

5
Grade

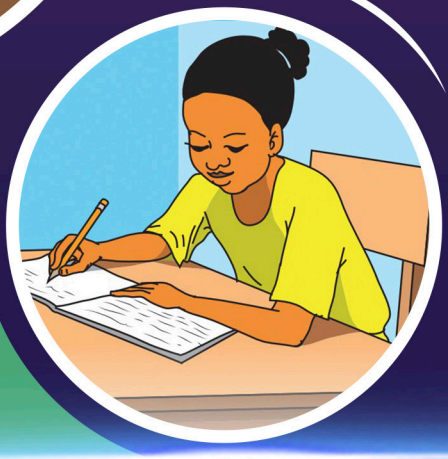
Ready

English for Ethiopia



Student's Book

- Listening
- Speaking
- Reading
- Writing



Ministry of Education
Federal Democratic Republic of Ethiopia

English for Ethiopia
Grade 5
Student's Book

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UNIT ONE



HOLIDAYS

Learning outcomes

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

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

Section 1: Speaking

Week 1 Day 1

Lesson 1

Greetings and Introduction

Activity 1: Practise the following dialogue in pairs. You may also use expressions such as *Good afternoon, Good evening*, and *Happy to meet you*.



A: Good morning.

B: Good morning

A: Nice to meet you.

B: Nice to meet you, too.

Activity 2: In pairs, practise this conversation. Take turns to play the roles of A and B.

A: Hello, **I'm** ……

What's your name?

B: Hi, my **name's** ……

A: Where are you from?

B: I'm from……...

A: Oh, I'm from ……...

A: Happy New Year!

B: Happy New Year to you, too.



Activity 3: Go around the class and introduce yourself to someone. Don't forget to use the above expressions.

Activity 4: Practise the following conversation in groups of six. Take turns to play the role of each group member.

Badeg: Huriya, let me introduce you to my friends.

This is Kemal. **He's** from Worabe.

This is Hanna. **She's** from Addis Ababa.

This is Tut and Obang. **They're** from Gambella.

Huria, I think **you're** from Assosa.

Huriya: Yes! **I'm** from Assosa. Nice to meet you all.

Kemal: Nice to meet you, too.

Hanna: Great! We're all Ethiopians!

Tut: Yes! Happy New Year to you all!

Obang: Oh! Thank you, Huriya. The same to you.

Activity 5: Talking about yourself

Read what Koketi tells us about herself below. Then, tell your classmates about yourself.

*My **name's** Koketi. **I'm** 10 years old. I **live** with my parents around Piazza, in Arada Sub-city, Addis Ababa. I **like** learning English. I **want to** speak and write in English very well.*

Grammar Summary

Contracted forms

I'm =I am …

What's= What is….

My name's= My name is …

He's = He is

She's = She is

They're = They are

You're = You are

We're = We are

Section 2: Listening

Week 1 Day 2

Lesson 2

Activity 1: Before you listen to a talk, look at the pictures and answer the questions below with a friend.

1. What are these pictures about?
2. What kind of holidays do the pictures represent?
3. Can you guess what you are going to listen about?



Picture A



Picture B



Picture C



Picture D

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

holiday	celebration	commemorate
public	religious	invading
Christmas	epiphany	

Activity 3: Listen to the talk and choose the most appropriate statement that contains the main idea of the talk.

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

Week 1 Day 3

Lesson 3

Activity 1: Listen to the text again and put a tick mark (√) against the correct statements.

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

Compare your answers with your friend's and identify the incorrect ones. Then, rewrite them as correct sentences

Activity 2: In groups of four, choose a holiday or a ritual celebration in your area. Collect information from your family or neighbours using the following guide. Then, report it to your classmates.

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

Section 3: Reading

Week 1 Day 4

Lesson 4

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



1. What do you see in the picture?
2. Read the New Year poem and wish in Amharic in the middle of the picture. Are there similar New Year poems and wishes in your language? Can you say them to the class?
3. Do you like the New Year holiday? Why?

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

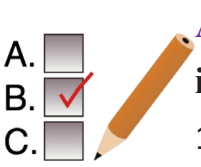
The History of the Ethiopian New Year

The Ethiopian New Year, is a **national** holiday. **It** is celebrated on September 11 (or on September 12 in the leap year.

The leap year comes after every four years that is when Pagume - the 13th month of Ethiopia - is **counted** six. In this case, **it** is celebrated on September 12th.

The New Year is commonly called Enkutatash in Amharic but has different names in other languages. The word "Enqutatash" is heavy with symbolism. **It** means 'the gift of jewelleries'. It also **represents** the end of the rainy season. The time is when the Ethiopian mountains and fields are covered with bright yellow flowers called 'Adey Ababa'.

The Ethiopian New Year's celebration is associated with the myth when the Queen of Sheba returned home from **her** visit to King Solomon in Jerusalem in 980 BC (before the Birth of Christ). The Queen was welcomed back to her country with **plenty** of jewelleries made of diamond, also known as 'enqu' in Amharic. The holiday has got its name from the word 'enqu', and 'Enqutatash!' means 'you **deserve** plenty of 'enqu'. *(Adapted from ethiopiaonlinevisa.com, accessed on 11/20/2021)*



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

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



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

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

Week 2 Day 1

Lesson 5

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



1. **It** (paragraph 1, line 2) refers to 'the Ethiopian New Year' or 'the national holiday'.
2. **…it** …. (paragraph 2, line 1)
3. **…her**… (paragraph 4 line 2)
4. **… it…** (paragraph 4, line 7)

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



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

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



1. The name of the community
2. The name of the new year by the society
3. When the year begins and ends
4. What year it is this year

Week 2 Day 2

Lesson 6

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

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

Activity 2: Now, read the passage quickly. What is it about – a, b, or c?

a. Expenses for the Ethiopian New Year

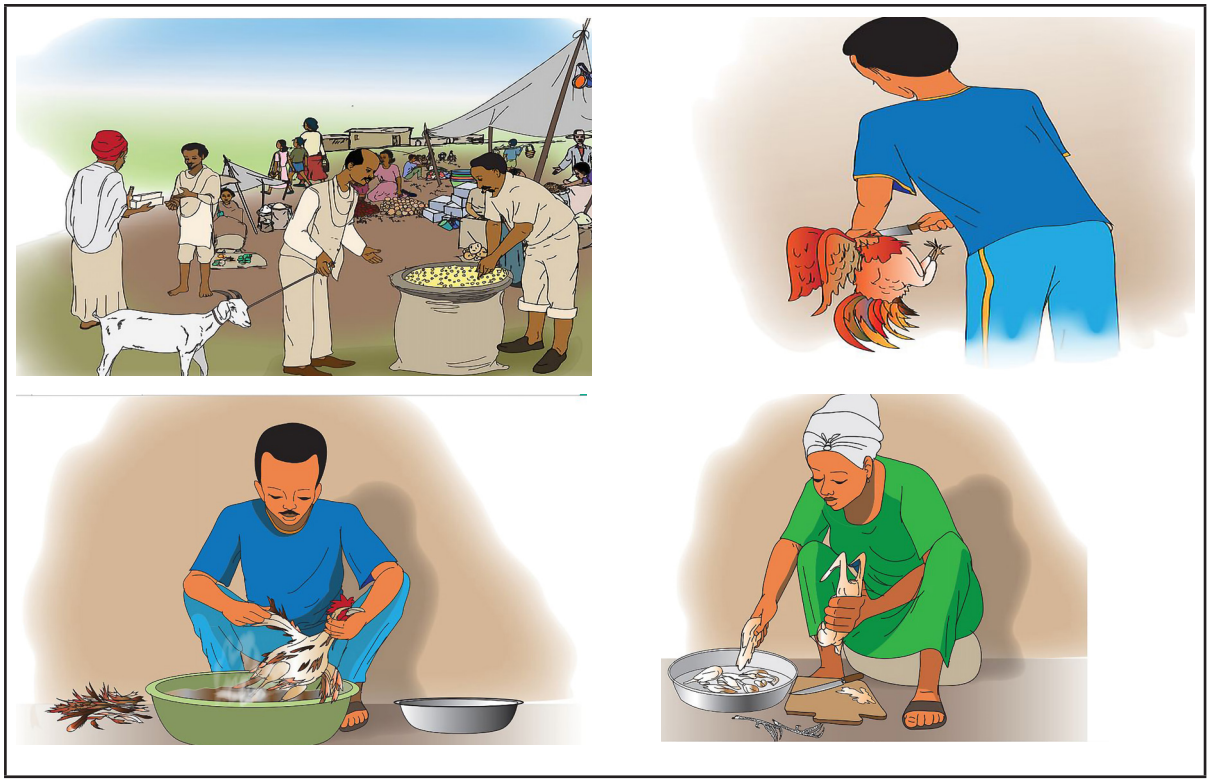
b. Ethiopian New Year festivities

c. Types of Food prepared for the New Year Celebration

Celebration of the Ethiopian New Year

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

The New Year festivities include family gatherings to enjoy the traditional Enqutatash meals and celebrate together by giving gifts, especially for children. The preparation begins long before the holiday. Each household has to save money to buy an animal (an ox (in groups), a sheep, a goat and/or a cock or hen) to **slaughter** on the day. Parents are also expected to buy clothes for all family members and, if possible, to renew and furnish **their** homes with new tables, chairs, and goods. Moreover, mothers need money to buy different **ingredients** and kitchen utensils to prepare typical Ethiopian dishes such as 'doro wat', 'dulet', 'key wot', 'kitfo', 'genfo', etc. for the holiday. **They** also prepare local drinks such as 'tej' and 'tella'.

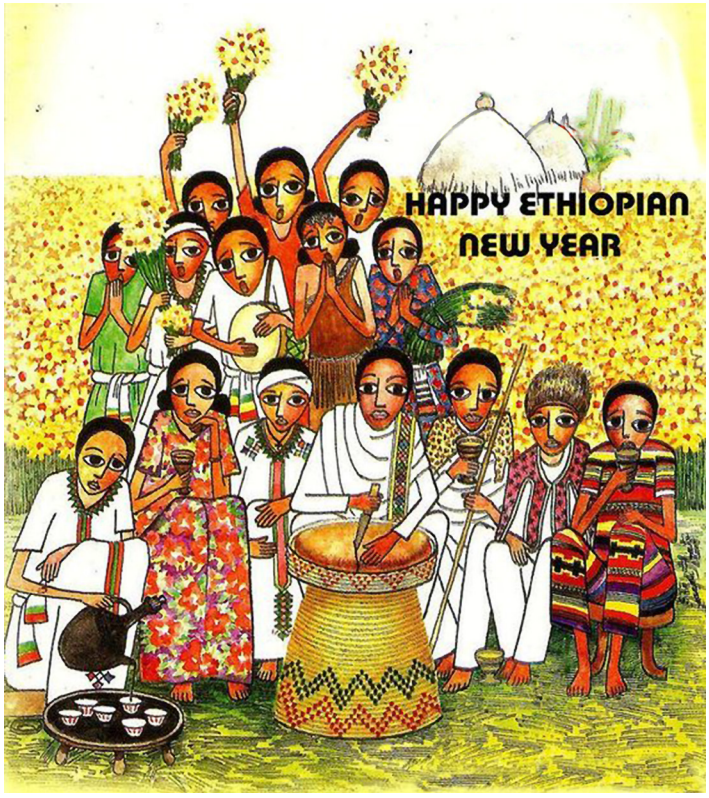


Celebrations start on the **Eve** of Enqutatash. On **this day**, mostly Orthodox Christians light wooden torches - 'chibo' in Amharic - that symbolise the coming of the new season of sunshine and the end of the rainy season. They also attend church services and offer prayers **ushering** in the New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

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

Singing and dancing is also common to celebrate the New Year, especially among young girls. Young girls sing 'Abeba ayesh hoy' and receive gifts from every **household**.

Young boys also give a **bunch** of freshly-picked yellow flowers - 'Adey Abeba' - or paintings of flowers that symbolise the arrival of spring. Nowadays, **these traditional gifts** are gradually being replaced by greeting cards.



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

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

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

A. ☐
B. ☑
C. ☐

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

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



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

Week 2 Day 3

Lesson 7

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



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

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

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

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



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

Activity 4: A New Year Song

a. Have you ever sung any New Year song in your language?
b. How often do you listen to/sing English songs?

Now, sing the following song in rows. Your teacher will help you.

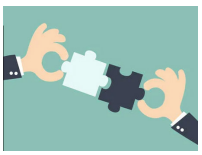
The bells rang People sang It's a new year! Sing a song Long and strong It's a new year! Sing along because We belong together It's a new year!	c. Do you like the song? Why? d. What is its message?

Section 4: Vocabulary

Week 2 Day 4

Lesson 8

Word meanings in a context



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

Column A	Column B
1. nationwide	A. a lot
2. represent	B. to have done something good to earn something
3. deserve	C. feature
4. plenty	D. in every part of the country
5. element	E. symbolize

Activity 2: Use the words in column A above to complete the sentences below.

1. National heroes like Haile and Derartu _____Ethiopia wherever they go.
2. There are _____ of flowers in our school garden.
3. The language is spoken _____. Almost everyone in the country speaks it.
4. There are a number of _____ in a culture of a society. The type of food people eat, the type of music or dance, and the beliefs they have are some of them.
5. You have worked really hard this term, so you _____ to stand first in the class.

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



Column A	Column B
1. nationwide	A. bouquet
2. slaughter	B. lead
3. ingredients	C. kill
4. Usher	D. family
5. Households	E. across the country
6. Bunch	F. One of the food items you use to make a particular dish



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

1. Abel gave a _____ of flowers to his teacher on Parents' Day.
2. Some cultural holidays are celebrated _____ while some are celebrated by particular communities.
3. My father often _____ a sheep for holidays.
4. You can search for the _____ of the new dish from YouTube.

Section 5: Grammar

Week 3 Day 1

Lesson 9

NB. Tense is a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking. Verb forms help us make time reference through their tense. Tense shows whether an action or a state took place in the past or takes place in the present. English has about 12 different tenses and you learn them gradually.

Simple Present Tense

i. Affirmative forms

Activity 1: The following sentences are taken from the two reading passages. Read them with a friend paying attention to the verbs in bold. Then, explain what you have noted to the class.



- The Ethiopian New Year **is** a national holiday.
- The leap year **comes** after every four years…..
- The celebration **starts** on the **eve** of the New Year.
- Households **have** delicious dishes.
- Children **collect** flowers or draw pictures of angels.

Have you noticed that all the verbs in bold are in the Simple Present Tense?

Activity 2: Do this activity individually. Circle the correct form of the verb to complete each sentence.



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

Now, compare your answers with your friend's.

Activity 3: In pairs, look at the picture and read the letter below. Then, answer the questions in complete sentences.



Dear my friend, Brook,

How are you? I am doing very well. I can't wait to celebrate the upcoming holiday! Are you as excited as I am? By the way, do you help your parents in the preparation for the holiday? Well, let me tell you how I do my part.

*I usually **help** my father bring home the items and the animals bought in the morning. Then, I **wash** my clothes for the holiday in the afternoon. You know… in our culture a holiday **is** very important and mothers also **need** our help during holidays. I often **go** to the market place and **support** my mom in carrying the goods she **buys**. We usually **go** home late in the evening. Therefore, the eve of a holiday **is** tiresome and I **feel** tired at the end of the day. So, I always **go** to bed early.*

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

What about you? How do you prepare for and pass your holiday?

Yours,

Samy



1. Who is the writer of the letter?
2. What does Samy do in the mornings, on the eve of holidays?
3. What does he do in the afternoon?
4. Where does Samy's mom buy goods?
5. What does Samy do the next day of the holiday?

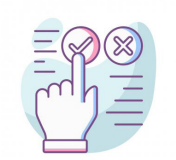
Week 3 Day 2

Lesson 10



Activity 1: Now rewrite the middle two paragraphs with "He" and "They' to report what Samy usually does during holidays. The first two sentences have been done for you as examples.

Samy *usually* ***helps his*** *father bring home the items and the animals bought in the morning. Then,* ***he washes his*** *clothes for the holiday in the afternoon.*_____.



Activity 2: Use the above letters as examples and rewrite the text below with the correct Simple Present forms of the verbs given in the brackets.

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

Now, exchange you have written with a friend's and do peer correction. Then, read your paragraph to the class.

Grammar summary

Simple Present Tense:

I/we/you/they + infinitive

or

he/she/it+ infinitive with "s" or "es"

add [s] to the verbs:

close = closes

cover = covers

ask = asks

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

wash = washes

teach = teaches

kiss = kisses

relax = relaxes

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

carry = carries

copy = copies

We often use the Present Simple Tense to describe habits.

Week 3 Day 3

Lesson 11

ii. Negative forms



Activity 1: With a friend, look at the following example sentences. Pay attention to the underlined verb forms. Then, discuss the questions that follow.

a. All Ethiopians do not celebrate New Year at the same time.

b. Our English teacher does not/doesn't tolerate cheating.

c. It does not/ doesn't rain the whole day.

d. We do not/don't want to be late for school.

e. Rahel is not/ isn't in Section A.

f. We are not/ aren't eager to watch the film.

1. What changes have you noticed in these negative statements?
2. Is there any difference between the first 4 statements and the last 2 sentences?



Activity 2: Rewrite the following affirmative statements into negative forms.

Examples:

a. Bizen speaks English very well.

Bizen does not/doesn't speak English very well.

b. Most elders drive slowly.

Most elders do not/don't drive slowly.

c. The students are ready to take the test.

The students are not/aren't ready to take the test.

1. Ali and Hanna are absent from class.
2. Many people like to buy new clothes for New Year.
3. The woman sells eggs in her new shop.
4. Ato Taye is the principal of our school.
5. We learn English five periods in a week.
6. I am responsible to look after my siblings.



Activity 3: Write five sentences describing that your family, including you, do not do during the weekends. Then, compare your sentences in groups of three.

Grammar Focus

Contracted forms

do not = don't

does not = doesn't

is not = isn't

are not = aren't

NB. am not = am not; amn't is not correct

Week 3 Day 4

Lesson 12

iii. Interrogative forms

Activity 1: In pairs, look at the following examples. Pay attention to the words written in bold.



Examples:

1. Heran **cleans** her room every day.

   Does Heran **clean** her room every day?

2. The children **play** football on Sundays.

   Do the children **play** football on Sundays?

3. In August, it **rains** heavily?

   Does it **rain** heavily in August?

4. We pray together.

   Do we **play** together?

5. You **learn** at Meskerem Primary School.

   Do you **learn** at Meskerem Primary School?

6. The market place **is** too far.

   Is the market place too far?

Now, rewrite the sentences below into interrogative/question forms.



1. Our English teacher gives us homework on Fridays.
2. The sky is clean and bright.
3. Sarah likes reading English stories.
4. There are plenty of flowers in the garden.
5. People buy and sell things in the market.
6. I am your classmate in Section A.
7. We prepare the land to grow vegetables.

Activity 2: Barite and Kelil are Grade 5 students living in the neighbourhood. They have the following study programme. In pairs, read their programme carefully. Then, take turns to ask and answer questions about Barite and Kelil.

Study Programme					
	Monday	Tuesday	Wednesday	Thursday	Friday
Pair Study time	English		Mathematics	Social Science	Environmental Science
Barite	Mathematics		Environmental Science		Social Science
Kelil	Environmental Science			Mathe-matics	Social Science

Examples:

A: Do Barite and Kelil **study** together on Mondays?

B: Yes, they **do**. / Yes, they **study** English together on Mondays.

A: Does Kelil **study** individually on Mondays?

B: Yes, he **does**. / Yes, he **studies** Environment Science individually on Mondays.

Now, practise making as many questions and answers as you can from the table.

Activity 3: Negative questions in the Simple Present Tense

1. **First look at the examples below. Then, write five negative questions and compare your sentences with a friend's.**

   a. Does Elisa come to class regularly?

      Doesn't Elisa come to class regularly?

   b. Do you love watching action films?

      Don't you love watching action films?

   c. Am I in the class list?

      Am I not in the class list?

      Amn't I in the class list? X

2. **The following table shows the study plan of Ali and Hanna. Look at the table and answer the questions that follow. The first three questions are done for you as examples.**

	Study Program				
	Monday	Tuesday	Wednesday	Thursday	Friday
Pair Study time	English	Mathematics		Social Science	Environmental Science
Hanna	Mathematics	Environmental Science		Social Science	
Ali	Environmental Science	Mathematics		Social Science	English

1. **Does** Hanna **study** English on Tuesday?

   Ans: No, she **doesn't**. No, she **doesn't study** English on Tuesday.

2. **Do** Hanna and Ali **study** English together?

   Ans: Yes, they **do**. /Yes, they **study** English together.

3. **Doesn't** Hanna **study** any local language?

   Ans: No, she doesn't./ No she doesn't study any local language.

4. **Does** Ali **study** Environmental Science alone?

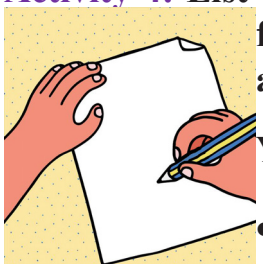
5. **Don't** they **study** Social Science on Mondays?

6. **Aren't** Hanna and Ali free on Wednesdays?

7. **Do** they **study** all the four subjects together?

8. **Does** Hanna **study** English only once in a week?

Activity 4: List down five things that you don't do. Share your list with your friend. Let he/she asks you questions using your list, and you answer the questions correctly. See the examples below.



Your list:

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

Your friend: Don't you eat raw meat?

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

Your friend: Do you drink alcohol?

You: No, I **don't drink** alcohol.

Now, it's your turn to ask what your friend doesn't do. Remember, you ask him/her a positive or negative question.

Grammar summary

The Simple Present Interrogative/ Question Form

To change the affirmatives into questions, we use **Do…** and **Does…** for affirmative, **Don't…** and **Doesn't…** for negative at the beginning and the infinitive form of the verbs. For statements with **am**, **is**, and **are**, we simply place, these verbs at the beginning.

Do/Don't	I/we/they/you	work for a bank?
Does/Doesn't	He/she/it	learn Geez?
		Play football every day?
Is/Isn't	He/she/ it	in this class?
Am/Am…not	I	hot today?
Are/Aren't	We/you/they	interested in reading stories?

NB. 'Am not' has no contracted form. We say 'Am I not…'

Interrogatives end with question marks.

Week 4 Day 1

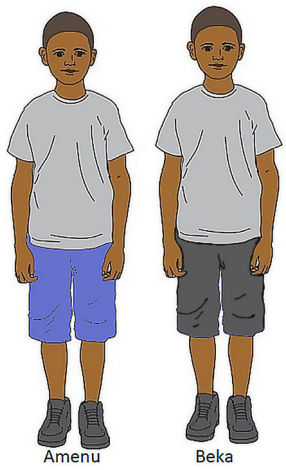
Lesson 13

Degrees of Comparison

NB. Degrees of Comparison are the comparisons between two or more persons or things according to their or its Quantity, Number or Quality. There are three degrees in English: **Positive, Comparative** and **Superlative** In this unit, you are going to study the positive degree and the comparative degree of one syllable (short) adjectives.

i Positive degree

Activity 1: Look at the three students in the picture below and read the sentences on the right.

	Alemu is tall. Beka is tall. **NB.** Amenu and Beka are equally tall.



Activity 2: Complete the sentences with 'as + adjective + as'. The first is done for you as an example.

a. Amenu is **as tall as** Beka.

b. Beka is _____ Tut.

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



Activity 3: Rewrite the following positive comparison sentences with 'so + adjective + as'. The first one is done for you.

1. He is as happy as Rami.

Ans: He is so happy as Rami.

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



Activity 4: Rewrite the following sentences with "not as + adjective + as" and 'not so + adjective + as". The first one is done for you as an example.

1. The blue car is (fast) the black car.

Ans: The blue car is **not as fast as** the black car.

The blue care is **not so fast as** the black car.

2. Chala is (not tall) Bereket.
3. This copy is (not bad) the other one.
4. Today, it's (not windy) yesterday.
5. The tomato soup was (not delicious) the mushroom soup.
6. Grapefruit juice is (not sweet) lemonade.
7. Silver is (not heavy) gold.

Grammar summary

The positive degree:

When two persons or things are said to be equal in respect of some quality, we use the positive degree. The positive degree is the simplest form of the adjective. It is used when no comparison is meant; As ,

1. Rahel is a tall girl.
2. This is a sweet mango.
3. This boy is as fat as his elder brother.

In the above sentences, tall, sweet and fat are the simplest form of adjective.

So all these adjectives are in positive degree.

Note :

- ***No suffix (such as: -er , -est) will be added to the adjective in the positive degree. Besides, there is nothing like " than " or " the ….. of "***
- ***We can also use " as/so + adjective + as" with the positive degree, that is the simplest form of the adjective to show equality and sameness.***

Example: This boy is ***as tall as*** she is.

This boy is so tall as she is.

However, we can use 'not as/so + adjective + as, the positive degree with negative verb to show that two persons or things are not equal or not the same.

- Helen is not as/so clever as her elder brother.
- Babi is not as/so short as Mamush.

ii. The comparative degree

Comparative forms of one syllable (short) regular adjectives (adjectives)

Activity 1: Look at the picture below. Compare the two students and make sentences using the correct comparative forms of the given adjectives. The first has been done for you as an example.



Abenezer Jifare

Abenezer	Jifare
• 9 years old • 26 k.g. • 1.4 m. tall	• 11 years old • 24 k.g. • 1.6 m. tall

1. Abenezer is fatter than Jifare.
2. (tall)
3. (thin)
4. (short)
5. (old)
6. (heavy)
7. (young)

Have you noticed that the comparative adjectives are followed by 'than'

Activity 2: Look at the table below with a friend. What changes have you seen in the comparative forms?

Short (one syllable adjectives)	Comparative forms
• tall • short • wide • nice • fat • big • heavy	• taller • shorter • wider • nicer • fatter • bigger • heavier



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

1. This bag is *nicer than* (nice) that one.
2. Very old laptops are a lot (big) the new ones.
3. Summer is (hot) than winter.
4. My new table is (small) the old one.
5. My new school is (close) my previous school.
6. Her house is (large) mine.
7. That box is (small) the one I lost last year.
8. Our dog runs (fast) our cat.
9. This sack is (light) that sack.
10. The price of sugar yesterday was (cheap) it is today.

Grammar Summary

Comparative Degree

When two persons or things are said to be ***unequal*** in respect of some quality, we use the comparative degree. As ,

Rahel is **taller** than Rehana.

The mangoes of Asosa are **sweeter** than the mangoes of Arba Minch.

The boy is **fatter** than his elder brother.

In the above sentences, the words **taller, sweeter** and **fatter** are in the comparative degree.

Notes :

- In Comparative Degree generally [***-er***] is added to the adjectives if the adjective is of ***one syllable*** (***mono-syllabic word***)
- In the Comparative Degree, the adjective is normally followed by '***than'.***

Week 4 Day 2

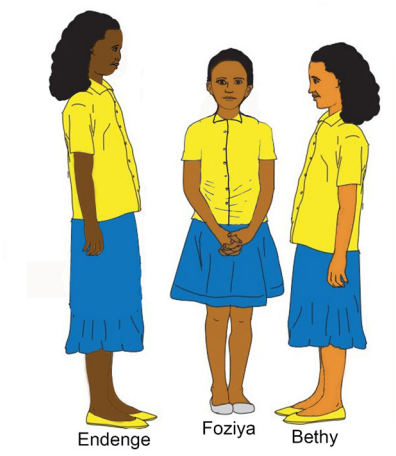
Lesson 14

iii. The Superlative

Activity 1: In pairs, look at the table and compare the comparative and superlative forms. What changes have you seen?

Short (one syllable adjectives)	Comparative forms	Superlative forms
• tall	• taller	• tallest
• short	• shorter	• shortest
• wide	• wider	• widest
• nice	• nicer	• nicest
• fat	• fatter	• fattest
• big	• bigger	• biggest
• heavy	• heavier	• heaviest

Now, look at the table below and answer the questions that follow. The first is done for you.



	Endenge	Foziya	Bethy
Height	1.65m	1.52	1.61
Weight	31k.g.	28k.g.	30k.g.
Length of hair	35 c.m.	30c.m.	15c.m.
dress	85c.m.	70c.m.	50c.m.

1. Who is the tallest?
   Ans: Endenge is the tallest of all the three girls.
2. Who is the fattest?
3. Who is the shortest?
4. Whose hair is the longest?
5. Whose hair is the shortest?
6. Who wears the shortest dress?
7. Who is the heaviest?

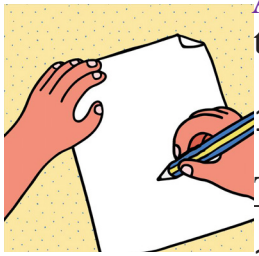
Activity 2: Look at the bio-data of five students in the Table below and answer the questions that follow.

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

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

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

2. **Now, look at the bio-data again and write five similar correct sentences. Then, compare your sentences with your friend's.**

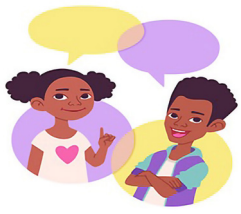


Activity 3: Use the data in the Table and answer the questions that follow. The first has been done for you as an example.

1. Who is the tallest?

Tufa is the **tallest**.

2. Who is the shortest?
3. Who is the fattest?
4. Who is the youngest?
5. Who is the oldest?
6. Who is the thinnest?



Activity 4: In pairs, answer these questions in complete sentences.

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

Week 4 Day 3

Lesson 15



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

1. Mount Everest is the highest mountain (high / mountain) on Earth.

a. Mount Kilimanjaro b. Mount Everest c. Ras Dashen

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

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

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

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

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

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

5. _____ is _____(small / continent).

a. Africa b. Antarctica c. Australia

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

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

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

a. Antarctica b. Alaska c. Canada

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

a. Mars b. Venus c. Mercury

Grammar Summary

The superlative degree:

The superlative degree is used when comparison is intended between more than two things or persons or between two sets of things or persons surpassing all other persons or things of the same kind. As,

1. She is the tallest of the three girls.
2. This is the sweetest of all the mangoes.
3. Rami is the laziest student in the class.

In the above sentences, all the adjectives, tallest, sweetest and laziest are in the superlative degree.

Notes : In Superlative Degree generally [-est] is added to the adjectives if the adjective is of one syllable [mono-syllabic word] .

In the Superlative Degree we normally use "the…of", "the…", "…of".

Example: This is the sweetest of all the mangoes.

Spelling changes:

If the adjective has a 'consonant + single vowel + consonant' spelling, the final consonant must be doubled before adding the ending. For example, take the adjective big:

- European potatoes are bigger than Ethiopian potatoes.
- The Commercial Bank building is the biggest building in Ethiopia.

•If an adjective ends in –e, we add –r or –st:

- Daniel is a close friend of mine.
- Daniel is closer to me than Tadu is.
- Daniel is the closest friend I have ever had.

•If the adjective ends in '-y' followed by a consonant, we change '-y' to '-I', then add '-est'.

- This box is really heavy.
- That box is heavier than this one.
- The box over there, in the corner is the heaviest.

Section 6: Writing

Week 4 Day 4

Lesson 16

Explaining a process

Note: Every day we perform many activities that are processes-that is, series of steps carried out in a definite order. In this section, you are going to practise to write a process paragraph.

Activity 1: Rearranging sentences

1. The following sentences describe how Adahis wears his uniform when he goes to school. But, the sentences are not in the correct order. In pairs, rearrange them.

a. I put on my over wear. b. I wear my underwear. c. I wear my shirt. d. I wear my trousers.	e. I wear my socks. f. I put on my shoes. g. I take off my night wears.

1. Using the following sequencing words, rewrite the sentences in a paragraph form. You may also use some other linking words.

First, Second, Third, Then, After that , and, Finally



Activity 2: Writing a process paragraph

1. Choose one of the following topics. Then, using the sentences in Activity 1, No. 1 as examples, write sentences that show what you do from beginning to the end. Then, rewrite them in a paragraph form to explain the process. Don't forget to use the right sequencing words.

- Washing your body
- Cleaning a house
- Making coffee
- Buying something from a shop

2. Exchange your paragraph with a friend's and do peer correction. Then, improve your paragraph considering the given corrections.

UNIT TWO



DRY SEASON

Learning outcomes

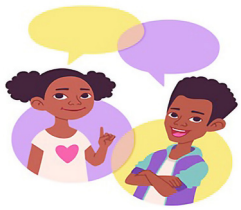
Upon successful completion of this unit, you will be able to:

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

Section 1: Listening

Week 5: Day 1

Lesson 1
Part 1



Activity 1: You are going to listen to a text about *Dry Season*. Before you listen to the text, discuss the following questions with a friend.

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

Activity 2: These words and phrases are used in the listening text. In pairs, practise their pronunciation and guess their meanings.

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



Activity 3: Now, listen to the text and complete the sentences below with the right information.

a. Dry season is a yearly period of the _____ _____.

b. The rain belt lies in the northern hemisphere from _____ to _____.

c. During the dry season, _____ are common.



Activity 4: Listen to the text again and say the following statements *True or False*.

a. A dry season is characterized by low rainfall and low humidity.

b. The tropical rain belt always lies in the southern hemisphere.

c. Water holes and rivers dry up in the dry season.

d. During the dry season, days are typically cloudy.

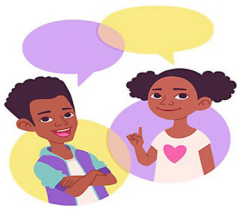
Activity 5: With a friend, discuss the following questions and report your answers to the class.

a. What are three things you like about the dry season?

b. What are three things you do not like about the dry season?

Week 5 Day 2

Lesson 2
Part 2



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

a. What main climate seasons does Ethiopia have?

b. What type of season do the pictures below indicate?

c. Are they in urban or rural areas? How do you know?



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



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



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

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

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

c. The temperature is high during _____.

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

'A'	'B'
1. Ethiopia's rainy season	a. December to February
2. Ethiopia's winter season	b. cooler weather conditions
3. lowland areas	c. June to August
4. highland regions	d. hotter temperatures

Activity 4: From Listening to Reflection

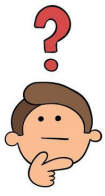
You have listened to the text about dry season in Ethiopia. Now, in groups of three, discuss what people do during the dry season. Write down your ideas and report them to the class.

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

Section 2: Reading

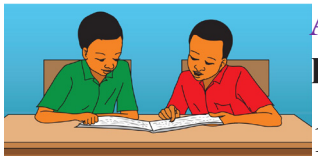
Week 5 Day 3

Lesson 3



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

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



Activity 2: With a friend, look at the pictures and read the passage quickly to answer these questions.

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

Dry Season Farming in Ethiopia







(Source: https://farmersreviewafrica.com/us-350000-granted-for-water-saving-drip-irrigation-in-nigeria/11/09/2021)

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

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

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



Activity 3: Decide if the following statements are *True* or *False* based on the information in the passage. Check your answers with your friend's.

a. Dry season farming is practiced in places that receive much rainfall.

b. Farmers can produce all types of crops during the dry season.

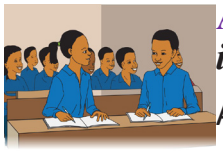
c. Dry season farming is a new practice in Ethiopia.

d. Dry season farming can help to improve food supply.

e. We can decrease food imports by expanding dry season farming.

Week 5 Day 4

Lesson 4



Activivty 1: With a friend, read the passage *Dry Season Farming in Ethiopia* again and find out what the words in bold refer to.

A. **It** in Paragraph 1, line 2

B. **…country's** in Paragraph 3. line 2

C. **…its** in Paragraph 3, line 9

D. **It** in Paragraph 3 , line 10

Activity 2: Answer the following questions first individually. Then, compare your answers with a friend.



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



Activity 3: In the listening and reading texts above, you have learnt a lot about dry season in Ethiopia. Below is a poem about the winter season, especially in Europe and North America.

1. **Before you read the poem, answer the following questions in pairs.**
   - **a.** Have you ever read poems in English? How about in your language?
   - **b.** What is the difference between a passage and a poem?
   - **c.** What do we call a person who writes poems?
2. These words are used in the poem. Could you say them correctly? Try to guess their meanings?
   - **a.** snuggled
   - **b.** quilt
   - **c.** Crackle
   - **d.** Clutched
   - **e.** Hibernate
3. **Now, take turns to read the poem loudly. Then, answer the questions that follow.**

The cold winter winds,
Blowing harshly through the tree,
Snow under my feet,
Bothering my toes.
And my nose,
Which is in deep freeze.
Snuggled under a warm quilt,
Just cannot stay up late,
Crackle of a fire at night,
With hot water bottle clutched to my side.
And I have to get up again
And go out in the cold tomorrow morning……
I…feel…so sleepy….

How wonderful…. If I could….. also…..
Hibernate!

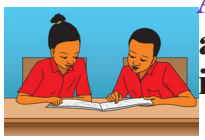
- **a.** How do the winter winds blow?
- **b.** Which part of the narrator's body is in deep freeze?
- **c.** What is the poet snuggled under?
- **d.** What does the poet wish?

Activity 4: More about seasons in Ethiopia

1. Ethiopia has four seasons: spring, summer, autumn/fall and winter. Write the names of these seasons in your local language?
2. In pairs, look at the picture, *Ethiopian Seasons* below. Which months of the year are the seasons?



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



Activity 5: Seasons in Ethiopia are connected with agricultural activities. In pairs, list down the agricultural activities carried out in each season and report to your class.

For example in **Spring:**

- Sowing grains such as lentils and chickpeas
- Weeding crops
- harvesting

Section 3: Vocabulary

Week 6 Day 1

Lesson 5



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

irrigation	cultivate	utilize
reliance	consume	investment

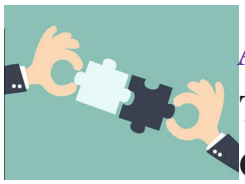
a. _____ on food aid is an obstacle for development.

b. Farmers use _____ to cultivate dry season crops.

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

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

Let's learn more words related to the dry season



Activity 2: First, practise saying the words under Column 'A'. Then, use a dictionary to match them with their meanings in Column 'B'.

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

Activity 3: Use the correct words or expressions from Column A in the above table to complete the text below. Then, compare your answers with your friend's.



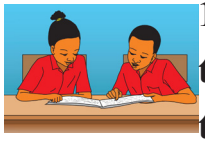
Deserts and steppes comprise the regions that are characterized by dry climates. These are _____ (1) and _____ (2) areas that have three main characteristics: very low precipitation, high evaporation rates that typically exceed precipitation and wide temperature swings both daily and seasonally.

The lowest rainfall occurs in arid or _____ (3) areas where precipitation averages less than 35cm (14 inches) per year. Some deserts have years with no rainfall at all. The _____ (4) climate makes the earth _____ (5) by the sun. Semi-arid or steppe regions receive slightly more rainfall than deserts. They can receive up to 70cm (28 inches) per year. These regions usually have _____ (6) climate and experience _____ (7).

Week 6 Day 2

Lesson 6

Activity 1: Antonyms and synonyms



1. The following words are taken from the listening and reading texts above. With a friend, find their antonyms from those given in the circle.

Example:

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

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

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

2. Write the synonyms for the following words.

1. hot
2. cold
3. foggy
4. gusty
5. thunder

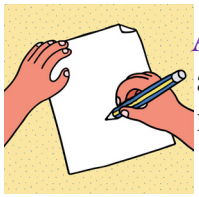


Activity 2: Forming season related compound nouns

In pairs, look at the nouns in the box and answer the questions below.

Base noun	Compound noun
rain	rainfall
sun	sunshine
winter	wintertime

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



Activity 3: Work in groups of three. Take a word from the circle above and a word from the box below and make as many weather-related expressions as you can.

sky	weather	rainfall	temperature
	rain	season	

Examples: clear sky heavy rain

Have you noticed that the compound nouns in Activity 3 are written as one word while the words in Activity 4 are written as two words?



Activity 4: Write five sentences using the compound nouns you have formed in Activity 2. Then, compare your sentences in groups of three.

Section 4: Grammar

Week 6 Day 3

Lesson 7

The Simple Present Tense to talk about habitual actions

In Unit One, you learnt about the affirmative, negative and interrogative forms of the Simple Present Tense. Now, you are going to study how the Simple Present Tense is used to describe habitual actions.

Activity 1: Read these short texts. What do the texts talk about?

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



My father is a farmer. He **prepares** his farmland during the dry season and he **sows** the seeds during the rainy season.

Have you noticed that the verbs *grow*, *prepares*, and *sows* are all in the Present Simple Tense and the verbs *prepares* and *sows* are in the third person singular?

Activity 2: With a friend, read the following text. Pay attention to the words written in bold.

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

Have you noticed that the texts in both Activity 1 and Activity 2 express habitual actions? Habitual actions are things that happen regularly and frequently, as habits.



Activity 3: In pairs, read the following text that Hassen has written about himself. Then, rewrite it in the third person singular – he, and third person plural- they.

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

Begin like this:

Hassen is 12 years old. This is what he normally does….

Now, write a similar short paragraph (4-5 sentences) about what you do every day, and read it to the class.

Grammar Summary

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

Note: In the Present Simple Tense, the 3rd person singulars (he, she, it), add -s, -es, or -ies to the base form of the verb.

To regular verbs just add an –s.

Examples: travel - travels, give - gives, play - plays.

To verbs that end in -s, -ss, -sh, -ch, -x, and -o, add an –es.

Examples: wash - washes, mix - mixes, go - goes

To verbs that end in 'y' after a consonant (any letter that isn't a vowel), change the 'y' to 'i' and add -es.

Examples: study - studies, fly – flies

Week 6 Day 4

Lesson 8

Frequency adverbs and time expressions in the Present Simple Tense

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



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

Grammar Summary

The time expressions such as 'usually', 'always', 'sometimes', 'never', 'on Wednesdays', 'every Wednesday', 'twice a week', 'once a month', 'in general', and 'every other day' are examples of commonly used time expressions to talk about **habitual actions in the Present Simple Tense**.

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

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

often usually always never seldom rarely sometimes

Activity 3: Look at the example and the ticks in the boxes below. They show how often you do things. Then answer the questions.





I never ride my bike.

I sometimes ride my bike.

I often ride my bike.

I always ride my bike.

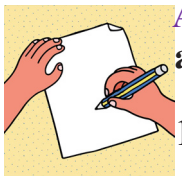
1. We _____ walk the dog.

2. I _____ drink tea.

3. She _____ wears hats.

4. You _____ make your bed.

5. My sister _____ plays tennis.



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

1. Our teacher, Mr. Yohannes, (be/ never) late for lessons.
2. I (often / clean) my bedroom at the weekend.
3. My brother (hardly ever / help) me with my homework.
4. I (be/ sometimes) bored in maths classes.
5. You (be/usually) at the sports centre on Sundays.
6. Sorenie (always / arrive) the school at half past eight.

Week 7 Day 1

Lesson 9

Positions of frequency adverbs and time expressions in the Simple Present Tense

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

A: She sometimes sits in the front desk.

Mohammed usually walks to school on foot.

Always, the children take a taxi to their school.

B: I am sometimes absent from school.

They are never happy with their housemaid.

Usually, we arrive on time at our work place.

C: We clean our rooms every other week.

The family goes to church every Sunday.

Once in a week, they visit their grandparents.

- They cook dinner every night.
- Dan plays soccer twice a week.
- They cook dinner every night at 7:00.
- They cook dinner at 7:00 every night.
- On weekends, they stay at home.

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

Grammar Summary

Time expressions made up of one word are placed between the subject and the verb, or between the auxiliary verb and the main verb.

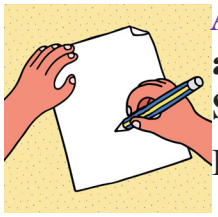
Time expressions made up of two or more words are commonly placed at the end of a sentence and usually at the end of questions.

All time expressions except 'never' can be placed at the beginning for emphasis.



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

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



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

Example: once a week _____

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

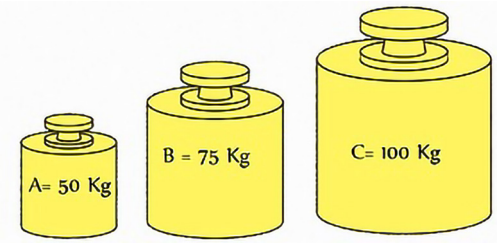
- always _____
- every weekend _____
- never _____
- once a year _____
- at 7:30 in the morning _____
- in September _____
- often _____

Week 7 Day 2

Lesson 10

Comparative and superlative degree of two and more syllable adjectives

i. Comparative and superlative degree of two-syllable regular adjectives



- Jar A is **heavy**.
- Jar B is **heavier than** Jar A.
- Jar C is **the heaviest** of all.

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

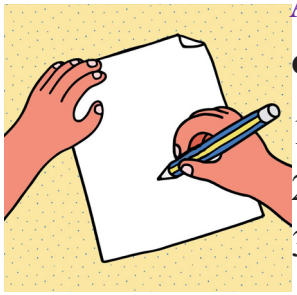
Adjective	Comparative	Superlative
happy	happier	Happiest
simple	simpler	Simplest
busy	busier	busiest
humid	more/less humid	most/least humid
titled	more/less titled	most/least titled
cloudy	more/less cloudy	most/least cloudy

Do you know that 'heavy' is a two-syllable adjective? Again, look at the comparative and superlative forms of the two-syllable adjectives in the table below.

Grammar Summary

- The comparative and superlative degrees of some two-syllable adjectives can be formed by adding '-er' and '-est' at the end;
- Some other two-syllable adjectives add the words 'more' or 'less' before the adjectives/adverbs to form their comparative forms, and 'most' or 'least' to form their superlatives.
- In many cases, either form of the comparatives or superlatives can be used, but there is generally a 'most common' usage.

Note that the comparative adjectives are followed by 'than', and the superlative adjectives follow the word 'the'.



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

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

Activity 3: Complete the following sentences with the superlative forms of the adjectives given in brackets. Then, compare your answers in pairs.

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

Week 7 Day 3

Lesson 11

ii. Comparative and Superlative Forms of long (three and more syllable) regular adjectives

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





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

- *House C is expensive, but House A is more expensive than House C.*
- *House B is the most expensive of all.*
- *C is the least expensive house.*

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

Adjective	Comparative	Superlative
beautiful	more/less beautiful	most/least beautiful
complicated	more/less complicated	most/least complicated
wonderful	more/less wonderful	most/least wonderful



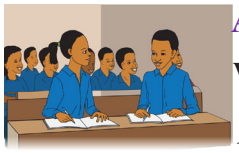
Activity 2: Use the comparative forms of the adjectives given in brackets with 'more' or 'less' to complete the following sentences correctly. Then, compare your answers in groups of three.

1. This hotel is (expensive) than the last hotel we stayed at.
2. Australia is (populated) than China.
3. Walking is (tiring) than running.
4. Burgers are (healthy) than vegetables.

5. Reading is (interesting) than watching television.
6. I am (worried) about this exam than the last one.
7. The sea here is (beautiful) than the sea in my country.
8. Do you think money is (important) than good health?
9. This map is (confusing) than my mathematics homework.
10. Fuel is so expensive! I want a (efficient) car than this one.

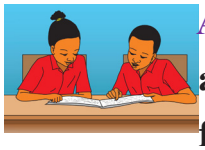
Week 7 Day 4

Lesson 12



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

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



Activity 2: Work with a friend. Use the superlative forms of the adjectives given in brackets with 'most' or 'least' to complete the following sentences correctly.

1. This watch is (attractive) one in the shop.
2. Cleaning the floor is my (favourite) type of housework.
3. She's (determined) candidate we've seen today.
4. The Present Simple is (difficult) tense in English.
5. It's (difficult) part of our assignment.
6. My brother is (annoying) person when looking for peace and quiet.
7. We hope to go to (beautiful) Tropical Island.
8. Reading a good book is (leisurely) way to relax.
9. Ted was experienced) mountain climber in the team.

Grammar Summary

- The comparative degree of all three and more syllable adjectives are formed by using 'more' or 'less' + addictive + than
- The superlative degree of all three and more syllable adjectives are formed by using 'the most' or 'the least'+ adjective

Activity 3: Read the article about the problem on Mount Everest. Then, fill in the blank spaces with the superlative forms of the adjectives in the brackets. Compare your answers in pairs.

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



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

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

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

(Source:NGL.Cengage.com/ELT)

Section 5: Speaking

Week 8 Day 1

Lesson 13

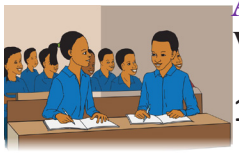
Talking about the weather



Activity 1: We commonly use these words when we talk about the weather. Add as many similar words as you can to the list. Then, in pairs, take turns to say them loudly.

sunny	smoggy
rainy	cloudy
foggy	smoky
dry	Windy
snowy	

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



Activity 2: With a friend, discuss the three expressions below. What differences have you seen among the sentences?

1. It's cold today.
2. It's a rainy day.
3. It's raining outside.

Grammar Summary

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

It is + a + adjective + noun = a description of the weather

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

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

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

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

- It's drizzling outside.
- It's snowing.

Take an umbrella; it's raining.

Activity 3: Talking about the day's weather

In pairs, observe and try to sense your surrounding: the sun, the sky, the wind, the temperature, etc. Then, in turns, make at least three sentences about the day's weather. Be sure that you use the above expressions.

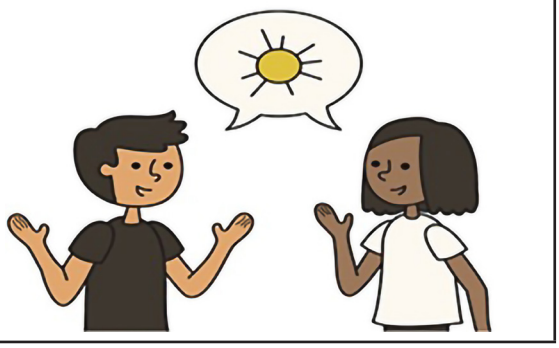
Week 8 Day 2

Lesson 14

Asking about the weather – Role playing

Activities 1 and 2 below are for Role Playing. In pairs, play the roles of A and B.

Let's Play!



Activity 1: In pairs, practise the following conversation. Take turns to ask and answer.

A: What's it like out (side)?

B: It's miserable out.

A: How's the weather?

B: It's ten below. (-10 degrees)

A: Do you have rain?

B: We haven't had a drop of rain for weeks.

A: What's the temperature there?

B: It's 22 degrees Celsius.

A: It's snowing here, what's it doing there?

B: It's pouring outside. (*raining heavily*)

A: Beautiful day, huh?

B: We couldn't ask for a better day than this.

A: What's the weather forecast?

B: They're calling for blue skies all week.

Common errors

One common mistake learners make when talking about the weather is mixing up the noun, adjective and verb forms of weather words. Look at the following examples carefully.

1. Example 1: *How's the weather?*
   ~~It is snow (noun).~~ **incorrect**
   It is snowy (adjective). **correct**
   It is snowing (verb). **correct**

2. Example 2: *What's it like out?*
   ~~It is rain (noun).~~ **incorrect**
   It is rainy (adjective). **correct**
   It is raining (verb). **correct**

3. Example 3: *What's the weather like?*
   ~~It is sun (noun).~~ **incorrect**
   It is sunny (adjective). **correct**
   The sun is shining (verb). **correct**



Activity 2: With your friend, read the conversation below and complete B's part with possible responses. Then, practice the conversation changing your roles as 'Student A' and 'Student B'.

Student A: What is your favourite weather?

Student B: _____

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

Student B: _____

Student A: I prefer drizzly weather.

StudentB: _____

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

Activity 3: Let's sing the weather song!

In groups of three, sing the Weather Song in your own lyrics. Don't feel afraid about the tune. What's important here is practising the weather expressions.

The Weather Song

How's the weather doin' baby?
Is there thunder and lightning in your heart?
Is it raining cats and dogs?
Are stormy seas gonna' keep us apart?

So what's the temperature today baby?
What's the outlook on your weather chart?
One minute you're sunny, then you're rainy
Then you're cloudy n' windy
Then you're snowy and icy
Blowing hot and cold again
It's warm, it's hot, it's boiling
It's chilly, it's cold, it's freezing

Zero degrees Celsius.
Nothing but hailstones…

Week 8 Day 3

Lesson 15



Debating

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

Group A: Sunny weather is better than rainy weather.

Group B: Rainy weather is better than sunny weather.

NB. While debating, you can use expressions such as:

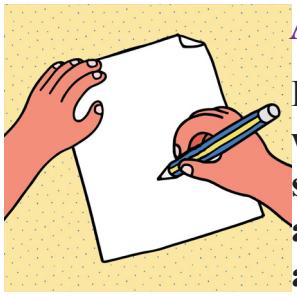
- Good morning class. In our group, we say Sunny weather is better than rainy weather because….
- Thank you for listening.

Section 6: Writing

Week 8 Day 4

Lesson 16

Writing sentences and paragraphs about the weather/seasons



Activity 1: Writing sentences

Read carefully the following example sentences with the weather adjectives. Some of the pairs are synonyms and some are antonyms. Then, write your own sentences with the adjectives in each pair below. Exchange your sentences with a friend for peer correction.

Warm/hot

- *When the weather is **warm**, I prefer light clothing like t-shirts.*
- *Today's so **hot** that I've been sitting under the tree all day.*

Cold/cool

- *On **cool** days like today, you should be fine with a light jacket.*
- *Don't forget your coat; it's **cold** outside.*

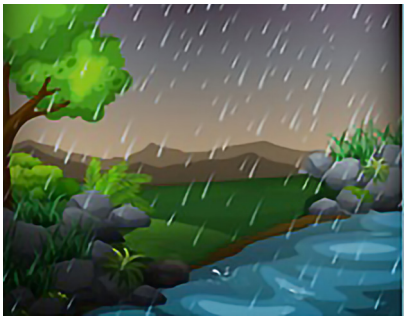
Sunny/rainy

- *On **sunny** days, I like to take the kids to the park.*
- ***Rainy** days are the best time to stay home and read books.*

1. Clear/cloudy
2. Dry/humid
3. Foggy/misty

Activity 2: Read the following sample paragraphs carefully.

Sample Paragraph 1



A rainy day cools down the day's temperature and brings relief. Washed clean by the rain, everything looks so neat and shiny. Trees those which were till the rain covered in dust, now look green and beautiful.

Sample Paragraph 2

The Rainy Season, the most joyous of them all. Calmness like the summers and cool breeze like the winters. A relaxing time to spend with the loved ones, relishing the scent of showers while sipping on hot tea or coffee is the highlight of the day. From running water in the streets to aggressively flowing big rivers in the countryside, this season has it all.



Now, write a similar paragraph describing 'A Sunny Day' or 'The Dry Season'. You may begin your paragraph as follows



Sunny days provide more space and opportunity to play outside the house…….

	During the dry/summer season, almost every day has so much high temperature……

UNIT THREE



ACCIDENTS

Learning outcomes

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

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

Section 1: Listening

Week 9 Day 1

Lesson 1

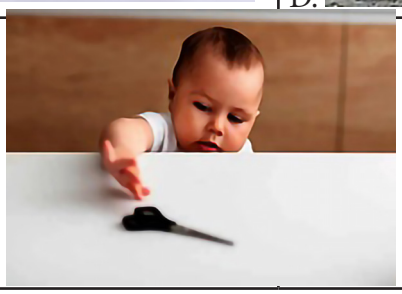
Activity 1: Sit in groups of four and look at the pictures below. Then, describe what you see in the pictures.

A. 

B. 

C. 

D. 

E. 



Activity 2: Discuss the following questions in pairs.

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

harmful	choking	poisoning
joint dislocation	fractures	slips



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

Which of the following can be an appropriate title for the talk?

a. Accidents

b. Accidents on children in the home

c. Accidents in the home and prevention methods

d. Accidents in rural areas

Week 9 Day 2

Lesson 2

Activity 1: Listen to the text again and identify whether the following statements are correct or incorrect. put a tick mark (√) against the correct statements.

No	Statement	Correct	Incorrect
1	Accidents happen unintentionally.		
2	All accidents may not cause injuries.		
3	Accidents take place only at home.		
4	Poisoning is always intentional.		
5	Not all accidents can be prevented.		

Now, correct the incorrect statements according to the information given in the talk and compare your answers with a friend's.

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

No	Protection methods	Causes of accidents
1	Keep cooking pots away	A. broken bottles
2	Keep away from electrical wires	B. hot water
3	Put empty bottles in a safe place	C. loose plugs
4	Use knives with great care.	D. sharpened blades
		E. falling objects
		F. drowning

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



Section 2: Reading

Week 9 Day 3

Lesson 3

Activity 1: **Look at the picture and tell your friend how you feel about the situation.**



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



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

accident	traffic accident	pedestrian
vehicle	congestion	traffic jam



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

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

1. Although road traffic accidents are the major global public problems, most of them occur in poor countries like Ethiopia. **Pedestrians** and passengers of public transportation are the most exposed to traffic accidents in Ethiopia. They account for 95% of the deaths while drivers account for only 5% of the deaths.

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

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

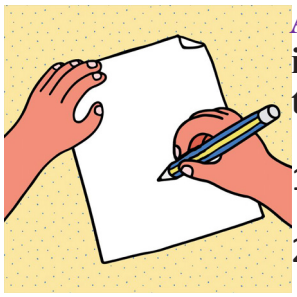
Week 9 Day 4

Lesson 4



Activity 1: Read the passage again quickly and identify the paragraphs that talk about the following topics: (Write the number of the paragraph in the space provided.)

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



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

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

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

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

1. What other types of accidents are common in your locality?
2. What problems do these accidents cause?
3. How can such accidents be prevented?

Section 3: Vocabulary

Week 10 Day 1

Lesson 5



Activity 1: Words in Context

A. Choose the most appropriate meaning for each word according to the information given in the passage.

1. pedestrians

a. runners b. walkers c. jumpers d. toddlers

2. injured

a. bandaged b. stabbed c. wounded d. killed

3. interlinked

a. connected b. detached c. woven d. diverted

4. collision

a. crash b. conclusion c. accident d. confusion

5. vehicles

a. motors b. carts c. bicycles d. cars, buses or trucks

B. Make your own sentences using the words 1-5 above. Then, compare your sentences with a friend's. Pay attention to punctuation.



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

vehicles	back-to-back	collision	interlinked
injured	pedestrians		

1. She was slightly _____in a road accident.
2. The truck and the bus had a _____ collision as the truck driver was not able to control the truck moving backwards.
3. Many rivers are _____with the canal system.
4. Two _____were injured when the car skidded.
5. This road is allowed only for motor _____.

Section 4: Grammar

Week 10 Day 2

Lesson 6

Present Continuous Tense
i. Affirmative forms



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

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

Activity 2: In pairs, complete the following notes. Compare your answers. Your teacher will give you the appropriate explanation.

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

Activity 3: In pairs, look at the picture below and practise the following dialogue.



Ujulu: Hi, so Guatlack, you are not coming today?

Guatlack: Well, I am not coming; you know I am going to have my final exams starting from Monday.

Ujulu: It's a pity your exams are scheduled for next week.

Guatlack: Are you having a good eve?

Ujulu: Yes, very good. Let me tell you what we are doing **now**.

Guatlack: Please, tell me.

Ujulu: Dad **is cleaning** our compound. He **is also waiting** for his customer to bring him a fat sheep for us. I see from his face that he **is enjoying** the eve of the holiday. You know, it **is not raining** today.

Guatlack: How about Mom?

Ujulu: I think Mom **is now preparing** spices. She **is also** checking if we **are doing** our part of the chores.

Guatlack: How about Keriat?

Ujulu: My sister Keriat **is washing** all the clothes. She **is working** hard.

Guatlack: What about you? You must be doing something.

Ujulu: Yes, of course**,** I **am cleaning** the living room; I **am using** different cotton wipers to clean the tables and the chairs. I **am trying** hard to finish my part. We all **are enjoying** the Holiday. Oh! What's that? Ouch, fire! Fire! Water, water, please!

Guatlack: What?! …….



Activity 4: Form groups of four. Then, using the picture and the information in the dialogue, answer the following questions in complete sentences. The first one is done for you as an example.

1. Q: Who is cleaning the compound?

   Ans: Dad is cleaning the compound.

2. Q: Who is waiting for his/her client?
3. Q: How is Dad feeling?
4. Q: Is it raining?

   No, _____

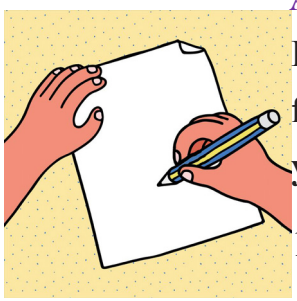
5. Q: Who is preparing spices?
6. Q: Who is working hard to finish her/his work early?
7. Q: Who is cleaning the living room?

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

Week 10 Day 3

Lesson 7

ii. Negative form



Activity 1: You have read these sentences in Activity 1 above. Remember, all are in the Present Continuous affirmative forms. Rewrite them in the negative form No. 1 is done for you as an example.

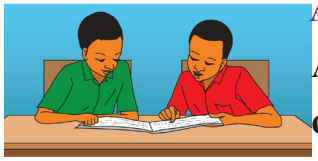
1. I **am reading** my notes **now.**

   Ans. I **am not reading** my notes now.

2. She **is buying** soap now.
3. Today he **is doing** his classwork fast to be the first to finish.
4. They **are visiting** the National Museum now.
5. Listen! The children **are crying**. What is wrong with them?

Activity 2: Look around your class and write 5 sentences that students are not doing at present.

iii. Interrogative form



Activity 3: Using the information in the above dialogue in Activity 3 above, answer the following questions. Then, compare your answers with a friend's. The first one is done for you.

1. Q: Is Dad cleaning the room?

   Ans: No, he isn't. He is cleaning the compound.

2. Is Dad waiting for a shopkeeper?
3. Is Dad feeling sad on the eve of the Holiday?
4. Is it raining?
5. Is Ujulu's mother baking injera?
6. Is Ujulu's sister cleaning the house?
7. Is Ujulu cleaning the whole house?
8. Is Ujulu using a brush to clean the chairs and the tables?
9. Are Ujulu and his sister sitting idle?
10. Are all the family members feeling sad?



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

Week 10 Day 4

Lesson 8

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

You can start as follows:

A. Beza is giving first aid to an accident victim.

B. A firebrgade group is extinguishing fire flaming on a building.

C. A children play ground is set on fire.

D. Henock is helping Abel.

Picture A



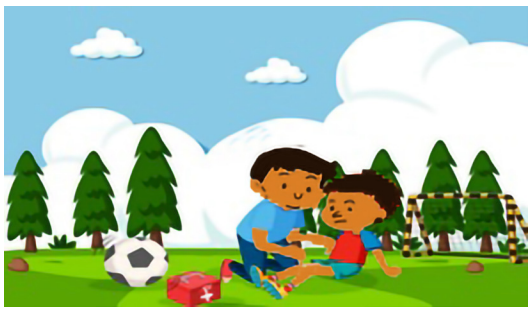
Picture B



Picture C



Picture D





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

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

Grammar Summary

The Present Continuous Tense

The **present continuous** tense expresses an action or condition that is happening *right now/ at the moment/at the time of speaking*.

The affirmative form

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

Look at these examples:

- I am wearing my clothes.
- Mom is packing my lunch.
- We are planning to leave early.

The negative form

The negative form expresses that something is not happening at the time of speaking.

Form: Subject + to be + not + [verb + -ing]

I	am not	playing.
He/She/It	is not	
You/We/They	are not	

The interrogative/question form

Look at the table below

verb 'to be'	**subject**	**verb-ing**
Am	I	playing ?
Is	he/ she/it	
Are	You/we/they	

Week 11 Day 1

Lesson 9

Comparison - Irregular Comparatives and Superlatives



Activity 1: In groups of three, discuss the following sentences and the Grammar Summary below.

- This bus is **as big as** that one.
- Trains are **faster than** buses.
- Sometimes, drivers are **more careful than** pedestrians.
- Traffic accidents become **the most serious** socio-economic problem of Ethiopia.

These sentences are examples of regular comparison forms. However, some adjectives do not have regular comparative and superlative forms. Look at the following students with their results of an English exam.



Student A has a **good** score, but Student B has a **better** score **than** Student A. Student C has **the best score**.

Grammar Summary

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

The most commonly used irregular adjectives are:

Adjectives	Comparatives	Superlatives
bad/badly	worse	worst
far (distance)	farther	farthest
far (extent)	further	furthest
good/well	better	best
little	less/lesser	least
many	more	Most (number)
much	more	Most(quantity)
old	elder/older	eldest/oldest
late	Later/latter	Latest/last

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

Week 11 Day 2

Lesson 10



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

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



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

1. The weather is _____ than last week. It's so windy!
   a. the worst b. worse c. bad

2. My house is _____ from school than yours.
   a. far b. farther c. further

3. Milka earns _____ than Firaol.
   a. much money b. more money c. the more

4. This book is _____ than the last one I read.
   a. the best b. better c. good

5. Blen scored _____ than Solomon in the test.
   a. few b. least c. less

6. That's the _____ chocolate cake I've ever eaten!
   a. better b. good c. best

7. Seada won the _____ prizes in the competition.
   a. much b. more c. most

8. Of all the sisters, she has the _____ patience.
   a. less b. least c. lose

9. You are the _____ driver I know!
   a. bad b. worst c. worse

10. Tut ran the _____ of all the children.
    a. farthest b. far c. most far

Week 11 Day 3

Lesson 11

More on Irregular Comparatives and Superlatives



Activity 1: In pairs, complete the sentences with the most appropriate comparative or superlative form of the adjective/adverb given in brackets.

1. I'm (good) now than yesterday.
2. She's got (little) money than you, but she doesn't care.
3. St. George played (bad) than Ethiopian Coffee yesterday.
4. Two days ago, the weather was (bad).
5. Who got (little) score in the previous test in the class?
6. Let me introduce you to my (old) brother.
7. Who is (old) of the players in your school team?



Activity 2: Rewriting comparatives

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

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

Section 5: Speaking

Week 11 Day 4

Lesson 12

Talking about cause and effect



Activity 1: Asking and answering questions

1. In pairs, look at the six pictures below. One of you ask What is happening in Pictures A-C, and your partner asks about Pictures D-F. You may use questions such as:

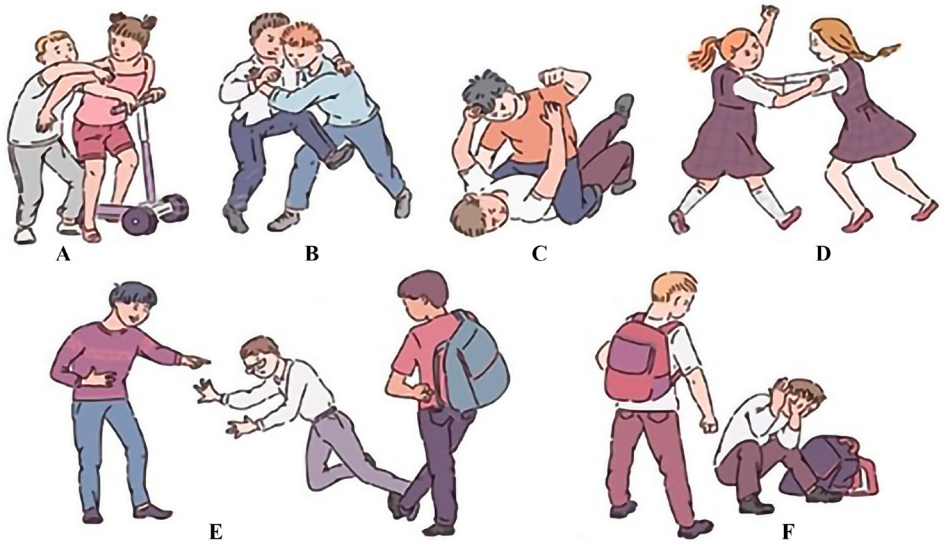
a. What do you see in Picture A?

b. Can you tell me what the children are doing in Picture A?

c. What are the Children in Picture A doing?

2. Now, Discuss the following questions.

1. Where, do you think all the children are?
2. Do you think they could risk any accidents?
3. Which of the incidents may result in accident? Why?
4. What would your advice to the children in each picture?





Activity 2: With your friend, take a topic for each of you from the flowcharts below. Then, tell each other about the cause and effect relatiionships. You can use the following verbs and the sample speech as an example. Finally, share your talk with the class.

leads to	results in	causes	
comes from	brings	results from	
due to	because	so	therefore

Sample Speech

Good morning, class. Now, I'm going to tell you about the effects of having many children.

Having many children results in shortage of food. Shortage of food brings under-nourishment. Under-nourishment leads to poor growth or early death.Therefore, we should learn to plan the number of childern we want to have in the future.

Thank you for your attention.

tobacco production ↔ tobacco selling ↔ smoking cigarrattes ↔ lung cancer ↔ short life/death

no tobacco production ↔ no tobacco selling ↔ no smoking cigarrattes ↔ no lung cancer ↔ healthy life/long life

Week 12 Day 1

Lesson 13

Form groups of five. Each of you take one of the following flowcharts. Then, prepare a short speech and present it to your group. Choose the best and present it to the class. You may use the above example.

1. deforstation ↔ lack of rain ↔ drought ↔ lack of food ↔ starvation/ death and suffering

2. poor economy ↔ poor roads ↔ car accidents/ death or injury ↔ poverty

3. poor fire use ↔ fire accident ↔ property destruction ↔ poor life ↔ starvation ↔ death and suffering

3. good economy ↔ good resources ↔ good production ↔ good health ↔ wealth/ richness

4. good education ↔ skilled humanpower ↔ productivity ↔ wealth ↔ good health

Week 12 Day 2

Lesson 14

Talking about likes and dislikes

In groups of four, talk about your likes and dislikes. Choose a means of transportation you like, and another you don't like to use from the lists below. Then, tell your friends why you like/dislike to use them. You can follow the example below.



A. Camel, mule , horse, donkey
B. Cart, bicycle, motor cycle
C. Taxi, bus, train, private car

Sample talk

Hi my friends. Let me tell you about my likes and dislikes of using transportation. I like to use a bicycle because once I have it, no need of fuel and no need to pay. I can ride by myself whenever I want and it has less accident. Moreover, I can use my bicycle even on poor roads. But, I don't like to use buses because they are crowded and suffocated.

Section 6: Writing

Week 12 Day 3

Lesson 15

Asking for information and writing a short paragraph.

Ask one of your classmates about an accident that usually happens in his/her area and write a short paragraph. It can be a dog bite, a car, a fire, a flood, falling down, or any other type of accident.

Be sure that your classmate has sufficient information about the accident.

Use the following questions to collect the information.

1. What type of accident do you see/hear about in your area?
2. Where does the accident happen?
3. When does the accident happen?
4. What is the cause of the accident?
5. What happens as a result of the accident?
6. Can the accident be avoided?
7. What should be done to avoid the accident?

Now, organise the information you have got into a short report. You may use the following as an example.

A Fire Accident

In Boshe village, fire accident happens frequently because of wildfire caused by honey hunters. Usually, in October and June, honey collectors burn fire to smoke their hives and avoid the bees to collect honey. But they forget to extinguish the fire when they leave the area. Before they reach their homes, the fire expands and destroys forests, harvested crops and houses in the surrounding area. To control the wildfire, honey collectors should use fire very carefully. They must be sure to extinguish the fire before they leave the place.

Week 12 Day 4

Lesson 16

Form groups of five and identify two major accidents you have faced or seen at or around your school. Then, write a paragraph describing the accidents and how to avoid them. Present your paragraph to your class. You can use the some of the following guidelines and expressions.

Guidelines:

1. Major types of accidents at our school
2. Main causes of the accidents
3. Effects of the accidents
4. What the school should do to avoid the accidents
5. What students should do to avoid the accidents

Preventing accidents is easy when you know what to do.

- Be alert whenever playing/driving ...
- Watch your friends carefully. …
- Avoid sharpen materials in /around play grounds. …
- ALWAYS wear your safety shoes/belt. ...
- Avoid excessive speed. ...
- Never use cell phone while crossing a road/driving

UNIT FOUR



MINERALS

Learning outcomes

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

- anticipate the topic of the talk
- extract specific information and main ideas from listening texts;
- identify major sections of a reading passage;
- answer reading for details questions;
- read maps and pictures to write summaries;
- figure out meanings of new words from the context;
- employ the Present Simple and Present Continuous passive voice to talk and write about minerals ;
- identify and use different types of nouns ;
- talk about types and uses of minerals;
- use correct punctuation marks in paragraph writing; and
- write a short paragraph on the uses of minerals.

Section 1: Listening

Week 13 Day 1

Lesson 1



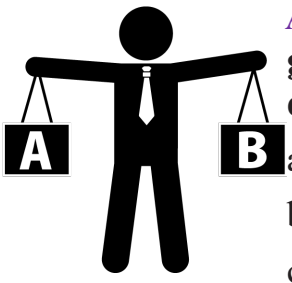
Activity 1: You are going to listen to the first part of a text about *Mineral Resources of Ethiopia*. Before you listen to the text, discuss these questions in groups of three.

a. Have you ever heard or read about minerals? What are minerals?

b. List down the names of minerals you know.

c. Can you match the names of the minerals with the pictures A-H below?

A 	B 	C 	D 
E 	F 	G 	H 



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

a. renewable - non-renewable

b. organic - inorganic

c. metallic - non-metallic

d. ferrous - non-ferrous

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

a. Minerals are mostly _____ and _____ in nature.

b. Examples of a few organic minerals are gold, _____ and _____.

c. The two major types of minerals are _____ and _____.

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

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



Activity 4: Listen to the text again and circle the letter of the sentences you have heard in the text.

a. Minerals are renewable natural resources.

b. There are many organic minerals.

c. Metallic minerals are potential sources of metal.

d. Non-ferrous metallic minerals do not contain iron.

e. Limestone, gypsum and mica are examples of non-metallic minerals.

Week 13 Day 2

Lesson 2

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

a. List the names of the minerals mentioned in the text.

b. Write down where the minerals are found in Ethiopia.

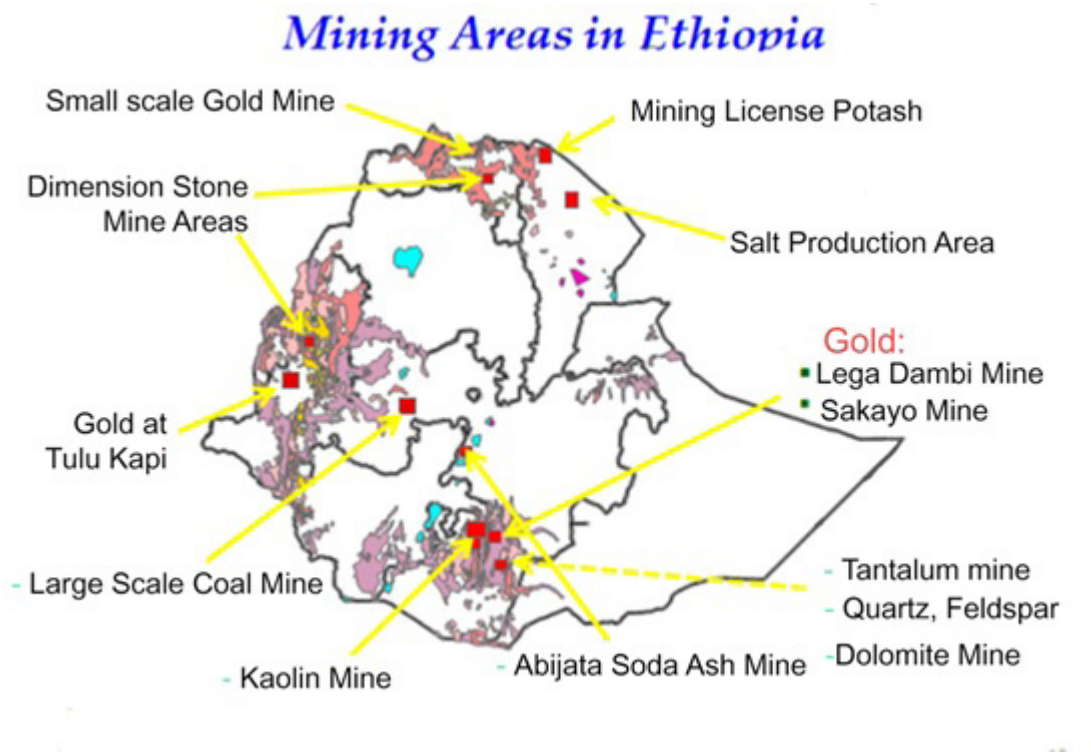


Activity 2: Listen to the text again and match the minerals under Column 'A' with their areas of deposit in Column 'B'. Then compare your answers with your list for Question 1a and b above.

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



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



(Source: Mappr.com 2021)



Activity 4: In groups of three, discuss the uses of a mineral you know well and report your ideas to the class. You may ask your Environmental Science teacher for more information. An example is given below.

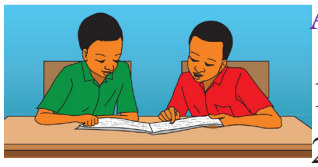
Example:

Gold is a precious metal. It is used for making jewelleries. Gold is also used for exchange of currency.

Section 2: Reading

Week 13 Day 3

Lesson 3



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

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

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

construction minerals	energy minerals
industrial minerals	metals

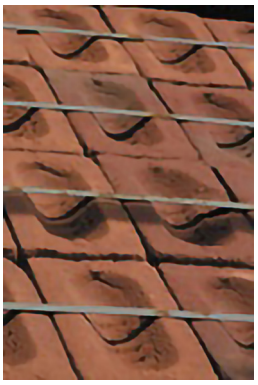
Picture A



Picture B



Picture C



Picture D



Uses of Mineral Resources

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

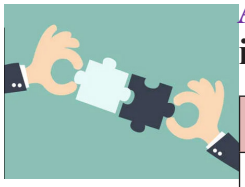
Economic minerals **are classified** based on their uses into energy minerals, metals, construction minerals and industrial minerals. **Energy minerals are used** to produce electricity, fuel for transportation, heating for homes and offices and in the **manufacture** of plastics. Energy minerals include coal, oil, natural gas and uranium. **Metals** have a wide variety of uses. For example, iron (as steel) **is used** in cars or for frames of buildings; copper is used in electrical wiring; and aluminium is used in aircraft and to make drink cans. Precious metals such as gold, silver, and platinum

are used in jewellery and mobile phones. **Construction minerals** include limestone; marble; sandstone; sand and gravel; brick clay; and **crushed** rock **aggregates**. They **are used** in the manufacture of concrete, bricks and pipes and in building houses and roads. **Industrial minerals** are non-metallic minerals used in a range of industrial applications including the manufacture of chemicals, glass, fertilizers and fillers in **pharmaceuticals**, plastics and paper. Industrial minerals include salt; clays; limestone; silica sand; phosphate rock; talc; and mica.

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

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

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



Activity 3: Read the passage again quickly and match the main ideas with the numbers of the paragraphs.

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



Activity 4: Reread the passage and list the five major uses/functions of the mineral resources.

Function 1: _____

Function 2: _____

Function 3: _____

Function 4: _____

Function 5: _____

Week 13 Day 4

Lesson 4



Activity 1: Read the passage again slowly and answer the following questions.

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

Activity 2: Based on the information in the passage, decide if the following statements are *True* or *False*. Then, compare them with a friend's.

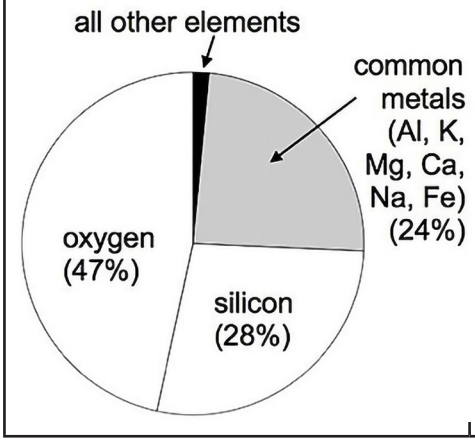
1. All minerals are economic minerals.
2. Economic minerals are classified based on their uses.
3. Industrial minerals are metallic minerals.
4. Vitamins and minerals can only help our body to develop the immune system.
5. The main use of minerals is for the economic development of a country.

Week 14 Day 1

Lesson 5

Reading a diagram

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



Note: Symbols of minerals

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



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

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



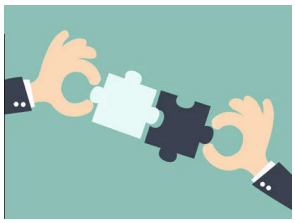
Activity 3: In groups of three, discuss the question below and reflect your ideas.

Why do we care about minerals?

Section 3: Vocabulary

Week 14 Day 2

Lesson 6



Activity 1: Learning word meanings in context

The words on the left are used in the passage. They are written in bold so you can find them easily. In pairs, match them with their meanings on the right.

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



Activity 2: Using words in sentences

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

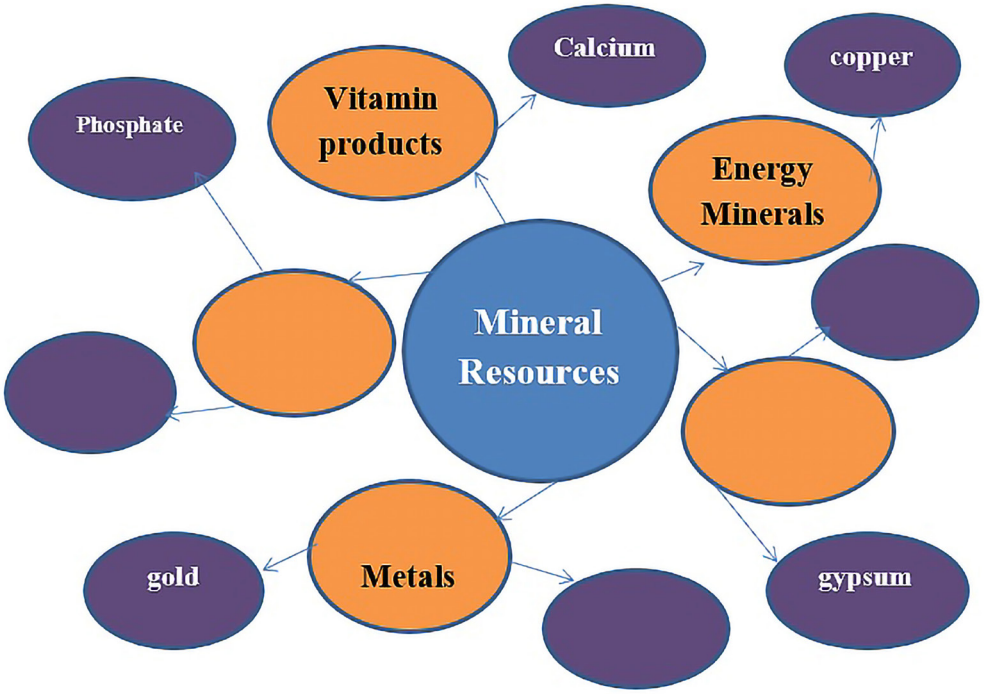
mining	extracted	quarrying
manufacture	pumping	precious

1. Gold is a _____ metal that is used for making jewellery.
2. The mineral deposits in Ethiopia give wide opportunities for _____ companies.
3. The people are _____ the hillsides to extract granite.
4. Mineral resources such as gas oil, crude oil and water are extracted through _____.
5. Factories _____ goods such as shoes, cars, mobile phones, etc.
6. Vitamin products are usually _____from different minerals.



Activity 3: Word spider

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





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

Examples:

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

Week 14 Day 3

Lesson 7

Using a dictionary

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

a. gold, diamond, silver, platinum, iron, inorganic

b. minerals, manganese, mica, mining, metals, manufacture

c. organic, opal, precious, ferrous, tantalum, selenium



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

a. aluminium, deposits, calcium, energy, emerald, gypsum

b. limestone, phosphorus, nutrition, uranium, vitamin

c. pumping, renewable, resources, quarrying, rocks

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

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

1. Now, write as many similar compound nouns as you can that can go with *mineral* and *resources*. You can use a dictionary.
   Examples:
   - mineral acid
   - mineral salts
   - classroom resources
   - material resources
2. In pairs, make your own sentences using some of the words from your list for Question No.1.

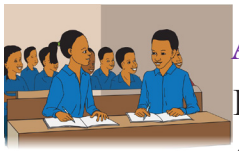
Example: Classroom resources include teaching-learning materials in a classroom.

Section 4: Grammar

Week 14 Day 4

Lesson 8

Present Simple – Passive Voice



Activity 1: In pairs, compare the following groups of sentences. Pay attention to the verb forms in bold. Sentences 1-3 below are taken from the reading passage.

1. Minerals **are extracted** from the earth.
2. Economic minerals **are classified** based on their uses.
3. Energy minerals **are used** to produce electricity.

   a. Mining companies **extract** minerals from the earth.

   b. We **classify** economic minerals based on their uses.

   c. People **use** energy minerals to produce electricity.

Have you noticed that the verbs in sentences 1-3 are in the Passive Voice, while sentences a-c are in the Active Voice?

Grammar Summary

Present Simple Passive Voice

The Present Simple Passive Voice is formed by using the **present verb 'to be' followed by the past participle of the verb:**

Affirmative = *am, is, are + past participle*

Negative = *am/is/are + not + past participle*

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

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

Here are some more examples:

A. Our teacher **tells** Tadesse to be punctual. (active voice)

Tadesse **is told** to be punctual (by our teacher). (Passive)

B. People **use** different cars for transportation. (active)

Different cars **are used** for transportation. (passive)

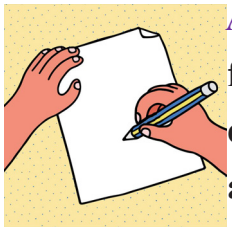
C. Farmers **grow** 'teff' in many parts of Ethiopia.

'Teff' is grown in many parts of Ethiopia.

D. The gardener doesn't water the flowers well.

E. The flowers **are not watered** well.

A. Note: In the passive voice, sometimes, mentioning the actor or doer of the action may not be essential or it can be unknown.



Activity 2: Rewrite the following sentences using the Passive Voice forms of the verbs in brackets. The first is done for you as an example. For the past participles of the verbs, look at Appendix 1 at the back of your text book.

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



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

1. We **use** this room for our guests.

   •*This room **is used** for our guests.*

2. They **don't feed** the lions in the zoo every day.

   • The lions in the zoo **are not fed** every day.

3. She **opens** the bottle with this opener.
4. Too many emails **stress** people.
5. Poachers **kill** hundreds of tigers every year.
6. Most African governments **protect** rhinos.
7. He **doesn't expect** us to offer him the job.
8. Students **write** different letters.
9. They **don't make** these cars in Japan.

Week 15 Day 1

Lesson 9

Present Continuous Tense – Passive Voice



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

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

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

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

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

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

Grammar Summary

The Present Continuous Passive

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

- **Affirmative:** am/is/are + being + past participle
- **Negative:** am/is/are + being + past participle

Here are more examples:

Active: Belay is cleaning the room.

Passive: The room is being cleaned (by Belay).

Active: The teacher is advising the students.

Passive: The students are being advised (by their teacher).

Active: My friend is not supporting me.

Passive: I **am not being supported** (by my friend).



Activity 2: Complete these sentences with the Present Continuous Passive forms of the verbs in brackets. Then, compare your answers with a friend. No. 1 is done as an example for you.

1. Look at that! A new shopping centre (build) in this street.

   Ans. Look at that! A new shopping centre **is being built** in this street**.**

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



Activity 3: In pairs, change the following Active Voice sentences into Passive Voice. No. 1 is done for you as an example.

1. She **is writing** the letter.
   - *The letter **is being written**.*
2. The boys **are watering** the flowers.
3. Writers **are selling** books.
4. They **are repairing** the road.
5. People **are celebrating** the holiday.
6. The company **is producing** modern cars.

Week 15 Day 2

Lesson 10

Let's Learn about Nouns



Activity 1: Answer the following questions first individually. Then, discuss your answers in groups of three.

1. What are nouns?
2. List out some nouns from the reading passage, 'Mineral Resources in Ethiopia'.
3. What do you understand from the following groups of words?
   a. Tayitu, Kiros, Tsehay, Zeleke, Bontu, Kedija
   b. mine, river, factory, Ethiopia, Jigjiga, kitchen
   c. gold, mirror, computer, rain, table, jacket,
   d. health, illness, pollution, joy, education, science

Grammar Summary

What are nouns?

Nouns are names of persons, places, things or ideas.

We have **common nouns** which are the names of whole groups of persons, places, things or ideas. E.g. water, mineral, hospital, cat, and school.

We also have **proper nouns**, which are the names of particular persons, places, things or ideas. For example, persons: Abdela, Hirut…; places: Bale, Harrar, Assosa…; days of the week: Monday, Tuesday …; months of the year: August, September…; and so on.

Proper nouns always begin with a capital letter.



Activity 2: In pairs, read the following paragraph. Then, list all the nouns in the columns below.

Silfen is a beautiful little girl in village. Her mother is called Fatuma. She is also beautiful. Silfen and her mother are living in the countryside. Every morning, Silfen and her mother go to the nearby river to fetch water. Fatuma carries a big jar and Silfen carries a smaller one, but it is too big for her. As a result, the beautiful little girl often slips on the road and breaks her leg and her jar. Her elder brother, Mohammed, who is living in the nearby town, knows the story. He has taken Silfen with him and she has begun schooling there. Now, Silfen is a grade 5 student and she is helping the girls in her class to pursue their learning.

Names of Persons	Names of Places	Names of Things and Ideas



Activity 3: In groups of three, put the nouns in each group into proper and common nouns in the table below.

1. human, female, Thomas, boy, Helen, girl, women

2. blood bank, health centre, Black Lion Hospital, clinic, hospital

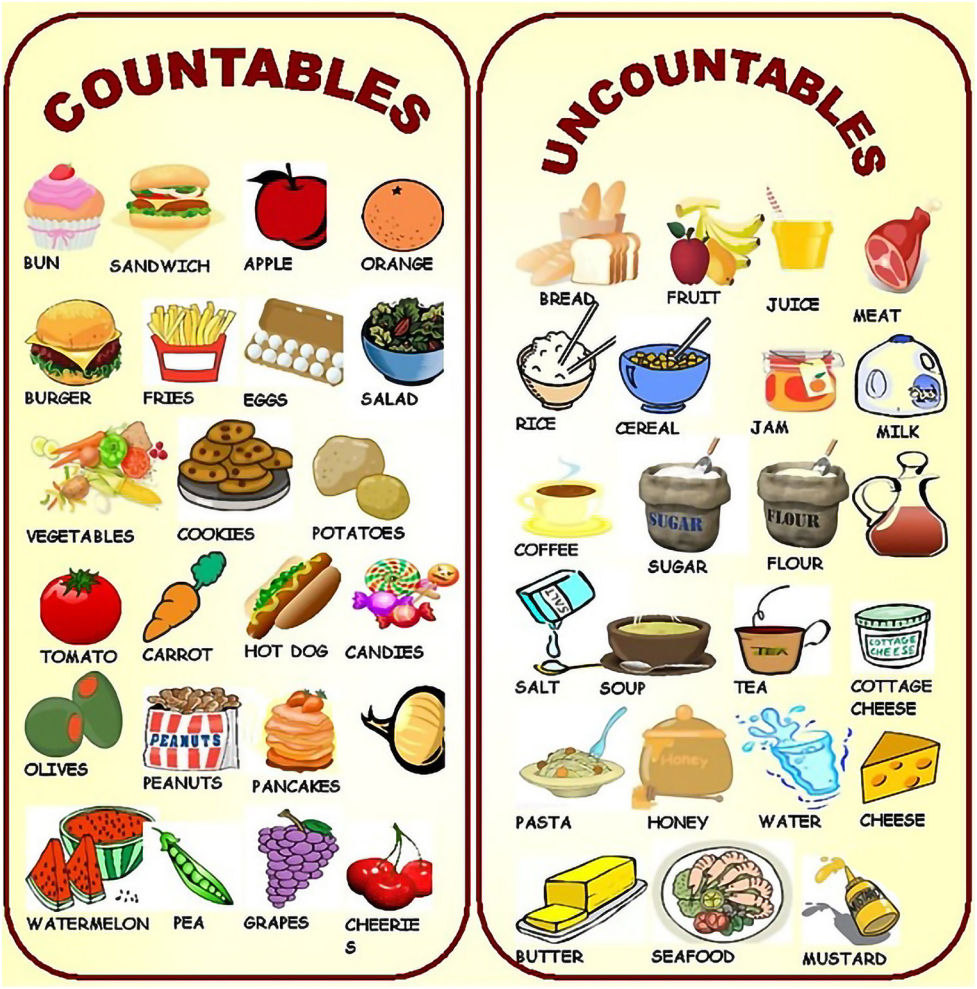
3. lake, Awash River, ocean, sea, Lake Tana, dam
4. school, market, Minilik II Preparatory School, Merkato
5. water, food, mineral, platinum, air, wind, hurricane
6. days, months, years, September, Monday, hours
7. country, nation, Ethiopia, region, town, Asmara

Proper Nouns	Common Nouns

Week 15 Day 3

Lesson 11

Countable and Uncountable Nouns



Activity 1: In pairs, Look at picture above and read the sentences below. Then, list out the underlined nouns as 'countable' or 'uncountable' in the table below.

1. My mother uses butter to prepare cakes.
2. We need some glue to fix this vase.
3. The bread my mother bakes is delicious.
4. Drivers must be careful; the road is slippery.
5. I bought three bottles of mineral water for our picnic.
6. I'd like some juice, please!
7. Successful candidates will join the camp later this year.
8. A rise in oil prices is inevitable since there is more demand for energy.
9. The exercises on this website are interesting.
10. I met some nice people when I was walking along the beach.

Countable Nouns	Uncountable Nouns

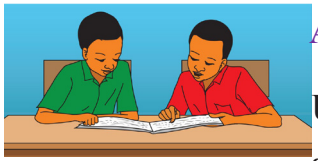
Grammar Summary

Countable and Uncountable Nouns

We call a noun a countable noun if it can be counted. A countable noun refers to a single thing, person, or place that can be counted.

e.g. teachers, cities, or pencils.

We call a noun uncountable when it cannot be counted. An uncountable or non-count noun refers to general things that can't be counted or made plural.
e.g. water, salt, peace, sand, or joy.



Activity 2: 'How much' or 'How many'

Underline the right word in brackets to complete each sentence correctly. Compare your answers with a friend.

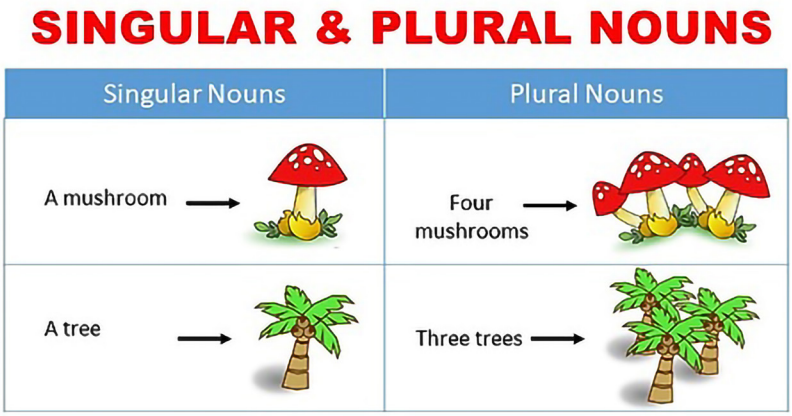
1. How (much/many) cigarettes do you smoke a day?
2. How (much/many) wine do you drink a week?

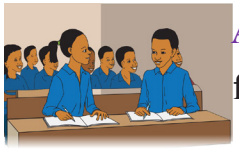
3. How (much/many) red meat do you eat a week?
4. How (much/many) exercise do you get every week?
5. How (much/many) hours do you sleep every night?
6. How (much/many) salt do you put on your food?
7. How (much/many) coffee do you drink a day?

Week 15 Day 4

Lesson 12

Plurals of Nouns





Activity 1: In pairs, discuss how the following plural nouns are formed. Try to write down the rules.

1. dogs, prizes, dreams, circles, stations
2. actresses, brushes, ditches, axes, buzzes
3. solos, halos, studios, photos, pianos
4. heroes, tomatoes, potatoes, echoes, cargoes
5. armies, candies, babies
6. boys, ways, jockeys
7. roofs, chiefs, reefs, beliefs
8. lives, calves, knives, thieves, shelves, loaves

Now, write the singular forms of the nouns in each group.

Grammar Summary

The Plurals of Nouns

A countable noun can be **singular** or **plural**. When a noun names one thing, it is singular. When a noun names more than one thing, it is plural.

- If a noun is singular, we say one dog, one man, one book.
- If a noun is plural, we say two (or three or six or nine, etc.) dogs.

When a noun is changed from singular (just one) to plural (more than one), the spelling has to be changed. Most nouns add 's'.
Examples: toy/toys, book/books, table/tables.

- If the word has a consonant before the 'y', then 'y' is changed to 'i' and 'es' is added.

Example: berry - berries

- If the noun has a vowel (a, e, i, o, u) before the 'y', simply's' is added.

Example: toy – toys; boy-boys
The nouns below add *'es'* when they are plural. Say the words aloud and pronounce the endings.

Singular	Plurals
box	boxes
dish	dishes
kiss	kisses
lunch	lunches
watch	watches
buzz	buzzes

Pay attention to the pronunciation of these plural suffixes.

When nouns end in *'f'*, or *'fe'*, and the *'e'* is silent, the *'f'* or *'fe'* is changed to *'v'* and 'es' is added in plurals. Examples: calf - calves, leaf - leaves, thief - thieves, knife - knives, wife - wives

When nouns end in *'f'* or in *'ve'*, the plural is formed by simply adding *'s'*. Examples: glove - gloves, curve - curves, cliff - cliffs

Tricky spellings: Learn the plural spellings for words ending with *'o'*:

- potato potatoes
- avocado avocados
- mango mangoes
- tomato tomatoes



Activity 2: Find the six errors in the following short passage. Use the examples above to help you, although not all the errors appear in the examples!

Everyone collected things for the picnic in the forest: knifes, loaves – and even some scarfs and gloves - in case it got cold! When they arrived, they found the ground covered in leafs. Everyone was enjoying themselfs, eating delicious food and feeding the young calfs that walked by. Suddenly, thiefs jumped down from the cliffs.

Activity 3: Irregular Plurals

Do you know the plural forms of the nouns in brackets? In pairs, write the correct plurals to complete each sentence.

1. Ato Belay and W/o Sorenie have two (child) aged two and five.
2. I always brush my (tooth) in the morning.
3. Cats like to chase (mouse).
4. Two (half) make a whole.
5. There are several (ox) on the road.
6. Deer and (moose) are still found in the state.
7. There are always more (fish) in the sea than in the lake.
8. My brother is six (foot) and three inches tall.
9. Eagles fly alone but (sheep) flock together.
10. I can see (person) working in the street.

Grammar Summary

Irregular plurals

Note that some nouns have the same form for both singular and plural. They must be memorized.

deer *sheep* *moose* *salmon* *trout*

Some nouns form their plurals in special ways, by changing their spelling. They must be memorized.

man - men	woman - women	goose - geese
foot - feet	tooth - teeth	mouse - mice
child - children	ox - oxen	louse - lice

Dictionaries show the plural of a noun if it is formed in an unusual way.

Week 16 Day 1

Lesson 13



Activity 1: Basic Noun-Verb Agreement

In pairs, read the following sentences. Do they make sense? Why?

1. **John and Mary is** a couple.
2. **John are** an auto-mechanic. He **earn** more than $67,000 per year.
3. **Mary are** a farmer; **she have** a little lamb farm and **get** a good tax deduction.

Note that these sentences do not make sense because the nouns and their verbs do not agree in number. Sentences do make sense when their verbs agree with their nouns in number.

Now, compare the above sentences with the following.

1. **John and Mary are** couple.
2. **John is** an auto-mechanic. He **earns** more than $67,000 per year.
3. **Mary is** a farmer; **she has** a little lamb farm and **gets** a good tax deduction.

Grammar Summary

Here are the basic rules for noun-verb agreement:

The number of the noun (singular or plural) determines the form of the verb.

Examples:

- **Plural:** Some readers complain that books have become expensive, so they tend to read newspapers.
- **Singular:** Sofia borrows books from the university library. She reads different books. Sometimes, she stays in the library, but most of the time she studies in her dorm.

There may be more than one noun-verb pair in a sentence; you need to make sure that each pair agrees in number.

Example:

- The children are watching a movie, but their father is watering the flowers in the garden.

The way the verb agrees with the noun in the Present Simple depends on whether the verb is regular or irregular.

Agreement - Regular Verbs

To agree with a singular noun, a regular present-tense verb should end in's' or 'es', or have no special ending.

- Michael walks every day, and every day a loose dog turns him into a marathon runner.
- The dog catcher regularly catches an average of 10 loose dogs per day, of which at least five add to the odor that pervades the back of the truck.
- "Hey, I don't mind that odor," the dog catcher exclaims. "To me, it's the sweet smell of success."

To agree with a plural noun, a regular, present-tense verb does not need any special ending.

- **Michael and Mahlet** leisurely walk the streets of Addis every morning, and every day the street-cleaning trucks seem to direct their spray toward them a bit more aggressively.
- **You could say** that they regularly catch a shower, which adds to their strength.
- "Hey, we like to walk, and we really do not mind the wetness," they exclaim. "It makes others think that we've just completed a long run."

•**Mary has** a little lamb farm and gets a good tax deduction from government, so her family doesn't get fleeced on taxes.



Activity 2: Choose the correct verb for each sentence.

1. The children (**wants/want)** to go to the shop with their mom because, on her own, she never (choose/ chooses) items we like.
2. Do you know that those people **(is/are)** our new neighbours?
3. Dogs **(like /likes)** their food. Cats (does/do), too, but they often are too arrogant to show it.
4. Each time Yared (**see / sees**) Mahlet, he (**exclaim/exclaims**) 'How she is beautiful!



Activity 3: Complete the following sentences using an appropriate form of the verb given in the brackets.

1. Man and woman (is/are) complementary to each other.
2. Plenty of mangoes and bananas (is/are) available in this season.
3. Cats and dogs (do/does) not get along.
4. The brothers, as well as their sister, (is/were) good at their studies.
5. A lot of houses (has/have) collapsed in the storm.
6. The children, as well as their mother, (is/are) missing.
7. A large sum of money (was/were) stolen.



Activity 4: Complete these sentences using *is* or *are* and the *plural form* of the noun.

1. There is one plane in the airport. There _____ two _____ .
2. There _____ a red apple in the basket. There _____red _____ .
3. There is a dish on the dining table. There _____ ten _____ on the dining table.
4. He is wearing a watch. They _____ wearing _____ on both their hands.
5. The lady _____ eating an ice cream. The ladies _____ eating _____ .

Section 5: Speaking

Week 16 Day 2

Lesson 14

Understanding a Conversation



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

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

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

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

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

A: What else, Jebessa?

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

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

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

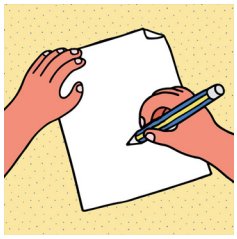
A: Thank you, Ruth and Jebessa. You've revised the important points.

B: My pleasure, Miss.

Now, answer these questions.

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

Making a speech



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

When you make the talk, remember the following:

a. Stand properly and look at the audience.
b. Be sure that your voice is audible.
c. Start your talk by greeting your classmates.

   Good morning my classmates.

   Good afternoon class.

   Hello/Hi, my classmates
d. Use introductory phrases, such as:

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

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

   In my talk, I'm going to tell you about…
e. When you finish your speech, don't forget to thank your classmates for listening.

   Thank you for listening!

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

Section 6: Writing

Week 16 Day 3

Lesson 15

Punctuation marks

Punctuation marks such as full stop (.), question mark (?), and exclamation mark (!) are sentence ending punctuation marks. We use full stop (.) at the end of statements, question mark (?) at the end of interrogatives, and exclamation mark (!) at the end of exclamatory sentences that express feelings and emotions. Look at these examples:

- He is my best friend.
- The workers are not working in the factory.
- Do you love watching movies?
- When do you like watching movies?
- How pretty she is!
- Oh! I'm so sorry to hear that!

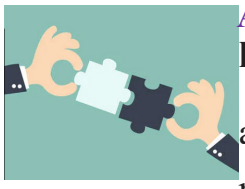
There are also punctuation marks that are used in and between sentences as in Activity 1 below.

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

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

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

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



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

a. Yes, Kebede Michael wrote many books about Ethiopian proverbs.

b. Birds, bees, squirrels, fish and butterflies can fly.

c. No, I can't fly without wings.

d. The bat, a mammal, flies in an expert fashion.

e. Aynalem, did you know that squirrels can fly?

f. The Arctic tern, a bird, flies a distance of 40, 000 km each year.

g. "The flying fish leaps out of the water to escape from enemies," John said.

h. Nature has designed birds, animals, insects and plants in such a way that they can fly, glide or become air-borne.

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

What are minerals

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

Week 16 Day 4

Lesson 16

Writing a paragraph that explain uses of a mineral

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

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

.

Example Notes:

Water

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

Begin your paragraph like this.

In our homes, we use water for different purposes…

_____

_____

_____

UNIT FIVE



BEEKEEPING

Learning outcomes

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

- talk about your experiences of beekeeping;
- identify general themes and specific details of a talk;
- answer listening for main ideas and listening for specific questions;
- write a summary of a given listening text;
- talk about the economic values of beekeeping;
- identify the gist of a written text;
- identify specific details of a written text;
- use beekeeping vocabulary in contexts;
- construct affirmative, negative and interrogative forms the Simple Past Tense;
- identify and use personal pronouns correctly; and
- write a comparison and contrast paragraph.

Section 1: Listening

Week 17 Day 1

Lesson 1

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





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



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

queen	beehive	drones	teamwork
colonies	castes	mates	

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

A. ☐
B. ☑
C. ☐

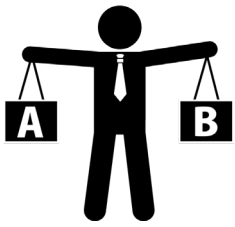


Activity 4: Listen to the text again. Then, put a tick (√) in the box to show your agreement, or (X) to show your disagreement.

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

Week 17 Day 2

Lesson 2

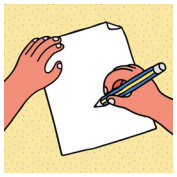


Activity 1: Listen to the text for the third time attentively and match the types of bees in Column A with their major activities in Column B. Then, compare your answers with a friend.

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

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

1. The queen bee mates with drones to reproduce bees.
2. Honeybees are effective team workers.
3. Drones defend the area of the bee colony by stinging the enemy.
4. Worker bees do all of the necessary activities within a colony.



Activity 3: Now, using the above sentences, write the summary of the text. You may start as follows.

Honeybees are effective team workers. . ……..

Section 2: Speaking

Week 17 Day 3

Lesson 3

Telephone Conversation

Speaking on the telephone can be difficult because you can't see the other person. But it's actually easier than you think if you learn the appropriate language. So, first let's learn some essential telephone vocabulary and expressions, and then you'll practise examples of formal and informal telephone conversations.

A. Telephone vocabulary

There are different types of phones.

• **Cell phones** or **mobile phones** (a cell phone with more advanced capabilities is called a **smartphone**)



- **Pay phones** or **public phones** are used by everyone at public places, especially around airports, bus and train stations.





- The regular telephone you have in your house is called a **landline** - to differentiate it from a cell phone.





B.Telephone expressions

Introducing Yourself

Once the call is connected, you want to introduce yourself to the person on the other end of the line. Here are some expressions you can say.

- Hello, my name is…… (formal and informal)
- Hello, allow me to introduce myself. (formal)
- **Hello, this is (name). (formal)**
- It's (name) speaking. (informal)

Asking To Speak To Someone

If you require speaking to a specific person, you will need to request that they are put on the line. You can do this by using one of the following phrases.

- May I speak with (name), please?(formal)
- Is (name) there? (informal)
- Would (name) be available to take my call? (formal)

Activity 1: Read the telephone conversation and answer the following questions in complete sentences.

1. Who was calling?
2. What was the caller's telephone number?
3. Where was Mike?
4. Why did the caller call?
5. Did the caller want Mike to call him back?

Calling a friend

A: Hello.

B: Hello, may I speak to Mike?

A: I'm sorry, but he's out to play football right now. Would you like to leave a message?

B: Yes please. Would you please tell him that Halefom has called to ask if he would like to do our homework with me? I think it's good to study together.

A: Well, al-right. Could you spell your name, please?

B: Ok. Halefom, it's spelled H...A…L…E...F…O…M, Halefom.

A: Got that. Could I have your telephone number, please?

B: Yes. It's 011 6 45 8167

A: So, it's 0116458167. Shall I have him call you back later today?

B: Yes, please. Thank you so much!

A: No problem. Bye.

B: Bye.

Now, in pairs practise the following conversation. Take turns to exchange the roles of 'A' and 'B'

Activity 2: In pairs, practise the following conversations. Change your roles as Helen and Rediet.

Conversation 1:

Helen: Hello, Rediet.

Rediet: Hello, Helen. I want to talk to you about our group work.

Helen: That's great! You know Rediet, bees work cooperatively to produce the sweet honey. We should also come and work together to obtain better results.

Helen: That's a good idea. When and where shall we meet?

Rediet: Our group members are waiting for us in the school compound. Would you come please quickly?

Helen: Of course. I'll be there in minutes. Our school compound is suitable for group work.

Rediet: Hence, see you there.

Helen: See you, too.

Conversation 2:

Helen: Hi, Rediet.

Rediet: Hi, Helen. Talk to you about our group work.

Helen: Great! Better to work together like the bees to get better results.

Helen: Good idea. When and where to meet?

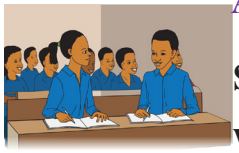
Rediet: Friends are waiting for us in the school compound. Come quickly?

Helen: Yeah. In minutes!

Rediet: Really!

Helen: Certainly.

Now, look at the expressions the two speakers use in the two conversations. What difference do you observe?



Activity 3: Conversation completion

Sit in pairs and complete the following telephone conversation with appropriate expressions. Then, practise and present it to your class.

Kemiso: (1) _____, (2)_____

Jalal: Hi Kemiso, where are you? I hope you're ready for our Sunday program.

Kemiso: Well, I'm at home now. I have collected some money for our purpose.

Jalal: (3)_____. (4) _____?

Kemiso: Oh, only 200 Birr.

Jalal: That's a very big money. I have got (5) _____ so far. I hope I will make it 300. There are some promises from my neighbourhoods.

Kemiso: You're half way through. Keep it up! Together we will have 500.

Jalal: It is enough for us to (6) _____ to clean our school compound.

Jalal: Yes, I hope we will make our school very clean and surprise our teachers on Monday.

Kemiso: Right. Two of my friends are also voluntary to join us. If we always work cooperatively, we will be successful in our life.

Jalal: (7) _____. I am glad to see them there.

Kemiso: See you then.

Jalal: (8) _____.

Section 3: Reading

Week 17 Day 4

Lesson 4

Reading 1

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





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

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

Beekeeping

Beekeeping is a practice of caring for colonies of honeybees. Beekeepers, also known as apiarists, raise and care for honeybees for agricultural and commercial purposes. Honeybees are mainly kept for their honey.

They are also kept for other products such as wax. On top of **all these,** they are needed for their service as pollinators.

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

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

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

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

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

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



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

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

Compare your answers with your friend.

Week 18 Day 1

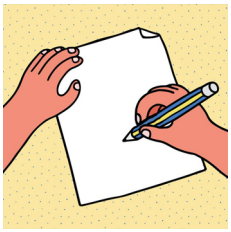
Lesson 5



Activity 1: Read the indicated paragraphs and identify what the words in bold refer to in the passage.

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

Now compare your answers with your friend.



Activity 2: If the following sentences are put in the correct order, they summarise the passage. Therefore, with a friend, rearrange them to write a paragraph that summarises the passage.

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

Lesson 6

Discussion and reflection

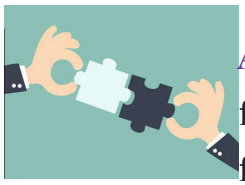
Activity 1: Form groups of five. Elect a facilitator and a reporter to discuss and report on the following questions.

1. From the listening and reading lessons, you learnt about beekeeping. Which form of honey farming is common in your area? Is beekeeping is a major farming activity in your community?
2. In your opinion, which one is better, the traditional or the modern way? Why?

Section 4: Vocabulary

Week 18 Day 3

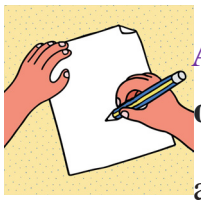
Lesson 7



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

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

Now compare your answers with your friend.



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

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

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

c. Ihaveextra-largeeyesandastoutabdomen.Idonothaveastingerorpollenbaskets and I cannot gather flower nectar using my tongue. I am a male bee. Who am I?

Section 5: Grammar

Week 18 Day 4

Lesson 8

Simple Past Tense



Activity 1: In the listening and reading texts above, you have learnt that bees are examples of hard workers and cooperation. Now, with a friend, read the following story and find out how the story is related with the behaviour of bees. The following questions may guide you.

1. What did the father say to his sons?
2. Was there any treasure hidden in the land?
3. Why did the father ask his sons to find the hidden treasure?
4. What is the message of the story?
5. How do you relate the message of the story with the behaviour of bees?

NB. The story narrates about something happened in the past and all the verbs are in the Simple Past tense.

The Hidden Treasure

Once, there **was** an old man who **had** four sons. All four of them **were** very lazy.

One day, the old man **fell** sick and was counting his last days in bed. He **worried** a lot about his sons' future as the young men **hesitated** a lot to work. The sons **believed** that luck would favour them.

The old man's health **deteriorated** every day and he **decided** to talk to his sons about their future. However, his sons did not listen to him.

Finally, the old man decided to play a trick to let his sons realise the importance of work. He **called** all his sons and **let** them sit near him on his bed. He **said** that he had a treasure box with gold coins and expensive gems for them and **wanted** to share the treasure equally among the four of them.

The young men were very happy and **asked** where their father had placed the treasure. The old man **replied**, "I cannot exactly remember the place where I have hidden the treasure. However, the treasure box is buried in our land. I'm really not sure about the place where I have hidden the treasure box."

Even though the lazy young sons were happy, they were sad that the old man had forgotten the place where the treasure was hidden. After a few days, the old man **died**. The sons decided to dig the land to find the treasure box.

They **worked** very hard and **dug** their land. They **could** not find any treasure box in the land. Finally, they decided to dig a spot in their land that was a bit different from the rest of the area. The sons believed that the treasure was buried in that spot. They dug the specific spot deeply, but **got** nothing but water.

A passer-by who **noticed** the land and the water flowing from the spot **talked** to the sons about farming. Upon his advice, the four sons **sowed** vegetable seeds, and **planted** greens and flowering plants in their land. Since the land was very fertile with abundant water, within a few weeks, it **became** a fertile garden with nutritious vegetables and greens. The four sons **sold** the vegetables at a good price and **earned** a good amount of money.

Then, they **realised** that it was hard work that was referred to as 'Treasure Box' by their father. Gradually, the four sons **overcame** their laziness, worked hard, earned more money and **lived** happily.



Activity 2: With your friend, read the story quickly and list out all the verbs in bold. What do you know about the verbs? Do they have similar forms? Could you group them? How? Report your answers to the class.

Week 19 Day 1

Lesson 9

A. Simple past with regular verbs

Activity 1: In pairs, practise the following dialogue. Take turns to ask and answer the questions.



A: Did you attend the tutorial last week?

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

A: What did the tutor talk about?

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

A: Did she talk to everyone in the program?

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

A: Did you ask her any questions?

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

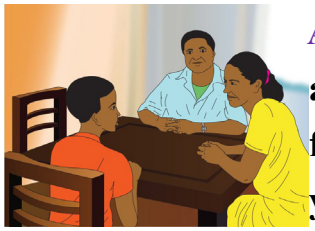
A: Did you like the program?

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

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

B: You're welcome.

Now, change roles and read the conversation again.



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

Father: Hi, Doni. How are you?

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

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

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

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

Doni: Yes, I (complete)_____

Father: Did you also wash your shoes for Monday?

Doni: Yes, I (wash)_____

Father: How about your clothes?

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

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

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

Father: So, you visited the museum, right?

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

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

Doni: Thank you, Dad.

Now, sit in pairs and practise the dialogue.



Activity 3: Answer the following questions in complete sentences. Then, compare your answers with a friend's.

1. Did you watch the news last night?

   Ans: No, _____.

2. Did you visit the market this morning?

   Ans: No, _____.

3. Did you call your mother?

   Ans: No, _____.

4. Did you play football last night?

   Ans: No, _____.

5. Did you perform the drama well?

   Ans: No, _____.

Grammar summary:

1. Regular Simple Past Tense affirmative form

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

Examples:

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

2. Regular Simple Past Tense in the interrogative form

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

Look at these examples:

- Did she complete the task?
- Did he attend the meeting?
- Did they talk about the mid-semester exam?
- Did you talk to them?

3. Regular Simple Past Tense in the negative form

The Past Simple is the tense used to express situations, events and actions that happened in the past. When it is expressed in its negative form, the verb denies something about the Subject. It is formed as: subject +did+ not+ infinitive verb+ …. (he did not come on time)

Example of affirmative, interrogative and negative forms:

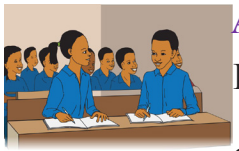
Affirmative form	Interrogative form	Negative form
He kicked the ball.	Did he kick the ball?	He did not kick the ball.
He washed his hands.	Did he wash his hands?	He did not wash his hands.
Adanu covered the dish.	Did Adanu cover the dish?	Adanu did not cover the dish.
Feye returned the book.	Did Feye return the book?	Feye did not return the book.

Students pushed the door out.	Did the students push the door out?	The students did not push the door out.
We solved the problem.	Did we solve the problem?	We did not solve the problem.

Week 19 Day 2

Lesson 10

The Simple Past with Irregular Verbs



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

- A: He **talks** to his friend every day.
  B: He **talked** to his friend every day.
- A: I **use** a pencil in my exercise book.
  B: I **used** a pencil in my exercise book.
- A: Babies **sleep** for a long time.
  B: The babies **slept** for hours.

Have you noticed that the verbs in A are in the Present Simple Tense while the verbs in B are in the Past Simple Tense? Also, have you noted that 'talked' and 'used' are regular past while 'slept' is irregular past?

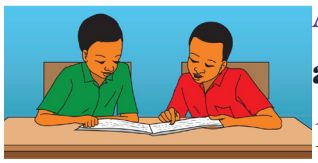
Remember!

The Past Simple form of regular verbs is formed by adding **-ed** or **-d** to the end of a verb in the Present Tense.

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

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

Note: Appendix 1 at the back of your Textbook presents the list of English irregular verbs.



Activity 2: With a friend, read the story below carefully and answer the questions below.

1. Write out the verbs in bold into *Regular Past* and *Irregular Past verbs*. If you find it difficult, refer to Appendix 1 at the back of your textbook.
2. Make your own sentences using at least five of the irregular verbs.

The Bees and the Tortoise (a fable from Mali)



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

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

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

3. What have you learnt from the story?

A. Why do you think the bees didn't invite the other animals to join them in their celebration?

B. Why did all the animals **laugh** heartily at the tortoise?

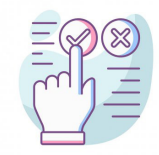
C. How could the tortoise be confident to steal the drum?

Week 19 Day 3

Lesson 11

More on Irregular Past Verbs:

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



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

a. I (find/found) your lost dog this morning.

b. She (speak/spoke) too softly. I couldn't hear her.

c. But we heard everything she (say/said).

d. We went shopping and I (buy/bought) a new pair of jeans.

e. Did you (sleep/slept) well last night?

f. I used to (make/made) a lot of money, but I don't make much now.

g. We were really surprised when we (win/won) the game.

h. We thought we would (lose/lost) for sure.

i. (Do/Did) you meet the movie star?

j. Mom (teaches/taught) our sisters how to cook, but she didn't teach us.



Activity 2: Put the verbs in brackets in the Past Simple form. Then, compare your answers in pairs.

1. I (blow) out the candles.

2. She (make) her bed.

3. I (draw) a picture.

4. My teacher (tell) me to sit down.

5. He (teach) me a lesson.

6. The baby (hold) his toy.

7. I guess I (catch) a cold.

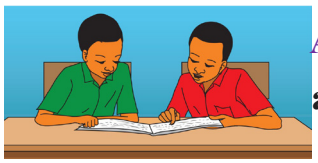
8. After the bell (ring), we (go) home.
9. My mom (buy) me a new bike.

Week 19 Day 4

Lesson 12

Personal Pronouns

In Unit 4, you studied about nouns. Now, let's see personal pronouns that can be used in place of nouns.



Activity 1: With a friend, compare the two texts. Pay attention to the words written in bold.

Text A:

Honey is a thick and sweet fluid. **Honey** is produced by bees from plant nectars. **Honey** is commonly used as a sweetener in food, but should be avoided in infants.

Text B:

Honey is a thick and sweet fluid. **It** is produced by bees from plant nectars. **It** is commonly used as a sweetener in food, but should be avoided in infants.

Have you noticed that in Text A the noun 'honey ' is used repeatedly? However, in Text B the repetition of the noun 'honey ' is replaced with the pronoun 'it'.

Grammar Summary

A **pronoun** is a word used in place of a noun. Pronouns help us avoid unnecessary repetitions of nouns.

Pronouns that refer to persons are called **personal pronouns**. These pronouns can perform all the functions that nouns can do. They can be used in a **subject form**, **object form** and **possessive form**.

Personal Pronouns	Subject	Object	Possessive
Singular	I you he, she, it	me you him, her, it	my, mine your, yours his, her/hers, its
Plural	we you they	us you them	our, ours your, yours their, theirs

Look at the example pronouns in the sentences below.

1. Hanna lost one of **her** contact lenses. **She** has been looking for **it** for days.
2. Hanna will find **her** contact lens. Oh, I've found one and certainly it is **hers**.



Activity 2: In pairs, choose the right pronoun from those in the brackets to complete each sentence.

1. They took their car with (him, her, them).
2. You and (I, me, mine) will go to the market.
3. She has completed (her, she, hers) assignment.
4. Tomas has taken his documents with (him, his, he).
5. Can you come to the meeting with (we, they, us)?
6. We were waiting for (you, your, yours) reply.
7. Tut gifted (she, her, hers) a watch on her birthday.
8. (It, its, he) was their uncle who took the children to the zoo.
9. Do (your, you, yours) know what happened to them?
10. That's Abebe; (he, him, his)is my brother.



Activity 3: Complete these sentences with the appropriate pronouns. Compare your answers in groups of three.

1. Some people hide _____ feelings.
2. I have decided on _____ future career.
3. Tolossa took off _____ hat and put _____ on the table.

4. Seada didn't see the car behind _____.
5. Don't wear those boots if _____ hurt you.
6. Brook left the computer on so Jemal can use _____.
7. Could you hand on the book to me? It's _____.
8. The students talked to _____ teacher about the test.

Week 20 Day 1

Lesson 13

Compound personal pronouns

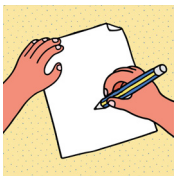


Activity 1: With a friend, read the following sentences. Pay attention to the underlined personal pronouns. How do these personal pronouns differ from those in the above table?

- Yusuf himself opened the workshop.
- The workers called the police themselves.
- I myself arranged the dining table.
- My elder sister bought herself a beautiful dress.

Note that a pronoun with '–self' or '-selves' is called a compound personal pronoun. When a compound personal pronoun is used for emphasis, it is being used *intensively*. Look at the list below.

myself	ourselves
yourself	yourselves
himself, herself, itself	themselves



Activity 2: Write the correct compound personal pronouns for each of the following sentences.

Example: The actress thinks of herself as a star.

1. Dana and I wrote the letter _____.
2. The workers _____choose their working hours.
3. I cooked this meal by _____.

4. Are you going to Adama by _____, Bekele?
5. We watched _____ on TV.
6. Sifen and Tsehay found _____ in a serious problem.
7. The doctor _____ became very sick during the corona virus pandemic.



Activity 3: With a friend, complete the text below with the correct personal pronoun.

Sarah has difficulty in walking. She was left indoors with little chance to attend school, to play with other children, and to accompany _____ (1) family outside home. When _____ (2) got her wheelchair, she began moving around by _____ (3), interacting with others, attending school and participating in family activities. _____(4) physical and mental health improved as a result of better posture, physical activity and new opportunities. This reduced _____(5) family members' stress and worries related to her current and future situation. _____(6) no longer had to carry her - a task that had become more difficult as _____(7) grew. This freed up time for _____(8) to work, rest and otherwise improve the family's living conditions and quality of life.

Week 20 Day 2

Lesson 12

Possessive pronouns and contractions (short forms)



Activity 1: Which of these sentences are correct? Why?

1. A: The plant lost it's leaves.

B: The plant lost its leaves.

2. A: Is this you're radio?

B: Is this your radio?

3. A: The seal balanced on it's flippers.

B: The seal balanced on its flippers.

Grammar Summary

Certain possessive pronouns are sometimes confused with contractions that sound the same. For example, *it's* and *its* are often confused in a sentence such as the above ones, in Activity 1. In those sentences the possessive pronouns *its, your* and *its* are correct.

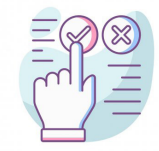
Contractions (short forms) are formed by joining two words and omitting one or more letters. An apostrophe shows where letters are left out.

it's = it +is or it + has they're = they + are

you're = you + are he's = he + is, or he + has

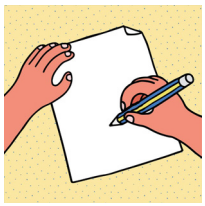
These contractions are sometimes confused with the possessive pronouns *its, your, their*, and *whose*. The words sound alike but are spelled differently.

Remember that the possessive pronouns do not use an apostrophe.



Activity 2: Choose and underline the right word from the two in brackets.

1. The movers parked (their, they're) van in front of the building.
2. (Your, You're) expecting a call, aren't you?
3. Is that (her, hers) camera?
4. (Their, They're) trapped in the collapsed mine.
5. When (it's, its) mid-day, people are eating (they're, their) lunch.
6. (Your, You're) friends are waiting at the station.
7. This is Biniyam. (He's, His) our classmate.



Activity 3: If a sentence is incorrect, rewrite it correctly. If a sentence doesn't contain any error, write 'Correct'.

1. They're going swimming in Lake Tana.
2. Ask them if its late to buy a bus ticket.
3. He's always late for the class.
4. The sign indicates that it's dangerous to travel at night.
5. Take you're time on the Paragraph Writing section of the test.
6. The soldiers grew concerned as their water supply decreased.
7. The bear scratched it's back on a tree.
8. Let me introduce you to my uncle, Gizachew. His is a driver.

9. Some of the food has lost its flavour.
10. Are these they're books or ours?

Section 6: Writing

Week 20 Day 3

Lesson 15



Activity 1: Writing sentences in the Simple Past Tense

1. List all the things/tasks you did yesterday, (ate breakfast; after school helped my mom, studied English with my friends, did my homework, etc.)

2.Rearrange the things/tasks you did in time order, from the first thing you did to the last. (e.g. ate breakfast, studied English with my friends, did my homework, after school helped my mom)

3.Write them in complete sentences with correct capitalization and punctuation marks.

Examples: I ate my breakfast.

I studied English.

1. Compare your sentences with a friend and do necessary corrections.



Activity 2: Sentences to paragraph

Using your sentences for Activity 1, write a paragraph that reports what you did yesterday. While writing your paragraph, use linking words such as: First, Second, Third, Then, After that, Finally, and so on. Then, writing your name at the bottom, post your paragraph on your class noticeboard so that your classmates will read it.

You may begin like this:

Yesterday, I woke up at 6:00 o'clock. Then, _____.

Week 20 Day 4

Lesson 16

Ask a member of your family: your father, or your mom, or your brother or sister what he/she did last Saturday. List the activities in their time order. Then, write a paragraph using your note.

Remember! Your paragraph should be written with He/She and in the Simple Past. You may start as follows.

Last Saturday, my mom got up early in the morning. She prepared breakfast for the family. Then, she went to the market to by vegetables……

UNIT SIX



WATER POLLUTION

Learning outcomes

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

- guess the topics of the listening texts;
- listen for major themes of a talk;
- extract specific and detail information from listening texts;
- answer pre-, while- and post-reading questions;
- identify and use antonyms and synonyms of given words;
- work out word meanings from contexts;
- talk about past habits;
- express abilities and possibilities using appropriate modals;
- ask for and offer permission;
- talk about water resources in your area;
- use water-related proverbs and sayings in your writing and speaking; and
- write a short descriptive paragraph about a polluted water resource in your area.

Section 1: Listening

Week 21 Day 1

Lesson 1

Activity 1: Before you listen to the listening text, answer the following questions with a friend.

1. How important is water for humans? Check your answer with the text below.
2. Look at these pictures and guess what the text you are going to listen to is about.





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

3. What is water pollution?
4. These words are used in the listening text. Your teacher will explain you their meanings.
    - ecosystem
    - contaminate
    - toxic
    - pollutant
    - poisonous



Activity 2: Now, listen to the text about the *Causes of Water Pollution* attentively. As you listen, write the cause of water pollution that matches with each picture from the list below.

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



1_____



2_____



3_____



4 _____



5_____



6_____



7. _____

Source: Guizab art, Nov, 10, 2019



Activity 3: Listen to the text again and underline the right information to complete the sentences. Then, compare your answers with a friend.

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

Week 21 Day 2

Lesson 2



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

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

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

1. Is water pollution a problem in your area?
2. What are the major causes of water pollution in your area?
3. Who are responsible for the water pollution problem?

Section 2: Reading

Week 21 Day 3

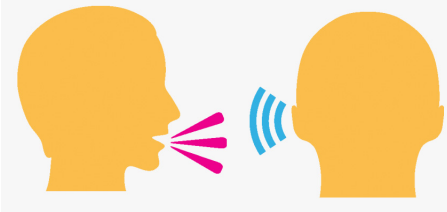
Lesson 3

Passage 1



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

1. What will happen if people drink polluted water?
2. Does water pollution affect animals in water bodies?
3. Does water pollution affect animals on land?
4. Can plants be affected by water pollution?



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

- **typhoid** /ˈtʌɪfɔɪd/
- **hepatitis** /ˌhɛpəˈtʌɪtɪs/
- **cholera** /ˈkɒlərə/
- **giardia** /jē-ˈär-dē-ə/
- **dysentery** /ˈdɪs(ə)nt(ə)ri/
- **algae** /ˈalgə/



Activity 3: Now read the passage quickly and complete the following sentences with the correct information.

1. Water **pollution** affects both _____ and _____.
2. To live peacefully, _____ needs proper balance for a healthy environment.
3. Water pollution increases _____significantly in the water bodies.
4. Water pollution spoils the entire _____.

Reading1:

Effects of Water Pollution

Water **pollution** has a lot of harmful effects on human health and the environment. First, **w**hen we drink polluted water, **it** causes various health problems such as **typhoid, hepatitis, cholera, giardia, and dysentery**. Sometimes, these health problems may become **disastrous** if the level of **pollutants** is very high in the water.

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



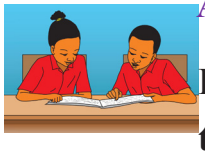
Third, there are various chemicals that pollute water bodies like rivers, ponds, and lakes. When these chemicals get dissolved with the water, a huge amount of **algae** grows in the water. This algae growth covers the upper surface of the water bodies. Due to extreme algal bloom, the level of oxygen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

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

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

Week 21 Day 4

Lesson 4



Activity 1: Reading for main ideas

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

.

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

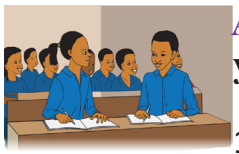


Activity 2: Now read the passage again individually and say if the statements below are *True* or *False*.

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

Week 22 Day 1

Lesson 5



Activity 1: In pairs, discuss the following questions and report your answers to the class.

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



Activity 2: Form groups of four, one interviewer and three interviewees. Then, conduct a small survey and report your findings to your class. Use the following guide.

The interviewer

1. Ask the three interviewees the following interview questions individually.
2. Take notes/ write down their answers.
3. Together with the interviewees, organize your notes and prepare your short report.
4. Remember, you should write your report in Simple Past Tense.

Interview questions

a. Do you get drinking water at your village?
b. Where do you get it? From a pond, a well, a spring, a river or piped water?
c. Is it clean / free from pollution?
d. If the water is not clean, what do you do to make it clean?

You may start your report like this:

In the group, three students replied to the questions. All of them had drinking water. But two students got drinking water from a spring.

……

Week 22 Day 2

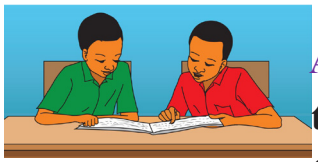
Lesson 6

Reading 2



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

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



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

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

Measures to Control Water Pollution

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



Your first step should be to save water. You can start saving water by doing a few small changes in our daily life. For example, turn off the taps while brushing your teeth; try to take a small shower; etc. You can tell your parents to avoid using weed killers or herbicides. Ask them to pull it off from the yard to treat weeds. The other important thing is sewage treatment. We should treat waste products properly before we dispose them of into the water body to reduce water pollution effects. Using eco-friendly products is also a very good practice to control water pollution. You can use eco-friendly households to minimize water pollution. Do not forget to collect your trash whenever you go to visit any beach. If you leave the trash at the beach, it will ultimately go into the seawater.



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

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

Section 3: Vocabulary

Week 22 Day 3

Lesson 7



Activity 1: Learning word meanings from contexts

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

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



Activity 2: These words are used in the reading passages above. Write their antonyms or opposites.

a. polluted
b. decrease
c. health
d. harmful
e. unsafe



Activity 3: Use the most appropriate word from the above list to complete each sentence. Then, compare your answers with a friend.

1. When the level of oxygen in the ocean _____, the ecosystem under the water will be affected.
2. _____ water can affect humans, plants and animals in water bodies.

3. When the level of pollutants increases, water bodies become _____ the aquatic animals like fishes.
4. Drinking polluted water can cause _____ problems such as cholera, typhoid and dysentery.

Water pollution can have a number of _____ effects on human health and the environment.

Week 22 Day 4

Lesson 8



Activity 1: The word 'water pollution' is a compound word formed from two words - 'water' and 'pollution'. List other compound nouns with 'pollution'.

Example: noise pollution



Activity 2: In groups three, prepare a poster that can show topic relationship of the words in your lists. You can take the Word Spider, Activity3, Week 14, Day 4, Lesson 16, in Unit Four as an example.

Section 4: Grammar

Week 23 Day 1

Lesson 9

Modals verbs: 'can' and 'could'



Activity 1: The following Sentences in "A" are taken from Passage 2 above. In groups of three, compare them with the sentences in "B" and "C". Do you think the modal verb 'can' has the same use in the three groups of the sentences?

"A"

1. We **can reduce** the harmful effects of water pollution…
2. You **can start** saving water…
3. You **can tell** your parents to avoid using weed killers or herbicides.

"B"

1. We **can dance**
2. We **can speak** tree languages.
3. Abeba and Ted **can play** piano very well.

"C"

1. You **can use** my ruler to line your paper.
2. Students **can sit** anywhere they like.
3. You **can** *borrow* my phone if your battery is dead.

I. Modal verbs for expressing ability: 'can', 'could' and 'be able to'



Activity 2: In pairs, practise the dialogue below.

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

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

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

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

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

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

B: What a strong grandma you have!

A: I am glad she is still strong!

Now, can you tell your friend what any old member of your family can do? Take turns.



Activity 3: Compare the following sentences with the sentences in the above dialogue. What differences have you noticed?

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

Now, tell your friend what you grandparents could do in the past but not now.

Note that all the sentences in Activity 1 and 2 can be rewritten with 'be able to'. Look at these examples and you can practice the rest out of class.

Examples:

1. Yes, she **is able to read** and **write** without glasses.
2. My grandma **was able to** speak three languages before she became sick.

Grammar Summary

Modals for expressing Ability

We use **'can', 'could'** and **'be able to'** to show that someone has (or doesn't have) an ability to do something.

Look at these examples:

Present Ability	Negative (doesn't have)
Alemu **can swim** well.	Jerry **cannot play** piano.
I **can meet** you after school.	We **can't visit** the zoo this weekend.
I **am able to speak** two languages.	I **am not able to speak** Arabic.
Berhanu **is able to run** quickly.	Sisay **isn't able to finish** a marathon.
You are able to program a computer.	We aren't able to make coffee tonight.

Past Ability	Negative (didn't have)
Paulos could speak Chinese when he was a child.	Mary couldn't finish her homework last night.
Last night, there were no clouds in the sky and they could see all the stars.	You couldn't find the website this morning, could you?
When I was a young child, I was able to tie my shoes.	I wasn't able to finish my test yesterday.
Shimelis was able to complete the assignment.	Paulos wasn't able to pass the exam.
They were able to catch six fish on their trip.	You weren't able to understand the answer, were you?

Have you noticed that the **verbs after** "can/could/be able to" are always in the **simple form?**

(i.e. subject + auxiliary verb + simple verb + ...)

Do NOT change the modal auxiliary OR the main verb for he/she/it subjects. In addition, **do not add "ing" or "ed".**

Alemu can swims well. → Wrong!

Alemu can to swim well. → Wrong!

Alemu can swimming well. → Wrong!

Alemu could swam well. → Wrong!

Asking questions about ability

Modal auxiliary + subject + main verb + ... ?

- **Can** she play guitar?
- **Could** you speak English when you were a child?

BE + subject + able to + main verb + ... ?

- **Are** you **able to** understand the homework?
- **Were** you **able to** finish the test?
- **Was** he **able to** pass the exam?

Week 23 Day 2

Lesson 10

II. Modals to ask for and give permission: 'can', 'could' and 'may'



Activity 1: With a friend, practise the following shot dialogues. Pay attention to the modal verbs written in bold.

Conversation 1

A: Can I have some cookies?

B: Yes, you can.

A: Can I *borrow your pen, please?*

B: Sure!

A: Can I *use your bathroom?*

B: Of course!

Conversation 2

A: Excuse me, **could I** *sit here, please?*

B: I'm sorry, but you can't. This seat is taken.

A: Could I *have your attention, sir?*

B: Sure.

A: Could you *tell me the way to the town center, please? –*

B: Of course, it's straight ahead.

Conversation 3

A: May I *make coffee for you, please?*

B: Oh, sorry. You may not. I have already.

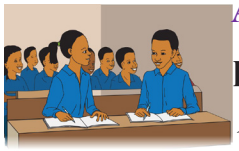
A: May I *begin reading the story?*

B: Of course.

A: May I *have a glass of water?*

B: Sure, here you are.

What have you noticed in the three conversations? Do you think the modal verbs, 'can', 'could' and **'may' in the questions (in A) mean the same? How about in the responses, (in B)?**



Activity 2: Using the above dialogues as examples, complete B's part with appropriate responses in pairs.

1. A: **Can** I take another biscuit?
   B: _____ (Giving permission)
2. A: **Could** we sit here, please?
   B: _____ (Refusing permission)
3. A: **May** I **come** in, please, teacher?
   B: _____ (Giving permission)
4. A: **May** I **wear** your jacket, Ali? It's so cold.
   B: _____ (Refusing permission)
5. A: **Couldn't** we stay here for a few minutes, please?
   B: _____ (Giving permission)

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

Example: (I want to go to toilet.)

Could I go to toilet?

You want to…

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

Grammar Summary

Modal verbs for expressing permission

We can use '**can**', '**could**' and '**may**' when we ask for, give and refuse permission.

We often use the modal verb '***can***' to ask for permission or to make a request. '***Can***' is the least formal of these verbs. We use it when we are asking a friend or someone we know for something in an informal situation; or if we are asking someone we don't know for something which is small or unimportant.

'***Could***' is a little more polite than 'can', so we can use it in more formal situations, like talking to elders, your teachers or a stranger, or to ask for something more important.

The verb '***May***' *is* similar to '*could*' but it is even **more polite**. It is considered a little old-fashioned, so people don't use it very often these days.

We can use modal verbs '***can***' and '***may***' (but NOT '*could*') to **give permission** or say that **someone has permission**. '*May*' is a **more formal** and polite way of saying that, while '*can*' is used in less formal situations.

- *You **can come** with us.*
- *Students **can sit** anywhere.*
- ***You may go** home now, if you like.*
- *Students **may travel** free.*

Notice that we can express refusal of permission using *'can't', 'couldn't' or 'may not'.*

We **do not** "contract" may + not = mayn't. ➡ Wrong!

Week 23 Day 3

Lesson 11

III. Modals for expressing possibility: 'can', 'could', 'may' and 'might'



Activity 1: Look at this conversation with a friend.

A: My mother said that it **may rain** tomorrow.

B: Really? It **might rain**! That's great! I **could do** my painting or watch a film.

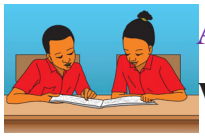
A: Don't get too excited. If the temperature is low, it **may not rain**. It **may be** foggy.

B: Well, I guess I **could** still **go** for shopping.

A: Hawi is late today. She **may not come.**

B: She is ok. She **can be** here in few minutes.

Have you noticed that the modals in the conversation show the possibility of something to happen, or to be true?



Activity 2: Read the conversation below and complete B's part with possible answers.

A: She's probably on holiday.

B: Yes, she _____.I haven't seen her around.

A: When do you think she will come to class?

B: She _____.

A: Do you know where she lives?

B: She usually takes a train, It _____

A: Oh, how could I find her, then?

B: Maybe, you _____.

Week 23 Day 4

Lesson 12

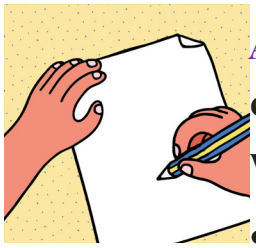
Talking about past habits

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

My parents **used to fetch** water from the nearby river. But now they are using tapped water. They **used to** light up oil lamps. These days, they use solar power. They also **used to grow** grains. Now, they grow vegetables.

1. Do the parents fetch water from the river now?
2. Do they use oil lamps now?
3. Do they grow grains now?

Have you noticed that the expression, 'used to' is used to talk about past habits that are not true or not happening anymore?



Activity 2: Write about things you used to do when you were a child but no longer now. You may use the following notes to write your past habits. Pay attention to the changes in the verb.

- I looked after the cattle.
- I ate fine potatoes.
- I wore shorts.
- I enjoyed playing with mud.

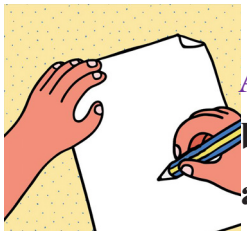
Remember:

We form this expression by using the words *used to* and adding the infinitive of a verb (***used to*** + infinitive). For example:

- I *used to* watch football match on TV every weekend.
- I *used to* eat lots of chips when I was younger.

Week 24 Day 1

Lesson 13



Activity 1: Study the following examples and rewrite the sentences below in negative and interrogative forms. Then, check your answers with a friend.

Examples

- I **used to have** a garden when I was young. (Affirmative)
- I **didn't use to have** a garden when I was young. (Negative)
- **Did** you **use to have** a garden when you were young? (Interrogative)

1. I **used to go** swimming every Thursday when I was at school.
2. My brother **used to play** tennis when he was in elementary school.



Activity 2: The following sentences contain errors. Read them carefully and correct them.

1. When I was young, we use to live in a big house.
2. On summer mornings, my brother and I used to went out for a walk.
3. We used have breakfast before 6:00a.m.
4. We didn't used to fish in a small boat.
5. Did you used to call the names of all students in our class?

Activity 3: Now, write about five things you were doing when you were a kid, but not now any longer. You may ask your parents about your past habits.

Grammar Summary

Past habits with *'used to'*

We can use **used to** to talk about both past habits, actions, or states of being. Use the following formula: **subject + used to + base form of the verb**. For the negative, use **subject + didn't use to + base form of the verb**.

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

Look at these example:

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

Section 5: Speaking

Week 24 Day 2

Lesson 14

Water proverbs and sayings

Have you ever heard your English teachers or other people saying expressions like these? Do you know what they mean?

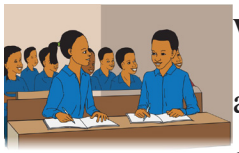
- Practice makes perfect.
- Many hands make light work.
- Too many cooks spoil the broth.
- Look before you leap.

Proverbs are short well-known sentences or phrases that state a general truth about life or give advice. **There are a number of *water proverbs* and *sayings* in English which we can use when we express truth and give advice.**



Activity 1: In groups of three, match the water proverbs in Column A with their meanings in Column B.

Column A	Column B
1. A fish out of water	A. Don't tell private things to people that you may not be able to trust.
2. Blood is thicker than water.	B. These two people are absolutely contrasting.
3. Don't make waves	C. In trouble; in a place you do not feel comfortable.
4. To throw water on fire	D. Don't make trouble; do what others are doing
5. They are like water and fire.	E. It is very easy to do
6. It is like drinking a glass of water.	F. Not feeling at home where you are
7. In deep water	G. To cool down a hot matter
8. Dry up your drip.	H. Be quiet. Shut your mouth.
9. Don't wash your clothes in public.	I. Family is more important than anyone or anything else.



Activity 2: Discuss the meanings of the following water proverbs with your friends.

a. hold water

a. like a duck to water

b. make/pass water

c. be in hot water.

d. pour cold water on…

Do you know similar water proverbs and sayings in your language? List some and explain their meanings to your classmates.



Activity 3: Below are some proverbs about the wet stuff to help you make your speaking and writing more interesting. Choose the right one and complete the sentences.

- in hot water
- in deep water
- blood is thicker than water
- doesn't hold water
- to be like oil and water
- test the water
- spend money like water

1. If you don't finish your science project, you're going to land _____ with Mrs. Chernet.
2. The football team is_____; there's no way they can come back from a 3-1 score to win.
3. Even though I know my brother is annoying, _____, and I will always defend him when people tell him to shut up.
4. Daniel told Martha he missed her birthday because didn't know what time it was, but that _____. We all heard she told him many times!
5. My birthday party was a failure because my friends from football and my classmates were _____.
6. Before deciding on the school play, the drama club _____ by doing extracts from a range of shows.
7. She got a summer job, so now she's_____. She buys new things every day.

Week 24 Day 3

Lesson 15

Dialogue on water pollution

Activity 1: In pairs, practise the dialogue; take turns to play the roles of Solomon and Jemal. Then, answer these questions.

1. What is the dialogue about?
2. What major points of water pollution do the two friends discuss about?

Solomon: Hello **Jemal**! How are you?

Jemal: I am fine. What about you?

Solomon: I am fine too. But I am somewhat worried about water pollution.

Jemal: Yes, it is very alarming that the water of rivers, seas and oceans is getting polluted day by day.

Solomon: Exactly! This polluted water causes much harm to us.

Jemal: But we, people are mainly responsible for water pollution. We pollute water by throwing waste into it.

Solomon: Yes, farmers also use chemical fertilizers and insecticides in their fields. Rain and floods wash away some of the chemicals.

Jemal: Right you are. And these chemical fertilizers and insecticides get mixed with the water of rivers, seas and oceans, and thus pollute water.

Solomon: Mills and factories also pollute water by the waste materials.

Jemal: Exactly! Leaking of oil from water vehicles, dead bodies, and rotten debris of animals and plants also contribute much to water pollution.

Solomon: Besides, germs of diseases and insanitary latrines are other factors that pollute water.

Jemal: So, it is high time to stop water pollution. But how can we prevent water from being polluted?

Solomon: Water pollution can be prevented in many ways. But the main way is to make people aware of the importance of pure water.

Jemal: I am agreed with you. There is no alternative to make people aware of the bad effects of water pollution.

Solomon: Thank you very much for discussing such an important issue.

Jemal: You are most welcome. See you again.

Activity 2: In the above dialogue, Solomon and Jemal have agreed that the main way of preventing water pollution is to make people aware of the importance of pure water. So, let you make your classmates aware of the importance of pure water.

1. **First, list 3-4 key importance of pure water**
2. **Practise with a friend before you speak to your classmates**
3. **Use one of the following proverbs/sayings or other proverbs of your own in your speech.**
   - Thousands have lived without love, not one without water.

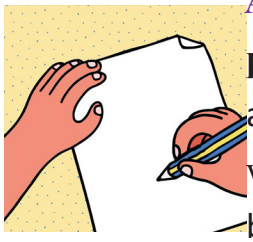
- Pure Water is the World's First and Foremost Medicine.
- Clean Water Should be a Necessity.
- Water is Life and Clean Water is Means Health.
- Drink Pure Water. Stay Healthy.
- Improve Your Water. Improve Your Life.

Section 6: Writing

Writing about Cause and Effect

Week 24 Day 4

Lesson 16



Activity 1: The following sentences are all about effects of water pollution. Rearrange them to make a paragraph.

a. Finally, chemicals and heavy metals from industrial and municipal wastewater pollute waterways.

b. Secondly, waterborne diseases caused by pollution are major causes of illness.

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

d. To begin with, any harm to healthy ecosystems can affect the relationship among organisms.

e. In this paragraph only three of them have been discussed.



Activity 2: Write a short paragraph using the following guiding questions. Then, exchange your paragraph with a friend and do peer-correction. Improve your writing and post it on your class notice board.

- Select a polluted water body: a spring, a pond, a well, a river, or a lake, in your area.
- Ask questions such as: what it is; where it is; how polluted it is; what effects it has on the neighbourhood; and what should be done).
- Write the answers you have got on a piece of paper.
- Arrange, revise and proofread your note;
- Write your final draft. You can use the sample paragraph below as an example.

Sample paragraph

I am living in a small town known as Tewa. Near our village, there is a big river called Bulbula. We swim and wash clothes there. We also take our cattle to Bulbula River. People also use Bulbula for irrigation. However, Bulbula is now highly polluted with chemicals disposed of from a leather factory opened at the side of the river. The water has become dirty and smells bad. We do not go to the river for swimming and washing anymore; the cattle do not drink the water, either. Now, we are discussing the problem with our teachers. We are going to talk to the factory owner not to dispose of the waste to the river.

UNIT SEVEN



GOOD CITIZENS

Learning outcomes

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

- answer various listening comprehension questions;
- use citizenship related expressions in their speaking and writing;
- employ varied reading strategies to answer comprehension questions;
- work out meanings of given words from the reading passages;
- use words related to good citizen in their writing and speaking;
- identify antonyms and synonyms of words related to the theme of the unit;
- use the past continuous tense to talk about continuous actions in the past
- ask for and give advice using appropriate modals;
- ask for and giving directions;
- retell stories of good citizens;
- talk in English about topics related to responsible citizenship; and
- write biography and life history of people they know very well.

Section 1: Listening

Week 25 Day 1

Lesson 1

Activity 1: With a friend, look at the pictures below and answer the following questions.

1. What are the children doing?
2. Do you think they are good citizens? Why?
3. Which of these activities do you do?
4. From these pictures, can you guess the topic of the listening text?





Activity 2: These words are used in the listening text you are going to listen to. Can you say them correctly? Then, listen to your teacher pronouncing them and repeat after him. In pairs, guess their meanings in your local language.

• Citizen	• care	• fairness	• trustworthiness
• honesty	• empathy	• freedom	• citizenship
• responsibility	• respect	• integrity	



Activity 3: First, read the notes below, and then listen to the talk about "Good Citizenship". While listening, fill in the missing information to complete the outline.

1. Know their rights, and

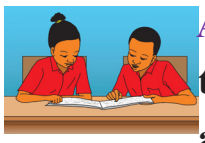
a. the right to life, the right to privacy,
b. _____,
c. the right to organise yourself,
d. _____, and
e. the right to express yourself.

2. Know their responsibilities:

f. be helpful to others
g. _____, and
h. have integrity

3. Have a good relationship with others:

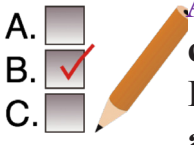
i. _____
j. _____, and
k. give whatever you have to support others



Activity 4: Listen to the text again and check if you have completed the outline correctly. Then, compare and improve your notes with a friend.

Week 25 Day 2

Lesson 2



Activity 1: You have listened to the following values of "good citizenship" in the text. Have you understood their meanings well? Put a tick mark against the values you practise and compare your answers with a friend.

No	Good Citizenship Values	I practise
1	caring and empathy	
2	Fairness	
3	honesty and trustworthiness	
4	understanding others	
5	appreciating diversity	
6	Integrity	
7	reciprocal respect	
8	taking responsibilities	
9	respect for human dignity	

Activity 2: In groups of four, list out the values and qualities of a good citizen. Then, prepare a poster; write the names of the group members at the bottom, and post it on your class noticeboard. You can use ideas from your notes in Lesson 1.

Section 2: Reading

Week 25 Day 3

Lesson 3

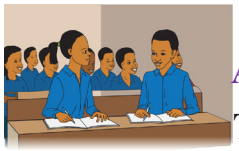
Passage 1



Activity 1: Puzzle: Read the puzzle below and guess who the story is about.

People would call her the Ethiopian Mother Teresa; some would even call her Mother Teresa of Africa, while all her children call her 'Emaye". She brought up thousands of orphans. Now her children are serving Ethiopia in various professions. She dedicated her life for orphaned kids and charitable works.

For her incredible lifesaving contributions, she was given an Honorary Doctorate from Jimma University. She died of COVID-19 in July, 2021 at the age 86. But she remains in the hearts and minds of Ethiopians. ***Who is she?***



Activity 2: In pairs, read the poem and look at the picture below. Then, answer the questions that follow.

The warmth of your embrace
The picture of your smile

The tenderness of your love
I always feel safe and sound
Every time you are around
You're the best Mom.



1. Do you know the woman with eye glasses?
2. Who wrote the poem, a child to a mom, or a mom to a child? How do you know?
3. How do you describe the picture?



Activity 3:

The following words are used in the passage you are going to read. Do you know their meanings? With a friend, guess their meanings.

pilgrimage	drought	famine	infant	alms
fabric				



Activity 4: Reading for main ideas

Now read the passage and identify the paragraphs that discuss the following main ideas. Then, compare your answers in pairs.

1. Abebech's success in life
2. Abebech's childhood life
3. How Abebech began her humanitarian mission
4. Abebech's marriage and her duties at the orphanages
5. The charity works of Abebech

Abebech Gobena: Life and Career

Abebech Gobena Heye was born on October 20, 1935, in a small rural village called Shebel, in the former Showa Province, currently Oromia National Regional State. Her father was killed during the Second Ethio-Italian War, from 1936 to 1941. Therefore, **she** was **raised** by her grandparents until the age of nine. At the age of 10, she was married without her **consent**, but she ran away to Addis Ababa, the capital of Ethiopia. **There**, she managed to get basic education and later worked as a quality controller at a coffee and grain company. She started living a better urban life and got married again, this time voluntarily.

However, her new way of life emerged when she was returning from a **pilgrimage** to the holy site of Gishen Mariam in South Wello, about 300 miles north of Addis Ababa in 1973. **At that time**, the area was severely struck by drought, and people were dying of famine. Abebech's heart was broken and she was profoundly affected by the situation she saw there. A woman appeared asleep and **her infant** daughter was trying to suckle at her breast. Abebech **handed out** the little she had, a loaf of bread and a few litters of water. But Abebech realized that the mother was dead. Without thinking further, Abebech picked the baby girl up, wrapped her in a piece of cloth and took **her** home to Addis Ababa.

Nevertheless, Abebech was not satisfied with that. She returned to the area the next day with more food and water and brought home 20 more orphans with her. However, her husband was not happy with her deeds and gave her a **challenge -** to choose either their marriage or the children. Abebech chose the children. She sold her jewellery to have money to feed **them** and made clothes for them using fabrics from her dresses. For a period of time, she was forced to live with the children in what she described as 'a chicken shed'.

In spite of all the challenges she encountered, with hard work, innovative **fundraising**, and aid from different organizations, she built an orphanage that served thousands of children, providing shelter, sustenance and schooling. She also built a number of schools and dug water wells for different communities, a hospital for women and children, and vocational training centres for youngsters.



Her **charity** works enabled her to earn the title, "Mother Teresa of Africa". She became a renowned humanitarian across the world. She won many international awards and got an honorary doctorate degree from Jimma University. Regrettably, she passed away due to complications from COVID-19 on July 4, 2021, at the age of 86.

(Source: Adapted from Wikipedia, the free encyclopaedia and The New York Times, Aug.04, 2021)

Week 25 Day 4

Lesson 4



Activity 1: Read the passage again and decide if the statements below are *True* or *False*. Compare your answers with a friend.

1. Abebech was probably from a farming family.
2. Her father was killed during the first Ethio-Italian War.
3. Abebech experienced forced marriage in Addis Ababa.
4. Abebech's grandparents were not kind to her; they forced her to get married at the age of 10.
5. Abebech went to Gishen Mariam to attend a religious service.
6. Abebech started an orphanage because she wanted to get money from donors.
7. She was heartbroken to see a mother breast-feeding her child.
8. Abebech brought a total of 21 orphans from the famine-struck area.
9. Her second husband divorced Abebech because he didn't love her.
10. She died of old age.



Activity 2: Write what the words in bold refer to in the passage.

1. "…**she …"** (Paragraph 1, line 4)
2. "**There**, …" (Paragraph 1 line 6)
3. "**At that time**,… (Paragraph 2, line 3)
4. "…**here**… (Paragraph 2, line 9)
5. "… **them…** (Paragraph 3, line 5)

Week 26 Day 1

Lesson 5

Passage 2



Activity 1: With a friend, read the following story and answer the questions.

1. What was Misale's dream?
2. Did he fulfil his dream? How?
3. What good citizen values did Misale have?
4. According to the passage, when should we work hard?
5. Why did his teachers use to invite Misale to advise his classmates?

Misale, the Good Citizen

Once, there was a boy called Misale. He was a good student. He loved reading stories like: `The Wise Father', 'The Shield of Kindness' and many others from Ethiopian Folktales. But his number one story of all time was, 'The Grasshopper and the Ant' (Aesop's Fable). Misale believed, "life is difficult when we are poor; when we cannot have what we want". But he always said his best proverb, "When we don't have what we like, we must like what we have". Misale was happy with what he had. He was never worried about things he did not have. He used to eat and drink what he had; he was wearing the clothes he had.

Misale believed that one day he would be a famous doctor and help people suffering from illnesses. He would help the poor; he would share what he had with children who were orphans. He used to revise his lessons before he slept. He usually stood first from all sections at his school. When his friends asked him, "Why do you study this much, Misale"? His answer was, "Because what is hard today will be easy tomorrow; and what is dark tonight will be light in the morning". He also said to them, "People who work hard when they are young will sleep a lot when they become old. But people who sleep a lot in their young age should work a lot in their old age. They will suffer a lot as they will pay the price tomorrow". When Misale completed Grade 12, he passed his exam and joined a university. He succeeded as he believed that "nothing is impossible! If we work hard, we can get it".

His teachers used to invite him to advise his classmates. Without hesitating, Misale came to the front and looked at everyone's eyes and said, "My friends, we should listen to our parents, elders, and teachers; we ought to make books our best friends; we should be hardworking and responsible. We don't have to stop working hard till the end because life is a struggle that we have to win".



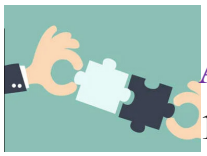
Activity 2: The following proverbs and sayings are taken from the passage: Misale, a Good Citizen. With your friend, read the passage again and find out what they mean..

1. '…his number one story of all time'
2. "When we don't have what we like, we must like what we have".
3. "Nothing is impossible! If we work hard, we can get it"
4. "Because what is hard today will be easy tomorrow; and what is dark tonight, will be light in the morning".
5. "…life is a struggle that we have to win".

Section 3: Vocabulary

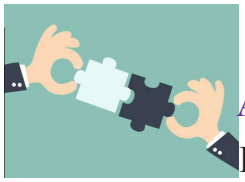
Week 26 Day 2

Lesson 6



Activity 1: The following words in Column A are taken from Passage 1. Match them with their synonyms given in Column B.

No	Column A	No	Column B
1	raised (paragraph 1)	A	gave, offered
2	consent (paragraph 1)	B	brought up
3	handed out (paragraph 2)	C	question; request
4	infant (paragraph 2)	D	collecting financial support
5	challenge (paragraph 3)	E	at personal will, agreement
6	fundraising (paragraph 4)	G	new-born, baby, kid



Activity 2: The following words in Column A are taken from Passage 2 above. Match the words in Column A with their antonyms given in Column B

No	Column A	No	Column B
1	believed (paragraph 1)	A	determined
2	like (paragraph 1)	B	healthiness
3	happy (paragraph 1)	C	doubted
4	illnesses (paragraph 2)	D	lose
5	poor (paragraph 2)	E	sad
6	hard (paragraph 2)	F	dark
7	light (paragraph 2)	G	uncaring
8	responsible (paragraph 3)	H	easy
9	win (paragraph 3)	I	challenge
10	hesitating (paragraph 3)	J	detest
		K	financial support
		L	Well to do

Section 4: Grammar

Week 26 Day 3

Lesson 7

Simple Past Passive Voice



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

1. Abebech Gobena Heye **was born** on October 20, 1935.
2. Her father **was killed** during the Second Ethio-Italian War.
3. She **was raised** by her grandparents.
4. She **was married** without her consent.
5. Abebech's heart **was broken**….

Have you noticed that all the verbs written in bold in the above sentences are in the Simple Past passive voice?



Activity 2: With your friend, compare the following groups of sentences. What do the verbs in bold show?

A. Abel **is told** not to come late.

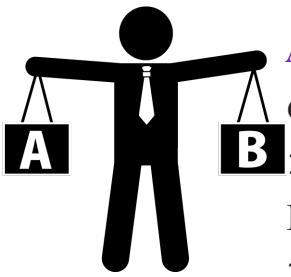
B. I **am given** a cup of milk.

C. The students **are advised** to study hard.

a. Abel **was told** not to come late.

b. I **was given** a cup of milk.

c. The students **were advised** to study hard.



Activity 3: Study the following pairs of sentences. What differences have you seen between the sentences in each pair?

1. A: The thief **opened** the door.
   B: The door **was opened** (by the thief).
2. A: The hunter **killed** the lion.
   B: The lion **was killed** (by the hunter).
3. A: Someone **stole** the money from the box.
   B: The money **was stolen** from the box.
4. A: The Company **produced** new cars.
   B: New cars **were produced** (by the company).

Grammaer Summary

Remember: The Passive Voice can be used in different tenses.

E.g. Aliyu is given a book.
Aliyu was given a book.

We use the Passive Voice:

- when we do not know the doer or when we find it less important
  Miju was born in Addis.
- when we want to emphasize the action rather than the doer.
  The doors are closed unusually.

The Simple Past passive voice is formed by using:

Affirmative: Subject was/were + past participle (V3) of the main verb

Eg. I was assigned to wash the dishes.
We were assigned to wash the dishes.

Negative: Subject + was/were + not + past participle (V3) of the main verb…

Eg. I was not assigned to wash the dishes.
We were not assigned to wash the dishes.

Interrogative = Was/Were + subject + past participle(V3) of the main verb …

Eg. Was I assigned to wash the dishes?
Were we assigned to wash the dishes?

Negative interrogative: Wasn't/Weren't + subject + past participle (V3) of the main verb…

E.g. Wasn't I assigned to wash the dishes?
Weren't we assigned to wash the dishes?

NB. Only sentences with transitive verbs (i.e. when the action transfers from the doer to the receiver) are changed into passive voice.

Eg. Hiluf was taken to the next room by doctors.

When active voice is changed into passive voice, the object of the active becomes the subject of the passive, and the main verb is always in past participle form.

Look at the following sentences:

The boy broke the glass. (active)-

a. The glass was broken.

b. The glass was broken by the boy.

In sentence 'a' the doer of the action is not identified. But in sentence 'b' the doer of the action is identified. So we can call sentence 'a' an 'unidentified passive' and sentence 'b' is an 'identified passive'.

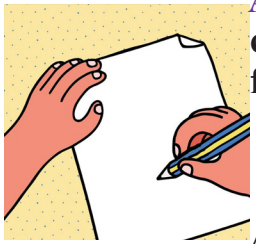
Week 26 Day 4

Lesson 8



Activity 1: Complete each sentence with either the passive voice or the active voice form of the simple past tense of the verb in the brackets.

1. The radio (invent) by Guglielmo Marconi in 1896.
2. In the 19th century, bicycles (ride) along with horses.
3. I (not tidy) my room after the birthday.
4. A famous painting of Afework Tekle (show) in the exhibition yesterday.
5. The electricians (test) the new smoke alarm system last week.
6. All the students in our class (pass) the English exam.
7. Facebook (create) by Mark Zuckerberg.
8. I (pack) my bag all by myself.
9. Dr. Abiy Ahmed (elect) as Prime Minister of the Ethiopia in the 2021 election.
10. Bethlehem (give) a second chance by the school administration.



Activity 2: Rewrite the following sentences in passive voice and check your answers with a friend. No. 1 is done as an example for you.

1. She sang a song.

Ans. **A song was sung by her.**

2. Somebody hit me.

3. We stopped the bus.

4. A thief stole my car.

5. They didn't let him go.

6. She didn't win the prize.

7. They didn't make their beds.

8. I did not tell them.

9. Did you tell them?

10. Did he send the letter?



Activity 3: Rearrange the words to make correct sentences in the Simple Past passive voice. The first one is done for you as an example.

What happened after the birthday party?

1. Example: (two | break | glasses) = Two glasses were broken.
2. tidy up | the room | not
3. on | sandwiches | the table | leave | some
4. empty | not | waste bin| the
5. with | coke | stain | the sofa
6. plates and forks | everywhere | leave
7. under | empty bottles | the bed | put
8. damage | flowers | some
9. fill | the kitchen sink | dirty dishes | with
10. not | most lights | switch off
11. close | the front door | not

Week 27 Day 1

Lesson 9

Passive voice with two objects



Activity 1: In groups of four study the sentences in each category.

1. We gave a present to our English teacher.
   A. **A present was given** to our English teacher.
   B. **Our English teacher was given** a present.
2. Mom bought me ice-cream.
   A. **Ice-cream was bought** to me.
   B. **I was bought** ice-cream.
3. Mrs. Tizita wrote a letter to the school director.
   A. **A letter was written** to the school principal by Mrs. Tizita.
   B. **The school director was written** a letter by Mrs. Tizita**.**

Have you noticed that the active sentences have two objects: direct and indirect objects? So, they have two possible passive forms.



Activity 2: With your friends, rewrite the following Simple Past active sentences into passive voice. Remember, all the sentences have two objects: direct and indirect objects.

1. John gave a bar of chocolate to Ted.
2. I lent a pencil to Gezahegn.
3. Fenet told the truth to Robera.
4. They offered the job to Simon.
5. The boss showed the new computer to the secretary.
6. Haile taught the grammar to the students.
7. I sent the email to John.
8. Lucy threw the ball to the child.
9. Sophia sold the car to a doctor.
10. I asked the question to David.

Grammar Summary

After some verbs, we could find **two objects- a direct and indirect objects** in the active voice. In the **passive voice**, these two objects could have different roles in the sentence.

Examples:

1. The librarian lent a book to Jessica. (Active voice)
   - *A book **was lent** to Jessica* (by the librarian).
   - *Jessica was lent a book (by the librarian)*
2. My father sent a letter to the editor. (Active voice)
   - *A letter **was sent** to the editor* (by my father).
   - The editor was sent a letter (by my father).

The **passive form** of the verbs with **two objects** is used to put focus either on the **direct object** or the **indirect object** of the sentence in the active form (when they become the **subject** of the sentence in the **passive form**).

For example:

♦ *"Her aunt **gave** a doll to the little girl"* = In the active form, we can notice which one is the direct and the indirect object.

- ➢ *The doll **was given** to the little girl (by her aunt).* = The focus is on the direct object *the doll*.
- ➢ *"The little girl **was given** a doll (by her aunt)."* = The focus is on the indirect object *the little girl*.

Week 27 Day 2

Lesson 10



Activity 1: Sit in groups of four and study the following sentences. Report the differences you have seen to the class.

1. Anyuak and Nuyer languages **are spoken** in Gambella (by the people)
2. Coffee **is grown** in most parts of Ethiopia ***(by* farmers)**.
3. A new president **was elected (by voters)**.
4. My car was stolen **(by someone)**.
5. The picture was drawn **by a famous Ethiopian artist**.
6. The memo was written **by the manager**.
7. This picture was drawn **with a pencil**.
8. The memo was written **with a blue pen**.

Could you notice that sentences 1-4 can be written without agents, sentences 5-6 with agents, and sentences 7-8 with instrument?

Grammar summary

Passive voice without agent or with agents and instruments

The passive voice without agent is used when we do not know the agent, or when it is not necessary to mention the agent, or when the agent is obvious, or when we prefer not to mention the agent.

Example: The visitors were expected last week.

The agent is the subject of the active sentence; it is a person or a thing that performs the action. Most of the time the agent is not mentioned but if it is mentioned, it is usually preceded by the preposition 'by:'

Example: The students were ordered to go to class by the vice principal. (The principal ordered students to go to class)

The instrument is an object that is not the doer of the action but something that the doer uses in performing the action. If it is mentioned in the passive sentence, it is preceded by the preposition 'with'.

Example:

The students were dispersed with the whistle of the principal.

(The vice principal used a whistle to disperse students)



Activity 2: Now, in pairs, complete the following passive voice sentences with 'by' or 'with'.

1. This room is cleaned _____ **the students** every morning.
2. These windows weren't cleaned _____ **warm water and detergent**.
3. Is this letter written_____ **a ballpoint pen**?
4. Sneakers are worn usually _____ **young people** all over the world.
5. A lot of wooden houses are destroyed _____**fire**.
6. These potatoes are peeled _____ **a knife**.
7. The lion was killed _____ **a gun**.
8. The Mona Lisa was painted _____**Leonardo da Vinci**.
9. The rat was caught _____**metal trap**.
10. The Americas were discovered _____**Christopher Columbus**.
11. The first computer was built ____**Charles Babbage**.
12. All the trees were cut_____ **an axe**.

Week 27 Day 3

Lesson 11

Modals of Advice: 'should', 'ought to' and 'had better'

Activity 1: In groups of three, study the following sentences taken from Passage: Misale, a Good Citizen. Please, pay attention to the verbs in bold.

"My friends, we **should listen** to our parents, elders, and teachers; we **ought to make** books our best friends; we **should be** hardworking and responsible…"

What did Misale do with these sentences? You may refer back to the passage.

1. When you collect honey from the hives, you **should be** careful not to be stung by bees.
2. We **ought to bring** our books to class.
3. I **should visit** my parents more often.
4. You **had better come** early; otherwise you will miss the test.

NB. In these sentences, the modals 'should', 'ought to' and had better are used to give advice.

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

Situations	Tasks
1. When climbing trees 2. When you cross a road 3. When using knives 4. When there are broken bottles on walk ways or play grounds 5. When taking medicines	a. climb trees carefully b. keep medicines out of the reach of children c. hold it carefully d. look left and right before you cross the road. e. play away from the road or the play grounds. f. play away from wells and ponds/rivers/ lakes

Example:

a. We should climb trees carefully, otherwise we may fall down.

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



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

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

Now, compare your answers with your friend's.

Grammar Summary

The modal verbs **'should', 'ought to' and 'had better' are used** to express that we think something is a good (or a bad) idea. **"Should" is the most common way to give advice.**

Look at these examples:

Affirmative	Negative	Interrogative/Question
A: I failed my test. B: Really? You **should study** harder.	Young children **shouldn't watch** violent TV shows.	I have a problem. **Should** I **call** my parents or my friend?
A: It's really cold outside. B: You **ought to wear** a warm jacket.	("ought to" is not usually used in the negative form)	("ought to" is not common in question form)
A: You **had better slow down**. You are driving too fast!	You **had better not forget** to pay your tuition. If you do, the university will kick you out!	("had better" is not usually used in question form)

These examples have the same basic advice message, but **"had better"** is a bit stronger. It includes the idea of a warning: something bad will happen if you do not follow my advice. For example:

- You **had better** not forget to have your ID. If you forget, the principal will kick you out.
- You **had better** do your homework. If you do not do your homework, you will get a low mark.

In the above examples, you can see that the modals are followed by the simple form of a verb in these patterns.

Subject + modal + basic verb + ... ➡ You should study harder.

You should *to* study harder. ➡ Wrong!

You had better slow*ing* down. ➡ Wrong!

She ought to *to* drink more water. ➡ Wrong!

Week 27 Day 4

Lesson 12

More on Modals of Advice



Activity 1: Choose the best modal for each sentence and circle the letter of your choice. Then, check your answers in pairs.

1. A: I think that the mark my teacher gave me on my test is wrong.
   B: Really? You _____ to her after class today.
   A. ought to talk B. ought talk C. should to talk
2. I need help, doctor. I don't sleep well. What _____ ?
   A. had I better do B. I should do C. should I do
3. Dave loves chocolate, but he _____ too much or he will get fat.
   A. shouldn›t eat B. should eat not C. should eat
4. I'm going to visit your country. Where _____ if I want to go shopping?
   A. should I go B.I should go C. ought to I go
5. My mother isn't feeling well, so I told her that she _____ to the doctor.
   A. ought to go B. ought go C. ought
6. A: I'm so hot.
   B: You _____ your coat!
   A. should to take off B. should put on C. should take off
7. The airline only allows two pieces of luggage. You _____ pack too much or you will have to take it out at the airport!
   A. had not better B. had better not C.better not
8. It's raining and I don't want to get my dress wet. I _____ an umbrella.
   A. had better bring B. had better not bring C. had better to bring



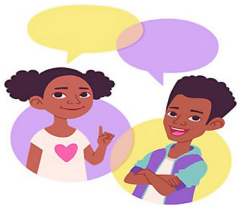
Activity 2: Write the best modal of advice to complete the sentences. Then, check your answers in groups of three.

1. My teacher told me that I _____ review my notes every day. I guess it's a good idea to look at them after class.
2. Do you think Challi _____ save her money or spend it? She is planning to go to Dembi Dolo this summer.
3. I'm going to a party tonight. What _____ I wear: a dress or black pants?
4. Our car's fuel tank is almost empty. We _____ fill it up with gas soon or we will run out of gas!
5. If you are worried about getting fat, you _____ eat at McDonald's every day. You _____ eat healthy, low-fat foods like fruits and vegetables.
6. It's really raining outside right now. I _____ forget my umbrella or I'll get wet!
7. Where _____ we have lunch today: at home or in a restaurant?
8. My doctor feels that I _____ exercise more because I'm out of shape and want to lose weight. I think he's right.

Section 5: Speaking

Week 28 Day 1

Lesson 13



Activity 1: Talking about a life history

1. Prepare notes to talk about the life history of Abebech Gobena. Reread the listening and the reading sections for more information. Compare and improve your notes with a friend.
2. Now, using your notes, tell your classmates about Abebech Gobena.

You may begin like this:

Today, I'm going to tell you about Abebech Gobena. She was also called the Ethiopian Mother Teresa. She was born in 1938……

Remember! When you tell a story about a person who passed away, you should narrate it in the past tense.

Week 28 Day 2

Lesson 14

Retelling a Story



Activity 1: Read the following story and discuss the questios that folllow in pairs.

Advice of The Goat

Once, a villager owned a donkey and a goat. He used the donkey to carry loads of articles from the village to the city where he would roam around the whole day selling his articles.

Sometime he could lend his donkey to others on hire when they needed it. As the donkey worked hard the whole day, the villager used to feed the donkey more food than he gave to the goat.

The goat felt jealous of the donkey. He advised the donkey, "You work all day long and hardly get any rest. You must act that you are ill and fall down unconscious.

This way, you'll get rest for a few days." The donkey agreed to this and acted as if he was ill. The villager called the doctor. The doctor said, ''Your donkey has a strange illness. To cure him, you must feed him the soup made of a goat's lungs."

The villager at once killed the goat and cooked soup out of his lungs. Then he fed the soup to the donkey.

The goat had tried to harm the donkey out of jealousy but he had been killed for his evil nature.

Now answer these questions.

1. Is the story interesting to you?
2. What did the got advise the donkey?
3. Do you think the donkey would get better after drinking the soup? Why?

4. Which character do you like most? The donkey, the goat, the villager? Why?
5. What do you learn from the behavior of the goat, the donkey and the villager?
6. What is the message of the story?

Activity 2: Now, using information from your discussion, retell the story in your own words to your classmates. Take time to reharse it with your friends. Your teacher will guide you on how you would retell the story.

Section 6: Writing

Week 28 Day 3

Lesson 15



Activity 1: Evaluate yourself against the following outline and write about your good citizenship level.

• proper dressing style • disciplined • clever	• help others • punctual • honest

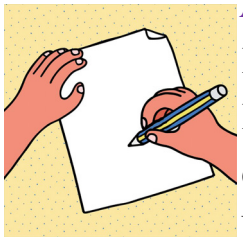


Activity 2: Sit in groups of four and select a classmate who shows qualities of good citizenship. Without mentioning her/his name, write a puzzle describing her or his good qualities. Read out your puzzle to your classmates and ask them to identify her/him. You can use the following outline

• proper dressing style • disciplined • clever	• help others • punctual • honest

Week 28 Day 4

Lesson 16



Activity 1: Who is the best teacher in your school? Why is she / he the best teacher? Then, write a short puzzle describing her/ him and post it on your class notice board. Then, your classmates can read it and find out who the best teacher is at your school. You may use the following as a guide for your selection

• caring • fair • honest • love all • helpful	• respectful • punctual • hard working • neat well dressed

Activity 2: At class level identify the most selected teacher. Then, identify the best description from the writings of your class. With the help of your teacher prepare the final report. Then post the report on the class noticeboard. Your teacher will invite that teacher and surprise him.

UNIT EIGHT



HEALTHCARE FACILITIES

Learning outcomes

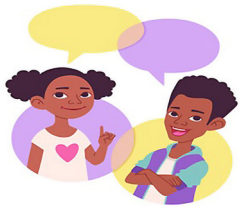
Upon successful completion of this unit, you will be able to:

- use your prior knowledge to predict the topic of a talk;
- answer listening for specific and detail information questions;
- ask for and give advice on health-related problems;
- ask for and give directions to healthcare facilities;
- answer reading comprehension questions;
- use synonyms/antonyms of the given words in sentences;
- learn meanings of words from contexts;
- form and use health-related compound words;
- use health-related expressions and idioms to talk and write about healthcare facilities;
- use the Past Continuous Tense appropriately; and
- write a persuasive paragraph.

Section 1: Listening

Week 29 Day 1

Lesson 1



Activity 1: You are going to listen to a text about *Healthcare Facilities*. Before listening, discuss the following questions with a friend.

- What is health?
- Should we care about our health? Why?
- Have you ever been ill? If yes, what did you do?
- In your area, when people are sick, where do they usually go? Why?

Activity 2: In pairs, list out the healthcare facilities you see in the picture. Which of these healthcare facilities are there in your area?



(Source: Rasmussen.edu/degrees/health-sciences/blog-11/09/2021)

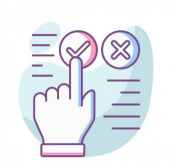


Activity 3: Now listen to the text and fill in the blank spaces with the right information.

1. Any place where healthcare services are provided is called _____.
2. _____ provide more comfortable birth environment to mothers.
3. _____ store and sort blood into components.
4. A healthcare facility for diagnosis and treatment of outpatients is called _____.
5. _____ provide all types of healthcare services.
6. _____ deal with emergencies, most serious illnesses, and injuries.

Week 29 Day 2

Lesson 2



Activity 1: Listen to the text again and decide whether the following statements are *True* or *False. Write your answers in your exercise book.*

1. Any healthcare facility can provide all healthcare services.
2. Birth centres provide a cost-effective, family-inclusive birth.
3. Blood banks manufacture and supply blood to patients.
4. People with serious illnesses and injuries can be treated at clinics.
5. Hospitals are the highest level of healthcare facilities.
6. The healthcare services hospitals provide can vary greatly depending on their size and location.

Now, listen to the text one more time and check your answers.



Activity 2: In groups of three, answer the questions below and report your answers to the class.

1. List the healthcare facilities in your area.
2. Explain the services they are providing. You can ask health professionals there if necessary.
3. Report your answers to your classmates.

Section 2: Speaking

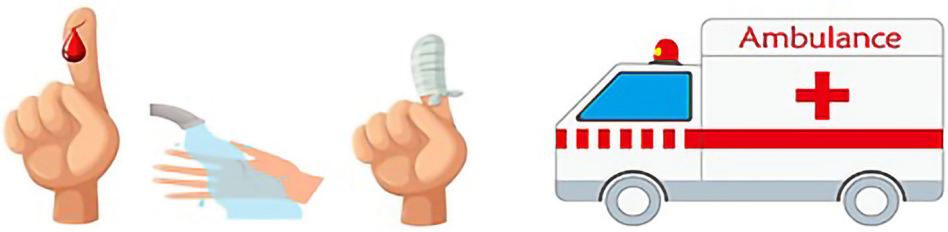
Week 29 Day 3

Lesson 3

Asking for and Giving Advice

In Unit Seven, we learnt that we can use *should*, *ought to,* or *had better* when we want to advise someone. Let's now have further practice on giving advice.

Activity 1: Role-play: In groups of four, practise the conversation below. Take turns to play the roles of A, B, C and D.



A: Ouch… I've cut my finger! It's bleeding. What **should** I do?

B: You **should** wash it carefully with boiled water.

C: You **ought to** put a bandage on it.

D: I think you **had better** go to the clinic.



Activity 2: Now write a similar conversation, choosing an illness from the list below. You can also use your own ideas. Then, take the roles and practice your conversation.

headache	fever	toothache	back pain
broken leg	a bad cold	sore throat	sore eyes

Activity 3: Giving advice on an incident

With your friend, read the text below and answer the questions.

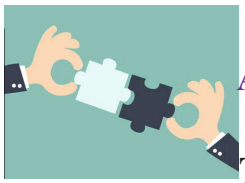
1. If you were at the accident place, what should you do first?
2. If you were Paulos's friend, what would you advise him?

Paulos was a businessman. He spent most of his time in his shops. Sometimes, he stayed at work till 10:00p.m. in the evening. One day, while he was driving back home, he had an accident. As his car crashed against a lorry, he was badly injured. Many people gathered around the accident place. Some of them wanted to take him to hospital immediately. Others said a traffic police had to be called. After an hour of argument among the people, Paulos was taken to a hospital. But he was in a serious condition as he had bled too much. After a prolonged hospitalization, he recovered but he had a serious injury on his spine. So, he was wheel-chaired for the rest of his life.

Week 29 Day 4

Lesson 4

Asking for and Giving Directions



Activity 1: Key words and phrases related to directions

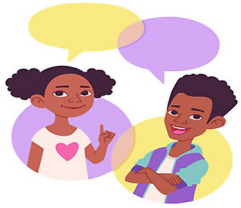
These are important words and phrases you should use when you ask for and give directions. In pairs, study them, and try add some more.

• Take a right/left • Go straight • Got it • Opposite • Take the first / second / third / right • Go right / left / straight at the light / corner / stop sign	• Continue straight on • Turn right / left at the light / corner / stop sign • I understand • Do you understand? • Get on the bus/taxi / train • Follow the signs for the hospital/ school/museum / shopping mall/ exit

Activity 2: Common questions when asking for directions

Practise saying the following common questions that we use when we ask for directions. Add some more similar questions.

- Is it far? / Is it close?
- How far is it? / How close is it?
- Could you please give me directions?
- Where is the nearest hospital / clinic/ school/ shop?
- Where can I find a clinic / bookstore / bus stop / restroom?
- Is the school/hospital/ bus station / museum / bank / department store near here?



Activity 3: Dialogue practice

Find a new friend and practise this dialogue. Take turns to ask for and give direction.

Abeba: Excuse me! Is there a hospital near here?

Hemen: Yes, there's one near here.

Abeba: How far is it to the hospital?

Hemen: It's not far, maybe about 200 meters.

Abeba: Could you please guide me?

Hemen: It's that way. Go straight ahead. Take a right at the junction. This straight road will lead you to the hospital.

Abeba: Thank you very much.

Hemen: My pleasure, please.

Grammar Summary

Key Grammar Points to Remember when asking for and giving directions!

Imperative form: we should use the imperative form when providing directions. The imperative form is comprised of only the verb without any subject, and it tells someone directly what to do. Here are some examples of the imperative from the dialogue.

- Take the blue line.
- Continue going straight.
- Change to the grey line.

Asking questions using how: How combines with many adjectives to ask information about details. Here are some common questions with how:

- How long? Used to ask about the length of time
- How much or many? Used to ask about price and quantity
- How often? Used to ask about repetition



Activity 4: Completing a dialogue

In pairs, complete the following dialogue with appropriate questions and responses. Then, take turns to practice the dialogue.

Leul: _____?

Helen: I'm sorry. I'm not from here so I don't know my way around. But I know a library near here.

Leul: How far is it?

Helen: _____.

Leul: Will you please tell me where the library is?

Helen: Go straight and turn right after the fuel station. Take this road. Go past the car park and you'll find the library.

Leul: Going straight and turning left!

Helen: _____.

Leul: Many thanks.

Now, with a friend, write and practice similar dialogues.

Section 3: Reading

Week 30 Day 1

Lesson 5

Passage 1



Activity 1: In groups of three, try to answer these questions.

1. Have you ever heard or read about these healthcare facilities?

- diabetes education centres
- dialysis centres
- imaging and radiology centres
- orthopaedic centres

2. Are they available in your area?



Activity 2: Now, read the passage quickly and match the healthcare facilities with the services they provide.

Healthcare facilities	Services they provide
1. Diabetes education centres	a. To treat kidney diseases
2. Dialysis centres	b. To deal with bones and muscle health issues
3. Imaging and radiology centres	c. To manage diabetes and make lifestyle adjustment
4. Orthopaedic rehabilitation centres	d. To have diagnostic imaging services
	e. To services to communities affected by natural or human-made disasters

Types of Healthcare Facilities

Some people may not think about healthcare facilities unless they are ill. But healthcare is **essential** and it's important to know more about the facilities. So, in this passage you are going to learn about four more types of healthcare facilities.

Diabetes education centres are one of the most important healthcare facilities. Since diabetes is so **widespread**, diabetes education centres help patients to manage their disease and to help other people at risk of diabetes to avoid it. Diabetes education centres typically give classes, education, and support to groups. These facilities also provide different equipment and medicines to help patients manage their diabetes and live as complication-free as possible.

Another important healthcare facility is **dialysis centres**. Patients with kidney disease often need regular treatments of dialysis. Dialysis is a process that filters and cleans the blood artificially - the work functioning kidneys normally take on. When kidneys aren't able to filter the blood, patients might need dialysis as often as three times a week to avoid serious complications.

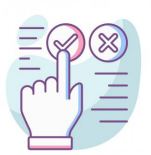
Imaging and radiology centres are also other key healthcare facilities. These facilities offer diagnostic imaging services to patients. **Diagnostic imaging** includes X-rays, ultrasounds, CT scans, MRIs (magnetic resonance images) and more. Hospital facilities will likely handle imaging for **urgent** cases, such as an MRI for a brain injury. But any imaging that can be arranged earlier, such as ultrasounds to **monitor** a pregnancy, could take place at any imaging centre.

There are also **orthopaedic centres** for people having bones and muscle health issues. For anyone with **chronic** back or joint pain, these are the types of healthcare facilities to visit. These facilities deal with many things, including therapy for people recovering from **injuries** or with disabilities. You will find treatment, rehabilitation, and prevention of various bone, ligament, tendons, joints, and muscle-related problems.

(Adapted from Healthcare Business Today Team, 2019)

Week 30 Day 2

Lesson 6



Activity 1: Read the passage again silently. Then, decide whether the following sentences are *True* or *False*.

1. The incidence of Diabetes decreases as the number of diabetes education centres increases.
2. Dialysis is a natural process that filters and cleans the blood.
3. People with kidney diseases might need dialysis to avoid serious complications.
4. Hospital facilities offer only MRI for brain injury.
5. Anyone with chronic back or joint pain can visit an orthopaedic rehabilitation centre.
6. Healthcare is so important that every person needs to know about the facilities.



Activity 2: Reading for inference

Read the passage again and choose the right answer to complete the sentences.

1. In the first paragraph, the writer gives

a. advice b. information c. warning

2. The purpose of Paragraphs 2 - 5 is

a. giving instructions b. informing c. entertaining



Activity 3: Reading for reference

What do the words and phrases in bold refer to in the passage?

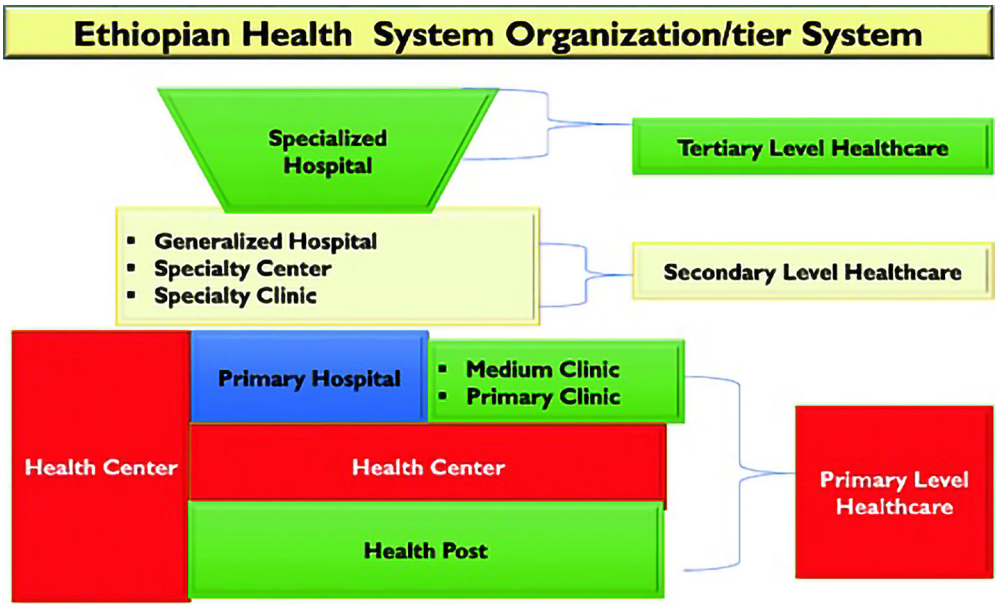
1. '…you…' (in Paragraph 1, Line 3)
2. 'They…' (in Paragraph 2, Line 2)
3. 'These facilities…' (in Paragraph 2, Line 7)
4. '…they…'(in Paragraph 3, Line 5)
5. '…these…' (in Paragraph 5, Line 3)
6. These facilities (in Paragraph 5, Line 6)

Week 30 Day 3

Lesson 7

Activity 3: Reading a diagram

Form groups of four. Read the diagram below carefully and answer the questions in writing.



(*Source: BMC Health Services Research, Volume* **19***: 127 (2019)*

1. How many levels does the Ethiopian health system have? What are they?
2. What healthcare facilities does each level include?
3. Where do you think health posts are found?

Week 30 Day 4

Lesson 8

Reading 2

Read the following story and do the activities that follow.

Health is Wealth!

Once upon a time, there lived a generous and **kind-hearted** king. But the people weren't happy with their king because the king was very lazy and would not do anything other than eating and sleeping. He spent days and weeks and months in his bed either eating something or sleeping. The king became a **potato couch** and the people started to worry about the king.

One day, the king realized that he couldn't even move his body, not even his foot. He became very fat and his enemies made fun of him, calling him 'fatty king', 'bulky king' etc. The king invited expert doctors from various parts of his country and offered them **generous rewards** to make him fit. Unfortunately, none could help the king gain his health and fitness. The king spent **enormous** amounts of money but everything went in vain.

One fine morning, a holy man visited the country. He heard about the ill-health of the king, and informed the minister at the palace that he could easily **cure** the king. Hearing these promising words, the minister became very happy. He requested the king to meet the holy man to **get rid of** his problem.

The holy man **resided** at a distant place. Since the king could not move his body, he asked the minister to bring the holy man to the palace, but the holy man refused. He said that the king had to go to him, in order to get cured.

After **strenuous** efforts, the king met the holy man at the latter's residence. The holy man **complimented** the king saying that he was a good ruler, and said that he would soon regain his health. He asked the king to come for treatment the next day. He told the king also that the king would be treated only if he came on foot to the holy man's residence.

The King was unable to walk even a few steps on the road, but aided by his followers, he reached the holy man's place. Unfortunately, the holy man was not **available** there and his devotee requested the king to come and meet him the next day for treatment. This was repeated for two weeks and the king never met the holy man, and never had any treatment.

Gradually, the king realized that he felt a lot lighter, lost a **considerable** amount of weight and felt more active than before. He realized the reason why the holy man asked him to reach his place by walking. Very soon, the king regained his health, and the people were very happy in his kingdom.



Activity 1: Based on the information in the story, choose the correct answers. Then, Report your answers to the class.

1. The main idea of the story is _____.

   a. Wealth is more important than anything.

   b. Health is more important than anything.

   c. If you are health, you are rich.

1. Why did the holy man ask the king to reach his place by walking?

   a. The holy man couldn't walk.

   b. The holy man lived in a distant place.

   c. The holy man wanted the king to walk.

2. How could the king regain his health and fitness?

   a. The holy man gave him medicine.

   b. He did exercise while he was walking frequently to the holy man's home.

   c. He stopped eating and sleeping.

3. The story is_____

   a. a true story

   b. a fiction

   c. a biography

A.
B. ✓
C.

Activity 2: Look at the expressions written in bold in the sentences below. Circle the letter of your choice that best explains the words/ Phrases in bold

1. Once upon a time, there lived a **generous and kind-hearted** king.

   a. lazy and careless b. caring and sympathetic c. cruel and worrier

2. The king became a **potato couch.**

   a. a person who eats too much potato

   b. a person who takes little or no exercise and watches a lot of television

   c. the king became potato seller

3. …his enemies made fun of him, calling him '**fatty king**', '**bulky king**' etc.

   a. filled with too much fat; heavily built

   b. wealthy and generous

   c. lazy and unfit

4. Hearing these **promising words**, the minister became very happy.

   a. discouraging b. assuring c. encouraging

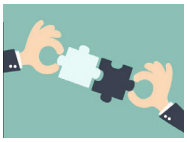
4. The holy man complimented the king saying that he was a good ruler

   a. admired b. insulted c. ridiculed

Section 4: Vocabulary

Week 31 Day 1

Lesson 9



Activity 1: The words on the left are taken from the reading passage. With a friend, match them with their meanings on the right. Use a dictionary if you find them difficult.

Words from the passage	Their meanings
1. essential	a. lasting for a long time
2. widespread	b. further development of an illness
3. urgent	c. identifying the nature of an illness
4. treatment	d. extremely important
5. complication	e. serious; critical
6. diagnosis	f. screening; controlling
7. chronic	g. a thing done to relieve or cure an illness
8. monitor	h. distributed over a large area
	i. the condition of being in good health



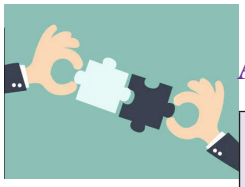
Activity 2: Use the correct word for the list below to complete each sentence correctly. Then, compare your answers with a friend's.

• chronic	• widespread
• monitor	• urgent
• essential	• treatment

1. COVID 19 has become a globally _____ illness killing many people.
2. My grandmother is suffering from a _____ heart disease.
3. Information is as _____ as food and shelter.
4. Debela needs an _____ treatment, otherwise he may die due to bleeding.
5. The accident victim required immediate _____.
6. Elisa is pregnant; she has weekly pregnancy _____.

Week 31 Day 2

Lesson 10



Activity 1: Making compound words

The word healthcare is used in this Unit very frequently. Have you noticed that it is a compound word formed from 'health' and 'care'? Similarly, we combine the word 'child' and 'birth' to form 'childbirth', 'head' and 'ache' to form 'headache'.

Make as many compound words with 'care' and 'birth' as you can. You can use a dictionary.

More examples:

childcare/ carefree birthday

Make your own sentences using at least four of the compound words you have made.

Example: I am suffering from a severe headache.

Write at least 5 words that go with the word 'hospital'. You may refer to a dictionary.

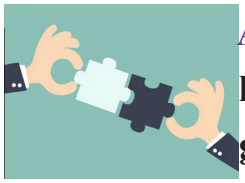
Examples: a hospital doctor

Activity 2: Health-related expressions/idioms

Idiomatic expressions refer to word combinations that have a different figurative meaning from the literal meanings of the phrase or each word.

With a friend, study the following examples.

1. *Take (someone's) pulse* = to measure the heart beats
2. *Sick in bed* = remain in bed while being sick
3. *Take a sick day* = being absent from work and still receive pay
4. *Take a turn for the better* = to start to improve or get well
5. Use two of these expressions to make your own sentences.



Activity 3: Match the health-related expressions/idioms on the left with meanings on the right. Compare your answers in groups of three.

Health-related Expressions/Idioms	Their Meanings
1. alive and kicking 2. health farm 3. die in one's bed 4. at death's door 5. on one's feet 6. sick at heart 7. catch one's breath	a. so ill that one may die b. still living, in good health and active c. to stop breathing for a moment d. completely recovered from illness e. feeling great disappointment, fear or unhappiness f. to die of old age or illness g. a place where people go to improve their health by eating certain food, exercise, etc.

Make three sentences using any of these health-related sentences.

Example: Your grandma is alive and kicking.

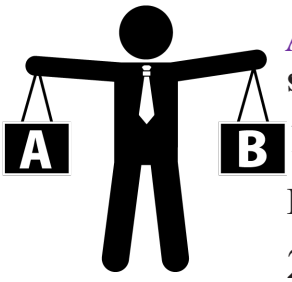
Section 5: Grammar

Past Continuous Tense

Week 31 Day 3

Lesson 11

i. Past Continuous affirmative



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

1. A: I **read** this newspaper yesterday.
   B: Yesterday morning, I **was reading** in the library.
2. A: We **ate** our lunch in the restaurant.
   B: We **were eating** lunch.
3. A: They **did** their homework.
   B: They **were doing** their homework.
4. A: You **watched** a nice movie.
   B: You **were watching** a movie.

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



Activity 2: Study these sentences as examples. Then, use the past continuous form of the verbs given in the brackets and complete the sentences that follow.

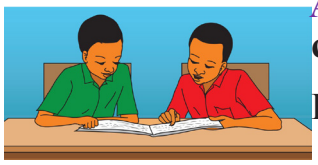
*At 8 o'clock yesterday evening, I **was watching** TV. Dad **was reading** a newspaper. My sisters **were playing** a game.*

1. The students _____ (write) their exam.
2. The child _____(cry) for the toy.
3. The dogs _____ (bark) loudly.
4. The wind _____ (blow) fiercely.
5. The birds _____ (sing) sweetly.
6. The farmers _____ (cut) trees in the field.
7. He _____ (drive) fast across the bridge.
8. Last night at 6 PM, I _____ **(eat)** dinner.
9. At midnight, we _____ still _____ (drive) through the desert.
10. Yesterday at this time, I _____ (sit) at my desk at work.

Week 31 Day 4

Lesson 12

ii. Past Continuous negative



Activity 1: With a friend, complete the sentences with the correct verb.

Example:

- Sultan was swimming in the river. (lake)

a. He **was not/ wasn't swimming** in the river.

b. He **was swimming** in the lake.

1. The girls were dancing. (singing)
2. Chaltu was reading a newspaper. (a book)
3. The teacher was drawing a cat. (a tiger)
4. The boys were playing football. (volleyball)
5. The dog was eating meat. (bone)

iii. Past Continuous interrogative

Activity 2: Write the question forms of the following sentences.



Example:

Was she reading a book? (book)

Yes, she was. She was reading a book.

1. _____ (school)

   No, they weren't. They were running to the shop.
2. _____ (paper)

   Yes, he was. He was cutting paper.
3. _____ (a film)

   Yes, I was. I was watching a film.
4. _____ (grapes)

   No, they weren't. They were eating bananas.
5. _____(What/you/do) when you broke your leg?

   B: I was snowboarding.
6. _____ (What/you/do) when the accident?

Now, practise similar questions and answers with your friend.

Grammar Summary

The Past Continuous Tense

The Past Continuous Tense is formed as follows:

Affirmative

I He/She/It	was	present participle (V-ing)
We/They/You	were	

Negative

I He/She/It	was not wasn't	present participle (V-ing)
We/They/You	were not weren't	

Interrogative

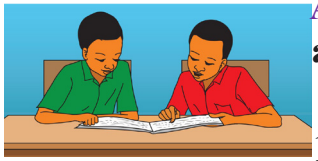
Was Wasn't	I he/she/it	present participle (V-ing)
Were Weren't	we/they/you	

We use the Past Continuous tense to describe an action that was going on in the past.

Week 32 Day 1

Lesson 13

Past Simple and Past Continuous



Activity 1: With a friend, study the following sentences. Pay attention to verbs written in bold.

1. I **was watching** TV when she called.
2. When the phone rang, she **was writing** a letter.
3. While we **were having** the picnic, it started to rain.

Now read the following story and answer the questions.

The Grasshopper and the Ant (Aesop's Fables)



In a field, one summer's day, a Grasshopper **was hopping** about, chirping and singing to its heart's content. An Ant **passed by**, bearing along with great effort an ear of corn; he **was taking** it to the nest. "Why not come and chat with me instead of toiling and moiling away," said the Grasshopper. "I am helping to lay up food for the winter and I recommend that you do the same," **said** the Ant. "Why bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant **went** on its way and **continued** its toil. When the winter **came**, the Grasshopper **found** itself dying of hunger, while it **saw** the ants **were distributing** everyday corn and grain from the stores they had collected in the summer. Then, the Grasshopper **knew**… (https://www.umass.edu/aesop/content.php?n=0&i=1-11/09/21)

1. Do you like the story? Why?
2. What do we learn from the behaviour of the grasshopper and the ant?
3. Can you explain similar behaviour of students?
4. What is the message of the story?
5. Now, sort out the verbs into the Simple Past and the Past Continuous tenses.

Remember we use the past continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the simple past. This can be a real interruption or just an interruption in time.



Activity 2: Complete the sentences with the Past Continuous forms of the verbs in brackets. Then, check your answers with a friend. The first one is done for you as an example.

1. I **was getting** (get) dressed when the doorbell **rang**.
2. She _____ (cook) dinner when the guests **arrived**.
3. The lights **went out** when the children_____ (do) their homework.
4. Dad _____ (drink) tea when the newspaper boy **arrived**.
5. I _____(knit) a sweater when my puppy **took away** the ball of wool.
6. You _____ (listen) to me when I **told** you to turn the light off.
7. While John _____ (sleep) last night, someone **stole** his car.
8. The girls _____ (wait) for us when we **got** off the plane.
9. While I _____ (write) the email, the computer suddenly **went off**.

Note that the Simple Past is used to talk about a completed past action while the Past Continuous describes a situation that existed at the time in the past.

Look at the structures carefully.

- Someone was doing something when someone did something.

  Tadesse was working on his farm when I met him.

- When something happened, something was happening.

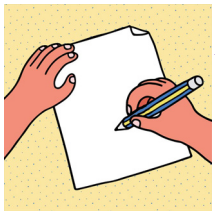
  When the bomb exploded, the machineries were working.

NB. We usually use the time adverb 'when' with the Simple Past and 'while' with the Past Continuous.

Week 32 Day 2

Lesson 14

More on Past Simple and Past Continuous tenses



Activity 1: Rewrite the words to make correct sentences in the Past Simple and Continuous tenses. No. 1 is done for you as an example.

1. The bus/coming/I crossed the street.

   The bus **was coming** when I **crossed** the street.

2. She/writing a letter/I called her.
3. The janitor/sweeping the floor/I saw her.
4. The children/studying/their mother arrived.
5. Two students (quarrelling)/the teacher entered class.
6. It/raining/the guests arrived.



Activity 2: Sit in pairs and write questions for the following responses as in the example.

Example:

What **were you doing** when I called you yesterday? (you)

I was going home when you called me yesterday.

1. _____ (the children)

   They were singing when I got home.

2. _____ (Lemesa)

   He was hiding under the table when his boss entered office.

3. _____ (maid)

   The maid was cleaning the house when Mom came home.

4. _____(the farmers)

   The farmers were ploughing when it began to rain.

5. _____ (the dog)

   The dog was barking when the thief jumped over the fence.

Now, practise similar question and answer with your friend.

Section 6: Writing

Persuasive Paragraph Writing

Week 32 Day 3

Lesson 15

We write a persuasive paragraph when we want to persuade/convince others to agree with us. In this type of paragraph, we just try to get other people to believe that we're right. So, we need to have convincing reasons.

Activity 1: Preparing outline for paragraph writing

With a friend, look at the pictures below and read the sample outlines and paragraphs for persuasive writing. Then, discuss the differences between the two paragraphs. What is the position of each writer?





Living in a **Village** or in a **City**?

Sample Paragraph 1

Outline

Better to live in cities

In cities:

- Multiple healthcare facilities
- Many doctors
- Fast ambulance and fire trucks service

In villages:

- local clinics or health centres
- a hospital in an emergency may take a lot of time

Cities often have multiple hospitals and many doctors specializing in even rare conditions. In a city, ambulances and fire trucks may take only minutes to arrive when accidents happen. Villages may have local clinics or health centres.

In villages, getting to a hospital in an emergency may take a lot of time. Therefore, cities are much better than villages to live. We can easily access healthcare facilities.

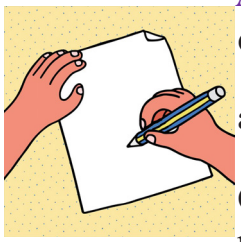
Sample Paragraph 2

Outline

Better to live in villages:

- Clean and not crowded
- Less epidemic diseases
- Less water and air pollution
- Fewer cars so fewer accidents
- health centres at villages have ambulances

I prefer to live in a village. Villages are relatively clean and not crowded. So the chance for epidemic diseases is less. There is less water and air pollution in villages; we can breathe fresh air. Also, as there are fewer cars in villages, there are fewer accidents. Nowadays, health centres at villages have ambulances to take people with serious illnesses to the nearby hospitals. For all these reasons, I believe that living in villages is better than living in cities.



Activity 2: Based on the sample outlines above, prepare outline on one of these topics.

a. 'Health is better than wealth.'

OR

b. 'Wealth is better than health.'

1. Now, discuss your notes and improve them with a friend.

Week 32 Day 4

Lesson 16

Preparing a draft and Writing the final version

1. Using your outline, write your first draft.
2. Exchange your paragraph with a friend and do peer-correction.
3. Review, proof read and write the final version of your paragraph.
4. Give you paragraph to your teacher for correction.

UNIT NINE



LIVING WITH DIFFERENCES

Learning outcomes

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

- answer pre-listening questions that will help you be ready to listen;
- do listening for specific information activities;
- identify major ideas from a listening text;
- talk about similarities and differences of people in English;
- read and comprehend written texts for various purposes;
- use synonyms and antonyms for given words in sentences;
- learn and use new words related to unity and diversity while writing sentences and paragraphs;
- make sentences in the Present Perfect Simple Tense;
- use the right time expressions with the Simple Present Tense; and
- talk about your identities and stories; and
- produce paragraphs and posters that can demonstrate 'Unity in Diversity.

Section 1: Listening

Week 33 Day 1

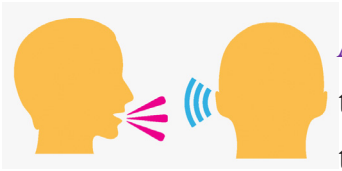
Lesson 1



Activity 1: Before you listen to a text about 'Living with Differences', choose the right answer for each question from the list below.

1. What makes people the same?

1. What makes people different?
2. What if we all were exactly alike? What if everyone spoke the same language, had the same religion, etc.?
3. What does 'living with differences' mean? It means:
    a. the world would be extremely dull and boring!
    b. physical differences in skin colour, languages, religions, traditions, clothes, foods and special cultural practices.
    c. accepting, respecting, and celebrating differences.
    d. we are all human beings with the same basic needs and feelings.



Activity 2: The following words are used in the listening text. In pairs, practise saying them correctly. Also, guess their meanings.

- neighbourhood
- merchant
- garment
- aggressive
- innocent
- rituals



Activity 3: Copy the following words into your notebook. Then listen to the text and put a tick mark (√) against the differences mentioned in Ahmed's family story.

• sex • religion • nationality • wealth • ethnicity	• hobbies • abilities • education • work • physical

Now, listen to the text again and check if your answers are correct. After that, compare your answers with a friend's.

Week 33 Day 2

Lesson 2

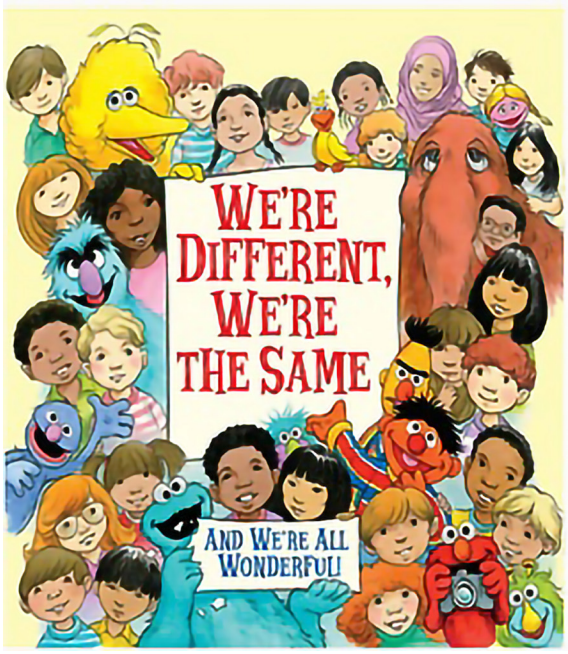
Activity 1: Observe your class

1. **List out how you, students are similar to one another. You can list your differences in terms of:**
   - classification
   - nationality
   - group
   - cooperation

2. **List out how you, students differ from one another. You can list your differences in terms of:**
   - age
   - sex
   - height
   - size
   - colour
   - ability
   - behaviour
   - religion
   - ethnicity

Activity 2: In groups of three, discuss what you can learn from these pictures. What do these sayings mean to you? Then, one of you shares your ideas to the class.

3. WE'RE DIFFERENT WE'RE THE SAME.
4. AND WE'RE ALL WONDERFUL.
5. It's OK to be Different!



(Source: Bobbi Kates and Joe Mathieu, 1992)



(Sharon Purtill and Sujata Saha, 2019)

Section 2: Reading

Week 33 Day 3

Lesson 3

Reading 1



Activity 1: With a friend, read the notes on 'Diversity'. Then, discuss the following questions.

Diversity recognizes the differences among people. It includes factors such as age, sexual orientation, religion, beliefs, ethnicity, race, language, family structure, culture, gender identity, political orientation, social status, and economic status. Cultural diversity in the classroom involves celebrating those differences and creating a culture of inclusion and acceptance among students and the greater school community.

1. What factors does diversity recognize?
2. What types of cultural diversity are there in your classroom?
3. Have you ever heard about 'Unity in Diversity'? What does it mean to you?
4. What advantages does it have?



Activity 2: Reading pictures

1. In groups of three, discuss the similarities and differences in the following pictures. Then, answer the questions that follow.

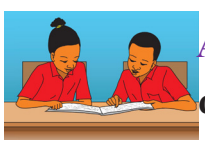




(Source: Elizabeth Cole and Julia Kamenshikova, 2021)

Based on the messages in these pictures, do you agree or disagree with the following statements? Why?

a. Diversity is beautiful.
b. Diversity makes life interesting.
c. Diversity gives us strength.
d. Diversity inspires unity.



Activity 3: Now, read the passage carefully and answer the following questions. Then, compare your answers with your friend.

1. What are the major advantages of 'Unity in Diversity'?
2. How can Unity in Diversity help to solve various social problems?
3. What is the most important result of Unity in Diversity?

Unity in Diversity

Unity in Diversity is a concept which **signifies** unity among individuals who have certain differences among them. These differences can be on the basis of culture, language, ideology, religion, group, class, ethnicity, etc. People have consistently shown **this praiseworthy behaviour** almost everywhere on Earth. The concept has certainly resulted in the ethical and moral **evolution** of humanity.



Unity in Diversity has a number of advantages. First of all, following Unity in Diversity implies an interaction between many types of individuals. These individuals will probably have certain differences among them. This would occur also in workplaces, schools, public places, etc. Most noteworthy, working with **diverse people** provides an opportunity for exposure to varied experiences. Furthermore, this interaction would build up tolerance in people. Hence, people would respect the opinions of others.

Unity in Diversity certainly enhances the quality of teamwork. This is because people would develop trust and social bond for mutual success. As such, the coordination and cooperation becomes very efficient. Consequently, the rate of completion of projects significantly increases.

In the world of business, a new principle is being followed. This principle is to think globally and act locally. The reason for using this principle by companies is to bring people together from different social and cultural traditions. This principle is certainly a victory for promoting the concept of Unity in Diversity. As a result, nowadays, more and more companies are doing business in different regions of the world.

The concept of Unity in Diversity has now become an effective tool in solving various social problems. This is possible as diverse people tend to know one another. Consequently, they come to understand that differences are normal, and this increases mutual respect among the people.

Unity in Diversity is very useful for a culturally diverse country. Above all, the concept allows people of different religions, cultures, castes, etc. to live together peacefully. The belief of Unity in Diversity certainly reduces the chances of riots and disturbances.

(Source: https://www.topper.com essay>)

Week 33 Day 4

Lesson 4



Activity 1: Read the passage again and decide whether the following statements are *True* or *False*. Compare your answers in pairs.

1. Unity in Diversity emphasises certain similarities among people.
2. There are no differences among individuals within a family.
3. Unity in Diversity makes coordination and cooperation among people very efficient.
4. Unity in Diversity is useful for diverse people, not for diverse countries.
5. Unity in Diversity is a global experience.



Activity 2: In pairs, reread the passage and find out what the words in bold refer to.

1. **'…these praiseworthy behaviours…'** (Paragraph 1, line 4)
2. **'…them…'** (Paragraph 2, line 3)
3. **'…this principle…'** (Paragraph 4, line 2)
4. '…**this**… (Paragraph 5, line 4)
5. '…**the concept**…' (Paragraph 6, lines 1-2)

Post- reading activity



Activity 3: In groups of four, discuss how the concept of 'Unity in Diversity' works:

a. in your family,
b. in your school, and
c. in Ethiopia.

Week 34 Day 1

Lesson 5

Reading 2



Activity 1: Read the following statements. Then, read story and answer the questions that follow.

1. The sons were quarrelling because they didn't like each other?
2. The old man called his sons to give them their share of the inheritance.
3. The father sent all his seven sons to bring each two sticks.
4. None of the son could break the bundle of sticks.
5. The father promised to give his land and money by advising them to stay in unity.

The Wise Father

Once, an old man in Axum had a large family. He had seven sons. His sons always quarrelled with one another. Each one wanted to inherit his father's money and land.

One day, the old man became very ill. He knew he was going to die soon, so he sent for his sons. All his sons came. Each one wanted to know what he would inherit. But the old man gave them nothing. He sent them all into the forest. He told each son to bring back two sticks, and they went out. Each son returned from the forest with two sticks. Then the father put the sons in a raw, the oldest son first and the youngest son last.

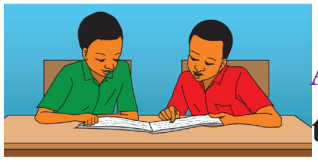
The old man said to the oldest son, 'Put one of your sticks across your knees and try to break it.' The boy did that and the stick was broken. Then the old man told the second son to do the same thing, and the second son broke one of his sticks. The old man continued down the line and repeated his instructions until each son had broken one of his sticks.

Then the old man said to the oldest son, 'Now tie seven sticks together to make a bundle.' The son made a bundle of all the remaining seven sticks, and the old man said, 'Put the bundle across your knees and try to break it.'

The son tried for a long time, but he couldn't break the bundle of sticks. Then the second son tried, but he couldn't break the bundle, either. Then each of the other sons tried, but none of them could break the bundle of sticks.

Then the old man said, 'I will give my land and my money to all of you. If you stay together, you will be strong. But if you do not stay together, you will be weak. Your enemies will defeat you!'

(Source: Ethiopian Folk-tales, 1972)



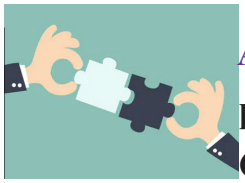
Activity 2: With a friend, read the story again and answer the following questions. Then report your answers to the class.

1. Do you like the story? Why?
2. Why couldn't the sons break the bundle of sticks?
3. Was the old man a responsible father? How?
4. What have you learnt from the story?
5. How is the story related with unity and diversity?

Section 3: Vocabulary

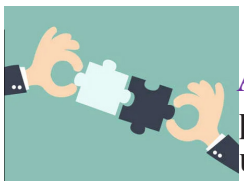
Week 34 Day 2

Lesson 6



Activity 1: The words in Column A are used in the reading passage. With a friend, match them with their meanings in Column B.

'A'	'B'
1. signifies	A. development, growth, advancement
2. praiseworthy	B. unrests, conflicts
3. evolution	C. remarkable, important, significant
4. noteworthy	D. shows, indicates
5. tolerance	E. success, triumph
6. victory	F. exemplary, admirable, worth
7. riots	G. conflicts, instabilities, disorders
8. disturbances	H. acceptance, patience



Activity 2: The words under column A are taken from the passage. Find their antonyms (opposites) from the list given under column B.

'A'	'B'
1. diverse	a. violent
2. human	b. harmful
3. advantage	c. alike
4. useful	d. animal
5. mutual	e. individual, personal
6. peaceful	f. dissimilar
	g. disadvantage

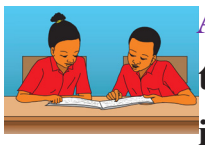
Section 4: Grammar

Present Perfect Simple Tense

Week 34 Day 3

Lesson 7

i. Affirmative form



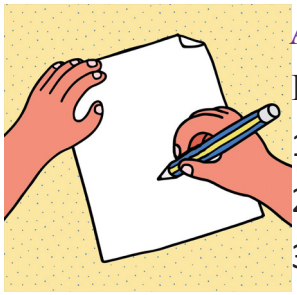
Activity 1: With a friend, look at the following sentences taken from the listening and reading teaxts. Pay attention to the verbs written in bold.

- We **have given** Oromo names to our children.
- People **have** consistently **shown** this praiseworthy behaviour almost everywhere on Earth.
- The concept **has** certainly **resulted** in the ethical and moral evolution of humanity.

Here are some more examples:

- Martha **has bought** a new dress.
- We **have finished** our assignment.
- He **has sent** the letter to the manager.
- I think you **have lived** here for ten years.

Have you noticed that all the verbs in the above sentences are in the Present Perfect Simple Tense? Have you also seen that all the sentences are in the affirmative (positive) form and for the third person singular ('it' and 'he'), we use 'has'?



Activity 2: Now, rewrite the following sentences with the Present Perfect Simple form of the verbs in brackets.

1. We can go home now. We (finish) our assignments.
2. She (write) a very good essay. Look!
3. You (eat) much of the food!
4. Alemu (bring) us apples; we can have some during lunch.
5. I (make) many new friends. Now I'm happy.
6. My father (go) to Assosa for a few days.
7. They (clean) the room very well. It smells good.



Activity 3: Now, make your own sentences in the Present Perfect Simple Tense using the given subjects and verbs in brackets.

1. Our teacher (tell)
2. The children (play)
3. Taye is rich. He (buy)
4. It (stop)
5. You (cut). It's bleeding.

Week 34 Day 4

Lesson 8

ii. Negative form



Activity 1: Form groups of four and compare the following sentences. What changes have you seen in the second sentence of each pair?

1. We **have given** Oromo names to our children.
   - We **haven't** given Oromo names to our children.
2. Martha **has bought** a new dress.
   - Martha **hasn't bought** a new dress.
3. We **have finished** our assignment.
   - We **haven't finished** our assignment.
4. He **has sent** the letter to the manager.

- He **hasn't sent** the letter to the manager.

5. I think you **have lived** here for ten years.
   - I think you **haven't lived** here for ten years.

Note that 'hasn't' is the short form of 'has not' and 'haven't' is the short form of 'have not'.



Activity 2: Rewrite the following sentences in the negative form. Then, compare your answers with a friend.

1. Sara has played the piano.
2. The guests have enjoyed their stay at our home.
3. The maid has broken the glasses.
4. You have taken the exam.
5. We have watered the flowers.



Activity 3: The following sentences are about an exam. But the words are not written in the correct form. Rearrange them to make negative Present Perfect Simple sentences. The first one has been done for you.

1. The/ started/ exam/ not/ has/ on time.

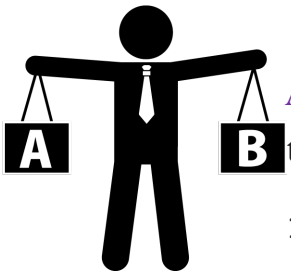
   The exam has not started on time.

2. Their/ not /teacher /has /come /on time.
3. have /students /got /about /clear /not /instruction/ instruction
4. Most of the students/ not/ have/ exam/ the/ finished.
5. Especially /has /Kelil /done/ not /the /second/ part.
6. Jitu/ happy/ has/ not/ about/ the/ disorganised/ been/ lesson.

Week 35 Day 1

Lesson 9

iii. Interrogative forms



Activity 1: Compare the sentences in each pairs. How does the second sentence differ from the first sentence in each pair?

1. Martha **has bought** a new dress.
   - **Has** Martha **bought** a new dress?
2. We **have finished** our assignment.
   - **Have** we **finished** our assignment?
3. He **has sent** the letter to the manager.
   - **Has** he **sent** the letter to the manager?
4. I think you **have lived** here for ten years.
   - **Have** you **lived** here for ten years?



NB: All the second sentences in each pair are in the Present Perfect Simple interrogative forms.



Activity 2: Choose the correct question form for each of the following sentences.

1. Our team has won the game.

A. Have team our won the game?

B. Has our team won the game?

C. Have our te-am won the game?

2. You have given us the necessary support.

A. Given you have us the necessary

B. Did you give us the necessary support?

C. Have you given us the necessary support?

3. They have been to Dire Dawa.

   A. Do they have been to Dire Dawa?
   B. Have they been to Dire Dawa?
   C. Has they been to Dire Dawa?

4. Alemitu has visited the museum.

   A. Did Alemitu visit the museum?
   B. Have Alemitu visited the museum?
   C. Has Alemitu visited the museum?

5. It has been a wonderful diversity celebration week.

   A. Was it diversity celebration a wonderful week?
   B. Have it been a diversity celebration day wonderful?
   C. Has it been a wonderful diversity celebration day?

6. They have gone to the USA.

   A. Have they gone to the USA?
   B. Did they go to the USA?
   C. Have they went to the USA?

7. You have read "War and Peace".

   A. Did you read "War and Peace"?
   B. Do you have read "War and Peace"?
   C. Have you read "War and Peace"?



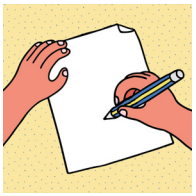
Activity 3: Rewrite the following statements into interrogative forms.

1. You **have painted** the kitchen door.
2. Your brother **has done** the shopping.
3. Gelana **has touched** a spider.
4. My father **has** ridden on a horse.
5. Oppai **has asked** his parents to pay for his education.
6. You **have written** the letter.

7. Selam h**as turned off** the TV.
8. You **have flown** in a helicopter.
9. She **has broken** the window.
10. You **have cooked** for your friends

Week 35 Day 2

Lesson 10



Activity 1: Rewrite the following affirmative questions into negative questions as in the example.

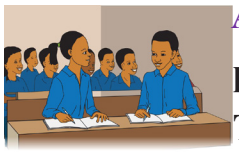
Example:

- Have you had breakfast?

✓ **Haven't** you **had** breakfast?

✓ **Have** you **not had** breakfast**?**

1. Has Tigist come back from Canada?
2. Have we cleaned the room? (The desk is dirty).
3. Have they understood the instruction? (They look confused.)
4. Have I told you about my sister?
5. Has the exam paper been marked?
6. Has the teacher missed classes so far?



Activity 2: In pairs, read the following conversation. In your practice, pay attention to the use of the Present Perfect Simple Tense.

A: **Have** you **eaten** breakfast?

B: yes, I **have**. Why do you ask me?

B: Well,…..emm… I **haven't**.

A: Why not? Is your Mom not at home?

B: No. She **has gone** to Merkato.

A: Didn't she leave you something to eat?

B: She **hasn't prepared** anything that I could eat.

A: Let's go out. I **have got** some money reserved for lunch. We can buy biscuits.

B: Oh! Sorry for bothering you.

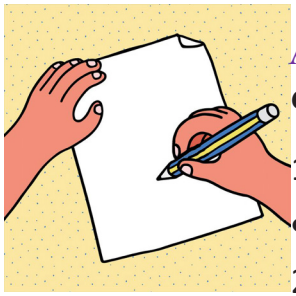
A: Not at all. I do have some extra money. Don't worry. OK?

B: That's very kind of you.

Now take turns to practice asking and answering the question.

Week 35 Day 3

Lesson 11



Activity 1: Rewrite these negative questions in the positive question form. No. 1 is done for you as an example.

1. Haven't you had breakfast?
   - Have you had breakfast?
2. Hasn't Tigist come back from Canada?
3. Haven't we cleaned the room? (The desk is dirty).
4. Haven't they understood the instruction? (They look confused.)
5. Haven't I told you about my sister?
6. Hasn't the exam paper been marked?
7. Hasn't the teacher missed classes so far?

Now, in pairs compare your answers. Then, take turns to ask and answer the above the questions. Fist, give a positive answer, and then a negative answer.

Grammar Summary

The Present Perfect Simple Tense

A. Affirmative/Positive Form

We use **'I/We/ The have + past participle'**

He/She/It has + past participle

Example: We **have played** football four times this month.

The Present Perfect Simple affirmative form is often used to express things that began in the past, but which normally continue into the present. We use the present perfect tense because the past action still has effects on the present. (For example, if he has finished his homework, we can go out for a walk now). It can also express something that has happened several times up to the present.

Example : She has played for the team for five years.

B. The negative form

It is formed as:

For plural nouns: 'I/We/ The have not+ past participle'

For singular nouns: 'He/She/It has not + past participle'

Short forms of the negative form are: I haven't – you haven't – she hasn't…

C. The interrogative form

The **present perfect**, in its **interrogative** form, is formed as follows:

Have/Has + subject + past participle + …(object) – (positive question)

Haven't/Hasn't + subject + past participle + …(object) – (negative question)

For example:

Has Abebe done his homework?

Hasn't Abebe done his homework?

The Present Perfect Simple interrogative form is used to ask about completed actions which occurred in the past and are connected to the present and still have effects on the present.

Week 35 Day 4

Lesson 12

Wh-Questions in the Present Perfect Simple

Activity 1: With a friend, study the following sentences.

1. A: **Have** you **finished** your homework?
   B: **Has** the new teacher **met** his students?
   C: **Have** the students **taken** the test for the second time?
   D: **Has** Brook ever **used** your umbrella?
2. A: **What have** you **prepared** for dinner?
   B: **When have** I ever **lied** to you?
   C: **Why has** Ted **left** the country?
   D: **How much** money **have** you **spent** so far?

Have you noticed that the questions in No. 1 are YES/NO questions while the questions in No.2 are Wh-questions?

Wh- questions are questions that require more information in their answers. Typical Wh- words are **what, where, when, why, who, how, how many, how much, etc**.

To create a Wh-question, start with the Wh-word, then add **have** or **has**, then the subject (a person or thing that has done the action), followed by the V3 (Past Participle) form of the verb and only then add the rest of the sentence.



Activity 2: In pairs, rewrite the following statements into Wh-question form.

1. You have heard the news. (When)
2. Mathew has quitted his job. (Why)
3. We have visited our parents. (When)
4. I have bought dolls. (Who)
5. I have eaten bananas. (What)
6. The woman has cleaned the rooms. (How many)
7. They have come by train. (How)

Week 36 Day 1

Lesson 13

Time Expressions in the Present Perfect



Activity 1: In groups of three, study the following notes and examples on time expressions that are commonly used in the Present Perfect Simple Tense.

Time expressions such as: **since/for**, **already/just**, **ever/ never/ yet, before, many times** are usually used in the Present Perfect Simple Tense. We use:

- **Since** and **for** to show that something started in the past and has continued up until now.
- **since** with a specific year or a period in the past, e.g. **since 2002** / **since** I **was a child**
- **for** with a particular length of time, e.g. **for** twenty years/**for** a week
- **ever** and **yet** in questions and negatives,
    - e.g. **Have** you **ever** / **hasn't** been **yet**
- **already and just in affirmatives , e.g. I've already/We've just**

Where to place these time expressions:

- **already** and **never**, **just** between have/has and the main verb, e.g. **has already finished** / **have just been**
- **yet, before** and **many times**, at the end of a sentence or questions, e.g. Have you been there **before**?



Activity 2: Complete each sentence with the right time expression from the list in the box.

yet	**before**	**many times**	**since**	
never	**ever**	**already**	**just**	**for**

1. You **have grown**_____ last time I saw you.
1. James **has not finished** his homework _____.
2. A: H**ave you**_____**been** to Jigjiga before?

   B: No, I have _____ been there.
3. He **has** _____ **travelled** by train before. This is his first time.
4. **A: Have** you _____ **met** Eyob?

   B: No. I **haven't met** him _____.
5. The rain **hasn't stopped**_____.
6. She **has been** in America _____ six months.
7. My English **has** really **improved** _____ I transferred to Grade 5.
8. The guests have **not arrived** _____.
9. We have lived in this house _____ the last fifteen years.
10. We have been to Nairobi _____.
11. I **have had** a cold _____ two weeks.

Section 5: Speaking

Week 36 Day 2

Lesson 14

Celebrating Diversity in the Classroom



Activity 1: Celebrating our diversity: sharing our identities and telling our stories

Form groups of four and learn each other's names. Take turns to share with your friends:

- what your name is;
- who gave you your name and why;
- how your name is linked to your local language and culture or religion; and
- how your name is connected to your identity.

Activity 2: Choose the best story of your group and tell it to your class.

Week 36 Day 3

Lesson 15

Events to celebrate diversity in the classroom

Activity 1: In groups of four, discuss what you learn from the pictures below. Are such events useful to celebrate diversity in the classroom? One of you reports your ideas to the class.



Ethiopian Culture Day at School



UN International Day for the Elimination of Racial Discrimination



Activity 2: Form groups of five and explore your own stories and cultural traditions. Choose one area of your culture to focus on and share it with other students.

You can speak with your families about common sayings or traditions in their cultures, such as holiday traditions, special stories, cultural foods, clothes, music and dances, household objects, weapons, etc. For example, try to discover what your classmates call their grandparents, parents, aunts and uncles. These all are great areas of celebrating diversity.

Now prepare a mini exhibition and share what you have discovered with the class!

Section 6: Writing

Week 36 Day 4

Lesson 16



Activity 1: In groups of four, choose an area of your culture or heritage to focus on and ask your family members or elders in your village about it. Sit together and discuss to identify important points for your paragraph writing or to prepare a poster.

Then, individually, write a paragraph of 5 - 7 sentences and combine all of your work into a group portfolio that celebrates diversity; or prepare a picture that can be part of your group poster.

You may add more information and use the guideline below.

The topic/issue:

Who celebrates it?

When is it celebrated?

Where is it celebrated?

How is it celebrated in the community?

How important is it?

UNIT TEN



ASSISTIVE TECHNOLOGY

Learning outcomes

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

- extract essential information from spoken texts;
- answer listening comprehension questions;
- describe different symbols of assistive technologies;
- talk about advantages and disadvantages of assistive devices;
- comprehend the messages of reading passages;
- answer various reading comprehension questions;
- figure out meanings of given words using context clues;
- identify antonyms and synonyms of words related to assistive technology;
- use the Simple Future Tense to predict the future situation,
- talk about your future plans; and
- write a well-organized paragraph describing an assistive device.

Section 1: Listening

Week 37 Day 1

Lesson 1

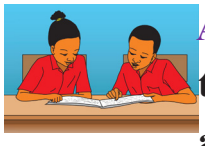


Activity 1: These words are used in the text *Assistive Technology* you are going listening to. Can you pronounce them? With a friend, practise to say them, and guess their meanings.

assistive disability equipment modified impairments device hard-ware software accessibility inclusive

Activity 2: Before you listen to the text, answer the following questions with a friend.

1. What is **assistive technology**?
2. Is there any student with disability in your class?
3. Does she/he use a supportive device? What kind?



Activity 3: Now, listen to the text attentively and write the letter of the statement you have heard in the text. Then, compare your answers with a friend.

a. Assistive technology is anything that enhances the functional capabilities of children with disabilities.
b. All assistive devices are expensive.
c. There are both hardware and software technologies that assist people with disabilities in accessing computers.
d. Schools should produce assistive devices.
e. Able-bodied students do not need to worry about assistive technology.
f. Assistive technology supports both teachers and students.

Week 37 Day 2

Lesson 2



Activity 1: In pairs, read the following table. Then, listen to the text again and match the disabilities on the left with the right assistive devices on the right. You may have more than one answer.

Disabilities	Assistive technology devices
1. mobility difficulties	a. text-to-speech software
2. disabilities in accessing information technology	b. text telephone
3. limited hand function	c. wheelchairs and walkers
4. blindness	d. keyboard with large keys
5. low vision	e. software that enlarges screen content
6. deafness	f. computer-generated voice software
7. speech impairment	g. a device that speaks out loud
	h. speech-to-text software
	i. hardware, software and peripherals



Activity 2: Reading symbols

1. In groups of three, look at the following symbols of assistive technology and answer the questions below.

a. Have you ever seen these kinds of symbols before? Where?

b. What do the symbols mean?

c. What kinds of disabilities can be supported with such devices?

2. List out the names of the symbols under the headings in the table below.

Hearing impairments	Visual impairments	Physical disability	Limited hand function



Access to Low Vision



Accessibility Symbol



Audio Description



Telephone Typewriter (TTY)



Volume Control Telephone



Sign Language Interpretation



Assistive Listening Systems



Accessible Print



The Information Symbol



Closed Captioning (CC)



Braille Symbol



Visually Impaired

[Source: https://www.open.edu%2Fopenlearn%2Feducation-development%2Fassi+stive-technologies-and-online-learning]

Section 2: Speaking

Week 37 Day 3

Lesson 3



Activity 1: Form groups three and read the following dialogue carefully. Then, take a role to practise the dialogue.

A mobile phone

Selam: Hi, Zekarias. Does a mobile have any advantages?

Zekaias: Yes, it does.

Selam: Can you tell me one advantage**?**

Zekaias: We can use it to do our homework.

Tullu: Does it have any other advantage?

Zekarias: Yes, we can play games with it.

Selam: That's very interesting.

Tullu: We can also use it to text one another.

Zekarias: A mobile phone has also disadvantages.

Selam: Can you tell us some of the disadvantages?

Tullu: Some children spend a lot of time on mobile phones; so they can be addicted.

Zekarias: That means they don't have time to do their homework; they don't study and they don't read.

Selam: That is very bad.

Tullu: Yes. We should use mobile phones wisely**.**



Activity 2: Role-play: What do/can mobile phones do?

In pairs, take turns to ask and answer questions quickly about the uses of mobile phones. Use words from the list below. You may add your own ideas.

• make calls • feel ill • send voiced messages • think • send text messages	• laugh • receive voiced messages • receive text messages • take photos • record voice	• dance • record videos • play films/music • make calculation

Examples:

Student A: Can mobile phones make calls?

Student B: Yes, they can.

Section 3: Reading

Week 37 Day 4

Lesson 4



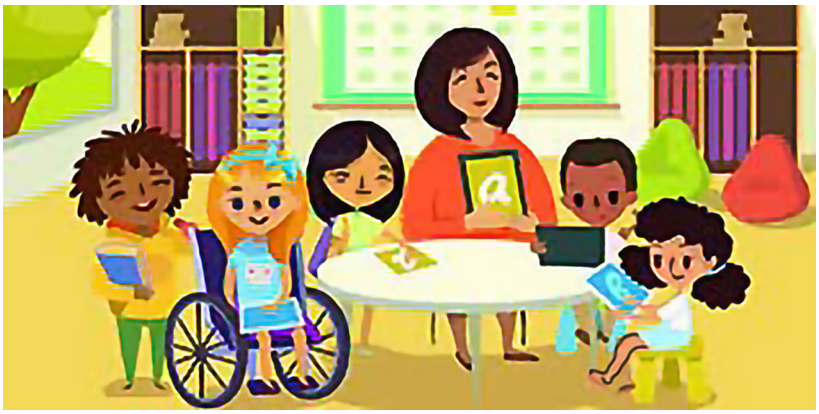
Activity 1: Before you read the text about *Assistive Technology for Children*, discuss the following pictures in groups of four.

1. What is the message of each picture?
2. What can you do to help children with disabilities?

Children Using Assistive Devices



An Inclussive Classroom



Happy children run to school together!

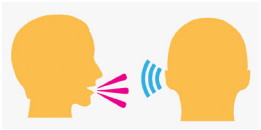


[Source: https://www.depositphotos.com%2F303837968%2Fstock-illustration-disabled-people-kids-vector-illustration.

3. What can your teacher do to support children with disabilities?

Activity 2: These words are used in the reading passage. Can you pronounce them correctly? Do you know their meanings? Practise with a friend.

- recreational
- achievement
- institutionalization
- impairments
- premature
- disparities



Activity 3: Now, read the following passage quickly and list out the three major benefits of assistive technology. Compare your answers with a friend.

Assistive Technology for Children



When assistive technology is appropriate to **the user** and the user's environment, it is a powerful tool to increase **independence** and improve participation. **It** helps individual children become **mobile**, communicate more effectively, see and hear well. It **provides** the means of access to fully participate in educational, social and recreational opportunities. Assistive technology **empowers** greater physical and mental function. It, therefore, **impacts** on self-image, self-esteem, and a sense of self-worth by facilitating the participation and **inclusion** of children with disabilities in all aspects of life. By improving access to education and increasing achievement in school, assistive technology can have positive social and economic effects on the lives of children with disabilities.

Assistive technology also **reduces** costs for educational services and individual support.

It reduces costs when it supports early childhood development and educational achievement, and avoids repetition of learning missed due to educational **barriers**. Assistive technology further reduces costs by supporting independent functioning and access to healthcare, instead of personal support services, and independent community living, instead of **institutionalization**. Assistive technology may reduce the need for formal support services. It also reduces the time and physical burden for caregivers. It prevents falls, injuries, further impairments and **premature** death.

Moreover, assistive technology supports children to access and enjoy their **rights** and do things they value. It bridges **disparities** between children with and without disabilities. Generally, benefits in areas such as health, mobility, education and participation have been **linked** to the use of assistive technology.

(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)

Week 38 Day 1

Lesson 5



Activity 1: Read the passage silently and fill in the blanks with the right information. Then, check your answers with your teacher.

1. Assistive technology enhances independence and participation when it fits to _____ and _____.
2. By facilitating the participation and inclusion of children with disabilities, assistive technology helps to build up their _____, _____, and_____.
3. Assistive technology also reduces costs for _____ and _____.
4. Assistive technology narrows the difference between _____ and _____.
5. Assistive technology allows children with disabilities to access and enjoy _____ like any other humans.



Activity 2: In pairs, answer the following questions based on the information given in the table.

A. Circle the different device in each category.

a. dressing stick, toilet seat, talking book player, feeding robot

b. headphone, task lists, adaptive toys, smartphones with audio recorder

c. communication board, automatic reminder, timer, picture calendar

d. screen reader, Braille chess, white cane, walking frame

e. leg or hand splint, tricycle, magnifier, corner chair

f. sound emitting balls, audio recorder, amplified telephone, eye glasses

B. Explain why the device is different from the others.

Assistive technology for children	
Category	**Example products**
Mobility	• walking stick, crutch, walking frame, manual and powered wheelchair, tricycle • artificial leg or hand, leg or hand splint, clubfoot brace • corner chair, supportive seat, standing frame • adapted cutlery and cooking utensils, dressing stick, shower seat, toilet seat, toilet frame, feeding robot
Vision	• eyeglasses, magnifier, magnifying software for computers • white cane, GPS-based navigation device • Braille systems for reading and writing, screen reader for computer, talking book player, audio recorder and player • Braille chess, balls that emit sound
Hearing	• headphone, hearing aid • amplified telephone, hearing loop
Communication	• communication cards with texts, communication board with letters, symbols or pictures • electronic communication device with recorded or synthetic speech
Cognition	• task lists, picture schedule and calendar, picture-based instructions • timer, manual or automatic reminder, smartphone with adapted task lists, schedules, calendars and audio recorders • adapted toys and games

(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)

Week 38 Day 2

Lesson 6

Reading 2

In passage 1, we have read about assistive devices for children with physical, visual, hearing and communication difficulties. Such difficulties are visible and students with such problems can get supports from their family, teachers, friends and other people. But there are children with difficulties or disabilities which are not visible. Such children may not be easily understood by others. Do the following activities to learn about such children.



Activity 1: Below is a story about a boy called Mamo. Read the story silently and answer these questions.

1. What did Mamo want to do?
2. What did Mamo do with the money the farmer gave him?
3. What happened to the butter the farmer gave Mamo?
4. What did Mamo tie around the meat?
5. When did Genet begin to laugh?
6. What did the Ras ask Mamo to do?

A boy called Mamo was living in a small village with his mother. His father was dead. Mamo wanted to help his mother, because she was very poor. He asked a farmer for a job. The farmer hired Mamo. When Mamo finished his work, the farmer gave him some money. On the way home, Mamo threw the money away. When Mamo reached his home, his mother asked, "Where is your money?"

'I threw it away,'Mamo answered.

His mother was very angry. 'Never do this again,' she shouted. 'Put it in your pockert.'

On the second day, the farmer gave him some butter. Mamo put the butter in his pocket. As he walked home, the butter melted. It dripped on him and ruined his clothes. When Mamo's mother saw what had happened, she was angry with him. 'You aren't helping me' she said.

Mamo was very sad. 'Next time I will be more careful' he said.

The next day, after Mamo finished the day's work, the farmer gave him a goat. Mamo let the got to walk home with him. Unfortunately, the goat ran away and Mamo arrived home with his empty hands. When he mother saw him, he was afraid of her, and "He said the got ran away."

His mother …. And she said, "My boy, you had to tie it with a string."

On the fourth day, the farmer gave Mamo some meat. Mamo tied the meat with a piece of string and pulled it behind him on the ground. Some dogs took the meat away. When Mamo came home, he had no meat. His mother was very angry again. She shouted, 'Next time, carry it on your shoulders!'

The following day the farmer told Mamo to take his donkey to the river. Mamo remembered his mother's words, and he put the donkey on his shoulders. On the way to the river, Mamo passed by the home of Ras Demissie. During that time, Ras Demissie's daughter, Genet, was very ill. She didn't talk and laugh at all. The doctors were not able to cure her. Ras Demissie promised, "If anyone could make and talk my daughter, I would let him marry her." Every day, Genet sat near the window but no one could help her.

When Genet saw Mamo carrying the donkey, she began to laugh. Soon she began to get well. Ras Demissie was very happy. He asked Mamo to marry his daughter. They were married a few days later; and Mamo, Genet and the donkey lived happily together for many years.

(Adapted from Ethiopian Folk-Tales (1972)



Activity 2: Read the story again and answer the following questions. Then, compare your answers in groups of three.

1. The best title for the story is
   A. Mamo the Hardworking Boy
   B. Mamo, the Wise Boy
   C. Mamo, the Innocent Boy

2. Mamo had _____.
   A. physical disability
   B. low thinking ability/intellectual limitation
   C. hearing impairment

3. Mamo was innocent because _____

A. He obeyed his boss's, the farmer's orders.

B. He respected his mother.

C. A and B are correct.

4. Mamo was not able to understand what his mother said to him because

A. he didn't work hard.

B. His mother didn't instruct/teach him appropriately.

C. The farmer didn't give him anything.

5. The story tells us that children with disabilities _____.

A. should not work.

B. cannot learn.

C. should be taught, trained and supported in the right way.

Activity 3: Discuss these questions with your friends and share your ideas to your classmates.

1. Do you find the story interesting? Why?
2. Do you find anything surprising in the story? What is it?
3. Does the story end with something sad or good? What is it?
4. Mamo and Genet got married according to Ras Demissie's wish. She was not asked whether she liked him or not. Do you think this is a good practice?

Section 4: Vocabulary

Week 38 Day 3

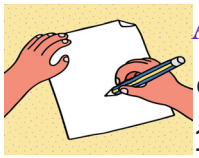
Lesson 7

Working with words



Activity 1: The following words are used in the reading passage and they are written in bold. With a friend, write their synonyms.

1. independence (Paragraph 1, line 2)
2. mobile (Paragraph 1, line 3)
3. reduces (Paragraph 2, line 1)
4. barriers (Paragraph 2, line 4)
5. linked (Paragraph 3, line 4)



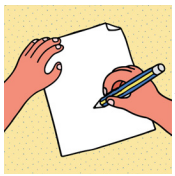
Activity 2: Now, write the antonyms of the above words. The first one is done for you as an example.

1. Independence - *dependence*



Activity 3: Use the correct word from those listed in Activity 1 to complete the sentences below. You may need to change the word form.

1. Children's educational achievements are _____ with the kind of support they are provided.
2. Most young people want _____ from their parents.
3. This classroom is especially designed for children who are less _____.
4. Children with physical disabilities use wheelchairs to _____ the _____ that prevent them from walking.



Activity 4: These words are also used in the reading passage. Make your own sentences using them.

provide	*empower*	*inclusion*	*right*

Week 38 Day 4

Lesson 8

Let's learn more about compound nouns

In the previous units, you learnt about compound words such as the following:

Written as one word	Written as two words
rainfall	health service
sunlight	health centre
headache	health post
healthcare	health facilities
	hospital doctor



Activity 1: In pairs, list as many similar compound nouns as you can in the box below. You may use a dictionary.

Written as one word	Written as two words

In this Unit, you have come across hyphenated compound nouns.

Examples:

- self-image
- self-esteem
- self-worth



Activity 2: Make a list of as many similar hyphenated compound nouns with 'self' as you can. You can use a dictionary.

Examples:

- self-respect
- self-confidence
- self-evident



Activity 3: Make sentences using at least five of your hyphenated compound nouns. Be sure to use the right capitalization and punctuation marks. Compare your sentences in groups of three.

Example:

- A self-respecting doctor never refuses to treat a sick person.

Section 5: Grammar

The Simple Future Tense

Week 39 Day 1

Lesson 9



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

- Farah will complete her homework soon.
- Farah will not/won't complete her homework.
- Will Farah complete her homework?



Activity 2: Make similar sentences in the Simple Future using the given words.

1. they / call / us/will

Affirmative: They will call us.

Negative: They will not/ won't call us.

Question: Will they call us?

2. she / remember / us

Affirmative: _____

Negative: _____

Question: _____

3. you / be / in Adama

Affirmative: _____

Negative: _____

Question: _____

4. I / buy / bread

Affirmative: _____

Negative: _____

Question: _____

Grammar Summary

The Simple Future tense

i. Affirmative/positive

Subject + will/shall + main verb + (object)
e.g. My uncle will come tomorrow.

i. Negative

Subject + will/shall + NOT – main verb + (object)
e.g. My uncle will not/won't come tomorrow.

ii. Interrogative

Helping verb + subject + main verb + object
e.g. Will my uncle come tomorrow.

How to Use 'will' and 'shall'

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

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

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

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

To express future as a fact – will be/shall be

To talk about things which we think or believe will happen in the future – will be

Note that we can use 'shall' instead of 'will' for first person singular 'I' when we: describe the future very formally; make suggestions; or make offers and promises.

Week 39 Day 2

Lesson 10

More about Future Simple



Activity 1: Complete the sentences with the future simple form of the verbs in brackets. Then compare your answer with a friend.

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



Activity 2: Complete the paragraph using shall/will/won't to talk about uses in brackets.

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

Week 39 Day 3

Lesson 11

Predicting the future



Activity 1: Put the verbs into the correct form (Future Simple). Use 'will' and the verbs in brackets. Compare your answers in pairs.

Junedin asked a fortune teller about his future. Here is what she told him:

1. You _____ (earn) a lot of money.
2. You _____ (travel) around the world.
3. You _____ (meet) lots of interesting people.
4. Everybody _____ (adore) you.
5. You _____ (not / have) any problems.
6. Many people _____ (serve) you.
7. They _____ (anticipate) your wishes.
8. There _____ (not / be) anything left to wish for.
9. Everything _____ (be) perfect.
10. But all these things _____ (happen / only) if you marry me.

Predicting the future weather



Activity 2: In groups of three, discuss the expressions below.

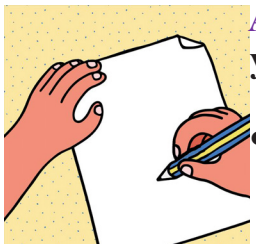
When we talk about the weather in the future, we use ***it will or will be***.

This is normally: It + will + weather verb + future time OR It + will + be + weather adjective + future time

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

Now, practise to predict tomorrow's weather in pairs. Complete the sentences.

1. It's very cloudy today; _____.
2. The sky is clear today; _____(not).
3. The coming week (be)_____. This week is dry and windy.
4. It _____soon; it's very chilly now.
5. The humidity is high; the next few days _____ (be).



Activity 3: Plan your future: Write five sentences about what you plan to do next year. You may start like this:

- I will continue my study.

Week 39 Day 4

Lesson 12

Asking about the future



Activity 1: Study the following examples. Then, answer the questions correctly.

Examples:

A. Will you come tomorrow morning?

Ans. Yes, I will. / Yes, I will come tomorrow morning. Or

No, I won't. / No I will not come tomorrow morning.

B. Will she bring you new shoes next week?

Ans. Yes, she will. / Yes, she will bring me new shoes next week. OR

No, she won't. / No, she won't bring me new shoes next week.

1. Will you visit your grandparents on the coming weekend?
2. Will you talk to the director tomorrow? (you –plural)
3. Will your father buy you an umbrella?
4. Will your elder brother help you with your homework?
5. Will you study English with your friend?



Activity 2: Read the questions below and give correct answers. Then, compare your answers in groups of three.

1. What will you do tomorrow?
2. What will you eat for dinner this evening?
3. What will you do this weekend?
4. What will you wear tomorrow?
5. What will you do when you get home?
6. Who will you meet this weekend?
7. Where will you go on your next vacation?
8. What will you do this evening?

Week 40 Day 1

Lesson 13

'be going to'

Activity 1: In pairs, read the one-turn exchanges between Musema and Ayantu. Pay attention to the underlined future verbs.



A. **Musema:** Are you free tomorrow, Ayantu?

Ayantu: Sorry, **I'm going to** study for the exam.

B. **Musema:** Oh! I haven't got enough money to pay.

Ayantu: Don't worry. **I'll** lend you some.

C. **Musema:** What does the teacher want the keys for?

Ayantu: He's going to lock the door.

What is the difference between 'will' and 'be going to' in these short exchanges? Below are some more examples for you.

Examples:

- I'm going to sell my bike.
- She is going to have the best vacation this year.
- We are going to live in Jimma for the coming two years.

Grammar Summary

Note that we use 'be going to' instead of 'will' when we talk about our plans and make up our mind to do something in the future.

e.g. Belete and Maria **are going to get** married.

We also use 'be going to' to talk about planned personal arrangement.

e.g. My father **is going to leave** for London tomorrow morning.

Time expressions such as *tomorrow, next Monday/week/month/year, coming month, tonight, this afternoon, the day after tomorrow*, etc. are used with the Simple Future tense.

These time expressions are usually put at the end of sentences. But we can also put them at the beginning of sentences.



Activity 2: In pairs, complete the following sentences with 'will' or 'be going to', whichever is more appropriate.

1. A: Look! The sky is covered with very dark clouds.
   B: It _____(rain).
2. A: I'm moving house tomorrow.
   B: I _____ (come) and help you.
3. A: Have you got any plans for tomorrow?
   B: Yes, I_____ (visit) my grandparents.
4. A: Why is she learning Spanish?
   B: She _____ travel to Spain.
5. A: We are thirsty.

B: Wait here. I _____ get some water.

6. A: Meat or fish?

   B: I _____have some fish, please.

7. A: What do you want the keys for?

   B: I _____ lock the door.

8. A: If you don't take a taxi, you _____ arrive on time.

9. A: Why do you want so many oranges?

   B: I _____ make an orange juice.

10. A: We need one more player.
    B: _____you play with us tomorrow?

11. A: Why are you switching the TV on?
    B: I _____ watch a football match.

Week 40 Day 2

Lesson 14

Simple Future Passive



Activity 1: Work in groups of three and compare the following active and passive forms of the Simple Future.

1. **A:** We **will know** the results in a few days.

   B: The results **will be known** in a few days.

2. **A:**The teacher will give us the exam at the end of the month.

   B: We **will be given** the exam at the end of the month.

   C: The exam **will be given** by the end of the month.

3. Rami **will buy** a car next month.

   B: A car **will be bought** next month.

4. A: India **will win** the match.

   B: The match **will be won** by India.

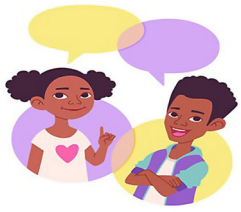
Grammar Summary

Note that the active form of the Simple Future is formed by using *will + infinitive without 'to'*. But the passive is formed by using *will +be +past participle*.
Also remember that when we change active to passive, the object of the active sentence becomes the subject of the passive form.

Examples:

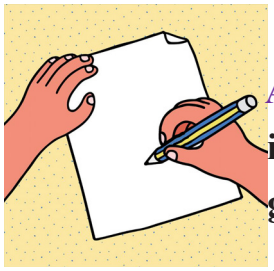
Active: I **will tell** Mom that you are leaving.

Passive: Mom **will be told** that you are leaving.



Activity 2: In pairs, rewrite the sentences below into their Passive forms.

1. The committee **will consider** the issue in its next meeting.
2. They **will present** the trophy after the speeches.
3. The police **will not announce** the information until next week.
4. The company **will produce** a new car for the coming New Year.
5. Somebody **will tell** you when you should come to school.



Activity 3: Rearrange the following words to write sentences in the Simple Future Passive. Then, compare your answers in groups of three.

1. blamed/ be/ for /will/the/I/problem
2. will /children/ the/ demonstrated/ be/game /for the
3. will/ procedure /explained /to /me /the /be
4. by/ The/ building/ will /company/ demolished /be /construction/ the
5. The/ will /clothes /Friday /washed/ next/ be

Section 6: Writing

Week 40 Day 3

Lesson 15

Writing a descriptive paragraph



Activity 1: Read the following note outline and sample paragraph describing an assistive device called 'Walker'.

Outline:

- Walker
- For people with physical disability;
- To maintain balance and stability when walking;
- a frame that is about waist high;
- available in different sizes;
- Modern walkers are height-adjustable.

A Walker



A walker or walking frame is an assistive device *for people with physical disabilities. It helps them to maintain balance or stability while walking. A walker consists of a frame that is about waist high, approximately twelve inches deep and slightly wider than the user. Walkers are available in different sizes, such as for children or for heavy people. Modern walkers are height-adjustable.*



Activity 2: Now, prepare a similar outline and compare it in groups of three.

- You can take any assistive device that people with disabilities use commonly in your area.
- Take any assistive device you know very well. Or
- Choose one of the following assistive devices:
  a. Brail
  b. White cane
  c. Wheelchairs
  d. Hearing aid

Week 40 Day 4

Lesson 16



Now, write a similar descriptive paragraph of 4 to 5 sentences.

- Produce your first draft.
- Exchange with a friend for peer-comments.
- Review and write your final draft.
- For better description, you can post the picture.

Appendix 1: List of Irregular Verbs

List of Irregular Verbs (Source: English-hilfen.de)

No	Base Form	Past Simple (V2)	Past Participle (V3)
1	abide	abode	abode/abided
2	arise	arose	arisen
3	awake	awoke	awoken
4	be	was/were	been
5	bear	bore	born(e)
6	beat	beat	beaten
7	become	became	become
8	begin	began	begun
9	bend	bent	bent
10	bet	bet	bet
11	bind	bound	bound
12	bite	bit	bitten
13	bleed	bled	bled
14	blow	blew	blown
15	break	broke	broken
16	breed	bred	bred
17	bring	brought	brought
18	broadcast	broadcast	broadcast
19	build	built	built
20	burn	burnt/burned	burnt/burned
21	burst	burst	burst
22	buy	bought	bought
23	can	could	… (been able)
24	catch	caught	caught
25	choose	chose	chosen
26	cling	clung	clung
27	come	came	come
28	cost	cost	cost
29	creep	crept	crept
30	cut	cut	cut
31	deal	dealt	dealt
32	dig	dug	dug
33	do	did	done
34	draw	drew	drawn
35	dream	dreamt/dreamed	dreamt/dreamed

36	drink	drank	drunk
37	drive	drove	driven
38	eat	ate	eaten
39	fall	fell	fallen
40	feed	fed	fed
41	feel	felt	felt
42	fight	fought	fought
43	find	found	found
44	fly	flew	flown
45	forbid	forbade	forbidden
46	forget	forgot	forgotten
47	forgive	forgave	forgiven
48	freeze	froze	frozen
49	get	got	got
50	give	gave	given
51	go	went	gone
52	grind	ground	ground
53	grow	grew	grown
54	hang	hung	hung
55	have	had	had
56	hear	heard	heard
57	hide	hid	hidden
58	hit	hit	hit
59	hold	held	held
60	hurt	hurt	hurt
61	keep	kept	kept
62	kneel	knelt	knelt
63	know	knew	known
64	lay	laid	laid
65	lead	led	led
66	lean	leant/leaned	leant/leaned
67	learn	learnt/learned	learnt/learned
68	leave	left	left
69	lend	lent	lent
70	lie (in bed)	lay	lain
71	lie (to not tell the truth)	lied	lied
72	light	lit/lighted	lit/lighted
73	lose	lost	lost
74	make	made	made
75	may	might	…

76	mean	meant	meant
77	meet	met	met
78	mow	mowed	mown/mowed
79	must	had to	…
80	overtake	overtook	overtaken
81	pay	paid	paid
82	put	put	put
83	read	read	read
84	ride	rode	ridden
85	ring	rang	rung
86	rise	rose	risen
87	run	ran	run
88	saw	sawed	sawn/sawed
89	say	said	said
90	see	saw	seen
91	sell	sold	sold
92	send	sent	sent
93	set	set	set
94	sew	sewed	sewn/sewed
95	shake	shook	shaken
96	shall	should	…
97	shed	shed	shed
98	shine	shone	shone
99	shoot	shot	shot
100	show	showed	shown
101	shrink	shrank	shrunk
102	shut	shut	shut
103	sing	sang	sung
104	sink	sank	sunk
105	sit	sat	sat
106	sleep	slept	slept
107	slide	slid	slid
108	smell	smelt	smelt
109	sow	sowed	sown/sowed
110	speak	spoke	spoken
111	spell	spelt/spelled	spelt/spelled
112	spend	spent	spent
113	spill	spilt/spilled	spilt/spilled
114	spit	spat	spat
115	spread	spread	spread
116	stand	stood	stood

117	steal	stole	stolen
118	stick	stuck	stuck
119	sting	stung	stung
120	stink	stank	stunk
121	strike	struck	struck
122	swear	swore	sworn
123	sweep	swept	swept
124	swell	swelled	swollen/swelled
125	swim	swam	swum
126	swing	swung	swung
127	take	took	taken
128	teach	taught	taught
129	tear	tore	torn
130	tell	told	told
131	think	thought	thought
132	throw	threw	thrown
133	understand	understood	understood
134	wake	woke	woken
135	wear	wore	worn
136	weep	wept	wept
137	will	would	…
138	win	won	won
139	wind	wound	wound
140	write	wrote	written

Appendix 2: Infinitives without 'to'

Verbs + Infinitives without 'to'

We use the Infinitive without 'to' after the following:

1. After auxiliaries/modals: can, could, may, might, must, mustn't, needn't, shall, should, will, would

He can/ could run very fast.

I **may/ might fly** to Africa this summer.

I must/ mustn't go now.

You need/**needn't pay the bill**.

We **shall/should sing** a song.

She **will/would cook** a meal for his birthday.

*2.After the auxiliary **do***

I **don't know**.

She doesn't **work**

3. After some structures such as: had better, would rather, would sooner, why not, why should we, why should we not

You had better **clean up** your room.

Susan would rather **study** for her exam tomorrow.

I would sooner **read** a book than watch this film.

Why not **ask** your neighbour for help?

Why should we **go** by car?

Why should we not go by car?

4. After verbs of perception + object (action has finished): feel, hear, notice, see, watch

She felt the rain fall on her face.

I heard **Peter sing** a song.

Mandy noticed **the boy climb** the tree.

They saw **him climb** up the roof.

He watched **the thieves steal** a car.

5. After 'let': let + object, let's

Sifen let **her child go** out alone.

The mother let **her daughter decide** on her own.

Let's **go** for a walk through the park.

6. After 'make + object: make

She made Solomon and Martha **clean** the room.

Appendix 3: Infinitives with 'to'

English verbs that are used before the infinitive with 'to'	
English verb	**Example combination**
afford	afford to buy
agree	agree to talk
aim	aim to succeed
appear	appear to be difficult
arrange	arrange to meet
attempt	attempt to do
beg	beg to tell the truth
care	care to have some tea
choose	choose to move
claim	claim to be the owner
condescend	condescend to write
consent	consent to use
dare	dare to ask / dare ask Can also be used without *'to'*.
decide	decide to sell
demand	demand to know
deserve	deserve to be treated well
determine	determined to continue This verb is mostly used in the passive voice.
endeavour	endeavour to carry on
expect	expect to receive
fail	fail to complete
forget	forget to tell
guarantee	guarantee to accept
happen	happen to know
have	have to work
help	help to finish / help finish Can also be used without *'to'*.
hesitate	hesitate to make a decision
hope	hope to see
learn	learn to fly
long	long to be
manage	manage to organise
mean	mean to hurt
need	need to drink
neglect	neglect to have done
offer	offer to help
plan	plan to travel
prepare	prepare to compromise

English verbs that are used before the infinitive with 'to'	
English verb	**Example combination**
pretend	pretend to be
proceed	proceed to change
promise	promise to come
refuse	refuse to provide money
resolve	resolve to review
seem	seem to work out
stop	stop to talk
swear	swear to stay at home
tend	tend to eat too much
threaten	threaten to fire someone
trouble	trouble to help
undertake	undertake to meet the cost
volunteer	volunteer to assist
vow	vow to protect
want	want to say
wish	wish to study

(Source: english-hilfen.de)



Ministry of Education
Federal Democratic Republic of Ethiopia