flow together and combine to form the mighty Nile River. The Nile River, which is the

longest river in the world, then continues on to Egypt. It ends **its** journey there when it flows into the Mediterranean Sea.

Lake Tana itself is very historic and offers many interesting sights for tourists and locals alike. There are 37 islands in the lake. These **islands** have historic churches and monasteries, some as old as the 13th century.

Kebran Gabriel is the main monastery in the lake. **It** has an **impressive** cathedral that was built at the end of the 17th century. Many of these churches can only be reached by climbing **steep** and winding paths along the cliffs. These churches hold many **treasures** such as religious paintings and the remains of several emperors. The churches and monasteries on the lake islands do not allow women to enter.

Women are allowed to visit some of the religious houses on the banks of the lake. Near Gorgora, at the northern end of the lake, is the Susenyos Palace. This is one of the magnificent palaces and castles of Gondar, the capital of the historic Ethiopian Empire. In the same area, the old church of Debre Sina is important and interesting.

A sail or cruise on Lake Tana is an excellent activity for visitors. Sailing on the lake in the middle of summer is an exciting and unforgettable experience. Boats can be **hired** from the Marine Transport Authority in Bahir Dar.

A variety of birds, both local and **migratory**, make the lakeshore a nice place for bird watchers. Bird lovers will not want to miss Fasilidas Island, which is especially famous as an important wetland. The entire Lake Tana region and the Blue Nile Gorge have a wide variety of both native and migratory birds. The variety of habitats, from rocky cliffs to rain forests and wetlands, ensure that many species can be **spotted** on a bird watching tour.

Post-reading Activity

Discuss the following question with a partner.

If you went to visit Lake Tana, what would you like to see?

Week 16 Day 2

3. Vocabulary

Match each word with its correct meaning.

	Word		Meaning
1.	migratory	A.	seen, noticed
2.	steep	B.	rented
3.	impressive	C.	rising sharply
4.	treasure	D.	a valuable object or property
5.	island	E.	remarkable, admirable
6.	hired	F.	moving from one place to another
7.	spotted	G.	land that is completely surrounded by water

4. Listening

The Rift Valley Lakes



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Which tourist attractions in Ethiopia have you visited?
2. Have you heard about the Rift Valley lakes?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Ethiopia is often referred to as _____ of Eastern Africa.
2. There are seven_____ in the Ethiopian Rift Valley.
3. Lake_____ and Lake _____ are ideal for bird watchers.
4. Hotels for tourists can be found at the most popular lake called _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. The Ethiopian Rift Valley was created by humans.
2. Lake Abaya has crocodiles.
3. The minerals in the hot springs are good for the body.
4. All of the Rift Valley lakes are dangerous for swimming.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

- How would you advertise the Ethiopian Rift Valley to visitors?

Week 16 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Student 1: Hey! Do you want to go to the library?

Student 2: I think it's too hot to go to the library. Maybe later?

Student 1: Come on! It's not too hot! If we go now we will have enough time to study.

Student 2: Hm…Okay.

(After a while)

Student 2: Oh no! There are too many people here!

Student 1: Don't worry! There is enough room for everyone.

Student 2: You are right. There is a spot over there. I think there is enough room for us to sit.

Student 1: Great. I'm going to get a bottle of water first. Do you want one, too?

Student 2: Sure, thanks!

B. Work with a partner to create a dialogue using the words 'enough' and 'too.'

6. Grammar: Articles

A. Copy the paragraph into your exercise book. Underline the definite articles and circle the indefinite articles.

My mother is **an** English teacher. I am **a** student. When I get home from school, I watch a movie on television That's **the** best part of my day. **The** movies I watch are for children. **The** one I usually watch is at 3:30. It's about an elephant named Joe. Later, I will go to my room and read **a** book for 30 minutes. Then I turn off **the** light and go to bed.

B. Copy the sentences into your exercise book. Fill in the gaps with either 'the', 'a' or 'an'.

1. _____ author of this book came to our school yesterday and gave us _____ lecture on _____ importance of reading good books for education.
2. When I woke up early in _____ morning, I saw _____ clouds covering _____ hills and trees. But _____ hour later, _____ clouds had disappeared and _____ sun was shining brightly.
3. My father owns _____ shop on this street. In _____ shop he sells different electrical equipment. He has _____ assistant to help him. Now, since _____ assistant is on holiday, I am helping him in _____ shop.

Grammar Spot

Articles

The word **the** is called a definite article. It is used to name something or someone specific.

Examples:

1. The teacher warns the students.
2. The cat lives in the house.
3. The car will pick you up in the morning.

The words **a** and **an** are called indefinite articles. They are used to name someone or something unspecific. We use **a** before nouns that start with a consonant. We use **an** before nouns that start with a vowel.

Examples:

1. I want **a** nice teacher like yours.
2. Can you get me **an** apple?

Week 16 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Lake Tana".

B. Read the first and second paragraphs of Lake Tana aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Match each word with its correct meaning.

	Word		Meaning
1	valley	A	a place where hot water flows out of the ground
2	fancy	B	exactly right, perfect
3	soak	C	very expensive and fashionable
4	hot springs	D	an area of low land between hills or mountains
5	ideal	E	a substance that is naturally formed under the ground
6	minerals	F	to move in a continuous and smooth way
7	flow	G	to take a long bath

Week 16 Day 5

9. Writing

Writing Convention

Correct the capitalisation and punctuation errors in the paragraph when you copy it into your exercise book.

the River nile is the longest river in africa it starts in ethiopia from lake tana and is called the blue nile it flows from Ethiopia to meet the White Nile in khartoum to form the great river that supplies water to egypt and sudan It has been said that the blue nile contributes up to 80% of the nile river. it is most spectacular when it thunders over the Tis Isat falls near bahir dar

Writing Composition

Write two or three paragraphs describing a lake or river in Ethiopia. This is a first draft and you will have time to revise and edit it in the following week.

Ideas to include in your paragraphs:

- the name and size of the lake or river
- where it starts and ends

- its location
- its benefits to the community
- the wildlife in and around it

Week 17: Monuments

Week 17 Day 1

1. Word Study

Do the activity in the table based on the given example.

Word	Separate Syllables	Prefix	Root word
1. relocate	re-lo-ca-te	re-	locate
2. replace	_____	_____	_____
3. restore	_____	_____	_____
4. reproduce	_____	_____	_____
5. return	_____	_____	_____
6. remix	_____	_____	_____
7. represent	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Why do people want to visit natural attractions like caves, lakes and national parks?
2. How can we protect our tourist attraction sites?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

1. Sof Omar Cave is the _____ cave system in Africa.
2. The Weib River flows through the cave from _____.
3. According to religious accounts, the cave gets its name from Sof Omar who used it as a _____.
4. The main hall is called the ''Chamber of Columns because of its natural _____.
5. Sof Omar Cave has _____ entrances, but only _____ are used for entering the cave.

B. Identify which noun each of the following pronouns refers to:

1. 'it' (paragraph 1)
2. 'them' (paragraph 2)
3. 'which' (paragraph 3)
4. 'they' (paragraph 3)

Sof Omar Cave



Sof Omar Cave is the longest cave in Ethiopia. **It** is also thought to be the longest cave system in all of Africa. It is 15 kilometres long and located in the southern part of Ethiopia in the Oromia Region. The Weib River flows from Bale Mountains National Park and through the cave for about one kilometre.

Visitors can enter the caves and will be impressed by the complex pillar system found in the main hall, named the 'Chamber of Columns'. The Chamber of Columns

is amazing with natural limestone pillars about 20 metres high that connect the floor and the ceiling of the cave. The caves are cool and damp. When visitors venture deep enough inside the caves and turn out all the lights, it is completely dark. Imagine how people must have experienced the caves with just small fire torches to guide **them** hundreds or thousands of years ago.

Sof Omar has 42 entrances, but only four are used to enter the caves. As a tourist, you will approach the caves from the tiny village of Sof Omar, **which** is perched on the cliffs above the Weib River. Only bats and fish live within the cave. Although crocodiles swim in the river outside the cave, **they** do not swim inside the caves.

Post-reading Activity

Discuss the following questions with a partner.

1. What other famous caves and religious places in Ethiopia do you know?
2. How can we preserve such places from being damaged?

Week 17 Day 2

3. Vocabulary

Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

1. Sof Omar Cave is **located** in the southern part of Ethiopia.

   A. categorized
   C. found
   B. classified
   D. sunk

2. When visitors **venture** deep enough inside the caves and turn out all the lights, it is totally dark.

   A. go
   C. talk
   B. meet
   D. hear

3. Visitors will be impressed by the **complex** pillar system in the cave.

   A. hard
   C. easy
   B. complicated
   D. amazing

4. As a tourist, you will **approach** the caves from the tiny village of Sof Omar.

   A. stop
   C. make
   B. dance in
   D. move toward

5. The tiny village of Sof Omar is **perched** on the cliffs above the Weib River.

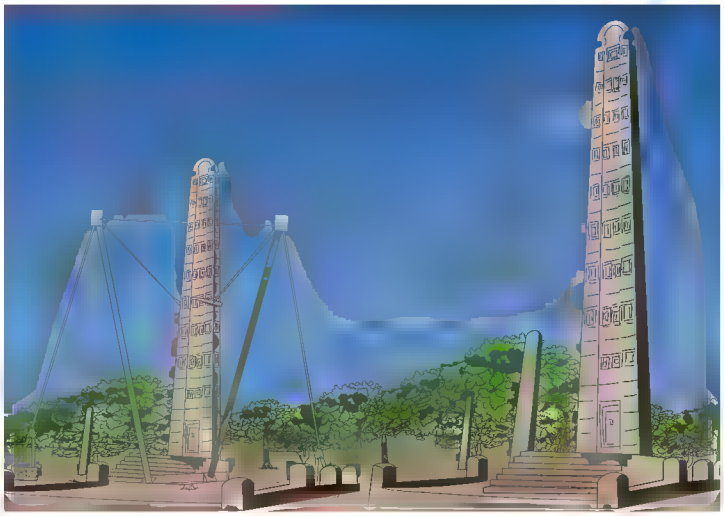
   A. sitting
   C. moved
   B. hard
   D. there

6. Although crocodiles swim in the river outside the cave, they tend to **avoid** swimming inside the caves.

   A. crawl
   C. go
   B. like
   D. stay away from

4. Listening

The Axum Obelisks



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Have you ever seen a monument? Where?
2. Why are monuments built?

While-listening Activity

A. Copy the sentences into your exercise book. Listen to the text and fill in the gaps.

1. Axum is located in the region of_____.
2. Axum was named a UNESCO World Heritage site in the year _____.
3. The obelisks are believed to be _____ years old.
4. Another name for an obelisk is a _____.
5. One of the Axum Obelisks returned to Ethiopia from Italy in _____.
6. _____ caused other obelisks to fall.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Axum is one of the oldest places in Africa.
2. One of the Axum obelisks is still found in Rome, Italy.
3. People can still see the Great Stelae today.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

D. Why should historical heritage sites such as Axum be preserved?

Week 17 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Salim: I went to Bahir Dar on vacation.

Beka: Did you like it?

Salim: I loved it. It is an interesting town.

Beka: What did you like there?

Salim: The islands on Lake Tana are so **green** and the water is so **blue**.

Beka: Did you go swimming?

Salim: I went to the beach every day.

Beka: How was the weather?

Salim: It was **hot** and **sunny** every day.

Beka: What did you do at night?

Salim: I went to eat. The restaurants were **nice** and the food was **delicious**.

Beka: People who live in Bahir Dar are really **lucky**.

B. Work with a partner to create a dialogue that asks and answers questions about a place you have visited.

6. Grammar: Coordinationg Conjunctions

A. Copy the paragraph into your exercise book. Underline the coordinating conjunctions.

The man liked to walk by the river, but today he was sick. Instead he watched the river from his window, and he thought about his life. He had lived a very good, long life. Sometimes he had problems in his life, yet he was always able to solve them. He wondered if he had achieved all his dreams in life, or did he have more to do? He decided to think about it tomorrow, so he went to sleep.

B. Copy the sentences into your exercise book. Fill in the gaps with the correct coordinating conjunction.

Yesterday I got up in the morning and I was hungry, (1) _____ there wasn't any food in the kitchen. I wanted milk, cereal and orange juice. I went to the shop, (2)_____ when I got there it was still closed. I went back home and went into the kitchen. There was some grapefruit juice and brown bread, (3)_____ I don´t like either of them. I had to go to school, (4) _____ I decided to get something along the way. I couldn't find anything to eat, (5)_____ I was starting to get really hungry. I told my friends I was hungry, (6)_____ I was thirsty. They offered to give me something to eat, (7)_____ I finally filled my stomach.

Grammar Spot

Coordinating Conjunctions

Coordinating conjunctions are used to join two complete sentences. Always put a comma before the coordinating conjunction. The coordinating conjunctions are: **for, and, nor, but, or, yet, so**

And (positive) and **nor** (negative) are used to show an agreement or linkage between ideas.

They went to the festival, **and** they had a great time.

They did not go to the festival, **nor** did they have a good time.

Yet and **but** are **used to show a difference or disagreement between ideas.**

Susan ate an entire cake, **yet** she was still hungry.

I wanted to travel all summer, **but** I ran out of money.

'For' and 'so' are used to show a reason between ideas.

He scored good marks, **for** he had studied very hard.

He had studied hard, **so** he scored good marks.

'Or' is used to show a bad possibility.

You have to wear a uniform, **or** you will not be allowed to go to school.

Week 17 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Sof Omar Cave".

B. Read the third and fourth paragraphs of Sof Omar Cave aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	monument	A	the place in a country with the main offices of government
2	identity	B	to continue to exist
3	capital	C	the qualities and beliefs that make a particular person or group different from others
4	survive		
5	modern	D	the present time or the recent past
6	ancient	E	belonging to a time that was long ago in the past
		F	a building or place that is important because of when or why it was built

Week 17 Day 5

9. Writing

Writing Conventions

A. Identify whether each sentence is declarative, interrogative, imperative or exclamatory.

1. The students wanted to go on a field trip.
2. Can we go to the National Theatre?
3. Eat only fruits and vegetables for the next two weeks.
4. What a great movie!
5. How far away is the park from the school?
6. Stop doing silly things.
7. Watch out!
8. I wanted to ask you a question.
9. Can you please help me?
10. I see a fire!

B. Write an example of each type of sentence in your exercise book.

Writing Composition

Review the paragraph about a lake or river in Ethiopia that you wrote in the previous week. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

Week 18: National Parks

Week 18 Day 1

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. in-sen-si-tive	insensitive	in-	sensitive
2. in-suf-fi-cient	_____	_____	_____
3. in-vis-i-ble	_____	_____	_____
4. in-ap-pro-pri-ate	_____	_____	_____
5. in-accu-rate	_____	_____	_____
6. in-cor-rect	_____	_____	_____
7. in-di-rect	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Name at least three national parks in Ethiopia.
2. What kinds of animals and birds are likely to be found in these national parks?

While-reading Activity

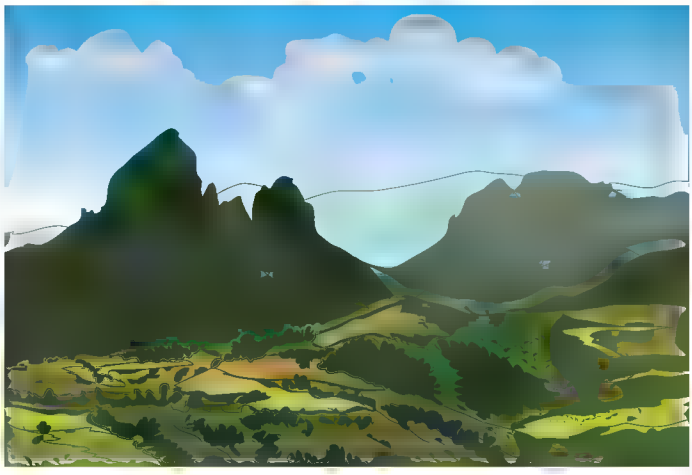
A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

1. The Simien Mountains National Park is known to be home to a number of endangered species including the _____ and the _____
2. The _____ mountain is the highest point in Ethiopia.
3. Ras Dashen is called _____ because of its spectacular views.
4. An Old World monkey is a group of monkeys that are native to _____ and _____
5. The best time to trek the Simien Mountains is in _____ because _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. The Ras Dashan peak is the second highest point in Ethiopia.
2. The Walia Ibex is a wild goat which can be found in many parts the world.
3. The Gelada Baboon is by far one of the most famous animals in the Simien Mountains National Park.
4. No one hikes Ras Dashen because it is too difficult.

Simien Mountains National Park



Simien Mountains National Park is one of **several** national parks in Ethiopia. The park is located in the northern part of Gondar Zone within the Amhara Region. It was established in 1969 and is home to many beautiful natural features and wild animals.

The park's **territory** covers the entire Simien Mountain range, including Ras Dashen, the highest mountain in

Ethiopia. Ras Dashen is called the 'roof of Africa' and reaches a height of 4,550 metres. It is one of the 10 highest mountain **peaks** in Africa.

The national park is home to a number of endangered species such as the Ethiopian Wolf and the Walia Ibex. The Ethiopian wolf is easily **identifiable** by its long and narrow skull and red and white **fur**. There are currently less than 400 Ethiopian Wolves in the wild today. The Walia Ibex is a wild goat found **nowhere** else in the world other than Ethiopia. Currently, there are less than 500 of them living in the Simien Mountains.

The Gelada Baboon is by far one of the most famous animals in Simien Mountains National Park. The Gelada Baboon belongs to a species called the Old World monkey. Old World monkeys are a group of monkeys that are **native** to Africa and Asia. They live in a range of different environments such as tropical rain forests, open savannahs, shrub lands and mountain ranges.

Many tourists have enjoyed visiting the Simien Mountains National Park and hiking to see the spectacular views at the top of Ras Dashen. Most visitors see the park's famous endangered animals and appreciate the plants and waterfalls they see along the way. The best time to trek these mountains is in October when the plants are in full **bloom** and beautifully green.

Post-reading Activity

Discuss the following questions with a partner.

Do you want to visit Simien Mountains National Park? Why or why not?

Week 18 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	several	A	local, endemic
2	territory	B	highest point
3	peak	C	more than two but not many
4	native	D	to produce flowers
5	identifiable	E	in no place
6	fur	F	able to be recognised
7	bloom	G	area of land
8	nowhere	H	hair of an animal

4. Listening

The Awash National Park



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Where do you think Awash National Park is located?
2. What do you think people go to Awash National Park to see?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Awash National Park surrounds the dormant volcano of _____.
2. _____ species of birds live in Awash National Park.
3. There are many birds, especially along the river and in the nearby Lake _____.
4. _____ and _____ are large animals that live in Awash National Park.
5. A special attraction is the beautiful clear pools of the Filwoha _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Awash National Park is found to the west of Addis Ababa.
2. The Fantale volcano just erupted in Awash National Park recently.
3. The Gelada Baboon is found in Awash National Park.
4. The Awash River is one of the major rivers in the region around Ethiopia.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

- Which one would you rather go to, Awash National Park or Simien Mountains National Park? Why?

Week 18 Day 3

5. Speaking:

A. Study the dialogue and act it out with a partner.

Sara: Have you ever taken English language classes?

Moti: Yes I have. I took three classes before the final exam last year.

Sara: What were the classes about?

Moti: They were about speaking and writing.

Sara: By the way, have you ever spoken to a foreigner?

Moti: Yes, once.

Sara: What did you talk about?

Moti: We talked about tourist attractions in Ethiopia.

Sara: Which sites did you discuss?

Moti: The Lilibella churches, the Harar Wall and Nech Sar Park.

Sara: Have you ever visited any of them?

Moti: Yes, I have. I have visited Fasiledes Castle, too.

Sara: Oh, you have visited several interesting places!

B. Work with a partner to create a dialogue asking and answering questions about the places you have visited in Ethiopia.

6. Grammar: Comparative and Superlative Degree

A. Read the paragraph. Decide with a partner if each word in bold is a comparative adjective or a superlative adjective.

The saltwater crocodile is (1) **more dangerous than** the great white shark. The great white shark is not (2) **bigger than** the saltwater crocodile. The saltwater crocodile can even kill animals that are (3) **bigger than** itself. Some experts say that the saltwater crocodile is (4) **more endangered than** the great white shark. I think the saltwater crocodile is (5) the **scariest**. It has (6) **bigger** teeth **than** the great white shark. But I would not want to be in the water with either of them. They are also (7) the **best** swimmers.

B. Write each adjective in its comparative and superlative form in your exercise book. The first one has been done for you.

Adjectives	Comparative	Superlative
1. new	newer	newest
2. hot	_____	_____
3. cute	_____	_____
4. pretty	_____	_____
5. lonely	_____	_____
6. beautiful	_____	_____
7. popular	_____	_____
8. fast	_____	_____
9. quick	_____	_____
10. sad	_____	_____
11. intelligent	_____	_____
12. nice	_____	_____

C. Copy the sentences into your exercise book. Fill in the gaps with the correct comparative or superlative adjective in brackets.

1. Ali is 10 years old. Dosa is eight years old. Ali is (old) _____ than Jenny.
2. Ras Dashan is very high. It is the (high) _____ mountain peak in Ethiopia.
3. An ocean is (large) _____ _____ a sea.
4. My book cost me 80 Birr. Your book cost you 70 Birr. My book is (expensive) _____ _____ _____ than yours.
5. John scored 75 out of 100. Ferida's scored 90 out of 100. Ferida's results were (high) _____ _____ John's.
6. The weather is not good today. It's raining. I hope the weather will be (sunny) _____ next week.

7. People are not very friendly in big cities. But they are usually (friendly) _____ in small towns.
8. Who is the (important) _____ _____ person in your family?
9. People say that Chinese is the (difficult) _____ _____ language to learn.
10. Which park is _____ _____ (interesting) to you: Nech Sar or the Semien Mountains?

Grammar Spot

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two persons, things etc. A comparative adjective usually end in **-er.** It can also be written with the word **more** before the adjective. The word **than** is added after the adjective to show a comparison.

Examples:

1. She is **more beautiful than** her sister.
2. My father is **older than** your father.

Superlative adjectives are used to compare more than two persons, things, etc. A superlative adjective usually ends in **-est**. It can also be written with the word **most** before the adjective.

Examples:

1. She is the most beautiful girl in the room.
2. My father is the oldest of his siblings.

Week 18 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Simien Mountains National Park".

B. Read the first and second paragraphs of Simien Mountains National Park aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1. guest	A a small area of water
2. pool	B an area of land where animals and plants are given special protection
3. highway	
4. reserve	C a large flat area of land with grass and few trees
5. savannah	D sudden and extreme
6. dramatic	E a customer at a hotel or restaurant
7. dormant	F not active but able to become active
	G a main road that connects cities and towns

Week 18 Day 5

9. Writing

Writing Conventions

Copy the sentences into your exercise book. Underline the independent clause (complete sentence) and circle the dependent clause (incomplete sentence) in each sentence.

Example:
When I get older, I will be able to drive.

When I get older is the incomplete or dependent part of the sentence.

I will be able to drive is the complete or dependent part of the sentence.

1. If you are good, I will buy you a toy.
2. I am going to brush my teeth when I get home.
3. I will not stop working until I reach my goal.
4. If I get a new job, I will be very happy.
5. I will call you later when I have time.
6. Because she is only twelve, she is not old enough to drive.
7. Unless you tell me the truth, I will not help you.
8. When forests are destroyed, endemic animals will be endangered.

Writing Composition

Write an essay of two or three paragraphs describing a tourist attraction in Ethiopia. You may write about a national park, a forest, a waterfall, a mountain or wildlife. This is a first draft and you will have time to revise and edit it in the following week.

Ideas to include in your paragraphs:

- special features of the site
- physical description of the site
- wildlife in the site
- means of transport to the site
- benefits of the site to the local community

UNIT 8 Ethiopian Historical Events

Week 19: Adwa

Week 19 Day 1

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. im-ma-ture	immature	im-	mature
2. im-per-fect	_____	_____	_____
3. im-prop-er	_____	_____	_____
4. im-per-ma-nent	_____	_____	_____
5. im-mor-al	_____	_____	_____
6. im-mo-bile	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What do you know about the Battle of Adwa?
2. Why do we celebrate the victory of Adwa?

While-reading Activity

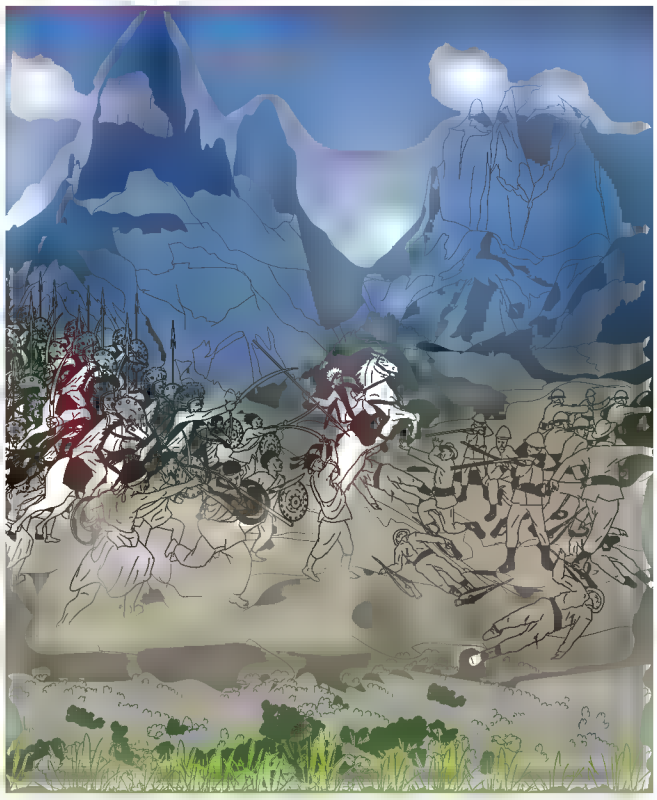
A. Read the following questions. Then read the text and write down the answers to the questions.

1. Which European country wanted to control Ethiopia?
2. Why did Emperor Menelik call Ethiopians to fight?
3. What does the victory at Adwa mean for Ethiopia?

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. The Italians became interested in East Africa when the Suez Canal was built.
2. The battle of Adwa took place in the southern parts of Ethiopia.
3. The victory at the battle of Adwa was the victory of all Ethiopians.

The Battle of Adwa



One of the greatest stories of Ethiopian **victory** and heroism is the Battle of Adwa. During this battle, Ethiopians fought back against the Italian **occupying** forces and won.

Italians first became interested in East Africa in 1869 when the Suez Canal was built. This canal connected the Mediterranean Sea with the Red Sea. It made travel and trade between Europe and East Africa much easier.

In 1885, European countries scrambled for **control** of African countries. Italy occupied the Red Sea port of

Massawa. From there they began to **advance** inland and gained control of some territories in the northern part of the country.

To resist this occupation, Emperor Menelik II of Ethiopia declared war and mobilized his fellow citizens to march towards Adwa where the battle would take place. He led a **massive** force of more than 100,000 men and women to the north of Ethiopia.

Before both parties engage in the main **battle**, there were a few battles that took place on the way to Adwa. By early 1896, Emperor Menelik and his army had won several victories. Emperor Menelik had cut off the Italian's supply lines and forced them into a position of weakness.

On February 29, 1896, Emperor Menelik heard that the Italians were marching towards his camp. Emperor Menelik and his forces used all their **courage** and marched towards the Italians.

Emperor Menelik's forces were able to defeat the Italians in three separate attacks. By the afternoon of 1 March 1896, Italian forces **retreated**. The Italian defeat is truly incredible because only Ethiopia was able to fight off European occupiers in Africa. Other countries such as Uganda, Kenya and Rwanda were still under the occupation of the British and French colonial powers up until the 1960s.

Post-reading Activity

Discuss the following question with a partner.

Why do you think European powers wanted to control African countries?

Week 19 Day 2

3. Vocabulary

Match each word with its correct meaning.

	Word		Meaning
1	victory	A	a fight between armies
2	occupy	B	a large amount
3	advance	C	success in defeating an opponent
4	massive	D	the ability to do something you know is difficult or dangerous
5	battle	E	to take control of an area with military force
6	retreat	F	to move forward in battle
7	courage	G	to move away in defeat
8	control	H	to have power over something

4. Listening

The Reason for the Battle of Adwa



Pre-listening Activity

A. Make a prediction about the text based on the title and the picture.

B. Talk with a partner about the following:

1. Have you heard stories about the Battle of Adwa?
2. What have you heard about it?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. The two independent countries in Africa were _____ and _____.
2. Italy already had control of _____ and part of _____ before it tried to control Ethiopia.
3. The Italians tricked Emperor Menelik by making him sign two different agreements in Amharic and _____.
4. The Treaty of Wuchale was signed in the year _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. The Italians wrote two versions of Article 17 of the Treaty of Wuchale.
2. Emperor Menelik was able to speak Italian Language.
3. The capture of Ethiopian territory by the Italians caused the Battle of Adwa.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

- Why were the Italians unable to defeat and take control Ethiopia?

Week 19 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Hailu: Have you ever visited Hawassa?

Sophia: No, I have never been there, but I'd like to go someday!

Hailu: Have you ever eaten figs?

Sophia: Yes, I have. I like them because they are sweet.

Hailu: Have you ever gone to a music performance?

Sophia: No I haven't.

Hailu: I'm inviting you to a live music show this evening.

Sophia: That's great! Thanks.

B. Work with a partner to create a dialogue that asks and answers questions about what you have or have not done before. Use the phrase, 'have you ever' to ask questions.

6. Grammar: Active and Passive Voice

A. Read each sentence and decide with a partner if it is written in the active or passive voice.

Example:

The soldiers fought against the Italians. (Active)

The Italians were attacked by the Ethiopians. (Passive)

1. Seven tablespoons of cocoa powder were measured into a small bowl.
2. The cook mixed the flour and sugar together.
3. Next, three eggs were added and the mixture was stirred again.
4. We bake cakes with our mother every week.

B. Rewrite each sentence in the passive voice using the verb suggested in brackets. Look at the example to get an idea.

Example:

The car <u>was fixed</u> (fix) this afternoon. A new air conditioner <u>was installed</u> (install). The car <u>was painted</u> (paint) with a fresh coat of paint.

Last summer our house(1) _____ (paint) by me. The job took about two weeks. First, the exterior(2) _____ (wash) using warm water and a mild soap. Then all the holes in the walls (3) _____ (cover) with plaster. After the plaster dried, the exterior was painted. A special paint (4) _____ (use) because it is easy to apply and comes off clothes easily. A whole week(5) _____ (need) to finish this part of the job. I was very careful to apply the paint evenly because I did not want to have to apply two coats. A colour(6) ____ (use) that was very close to the original colour. Our house is a two-storey house, which meant that a tall ladder(7) _____ (need) to do the second storey. The paint had to be balanced

on the top step of the ladder while I worked. When the job(8) _____ (finish), a great deal of satisfaction(9) _____ (feel) by me. I had to pat myself on the back. Even my dad said that a good job (10)_____ (do).

Grammar Spot

Active Voice

In active sentences the person or thing doing the action is the subject of the sentence (It comes first) and the person or thing receiving the action is the object (It comes after the verb).

For example:

The emperor ordered the soldiers into battle.

- the emperor = subject of the sentence
- the soldiers = object of the sentence

Passive Voice

In passive sentences, the person or thing receiving the action is the subject of the sentence (It comes first). The person or thing doing the action is optionally included near the end of the sentence (It comes after the verb). It is used when the receiver of the action is more important than the person or thing doing the action.

For example:

The soldiers were ordered into battle by *the emperor*.

- the soldiers = subject of the sentence
- the emperor = object of the sentence

Week 19 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "The Battle of Adwa".

B. Read the fifth and sixth paragraphs of The Battle of Adwa aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Match each word with its correct meaning.

Word	Meaning
1. remain	A. an arrangement or contract
2. weapon	B. political control of a country or area
3. power	C. to be left when the other parts are gone or have been used
4. agreement	D. the right to do something that is given by someone in power
5. confront	E. something used for fighting or attacking someone or for defending yourself
6. capture	F. a form of something that is different in some way from other form
7. permission	G. to get control of a place by using force
8. version	H. to directly question the action or authority of

Week 19 Day 5

9. Writing

Writing Conventions

Correct the capitalisation and punctuation errors in the sentences when you copy them into your exercise book.

1. he likes eating, drinking and dancing
2. they went to debre birhan to visit a blanket factory

3. on saturday, i went to the shop and bought a jacket and dress
4. the italians wanted to control ethiopia
5. asrat, ujulu, bontu and meshame are students
6. emperor menelik is a hero for ethiopia because he defeated italy
7. i want to visit Simien mountains national park next monday

Writing Composition

Write two or three paragraph biography about a famous or historical person in Ethiopia. The person can either be alive or dead. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your biography:

- His or her name and job
- His or her achievements or successes
- His or her unique abilities and skills
- Awards or honours he or she has received
- Reasons why he or she is your favourite person in Ethiopian history

Week 20: Social Commitments

Week 20 Day 1

1. Word Study

Homophones are words that sound the same but have different meanings and spellings. Copy the sentences into your exercise book and select the correct homophone in brackets to give the sentence meaning.

Example: Please try not to (waste, waist) paper.

Answer: Please try not to waste paper.

1. He killed the (bare, bear) with a spear.
2. This is my favourite (pare, pair) of jeans.
3. I (sent, scent) a letter to my aunt in Bahir Dar.

4. The children got (bored, board) during the long lecture.
5. They like to work in (there, their) garden.
6. He is going to (wear, ware) his work boots today.
7. Do you think it is going to (rain, reign) this afternoon?
8. I saw a restaurant just off the (rode, road) about a kilo meter away.
9. She has a (pane, pain) in her shoulder.
10. The clerk wants to (sell, cell) as many television sets as possible.

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Have you ever heard of the Ethiopian runner Abebe Bikila? What do you know about him?

While-reading Activity

A. Copy the table into your exercise book. Read the text and fill in the table.

Abebe Bikila		
	Questions	**Answers**
1	Date of birth	
2	Place of birth	
3	Name of wife	
4	Year of marriage	
5	Year of first Olympic race	
6	Rome Olympic marathon finishing time	
7	Year of second Olympic race	
8	Tokyo Olympic marathon finishing time	
9	Year of car accident	
10	Date of death	

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. Abebe Bikila was the first African athlete to win an Olympic medal.
2. The Rome Olympics took place before the Tokyo Olympics.
3. Abebe Bikila ran barefoot in Rome because he did not have a pair of shoes.
4. After his car accident, Abebe Bikila stopped participating in sports competitions.

Abebe Bikila



Abebe Bikila was born on 7 August 1932 in a town called Jato, about 130 kilometres away from Addis Ababa. He spent most of his childhood as a shepherd and a student. By the time he was 12 years old, Abebe had already proved himself as an **exceptional** *Genna* player and athlete.

In 1952, young Abebe was hired by the Imperial Body Guard to guard the Ethiopian Emperor. In the Imperial Guard he participated in both athletics and *Genna* games. In 1954, he married a young woman named Yewebdar Wolde-Giorgis with whom he had four children.

Abebe was a marathon runner. A marathon is a 42-kilometre race. It is a test of great **endurance** that requires months or years of training. Abebe represented Ethiopia in the 1960 Olympics held in Rome. When he arrived in Rome, he bought running shoes, but they did not fit well. He decided to run **barefoot** instead.

Abebe ran a great race; towards the finish line he had outrun everyone except one runner. Abebe **sprinted** the last 500 metres and he won! He even set a new world record for the fastest marathon race with a time of 2 hours, 16 minutes and 2 seconds. He was the first African to win an Olympic medal.

Abebe **instantly** became famous around the globe. When he was asked why he ran barefoot, Abebe said, "I wanted the world to know that my country Ethiopia has always won with determination and **heroism.**"

Four years later, just before the Tokyo Olympics, Abebe became ill. He had surgery and made it to Tokyo, although he had barely recovered. Abebe ran another great marathon and finished the race more than four minutes ahead of his closest competitor. He even set a new world record of 2 hours, 12 minutes and 11 seconds. This was the first time that an athlete won an Olympic marathon race in two **consecutive** Olympics.

Over the rest of his career, Abebe competed in more than 26 major marathons. However, tragedy struck in 1968 when he was involved in a car accident that left him **paralysed** from the waist down. Even in a wheelchair, Abebe's competitive spirit and national pride helped him to win several races held especially for disabled athletes.

Abebe Bikila died on 25 October 1973 from a complication caused by his accident. About 65,000 people attended the funeral, including Emperor Haile Selassie.

Post-reading Activity

Discuss the following questions with a partner.

1. Apart from Abebe Bikila, can you name any other legendary athletes in Ethiopia?
2. Think of any Ethiopian athlete who is your favorite. Explain to your group members why she/he is your favorite.

Week 20 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	exceptional	A	without wearing shoes
2	endurance	B	unusual or uncommon
3	heroism	C	following one after the other in a series
4	sprint	D	immediately, without delay
5	consecutive	E	ability to do something difficult for a long time
6	instantly	F	unable to move or feel all or part of the body
7	barefoot	G	to run very fast
8	paralyzed	H	great courage
9	complication	I	a problem that makes a disease or condition more dangerous or harder to treat

4. Listening

Abebech Gobena



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Why do you think some people need other people's help?
2. What do people do to take care of people in need?

While-listening Activity

A. Copy the questions in your exercise book. Listen to the text and fill in the answers.

1. Abebech Gobena was born in _____.
2. She made a pilgrimage to _____ in 1973.
3. She cared for _____ orphans in the first year.
4. Over _____needy children have been supported by the organisation she founded.
5. Her organisation also provides the following services to the community: _____, _____ and _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Abebech Gobena was raised by her parents until the age of nine.
2. Over 1.5 million people have benefited from Abebech Gobena's organisation in Ethiopia.
3. The author says that supporting needy people is not a good thing.
4. Abebech Gobena founded an organisation called 'Help the Orphans'.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

1. What can you do to help needy people in your village, town or city?

Week 20 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Student 1: Hey, do you want to get mango juice on Saturday?

Student 2: I'm not sure that having juice is such a good idea.

Student 1: But you used to love mango juice! What happened?

Student 2: I still do. But yesterday I had some with my sister and it made my stomach hurt. I think I will avoid it for a while.

Student 1: Oh, I see. Then, I have a better idea. Let's have vegetable soup instead. It's amazing. I used to hate it a lot when I was a child. But now I love it!

Student 2: Really? I used to hate it too. But now I like it very much. Let's eat some!

B. Work with a partner to create a dialogue that asks and answers questions about things you used to do. Use the phrase, 'I used to' in your dialogue. Use the following dialogue ideas:

1. What games did you use to play in the past?
2. What television or radio programmes did you use to watch or listen to?
3. What bad habits did you use to have in the past?
4. What food did you use to eat when you were a baby?

6. Grammar: Comparative and Superlative Degree

A. Write each adjective in its comparative and superlative forms in your exercise book. The first one has been done for you.

Adjectives	Comparative	Superlative
1. funny	funnier	funniest
2. cool		
3. fat		
4. soft		
5. fun		
6. bright		
7. interesting		
8. scared		
9. young		
10. long		
11. short		
12. great		

B. Copy the sentences into your exercise book. Fill in the gaps with the correct comparative or superlative adjective in brackets.

Student 1: London is (1)_____ _____New York. (old)

Student 2: That's true, but New York is (2)_____ _____! (modern)

Student 1: Tokyo is(3) _____ _____ Bangkok. (cheap)

Student 2: No, it isn't! Tokyo is (4)_____ _____! (expensive)

Student 1: Cape Town is(5) _____ _____ Addis Ababa. (big)

Student 2: No, it isn't! Cape Town is(6) _____! (small)

Student 1: Nairobi is(7) _____ _____Kampala. (safe)

Student 2: No, it isn't! Nairobi is (8)_____ _____! (dangerous)

Student 1: Taxi drivers in Addis Ababa are (9) _____ _____taxi drivers in Kigali. (good)

Student 2: No, they aren't! They're(10) _____! (bad)

Grammar Spot

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two nouns. A comparative adjective usually ends in **-er.** It can also be written with the word **more** before the adjective. The word **than** is added after the adjective to show a comparison.

Examples:

1. She is **kinder** and **nicer than** Joyce.
2. The Ethiopian Wolf is **more endangered than** the Gelada Baboon.

Superlative adjectives are used to compare more than two persons, things etc. A superlative adjective usually ends in **-est**. It can also be written with the word **most** before the adjective.

Examples:

1. She is the **kindest** and **nicest** person I know.
2. The Ethiopian Wolf is the **most endangered** carnivore in Africa.

Week 20 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Abebe Bikila".

B. Read the sixth and seventh paragraphs of Abebe Bikila aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank		
orphan	needy	responsible
services	consent	founded

1. Abebech Gobena is an amazing woman who _____ an orphanage to help needy children.
2. She was an _____ because her parents died.
3. She is best known for supporting _____ people in Ethiopian communities.
4. She was forced to marry a man without her_____, but she ran away.
5. She saw that people in Ethiopia needed many _____ such as HIV/AIDS prevention and education.
6. She believes that all children can be happy, healthy and _____ citizens if they get the right care when they are young.

Week 20 Day 5

9. Writing

Writing Conventions

Correct the capitalisation and punctuation errors in the paragraphs when you copy them into your exercise book.

oliver sat on the doorstep and he shivered the sun was just rising over the town and the chill of the night was still in the empty streets Oliver was too exhausted to move he had walked seventy kilometres since running away from Mr Sowerberry, his employer, and his feet were bleeding he ached all over and he was thin and pale from hunger

an hour or two passed people began appearing in the streets of the town they glanced at the exhausted little orphan sitting on the doorstep, but most of them glanced away and hurried on

(Oliver Twist by Charles Dickens)

Writing Composition

Review the paragraphs you wrote for a biography of a famous or historical Ethiopian in the previous week. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

UNIT 9

Languages

Week 21: Importance of Different Languages

Week 21 Day 1

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. dis-con-nect	disconnect	dis-	connect
2. dis-a-gree	_____	_____	_____
3. dis-a-ble	_____	_____	_____
4. dis-hon-est	_____	_____	_____
5. dis-or-der	_____	_____	_____
6. dis-re-spect	_____	_____	_____
7. dis-sim-i-lar	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. How many languages do you speak?
2. Who taught you to speak those languages?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

1. Many people can speak their own language and at least _____ other language.
2. Many companies and organizations want to hire people who can speak _____ languages.
3. Some people learn a new language so they can _____ to new places.
4. People who are _____ are less likely to get diseases that affect the brain and memory when they are older.

B. Read the following questions. Then read the text and write down the answers to the questions.

1. How can speaking multiple languages help you get a job?
2. How can speaking multiple languages be good for your social life?
3. How can speaking multiple languages be good for your health?

C. Identify which noun each of the following pronouns refers to:

1. 'they' (paragraph 3, line 1)
2. 'them' (paragraph 4, line 2)
3. 'its' (paragraph 5, line 2)

Advantages of Speaking Multiple Languages

How can speaking many different languages help you? How many more opportunities will you have in your life if you speak more than one language? People all over the world have realised the **benefits** of learning other languages. Many people can speak their own language and at least one other language such as English, French, Arabic or Chinese.



Nowadays, learning a foreign language is very easy. Most schools and colleges give their

students **opportunities** to learn a second language for class credit. This is because companies and organizations are interested in hiring people who can speak multiple languages. The world is becoming more connected. Companies need employees who can communicate with people around the world.

Some people even learn a new language just because they **enjoy** learning. **They** might also want to travel to new places and meet new people, where they must speak another language to communicate. It is good to learn a language that you like because it will be easier to practise a language you enjoy. You can also think about where you would like to live someday and learn a language that is commonly spoken there.

Another great benefit is that being **bilingual** can actually improve your health. **Expressing** yourself in other languages and learning from **them** helps your **mental** development. Many scientists believe that bilingual people are less likely to get diseases that affect the brain and memory in old age. Speaking more than one language can keep your brain stronger for longer.

Learning a new language takes time and **dedication**. You must actively study the language including, **its** vocabulary, grammar and common phrases. You must use the language every day to become truly **fluent**. You can do this by speaking with someone who speaks that language, listening to recordings, watching television shows or even travelling to a country or region where the language is spoken.

Start learning a new language today and you will see how many good things it brings your life. You might get a new exciting job, travel to **incredible** places, meet interesting people and live a healthier life.

Post-reading Activity

Discuss the following questions with a partner.

1. How does the author try to convince you to learn a new language?
2. What do you think are the best ways to learn a language like English?

Week 21 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	opportunity	A	a good or helpful result
2	dedication	B	able to speak a language easily and very well
3	fluent	C	able to speak and understand two languages
4.	benefit	D	extremely good
5.	bilingual	E	existing or happening in the mind
6.	mental	F	a chance to do something
7	incredible	G	a feeling of very strong support or loyalty to someone or something
8	expressing	H	to talk or write about something you are thinking or feeling

4. Listening

How Do We Learn Languages?

Pre-listening Activity

A. Make a prediction about the text based on the title.

B. Talk with a partner about the following:

1. How many languages do you speak?
2. What new language would you like to learn? Why?

While-listening Activity

Copy the questions in your exercise book. Listen to the text and write the answers.

1. When do Fatuma and Deborah discuss learning new languages?
2. Who speaks more languages, Fatuma or Deborah?

3. How does Fatuma learn new languages?
4. What does Fatuma say about making mistakes when learning a new language?

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

What are the best ways to learn a new language?

Week 21 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Student 1: Wow, look at all those ice cream choices!

Student 2: Yes, there are a lot of choices. Which is your favorite?

Student 1: I love anything with chocolate.

Student 2: I like chocolate, too.

Student 1: Is there any kind of ice cream you don't like?

Student 2: I really don't like ice cream with nuts in it.

Student 1: I don't like things with nuts, either.

Student 2: Have you ever had garlic ice cream?

Student 1: Oh, I dislike garlic.

Student 2: Why? They say it is very healthy.

Student 1: The taste is strong and bitter.

Student 2: Ok, let's have chocolate ice cream today.

B. Work with a partner to create a dialogue about what you like and dislike. Use the following dialogue ideas:

1. What places in Ethiopia do you like and dislike to visit?
2. What school subjects do you like and dislike?
3. What foods do you like and dislike?
4. What animals do you like and dislike?

6. Grammar: Adverbs of Time

A. Copy the paragraph into your exercise book and underline the adverbs of time.

Mehari went to the cinema yesterday. He had to work the day before, so he wanted to relax. It had been two weeks since he had seen a movie. He wanted to stay at the movies all day, but he had to do some shopping. He rarely has time to shop, so it was important to do it on his day off. When he got to the store, there was a long line. The store clerk told him this often happens. He decided to come back later.

B. Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
until	yesterday	today	since
after	always	while	not long

1. It started to rain _____ the children were playing in the field.
2. I will not come to your house _____ you apologise.
3. She was fired _____ they found out that she had stolen 500 Birr.
4. The team lost their game _____, so they are practising very hard _____.
5. My mother told me to _____ be polite to elders.
6. I have not exercised _____ last year.
7. I just talked to them on the phone; it is ____ _____ until they arrive.

C. Read the questions and answers. Choose the best adverb of time to fill in the gaps.

1. I saw him _____.

   A. yesterday B. tomorrow C. next week

2. I have not visited my grandmother _____ last year.

   A. while B. after C. since

3. I _____ go to the store on Mondays.

   A. sometimes B. all day C. since

4. She _____ goes to bed late.

   A. yesterday B. always C. since

Grammar Spot

Adverbs of Time

Adverbs of time tell us when, how often and for how long something happens or has happened.

Adverbs that tell us when something happened: yesterday, tomorrow, today, later, now, last year

Examples:

1. I have to leave **now**.
2. I'm going to clean the house **tomorrow**.

Adverbs that tell us how often something happened: often, never, always, sometimes, rarely, occasionally

Examples:

1. I **often** eat *injera*.
2. You must **always** brush your teeth.

Adverbs that tell us for how long something happened: all day, for, since, not long

Examples:

1. I stayed in Addis Ababa **for** three days.
2. I have not seen you **since** last Tuesday.

Week 21 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Advantages of Speaking Multiple Languages".

B. Read the first and second paragraphs of Advantages of Speaking Multiple Languages aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
community	imitate	mistakes	improve
spell	pronouncing	keen	

1. If you want to _____ your English, you need to practise often.
2. You shouldn't worry about making _____ when you learn a new language.
3. You can learn a language by paying attention to the _____ that speaks it.
4. When you speak English you might have difficulty _____ some words.
5. You must always be _____ to learn new words and expressions.
6. Use the dictionary to help you learn how to _____ words correctly.
7. When you watch television or listen to the radio, try to listen to people and _____ their pronunciations.

Week 21 Day 5

9. Writing

Writing Conventions

Add commas to the paragraph when you copy it into your exercise book.

You show responsibility by doing things you have offered to do been asked to do or have promised to do. Growing up your parents will give you many tasks like brushing your teeth putting away your things tidying your room and helping out when asked. Your teachers will also give you tasks like completing your homework putting books away helping to tidy up and being respectful of others. As you get older you will often be given more responsibilities. If you are responsible you will gain more trust. However you will not be trusted if you are irresponsible. Always do what is right even if it is difficult.

Writing Composition

Write two or three paragraphs about your experience of learning English. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your paragraphs:

- When you started learning English
- People who help you learn English
- The importance of learning English
- What activities you do to practise English
- Your favourite part of learning English (writing, speaking, listening, reading, grammar or vocabulary)
- Challenges you have faced when learning or using English

Week 22: Qualities of a Language

Week 22 Day 1

1. Word Study

Do the activity in the table based on the given example.

	Syllable forms	Word	Prefix	Root word
1.	mis-spell	misspell	mis-	spell
2.	mis-be-have	_____	_____	_____
3.	mis-cal-cu-la-te	_____	_____	_____
4.	mis-call	_____	_____	_____
5.	mis-guide	_____	_____	_____
6.	mis-match	_____	_____	_____
7.	mis-un-der-stand	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title.

B. Talk with a partner about the following:

1. Why do Ethiopians learn English language?
2. Do you like speaking to people in English?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

1. English first originated in _____.
2. There are more than _____ native speakers of English in countries where English is the official language.

3. India, _____, _____, and _____ are countries that have their own unique way of speaking English.
4. Ethiopia belongs to the _____ category of countries. Ethiopians learn English as a _____ language.
5. About _____ people speak English as a foreign language.

B. Read the questions and possible answers. Read the text and choose the correct answer for each question.

1. Today the countries where English is spoken can be divided into _____.

   A. three groups
   C. two groups
   B. thirty groups
   D. four groups

2. England, America, Canada, Ireland, Australia and New Zealand are countries where _____.

   A. people speak English as a foreign language
   B. English is the primary, official language
   C. people still use English as a second language
   D. people are not native English speakers

3. In China and Russia, English is widely used _____.

   A. in everyday life
   B. by the government
   C. as a foreign language
   D. in schools

4. Countries like Uganda and Kenya speak English because they have been directly influenced by _____.

   A. the television shows from America
   B. traders
   C. English-speaking societies

C. Identify which noun each of the following pronouns refers to:

1. 'it' (paragraph 1, line 2)
2. 'their' (paragraph 4, line 1)
3. 'they' (paragraph 6, line 2)

The English Language

English is called an international language because it is spoken by people all over the world. **It** is often the language people choose to communicate in if they do not share a native language. This is because English is widespread throughout the world and many people speak it as a second language.

English **originated** in England, but soon it spread to other countries and different varieties of the language began to **develop**. Today, the countries where English is spoken can be divided into three groups.

The first group is those countries where English is the **primary** and official language. These are countries like the United Kingdom, Canada, the United States, Ireland, Australia and New Zealand. English is the **official** language in these countries and it is used in government and in daily life. There are more than 380 million native speakers of English in these countries alone.

The second group of countries have **their** own varieties of English. Their countries have been directly influenced by English-speaking **societies,** such as England, in the past. Although they have their own native language, they often use English in many ways within their schools, governments and in everyday life. India, Uganda, Nigeria and Kenya are examples of countries that belong to this category. There are hundreds of millions of people who speak their own unique form of English in these countries.

In the third group of countries, English is widely used as a **foreign** language. Citizens use their native language within their own government and in everyday life. But many people choose to learn English so they can communicate with people around the world. Some countries in this category are: Ethiopia, China, Russia, Japan, Korea, Brazil and Indonesia. Estimates **calculate** the number of people who speak English as a foreign language to be as many as one billion, and the numbers are growing fast.

Some people think that English will not be the most important language to learn in the future. **They** think Chinese will **replace** English as the language of communication and business. This is because the population in China is almost 1.4 billion people and they have one of the biggest economies in the world. With more and more international business relating to China, you cannot help but wonder if Chinese will replace English as the most important language to speak in the future.

Post-reading Activity

Discuss the following questions with a partner.

1. Do you think Ethiopians should learn English before they learn their native language in schools? Why or why not?
2. Would you want to learn Chinese? Why or why not?

Week 22 Day 2

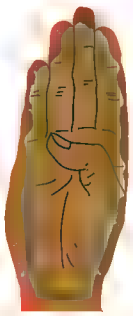
3. Vocabulary

Match each word with its correct meaning.

	Word		Meaning
1	foreign	A	to be used instead of something
2	official	B	to create
3	originated	C	to find a number by using mathematical processes
4	primary	D	coming from or belonging to a different place or country
5	calculate	E	people with shared laws, traditions and values
6	society	F	to begin to exist, to be produced or created
7	replace	G	most important
8	develop	H	permitted, accepted, or approved by the government

4. Listening

Sign Language

			
A	B	C	D

Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Have you ever seen deaf people communicate? What do they do?
2. What do you know about sign language?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Some deaf people can understand others when they speak by looking at their mouths. This is called _____.
2. The most popular way that deaf people communicate is through _____.
3. In many ways sign language is similar to _____.
4. The words of sign language are made with signs which are formed by moving the _____, _____, and _____.
5. Deaf people also rely on _____ to communicate, so don't be surprised if they touch your shoulder at one point.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Lip reading is when you use your mouth to read a book.
2. Deaf people cannot communicate with anyone.
3. Signed languages have their own grammar.
4. Only deaf people can learn sign language.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

1. What are the benefits of learning sign language?

Week 22 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Ali: Excuse me? May I leave early today? I'm going to take my father to the hospital.

Teacher: What is wrong with him?

Ali: He is sick. So I'm going to take him to the hospital for medicine.

Teacher: Oh, I see. You are a good son. Sure, you can go. Thanks for telling me.

B. Work with a partner to create a dialogue that asks for and gives permission to do things.

6. Grammar: Conditional Sentences Type 2

A. Match each 'if clause' with a 'main clause' to create a meaningful sentence. Write each sentence in your exercise book.

If clause	Main clause
1. If I were the president,	A. you would buy me a diamond ring.
2. If I were you,	B. she would travel around the world.
3. If you loved me,	C. I would give everyone a free holiday.
4. If she had a passport	D. I would stop smoking.

B. Copy the sentences into your exercise book. Complete them with the correct conditional form of the verbs in brackets.

1. If we (travel) _____ by plane, we (arrive) _____ early.
2. If he (have) _____ more time, he (learn)_____ Chinese.
3. If they (tell) _____ their father, he (be) _____ very angry.
4. She (spend) _____ a year in the USA, if it (be) _____ easier to get a visa.
5. We (help) _____ you, if we (know) _____ how.
6. My brother (buy) _____ a car, if he (have) _____ the money.

7. If I (feel) _____ better, I (go) _____ to the cinema with you.
8. You (improve) _____ your English, if you (practise) _____ more.

Grammar Spot

Conditional sentences using 'if clauses' and 'possibility clauses'

Sometimes conditional sentences are used to talk about situations that could or would happen, but are unlikely to happen. One part of the sentence states conditions. The other part states possibility. They have two clauses:

The **'if clause'** contains if + simple past tense verb.

The **'possibility clause'** contains could or would + verb.

Example:

1. **If** I **was** taller, I **would** buy this dress. (But I am not taller)
2. **If** she **won** some money, she **could** give me some.
3. You **could** come with us, **if** there **was** more room in the car.
4. He **would** have a better time, **if** his best friend **came**.

Week 22 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "The English Language".

B. Read the third and fourth paragraphs of 'The English Language' aloud to your partner. Say all of the words correctly.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank		
express	similar	rude
training	communicate	combined

1. Learning sign language will help you to _____ with deaf people.
2. People who want to learn Sign Language can take a _____ course.
3. In sign language, different signs can be _____ to form phrases and sentences.
4. Sign language is _____ to spoken language in many ways.
5. Some people might think it is _____ to touch someone's shoulder, but deaf people rely on actions.
6. Deaf people can _____ themselves by using sign language.

Week 22 Day 5

9. Writing

Writing Conventions

Add commas to the sentences when you copy them into your exercise book.

1. As soon as he finished the test he left the room.
2. If you want to get a seat you need to come early.
3. After we had lunch we went jogging.
4. The sun was hot so we got a cold drink at the restaurant.
5. If I won the lottery I would visit many countries.
6. If you were my friend I would help you.
7. She could go on the trip if she had some money.
8. The little girl liked to play with dolls toys and balls.

Writing Composition

Review the essay you wrote in the previous week about your experience learning English. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

UNIT 10

Our Neighbouring Countries

Week 23: Kenyan Languages

Week 23 **Day 1**

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. pre-ma-ture	premature	pre-	mature
2. pre-school	_____	_____	_____
3. pre-test	_____	_____	_____
4. pre-paid	_____	_____	_____
5. pre-cau-tion	_____	_____	_____
6. pre-con-di-tion	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Name at least two languages spoken in your area.
2. What would happen if we did not have language to communicate?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps after you read the text.

1. _____ and _____ are Kenya's official languages.
2. Swahili is called the most _____ language in East Africa.
3. Swahili, English and other local languages are combined into a new language called _____.
4. Different social groups speak Sheng with their own _____ vocabulary.

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. Kenyan children learn Swahili, English and their local language at school.
2. Swahili has added only English words to the language over the years.
3. Sheng was developed by language experts in Nairobi.
4. Educated men and women, secondary school students and a lot of other people can speak Sheng.

Kenyan Languages



Kenya neighbours Ethiopia to the south. It has many things in common with Ethiopia such as geography, wildlife and common crops. However, the two countries do not share the same languages. Most Ethiopians speak Amharic, whereas the official languages of Kenya are English and Swahili.

In Kenya, English is the language used in business, upper level education and government. Swahili is spoken by many people in daily life and work. Television shows and newspapers are in both Swahili and English. Radio shows may be heard in Swahili, English and other local

languages. In schools, children are **instructed** in their local language, Swahili and English.

Swahili first developed as a common language among traders and communities living along the **coast** of Kenya and Tanzania. Other languages have added words to Swahili over the years. It easily adds words from languages like Arabic, Hindi, Persian and English. Because of its use of words from other languages, Swahili has been called the most **adaptable** language in East Africa!

Swahili's adaptability has also been used to create a new language that is spoken in Kenya's cities, especially the capital city, Nairobi. This new language, which is called Sheng, is made from putting together words from Swahili, English and other local languages in Kenya.

It is mostly spoken by youth. Different social groups, whether they are minibus drivers, schoolmates, football teams or neighbours speak a style of Sheng with a **distinct** vocabulary.

Sheng was first invented by poor, **marginalised** people in Nairobi's slums. Today, Sheng has become popular across Kenya. Educated men and women, secondary school students and city residents are all speaking Sheng. Sheng shows us that languages are changing, developing and being **influenced** by each other all the time.

Post-reading Activity

Discuss the following questions with a partner.

Do you think Ethiopians should learn Swahili? Why or why not?

Week 23 Day 2

3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1. coast	A to keep someone powerless or unimportant within a society or group
2. marginalise	B young people
3. adaptable	C to teach
4. instruct	D able to change in order to work better in a situation
5. youth	E the land along or near a sea or ocean
6. distinct	F the power to change something in an indirect but important way
7. influence	G different in a way that you can see, hear, smell or feel

4. Listening

Agriculture in Africa

Pre-listening Activity

Discuss the following questions with your partner.

1. What do you know about agriculture?
2. What does Agriculture include?

While-listening Activity

A. Answer the following questions saying 'true' or 'false' as you listen the text.

1. Many scholars believe that the spread of agriculture throughout Africa linked it to the Near East and Mediterranean world.
2. The origin of the first domesticated crops such as millets and sorghums is Africa.

3. Domestic sheep and goats were introduced from Egypt
4. The camel was introduced around the first century A.D.

B. Copy the following questions and choose the best answers as you listen to the text.

1. The word "diffused" in the listening text is closest in meaning to

   A. emerged C. spread

   B. was understood D. developed

2. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of _____.

   A. rice C. sorghums

   B. millets. D. all

3. The drying up of what is now the Sahara Desert had pushed many peoples to

   A. the north into sub-Saharan Africa.

   B. the south into sub-Saharan Africa

   C. the west into sub-Saharan Africa

   D. the east into sub-Saharan Africa

4. When did trade routes happen across the Sahara?

   A. by 300–200 b.c. C. by 400-300b.c

   B. by 200-100b.c D. by 1780-1560 b.c.

Post-listening Activity

A. What does the author imply about changes in the African environment during this time period (in paragraph 1)?

B. Discuss the general ideas of the listening text with your partners.

Week 23 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

John: When will your grandmother go on her trip?

Michael: She may be traveling next week.

John: With whom will she be traveling?

Michael: She **might travel** alone.

John: Which cities will she visit?

Michael: She **may visit** London, Paris and Berlin.

John: How will she travel?

Michael: She **will go** by plane. Then she might travel by train, bus or car.

John: **If she goes alone**, she **may feel** lonely.

Michael: No, my uncle **may meet** her at the airport.

B. Work with a partner to create a dialogue that expresses possibility using the words might and may.

6. Grammar: 'Ever' and 'Never'

A. Copy the dialogue into your exercise book. Underline the words never and ever in the sentences.

Jones: Have you ever taken dance classes?

George: Yes, I have. But I was not very good. Have you ever taken them?

Jones: No, I have never done them. But I want to.

George: Haven't you ever been to an event where you had to dance?

Jones: Yes, but I have never felt comfortable.

George: The first time I ever had to dance for others I was so nervous!

Jones: That's why I have never done it – I get nervous, too!

B. Read the phrases and the verbs in brackets. Create questions using the word 'ever'. Then ask and answer the questions with a partner.

Example: **(go) to a zoo**

Student 1: **Have** you **ever gone** to a zoo?

Student 2: Yes. **I've gone** there many times.

1. (fall) out of bed
2. (read) an English short story.
3. (tell) a lie
4. (eat) raw meat
5. (fly) by plane
6. (meet) a famous person
7. (see) a lake

Grammar Spot

Ever and Never

The adverbs **ever** and **never** express the idea of a time that happened before now. **Ever** and **never** are always placed before the main verb.

Ever is used:

In questions:

1. Have you **ever** been to Addis Ababa?
2. Has she **ever** met the Prime Minister?

In negative questions:

1. **Haven't** they **ever** been to Africa?
2. **Haven't you ever eaten Italian food?**

In negative statements using nothing + ever or nobody + ever:

1. **Nobody has ever said that to me before.**
2. **Nothing like this has ever happened to us.**

With the phrase 'the first time'

1. It's **the first time** that I've **ever** eaten *fish*.
2. This is **the first time** I've **ever** been to the park.

Never means **at no time before now**, and is the same as **not...ever**. Be careful! Do not use **never** and **not** together.

1. I haven't never been to Italy. x
2. I have **never** been to Italy. ✓

Week 23 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Kenyan Languages".

B. Read the second and third paragraphs of Kenyan Languages aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
forced	illegal	outlaw	globally
labour	sold	slavery	

1. The Americans fought a war to _____ slavery in their country in the 1860s.
2. Many slaves were forced to do hard _____ on farms every day with few breaks.
3. Today it is _____ to own slaves, but there are still an estimated 25 million slaves _____.
4. Slaves were treated like property and they were bought and _____ by slave traders.
5. Women who are held in _____ today are sometimes _____ to work as sex slaves.

Week 23 Day 5

9. Writing

Writing Conventions

Copy the paragraph into your exercise book. Read the paragraph and underline the compound words in the paragraph.

My classmate and I were walking in the hallway one day. We were carrying our homework in our backpacks. We were on our way to go outside to play football. Suddenly we heard a loud crash. It was the beginning of a thunderstorm. I was wearing my waterproof shoes, but my friend did not want to get wet. Instead, we stayed inside and read the newspaper. Then the rain stopped and sunshine started to dry the compound. We said goodbye and went home for the weekend.

Writing Composition

Review the essay you wrote in the previous week about a country you would like to visit. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

Week 24: Farming

Week 24 Day 1

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. in-ter-act	interact	inter-	act
2. in-ter-na-tion-al	_____	_____	_____
3. in-ter-sec-tion	_____	_____	_____
4. in-ter-ac-tion	_____	_____	_____
5. in-ter-view	_____	_____	_____
6. in-ter-de-pend	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Why is coffee important for Ethiopians?
2. When do people in your family gather together to drink coffee?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

1. According to Ethiopian history, a man named _____ took coffee to the _____ in his village.
2. Today coffee is the world's second most popular drink after _____.
3. In Ethiopia, over _____ people work in the coffee business.

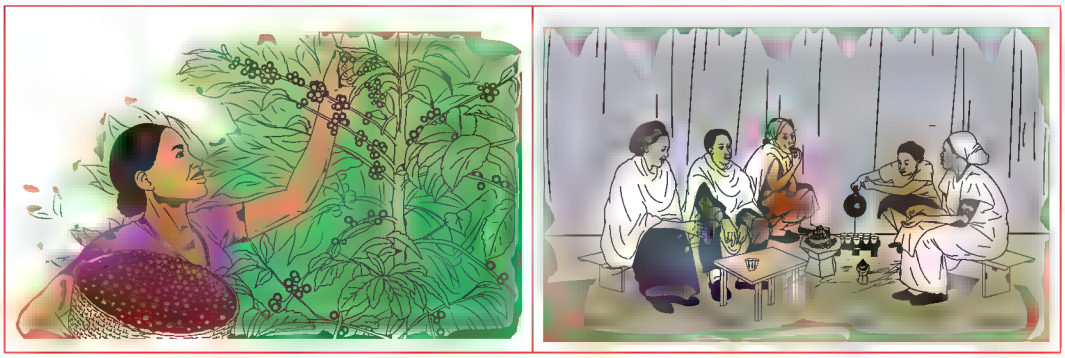
4. Coffee is served in small cups with _____ or _____.
5. It is traditional to serve _____ three cups of coffee in Ethiopia.

B. Read the questions and answers. Read the text and choose the correct answers.

1. Coffee was discovered about _____.
   A. 10,000 years ago
   B. 1,000 years ago
   C. 100 years ago
2. Kalid was a_____.
   A. farmer B. monk C. coffee trader
3. Kalid's wife told him to take the coffee to the_____.
   A. monks B. market C. guests
4. At first, the monks thought the beans were _____ .
   A. interesting B. evil C. useful
5. Which sentence is not true?
   A. Coffee is an important business in Ethiopia.
   B. Coffee drinking is an important social custom in Ethiopia.
   C. Coffee has dangerous health effects.
6. Dried coffee beans are _____.
   A. red B. green C. dark brown

C. Identify which noun each of the following pronouns refers to:

1. **'he'** (paragraph 1)
2. **'it'** (paragraph 1)
3. **'them'** (paragraph 2)
4. **'they'** (paragraph 4)



Ethiopian Coffee

Ethiopian history says that coffee was discovered 1,000 years ago by a farmer called Kaldi. One day he saw that his animals were excited after eating small red fruit growing on the trees. When he tried the fruits, he liked the taste and **energy** he felt. **He** shared his **discovery** with his wife, who told him to take the strange fruit to the monks in their village. The monks called the fruit **evil** and threw **it** into the fire.

The smell of roasting coffee beans filled the **temple**. The **roasted** beans were rescued from the fire. The monks poured boiling water over **them** to stop the smell. That night the monks sat up late, drinking the wonderful liquid that they had discovered.

Today, coffee is the world's second most popular drink after tea. Ethiopia grows some of the finest coffee beans in the world. People all over the world drink Ethiopian coffee. Most of the coffee in Ethiopia grows wild in the forests and hills. Over twelve million people in Ethiopia work in the coffee business. Coffee is important for both Ethiopia and the livelihoods of many people.

Making and drinking coffee is also an important social **custom** in Ethiopia. The process of making coffee starts with dried green coffee beans. These are roasted over a small wood fire and stirred until they give off a nice smell. After the beans turn dark brown, **they** are ground and the coffee is prepared in a special coffee pot. The coffee is **served** in small cups with sugar or salt. Usually, three small cups of coffee are **offered** to guests when they visit an Ethiopian home. Coffee drinking is a time for talking, relaxing and forgetting about the worries of life.

Post-reading Activity

Discuss the following question with a partner.

1. How do people drink coffee in your family?

Week 24 Day 2

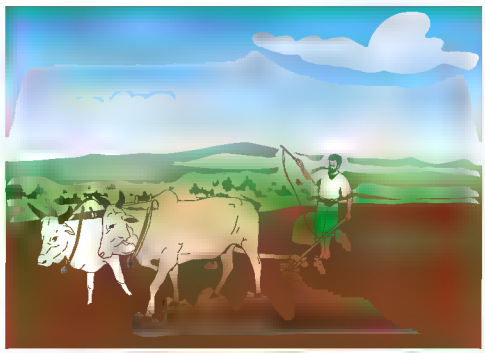
3. Vocabulary

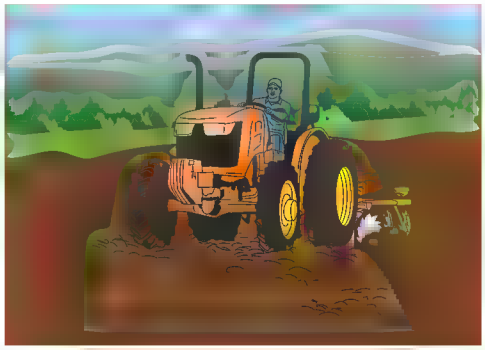
Match each word to its correct meaning.

	Word		Meaning
1	energy	A	a building for worship
2	discovery	B	morally bad
3	evil	C	the physical or mental strength that allows you to do things
4	roast	D	something which is brought to be drunk or eaten
5	custom	E	something seen or learned for the first time
6	temple	F	to cook with dry heat in an oven or over a fire
7	served	G	to give someone the opportunity to accept something
8	offer	H	an action or way of behaving that is usual and traditional among the people in a particular group or place

4. Listening

Exploring Agriculture





Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What are the advantages of agriculture?
2. Have you ever engaged in farming?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Agriculture can be one person working in a _____ _____ or _____ of people running large machinery.
2. Not many of us could survive without _____.
3. Agriculture gives us _____, _____, _____ and _____.
4. One of the best parts about studying agriculture is learning about the Earth and how to use its _____ _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Understanding the climate is important for success in agriculture.
2. People used to hunt animals and gather wild plants instead of using agriculture.
3. People only engage in agriculture because they have to do it for survival.
4. It is not important to know about soil and water when working in agriculture.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

Why is agriculture important for Ethiopia's economy and people?

Week 24 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Jane: My mother said that it **could rain** tomorrow.

Sami: Really? It might rain? That's great! I **could prepare the soil for planting trees**.

Jane: Don't get too excited. If there are powerful winds, it **could be too difficult to work outside.**

Sami: Well, I guess I **could** still **fence** the garden.

Jane: That's a good idea. You **could** also **do** work around the house if it rains.

Sami: Yes, I **could**. Maybe we **could drink** some coffee inside to stay warm.

B. Work with a partner to create a dialogue that expresses possibility with the word could.

6. Grammar: Adverbs of Time

A. Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
never	yesterday	today	since
sometimes	always	last year	for

1. We have learned science _____ seven years.
2. My friend and I have been in the same class _____ grade three.
3. I have _____ been to the cinema, but I would like to go one day.
4. She _____ goes to the market after church when she has time.
5. He told me what he thought about my essay _____. I will talk to him about it _____.

6. My sister graduated from university _____ and she still has not found a job after all this time.
7. I _____ go straight home after school. I never go anywhere else.

B. Write your own sentences using the words 'for', 'since', 'sometimes', 'always', 'later' and 'yesterday'.

Grammar Spot

Adverbs of Time

Adverbs of time tell us when, how often and for how long something happens or has happened.

Adverbs that tell us when something happened: yesterday, tomorrow, today, later, now, last year

Examples:

1. I have to leave **now**.
2. I'm going to clean the house **tomorrow**.

Adverbs that tell us how often something happened: often, never, always, sometimes, rarely, occasionally

Examples:

1. I **often** eat *injera*.
2. You must **always** brush your teeth.

Adverbs that tell us for how long something happened: all day, for, since, not long

Examples:

1. I stayed in Addis Ababa **for** three days.
2. I have not seen you **since** last Tuesday.

Week 24 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Ethiopian Coffee".

B. Read the first and second paragraphs of Ethiopian Coffee aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

1. Success in agriculture comes from understanding the **climate.**

   A. creatures
   C. soil texture
   B. weather conditions
   D. crop production

2. The other living **creatures** in the environment must be kept safe.

   A. animals
   C. forests
   B. non-living things
   D. products

3. Agriculture can also be foresters growing trees for **lumber** or even fish farmers raising fish in ponds.

   A. wood B. forest C. houses D. flowers

4. Not many of us could **survive** without agriculture.

   A. harvest
   C. die
   B. continue to live
   D. produce crops

5. Studying agriculture is when you learn about the Earth and how to use its resources **wisely.**

   A. poorly
   C. foolishly
   B. wrongly
   D. intelligently

6. The best way to protect the environment is to get outside and **experience** it directly.

   A. teach
   C. encounter
   B. stop
   D. destroy

Week 24 Day 5

9. Writing

Writing Conventions

Copy the friendly letter into your exercise book. Then label each section of the letter with the correct name for its section.

Friendly letter	Sections
June 5, 2009	Closing
Dear Getu,	Body
How is your summer vacation going? Mine is wonderful. I'm back home in my town now. I have already visited my grandparents there. I also want to go to my uncle's town, Adama. I'll spend a week there. My vacation is really nice. But I miss you a lot and I'm eager to see you when class starts again.	Signature Heading Greeting
Yours,	
Gemechu	

Writing Composition

Write two or three paragraphs about the important crops that are grown and traded in your area. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your paragraphs:

- What crops are grown
- What care is needed for them to grow
- Where they area traded
- Who trades them
- What products can be made with them

Week 25: Trade

Week 25 Day 1

1. Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1. non-fic-tion	nonfiction	non-	fiction
2. non-prof-it	_____	_____	_____
3. non-stop	_____	_____	_____
4. non-vi-o-lent	_____	_____	_____
5. non-ex-ist-ence	_____	_____	_____
6. non-ver-bal	_____	_____	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Have you ever been involved in trade? How?

While-reading Activity

A. Read the following questions. Then read the text and write down the answers to the questions.

1. How does trade make people's lives easier?
2. How did the Silk Road help to spread information?
3. What does 'to specialise' mean?

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. People started trading with each other after the invention of telephones.
2. No society can produce everything they need in the exact amount they need it.

3. The Silk Road was an actual road between China and Japan.
4. Most people engage in trade every day.

The Importance of Trade



Trade has been an important part of human history for thousands of years. Trade is the **exchange** of one thing for something else. It can be one item for another item, money for an item, an item for a **service**, money for a service, and so on.

Trade is important because no society can produce every good and service they need in the **exact** amount that they need it. Usually people or societies trade things that they have too much of for something they do not have enough of. For example, a society that has good land and climate for growing coffee might trade with a society that has good land and climate for growing sugar cane. Both societies benefit because they can make or grow what they can, and then trade to get what they cannot make or grow themselves.

One of the most famous and important ancient trade routes was called the Silk Road. It was not a physical road, but actually a **network** of trade routes that stretched across several continents for almost 3,000 years. The trade routes connected countries in the Far East, especially Japan and China, with most of Asia, Europe and the Horn of Africa. All types of **goods** were traded along these routes, including silk, jewels, medicines, perfumes and spices. The trade routes also helped to spread information, ideas, religions, cultures and even diseases throughout the world. It was one of the earliest ways of communication before the invention of television, radio, telephones and email. Imagine waiting days, months or even years to hear news from traveling traders about what is going on in the rest of the world!

Today, most societies in the world use money to trade. People are **engaged** in trade every day. When you give someone at the market some birr in exchange for mangoes, you are engaged in trade. You are trading money to get an item. When you offer to help a neighbour weed his garden in exchange for **payment**, you are

engaged in trade. You are trading your service of working to get money. Every day, people trade their time and skills for money. They can then spend that money on the things they need, and the **cycle** of trade continues.

Trade is important because it means everyone can **specialise** in what they are good at or enjoy doing, and they can buy the rest of what they need. Trading for what you do not have helps to save you time because you do not have to farm all your own food, make all your own clothes, or do all of the work for your business yourself. This gives you more time to do what you are good at and what you enjoy doing, and simply trade for the rest.

Post-reading Activity

Discuss the following questions with a partner.

1. Do you know people engaged in trade? What do they do?
2. Do you have any goods or services you could trade with others?

Week 25 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	exchange	A	to limit your business or activities to one specific thing
2	service	B	to involve in a certain activity
3	exact	C	a group or system of interconnected people or things
4	network	D	giving or taking one thing in return for another thing
5	engaged	E	products that are made or grown to be sold
6	cycle	F	work done that does not include producing goods
7	payment	G	a repeating series of events or actions
8	specialise	H	fully and completely correct
9	goods	I	an amount of money that is paid for something

4. Listening

Ancient Trade



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. How do you think trade in the past is different from trade today?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. _____ shaped history and made the world a more connected place through trade.
2. Long distance trade was _____ and often _____.
3. The first long-distance trade occurred around the year _____ between_____ and the Indus Valley in _____.
4. Long-distance trade in early times was limited to luxury goods like _____, _____ and _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Trade in early times was very safe.
2. People who were engaged in long-distance trade made little money.
3. Long distance traders brought information and new cultures to cities.
4. Cities along the trading routes in early times became well-known and rich.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following question:

- How does trade contribute to the development of a country?

Week 25 Day 3

5. Speaking

Study the dialogue and act it out with a partner.

Clerk: Which type of shirt are you looking to buy?

Customer: I want to buy either a red shirt or a blue shirt.

Clerk: That's a problem. We have neither red shirts nor blue shirts.

Customer: What do you have?

Clerk: We have either a green shirt or a black shirt.

Customer: I like neither green nor black. Do you have a yellow shirt?

Clerk: Let me look and see...yes, we do!

Customer: Great. I will take that. I can either pay now or later.

Clerk: Please pay now. Would you like the shirt either in a bag or in your purse?

Customer: I will put it in my purse. Thanks for your help.

Work with a partner to create a dialogue that uses the expressions **either or** and **neither nor**.

6. Grammar: Comparative and Superlative Degree

A. Copy the paragraph into your exercise book. Read the adjectives in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank		
most delicious	fastest	cleanest
most comfortable	funniest	happier
friendlier	most helpful	best

Jonah recently moved to a new school. He likes it better than his old school. In fact, it's the (1)_____ school he's ever been to. The teachers are the (2)_____ ___he's ever had because they help him with his homework. The classrooms are the (3)_____ he's ever seen because there is no garbage on the floor. The library has the (4) _____ couches that students can sit in while they read. The cafeteria food is the (5)_____ he's ever eaten.

The students at his new school are (6)_____ than students at his old school and they are always nice to him. They are also good at sports and the creative arts. The track team is the (7)_____ in the city and they have won many competitions. The drama club is also great. Last week he went to the (8)_____ play that made him laugh a lot. Jonah is(9) _____ at his new school than his old school.

B. Copy the sentences into your exercise book. Fill in the gaps with the correct comparative or superlative adjective in brackets.

1. Jebesa is the _____ _____ student in the class. (talented)
2. Joseph is _____ _____ him. (funny)
3. Mary is the _____ person I know. (shy)
4. Who is the _____ _____ person in your family? (talkative)
5. The _____ desert of all is the Sahara Desert in Africa. (hot)
6. The Amazon River is the _____ river in the world. (wide)
7. Ethiopia is a _____ country than Uganda. (big)

Grammar Spot

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two nouns. A comparative adjective usually ends in **-er.** It can also be written with the word **more** before the adjective. The word **than** is added after the adjective to show a comparison.

Examples:

The coffee is **hotter than** the tea.

Tea is a **more popular** drink **than** coffee.

Superlative adjectives are used to compare more than two person, things etc. A superlative adjective usually ends in **-est**. It can also be written with the word **most** before the adjective.

Examples:

The coffee is the hottest drink on the table.

Tea is the most popular drink in the world.

Week 25 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "The Importance of Trade".

B. Read the third and fourth paragraphs of The Importance of Trade aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
profits	connect	participated	goods
dangerous	information	luxury	routes

1. Rich people in ancient times bought _____ items such as silk and jewels from long distance traders.
2. Traders could make large _____ if they were willing to make the long, _____ journey from trading city to trading city.
3. Trading _____ helped to _____ cities together so that _____ could be shared and spread.
4. Most of the traders were men, but even some women _____ in the trade business.
5. People could buy all kinds of _____ from the markets when the long distance traders came to town.

Week 25 Day 5

9. Writing

Writing Conventions

Copy the sentences into your exercise book and circle the acronyms. Then write a new sentence that uses each name and acronym.

1. The Grand Ethiopian Renaissance Dam (GERD) is one of the largest hydroelectric dams in the world.
2. African Union (AU) peacekeepers have just come back from Somalia.
3. I would love to visit the United Arab Emirates (UAE) some day and see their interesting cities.
4. Have you ever flown on a British Airways (BA) plane?

Writing Composition

Review the paragraphs you wrote in the previous week about the crops grown and traded in your area. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

UNIT 11

Harmful Traditional Practises in Ethiopia

Week 26: Harmful Traditional Practises

Week 26 Day 1

1. Word Study

Read the first (prefix), second (root) and third (suffix) part of each word slowly, then read the whole word faster.

	Prefix	Root	Suffix	Whole word
1	inter	nation	al	international
2	dis	respectful	ly	_____
3	un	friend	ly	_____
4	un	finish	ed	_____
5	im	possible	ly	_____
6	un	comfort	able	_____
7	dis	organise	ed	_____

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What do you think about the practise shown in the picture?
2. What are the health risks of female genital mutilation (FGM)?

While-reading Activity

A. Read the following questions. Then read the text and write down the answers to the questions.

1. What are the other names for female genital mutilation (FGM)?
2. In which parts of the world is FGM primarily practised?
3. Who is FGM traditionally carried out by?
4. Why is FGM a serious health risk?
5. Whose responsibility is it to stop the practise of FGM?

B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

1. FGM is a good practise and should be allowed to continue.
2. FGM is always safe and good for a girl's health.
3. There are some medical workers who perform FGM.
4. Most girls are cut before they are five years old.
5. Many mothers and grandmothers fear that their daughters will be rejected if they do not allow them to be cut.

Female Genital Mutilation (FGM)



Female genital **mutilation** (FGM), also known as female genital cutting and female circumcision, is the removal of part or all of the external female genitalia for cultural reasons. FGM is a cultural practise that is found primarily in communities in Africa, Asia and the Middle East. Depending on the culture, girls are taken for FGM at a few days old, during **puberty** or even in adulthood. In most countries, girls are cut before the age of five.

Procedures for the cutting differ according to each country or ethnic group. FGM is usually carried out by a traditional female circumciser using a blade. This is extremely dangerous because the blade is usually not cleaned properly before and after it is used. There is a great risk of HIV infection if the same blade is used to cut many girls without being cleaned properly. Aside from that, girls are at risk for serious infections after the cutting for the rest of their lives, and they will have a higher chance of death during childbirth.

Sometimes health care providers even perform FGM. This is due to the **mistaken** belief that the procedure is safer when done by a medical worker. However, it is strongly advised that health professionals should not perform FGM because it damages the female body and can cause a woman pain and suffering for their entire lifetime.

FGM is recognised around the world as a **violation** of the human rights of girls and women. It is an example of **inequality** between males and females. The practise is viewed as an attempt to control women because they cannot feel pleasure from sex after they are cut. Culturally, it is believed that this will keep a woman **pure** and stop her from being unfaithful to her husband.

Cutting is based around cultural ideas about purity, modesty and beauty. It is a form of discrimination against females because many girls and women are forced into FGM. Mothers and grandmothers fear that preventing their daughters from being cut will cause the girls to be **rejected** by their community. It is usually carried out by women, who see their role in forcing girls to be cut as their **responsibility** and an honour.

FGM violates a female's rights to health and personal safety. It also damages them and their right to be free from cruel practises and treatment. All people must speak up and tell others that it is dangerous and wrong to force girls to undergo FGM. It is everyone's responsibility to stop this **harmful** cultural practise in Ethiopia.

Post-reading Activity

Discuss the following questions with a partner.

1. Is FGM practised in your community? What do the people in the community say about it?
2. What can you do to stop the practise of FGM?

Week 26 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	mutilate	A	a medical treatment or operation
2	puberty	B	the act of ignoring or interfering with a person's rights
3	procedure	C	morally good
4	mistaken	D	to severely damage or wound
5	inequality	E	to refuse to accept or like someone or something
6	violation	F	something you should do because it is morally right
7	pure	G	an unfair situation in which some people have more rights or better opportunities than other people
8	reject		
9	responsibility	H	damaging
10	harmful	I	the period of life when a person's sexual organs mature and he or she becomes able to have children
		J	incorrect or wrong

4. Listening

Gender Inequality



Pre-listening Activity

Copy the questions in your exercise book. Listen to the text and write the answers.

1. Who does the most household chores at your home? Why?
2. Do you think both boys and girls should have an equal opportunity to go to school? Why or why not?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. _____ _____ negatively impacts girls' education, health and overall happiness.
2. Families in many countries prefer to invest money in _____ their boys instead of their girls.
3. _____ _____ put expectations on girls to cook, clean and take care of the younger children.
4. Women make smart _____ about money and can be clever _____ women.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Men are the only ones who can contribute to the family and to society.
2. Girls and boys usually have the same responsibilities to help in the household.
3. Societies benefit when women have equal opportunities to go to school and work.
4. Every family in Ethiopia should value their daughters just as much as their sons.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

How can families stop gender inequality?

Week 26 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Markos: What do you think of my new house?

Obang: I think it is beautiful. I believe it's the nicest house I've ever seen.

Markos: Do you like the garden?

Obang: In my opinion, it is the nicest garden in the neighbourhood.

Markos: Look at the furniture. What do you think of it?

Obang: I think they are beautiful pieces of furniture. Are they expensive?

Markos: I don't think so. I think I got them for a good price.

Obang: You are lucky to have such a great house and beautiful furniture.

Markos: Thank you, Obang. I agree. I also think I'm lucky to have you as friend.

Obang: Thanks. I completely agree. I'm glad we are friends.

B. Work with a partner to create a dialogue that expresses your thoughts and opinions.

Expressions of agreement/ Dis agreement	Expressions of opinion
I agree/disagree	In my opinion
I strongly agree/disagree	I think
I support	In my view
I completely agree/disagree	I believe

6. Grammar: Gerunds and Infinitives

A. Read each sentence and decide if each underlined word is a gerund or an infinitive.

1. To be successful in your studies, you should keep working hard.
2. I want him to paint the wall.
3. Everyone expects Almaz to win the race.
4. Farmers usually enjoy working on a farm.
5. Your advice to plan ahead was excellent.
6. Planning your work is necessary for achieving your goals.

B. Copy each sentence into your exercise book. Complete each sentence with the gerund or the infinitive form of the verb in brackets.

1. He promised _____ (finish) his chores.
2. The teacher doesn't permit us _____ (speak) in class.
3. The officer ordered him _____ (stop).
4. He decided _____ (not run) for president.
5. They avoid _____ (visit) our neighbors.
6. Alebachew remembered his parents were _____(go) to the city.
7. Mike enjoys _____ (read) historical novels.
8. She suggested _____ (go) to the museum.
9. How much is she prepared _____ (pay)?
10. Maria keeps _____ (talk) about her problems.

Grammar Spot

Gerunds and Infinitives

A **gerund** is a verb written in the **-ing** form. It is used like a noun that names an activity, rather than a person, place or a thing.

Examples:

I enjoy **studying**.

Would you mind **being** here?

Verbs that can be followed by a gerund include: **admit**, **discuss**, **finish**, **miss**, **give up**, **stop**, **enjoy**, **postpone**, **suggest**, **consider**, **keep**, etc.

An **infinitive** is written using **to** + **verb**.

Examples:

He always forgets **to eat**.

You promised **to buy** me a diamond ring.

Verbs that can be followed by an infinitive include: **want**, **appear**, **decide**, **forget**, **need**, **expect**, **agree**, **mean**, **promise**, etc.

Week 26 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Female Genital Mutilation (FGM)".

B. Read the fifth and sixth paragraphs of Female Genital Mutilation (FGM) aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
opportunities	expected	household	equal
invest	responsibility	society	potential

1. It is everyone's _____ to ensure men and women get the same _____ in Ethiopia.
2. Many women are _____ to do more _____ work than men.
3. Women have great _____ to do good things for society, so we should _____ in their education.
4. Women should be given _____ opportunities and they deserve to be respected in _____.

Week 26 Day 5

9. Writing

Writing Conventions

Copy the sentences into your exercise book and circle the acronyms. Then write a new sentence that uses each name and acronym.

1. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has named the Simien National Park a World Heritage Site.
2. The United Nations (UN) has several peacekeeping missions across the world.
3. The British Broadcasting Corporation (BBC) airs its programmes in several languages.
4. Ethiopians should stop the practise of female genital mutilation (FGM).

Writing Composition

Write a persuasive essay of two or three paragraphs about why Ethiopians should stop the harmful traditional practises of female genital mutilation and early marriage. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your paragraphs:

- Why these practises should be stopped
- Who is harmed by these practises
- How these practises can be stopped

Week 27: Early Marriage

Week 27 Day 1

1. Word Study

Read each word and then separate it into syllables.

One word		Separate syllables
dependent	=	de-pend-ent

1. undermine
2. authorities
3. poverty
4. illiterate
5. consequences
6. enforce

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What do you think of early marriage for young girls?
2. Why is early marriage harmful for society?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps by reading the text.

1. In Ethiopia nearly one out of every five girls are married before their _____ birthday.
2. The legal age of marriage in Ethiopia is _____ years old for both girls and boys.
3. One reason early marriage is hard to change in Ethiopia is because of the lack of a _____ system for birth dates.
4. Girls who are married early are more like to be _____ and less likely to be _____.

B. Read the following sentences. Decide if they are 'true' or 'false' based on the text.

1. Early marriage is not a problem in Ethiopia today.
2. Girls are not ready for sex and pregnancy when they are 15 years old.
3. The government of Ethiopia and other organizations are working to change attitudes about early marriage.
4. Women and girls who do not have an education or a way to make an income are often in a stronger role in their marriages.
5. Stopping early marriage is a priority for the Ethiopian government.

Early Marriage in Ethiopia

Early marriage is one of the problems that **undermines** the personal development and rights of women and girls. Studies show that two out of every five girls are married before they turn 18 years old in Ethiopia. Nearly one in five girls is married before the age of 15.



In Ethiopia, the **legal** age of marriage is 18 years old for both girls and boys, but these laws are not always **enforced**. Ethiopian law calls for the punishment of those who engage in or enable early marriage. However, Ethiopia does not have a good system for tracking birth dates. This makes it difficult for the **authorities** to prove a girl is under the age of 18. There are also many places in Ethiopia that are remote and far away from police and other officials. This makes early marriage difficult to stop.

Early marriage is a cultural tradition that can be hard to change. Customs such as kidnapping a girl and forcing her to marry or **arranging** marriages between cousins are still common practises in some Ethiopian communities. Some reasons for early marriage include **poverty**, lack of education for both girls and boys and few job opportunities for women.

In Ethiopia, girls who are married before the age of 15 are more likely to be **illiterate** and less likely to be enrolled in school. Girls who marry early face physical, emotional and social **consequences**. For example, girls who marry early are often forced into early sex and pregnancy before their bodies and minds are ready. They might not be in love with their husband, which can cause them to be unhappy. Young brides are often taken out of school to get married. Their lack of education and inability to work and earn an income puts them in a weaker role in their relationships, making them **dependent** on their husbands. Wife beating and violence are common in marriages where husbands do not view their wives as equals.

However, there is hope. Several non-governmental and community organizations are working to change attitudes about early marriage and create communities where girls can be safe and thrive. The government launched a strategy in 2013 to **tackle** and stop both female genital mutilation and early marriage. There is great hope that over time the practise of early marriage will stop in Ethiopia. When this happens, all girls will have the opportunity they deserve to become independent, healthy and happy women.

Post-reading Activity

Discuss the following questions with a partner.

1. Should girls and boys choose who they marry?
2. When should girls be married?

Week 27 Day 2

3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1	undermine	A	not knowing how to read or write
2	legal	B	people who have power to make decisions and enforce rules and laws
3	enforce		
4	authorities	C	the state of being poor
5	arrange	D	to make someone or something weaker
6	poverty	E	allowed by the law
7	illiterate	F	something that happens as a result of a particular action or set of conditions
8	consequences		
9	dependent	G	needing someone or something else for support
10	tackle	H	to deal with something difficult
		I	to plan and organise
		J	to make sure that people do what is required by law

4. Listening

The Impact of Early Marriage on Society



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

Who has more access to education in Ethiopia, girls or boys?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Early marriage is a _____tradition in many parts of the world, including Ethiopia.
2. Early marriage negatively impacts girls because they are prevented from enjoying their _____.
3. Girls who get pregnant at a young age are at risk of _____ and _____.
4. Some young girls might not have the _____ or _____ to care for their children's health and safety.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Early marriage has little impact on girls.
2. Early marriage has mental, educational and reproductive impacts on girls.

3. Early marriage affects the well-being of families and society's development.
4. Early pregnancy is always safe for young girls.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

1. How does early marriage affect the development of Ethiopia?
2. What can families do to stop early marriage?

Week 27 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Monerra: Hi Tigist! What are you doing this weekend?

Tigist: I'm not sure. What would you like to do?

Monerra: Why don't we go to school to do the assignment on Saturday afternoon?

Tigist: Sorry, I'm busy in the afternoon. Let's do something in the morning instead.

Monerra: Why don't we go to a café and have some cakes?

Tigist: That sounds better. I haven't eaten a cake for a long time.

Monerra: Which café would you like to go to?

Tigist: I want to go to the closest one. Maybe we can go to Sweet Café.

Monerra: That's a good idea. See you then.

Tigist: See you too.

B. Work with a partner to create a dialogue that makes suggestions. Use the words 'let's' and 'why don't we' in your dialogue.

6. Grammar: Conditional Sentence type 3

A. Copy the paragraph into your exercise book. Underline the conditional type three sentences.

Haile was very lazy last year. As a result he didn't pass his exams. He is still in Grade six. He was also very naughty in class. Because of that, many teachers did not like him. If Haile had studied harder, he would have passed his exams. Besides, he had few friends in class. If he had not been very naughty, many teachers would have liked him. Moreover, he would have had many friends in class.

B. Match each clause in column 'A' with a clause in column 'B' to create a meaningful sentence. Write each sentence in your exercise book.

A	B
1. I would have said hello...	A. if I hadn't looked at my calendar.
2. I would have mailed the letter...	B. if the roads hadn't been so slippery.
3. If I had seen the accident...	C. if I had known the baby was sleeping.
4. If I had planned a trip to Addis...	D. if I had seen you.
5. I would have forgotten your birthday...	E. I would have gone swimming.
6. The accident wouldn't have happened...	F. if I had had some stamps.
7. I would have cleaned my apartment...	G. if I hadn't washed it in hot water.
8. If I had brought my swimming suit...	H. I would have visited the lion's cage there.
9. My sweater wouldn't have shrunk...	I. if I had known they were coming.
10. I would have been much quieter...	J. I would have called an ambulance.

Grammar Spot

Conditional Type Three Sentences

Conditional type three sentences express an action that was not done or was impossible to do in the past.

If clause (condition)	Main clause (result)
If + past perfect verb	Conditional verb (would, could, should, might + have)
If this thing had happened...	...that thing would have happened

Examples:

If it **had rained**, you **would** have gotten wet. (It did not rain, so you didn't get wet_

You **would** have gotten wet **if** it **had rained**.

You **would** have passed your exam **if** you **had worked** harder.

If you **had worked** harder, you **would** have passed your exam.

I **would** have believed you **if** you **hadn't lied** to me before.

If you **hadn't lied** to me before, I **would** have believed you.

Week 27 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Early Marriage in Ethiopia".

B. Read the fourth and fifth paragraphs of Early Marriage in Ethiopia aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
household	injured	childhood	society
impact	suffer	contribute	

1. Early marriage has a negative _____ on _____ because girls often do not get an education or a job.
2. Women are expected to do more _____ chores than men.
3. Women can _____ if they are married too young and have physical and reproductive problems.
4. Girls lose their _____ when they are married too early.
5. It is important for women to _____ to the growth of Ethiopia.
6. Girls and their children can be _____ during childbirth because the girl's body is too small to give birth.

Week 27 Day 5

9. Writing

Writing Conventions

Add semi-colons to join the sentences when you copy them into your exercise book.

1. He slept through his alarm luckily his first class was canceled.
2. We trained every day after school however, we lost the game.
3. Exercising is good for your health it keeps your weight down.
4. Working hard is important it makes you successful.
5. She is an intelligent girl however, she is quite lazy.
6. My father loves jogging every morning he runs three kilometers a day.
7. Heavy rain is falling at the airport as a result, all flights have been canceled.

Writing Composition

Review the persuasive essay you wrote in the previous week about why female genital mutilation and early marriage should be stopped. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

Week 28: Disabilities

Week 28 Day 1

1. Word Study

Read each word and then separate it into syllables.

One word		Separate syllables
disability	=	dis-a-bil-i-ty

1. impossible
2. developing
3. accidents
4. productive
5. awareness
6. advocate

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What do you know about people with disabilities?
2. What do people in your area say about the causes of disability?

While-reading Activity

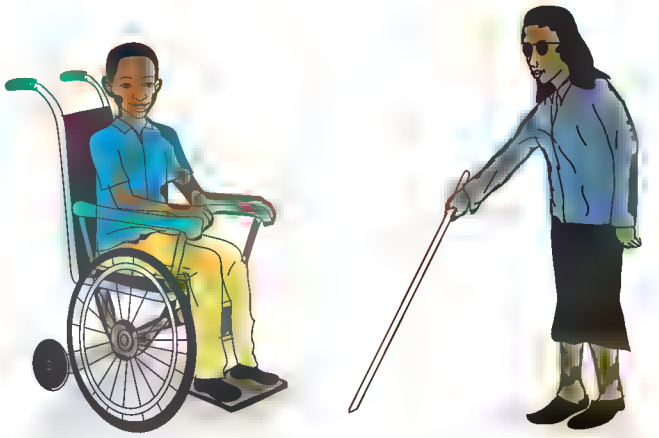
A. Copy the sentences into your exercise book. Fill in the gaps by reading the text.

1. Most people with disabilities live in _____ or _____ countries.
2. Children can become disabled from _____ or _____.
3. In Ethiopia, people with disability are often kept inside because people have the wrong belief that they are _____.
4. A new department was created in Ethiopia to _____ for the rights of people with disabilities.

B. Read the following sentences. Decide if they are 'true' or 'false' based on the text.

1. 10% of people with disabilities live in developing countries.
2. There is only one kind of disability.
3. People with disabilities need access to services so they can manage their disabilities.
4. The Ethiopian government cares about helping people with disabilities.

Understanding Disabilities in Ethiopia



A **disability** is a condition caused by illness or injury that **damages** or limits a person's physical or mental abilities. There are many different types of disability. Some people have physical disabilities that make it difficult or **impossible** for them to walk or stand. Some people have mental disabilities that make it difficult for them to think like other people.

About 10% of the people in the world are with disabilities. Most people with disabilities live in poor or **developing** countries. Most people with disabilities

in these places do not have access to services that can help them manage their disability. This is mostly because those services are costly. They do not have the money to **access** the services, and the government does not help them.

There are many reasons for people to be with disability in Ethiopia. Many people become disabled due to problems before or during childbirth. Children can become disabled from poor eating or harmful cultural practises. Other people have become disabled through war or **accidents**.

Although many people with disabilities are able to do things just like any other people, there are wrong beliefs about them. People with disabilities are often kept inside and away from others. People believe they are **cursed** and cannot live a normal life. As a result, they are not able to become **productive** members of their families and society.

The Ethiopian government is trying to fix some of these problems. A new government department was created to raise **awareness** about disabilities and **advocate** for the rights of people with disabilities. Because of these changes, there is hope that People with disabilities in Ethiopia can live better lives.

(Source: slightly adapted Country Profile on Disability; Federal Democratic Republic of Ethiopia, March 2002)

Post-reading Activity

Discuss the following questions with a partner.

1. Are there people with disabilities in your community? How are they treated by other people?
2. What can you do to make people with disabilities feel included?

Week 28 Day 2

3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1. disability	A. having few industries and many poor people who are unable to buy the things they need
2. impossible	B. a cause of difficulty or bad luck
3. damage	C. a sudden event (such as a crash) that is not planned or intended and that causes damage or injury
4. developing	D. a condition caused by illness or injury that damages or limits a person's physical or mental abilities
5. access	E. doing or achieving a lot, working hard and getting good results
6. accident	F. a way of being able to use or get something
7. curse	G. the knowledge that something exists
8. productive	H. physical harm that is done to something or to someone's body
9. awareness	I. support or argue for a cause
10. advocate	J. unable to be done, not possible

4. Listening

Becoming A Disability Activist



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Do you think blind people should attend school?
2. Have you ever heard of Yetnebersh Nigussie? Who is she?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Yetnebersh's _____ encouraged her to go to school.
2. Yetnebersh is a lawyer and has a Master's Degree in _____ _____.
3. She is the co-founder of _____.
4. She also currently works at an organisation called _____.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. Yetnebersh Nigussie was born blind.
2. Yetnebersh Nigussie is a well-known disability activist.
3. Yetnebersh is the director of an organisation that works to include people with disabilities in development and the economy.
4. She is not married and has no children.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about things that you can learn from Yetnebersh Nigussie's story:

Week 28 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Olli: In my opinion, schools that balance education and fun are the best.

Ahaz: I completely agree with you, Olli. It is good for students to be focused on their education, but they also need to relax and have fun as well. Children learn best with a good balance of the two.

Kello: What do you think about teachers using violence in the classroom when students are not behaving?

Ahaz: I think that is fine, as long as the teacher does not really hurt the students.

Olli: I strongly disagree with you, Ahaz. Teachers should never use violence at school. It is not appropriate and it can hurt the children.

Ahaz: I see what you are saying. I think you are right.

B. Work with a partner to create a dialogue that expresses your thoughts and opinions.

Expressions of agreement/ Dis agreement	Expressions of opinion
I agree/disagree	In my opinion
I strongly agree/disagree	I think
I support	In my view
I completely agree/disagree	I believe

6. Grammar: Expressing certainty and uncertainty

A. Copy the dialogue into your exercise book. Underline the sentences that use expressions of certainty or uncertainty.

Catherine: Doesn't she look like a film star?

Elena: Well, it's possible, but I wouldn't say for certain.

Catherine: I'm quite sure; it is her.

Elena: Well, it's possible, but I doubt it. She looks different, I think.

Catherine: I suppose. But do you think we would even see someone famous here?

Elena: It could happen, you never know for sure.

Catherine: Yes, I suppose it is certainly possible.

Elena: Yes, it could happen – we are in the capital city!

B. Copy the sentences into your exercise book. Underline the adverbs expressing certainty and uncertainty in the sentences.

1. He definitely left the house this morning.
2. He is probably in the park.
3. He has certainly forgotten the meeting.
4. He will probably remember tomorrow.
5. I am absolutely sure our principal is a great leader.

Grammar Spot

Certainty and Uncertainty

Certainty means being completely sure or having no doubt about something. Uncertainty is when nothing is ever decided or sure.

Expressing certainty

When you are sure that something will or will not happen in the future, use these expressions. For example, if you are asked the question: "Will John pass the exam?", you may respond in one of the following ways:

Yes,	I'm	absolutely sure	he will.
		quite sure	
No,		certain	he won't.
		positive	

Expressing uncertainty

When you are not sure whether something or someone will or will not happen, use these expressions. For example, if you are asked the question: "Will John follow a career in business?", you may respond in one of the following ways:

Well,	it's possible,	I suppose, but	I wouldn't like to say for certain.
	it's impossible		I'm not sure.
	it might be,		I doubt it.
	it might not be,		It's highly/very unlikely.
	it could happen,		it's doubtful.

Week 28 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Understanding Disabilities in Ethiopia".

B. Read the first and second paragraphs of Understanding Disabilities in Ethiopia aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
activist	opportunity	chance	promotes
blind	focused	disability	

1. Yetnebersh Nigussie is a well-known _____ for people with disabilities.
2. Girls in many rural areas are not usually given a _____ to go to school.
3. Yetnebersh _____ on her education so that she could be successful in life.
4. Yetnebersh has said that _____ was her _____ because it allowed her to go to school instead of get married early.
5. _____ people can get an education and do great things for the world.
6. Yetnebersh _____ the rights of people with disabilities so they can participate equally in society.

Week 28 Day 5

9. Writing

Writing Conventions

Correct the capitalisation and punctuation errors in the sentences when you copy them into your exercise book.

1. Where was the dog
2. Who is having a party on friday
3. please give me your pen
4. is your mother from adama
5. did I hear someone screaming
6. do you know someone with a disability
7. the man wanted to go to bale mountains national park on sunday
8. have you ever heard of a woman named yetnebersh nigussie

Writing Composition

Write a persuasive essay of two or three paragraphs about why people with disabilities in Ethiopia should be included and supported in society. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your paragraphs:

- How communities in Ethiopia view people with disabilities
- Major problems that people with disabilities face
- Why communities should include and support people with disabilities
- How communities can include people with disabilities
- What the Ethiopian government can do to support people with disabilities

UNIT 12 Roles and Responsibilities

Week 29: Adolescence

Week 29 **Day 1**

1. Word Study

Read each word and then separate it into syllables.

One word		Separate syllables
adolescence	=	ad-o-les-cence

1. menstrual
2. pregnant
3. independent
4. discovery
5. emotionally
6. preparation
7. puberty

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What are your responsibilities at home and at school?
2. Do you ever have any difficult emotions? How do you feel?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps by reading the text.

1. Adolescence is a time between the ages of _____ and _____.
2. During puberty, youth change _____ and _____.

3. After puberty, girls have wider _____ and larger _____.
4. After puberty, boys have broader _____ and deeper _____.

B. Read the following sentences. Decide if they are 'true' or 'false' based on the text.

1. After puberty, boys and girls are able to produce children.
2. During puberty, friends and physical looks become very important to teenagers.
3. During adolescence, teenagers go through very few changes.
4. Many adolescents want to feel independent.

C. Identify which noun each of the following pronouns refers to:

1. **'it'** (paragraph 1)
2. **'they'** (paragraph 3)
3. **'their'** (paragraph 4)
4. **'they'** (paragraph 6)

Adolescence



Adolescence, or puberty, is a time between the ages of 9 and 19 when young people grow from children into adults. **It** is a time of change, both physically and emotionally, and it can be **confusing**.

Starting around the age of 11 or 12 for most girls and around the age of 13 or 14 for most boys, young people go through puberty. Puberty is a time when the body changes and makes boys and girls capable of producing children.

In girls, their hips widen and their breasts grow. **They** grow hair under their arms, on their legs and on their private parts. They start to get their menstrual period about once every month. Although they are not yet ready, they can become **pregnant**.

In boys, **their** shoulders broaden and their voices deepen. They grow hair under their arms, on their faces and on their private parts. Their private parts also start to grow.

Both girls and boys also go through **emotional** and mental changes during puberty. Adolescents often want to feel **independent**. This can cause **conflict** in the family because they are not old enough to make their own decisions. Their friends and physical looks become very important, and they often want to spend a lot of time with their friends instead of their families. They also face **tough** choices about their future.

Adolescence is a time of self-discovery for many youth. It is very important for them to learn how to be independent and take care of themselves. This is good **preparation** for adulthood, and adults should **support** youth as **they** grow and change during this time.

Post-reading Activity

Discuss the following questions with a partner.

1. What roles should parents play in adolescents' lives?
2. Why do you think some adolescents are disobedient to their parents?

Week 29 Day 2

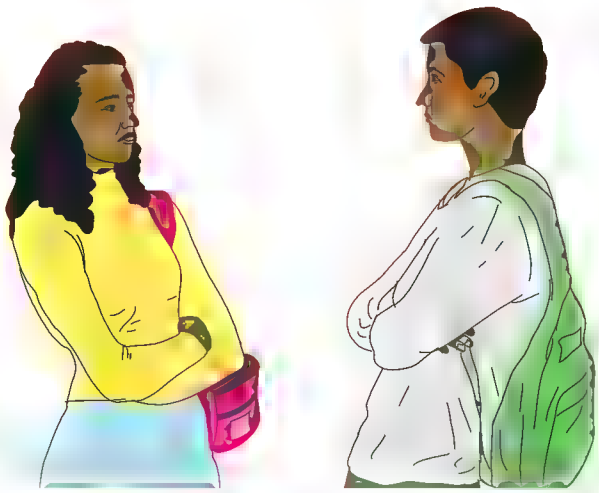
3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1. confusing	A. having a baby or babies developing inside the body
2. pregnant	B. a strong feeling such as love, anger, joy, hate or fear
3. independent	C. to give help or assistance
4. support	D. very difficult to do or deal with
5. preparation	E. a strong disagreement between people
6. emotion	F. difficult to understand
7. tough	G. the activity or process of becoming ready for something
8. conflict	H. not requiring or relying on other people for help or support

4. Listening

Dealing with Emotions



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. How do you deal with your emotions when you feel worried or stressed?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. Extreme emotions that many young people experience are called _____ _____.
2. _____ often makes you feel better and releases anxiety and anger.
3. Some like to do creative things to manage their _____.
4. Sometimes talking to someone you _____ can make you feel better.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. It is impossible to manage mood swings and all teenagers are violent.
2. Writing in a journal can make you feel better when you are upset.

3. Exercising is useful only for losing weight.
4. Talking about your emotions will help you process them.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

1. What kind of exercise can you do to manage your emotions?
2. What kind of creative activity can you do to manage your emotions?
3. Who can you talk to when you are upset?

Week 29 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Student 1: What's going on?

Student 2: I can't find my telephone.

Student 1: You could have lost it.

Student 2: No, I remember that I put it on the table earlier today.

Student 1: Have you asked your sister? Perhaps she knows where it is.

Student 2: No, I haven't.

Student 1: I've seen her use it before without asking you first.

Student 2: Maybe. That is possible. She could have done that. She could be angry if I accuse her, though.

Student 1: Perhaps you could ask your mother to help you talk to her?

Student 2: That is a good idea. I could do that. Thanks for the advice.

B. Work with a partner to create a dialogue that expresses possibility with the words could, perhaps and maybe.

6. Grammar: 'Already' and 'Yet'

A. Copy the dialogue into your exercise book. Complete the dialogue with the correct word in brackets.

Getu: Have you _____(ever/never) been camping with friends?

Lemi: No, I haven't been camping with my friends____ **(already/yet)**.

Beka: Yes, I've _____**(already/yet)** camped with my friends.

Lemi: Have you finished the book _____**(ever/already)**?

Getu: Yes, I've _____**(already/yet)** finished it.

Lemi: Have you _____(ever/never) been to Addis Ababa?

Beka: No, I have not been to Addis Ababa_____(already/yet).

B. Copy each sentence into your exercise book. Write a response to each sentence using the words already or yet.

1. Don't forget to bring your book! (already)
2. The boys are going to pack, aren't they? (already)
3. Is Adam going to buy a new car? (already)
4. Have you done your homework? (yet)
5. Has your father seen your report? (yet)

Grammar Spot

Present perfect tense using 'already' and 'yet'

The words **already** and **yet** refer to a recent non-specific time.

Already can be used in positive statements and questions.

Examples:

I have **already** read today's newspaper.

Have you **already** paid the electric bill?

She has finished the test **already**.

Already can go in between 'have/has' and the past tense verb (as in the first two examples) or at the end of the sentence (as in the last example).

Yet can be used in negative statements and questions.

Examples:

We haven't cleaned the house **yet**.

Has he told you the bad news **yet**?

Have you done your homework **yet**?

Week 29 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text Adolescence.

B. Read the fifth and sixth paragraphs of Adolescence aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
exercise	mood swings	express	release
emotions	creative	normal	process

1. Some people like to _____ when they feel upset. Sweating and using energy helps them feel better.
2. Exercising can help to _____ tension and make you feel better.
3. Some teenagers have _____ _____; this makes them feel very happy and then suddenly very sad.
4. It is important to _____ your _____ through art when you feel upset.
5. Being _____ by singing, dancing or writing can help you _____ your emotions and feel better.
6. It is _____ to feel sad and anxious during puberty.

Week 29 Day 5

9. Writing

Writing Conventions

Change each singular noun to a plural noun by adding '-s', '-es' or '-ies'.

Example:

Singular: doctor

Plural: doctors

	Singular Nouns	Plural Nouns
1.	sweater	
2.	success	
3.	house	
4.	candy	
5.	class	
6.	family	
7.	blanket	
8.	computer	
9.	dish	
10.	party	

Writing Composition

Review the persuasive essay you wrote in the previous week about why disabled people in Ethiopia should be included and supported in society. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

Week 30: Protecting the Environment

Week 30 Day 1

1. Word Study

Read each word and then separate it into syllables.

One word		Separate syllables
temperature	=	tem-per-a-ture

1. global
2. dioxide
3. evidence
4. energy
5. petroleum
6. hydroelectric

2. Reading

Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Do you know anything about global warming?

While-reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps by reading the text.

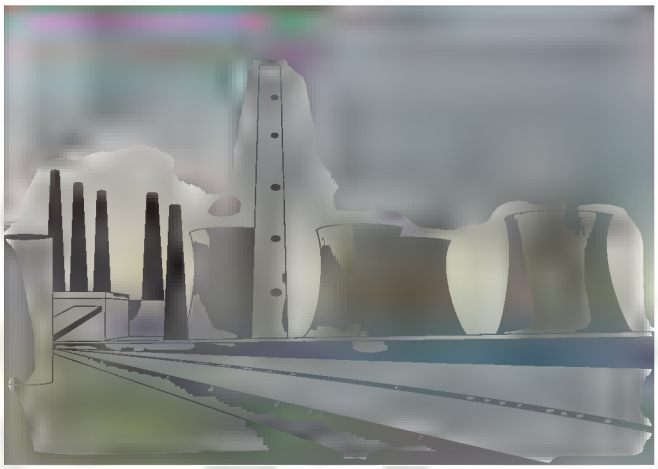
1. _____ _____ is the process in which the Earth gets hotter.
2. Humans burn more _____ _____ today than ever before.
3. Global warming will increase the _____ of water in the oceans.
4. Everyone should ask their governments to use _____ _____ like solar, wind and hydroelectric to slow down global warming.

B. Read the following sentences. Decide if they are 'true' or 'false' based on the text.

1. Global warming is a good thing with no negative side effects.
2. Global warming is dangerous for people and animals.

3. Global warming cannot slow down by humans.
4. Using coal and petroleum to power our cars, factories and homes is hurting the planet.

Global Warming



Scientists now agree that the Earth is getting hotter in a process called global warming. But what does that mean and why is it a bad thing? A warmer climate might seem nice to many people in the world. However, there are many bad effects from global warming, and it is our **duty** to stop it from getting worse.

The Earth has gone through times of global warming and global cooling since the beginning of time. However, there is **evidence** that this period of global warming is being worsened by humans. Humans today burn more fossil fuels than ever before. Fossil fuels are natural fuels that come from the ground, like coal and **petroleum**. We use them to power our cars, factories and homes. When we burn them, they release a gas called carbon dioxide into the air. This gas gets trapped in the air and causes global warming.

We are also cutting down more trees today than ever before for wood, paper and farmland. This is called deforestation. Trees and plants need carbon dioxide to live, and they naturally **remove** it from the air. When we cut trees down, we reduce the number of trees that get rid of carbon dioxide in the air. This also leads to global warming.

Global warming is dangerous for both humans and animals. A warmer climate will increase the **temperature** of water in the oceans. This **threatens** many plants and animals. Melting ice in the Arctic and Antarctic will also cause sea levels to rise. This will cause **flooding** in different places, especially those that live near the ocean. Hotter weather will also cause bad storms, and dry seasons will last longer and become worse.

Humans can take steps to slow down global warming. They can reduce the amount of carbon dioxide in the air by not using as much petroleum. For example, they can walk and use bicycles instead of buses or cars. They can also plant trees and work to save forests around their homes. They can also ask their government to use clean energy like **solar**, wind and hydroelectric power to provide electricity to our homes and businesses. It is a big task, but we can stop global warming if all people come together to save the planet.

Post-reading Activity

Discuss the following questions with a partner.

1. Have you noticed any negative effects of global warming in your area? If yes, what are they?
2. How can people help to stop global warming?

Week 30 Day 2

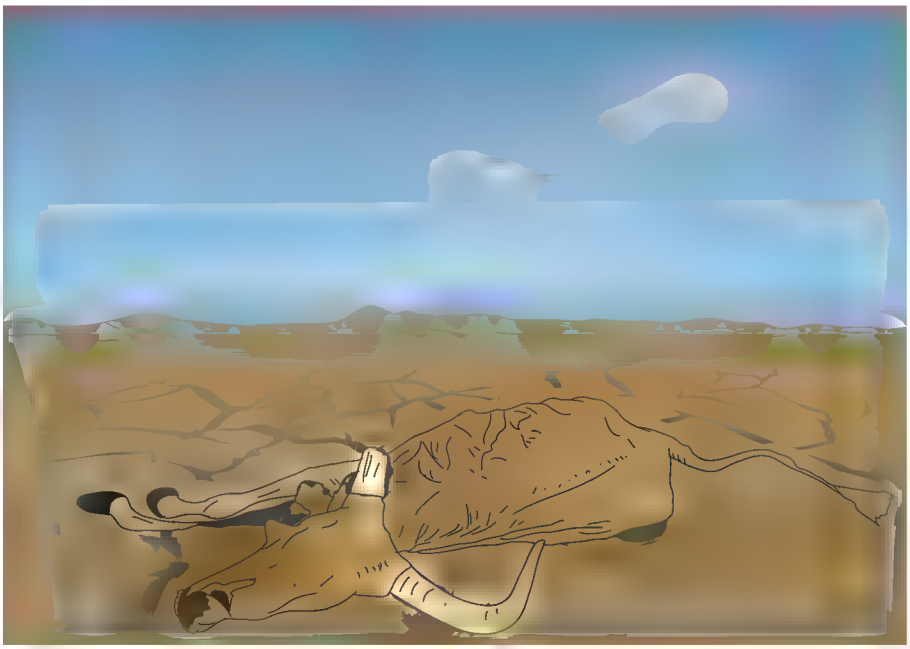
3. Vocabulary

Match each word to its correct meaning.

	Word		Meaning
1.	evidence	A.	a large amount of water covering an area of land that is usually dry
2.	petroleum	B.	something that you must do because it is morally right or because the law requires it
3.	flood	C.	a measurement that indicates how hot or cold something is
4.	temperature	D.	produced by or using the sun's light or heat
5.	duty	E.	to move or take something away
6.	remove	F.	something which shows that something else exists or is true
7.	solar	G.	something that could cause difficulty or harm
8.	threat	H.	a kind of oil that comes from below the ground and that is the source of gasoline and other products

4. Listening

The Greenhouse Effect



Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. How can a warmer climate be bad for the humans, animals and plants on Earth?

While-listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. The two of greenhouse gases are _____ and _____.
2. The greenhouse gases take in too much _____ from the sun.
3. The Greenhouse Effect _____ the planet.
4. As of 2017, 195 countries have signed the _____ _____ to reduce the greenhouse gases they produce.

B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.

1. The Greenhouse Effect is one of the reasons that global warming is happening today.
2. The Greenhouse Effect means everyone must farm their plants in a greenhouse because of global warming.
3. Ethiopia has signed the Paris Agreement.
4. Oxygen is an example of a greenhouse gas.

Post-listening Activity

A. Talk with a partner to see if your predictions were correct.

B. Retell the text to your partner in your own words.

C. Talk with a partner about the following:

- Why is it important for everyone to know about the Greenhouse Effect?

Week 30 Day 3

5. Speaking

A. Study the dialogue and act it out with a partner.

Student 1: What is your favourite food?

Student 2: I really like to eat chocolate.

Student 1: Chocolate? That is really delicious, but you should not eat too much of it.

Student 2: Why not?

Student 1: Chocolate is very sweet and it has a lot of sugar. You should not eat too much sugar. It is not good for your health.

Student 2: What should I eat?

Student 1: You should eat a lot of fruits and vegetables. You can eat chocolate, but only a small amount.

Student 2: Thanks for the advice.

Student 1: My pleasure. You should come back to me in case you need to know anything else.

B. Work with a partner to create a dialogue that gives advice with the words should and shouldn't.

6. Grammar: Adjectives

A. Copy the sentences into your exercise book. Underline the adjective in each sentence.

1. Africa is a beautiful continent.
2. Ethiopian athletes are known for their amazing victories.
3. Global warming is causing severe shortages of rainfall in some parts of the world.
4. Hard-working students often succeed in their exams.
5. There are some dangerous animals in African forests.

B. Read each sentence. Work with a partner to identify the adjective in each sentence and the noun or pronoun it describes.

Example: **The road was bumpy.**

Adjective: bumpy

Noun it describes: the road

1. That food tasted bitter.
2. I was ashamed that I didn't pass my test.
3. The story was very brief.
4. I felt very comfortable in my new home.
5. My father was courageous when he killed the snake.
6. My friend is really hard-working.
7. It was very breezy today.
8. I am eager to start my test.
9. My brother was excited for his basketball game.

Grammar Spot

An adjective is a word that describes or gives more information about a noun.

Examples:

1. The baby is happy. (The adjective **happy** describes the baby)
2. Some snakes are dangerous. (The adjective **dangerous** describes some snakes.)
3. We watched an exciting football match on television. (The adjective **exciting** describes the football match)

Week 30 Day 4

7. Reading Fluency

A. Tell one or two things you remember from the text, "Global Warming".

B. Read the fourth and fifth paragraphs of Global Warming aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
greenhouse	gases	temperatures	agreement
climate	weather	dangerous	reduce

1. Many countries in the world have already signed an _____ that promises to _____ the greenhouse gases they produce.
2. Global warming is very _____ for all plants, animals and humans on the planet.

3. The Greenhouse Effect is caused by _____ like methane and carbon dioxide in the atmosphere.
4. The overall _____ in the world have been rising too quickly in recent years.
5. _____ is a structure that is designed to keep heat inside.
6. The world's _____ is changing and affecting the _____ as a result of global warming.

Week 30 Day 5

9. Writing

Writing Conventions

Add colons into the sentences where they are needed as you copy them into your exercise book.

1. You will need the following materials paper, pens, markers and pencils.
2. Maria is going to meet her mother at 10 00.
3. My teacher gave me some great advice "Always follow your dreams."
4. Mix the chocolate and sugar at a 1 2 ratio.
5. I have class with the following people Ali, Dosa, Martha and Richard.
6. The woman screamed the following when the firefighters came "Please save my baby!"

Use of colon	Example
Indicating a list	The pollution affected the following people: the people that lived by the lake, the people in the city, the children on the farm.
Before a direct quotation	The scientist wanted the world to know about global warming: "Everyone should know that global warming is real and we need to stop it."
Between an hour and a minute	Our class starts at 7:30.
Showing a ratio	Mix sugar and water at a 3:1 ratio.

Writing Composition

Write an essay of two or three paragraphs about pollution you have seen in your area and what can be done to prevent it in the future.

Information to include in your paragraphs:

- What pollution you have seen
- What type of pollution it is (water, air, soil, etc)
- Who or what is causing the pollution
- How it affects the environment
- What can be done to prevent the pollution in the future