

# ENGLISH FOR ETHIOPIA

## STUDENT'S TEXTBOOK

GRADE 7



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK

GRADE 7



# ENGLISH FOR ETHIOPIA

## STUDENT'S TEXTBOOK

GRADE 7

Listening



Speaking



Writing



Reading



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

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# **English for Ethiopia**

## **Student Textbook**

### **Grade 7**

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# UNIT 1: LIVING IN RURAL AREA

## Unit Objectives

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

- listen to the text and identify specific information
- talk about their preferences in connection to living in cities or country side
- Pronounce the interdental voiced [ð] and interdental voiceless [θ] sounds correctly in different sentences
- talk about the similarities and differences of the life style of people who live in rural area versus those people who live in cities
- associate the gist of the passage with their own life experience
- work out the contextual meaning of the words in the reading text
- use the words they learnt in the passage in different communicative situations when/where necessary
- discover how simple present tense is used in different types of sentences
- write few simple present tense sentences that talk about everyday activities, general truths and planned future actions
- use appropriate words in their appropriate place when they write a paragraph
- use comma in different written sentences correctly

## SECTION ONE

### Lesson 1: A peaceful walk in the country side



## Pre-Listening Activities



**Activity 1.1: Read the questions below and discuss with the student sitting next to you. .**

1. Have you ever visited a rural area? If yes, what does it look like?
2. Think of the meanings of the following words and your teacher will assist you

Countryside	Trip	Bullocks
Fed up	Fence	Sign

## While-Listening

**Activity 1.2: You are going to listen to a story. Listen to your teacher very carefully and answer the following questions.**

1. Why was Melaku fed up?
2. How far did he plan to walk?
3. What did he take with him?
4. How were the bullocks behaving?
5. Who did he see approaching the field?

**Activity 1.3: Listen to the story once again and put a tick mark (✓) only on sentences that you have heard in the story.**

1	No need to worry about masks and physical distancing.	
2	I enjoy being in the country side.	
3	I saw a woman approaching.	
4	There were bullocks in the field I had to cross.	
5	I was crying in the field.	

## Lesson 2

### Post-Listening

**Activity 1.4: Sit in groups of four and share your experiences on the following questions.**

1. Do you think the speaker had a peaceful walk in the country side? Why?
2. What do you learn from the story you heard in the text?
3. What similar or different experiences do you have about what you listened?
4. What do you think might happen to the narrator at the end?

**SECTION TWO: SPEAKING****Lesson 3****Talking about Preferences**

**Activity 1.5:** In this activity, you will consider how the conjunctions **but, on other hand, so, and whereas** are used in the dialogue. Read the following dialogue between **Ato Ali** and **Ato Fasil** and practice the dialogue in pairs.

**Ato Ali:** Good morning, Ato Fasil. Nice to see you again after such a long time.

**Ato Fasil:** Good morning, Ato Ali. Pleased to meet you, too. Yes. It's a long time since we last met.

**Ato Ali:** Are you staying long in town?

**Ato Fasil:** No, I only have come to visit relatives and hope to go back home this evening.

**Ato Ali:** Oh! I see you will be leaving so soon. You don't like the city life, do you?

**Ato Fasil:** No, I don't like living in the polluted air of town. I'm asthmatic, so the town is not a good place for me to live in. The fresh air in the rural area is good for my health.

**Ato Ali:** Well, I understand your problem, but is fresh air the only reason for you to decide to live in rural areas?

**Ato Fasil:** Not really. There are also other benefits. I can't sleep in a noisy town. The noise, the music are all disturbing. On the other hand, the countryside is so quiet and peaceful.

**Ato Ali:** What else do you like in the countryside?

**Ato Fasil:** Well, in the countryside, I like the taste of the food. It is natural; whereas the foods in towns are not. Nowadays, people mix different things, so I do not like the taste.

**Ato Ali:** Oh! Really, it seems like you want to live the rest of your retirement life in the countryside with your relatives. Good luck, my friend!

**Ato Fasil:** Thank you!



**Activity 1.6: Discuss in groups why people prefer or do not prefer to live in the city or in rural areas. Use the following language expressions as a guide.**

Expressions used

They prefer...

They like....

They do not prefer...

They do not like....

They hate to live....

They love to live...

They adore living...

## Lesson 4

### Pronunciation Practice

In this lesson, you will consider how to pronounce /θ/ and /ð/sounds in poems, separate words and tongue twister activities.

**Activity 1.7: Read the following poems in pairs and pay attention to the underlined letters.**

**Mom:**

**Mom:**

You've got to quit.

Don't suck your thumbs--your left one or your right.

It's pushing all your front teeth out.

It's ruining your bite.

It might take years to get straight teeth, with braces on your mouth.

It isn't fun. Believe me, son. So keep your thumbs down south.

**Child:**

I have two thin thumbs.

They're with me day and night.

My favorite thumb is on my left.

The other's on my right.

My thumbs always soothe me when I am feeling sad.

They help me to protect myself when I am feeling mad.

My thumbs help me fall asleep when I am feeling tired.

I do not know how better friends could ever be desired.

My mother says it's time to quit-- that sucking thumbs is bad.

And every time I suck my thumbs, my mom gets very mad.

I'm 5 years old. It's time to quit-- of all the silly habits.

I don't want people thinking that my theeth look like a rabbit's.

**Activity 1.8: Say the words with /θ/ sound after your teacher.**

Beginning	Middle	End
thin	author	bath
thief	mother	teeth
therapy	lethal	breath
thesis	ethnic	mouth

**Activity 1.9: Say the words with /ð/ sound after your teacher.**

Beginning	Middle	End
than	leather	clothe
theirs	rhythms	smooth
that	weather	with
those	father	soothe

**Activity 1.10: Listen to the teacher and identify /θ/ and /ð/sounds**

thigh	thick	thought	though
there	theme	math	booth

**Activity 1.11: Practice the following tongue twisters individually, in pairs or in chorus.**

Teeth

Healthy teeth

Healthy teeth in the mouth

Healthy teeth teething in the mouth

Thigh

Thick thigh

Thy thick thigh

Thy thick thigh in a pie

**SECTION THREE: READING****Lesson 5****Pre-reading**

**Activity 1.12: Answer the following questions before you read the passage. Use the picture as a guide**

1. What does life in rural and urban area look like?
2. What do you think the next passage will be about?



**Read the following passage and answer the questions that follow.**

### **Living in Rural and Urban Areas: Advantages and Disadvantages**

There are a number of advantages and disadvantages of living in rural and urban areas. In rural area, the air is fresh and healthy. There are fewer automobiles in villages, and there is an **absence** of significant industrial sectors. Air pollution is lower, and there is green environment. On the other hand, in urban areas or cities, with the advancement of technology, the environment is polluted with gases from vehicles. Factories discharge water without treatment and **emit poisonous** into the atmosphere; as a result, there is lack of pure water and fresh air. This pollution often makes urban life suffocating and **congested**, so a vast number of urban people suffer from health problems such as heart disease or breathing problems.

People living in cities go to villages during their holidays to take a break from the polluted and contaminated urban environment. Villages have healthy and **pleasant** weather. The food in rural area is natural and healthier than in cities where people mix different things.

Although people in urban areas suffer from different diseases as compared to rural area, there is access to medical care. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city to get medical help anytime. Public transport is also usually **available** 24 hours a day. Therefore, living in big cities is more **convenient** because of the complete facilities such as transport, education, health care and entertainment are provided.

**While-reading**

**Activity 1.13: Write true if the statement is correct or false if it is wrong based on the information in the reading passage.**

1. People who live in the city can get medical services.
2. People who live in a rural area can choose any public transport.
3. People who live in the city get fresh air and green environment.

**Activity 1.14: Choose the best answer based on the information in the above passage.**

1. Why do people who live in urban areas suffer from breathing problems?
  - A. Because they are busy working different activities.
  - B. Because of a large number of vehicles, the area is polluted.
  - C. Because they engage in a large number of social activities than rural people.
  - D. Because they prefer comfortable life.
2. Which one of the following is the advantage of living in rural areas?
  - A. The environment is conducive to live.
  - B. There is access to medical care.
  - C. Public transport is available.
  - D. It is technologically and scientifically advancing.
3. What is the advantage of city life?
  - A. One can get access to better health services.
  - B. There is more access to education.
  - C. There are different places for entertainment.
  - D. All can be advantages of living in cities.
4. One of the following is the disadvantage of living in rural area. Which one?
  - A. There is no pleasant weather condition.
  - B. Many facilities such as health and transport services are not fulfilled.
  - C. The food is not healthy.
  - D. All
5. Why is it easier to get medical treatment in big cities?
  - A. Because medical treatment is more affordable.
  - B. Because hospital facilities are more complete.
  - C. Because ambulances are provided for free.
  - D. Because medical centers open 24 hours.

**Lesson 6****Post-reading**

**Activity 1.15: Answer the following questions first in pairs and share to the class.**

1. Where do you live now? Is that country side or in city?
2. Describe the life style of people in the place you live.
3. Talk to your partner about the life style of your parents who lives in a place different from you.

**SECTION FOUR: VOCABULARY**

**Activity 1.16: Guess the meanings of words as they are used in the reading passage and match the words in Column ‘A’ with their meanings given in Column ‘B’.**

A	B
_____ 1. Absence (Para 1, line 3)	A. release
_____ 2. Emit ( Para 1, line 6)	B. accessible
_____ 3. Poisonous(Para 1, line 6)	C. lack
_____ 4. Congested (Para 1, line 8 )	D. suitable
_____ 5. Pleasant (Para1, line 11)	E. toxic
_____ 6. Available (Para 2, line 18)	F. enjoyable
_____ 7. Convenient (Para2, line 21)	G. overcrowded

**SECTION FIVE: GRAMMAR****Lesson 7****Simple Present Tense**

**Activity 1.17: Read the short story about Ato Gebeyehu family’s day-to-day activities and complete the table below.**

**Ato Gebeyehu’s family**

Ato Gebeyehu’s family lives in a small rural area of Ethiopia. The life is quite calm and surrounded by animals. Although they do different activities along the day, they always have time to share together. The family consists of five members: the two parents, Aster and Gebeyehu; the three children – Adanech, Alemitu and Belete. They live in a big farm with their cattle, dogs and cats. They wake up very early every day, around 5 a.m. Aster is the busiest person in the family. She gets up earlier than anyone else in the family. She prepares breakfast for the family and gets the children, Adanech and Alemitu, ready for school. When the two children go to school at half past seven in the morning, Aster keeps working in the house. The eldest son Belete milks the cows and feeds the cattle before having breakfast. After breakfast, Ato Gebeyehu and Belete go out to the

field to work on the farm. Belete helps his father with the farm work. Around lunch time, W/ro Aster takes lunch for her husband and son, who work in a farm. In the afternoon, when Adanech and Alemitu come back home, they do their homework and help their mother with the chores at home. They fetch water from the river and feed the animals. W/ro Aster prepares dinner with the help of the two daughters. At 7 p.m, the family dines together and they talk about their day and share their experiences sitting around the fire.

Family members	Day to day activities
Aster	
Gebeyehu	
Belete	
Adanech and Alemitu	

## Lesson 8

**Activity 1.18:** Look at the pictures describing Mikiyas's routines before school and write what he does by underlining the verbs.



1. Mikiyas wakes/gets up early in the morning.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Activity 1.19:** Look at the pictures describing Mikiyas's routines after school and write what he does by underlining the verbs.



1. Mikiyas comes back from school in the afternoon.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Lesson 9

## Grammar Spot

## Uses of simple present tense

1. to express habitual or repeated actions.

**Example:**

I **drink** tea every morning.

Tolosa **goes** to school five days a week.

2. to express general or universal truth.

**Example**

Man is mortal.

Green plants **prepare** their own food.

3. to talk about scheduled future actions that may take place in a fixed period of time.

**Example**

The plane **arrives** in 5 minutes.

The restaurant **opens** at 7:30 tonight.

**Activity 1.20: Write three sentences about the things you do every day and read to the class.**

Example: *I get up early in the morning.*

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## Lesson 10

**Activity 1.21: In this activity, you will consider how simple present tense is used in a text. Complete the paragraph with the correct form of the verbs in parentheses.**

Obang and Achal live in a big city of Ethiopia and (1) \_\_\_\_\_ (have) a busy lifestyle. Obang is a doctor at a hospital. He \_\_\_\_\_ (2) (work) the whole day, so he (3) \_\_\_\_\_ (go) to work at 8:00 a.m and comes home at 7:00 p.m. His wife Achal works at a bank. She \_\_\_\_\_ (4) (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the day. Obang and Achal also \_\_\_\_\_ (5) (have) two children, Kak and Okello. Every morning, they all \_\_\_\_\_ (6) (have) breakfast together at 7:30. Then, Kak and Okello \_\_\_\_\_ (7) (go) to school, and Obang and Achal \_\_\_\_\_ (8) (go) to work. In the evening, all of them \_\_\_\_\_ (9) (come) home. Obang and Achal \_\_\_\_\_ (10) (prepare) dinner for the family. Obang usually \_\_\_\_\_ (11) (help) the kids \_\_\_\_\_ (do) (12) their homework. Then, the family \_\_\_\_\_ (13) (eat) dinner. After that, Achal \_\_\_\_\_ (14) (wash) the dishes, and then they all \_\_\_\_\_ (15) (go) to bed. Obang and Achal \_\_\_\_\_ (16) (have) a busy schedule during the week, but on weekends they relax with their kids.



## Lesson 11

**Activity 1.22: The following is a conversation between Abdi and Bikila. Read the dialogue and complete the blank spaces with the correct form of the verbs in parentheses.**

Abdi: What time does the train leave?

Bikila: It \_\_\_\_\_ (1. leave) at seven o'clock.

Abdi: Hurry! We do not want to be late for class. It \_\_\_\_\_ (2.start) at eight o'clock. I \_\_\_\_\_ (3. start) to take computer course next week.

Bikila: On the course, you \_\_\_\_\_ (4.begin) by learning the keyboard. The following week, you \_\_\_\_\_ (start) typing whole sentences. When you \_\_\_\_\_ (leave) the course, you should be able to type competently.

Abdi: What time does the session \_\_\_\_\_ (begin)?

Bikila: It \_\_\_\_\_ (begin) at 9.00.

**Activity 1.23: In this activity, you will consider how simple present tense is used in positive and negative. Read and complete the paragraph with appropriate simple present tense verbs.**

Hi! I am Aynadis. I am a reporter of our school radio station. I (1)\_\_\_\_\_ in Class 7B. We (2)\_\_\_\_\_ a big class, 30 girls and 23 boys. We like school very much. Our classroom (3) \_\_\_\_\_ nice. It (4) \_\_\_\_\_ not very big, but it (5) \_\_\_\_\_ comfortable. Chala and Araya are my friends. They (6) \_\_\_\_\_ good friends. They (7) \_\_\_\_\_ in my class. Our homeroom teacher's name (8) \_\_\_\_\_ Aziza. My favorite subject (9) \_\_\_\_\_ mathematics, but my friend Araya(10) \_\_\_\_\_ not\_\_\_\_\_ it. I want to have friends from other classes. I will be glad to see you in our studio.

## Lesson 12

**Activity 1.24: Fill in the blank spaces with appropriate simple present tense verbs first individually. Then, check your answers with your partner.**

**Pawlos:** Good afternoon, can I ask you some questions?

**Alemayehu:** Sure, you can ask as many questions as you want.

**Pawlos:** What do you do?

**Alemayehu:** I'm a graphics designer. I design magazines, brochures and websites.

**Pawlos:** How long have you been doing this?

**Alemayehu:** I've been working as a graphics designer for over six years.

**Pawlos:** Are you married?

**Alemayehu:** Yes, I'm.

**Pawlos:** What does your wife \_\_\_\_\_?

**Alemayehu:** She is a teacher.

**Pawlos:** What does she \_\_\_\_\_?

**Alemayehu:** She teaches Mathematics.

**Pawlos:** Where does she \_\_\_\_\_?

**Alemayehu:** She \_\_\_\_\_ in a primary school in Assosa.

**Pawlos:** Do you have any children?

**Alemayehu:** Yes, we \_\_\_\_\_ two children – a boy and a girl.

**Pawlos:** \_\_\_\_\_ you watch films?

**Alemayehu:** Yes, I do.

**Pawlos:** What types of films do you \_\_\_\_\_?

**Alemayehu:** I usually watch Romantic films.

**Pawlos:** Do you exercise?

**Alemayehu:** Yes, I do.

**Pawlos:** How often \_\_\_\_\_ you exercise?

**Alemayehu:** I \_\_\_\_\_ at least four times a week.

**Pawlos:** Thank you so much for answering my questions.

**Alemayehu:** You're welcome!

## SECTION SIX: WRITING



### Lesson 13

#### Describing a process: How to make Ethiopian traditional coffee

**Activity 1.25:** Study the following pictures that describe the process of making coffee. Put them in order and write the steps based on the example given.



First, *I wash the coffee beans.*

Second, \_\_\_\_\_.

Next, \_\_\_\_\_.

Then, \_\_\_\_\_.

Afterwards, \_\_\_\_\_.

Finally, \_\_\_\_\_.

**Activity 1.26: Use the words from the box to complete the following paragraph. The first one has been done as an example.**

living, moving, face, falling, problems, hand, prices, exciting, patients, employment during, prefer

### City Life Vs Country Life

More and more people are moving out of small towns and villages to live in big cities. This creates many \_\_\_\_\_. Populations in rural areas are \_\_\_\_\_ fast. This means that schools close; shop owners can no longer make a \_\_\_\_\_ and the elderly have also \_\_\_\_\_ difficulties, with older \_\_\_\_\_ and little public money available. Cities, on the other \_\_\_\_\_, are growing and growing. This forces \_\_\_\_\_ for accommodation up, and overcrowding, especially on buses and taxis \_\_\_\_\_ rush hour. Even so, many young people \_\_\_\_\_ to live cities as they are \_\_\_\_\_ and offer more chances of \_\_\_\_\_.

## Lesson 14

### Describing Oneself

**Activity 1.27: Complete the paragraph with appropriate words given below.**

feeding, garden, fetch, fresh fields, quiet, foot, cattles

Hello! My name is Chaltu. I live in a village around Ambo. It is a \_\_\_\_\_ (1) place with \_\_\_\_\_ (2) air and beauty of the nature. I usually get up in the morning and help my mother \_\_\_\_\_ (3) the \_\_\_\_\_ (4). Then, I go to school. We can get on \_\_\_\_\_ (5) to any place, so I don't need money for transport. After lessons, I do my homework and work in our \_\_\_\_\_ (6). Then, I \_\_\_\_\_ (7) water from the river with my friends in the neighborhood.

**Activity 1.28: Using Chaltu's activities as a guide describe yourself.**

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## Lesson 15

### Comma

**Activity 1.29: Work in small groups and answer the following questions.**

1. Rewrite the following paragraph by placing commas where appropriate.

Making salad is easy. First choose the vegetables you want to use. You might want to add lettuce tomatoes carrots and pepper. If you see cherry tomatoes you won't even need to slice them. Next wash each vegetable thoroughly. Tear the lettuce into pieces and add as many tomatoes as you like. Finally ask an adult to help you chop the pepper and the carrots.

2. Why do you use commas in the above text?

**Grammar Spot: Comma is used:**

1. to separate a series of words and phrases

Yesterday, my mother went to the market and bought onion, carrots, tomatoes and potatoes.

I enjoy watching movies, listening to music, reading fiction and writing diaries.

2. to separate quoted parts

He asked, "Do you like banana?"

3. to separate dates and years

I was born on June 29, 2008.

4. to separate linking devices

To make 'injera', first, buy the teff .Next,....

5. to separate dependent clause from independent.

Even though Awol studied very hard, he failed in the test.

**Lesson 16****Activity 1.30: Rewrite the following sentences placing commas wherever they belong.**

1. He likes to eat apples oranges and bananas.
2. We enjoy riding a bicycle but we enjoy swimming even more.
3. Although we didn't arrive on time they still let us in.
4. Geremew was born on July 26 1989.
5. He says "Remember how to use comma in your writing."
6. He shouted "Stop writing."

**Activity 1.31: Rewrite the following paragraph by placing commas where appropriate.**

Eldana likes to enjoy many different things during the summer vacation. She loves to sleep in late each day. After she wakes up she will often help her mother in the kitchen. After she has finished helping her mother she goes outside to play with her friends. She loves playing hide and seek biking swimming and jogging. Above all she likes to go horse bike riding. Eldana says the only thing she does not like during summer is the rainy days.

# UNIT 2: HISTORY OF CALENDAR

## Unit Objectives

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

- identify specific information based on the listening text
- refer to different resources, collect important information and talk about different local calendars
- pronounce any word which consists of the consonants [p] [b] and [f] [v] correctly and avoid confusion during speaking or listening
- talk about the similarities and differences between the system or principle different calendars follow in counting days and months
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- use the correct form of the verbs in simple past tense in different sentences
- use the simple past tense in its correct form for different communicative purposes
- develop ideas to build a small paragraph
- use colon correctly in different written texts

## SECTION ONE: LISTENING



### Lesson 1

#### Pre-Listening

**Activity 2.1: Do the following questions individually and then discuss in groups.**

1. Solve the riddle below.

“There is a **big tree** that has **12 branches**. Each branch has **30 nests**. In each nest, there are **seven birds**.”

2. Look at the title of the listening text and write 3 words that might appear in the listening text.

#### While-Listening

Now listen to a text about *History of Ethiopian Calendar* to answer the questions below.

**Activity 2.2: Say true if the statement is correct and false if it is incorrect based on the listening text.**

1. The Ethiopian calendar gets its origin to the ancient Egyptians and the Coptic traditions of Alexandria.
2. The Egyptians modified their calendar to fit the needs of the Coptic Christians in the nineteenth century.
3. The Gregorian calendar was adopted in 1562.
4. Gregorian calendar was named after Gregory XIII, who modified the Julian calendar.
5. The Ethiopian thirteenth month has five or six days, depending upon the leap year.

**Activity 2.3: Give short answers to the following questions**

1. Who modified the Egyptian calendar to fit the needs of the Coptic Christians in Egypt?
2. How many months in Ethiopia have thirty days?
3. How long the Ethiopians develop and maintain their own conception of time?

## Lesson 2

### Post-Listening

**Activity 2.4: Work in small groups and answer the following questions.**

1. What do you think about the benefits of calendar to human practices? Mention some.
2. What do you understand about the historical development of the Ethiopian calendar from the listening text your teacher read?
3. Discuss what would happen if there were no calendar at all?

## SECTION TWO: SPEAKING



## Lesson 3

**Activity 2.5: In this activity, you will collect evidence about different ways of counting days, months and years and report it to the class.**

1. Is there any special way of counting years, months or days in the area where you live? Ask elderly people in the area or your parents and grandparents to gather as much information as possible and report it to the class.

**Activity 2.6: This activity will help you expand your critical reflection on the riddles related to counting days, months and years. Be in pairs and take turns to ask and respond to the riddles.**

1. I am 20 years old, but I celebrated my birthday only 5 times. How could it be?
2. Two people were born at the same time, but they don't have the same birthdays. How could this be?
3. When Bekele and Meseret were married, they were in the same age. When their daughter, Genet, was married 21 years ago, they were three times as old as Genet. Today, her parents are twice as old as she is. How old was Genet and her parents on her wedding day and today?

**PRONUNCIATION: [b] [p] and [f] [v] minimal pairs**

**Activity 2.7: Say the following pairs of words after your teacher.**

/b/	/p/	/f/	/v/
Bill	Pill	Fast	Vast
Ban	Pan	Fan	Van
Bale	Pale	Fat	Vat
Bull	Pull	File	Vile
Bin	Pin	Feel	Veal
Best	Pest	Surf	serve
Lab	Lap	Fail	Veil
Robe	Rope	Few	View
Cub	Cup	Fine	Vine
Sob	Sop	Fear	Veer

## SECTION THREE: READING



### Lesson 4

#### Pre-reading

**Activity 2.8: Look at the calendar below and discuss with your partner your answers to the questions that follow.**



Ethiopian Calendar vs. European Calendar

መስከረም ፳፻፮ ዓ.ም September - October 2012

እ.ኤ.አ. Sunday	ሰኞ Monday	ማኅበኞ Tuesday	ረቡዕ Wednesday	ኅመስ Thursday	ዓርብ Friday	ቅዳሜ Saturday
		፩ 11 1	፪ 12 2	፫ 13 3	፬ 14 4	፭ 15 5
፮ 16 6	፯ 17 7	፰ 18 8	፱ 19 9	፲ 20 10	፲፩ 21 11	፲፪ 22 12
፲፫ 23 13	፲፬ 24 14	፲፭ 25 15	፲፮ 26 16	፲፯ 27 17	፲፰ 28 18	፲፱ 29 19
፳ 30 20	፳፩ 1 21	፳፪ 2 22	፳፫ 3 23	፳፬ 4 24	፳፭ 5 25	፳፮ 6 26
፳፯ 7 27	፳፰ 8 28	፳፱ 9 29	፳ 10 30			

መስከረም ፳ የዘመን መለኪያ በዓል  
 መስከረም ፲፮ የመስቀል በዓል  
 September 11 Ethiopian New Year  
 September 27 The Finding of the True Cross (Meskol)

1. What differences can you see in the above table between the two calendars (the Arabic and Geez numerals)?
2. Do you think there is a distinction between Ethiopian and European calendars? If so, what do you think would be their differences?

**Why do the Ethiopian and European Calendars Differ?**

The Ethiopian and the European calendars **differ** in years, months, days and hours. The Ethiopian calendar is eight (seven) years behind the European. It might vary from year to year. The 7(8) years difference in the calendars lies in determining the exact date of the birth of Christ. According to Dionasius, a Roman monk, the birth of Jesus Christ was 753 years after the foundation of the city of Rome.

Ethiopian months are also **lagging** by seven, eight, nine or ten days depending on where the two calendars’ months match. It has 12 months with 30 days each and a 13th month with five or six days. The 13th month, called Pagume, has five and six days in a **leap year**. On the other hand, the European calendar has 30, 31 or 28 days in a month. The differences happened due to the result of kings adding **extra** days on the months **bearing** their names in their honour in the Julian Calendar, such as July and August, which were named after Julius Caesar and Augustus.

The hours of the day are not named and divided in the same way as in the European. For example, the European say 12 O’clock (am) when it is actually 6 at midday. In Ethiopia, evenings are considered parts of the next day.

Ethiopian people determine time by the times of sunrise and sunset. The time zone in Ethiopia is East Africa Time (EAT) (UTC+03). The IANA time zone database identifier is “Africa/Addis

Ababa”. Almost all Ethiopians use a 12-hour clock, with one cycle of 1 to 12 from dawn to dusk, and the other cycle from dusk to dawn. Unlike the convention in most countries, the start of the day is dawn, rather than midnight. Thus, 7:00 am in East Africa Time corresponds to 1:00 in daylight hours in local Ethiopian time. 12:00 noon EAT is 6:00 in daylight hours, and 6:00 pm EAT is 12:00 in local time.

(Adapted from: <https://www.britannica.com/science/calendar/The-Gregorian-calendar>)

## While-reading

**Activity 2.9: Write true or false based on the idea given in the reading passage.**

1. The Ethiopian and the European calendars have similarities in terms of counting years.
2. In Ethiopia, the hours of the day are not named and divided in the same way as in the European.
3. The European 12 O'clock (am) is equivalent to 6 at midday in Ethiopia.
4. Ethiopian people determine time by the times of sunrise and sunset.
5. The Ethiopian time corresponds to the international time.
6. In Ethiopia, 8:00 am in East Africa Time corresponds to 1:00 in daylight hours.

**Activity 2.10: Give short answer to the following questions according to the information in the passage.**

1. The current Ethiopian year lags \_\_\_\_\_ years behind the Gregorian.
2. The Ethiopian months lag behind \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ depending on where the two calendars' months match.

**Activity 2.11: GAnswer the following questions finding evidence from the passage.**

1. How do the Ethiopian and European calendars differ in terms of counting time?
2. What is the time zone in Ethiopia?

## Lesson 5

### Post-reading

**Activity 2.12: Answer the following questions based on what you have understood before.**

1. Do you find the information in the reading text interesting? Why?
2. Write a short summary on the similarities and differences between Ethiopian and European calendar briefly in three to four sentences.

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## SECTION FOUR: VOCABULARY

### Lesson 6

**Activity 2.13:** Guess the meanings of the following words as used in the reading passage.

1. **leap year** (Paragraph 2, line 3)
2. **extra** (Paragraph 2, line 5)
3. **bearing** (Paragraph 2, line 5)
4. **differ** (Paragraph 1, line 1)
5. **lagging** (Paragraph 2, line 1)

**Activity 2.14:** Use the words below to complete the short paragraph. First work individually and check your answers with a partner. You can use the words more than once.

dawn	sunrise set	dusk	sunset	rise
------	-------------	------	--------	------

The sun does not (1 \_\_\_\_\_) and (2 \_\_\_\_\_) around the world at the same time. When the sun (3 \_\_\_\_\_) in some places, it (4 \_\_\_\_\_) in other areas. As people do different jobs, the time they go to work varies a lot. Some get up at (5 \_\_\_\_\_), and they go to work before (6 \_\_\_\_\_). They may continue working till (7 \_\_\_\_\_). There are others who work from (8 \_\_\_\_\_) to (9 \_\_\_\_\_). These people may not have free time to relax. However, there are some people who work for few hours and they stop working before (10 \_\_\_\_\_). These people get some time to relax and go home at (11 \_\_\_\_\_).

## SECTION FIVE: GRAMMAR

### Lesson 7: Simple Past Tense

**Activity 2.15:** Think about what you did last weekend (on Saturday and on Sunday) and write sentences. The first one could be an example.

1. *I washed my uniform with my brother.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Be in groups of three, take turns to read your sentences and underline all the main verbs in your sentences.

**Activity 2.16: Read the following text. Underline all the past verbs used in the text and identify the types of past verbs.**

### The Gregorian calendar

The Julian calendar year of 365.25 days was too long since the correct value for the tropical year is 365.242199 days. This error of 11 minutes 14 seconds per year amounted to almost one and a half days in two centuries, and seven days in 1,000 years. Once again the calendar became increasingly out of phase with the seasons. From time to time, the problem was placed before church councils, but no action was taken because the astronomers who were consulted doubted whether enough precise information was available for a really accurate value of the tropical year to be obtained.

In the year 1545, however, the vernal equinox, which was used in determining Easter, had moved 10 days from its proper date; and in December, when the Council of Trent met for the first of its sessions, it authorized Pope Paul III to take action to correct the error. Correction required a solution, however, that neither Paul III nor his successors were able to obtain in satisfactory form until nearly 1572, the year of election of Pope Gregory XIII. Gregory found various proposals awaiting him and agreed to issue a bull that the Jesuit astronomer Christopher Clavius (1537–1612) began to draw up, using suggestions made by the astronomer and physician Luigi Lilio (also known as Aloysius Lilius; died 1576).

## Lesson 8

### Grammar Spot 1:

#### Forms of simple past tense

Sentences with the simple past tense are formed when the main verbs are in simple past form

Regular verbs add “-ed” / “-d” to make their past form.

[e.g.: play..... played, walk.....walked ]

Irregular verbs , however, change their forms

[e.g.; go..... went, take.....took,...]

Question form of the tense is made with the auxiliary “**Did**” and the negative form is made with “**Did not**”

Read the dialogue and see how these forms are used.

A: Did you visit Addis Abeba Museum?

B: Yes, I visited the Museum last year. What about you?

A: No, I didn't visit it. But my brother told me about it.

**Activity 2.17: Fill in the blank spaces with the past simple of the verbs in brackets.**

1. She \_\_\_\_\_ (ask) me a few questions.
2. \_\_\_\_\_ (she / arrive) in time?
3. They \_\_\_\_\_ (not/ eat) any chocolate.
4. \_\_\_\_\_ (you/see) anybody there?
5. He \_\_\_\_\_ (know) something about it.
6. We \_\_\_\_\_ (meet) her last week.
7. Why \_\_\_\_\_ (they / to be) so angry?
8. \_\_\_\_\_ (she / clean) the blackboard?
9. Two years ago we \_\_\_\_\_ (visit) Axum.
10. It \_\_\_\_\_ (not / rain) yesterday.

**Lesson 9****Grammar Spot 2****Simple past tense is used to express:**

1. Completed action in the past  
I **went** to Bishoftu last week.
2. Series of completed actions  
**Did** you **add** flour, **pour** in the milk, and then **add** the eggs?
3. Duration in the Past  
I **lived** in Bahir Dar for eight years.
4. Habits in the Past: It can have similar meaning with 'used to'  
When I was a child, I **used to play** with a mud.
5. Dreams, unreal situations and things that are unlikely to happen in conditional sentence type II.  
If I **were** a bird, I would fly.  
**If** you **came** to the birth day party, we would have a lot of fun.

**Lesson 10**

**Activity 2.18: Practice the following questions with a partner after you write your responses in complete sentences. Take turns to ask and to respond.**

**Where were you...?**

- at 7 O'clock this morning?
- at half past six yesterday evening?
- at 8 O'clock this morning?
- at this time yesterday?
- at 6 O'clock this night?
- last Saturday evening

**Activity 2.19: Practice the following questions with a partner after you write your responses in complete sentences. Take turns to ask and to respond.**

**When did you last...?**

- have a holiday?
- see a cinema?
- celebrate a birthday?
- lose something?
- play with your friends?
- get a birthday present?

**Lesson 11**

**Activity 2.20: Complete the conversation with *was*, *were*, *wasn't*, *weren't* or *did*.**

**Abdi:** \_\_\_\_\_ you at Derartu's birthday party yesterday?

**Kidist:** Yes, I \_\_\_\_\_.

**Abdi:** \_\_\_\_\_ it good?

**Kidist:** Well, it \_\_\_\_\_ ok.

**Abdi:** \_\_\_\_\_ you enjoy it?

**Kidist:** Yes, there \_\_\_\_\_ lots of friends.

**Kidist:** How about you? \_\_\_\_\_ you like it?

**Abdi:** Yes, I liked it.

**Kidist:** \_\_\_\_\_ Fatuma there?

**Abdi:** No, she \_\_\_\_\_. And where \_\_\_\_\_ you after the party? Why \_\_\_\_\_ you there?

**Kidist:** Oh! My mom called and I went out, but it \_\_\_\_\_ really wonderful.

**Activity 2.21: Put *am/is/are* or *was* or *were* to complete the following sentences.**

1. Last year he was 20; this year he is 21.
2. Today, the weather \_\_\_\_\_ nice, but yesterday, it \_\_\_\_\_ cold.
3. I \_\_\_\_\_ hungry. Can I get something to eat?
4. I feel fine this morning, but I \_\_\_\_\_ very tired last night.
5. Don't buy those shoes. They \_\_\_\_\_ expensive.
6. This time last year I \_\_\_\_\_ in Harar.
7. Hello everybody! I \_\_\_\_\_ sorry. I \_\_\_\_\_ late.
8. 'Where \_\_\_\_\_ you born?' 'I \_\_\_\_\_ born in Asayita.'

**Lesson 12****Activity 2.22: Complete the following sentences using the correct form of verbs in brackets.**

Example: I usually \_\_\_\_\_ a bath before I go to bed, but today I \_\_\_\_\_ a bath early in the morning. (have)

I usually **have** a bath before I go to bed, but today I **had** a bath early in the morning.

1. I usually \_\_\_\_\_ my teeth early in the morning, but yesterday I \_\_\_\_\_ at night. (clean)
2. Ahmed always \_\_\_\_\_ a single cup of coffee, but he \_\_\_\_\_ two cups. (drink)
3. Dereje usually \_\_\_\_\_ football with his friends in the school, but last week he \_\_\_\_\_ in our team in the stadium. (play)
4. My sister always \_\_\_\_\_ home from office at 6:00, but today she \_\_\_\_\_ at 4:30. (arrive)
5. Hassen always \_\_\_\_\_ playing the guitar in the afternoon, but last week he (not) \_\_\_\_\_ at all because he was busy with his assignment, (practice)

**Activity 2.23: Below is a letter to Urga from his pen friend Adem, who is living in Jigjiga. Fill in the blank spaces in the letter with either simple present or simple past form of the verbs given brackets.**

Dear Urga,  
 Last summer, I \_\_\_\_\_ (1) (travel) to Djibouti with my parents. We \_\_\_\_\_ (2) (stay) in Hilton Hotel. It \_\_\_\_\_ (3)(be) near the sea, so I \_\_\_\_\_ (4)(play) with new friends on the beach and \_\_\_\_\_ (5)(go) for sightseeing, \_\_\_\_\_ (6)(swim) in the beautiful Red Sea and \_\_\_\_\_ (7)(eat) fish. This \_\_\_\_\_ (8)(be) a really different holiday for me. In holidays, we often \_\_\_\_\_ (9)(eat) special food and I usually \_\_\_\_\_ (10) (stay) in bed more and \_\_\_\_\_ (11)(sleep) more. But I \_\_\_\_\_ 12 (enjoy) this holiday very much even though Djibouti is very hot. I wish you come and visit.

## Lesson 13

Read the following short text and answer the questions below.

Abebe Bikila became the first black African to win a gold medal in the Olympics. This happened at the 1960 Olympics in Rome, Italy. He ran barefoot and set a record of 2: 15:16. The weather was hot. The race started in the evening. Soldiers held torches to light the race course. Four years later in Tokyo, Japan, Abebe Bikila won the Olympic marathon again and set a new record of 2:12:11. Six weeks before this race he had surgery for appendicitis. He was the first runner to repeat his victory in marathon. In 2000, the Asics Corporation of Japan, a sporting goods company, voted Abebe Bikila the most impressive runner in the twentieth century.

Abebe Bikila was born in 1932 in Jato, about 130 kms from Addis Ababa. He died in 1973.

**Activity 2.24:** With a partner complete the following table with the information from the passage. The first one is done for you.

Time	Things happened
In 1960	Abebe Bikila won the first Olympics in Rome
In 1964	
In 2000	
In 1932	
In 1973	

## SECTION SIX: WRITING



## Lesson 14

Yordanos developed her studying plan. Everybody asked her how she became successful.

**Activity 2.25:** Now, finish the paragraph by guessing Yordanos's calendar for the next three days.



### Yordanos's Schedule

Yordanos planned to do three things: to study every subject she learns. Last week, she planned to study all her subjects. On Monday, she planned to read Biology. On Tuesday and Wednesday, her programme was Mathematics because she had a test on Thursday and she got 10 out of 10. She was so happy, so she wanted to read more on the next days. On Friday, she scheduled \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 2.26: Write your own programme or what you planned to do last week to finish the sentence given below. First, write individually and then give comment to your partners.**

Last week, I planned to do several things.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 15

**Activity 2.27: Discuss your answers to the following question in pairs.**

1. What do you think about the use of colon?

### Grammar Spot 2

Colon (:): A colon is a punctuation mark, which can be easily interfering with a semicolon (;).

A colon means “that is to say” or “here’s what I mean.” Colons and semicolons should never be used interchangeably. Colón is used:

1. to introduce lists.

There are two choices at this time: run away or fight.

2. to introduce a quotation

The teacher shouted: “Don’t talk when I am speaking!”

3. after a formal introduction, as in

“To Whom It May Concern:”

4. to separate units of time.

Sophia set her alarm clock for 6:30a.m.

## Lesson 16

**Activity 2.28: Identify the area where there should be a colon and insert it in the correct spot.**

1. The friends I play with are as follows Jemal, Nebil and Seyoum.
2. My alarm clock is set for 230 p.m.
3. There are four parts to a plant roots, stem, leaves and flower.
4. You know what to do practice.
5. The dentist said I had to “brush twice daily and floss as often as possible.”

**Activity 2.29: Rewrite the following paragraph by adding colons in appropriate places**

The Ethiopian and the European calendars differ in two ways years and days. In Ethiopia, there are thirteen months September, October, November, December, January, February, March, April, May, June, July, August and Pagume. The thirteenth months is unique it has either six or five days. The hours of the day in Ethiopia are not named and divided in the same way as in the European. For example, the European says, 12 00 a.m. when it is actually 6 at midday. In the Ethiopian evenings are considered parts of the next day. The seven or eight years difference in the calendars is described according to the teachings of the Ethiopian Orthodox Church. The Ethiopian Christians didn't base themselves on historical facts to decide the date on which Jesus was born they used ages mentioned in many parts of the Holy Bible.

# UNIT 3: ROAD SAFETY

## Unit Objectives

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

- find out specific information from the listening text in each paragraph
- talk about your role in reducing car accidents
- pronounce words with silent consonants in English
- identify specific information about road safety in Ethiopia
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- decide when and how to use gerunds and infinitives in sentences
- identify the words which are always followed by gerunds and infinitives
- order ideas logically into a paragraph
- use capital letter correctly in different written texts

## SECTION ONE: LISTENING



### Lesson 1

#### Pre-Listening

**Activity 3.1: Be in groups of four and discuss your answers to the questions below.**

1. Look at the picture below. What do you understand by this picture?
2. Have you ever seen car accidents on the roads?
3. What are the possible causes of road accidents?



## While-Listening

**Activity 3.2:** Say true if the statement is correct and false if it is incorrect based on the information in the listening text.

1. Most accidents occur only because of careless people.
2. Adults are responsible for road accidents.
3. Raising the public's awareness is a good way to stop road accidents.

**Activity 3.3:** Give short answers to the questions below based on the information in the listening text.

1. Who are road users?
2. Why does the writer blame adults?
3. What contributes to the occurrence of road accidents?

## Lesson 2

### Post-Listening

**Activity 3.4:** First answer the questions individually and share your ideas with the whole class

1. What should be done to stop loss of lives of people on roads?
2. What do you think would be your contribution to reduce car accidents?
3. How serious is car accident in Ethiopia?

## SECTION TWO: SPEAKING

## Lesson 3

**Activity 3.5:** Read the dialogues below and practice them in pairs.

### Dialogue 1

**Fatuma:** Good morning, Addismiraf.

**Addismiraf:** Good morning, Ruhama.

**Fatuma:** What happened? You look worried?

**Addismiraf:** Yes, I am thinking about road accident.

**Fatuma:** Yes. It is a great problem in our country. What is the cause of road accident?

**Addismiraf:** There are many causes of road accident. Narrow roads, unfit vehicles, careless drivers, loose traffic rules are responsible for road accident.

**Fatuma:** What is the effect of road accident?

**Addismiraf:** It takes away many lives and makes people cripples or injured.

**Fatuma:** Does it have another effect?

**Addismiraf:** Yes, it also makes many children orphan and many wives widow.

**Fatuma:** You know a lot. It seems you experience something.

**Addismiraf:** Not really, but my father was injured because of car accident. I think it was serious, but he became better and I was born after some years.

**Fatuma:** Oh! Are you telling me that your name has a meaning?

**Addismiraf:** Yes, I do. It means a new beginning because my father's life was at risk due to the accident.

**Fatuma:** I think we should do something against it?

**Addismiraf:** Certainly, we all should walk safely when we cross roads to save our lives.

**Fatuma:** You are right and we also have to teach our friends to do the same. Thank you!

**Addismiraf:** You are welcome. Stay safe!

**Fatuma:** I will; you, too.

### Dialogue 2

**Samson:** Hello Yoni. You do not look good.

**Yonas:** Yes, I saw a bad traffic accident.

**Samson:** When was it?

**Yonas:** It was this morning when I came to school.

**Samson:** Was it serious?

**Yonas:** Yes. A car carried five members of a family and it got collided with a loaded truck. All of them died.

**Samson:** Oh! That is terrible. Can you tell me the reasons for frequent accidents and how to control it?

**Yonas:** First of all people should get awareness. They should be trained about road safety and the unlicensed drivers should be banned from driving.

## Lesson 4

### Activity 3.6: Act out the dialogue as two friends and traffic police.

**Seifu:** Robel! Robel!

**Robel:** Please wait Seifu. I'll be there in a few minutes. Shall we move to the cinema?

**Seifu:** Yes, we shall do. How shall we go?

**Robel:** We shall go by my father's two wheeler.

**Seifu:** Yes, it is already late.

**Robel:** Come on. Let us hurry.

**(On the way)**

**Traffic Police:** Hi boy! Stop the vehicle

**Seifu:** Speed up the vehicle. Robel do not stop.

**Robel:** No. It is wrong.

**Seifu:** You are in a danger.

**Robel:** We should obey the traffic police.

**Traffic Police:** Do you have license?

**Robel:** No. I don't

**Traffic Police:** Step out of the motor bicycle.

## Lesson 5

**Activity 3.7:** In a group of four, describe the pictures below and answer the questions that follow.



1. What are the girl and the boy doing?
2. What does the red color indicate?
3. What does the yellow color indicate?
4. What does the green color mean?
5. When can you cross the road?
  - a. when the red light is on
  - b. when the yellow light is on
  - c. when the green light is on

**Report to the class**

**Activity 3.8:** Ask ten persons in your area about car accidents in Ethiopia and report your results to the class. In your report include the seriousness of car accidents, people's fate after car accidents and what to do to prevent car accidents.

## Lesson 6

### PRONUNCIATION PRACTICE

**Activity 3.9:** In some English words, some letters are not pronounced. Say the words after the teacher.

Silent K	Silent L
knife	calm
knit	chalk
know	should
knowledge	could
knuckle	would
knit	calf
knot	half
knew	talk
	palm
	yolk

**Activity 3.10:** Read the sentences loudly by paying attention to the words in bold.

1. I like to **walk** in the evening.
2. Too much **talk** and chalk is not always good.
3. I **know** what I mean.
4. He accidentally hit his **thumb** with the hammer.
5. A **bomb** went off in the main town.
6. Don't **condemn** him before you hear why he was late.
7. We must try to protect our **environment**.

**Activity 3.11:** Write sentences using the following words and identify the silent letter.

1. Half
2. Chalk
3. Knee
4. Knowledge

**SECTION THREE: READING****Lesson 7****Pre-reading**

**Activity 3.12: Discuss the questions below in small groups before you read the text.**

1. Look at the picture below. Who do you think drives safely? The one who drives a car or the one who rides a bicycle?
2. What does the picture tell you?
3. Do you think all drivers and passengers should wear seat belts?

**While-reading**

**Read the following passage to do activities 3.13 and 3.14.**

Globally, there are about 1.2 million deaths and up to 50 million nonfatal **injuries** due to **road traffic crash**. It is a great problem especially for low and middle income countries in which 90% of the **victims** were found. The problem may grow further in the coming decades due to the rapid rise of **vehicles**. Studies have shown that a well-designed road safety policy contributed a **lion share** for the declining in the number and severity of road crashes.

According to the European Transport Safety Council estimation, if all existing road safety laws in European Union are enforced, up to 50% of death and injuries could be prevented. Similarly, in recent years, many low income countries are implementing improved road safety policy that include exceeding the speed limit, impaired driving by alcohol and drugs, phoning and texting while driv-



ing, and not using seat belt. However, the effectiveness in reducing crashes, injuries and fatalities is minimal. For example, Brazil, after implementing an improved traffic code with stiff penalty and media coverage, a 21% and 25% reduction of injuries and **fatalities** was observed, respectively.

There is an improved road safety policy in Ethiopia which was enforced in 2007. This improved road safety policy includes: **prohibition** of cell phone conversation while driving, driving without using a **seat belt** and not using motorcycle **helmet**; the amendment of the existing road safety laws such as excessive speeding, driving with alcohol and chat and unsafe loading and introducing higher penalty rate which is suspension of **drivers' license**.

(Slightly adapted from: Effectiveness of an improved road safety policy in Ethiopia, Teferi et al. 2014)

**Activity 3.13: Write true or false according to the information in the passage.**

1. Road traffic crash is a more serious problem in high income countries than in low income countries.
2. The application of road safety policy plays a major role in reducing accidents.
3. Recently, many developing countries have started to implement road safety policy to limit the speed and use of alcohol and drugs.
4. There is no road safety policy in Ethiopia.
5. Wearing seat belt and helmet and not making phone calls while driving are necessary precautions to reduce traffic accidents.

**Activity 3.14: Give short answers to the questions below based on the information in the passage.**

1. After the implementation of road safety policy in Brazil, by what percentage did injuries and fatalities rate decrease?
2. What things are prohibited in Ethiopia as a result of the improved road safety policy?

## Lesson 8

### Post-reading

**Activity 3.15: Discuss the following questions in small groups.**

1. Do you follow traffic rules when you cross the road?
2. What should people do to make a safe journey on the road?
3. Who are responsible for maximizing the condition of road safety?

## SECTION FOUR: VOCABULARY

### Lesson 9

**Activity 3.16: Guess the meaning of the following words as they are used in the reading passage.**

1. Road traffic crash (Paragraph 1, Line 1) \_\_\_\_\_
2. Victims (Paragraph 1, Line 4) \_\_\_\_\_
3. Vehicle (Paragraph 1, Line 4) \_\_\_\_\_
4. Lion share (Paragraph 1, Line 4) \_\_\_\_\_
5. Injuries (Paragraph 1, Line 1) \_\_\_\_\_
6. Seatbelt (Paragraph 3, Line 3) \_\_\_\_\_
7. Fatalities (Paragraph 2, Line 7) \_\_\_\_\_
8. Prohibition (Paragraph 3, Line 2) \_\_\_\_\_
9. Helmet (Paragraph 3, Line 3) \_\_\_\_\_
10. Drivers' license (Paragraph 3, Line 5) \_\_\_\_\_

## SECTION FIVE: GRAMMAR

### Lesson 10

#### Infinitives and Gerunds

**Activity 3.17: Read the underlined phrases in the following sentences and identify the differences.**

1. There is a need to improve road safety policy to reduce road accidents.
2. She never forgets to wear seat belts every time she drives a car.
3. She stopped driving without wearing a seat belt.

#### Grammar Spot: Infinitives and gerunds

A gerund refers to the present participle (-ing) form of the verb, e.g., singing, dancing, running.

**Infinitive can be to + the base form of the verb,**

e.g., to sing, to dance, to run or without 'to' in verbs like, do, does, shall, etc. Whether you use a gerund or an infinitive depends on the main verb in the sentence.

Use **“not”** before the gerund to make it negative.

I considered **not going** to Gambella, but the trip was really wonderful.

The following are verbs followed by **gerunds**

admit	permit	delay	stop
involve	postpone	report	encourage
advise	practice	deny	recommend
keep	prefer	require	mind
allow	acknowledge	avoid	begin
like	propose	discuss	need
anticipate	complete	resist	suggest
love	quit	risk	enjoy
appreciate	consider	start	finish
mention	recall	dread	try
forget	understand	imagine	hate
begin	bear	complete	consider

### Examples

1. She **admitted stealing** the money.
2. She **advised waiting** until tomorrow.
3. I **anticipate having** a good time on vacation.
4. She **acknowledged receiving** assistance.
5. I **appreciate having** a trouble with his supervisor.
6. He **avoided answering** my question.
7. It **began raining**.
8. I will **consider going** with you.

## Lesson 11

**Activity 3.18: Change the verbs in brackets in gerund forms. The first one has been done as an example.**

1. He admitted \_\_\_\_\_ on the test. (cheat)  
He admitted **cheating** on the test.
2. You should avoid \_\_\_\_\_ too much meat.(eat)
3. Please, consider \_\_\_\_\_ your house if you need money.(sell)
4. I detest \_\_\_\_\_ up when it's dark outside. (wake)
5. She denied \_\_\_\_\_ the taxi without paying.(leave)
6. I enjoyed \_\_\_\_\_ on the beach all day. (lie)
7. We finished \_\_\_\_\_ our assignments before noon.(write)

8. I don't mind \_\_\_\_\_ homework. (do)  
 9. My colleague kept \_\_\_\_\_ all the time. (complain)  
 10. I took my umbrella. I didn't want to risk \_\_\_\_\_ wet. (get)

**Remember:** Use "**not**" before the infinitive to make it negative.

1. Mustefa will try **not to miss another meeting**.

**Remember:** the verb before the infinitive can be in any tense.

Ing –general I like playing, I enjoy but I want if it is infinitive to

**INFINITIVES AFTER THE VERB:** Use the infinitive (to + verb) after these verbs

agree	prefer	wait	aim
manage	prepare	hate	promise
appear	care	want	choose
need	threaten	hesitate	attempt
arrange	forget	wish	afford
ask	try	hope	refuse
offer	get	intend	confuse
begin	happen	learn	regret
pretend	start	decide	
expect	demand	deserve	remember

### Examples

1. We cannot **afford** to hesitate.
2. The politicians **agree** to disagree.
3. We **aim** to increase the speed of delivery.
4. The results **appear** to support your theory.
5. They had **arranged** to meet at noon.
6. Would you **care** to respond?

## Lesson 12

Use **infinitive without to (bare infinitive)** after these verbs

1. Modal auxiliary verbs, such as **can, could, may, might, shall, should, will, would, must**  
 e.g. She **can speak** English fluently.
2. After **had better, would rather**  
 e.g. You **had better go** home.

3. After *let* and *make*

e.g. Let him go.

4. After verbs of perception: *see, watch, notice, hear, listen to, feel, smell*

e.g. I watch Tv.

**Activity 3.19: Use either bare infinitive or infinitive with 'to'**

1. Hagos agreed \_\_\_\_\_ (forgive) his brother for the second time.
2. He expects \_\_\_\_\_ (get) a good promotion.
3. He's a good employee. He always tries \_\_\_\_\_ (do) well.
4. You had better \_\_\_\_\_ (study) hard.
5. He demanded \_\_\_\_\_ (speak) to the manager.
6. Let him \_\_\_\_\_ (come) in now.
7. I prepared \_\_\_\_\_ (go) on holiday.
8. I offered \_\_\_\_\_ (help).

**Verbs Followed by Gerunds or Infinitives:** begin, start, hate, like, love, continue

Example: 1. Last week, my coworkers and I started *to work* at 7:00 AM.

Last week, my coworkers and I started *working* at 7:00 AM

**Activity 3.20: Fill in the blanks with an infinitive or gerund form of the verb given in brackets.**

1. I really enjoy \_\_\_\_\_ (be) with my friends.
2. Sometimes, we talked about \_\_\_\_\_ (win) the lottery.
3. The manager agreed \_\_\_\_\_ (find) someone for the next shift.
4. She's always worrying about \_\_\_\_\_ (lose) her job.
5. Finally I managed \_\_\_\_\_ (finish) the work.
6. We can't afford \_\_\_\_\_ (buy) a new car.
7. She hopes \_\_\_\_\_ (get) a promotion.

## Lesson 13

**Activity 3.21: Complete the sentences with a verb form in the list given in the gerund form. The first one is done as an example.**

listen learn come read stay visit walk swim

1. My favourite hobby is listening to music.
2. Look, what do you think about \_\_\_\_\_ in this hotel.
3. In the evenings, he does a lot of \_\_\_\_\_. It is very relaxing.
4. The best part of our holiday was \_\_\_\_\_ all the museums; we loved it!
5. Do you enjoy \_\_\_\_\_ in the sea?
6. \_\_\_\_\_ English is very important; everyone should do it.
7. \_\_\_\_\_ is good for success in schools.
8. It depends on the people \_\_\_\_\_. I do not know yet.

**Activity 3.22: Complete the sentences with appropriate infinitive forms. The first is done as an example.**

eat	do	buy	be	help	start
-----	----	-----	----	------	-------

1. He wanted to be an astronaut when he was younger.
2. My mother went to a shop in the morning \_\_\_\_\_ some bread.
3. I'm so bored, I do not know what \_\_\_\_\_.
4. I'm not sure about the timing, can you tell me when \_\_\_\_\_?
5. She offered \_\_\_\_\_ me with my homework, how nice of her.
6. The cakes are hard \_\_\_\_\_, but they look so delicious.

## SECTION SIX: WRITING

### Lesson 14

**Activity 3.23: Rearrange the following sentences to make a meaningful paragraph.**



1.
  - A. The volume of the music was so high that he won't be able to recognize that a train was arriving from the other side.
  - B. A man was driving a car with his children.
  - C. The car crashed into the train.
  - D. The rider was supposed to see for the train.
  - E. There was one train crossing the rail which was not secured with a railway gate.
  - F. It was my summer vacation and I went to Addis Ababa to visit my grandparents.
  - G. I witnessed a very dangerous accident.
2. Give your reasons to your answers.

## Lesson 15

### Grammar: Rules of Capitalization

#### 1. Capitalize the first word in a sentence or a direct quote.

Jemal bought clothes for his children.

He said, "Treat her as you would your own daughter."

#### 2. Capitalize names (proper nouns) and the pronoun I.

The house that Sara bought burned down two years ago.

Geremew wants fish for dinner; I would prefer 'shiro'.

#### 3. Capitalize days of the week, months, and holidays.

We have Mathematics class on Wednesdays.

Genet's birthday is on July.

I am going to DebreMarkos for Christmas.

#### 4. Capitalize the names of languages.

Damtew speaks Amharic, Oromifa and English.

**Activity 3.24: Rewrite the following sentences by capitalizing the words that should be in capital.**

1. samuel went to u.s.a.
2. asnakech likes coffee; i prefer tea.
3. look out! she screamed.
4. my friend from hawassa can speak three languages: amharic, sidama and english,
5. i have planned to read english today.
6. she went to axum last friday.
7. please give me a glass of water.
8. He asked, "what time is it?"

**Activity 3.25: Eleni has always a problem of capitalization, so can you help improve her letter by adding capitalization where necessary?**

dear friends,

i hope you are well. i am sitting in a cafe in front of papayrus hotel in bahirdar. the weather is nice but hot. everybody knows that bahirdar is a hot town.it is also known for its tourist attraction place. many visitors come here to visit lake tana and the monasteries. last monday, i also went to the lake to see one of the monasteries called the ura kidane mihret monastery with my aunt who came from america and i really enjoyed it very much.i hope one day you may also come to bahirdar and i will show you different places.

write to me soon

yours,

eleni

## Lesson 16

**Activity 3.26: First, try individually to use capital letters where needed in the following paragraphs. Then discuss your answers in small groups.**

1. many of hailu's friends think he has a boring daily routine, but hailu likes it. he always gets up at six o'clock every morning and says, " good morning" to his wife. after breakfast, he arrives at work around seven-thirty. He works in a garage. it is located in adama. after work, he says, "good-bye" to his boss, ato gezahegn and then comes home. On weekends, he likes to play with his son ayanaw and his daughter abebech. maybe hailu's routine really is a little boring, but he enjoys it!





2. crossing the street when you are a blind person is a real challenge on a daily basis. among the many existing solutions, accessible pedestrian signals (aps) represent the best option to secure and facilitate the crossing for visually-impaired and blind people. an aps is an integrated device that sends an audio signal to indicate to pedestrians if they can cross the road safely. this device allows blind pedestrians to cross the road at the right time, more quickly and safely while maintaining their orientation throughout the crossing. accessible began to emerge in the 1970s in the united states and have since largely evolved to adapt to their environment and their users. aps are known by different names around the world such as: acoustic signals, audio-tactile signals, audible pedestrian signals, audible traffic signals, audible pedestrian traffic signals or audible crossing indicators from a legal point of view, the aps must comply with local laws of each country.

## UNIT 4: ENDEMIC ANIMALS IN ETHIOPIA

### Unit Objectives

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

- find out a gist in the listening text
- collect evidences and talk about one of the endemic animals in Ethiopia
- pronounce a voiced sound /ŋ/ in any word correctly
- work out the contextual meanings of the words given in the passage
- use the newly learnt words in spoken or written sentences
- decide when and how to use prepositions in sentences correctly
- identify those words which are mostly not followed by prepositions
- write supportive details for the main idea
- use hyphen correctly in different written texts

### SECTION ONE: LISTENING

#### Lesson 1

##### Pre-Listening

**Activity 4.1: Be in small groups and discuss the following questions before you listen.**

1. What is the name of the animal shown in the picture below?
2. What do you know about Walia Ibex?
3. Where do we find Walia Ibex?



## While Listening

Answer the following questions based on the listening text.

**Activity 4.2:** Give short answers to the questions below based on the information in the listening text.

1. What makes Walia Ibex different from other Ibex species?
2. What is the life span of Walia Ibex?
3. Where is the highest number of Walia ibex found?

**Activity 4.3:** Listen to the text again and fill in the blank spaces.

1. Peak sexual activity between male and female Walia Ibex is observed between \_\_\_\_\_ and \_\_\_\_\_ months.
2. Walia Ibex individuals reach sexual maturity at the age of \_\_\_\_\_ year.
3. Gestation period for Walia Ibex is about \_\_\_\_\_ days.
4. Walia Ibex live on steep cliffs which are characterized by \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. Walia Ibex feeds on a wide variety of \_\_\_\_\_ and \_\_\_\_\_.

## Lesson 2

### Post-Listening

**Activity 4.4:** Try the questions individually and share your ideas with your partners.

1. By referring to different sources (books, television older people or web sites), tell your class mates what kinds of endemic animals are found in Ethiopia.
2. What kinds of animals do you find in your locality and how are they different from Walia Ibex in terms of their feeding system, habitat, reproduction, etc.?

## SECTION TWO: SPEAKING

## Lesson 3

**Activity 4.5:** Do the activity individually and report to the class.

1. Based on what you have heard and the information you collected in activity 4.4 so far, describe Walia Ibex in front of your class.

**Activity 4.6: Be in pairs and compare the animals and talk about the unique features of each endemic animal given below.**

Names of endemic animals	Common Places to Live	Unique Characteristics
<b>Gelada Baboons</b>	Mainly in Semien Mountains,	Geladas use visual signals such as facial expressions and body posture to interact
<b>The Walia Ibex</b>	Semien Mountains,	The ibex give birth to their young about five months after conception. However, they do not have access to food and water near their birthing area
<b>The Ethiopian Wolf/ the Red Fox</b>	Bale Mountains	Its adaptation to high altitudes (3,000 m to 4,100 m) makes it exceptional
<b>The Mountain Nyala</b>	Mainly in Bale Mountains,	Are known to inhabit three major mountain ranges that form a chain along the east side of the Rift Valley: the Chercher, Arsi and Bale Mountains.

## Lesson 4 Pronunciation practice

**Activity 4.7: Repeat the following words after your teacher.**

strongly	s <u>in</u> k	L <u>un</u> g
br <u>in</u> gs	<u>in</u> k	w <u>ro</u> ngly
paint <u>in</u> gs	tr <u>un</u> k	mon <u>k</u>
th <u>in</u> gs	tri <u>an</u> gle	handker <u>ch</u> ief
l <u>en</u> gth	ban <u>g</u>	ban <u>kr</u> upt
so <u>me</u> thing	sw <u>in</u> g	pin <u>k</u>

**Activity 4.8: Listen to your teacher and repeat these words:**

1. lon <u>g</u>	6. drin <u>k</u>	11. mon <u>ke</u> y	16. stron <u>g</u> ly
2. sin <u>g</u>	7. than <u>ks</u>	12. blan <u>ke</u> t	17. lan <u>gu</u> age
3. han <u>g</u>	8. an <u>g</u> ry	13. un <u>cl</u> e	18. meanin <u>g</u> ful
4. youn <u>g</u>	9. sin <u>gl</u> e	14. sear <u>ch</u> ing	19. in <u>g</u> redient
5. Things	10. len <u>g</u> th	15. Wantin <u>g</u>	20. belon <u>g</u> ing

**Activity 4.9: Now, practice /ŋ/sound in sentences. Say the words first, then the sentences individually and in pairs**

1. young - engaged - ring  
In Ethiopia, a young engaged woman wears a ring.
2. uncle - helping - hang  
My uncle is helping me hang curtains.
3. bring - missing - ingredient  
Can you bring the missing ingredient?
4. drink - something - morning  
I like to drink something hot in the morning
5. king - strength - ruling  
A king needs strength for ruling well.
6. thinking - things - long  
I've been thinking about these things for a long time.

## SECTION THREE: READING

### Lesson 5

#### Pre-reading

**Activity 4.10: In group, answer the following questions.**

1. How many endemic animals are found in Ethiopia?
2. Mention some of the endemic animals that are found in Ethiopia.
3. Do you think the endemic animals in Ethiopia are found in the same place?
4. Look at the pictures below and tell to your partners about them.
5. What do you think the passage will be about?

#### While-reading

**Read the following passage and answer the questions.**

#### Endemic Wild Animals in Ethiopia

Ethiopia has a unique landscape which is suitable and used as home to many species that cannot be found anywhere else in the world. It has around 242 wildlife listed mammal species, and about 28 of these are endemic. Some of these endemic wild animals include: the Ethiopian wolf, Walia Ibex, The Mountain Nyala, The Bale Mountain Vervet, Menilik Bushbucks and Gelada Baboons.

The Ethiopian wolf is one of Earth's rarest type of species, and unfortunately Africa's most endangered animal. Unlike other canid predators with large and varied diets, the Ethiopian Wolf hunts small rodents in the Bale Mountains of Ethiopia, and is totally dependent on the health of its limited habitat to survive.

Only 500 Walia Ibex still exist in the Simen Mountains of Ethiopia, both due to poaching and habitat loss. Numbers were actually lower in the 90's, but constant efforts from Simen Park's mountain rangers to create protected wildlife corridors have allowed numbers to rebound, with hope for the future.

The Mountain Nyala's claim to fame is its inclusion on Ethiopia's ten cent coin, marking its importance in Ethiopian culture. They make their home in Ethiopia's Bale mountain park, with most of them living within only 200 square kilometers.

**Question:** So far you read about three endemic animals in Ethiopia. Were your predictions similar with what you read?

---

Another mysterious inhabitant of the Bale Mountains Park, the Bale Mountain Vervet is one of Africa's least studied primates. They make their homes in the thick bamboo forests of the park, and despite their remote habitat, they seem to have kept up with current fashion with their blond coif and cool-guy beard.

Menilik Bushbucks: these little bushbucks are part of a sub-species found only in the Ethiopian highlands, and are very shy around humans. They are closely related to the Mountain Nyala, except they are much smaller, standing only 35 inches in height on average.

**Question:** What do you remember about Mountain Vervet and Menilik Bushbucks that you read in the two paragraphs?

---

Gelada Baboons can be found in huge numbers throughout the Simen Mountains. They are sometimes called the Bleeding Heart Monkey due to the unique red skin patch each has on their chests. They are very social animals, and will typically be spotted in huge family groups.

(Adapted from: <https://www.oliberte.com/pages/10-animals-only-found-in-ethiopia/>)

**Activity 4.11: Write true or false based on the information in above reading passage.**

1. Gelada Baboons has 35 inches height on average.
2. The Bale Mountain Vervet is one of Africa’s least studied animal that is known in its beard.
3. Walia Ibex eats small rodents in the Bale Mountains of Ethiopia.
4. The Ethiopian wolf is one of the Africa’s most endangered animal.

**Activity 4.12: Look at the pictures below and match the names of animals that the numbers represent.**



**Picture 1**



**Picture 2**



**Picture 3**



**Picture 4**



**Picture 5**



**Picture 6**

**For example:** Picture 1 is Bale Mountain Vervet

Picture 2 represents \_\_\_\_\_

Picture 3 represents \_\_\_\_\_

Picture 4 represents \_\_\_\_\_

Picture 5 represents \_\_\_\_\_

Picture 6 represents \_\_\_\_\_

**Activity 4.13: Complete the following table by taking ideas from the reading passage**

Endemic Wild Animals in Ethiopia	The place they live
The Ethiopian Wolf	
Walia Ibex	
The Mountain Nyala	
The Bale Mountain Vervet	
Menilik Bushbucks	
Gelada Baboons	

## Lesson 6

### Post-reading

**Activity 4.14: Individually, answers the questions and discuss your answers in small groups.**

1. One of the reasons why tourists come to Ethiopia is to visit endemic animals. Discuss in your group how this contributes to the local community and the country's economy?
2. Discuss in your group how much these endemic animals are protected in Ethiopia.

## SECTION FOUR: VOCABULARY

## Lesson 7

**Activity 4.15: Find appropriate words from the passage that mean the same as the following words.**

1. **Topography** (Paragraph 1, Line 1)
2. **Indigenous** (Paragraph 1, Line 3)
3. **Threatened** (Paragraph 2, Line2)
4. **Home of animals** (Paragraph 3, Line2)
5. **Well-known** (Paragraph 4, Line 1)
6. **Settler** (Paragraph 5, Line 1)
7. **Large** (Paragraph 7, Line 2)

**Activity 4.16: Work on the meanings of the words in bold from the context**

**Abeba:** Do you know anything about wildlife conservation?

**Yekete:** Yes, I know a few things about it.

**Abeba:** But, I don't.

**Yekete:** I can tell you. Wildlife conservation means saving or protecting wildlife or wild animals from **extinction**.

**Abeba:** Okay, it means that we should **conserve** their species.

**Yekete:** Yes!

**Yekete:** Wildlife conservation is very important because today some species of wild animals are **in danger**, for example, tigers, elephants, etc.

**Abeba:** What is the major cause for this?

**Yekete:** Human **greed** is the major factor. People are continuously **hunting** them for economic and recreational reasons.



**Abeba:** So, government should do something to prevent this.

**Yekete:** Yes, Abeba, you are right.

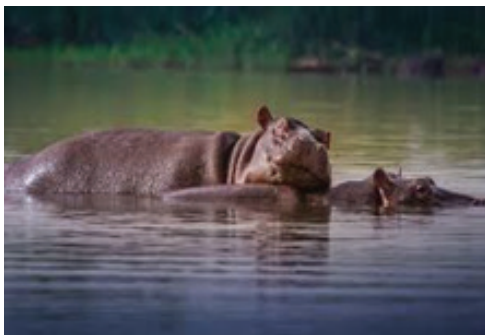
**Abeba:** Thank you!

**Yekete:** Okay, bye. See you soon.

## SECTION FIVE: GRAMMAR

### Lesson 8: PREPOSITIONS

**Activity 4.17: Underline the prepositions in the following paragraph.**



Hippos and crocs are found lurking in the various lakes of Ethiopia. Any boat trip onto Lakes Tana, Chamo, Hawassa are all but guaranteed to feature an appearance from a couple of hippos, bathing in the distance. Lake Chamo is also the home to giant crocodiles, so we recommend you row your boat!

**Activity 4.18: Be in groups of three and write prepositions that you know and some sentence examples.**

#### Grammar Spot 1: Prepositions

A preposition is a word or group of words used to show place, direction, location or spatial relationships and time.

**Prepositions of places & direction:** On, at, in, by, from, to, towards, up, down, across, between, among, in front of, behind, above, over, under

**In** indicates something to be present in a place or enclosure

e.g. Your shirt is in the closet. (Does not indicate an exact place)

Alex works in that building.

**At** indicates an exact place.

e.g. He is at home.

**On** indicates a position above but touching the object.

e.g. The phone is on the table. (Phone is touching with the table)

**Above** indicates a much higher position than the preposition on does. It also indicates something out of reach.

e.g. Hold your hands above your head.

Stars are above the sky.

**Under** is the opposite of *on* and means 'below the surface of' something.

e.g. The cat is under the table.

**Prepositions of time**

- o **at** for a **precise time** (e.g. at 3 o'clock, at noon)
- o **in** for **months, years, centuries and long periods** (e.g. in May, in 2010)
- o **on** for **days and dates** (e.g. on Sunday, on April 20th)

**Lesson 9**

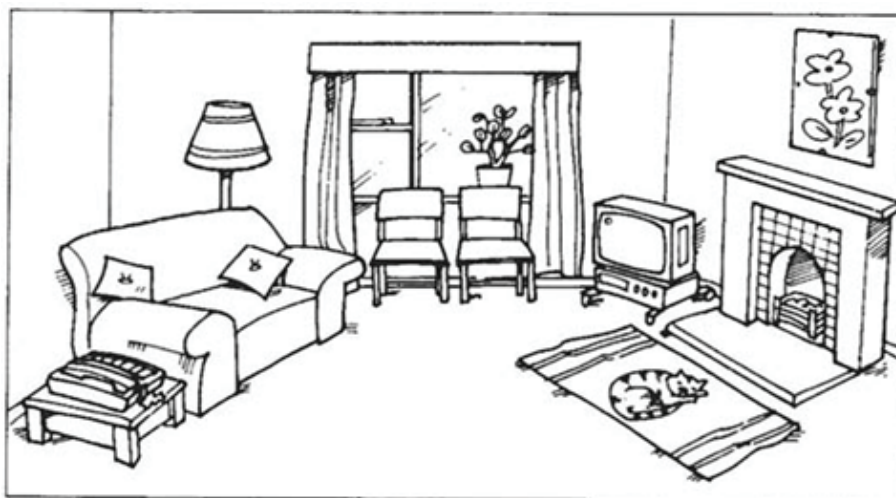
**Activity 4.19: Complete the sentences with the prepositions in the box.**

about in out of by on for to from

**Example:** Hermela lives **on** the second floor.

1. I'm reading a book \_\_\_\_\_ the history of Debre Birhan Town.
2. 'Sememen' was a book written \_\_\_\_\_ Sisay Nigussu.
3. Is it far \_\_\_\_\_ your house to the bus station?
4. Is Addis Ababa the biggest city \_\_\_\_\_ Ethiopia?
5. Aster is worried \_\_\_\_\_ her exam.
6. What's \_\_\_\_\_ the television tonight?
7. Are you interested \_\_\_\_\_ politics?
8. She works \_\_\_\_\_ a big company.
9. Can I speak \_\_\_\_\_ you for a moment?
10. He drove the garage and down \_\_\_\_\_ the street.

**Activity 4.20: Look at the different objects in the picture below. Fill in the blank spaces in the following sentences with the correct prepositions based on the picture.**



1. There are two chairs \_\_\_\_\_ the living room.
2. The sofa is \_\_\_\_\_ the table.
3. There's a lamp \_\_\_\_\_ the sofa.
4. There's a picture \_\_\_\_\_ the wall.
5. The chairs are \_\_\_\_\_ the television.
6. There's a cat \_\_\_\_\_ the fire.
7. The telephone is \_\_\_\_\_ the table.

## Lesson 10

**Activity 4.21: Put the words in the correct order to make sentences.**

1. Saturday / to / work / They / need / on *They need to work on Saturday.*
2. He / have / lunch / wants / at / 1:00 / to \_\_\_\_\_
3. tonight / to / need / work / until / You \_\_\_\_\_
4. need / buy / I / to / computer / a / new \_\_\_\_\_
5. She / play / to / likes / tennis \_\_\_\_\_
6. want / watch / to / the game / We \_\_\_\_\_
7. to / He / study / in the library / likes \_\_\_\_\_
8. need / I / do / my homework / to \_\_\_\_\_
9. calling / I / mother / with / was / my \_\_\_\_\_
10. ask / to / wants / a / She / question \_\_\_\_\_

**Activity 4.22: Complete the paragraph with prepositions (in, at, on).**

I live (1) \_\_\_\_\_ Woldia. My house is (2) \_\_\_\_\_ the centre of the city. I work for an international NGO. I'm at work now. My husband, Dereje, is a teacher. Our children go to his school. He's (3) \_\_\_\_\_ school now with our children. They are in Grade 5 but Dereje isn't their teacher. We were (4) \_\_\_\_\_ holiday (5) \_\_\_\_\_ Addis last month. We had a photo of the National Museum of Ethiopia. We liked the place very much.

## Lesson 11

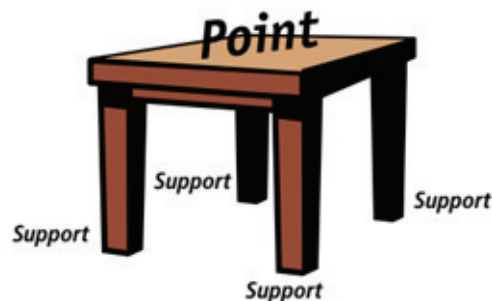
**Activity 4.23: Put the words in the correct order to make sentences.**

Ato Jebessa is a school teacher. He is \_\_\_\_\_ Jimma. He lives \_\_\_\_\_ Addis Ababa, but he works in Adama. Every Monday \_\_\_\_\_ Friday, he leaves home \_\_\_\_\_ 7.00 \_\_\_\_\_ the morning and drives 99 kilometres \_\_\_\_\_ Addis Ababa \_\_\_\_\_ Adama. He teaches English \_\_\_\_\_ 9:00 \_\_\_\_\_ the morning \_\_\_\_\_ 3:30 \_\_\_\_\_ the afternoon, and then he leaves school. He arrives home \_\_\_\_\_ 7:30 \_\_\_\_\_ the evening as the traffic is very crowded. Ato Jebessa works \_\_\_\_\_ Adama five days a week, and he teaches English \_\_\_\_\_ private schools \_\_\_\_\_ Addis Ababa \_\_\_\_\_ the weekends.

## SECTION SIX: WRITING

### Lesson 12: Writing Supporting details for the main idea in a paragraph

A paragraph is a series of sentences that support a main idea, or point. A paragraph typically starts with the main idea or point (also called the topic sentence), and the rest of the paragraph provides specific details to support and develop the point. The illustration below shows the relationship between point and support.



**Study the following paragraph and identify the main point and the supporting details.**

<sup>1</sup> People in my family love our dog Punch. <sup>2</sup> However, I have several reasons for wanting to get rid of Punch. <sup>3</sup> First of all, he knows I don't like him. <sup>4</sup> Sometimes he gives me an evil look and curls his top lip back to show me his teeth. <sup>5</sup> The message is clearly, "Someday I'm going to bite you." <sup>6</sup> Another reason to get rid of Punch is that he sheds everywhere. <sup>7</sup> Every surface in our house is covered with Punch hair. <sup>8</sup> I spend more time brushing it off my clothes than I do mowing the lawn. <sup>9</sup> Last of all, Punch is an early riser, while (on weekends) I am not. <sup>10</sup> He will start barking and whining to go outside at 7 a.m., and it's my job to take care of him. <sup>11</sup> When I told my family that I had a list of good reasons for getting rid of Punch, they said they would make up a list of reasons to get rid of me.

**Main Point:**

I have several reasons for wanting to get rid of Punch.

**Supporting details:**

1. He knows I don't like him. Supporting detail:
2. Punch sheds everywhere. Supporting detail:
3. Punch is an early riser.

**Activity 4.24: Read the following paragraph and write the main point (topic sentence) and the supporting details as shown in the example given above.**

<sup>1</sup> People lie for different reasons. <sup>2</sup> One common reason is to avoid hurting someone's feelings. <sup>3</sup> For example, a friend might ask, "Do you like my new haircut?" <sup>4</sup> If you think it's ugly, you might still answer, "Yes." <sup>5</sup> Another common reason for lying is to avoid a fight. <sup>6</sup> Say a friend angers you and then asks, "Are you upset with me?" <sup>7</sup> You might answer, "No," to avoid an argument. <sup>8</sup> People also lie so that they'll fit in, as when you listen to a boring person and politely say, "That's interesting." <sup>9</sup> In addition, people lie to avoid spending more time with someone. <sup>10</sup> For instance, you might lie, "I have to go now."

**Main point:**

\_\_\_\_\_

**Supporting details:**

1. Supporting detail: \_\_\_\_\_
2. Supporting detail: \_\_\_\_\_
3. Supporting detail: \_\_\_\_\_
4. Supporting detail: \_\_\_\_\_

**Lesson 13**

There are different national parks in Ethiopia for wild animals to live in. The Simien Mountain is one of them. It is found in North Gondar. It is a place for animals like Walia Ibex, Gelada baboons and Simien foxes. Bale National Park, found south of Addis Ababa is another accessible area for Menelik's bushbucks and Mountain Nyalas. Omo National Park in the south west is also accessible for wild animals like giraffes, elephants and birds.

**Main point:**

\_\_\_\_\_

**Supporting details:**

1. Supporting detail: \_\_\_\_\_
2. Supporting detail: \_\_\_\_\_
3. Supporting detail: \_\_\_\_\_

## Lesson 14

**Activity 4.25: Write three or four supporting details for the following topic sentences.**

1. My father is a good father.

**Supporting details:**

A. Supporting detail: \_\_\_\_\_

B. Supporting detail: \_\_\_\_\_

C. Supporting detail: \_\_\_\_\_

2. I enjoy playing football with my friends.

**Supporting details:**

A. Supporting detail: \_\_\_\_\_

B. Supporting detail: \_\_\_\_\_

C. Supporting detail: \_\_\_\_\_

3. My favorite subject is English.

**Supporting details:**

A. Supporting detail: \_\_\_\_\_

B. Supporting detail: \_\_\_\_\_

C. Supporting detail: \_\_\_\_\_

## Lesson 15

**Activity 4.26: Use hyphen in the appropriate places in the following paragraph**



Humans and carnivores are co-occurring in many landscapes and especially in urban areas. These much maligned scavengers can be found across the country. But in Harar a hilltop, walled city in the east they are legendary. Farmers feed the hyenas daily, a tradition that started in the 1960s as a way to prevent them from attacking livestock. This ritual, which involves the so called “hena men” hand feeding the animals with scraps of raw meat, has become a popular tourist attraction.

### Grammar Spot 2: Hyphen

A hyphen is a punctuation mark with the symbol (-). It is a short horizontal line used within words. It is smaller than dash (—).

A hyphen is used:

- in compound words
  - o e.g.: long-term, check-in, good-looking
- to link words to prefixes
  - o e.g.: pre-reading, ex-wife, self-confidence
- as a way to show word breaks
  - o e.g.: a beautiful-looking garden, a well-known chief
- in more than one number
  - o e.g.: twenty-two, thirty-one, ninety-nine
- in fractions

e.g.: He ate two-thirds of the pizza.

## Lesson 16

### Activity 4.27: Add hyphens in the appropriate places.

1. Gemechu has a three year old child.
2. There are fifty five students in this class.
3. They need to cooperate to each other.
4. The ex president of the university has been appointed as director of National Election Board.
5. Gebremariam will be home after school between 3:304:00 PM.
6. My teacher told me to have an indepth knowledge.
7. He resent the message as it failed to deliver.
8. The teacher had to deescalate the tension on the playground.
9. The teacher follows learnercentered approach of teaching.
10. I came here to resign the petition.

## UNIT 5: DIARY

### Unit Objectives

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

- complete the paragraph with correct words/phrases based on the listening text
- debate on the title, “continuing with Ethiopian origin cows versus the hybrid ones” in getting quality milk
- pronounce long /u:/ and short /u/ vowels correctly
- work out the contextual meanings of unfamiliar words in the passage
- use the newly learnt words in spoken or written sentences
- identify the use of “going to” and “will” to talk about future actions
- use “going to” to express premeditative future actions
- prepare an outline for a paragraph
- use exclamatory mark in different written texts

### SECTION ONE: LISTENING



## Lesson 1

### Pre-Listening

**Activity 5.1: Be in groups of three and answer the following questions.**

1. What do you understand from the pictures?
2. What does dairy farm mean?
3. What do you think about the current situation of dairy farming in Ethiopia?

### While Listening

Answer the following questions as your teacher reads it out.



**Activity 5.2: Complete the blank spaces below based on the information in the text.**

1. \_\_\_\_\_ has the highest cattle population in Africa.
2. In Ethiopia, the highest number, 90% of milk comes from \_\_\_\_\_.
3. Ethiopia has high cattle populations, but milk production and consumption is \_\_\_\_\_.
4. Ethiopia produces about \_\_\_\_\_ liters of milk per year.
5. The two main reasons that contribute to the low production and consumption of milk in rural area of Ethiopia are \_\_\_\_\_ and \_\_\_\_\_.
6. The number of days required to improve dairy breeds in Ethiopia is \_\_\_\_\_.

**Lesson 2****Post-Listening****Activity 5.3: Work first individually and then in small groups to answer the questions below.**

1. In your village, why do people have cows, camels and goats in their life?
2. Interview people in your localities especially those who have cows, camels and goats. Ask them about the basic requirements to carry out dairy farming and report to the class.

**SECTION TWO: SPEAKING****Lesson 3: Debate****Activity 5.4: Discuss the following brain storming questions in pairs.**

1. What are the students in the picture doing?
2. When students debate on a given topic, how do they talk?
3. Who leads the debate?
4. How do you take part in a classroom debate?

**Activity 5.5: Sit in groups of six students, three on one side and three on the other and debate on one of the following motions below.**

1. “Ethiopian Cows are more important than the Hybrid ones.”
2. “Indigenous Ethiopian chickens are more important than genetically modified chickens.”

## Lesson 4: Pronunciation

**Activity 5.6: Say the following words correctly paying attention to short /u/ and long /u:/ vowels after your teacher.**

Short /u/	Long /u:/
Cook	Kook
Nook	Nuke
Foot	Food
Pull	Pool
Could	Cooed
Stood	Stewed
Soot	Suit

**Activity 5.7: Say the following short and long u sound individually**

Short /u/ sounds	Long /u:/ sound
book	fool
shook	shoot
rook	school
took	cool
look	room
hook	moon
cookie	noon

**Activity 5.8: Say out the sounds in the sentences (the short oo words) after the teacher.**

1. I took a look at the book in the nook.
2. The cook dropped a cookie on his foot.
3. The rook was covered in soot.
4. The fish hook caught in her foot.
5. He shook the box of books.

**Activity 5.9: Practice Combined Sounds**

1. Look at that fool eating a cookie at school.
2. Put your foot in the boot before you leave the room.
3. The moose shook his head at the moon.
4. The goose stood on the book at noon.
5. Be careful! Don't shoot yourself in the foot.
6. Scoot your poodle away from the nook full of tools.

**Activity 5.10: Work in small groups.**

Write your own words that have the long /u:/ and short /u/ sounds.

**SECTION THREE: READING****Lesson 5****Pre-reading****Activity 5.11: Work in pairs to share your experiences before you read the passage.**

1. What are the animals that we get milk from?
2. Do you know how milk is processed?
3. Do you know a factory that processes milk and sells milk products?

**While-reading**

Read the passage silently and do Activity 5.12 and 5, 13 underneath the passage.

**Milk Processing in Ethiopia**

Ethiopia is the first among African countries and 9<sup>th</sup> in the world in the **livestock** production. However, milk production in **it** is very low. In Ethiopia, there are opportunities for milk processing, increase in milk **demand** and **consumption** capacities for improving **packaging** are also available. **These** are important for dairy investment. The cost of production for livestock products

is generally low in the country. For milk production cost, Ethiopia is ranked among the countries with lowest cost of production in the world; the cost of **labour** is also low in it as compared to all the developed and many developing countries and there is insufficient raw milk supply for milk processing plants.

Q. What is the main idea of the above paragraph?

**This** has forced the milk processing plants to operate with only 40% capacity and limited the production of **pasteurized milk** and other dairy products, inadequate knowledge about good hygiene practices in the processing of milk and milk products. This results in higher wastage of milk and public health hazards. There is lack of private sector inputs such as **artificial insemination** and poorly developed dairy market infrastructure for collection and distribution of milk. This has limited accessibility to market.

*(Slightly Adapted from: The milk processing: Status, challenges and opportunities in Ethiopia, Mebrate, Tewodros & Derbie (2020)*

**Activity 5.12: Answer the following questions and support your answer with evidence from the passage. Work with your partner to compare your answers.**

1. What is the status of milk production in Ethiopia?
2. Mention at least two opportunities that Ethiopia has for milk processing.

**Activity 5.13: What do the following words refer to?**

1. **it** (Paragraph 1, Line 2)
2. **these** (Paragraph 1, Line 4)
3. **it** (Paragraph 1, Line 6)
4. **this** (Paragraph 2, Line 1)

## Lesson 6

### Post-reading

**Activity 5.14: Work on the following questions individually and report to the class.**

1. Ask your parents about the benefits of milk production for the well-being of the society and report to the class.
2. Ask experienced people or parents this contradiction: “Ethiopia is the first in Africa in its livestock resource, yet it is the first in importing milk products from other countries which have less number of livestock.” Collect data about what should be done to solve this paradox and report to the class.

**SECTION FOUR: VOCABULARY****Lesson 7**

**Activity 5.15: Guess the meanings of the following words as they are used in the passage.**

1. **Livestock** (Paragraph 1, Line 1)
2. **Demand** (Paragraph 2, Line 3)
3. **Consumers** (Paragraph 1, Line 3)
4. **Packaging** (Paragraph 1, Line 3)
5. **Labour** (Paragraph 1, Line 6)
6. **Pasteurized milk** (Paragraph 2, Line 2)
7. **Artificial insemination** (Paragraph 2, Line 4)

**Activity 5.16: Construct your own meaningful sentences using the following words.**

1. Hygiene
2. Hazards
3. Insufficient
4. Utensils
5. Uplifting

**SECTION FIVE: GRAMMAR****Lesson 8**

**Activity 5.17: Read the conversation and practice the dialogue in pairs. Then, study the underlined words.**

Matiyas was born and raised in London. He is going to visit different places in Ethiopia this summer with his parents who have made some arrangements. Matiyas is telling his cousin, Gutu, about their plans on the telephone. The following is part of the telephone conversation.

**Matiyas:** First, we are going to spend a week in Addis Ababa.

**Gutu:** What for?

**Matiyas:** We are going to visit the old palace, the new parks and the museums there.

**Gutu:** Okay, what else can you see in Addis Ababa?

**Matiyas:** I asked my father to see dairy farms in Ethiopia and we will see the largest one in Addis Ababa.

**Gutu:** What is that dairy farm?

**Matiyas:** It is a big farm that milk products are processed. I will tell you more after I see it.

**Gutu:** So what are you going to do then?

**Matiyas:** Next, we are going to visit our relatives in Shambu. I'll meet a lot of my kins.

**Gutu:** Oh! Great! I can't wait to see you here in person. How long will you stay here with us?

**Matiyas:** Maybe two weeks. Next, we are going to Asossa to visit my mother's relatives. We will stay there for ten days. Then, we will travel to Gambella if we have enough time.

**Gutu:** You are lucky that you will learn a lot of thing during your tour. I have never been out my town, Shambu.

**Matiyas:** Really? I will ask my parents if you can accompany us to Asossa and Gambella. I hope they will agree.

**Gutu:** Thank you, my brother. I wish you a happy holiday!

**Activity 5.18: Write your plan individually with the help your teacher. Then, read your plan for the class. ords.**

1. Write what you have planned to do in the near future using going to +v1 and what you wish to be in the future using will+v1.

**For example,** I am **going to play** football with my friends after class.

In the future, I wish I **will be** a doctor.

## Lesson 9

### Grammar Spot 1: Going to

1. Expresses a person's plans and intentions

We're going to stay in a small village in Arsi this summer.

2. Is used to refer to future intention.

I'm going to see Sara tonight.

3. We also use going to when we can see now that something is sure to happen in the future.

Careful! That glass is going to fall!

- With the verbs **to go** and **to come**, we usually use the present continuous for future plans.

I'm going to Lalibela tomorrow.

~~I'm going to go to Lalibela tomorrow.~~

I'm going to Lalibela tomorrow to visit the rock hewn churches.

(The infinitive can tell us why something happens.)

**Activity 5.19: Choose the correct sentence.**

1. A. Is it go to rain?  
B. Is it going to rain?
2. A. Do you wash your hair this evening?  
B. Are you going to wash your hair this evening?
3. A. She's going to have a baby.  
B. She's going to has a baby.
4. A. I'm going to the post office to buy some stamps.  
B. I'm going to the post office for buy some stamps.
5. A. I'm not going home early this evening.  
B. I'm not go home early this evening.

**Lesson 10****Activity 5.20: Choose the most appropriate verb form given in brackets.**

1. "Where are you going on holiday?" I don't know yet. Maybe \_\_\_\_\_ (I will go/I am going) to Jimma.
2. Are you watching the game? It 's 5-2, they \_\_\_\_\_ (will/are going to)win the match.
3. I think you \_\_\_\_\_ (are going to/will) like this movie.
4. We \_\_\_\_\_ (will get /are getting) married next year.
5. I can't join you at the party, I \_\_\_\_\_ (am going to be/ will be) away for two weeks.
6. You \_\_\_\_\_ (will see/ are seeing) the doctor tomorrow at 4.00 .
7. Have you heard? Zigju is pregnant. She \_\_\_\_\_ (is going to/will) have a baby.
8. This homework looks really hard. I \_\_\_\_\_ ( will/am going to) help you.
9. Don't forget that we \_\_\_\_\_ (are going/will go) out with Lubaco and Medina tonight!
10. Look at that beautiful sky! It \_\_\_\_\_ (won't/is not going to) rain today.

**Grammar Spot 2: Will** is Used to

1. express rapid decisions, or a future action that you have decided on at the moment of speaking.

**Examples:**

I'm thirsty! I think I **will** buy a drink.

Okay, **I'll** come to your birth day party!

2. make an offer.

**Examples:**

I **will** help with you your luggage, they look heavy!

You can't go there alone, **I'll** go with you.

I'll get the mop for you.

3. make a promise.

**Example:** I **will** keep your secret.

Remember: The shortened form of I will is **I'll** and will not is **won't**. These are very much commonly used in conversational English.

**Lesson 11**

**Activity 5.21: Use either "will" or "be going to" to complete the conversation and practice the dialogue with your partner.**

1. **Getachew:** Have you got any plans for tomorrow?

**Mekonnen:** Yes, I \_\_\_\_\_ visit my grandparents.

2. **Getachew:** Why is she learning French?

**Mekonnen:** She \_\_\_\_\_ migrate to France.

3. **Getachew:** I am thirsty.

**Mekonnen:** Wait here. I \_\_\_\_\_ get some water.

4. **Getachew:** Meat or fish?

**Mekonnen:** I \_\_\_\_\_ have some fish, please.

5. **Getachew:** What do you want the keys for?

**Mekonnen:** I \_\_\_\_\_ close the door.

6. **Getachew:** If you don't take a taxi, you \_\_\_\_\_ arrive on time.

**Mekonnen:** Thank you.

7. **Getachew:** Why do you want so many oranges?

**Mekonnen:** I \_\_\_\_\_ make an orange juice.



8. **Getachew:** Oh! I haven't got enough money to pay!

**Mekonnen:** Don't worry. I \_\_\_\_\_ lend you some. How much do you need

9. **Getachew:** We need one more player. \_\_\_\_\_ you play with us tomorrow?

**Mekonnen:** Yes, I \_\_\_\_\_.

10. **Getachew:** Why are you switching on the TV?

**Mekonnen:** I \_\_\_\_\_ watch a football match.

**Activity 5.22: Fill the gaps with the correct forms of "will" or "going to". Use the verbs in brackets to complete the conversations.**

1. A: Why are you holding a piece of paper?

B: I \_\_\_\_\_ (write) a letter to my friends back home in Gondar.

2. A: I can't hear the television.

B: I \_\_\_\_\_ (turn) it up so you can hear it better.

3. A: Tilahun \_\_\_\_\_ (come) to the party.

B: That's great! We \_\_\_\_\_ (come) too.

4. A: Excuse me; I have a complaint about our hotel room. The bedding has spots.

B: I'm really sorry. The man at the service counter \_\_\_\_\_ (help) you.

5. A: As soon as the sun is shining, we \_\_\_\_\_ (swim) in the pool.

B: Okay.

## SECTION SIX: WRITING

### Lesson 12

#### Writing an outline

##### Outline

An outline is the first or an initial stage in writing a paragraph. It refers to an **ordered list of the main points** or ideas that you will use later to write complete sentences/ paragraphs.

It helps to|:

1. construct and organize ideas in a sequential manner
2. organize your main thoughts into single segments and establish the order in which information will be written.
3. show where you're going and how to get there or to set goals for completing each section of your paper in paragraph writing.
4. arrange major topics, subtopics, and supporting details about a topic into a logical order

**How to write an outline?**

- Identify your topic or topic sentence
- Decide what points you would like to discuss during your paper.
- Put your points in logical order so that each point connects back to your main point.
- Write possible transitions/conjunctions between paragraphs.

In general, an outline is used as a guide to follow that helps you focused throughout the writing process and helps ensure proper coherence (flow of ideas) in your final paper.

**Sample Paragraph Outline**

**Topic:** Mr. Temesgen is a careless teacher.

**Reason 1:** knows little about the subject/math

Details for reason 1:

1. Doesn't answer questions students ask
2. Students correct his mistakes

**Reason 2:** likes smart students

Details for reason 2:

1. Excuse them for restroom
2. Friendly with them

**Reason 3:** Often absent or late

Details for reason 3:

1. Usually half an hour late
2. Many substitutes in his class

**Conclusion:** Mr. Temesgen was fired at the end of the year.

**Lesson 13**

**Activity 5.23:** Try the following activity first individually and then in small groups.

1. Read the sample outline given above and write your own similar outline about: “the best teacher you admire”. Add reasons why you say so.

**Lesson 14**

**Activity 5.24:** Try the following activity first individually and then in small groups.

Then, exchange your papers with other groups and give comments.

1. My mother
2. The importance of drinking milk
3. Why should I learn English?

**Activity 5.25:** Select any topic you like to write on and prepare an outline.

## Lesson 15

### Exclamation Mark!

**Activity 5.26:** Read the short text below and circle the exclamation mark used. Discuss with your partner what these exclamation marks are used for.

I can't believe he drank my milk without asking me first! Does anybody tell me why this happened? I just went out only for a few minutes. How on earth you could drink it once! It was mine. Oh! My goodness! Thank you, mom! You bring another glass of milk for me.

**Activity 5.27:** Talk to your partner about the use of exclamation mark and write some examples.

### Uses of Exclamation mark

This punctuation mark is used at the end of a sentence like full stop to express **strong feelings or emotions like:**

#### 1. joy or surprise

- Bravo! You have done a great job!
- What a wonderful country Ethiopia is!
- Oh my God! What a fantastic birthday gift!

#### 2. anger, sorrow/disappointment, shock

- What is wrong with you! Stop writing on the walls!
- Oh no!
- Alas!
- There's been a terrible accident!

#### 3. It is used at the end of a **strong command.**

- Shut up!
- Stop!

**Activity 5.28: Rewrite following sentences. Add exclamation mark where needed.**

**For example, I'm so excited to see you**

**I'm so excited to see you!**

1. Wow What a nice shirt.
2. Hey What are you doing?
3. Speak I am listening to you.
4. Baby, don't touch that
5. What a lovely view you have here
6. Oh I forgot to bring my purse.
7. Hush Silence in the library.
8. The meal was so good
9. Look There is a monkey in my bedroom.
10. Oops I dropped my exercise book.

## Lesson 16

**Activity 5.29: Read the paragraphs carefully. You should copy into your exercise books and add either a question mark or an exclamation mark in the appropriate places.**

1. Senait was shaking her head. She suddenly was yelling, "Can I tell you what I feel Can I tell you We are the one only one joking right now. This is obvious We're playing games. We're dancing and we're drinking while the country is in a mess and people are dying. And you You're simply insulting on face book. You've to stop it Okay Okay Stop it Damn you We've got to all stop it" She was screaming.

2. "Mind that log" shouted Yosina. "What did you say", replied Tseganesh. "I said, 'Be careful'" But it was too late. There was a loud scream from the wood. "Oooww My foot, my foot How do you know when you've broken a bone, Yosina?" Yosina ran into the wood to try and find Tseganesh. "Tsegi Tsegi Where are you? I'm over here Tsegi." Tseganesh shouted, Help Help" Yosina eventually found Tseganesh lying by the big log. "You stupid I told you to be careful. Why didn't you look where you were going" "What are we going to do"

**Activity 5.30:** Look at the pictures. What do you think the people are saying? Write their sentences in the speech bubbles using an exclamation mark based on the example given.



**For example,** Fikadu heard bad news, What terrible news!

1. Almaz is shocked.
2. Hermela is angry.
3. Lemma is surprised.
4. Girma is shouting at his boy.
5. Bontu warns the passenger.

**Activity 5.31:** The following are situations in which an exclamation mark could be used.  
Think about a suitable expression and add exclamation for each situation.

**For example:** Lost- “Help! I think I’m lost!”

1. Watching football match.
2. Surprise party.
3. A mouse under your chair.
4. Winning a competition.
5. Seeing a ghost.

# UNIT 6: LAND CONSERVATION

## Unit Objectives

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

- find out general information in the listening text
- pronounce long /i:/ and short /i/ vowels
- identify general and specific information in the reading text
- work out the contextual meanings of new words
- express your opinion using the target expressions
- use the newly learnt words in various contexts
- use **countable** and **uncountable** nouns in different sentences
- write a paragraph based on outlines
- use commas in different written texts

## SECTION ONE: LISTENING

### Lesson 1

#### Pre-Listening

**Activity 6.1:** In this activity you will consider what could be included in the listening text.

Look at the picture of furrows and discuss the following questions in pairs



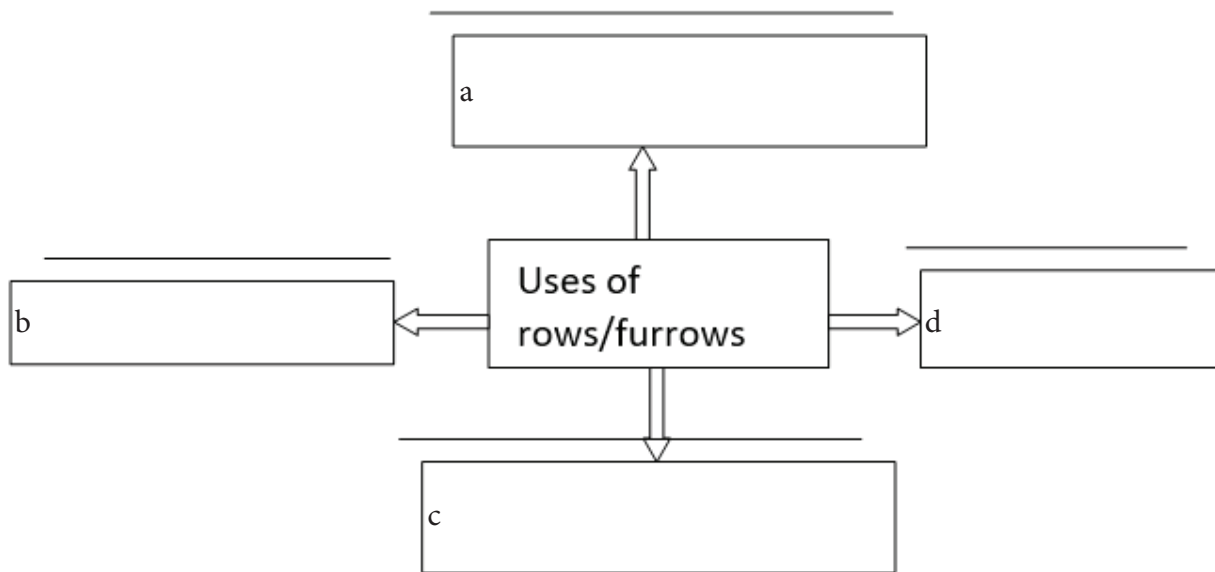
Source: Howard F. Schwartz, Colorado State University, Bugwood.org

1. Have you ever seen this kind of place in your area?
2. What is a furrow?
3. What are the uses of a furrow?
4. What do you expect to listen to in the listening text based on the title and the picture?

### While-Listening

**Activity 6.2: Listen to the text and take notes to do the activities that follow**

1. Copy the diagram into your exercise book. Listen to the text and fill in the diagram.



2. Listen to the text again and write your answer to the following questions.

- A. What is the technique of protecting land as described in the text?
- B. Where do farmers use furrows?

### Post-Listening

**Activity 6.3: Be in groups and discuss your answers to the questions below. Report the result of your group discussion to the class.**

- What are the other techniques of protecting land?  
 What do people in your area do to protect their land?

## SECTION TWO: SPEAKING

### EXPRESSING OPINION, PRONUNCIATION

## Lesson 2

**Activity 6.4: Study the following dialogue and act it out with your partner exchanging roles**

Student 1: What do you think about people of our village with respect to environment protection?

Student 2: **In my opinion**, they work hard cooperatively.

Student 1: what do you mean when you say cooperatively?

Student 2: Previously, they used to work on their plot of land. Recently, they combine their land, and they use tractors to work on their farm.

Student 1: Does that mean 'kuta getem'?

Student 2: I believe so.

Student 1: So, are they more productive?

Student 2: In my view, they are more productive than before.

**To begin your opinion, you can use the expressions like:**

- *In my opinion ...*
- *I think ...*
- *I believe ...*
- *In my view ...*

**Lesson 3****Pronouncing the short /ɪ/ (I) and the long /i:/ (EE)**

**Activity 6.5: Say the following pairs of words with /i:/ (EE) vowel sounds after your teacher.**

Short /ɪ/	Long /i:/
bit	beat
sit	seat
fit	feet
it	eat
chip	cheap
bitch	beach
grin	green
shit	sheet

**Activity 6.6: Sit in pairs and write the following words in the table below based on the sounds /ɪ/ or /i:/ they include**



feel      heap      each      leave      leak      scene      teak  
 ill      fill      hip      itch      live      lick      sin  
 tick      seen

Words with /ɪ/ sound	Words with /i:/ sound

## Lesson 4

**Activity 6.7:** Read the following sentences that have words with the /i:/ or /ɪ/ sound after your teacher and practice them with a partner:

- A. A tick bit my hip so I'm ill.
- B. I grin when I find green beans in the sale bin.
- C. Fill it with chips.
- D. These pieces are cheap, so they leak.
- E. I live for dips in the ocean, it makes me grin.
- F. This chip is delicious and cheap, eat it.
- G. I need to sit in the seat, because my feet do not fit in this shoe.
- H. Please leave the scene after you each eat.
- I. There are heaps of eels swimming deep at the beach

## SECTION THREE: READING

### LAND CONSERVATION

## Lesson 5

### Pre-reading

**Activity 6.8:** Before you read the passage below, do the following pre-reading questions.

- A. Look at the three pictures and discuss in groups of four about the differences among the three pictures.
- B. Tell your group members which picture attracts you most.

**Picture A : Land Preservation**



**Picture B: Land Restoration (Source: Wikipedia)**



**Picture C : Land Remediation**



Read the reading text below and answer the questions that follow.

### Land conservation

**Land conservation** is the process of protecting natural land and returning it to its natural state. A variety of techniques are needed to carry out land conservation. Some of the most common techniques include preservation, restoration, and remediation.

**Preservation** of the environment means keep lands and their natural resources. **They** should not be consumed by humans. They should be maintained in their perfect or untouched form. Another technique used in land conservation is **restoration**. **It** is the process of returning ecosystems and communities to their original natural conditions. **Remediation** is the process of cleaning and restoring a **contaminated** area using relatively mild or nondestructive methods. The main goal of remediation is to clean and restore the contaminated area as little harm as possible.

Clean air and water are limited resources. The tree shade and vegetation serve as critical filters for our air. Wetlands that border our rivers, lakes and streams filter pollution before **it** reaches our drinking water. If we do not remove the pollutants that our society puts into the air and water, we consume them ourselves. These could cause a variety of diseases that could harm our health.

Conserved lands can **boost** environmental, social, and economic development; enable **recreation**; increase public health; reduce storm water and air pollution, and provide natural goods and services. **They** can also support agriculture, fishing, and forestry, **reinforce** tourism, and **enhance** property value.

### While Reading

**Activity 6.9: Read the passage silently and match each paragraph with its main idea.**

Paragraph	Main idea
	Techniques of land conservation
	Benefits of land conservation
	Definition of land conservation

**Activity 6.10: Say true or false based on your reading.**

1. Land conservation can take place by planting trees.
2. It is not possible to return eroded land into its natural state.
3. Cleaning a contaminated area is one way of land conservation.
4. It is possible for our village to return ecosystems to their natural conditions.
5. The only way to conserve land is preserving natural resources from the consumption of human beings.

**Activity 6.11: Write what the following words refer to in the passage.**

1. The pronoun **they** (paragraph 2, line 1) refers to \_\_\_\_\_
2. The pronoun **it** (paragraph 2, line 3) refers to \_\_\_\_\_
3. The pronoun **it** (paragraph 3, line 2) refers to \_\_\_\_\_
4. The pronoun **they** (paragraph 4, line 3) refers to \_\_\_\_\_

**Lesson 6****Activity 6.12: Match the pictures below with the benefits of conserved lands.**

Picture Letter	Benefits of conserved lands
	Enable recreation
	Reinforce tourism
	Increase public health



Picture A



Picture B. Source ethiosports.com



Picture C

**Activity 6.13: Read the passage silently and complete the following sentences.**

1. \_\_\_\_\_ is the practice of keeping natural land and returning it to its natural condition.
2. Remediation is the practice of restoring a contaminated area using relatively \_\_\_\_\_ methods.
3. \_\_\_\_\_ is a technique of returning ecosystems in to their original state.
4. While vegetation serves as critical filters for our air, wetlands filter pollution of \_\_\_\_\_.

### Post Reading

**Activity 6.14: sit in small groups, discuss the following questions and report to the class**

1. What will be the consequences if people do not care for the land they work on?
2. How can people conserve the productivity of their land?

## SECTION FOUR: VOCABULARY

### Lesson 7

**Activity 6.15: The words in column 'A' are taken from the passage. Match them with their meanings in column 'B'**

A. Words in the passage	B. Meanings as used in the passage
____1. Conservation (paragraph 1, line 1)	a. The act of people doing things for enjoyment when they are not working
____2. Remediation (paragraph 2, line 4)	b. To make a feeling, an idea, a structure or a material stronger
____3. Restoration (paragraph 2, line 3)	c. To make something increase, or become better or more successful
____4.Boost (paragraph 4, line1)	d. The act of returning something to its natural condition
____5.Recreation (paragraph 4, line 1)	e. To improve the good quality, value or status of something or somebody
____6.Reinforce (paragraph 4, line 3)	f. To make a place dirty or no longer pure by adding a substance that is harmful to health
____7. Enhance (paragraph 4, line 3)	g. The act of preventing or protecting something from being lost or wasted, damaged, destroyed
____8. Contaminate (paragraph 2, line 5)	h. The process of changing or stopping damage to the environment

**Activity 6.16: Use words written in bold from the passage to complete the following sentences.**

1. His \_\_\_\_\_ include playing football, listening to music and watching films.
2. The shop is not working; it is closed for \_\_\_\_\_.
3. This river is \_\_\_\_\_. It consists of a lot of dirty particles.
4. Students are advised to participate in the \_\_\_\_\_ of natural resources program of their village.
5. Doing homework regularly \_\_\_\_\_ students to be successful in their learning.

## Lesson 8

Synonyms and antonyms are useful to know because they improve reading and writing skills. It is important to remember that synonyms are not words that have the same meaning. Rather, they are words that have similar meanings. Antonyms are logical opposites of words.

**Activity 6.17: Tell whether each pair of words is synonyms or antonyms.**

1. agree, disagree \_\_\_\_\_
2. cold, freezing \_\_\_\_\_
3. easy, difficult \_\_\_\_\_

4. bottom, top \_\_\_\_\_
5. Sink, float \_\_\_\_\_
6. windy, calm \_\_\_\_\_
7. noisy, quiet \_\_\_\_\_
8. unhappy, sad \_\_\_\_\_
9. contaminated, pure \_\_\_\_\_
10. recreation, hobby \_\_\_\_\_
11. remediation, destruction \_\_\_\_\_
12. Reinforce, discourage \_\_\_\_\_

## SECTION FIVE: GRAMMAR

### COUNTABLE AND UNCOUNTABLE NOUNS

#### Lesson 9

##### Countable nouns

Some nouns refer to things which, in English, are treated as separate items which can be counted.

These are called countable nouns. Here are some examples:

a <b>car</b>	three <b>cars</b>
my <b>cousin</b>	my two <b>cousins</b>
<i>a book</i>	<i>a box full of books</i>
<i>a city</i>	<i>several big cities</i>

Countable nouns can be **singular** or **plural**. Singular countable nouns can be used with *a/an* while plural countable nouns can be used with numbers and many other determiners (e.g. these, a few):

She's got **two sisters** and **a younger brother**.

Most people buy **things** like **cameras** and **other commodities** online **these days**.

**These shoes** look old now.

**Activity 6.18: List five countable nouns with a partner. Then, form a group of four and check whether the listed nouns are countable nouns that can be used in a singular and a plural form.**

#### Lesson 10

##### Uncountable Nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted. Some examples of uncountable nouns are:

**Ideas and experiences:** *advice, information, progress, news, luck, fun, work*

**Materials and substances:** *water, rice, cement, gold, milk*

**Weather words:** *weather, thunder, lightning, rain, snow*

**Names for groups/collections of things:** *furniture, equipment, rubbish, luggage*

**Other common uncountable nouns:** *accommodation, baggage, homework, knowledge, money, permission.*

These uncountable nouns are not used with *a/an* or numbers and are not used in the plural.

**Look at the following examples:**

**Correct:** We're going to get new furniture for the living room.

**Incorrect:** We're going to get a new furniture for the living room.

**Incorrect:** We're going to get new furnitures for the living room.

**Correct:** We had terrible weather last week.

**Incorrect:** We had a terrible weather last week.

**Correct:** We need rice next time we go shopping.

**Incorrect:** We need arice next time we go shopping.

**Activity 6.19: Are the underlined nouns countable or uncountable?**

1. The children fell asleep quickly after a busy day of fun.
2. Be careful! The water is deep.
3. We like the large bottles of mineral water.
4. My mother uses real butter in the cakes she bakes.
5. Most kids like milk, but Alemitu hates it.
6. Most pottery is made of clay.
7. Almaz can play several different musical instruments.
8. I was feeling so sick that I ate an entire box of cookies.

## Lesson 11

These uncountable nouns can be counted using different units.

Uncountable nouns	Units
bread	a slice / loaf of bread
information	a piece of information
water	a cup/ a bottle/ a jar of water
luck	a bit of luck
grass	a blade of grass



**Activity 6.20: Decide if the sentences are correct or incorrect.**

1. There are some chairs and tables in the kitchen. **Correct/incorrect**
2. We need some new furnitures for our kitchen. **Correct / incorrect**
3. Two breads, please. **Correct / incorrect**
4. That's an important information. **Correct / incorrect**
5. I saw a lot of bird migrating south. **Correct / incorrect**

**One of, (a) few of, several of, many of...** are used with plural nouns. Pay attention to the verb forms which always agree with the subject.

A few of my friends are from Italy.

Many of my friends are from Italy.

One of my **friends** is from Italy. (**Correct**)

One of my **friend** is from Italy. (**Incorrect**)

**None of, some of, all of, most of and a lot of ...** can be used with uncountable nouns or plural countable nouns. Pay attention to the verb forms which always agree with the subject.

None of my friends are from Italy.

None of the money has been used for the project.

All of the books were sold out.

All of the honey was consumed.

Some of the boys were absent yesterday.

Some of the water has evaporated.

Most of the students are responsible.

Most of the information is wrong.

Please try to remember these two patterns:

**1. All, some, most, many or few + noun:**

**All/Some/Many/Few students** are in class.

**2. All of, some of, most of, many of, little of, & few of + [determiner] + noun:**

**All/Some/Many/Few of the** students are in class.

**Activity 6.21: Complete the sentences, using all of / some of / none of / one of ...**

1. These books are all Sarah's. \_\_\_\_\_ belong to me.
2. We all got wet in the rain because \_\_\_\_\_ had an umbrella.
3. Some of this money is yours and \_\_\_\_\_ is mine.
4. Many of my friends have travelled a lot, but \_\_\_\_\_ has ever been to Africa.
5. Not all the tourists in the group were Spanish. \_\_\_\_\_ were French.
6. He told us his life story, but \_\_\_\_\_ was not true. It was all false.

## SECTION SIX: WRITING

### Lesson 12

**Activity 6.22: Read the paragraph below and complete the outline.**

#### My Summer Vacation Plans

This year, I've planned a relaxing summer vacation for myself. My summer vacation will start in one week. I'm overjoyed at the prospect of not having to attend to class for the next few days. I had planned on waking up late in the morning. The joy of discovering each day as if it were Sunday is the nicest part of this lengthy summer. During my summer break, I planned to attend the music class. During the summer break, I also intended to develop a daily program of regular riding. I'm really looking forward to my summer vacation.

**Topic sentence:** \_\_\_\_\_

#### Supporting ideas

##### A. Supporting Idea:

- 
- 

##### B. Supporting idea:

- 
- 

##### C. Supporting idea:

- 
- 

**Concluding sentence:** \_\_\_\_\_

#### Paragraph Writing

##### 1. What is a paragraph?

A paragraph is a collection of sentences that are well-organized and coherent, and all of them are related to a single topic. It consists of a topic sentence, supporting sentences, and a concluding sentence.

##### Topic Sentence:

A topic sentence or an introductory sentence of a paragraph is a sentence which consists the very general idea of the paragraph. It includes the topic and the controlling idea.

##### Supporting Details

The supporting sentences expand on the topic sentence by providing additional information such

as facts, statistics, or examples. It also contains the writer's personal experience and knowledge, which is used to develop the topic sentence.

### Concluding Sentence

It is the final statement about the topic at the end of the paragraph. It connects all of the paragraph's concepts and underlines the key point once more. The writer typically restates or summarizes the key ideas of the paragraph in the final sentence.

## 2. an outline of paragraph Writing

Outlines make you think about the topic and help you to organize your ideas.

Here is an example of how you can take your outline and expand it into a paragraph.

### Activity 6.23: Write paragraphs based on the outlines given

#### Outline A

**Topic sentence:** An excellent job is one that is near to home.

##### A. short distance

- fast travel time
- less gas

##### B. walk or cycle

- great exercise
- good for the environment

**Concluding sentence:** To conclude, the best job is one that is close to home.

#### Outline B

**Topic sentence:** There is a number of major health risks associated with smoking.

**A. Supporting idea:** causes cancer

**B. Supporting idea:** Lung diseases like emphysema and bronchitis

**C. Supporting idea:** Heart disease

**Concluding sentence:** Generally, smoking is a dangerous habit and should be avoided.

## Lesson 13

**Activity 6.24:** You are going to write a paragraph about “The Uses of Water”. Before you write the paragraph, prepare the outline with your partner. Then, based on your outline, write the paragraph.

## Lesson 14

### Uses of commas

In unit one of this book, you have learnt what a comma is used for in English writing system. You remember that a comma is used to:

- separate words and phrases in a series,
- separate dates, years and addresses,
- join two independent clauses together with coordinating conjunctions, and
- separate quoted parts from reporting phrases.

**Before looking at the other uses of the comma, do the following questions as revision. Be in pairs and talk about why you use a comma in the sentences.**

1. The contractor testified that the house was completed and that the work had been done properly
2. The old man wore worn clothes old shoes and dirty hats.
3. December 7 1941 will never be forgotten.
4. Chala was born on May 7 1955 and his best friend was born exactly two months later on July 7 1955.
5. November 11 1988 people of my village planted trees in the nearby mountain.
6. We used to live at Kebele 3 Bahirdar Ethiopia but we have moved to Kebele 18 Gondar Ethiopia.
7. He replied "I have no idea about what you mean."
8. "When" Zertihun asked "will you return my book?"

## Lesson 15

**Commas are also used:**

to separate parenthetical elements from the rest of the sentence

**For example:**

My aunt, the one with short hair, called us on a video chat last weekend.

Ato Wakjira, the director of the management board, delivered an inspiring speech to the graduates at the ceremony.

In this instance, the pieces of information separated from the rest of the sentence by commas are “the one with short hair” and “the director of the management board”.

**Activity 6.25: In this activity you will consider the use of coma when it is used to separate parenthetical elements in different scenarios.**

**Put commas wherever needed in the following sentences and write why you use commas.**

**Example:**

Wakjira the cleverest student in our class scored 60 out of 60 in the English final exam.

Wakjira, the cleverest student in our class, scored 60 out of 60 in the English final exam. (the cleverest student in our class **is parenthetical element**)

1. Oil which is lighter than water rises to the surface.
2. Meaza who does not usually tell anyone what she feels said she didn't want to go to the dance.
3. The girl with the bright friendly smile wore a bright green scarf to celebrate the X-Mass Day.
4. Dauphin Island located off the coast of Alabama is a favorite spot for fishing.
5. Zewdu my cousin hopes to graduate from law school in two years.

**Lesson 16****The other situations where we use commas are:**

- to address someone directly,
- to introduce a question tag,
- or to interject in the middle of a thought.

**For example:**

**Direct Address:** What do you have to say for yourself, **Abreham**?

**Question Tag:** I am allowed to eat whatever I like, **am I not**?

**Interjection:** Yes, **you are**, but I will seriously question your judgment.

**Activity 6.26:** In this activity you will consider the context in which the coma is used to address someone directly, to introduce a question tag, or to interject in the middle of a thought.

**Put commas wherever needed in the following sentences, and write why you use comma or commas.**

**Example:**

This food is prepared by our mother isn't it?

This food is prepared by our mother, isn't it? (Question tag)

1. Yes Helen did mention that all three of you were coming for lunch.
2. She was as a matter of fact mainly interested in showing off her vocabulary.
3. Tomorrow I believe is the last day to register to vote in the June general election.
4. You don't want any more food do you?
5. Did you do your homework Gemechu?
6. The field was safe enough wasn't it?

# UNIT 7: VOLUNTEERISM

## Unit Objectives

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

- listen for specific information
- play the role of different characters as a helpless citizen, volunteer, corrupted person and show their play to the class
- identify and pronounce the /ə/ vowel sound in English words
- work out the contextual meanings of new words
- apply the newly learnt words in spoken or written sentences
- use past perfect tense in different communicative situations
- write a conclusion to a paragraph
- apply the uses of semi-colon and colon correctly in different written sentences

## SECTION ONE: LISTENING

### Lesson 1

#### Pre-Listening

**Activity 7.1: Look at the pictures below and do the activities that follow.**



1. Sit in pair and describe what you see in the pictures
2. Look at the words on the board and tell to your partner which word represents which pictures.
3. Predict what could be included in the listening text based on the topic and the pictures.

### While Listening

Before you listen to the text, copy the while listening questions in your exercise book.

#### Activity 7.2: Listen to the text and complete the following sentences.

1. The organization of the \_\_\_\_\_, Abebech Gobena runs a large number of aid projects.
2. The heart of the project is \_\_\_\_\_.
3. The aid projects are located in a poor district of \_\_\_\_\_.
4. \_\_\_\_\_ are raising children as mothers.
5. Over the years, more \_\_\_\_\_ have been opened around the orphanage.

#### Activity 7.3: Listen to the text again and write the correct word or phrase for each sentence.

1. Abebech Gobena is a **human/humanitarian**.
2. The organization accepted only children from **poor/ rural** families.
3. **Tutors/Teachers** teach the children technical knowledge and how the children can support each other.
4. Poor children in the neighborhoods receive a **free lunch/ fee teach** every school day.
5. The heart of the project is the **orphanage/ caregiver**.

## Lesson 2

### Post-Listening

#### Activity 7.4: Answer the following questions with a partner.

1. Retell the story to your partner in your own words.
2. Talk with a partner about the following:
  - A. What do you feel about Abebech Gobena's humanitarian organization?
  - B. What would have happened to the orphans of the organization if the organization stopped assisting them?

## SECTION TWO: SPEAKING

### Lesson 3

Read the characteristics of the three persons and answer the questions that follow

Anguach is one of my friends. She has a generosity of spirit and enjoys helping others even in small ways. It's natural to her to give to others and help people to succeed. She uses positive language much more than negative language. She takes time to express gratitude and thanks. She is true to herself and feels she can be herself and follows her true nature.

Zerihun is also a friend of mine. He has his own characteristics. He never shares or gives anything without a motive. However, you may find him constantly asking you for favors. All he is worried about is his own; he does not have any care about others.

Ayele, the third friend of mine is someone who takes joy from the suffering of others. He has zero empathy for what the sufferer is experiencing. He views sympathy and empathy as weaknesses to be avoided. The only person he cares about is himself and his own self-interest. He takes out his anger with no sense of right and wrong for the impact he is making on the sufferer. In brief he takes pleasure in the act of killing.

**Activity 7.5: Talk about the characteristics of each person with your partner. Then, list their characteristics in the table below.**

Person	Characteristics
Anguach	
Zerihun	
Ayele	

**Activity 7.6: Sit in pairs and talk about your answers for the following questions.**

- Which person's characteristics do you like most? Why?
- Which person's characteristics do you dislike most? Why?

**Sit in groups of three and play a role acting as Anguach, Zerihun and Ayele.**

There is an old woman who lives in a very old house. The house is nearly to fall. What will you say if you are asked to give money to construct a new house for the old woman?



## Lesson 4

### Pronunciation of /ə/ or Schwa vowel sound

What is 'schwa'? 'Schwa' is an English short vowel sound. It can be represented in the English conventional writing system with any of the five English vowels letters (a, e, i, o, u).

**Activity 7.7: Practice the pronunciation of the /ə/ or schwa sound in the following words. First, say out the words after your teacher. Then, practice saying out the words taking turn with your partner.**

	Letters with the /ə/ sound	Example words
1	"a"	annoy sofa thousand salad amount
2	"e"	persist water item perhaps develop
3	"i"	Council pencil cousin mention permission
4	"o"	collide, motor conduct correct director
5	"u"	survive column focus virus August

## Lesson 5

**Activity 7.8: Copy the following words in your exercise book and underline the letters in the words that has the /ə/ or schwa sound.**

was	confirm	purpose	after	tired	combine	machine
the	customer	photograph	other	water	famous	supply

**Activity 7.9: Identify the words with /ə/ sound and underline the letter that becomes /ə/ sound**

A. autumn.	B.fall	C. spring	D. color
E. .heavy	F.vegetable	G.dessert	H. breakfast
I. church	J.girlfriend	K..nurse	L.. daughter

## Lesson 6

### Schwa or /ə/ sound in Function Words

Many function words (prepositions, auxiliary verbs, articles, etc.) are pronounced with a schwa sound when they are weak and a different vowel sound when they are strong.

**Example 1:** The function word “FOR” has a Schwa or /ə/ sound in its weak form and /ɔ:/ sound in its strong form.

Who is this card **for**? /ɔ:/

It’s **for** me. /ə/

**Example 2:** The function word “ARE” has a Schwa or /ə/ sound in its weak form and /ɑ:/ sound in its strong form

Where **are** they? /ɑ:/

**Are** you sure you told them to come? /ə/

**Activity 7.10: Identify words with /ə/ vowel sounds in each of the following sentences and read the sentences with correct pronunciation**

1. Let’s take a walk around the park.
2. I like colorful balloons.
3. This is a great machine!
4. He is an important customer.
5. I want to talk to foreigners.
6. What material is this?

- Do the activity individually.
- Compare your answers in pair.
- Say out the sentences after your teacher.
- Practice saying out the sentences taking turn with your partner.

**Activity 7.11: Identify words with /ə/ vowel sounds in the following paragraph and practice pronunciation with your teacher by reading the paragraph.**

Markos was walking through the woods, trying to find some animals to photograph. He stopped, drank some water, and then carried on. After a while, he started getting tired, so he decided to head back, when he came across a trap set by hunters. He sat down and tried to break it, so the animals can stay safe. The trap made him very mad. Finally, he managed to break it, but he hurt his ankle. Still, he was very happy to know that all the wild cats, rabbits, and other animals will be safe.

## SECTION THREE: READING

### Lesson 7

#### Pre-reading questions

**Activity 7.12: Study the pictures below and discuss with a partner your answers to the questions.**

1. What kind of people are they? Do you know this kind of people in your area?
2. What do they need? What are they looking for? What do they do to survive?
3. What do you expect to read in the passage based on the title and the pictures?



### While-Reading

Read the passage and answer the questions in Activity 7.13 and 7.14.

### Volunteerism

Volunteerism is the practice of providing time and skills for the **benefit** of other people. Giving to **others** can also help protect your mental and physical health. **It** can reduce stress, **combat** depression, keep you mentally **stimulated**, and provide a sense of purpose. While it's true that the more you volunteer, the more benefits you'll experience, volunteering doesn't have necessarily to involve a long-term **commitment** or take a huge amount of time out of your busy day. Giving in even simple ways can help those in need and improve your health and happiness.

One of the more well-known benefits of volunteering is the impact on the community. Volunteering allows **you** to connect to your community and make it a better place. Even helping out with the smallest tasks can make a real difference to the lives of people, animals, and organizations in need. And volunteering is a two-way street: It can benefit you and your family as much as the cause you choose to help. Dedicating your time as a volunteer helps you make new friends, expand your network, and **boost** your social skills.

The other advantage of volunteering is making new friends and contacts. Volunteering is a great way to meet new people, especially if you are new to an area. It strengthens your **ties** to the community and broadens your support network. **It** also exposes to people with common interests, neighborhood resources, and fun and fulfilling activities.

In addition to the **forementioned** advantages, volunteering gives you the opportunity to practice and develop your social skills, since you are meeting regularly with a group of people with common interests. Once you have momentum, it's easier to branch out and make more friends and contacts.

**Activity 7.13: Match the paragraphs with their main ideas.**

Main ideas	Paragraph No.
a. making new friends and contacts	_____
b. the definition of voluntarism	_____
c. opportunity to practice and develop social skills	_____
d. connect community and make it a better place	_____

**Activity 7.14: What do the following words in the passage refer to?**

- 'Others' (Paragraph 1, Line 2)
- 'it' (Paragraph 1, Line 2)
- 'you' (Paragraph 2, Line 2)
- 'it' (Paragraph 3, Line 3)

## Lesson 8

### Post-reading

**Activity 7.15: Discuss the following questions with your partners**

- Which volunteering benefits do you like most?
- Do people in your area participate in volunteering activities? If your answer is 'yes', list the activities.
- What volunteering activities can children of your age do in your area?

## SECTION FOUR: VOCABULARY

## Lesson 9

**Activity 7.16: Find words from the passage that have similar meanings with the words below:**

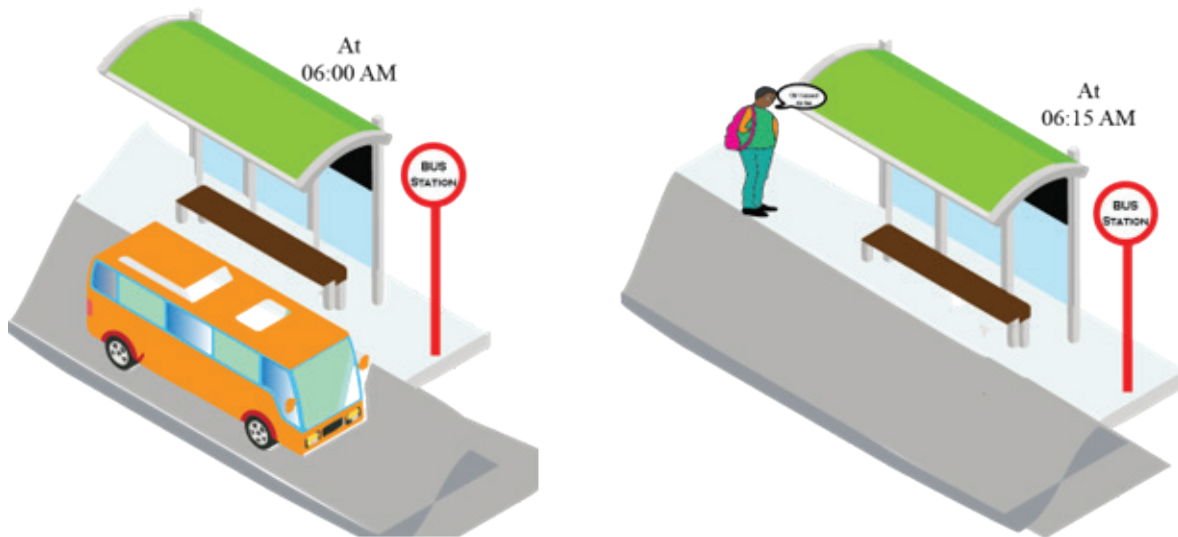
- advantage \_\_\_\_\_
- encouraged \_\_\_\_\_
- fight \_\_\_\_\_
- promise \_\_\_\_\_

5. increase \_\_\_\_\_
6. links \_\_\_\_\_
7. above-mentioned \_\_\_\_\_

## SECTION FIVE: GRAMMAR

### The Past Perfect Tense

#### Lesson 10



#### Study the above situation

Yesterday, Tesfaye went to the bus station to catch the bus to Jimma early in the morning.

The bus left the station at 6:00 A.M. and Tesfaye arrived at the station at 6:15 A.M.

So when Tesfaye arrived at the station, the bus wasn't there. It **had left**.

We use simple past tense to talk about something that happened in the past:

Tesfaye **arrived** at the bus station at 6:15

Then, if we want to talk about things that happened before this time, we use the past perfect (**had + V3**):

*When Tesfaye arrived at the bus station, the bus **had already left**.*

#### Some more examples:

By the time I received the letter, I **had heard** the news about the decision.

Kemila didn't go with us to get vaccinated. She **'d already taken** the vaccine.

## Compare

A: Was Diribssa there when you arrived? B: Yes, but he <b>left</b> soon afterwards	A: Was Diribssa there when you arrived? B: No, he <b>had already left</b> .
The game <b>started</b> when we <b>turned</b> on the TV. (Past simple + past simple: the game started at the same time as we turned on the TV.)	The game <b>had (already) started</b> when we <b>turned on the TV</b> . (Past perfect simple + past simple: the game started and then we turned on the TV).

**Note that** the form of the past perfect tense is “**had + V3**” (past participle form of a verb).

**Examples:** had taken      had done      had not finished      hadn't seen

### Activity 7.17: Fill in the blanks using Past Perfect Tense.

**Example:** We \_\_\_\_\_ (meet) before you moved to Jigjiga.

We had met before you moved to Jigjiga.

1. By the time the rainy season began, the farmers \_\_\_\_\_ (plough) their plots.
2. I scored high in the exam because I \_\_\_\_\_ (study) regularly.
3. Our team \_\_\_\_\_ (already score) two goals when we got to the stadium.
4. Before she traveled to Jeddah, she \_\_\_\_\_ (take) the corona vaccine.
5. I \_\_\_\_\_ (have) my lunch when they invited me to eat out.
6. I didn't realize that I \_\_\_\_\_ (lose) my pen until the class began.
7. When I got to the office, the guests \_\_\_\_\_ (already leave).

## Lesson 11

### Activity 7.18: Read the situations and write sentences using the words in brackets.

Examples:

There was a picture lying on the floor. (It / fall / off the wall)

It **had fallen off the wall**.

Toyba was sitting next to me on the plane. She was nervous. It was her first flight. (She / not / fly / before)

She **hadn't flown before**.

1. You went back to your home town recently after many years. It wasn't the same as before. (It / change / a lot)

It \_\_\_\_\_

2. Somebody lent me an old book on Ethiopian history. I didn't know it. (I / not / hear / about it /

before)

I \_\_\_\_\_

3. We invited Ribka to take a picnic with us last weekend, but she couldn't come. (She / arrange / to visit her grandparents/ in the countryside)

She \_\_\_\_\_

4. You went to the cinema last night. You got to the cinema late. (The film / already / start)

The film \_\_\_\_\_

5. Last week I swam in Lake Langano. It was my first time to swim in a lake. (I / not / swim /in a lake / before)

We \_\_\_\_\_

### Activity 7.19: Fill in the correct form of simple past or past perfect tense.

**Example:** She \_\_\_\_\_ (be) very happy when I \_\_\_\_\_ (inform) her that her brother \_\_\_\_\_ (survive) the accident.

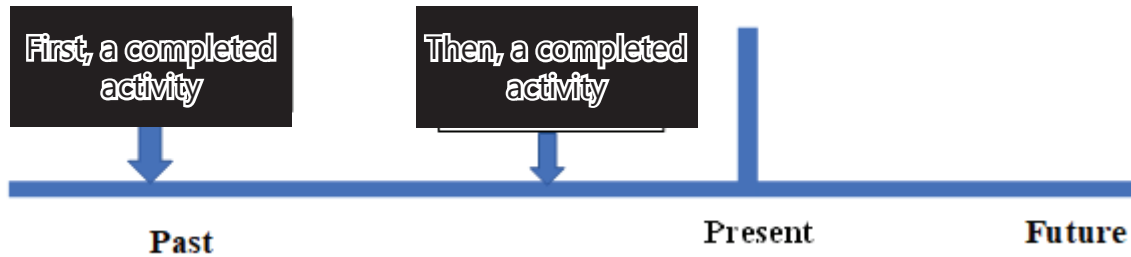
She was very happy when I informed her that her brother had survived the accident.

1. My brother \_\_\_\_\_ (have) heart surgery after he \_\_\_\_\_ (suffer) for three years.
2. Before the firefighters \_\_\_\_\_ (arrive), the fire \_\_\_\_\_ (burn) down two more houses.
3. Dad \_\_\_\_\_ (not hear) that my brother \_\_\_\_\_ (lose) the money.
4. Issa \_\_\_\_\_ (get) angry when he \_\_\_\_\_ (understand) that his business partner \_\_\_\_\_ (cheat) him a lot.
5. I \_\_\_\_\_ (not tell) my friend that my brother \_\_\_\_\_ (win) the prize.
6. He was saving money for a long time to buy a skater. Finally, he \_\_\_\_\_ (find) it much more expensive than he \_\_\_\_\_ (think) at first.
7. Mother \_\_\_\_\_ (ask) me why I \_\_\_\_\_ (speak) to her in a rude way last week.

### Grammar Spot 1:

Past Perfect tense is used to express:

1. An action completed before another action began (both in past)



The bus **had already left** when Tesfaye arrived at the bus station.

2. actions of duration before something in the past

Sherefa **had already lived** in Bonga for five years when I went there.

3. conditional statements

If Sarah **had arrived** at the party before 10:30, she would have met Tesfaye there.

4. reported speech

The gatekeeper asked if we **had purchased** tickets

5. show dissatisfaction with the past

We all wished Sarah **had arrived** a little earlier.

## SECTION SIX: WRITING

### Lesson 12

#### What is a Concluding Sentence?

Remember that we have been taught about the elements of a formal paragraph in the previous lessons. A formal paragraph has three elements. The first one is introductory or topic sentence. The second is supporting sentences, and the third is a concluding sentence. In this lesson, we are going to learn how to write a concluding sentence.

A concluding sentence is the sentence that sums up all the information that has been presented in the paragraph. Conclusion sentence starters include words and phrases like **thus, therefore, resulting, in brief, hence, and to sum up, in conclusion, lastly, finally, ingeneral, clearly, and overall.**

#### How to Write a Concluding Sentence

Here is a step-by-step guide on how to write a concluding sentence.

1. Summarize



Concluding sentence should not introduce anything new to the paragraph. This sentence should wrap up the main points of the paragraph briefly.

### 2. Make your sentence short

The concluding sentence words should be few. However, the length of this sentence should depend on the paragraph size. For instance, two lines could be sufficient for a paragraph that has ten lines. Essentially, summarize everything without losing the meaning.

### 3. Provide a closure

A concluding sentence should provide a solid closure to readers in order to assist them to feel at ease after reading the paragraph and not to be confused by the last sentence.

### 4. Read the sentence

Check if the concluding sentence mentions the key points by wrapping up and summarizing all the key points, and restating the topic sentence.

### Activity 7.20: Choose the correct concluding sentence and write it in your exercise book.

1. Happiness and life style go together. Some people constantly complain about petty things. They hunger after luxuries which they cannot afford. They become frustrated and sick. Whereas some others take things easy and keep themselves happy, cool and poised. In other words, happiness can be experienced by cultivating healthy thinking. \_\_\_\_\_ .

- a. Happy are those who take life easy.
- b. It is always advisable to make a habit experiencing happiness naturally.

2. Play is usually associated with children. Many people consider it to be a waste of time and as something unproductive. In fact, in early years of one's life, play plays an important role in the process of learning. Children should be provided with opportunities to play. \_\_\_\_\_

- a. Children who play grow up to be intelligent.
- b. For children play is another way to observe, participate and learn.

3. Physically attractive people always seem to get some extra attention. People approach them more positively. Physical attraction plays a significant role in judging people in matters of employment, social opportunities, friendship, and marriage. In many cases, people attribute positive characteristics, such as intelligence and honesty, only to beautiful and attractive people. Physical beauty may have its own strengths but it is not without certain limitations. It is important not to be biased in our judgment because physical beauty is only skin deep. \_\_\_\_\_

- a. We should not judge people by their looks.
- b. Physical beauty is a characteristic.

## Lesson 13

### Qualities of a Good Conclusion

The common characteristics of a good conclusion are the following:

1. It restates the topic sentence but does not use the exact words.
2. If appropriate, it states an opinion, makes a prediction, or gives a solution.
3. It concludes with a statement that sums up the paragraph.
4. It uses a transition word(s) of summary (i.e., *in other words*, *in short*, *in summary*, *in conclusion*, *to sum up*, *that is*, and *therefore*) in order to cue the reader that the ideas are coming to an end.

#### Activity 7.21: Choose the correct concluding sentence and identify the quality it consists.

1. Morning walk is a simple but excellent exercise. It enhances the flow of oxygen in blood and relieves us of a lot of stress. It helps us to get rid of laziness and also induces good sleep in the night. Another additional benefit is that morning walk exposes us to fresh air which keeps us in touch with nature. \_\_\_\_\_ .

- a. Thus, morning walk does a lot of good to us.
- b. Morning walk helps relieve stress.

2. Email has been very influential in shaping the way we communicate. It has improved the volume and mode of communication. Email is one of the most popular uses of the Internet. It is easy to send an electronic message if we have an email account. In no time we can send information across the world to as many as we want. It not only saves time in communication but also helps us overcome many limitations like time and distance. \_\_\_\_\_ .

- a. Email has revolutionized communication.
- b. Email is one of the important modes of communication.

3. Parents can help their children succeed in school by getting involved in their studies. They should get to know their children's teachers by attending school activities as often as possible. They should also talk about what their children are learning in school. Another good idea is to look over children's homework before they hand it in, and help them with any questions or problems. \_\_\_\_\_ .

- a. In short, parents need to be engaged in their child's studies in order to ensure success.
- b. These are just a few ways parents can be part of their child's education, and the child is sure to benefit.
- c. By doing these relatively simple things, parents can make a huge difference
- d. Parents must get involved in their children's studies if they want them to succeed.

## Lesson 14

### Colon (:) and semicolon (;)

#### What is the difference between the uses of Semicolon and Colon?

Semicolon is often used instead of the full stop in cases where sentences are grammatically full and independent. The sentences separated by a semicolon should have a close connection.

Colon, on the other hand, is often used before explanations or reasons. Sometimes we use a colon before a list.

#### Activity 7.22: Insert colon or semi-colon in the following sentences where necessary.

1. Belaynesh failed her English test nevertheless, she was able to get a good job.
2. I took my umbrella it looked like it was going to rain.
3. There are two things about him that drive me crazy his music and his cooking.
4. This is what I told him "Buy yourself a bicycle, so that you don't have to borrow mine!"
5. The USA has a very large land area Canada is even larger.
6. I bring everything I need to class every day my pens, my books and my dictionary.

## Lesson 15

### We use colons in the following situations:

- a) as a way to introduce text components, such as explanations and examples, and to separate two independent clauses where one restates or supports the other.
- b) to write current time, ratios, and to introduce quotations
- c) to introduce a list

#### Activity 7.23: Write the situations why colon is used in each sentence

- 1) The ratio of cows to the total number of animals that she treated is 3:4.
- 2) He wanted to see three cities in Ethiopia: Addis Ababa, Hawassa, and Bahirdar.
- 3) I usually eat lunch around 1:30 in the afternoon.
- 4) The main character in the movie said: "Play hard. Work harder."
- 5) Never forget this point: think before you speak.
- 6) I wake up each day around 8:30.
- 7) The dog trainer gave us this instruction: "Love your dog and she will love you."
- 8) The alarm clock is set for 7:30.
- 9) The ratio of apples to the total amount of fruit in this shop is 3:4.
- 10) This house has everything I need: two bedrooms, a kitchen, and a garage.

- 11) There are two choices at this time: run away or fight.
- 12) I have a doctor's appointment at 10:00.

## Lesson 16

### We use a semicolon in the following situations:

- in compound sentences that do not have coordinating conjunctions.
- a semicolon to separate two independent clauses, even when we also select to use a conjunctive adverb to clarify the relationship between the two clauses. The conjunctive adverbs such as *however*, *moreover*, *nevertheless* and *therefore* are used to separate two independent clauses.

Example: *She studied very hard; however, she did not get good mark.*

### Activity 7.24: Write the situations why semicolon is used in each sentence.

1. Dad is going bald; his hair is getting thinner and thinner.
2. You should stop eating so much food; you will have to go on a diet.
3. I had a huge meal; however, I am already hungry again.
4. I know you don't like orange; nevertheless, it is very good for you.

### Activity 7.25: Choose the sentence with the correct punctuation.

1.
  - A) You asked forgiveness, he granted it to you.
  - B) You asked forgiveness: he granted it to you.
  - C) You asked forgiveness; he granted it to you.
  - D) You asked forgiveness he granted it to you.
2.
  - A) The Ethiopian flag has three colors: green, yellow, and red.
  - B) The Ethiopian flag has three colors; green, yellow, and red.
  - C) The Ethiopian flag has three colors, green, yellow, and red.
  - D) The Ethiopian flag has: three colors; green, yellow, and red.
3.
  - A) I need a few items at the store; clothespins, a bottle opener and napkins.
  - B) I need a few items at the store: clothespins, a bottle opener and napkins.
  - C) I need a few items at the store, clothespins, a bottle opener and napkins.
  - D) I need a few items at the store. Clothespins, a bottle opener and napkins.

4.     A) The party starts at 7,30.  
       B) The party starts at 7;30.  
       C) The party starts at 7:30.  
       D) The party starts at 7.30.
5.     A) I like pizza: however, I don't eat it often.  
       B) I like pizza; however, I don't eat it often.  
       C) I like pizza; however I don't eat it often.  
       D) I like. Pizza; however, I don't eat it often.

# UNIT 8: FITNESS

## Unit Objectives

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

- Listen to a text to identify the most important pieces of information
- argue for or against a premise and develop their skills of persuasion
- pronounce [ɔ] sound correctly in different words
- infer views from a text about fitness
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- add tag questions to both affirmative and negative statements in different tenses
- write sentences that have unity of ideas in a paragraph
- use apostrophe in different written sentences

## SECTION ONE: LISTENING

### Lesson 1

#### Pre-Listening

**Activity 8.1: Look at the pictures below and do the activities that follow.**



1. Work in pairs to describe what you see in the picture.
2. Match the following words with the picture they represent.  
fitness      dumbbell      juice      nutrition
3. Using the above pictures as clue, with your partner talk about what could be included in the listening text.

#### While-Listening

**Activity 8.2: Listen to the text about Bruce Lee and complete the table.**

Nationality of Bruce Lee	
Bruce Lee was known as	
Bruce Lee's lasting impact	
Bruce Lee's strong understanding of	fitness and
Bruce Lee's literary effort	

**Activity 8.3: Listen to the text again and say “true” if the statement is correct and “false” if it is incorrect.**

1. Bruce Lee built his body eating junk food.
2. Bruce Lee had a lifelong impact on fitness.
3. Bruce Lee had dumb-bells in every room of his house.
4. Fitness can be achieved by eating junk foods.

**Activity 8.4: Listen to the passage again and complete the following sentences.**

1. Bruce Lee was much ahead of his time in \_\_\_\_\_ .
2. Bruce Lee used \_\_\_\_\_ for his fitness workouts.
3. Bruce Lee's book explained his \_\_\_\_\_ and \_\_\_\_\_ .
4. Bruce Lee was a legendary \_\_\_\_\_ .

## Lesson 2

### Post-Listening

**Activity 8.5: In groups of four, discuss:**

1. What you listen to about Bruce Lee in the listening text.
2. What would have happened to Bruce Lee if he had not got balanced diet.
3. What you feel about the benefits of fitness.
4. The efforts required to achieve fitness.
5. The contributions fitness has to the citizens of our country.

**Report the decision of the group to the class through your representative.**

**SECTION TWO: SPEAKING****Lesson 3****Debate**

A debate is the process of presenting arguments for or against a proposition or stated idea. Every debater is an advocate; the purpose of each speaker is to gain the belief of the audience for his side. To be successful in a debate, knowledge of expressions for stating an opinion, agreement, and disagreement is very important.

**Here are some of the expressions****a) to express opinion**

*From my point of view ...*  
*The way I see it is (that) ...*  
*To my mind ...*  
*Well, I reckon (that) ...*  
*I (strongly) believe (that) ...*  
*I (honestly) think (that) ...*  
*I (really) feel (that) ...*  
*Personally speaking, I believe ...*

**b) to ask for opinion**

*What do you think/reckon?*  
*Do you know/see what I mean?*  
*Do you agree with me?*

**c) to show agreement**

*I couldn't agree more.*  
*I feel the same.*  
*You're absolutely right.*  
*Absolutely / Definitely / Exactly.*  
*No doubt about it.*  
*That's a good point.*

**d) to show disagreement**

*I'm afraid I disagree.*  
*I don't agree with you / that.*  
*That's not the way I see it.*  
*I don't think so. / I don't feel the same.*



**Activity 8.6:** On the basis of the proposition or stated idea below, perform a debate sitting in groups of five. One of you is a chairperson, two of you argue for the proposition, and the other two argue against the proposition. (Use expressions for giving opinions, for agreeing and disagreeing.)

**Proposition:** *Fitness can be achieved by all people.*

## Lesson 4

### Pronunciation of the /ɔ/ sound

In English writing system, the /ɔ/ sound is spelled using different letters:

i) with the letters 'o-r' as in the words

*for*            *sore*            *more*            *soar*            *core*            *adore*

ii) with the letter 'a' as in the words:

*also*            *talk*            *salt*            *alter*            *chalk*            *all*

**Activity 8.7:** Practice the pronunciation of /ɔ/ sound in the following words. First, say out the words after your teacher. Then, practice saying out the words taking turn with your partner.

Beginning	Middle	End
almost	call	door
although	water	sure
already	important	war
organization	small	four

**Activity 8.8:** practice the following words with their appropriate pronunciation.

1. more	5. shore	9. drone
2. almight	6. awe	10. snore
3. porch	7. snow	11. torn
4. most	8. go	12. boat

## Lesson 5

### Homophones

Homophones are words with the same pronunciation but with different spellings and meanings. e.g., 'Sore' and 'soar' are homophones.

**Activity 8.9:** Practice pronunciation of the following homophones. First, say out the words after your teacher. Then, practice saying them out, taking turn with your partner.

caught, court	flaw, floor	for, fore, four
caw, core	clause, claws	saw, soar, sore
coarse, course	shore, sure	raw, roar

**Activity 8.10:** Read the following sentences and underline the words with /ɔ/ sounds.

- The young girl wanted to get a horse.
- We need some soy sauce.
- He is my favorite author.
- We have a daughter.
- Laura likes going to school.
- I was born in February.

**Activity 8.11:** Read the following paragraph and underline words with /ɔ/ sounds.

Laura and Paul went to a shopping mall. Laura wanted to buy a shirt, but it was too short. On their way home, they saw a small lost dog. They remembered their parents taught them to always help animals, so they stopped. The dog was coughing, so they gave it some water. They also bought some dog food to feed it. The dog was very happy and was hitting the ground with its paws, making funny sounds. Laura and Paul thought that the dog was very cute, and bonded with it right away. In the end, they decided to take it home and keep it as a pet.

## SECTION THREE: READING

### Lesson 6

#### Pre-reading

**Activity 8.12:** Look at the pictures below and answer the following questions.

1. What do you understand from the pictures?
2. Do you want to be physically fit? Why?
3. What should we do to be physically fit?



### While-reading

Read the passage below and do Activity 8.13 and 8.14.

### Fitness

Fitness is the state of being physically fit and healthy. The modern definition of fitness refers to a person's or machine's capacity to execute a given function, as well as a more holistic view of human adaptation to diverse environments. This has resulted in a link between human fitness and attractiveness, which has **sparked** a global fitness and fitness equipment **boom**.

Fitness is a term used to describe people who have strong **aerobic** or **anaerobic** capabilities, such as endurance or strength. When compared to exercising simply one area of fitness, such as cardio/respiratory endurance or weight training, a **well-rounded** fitness program improves a person's overall fitness. Typically, a comprehensive fitness program suited to an individual focuses on one or more specific skills, and on age or health-related needs such as bone health.

Mental, social, and emotional **well-being** is also mentioned as key aspects of overall fitness in many sources. This is frequently described in textbooks as a triangle with three points that symbolize physical, emotional, and mental health. Many chronic health disorders caused by an unhealthy lifestyle or aging can be prevented or treated using physical activity. Some people may find that doing exercise improves their sleep.

Many of the advantages of exercise are mediated through the role of skeletal muscle. That is, contracting muscles **release** a number of molecules known as myokines, which promote new tissue formation, tissue repair, and anti-inflammatory actions, lowering the chance of acquiring inflammatory disorders.

**Activity 8.13:** Read the passage and give short answers to the questions given below.

- A. Why fitness is linked with attractiveness?
- B. What are the advantages of physical fitness?
- C. What is the role of skeletal muscle in doing exercise?
- D. What are the key aspects of well-rounded fitness?

**Activity 8.14:** Match the number of the paragraphs in Column B with their main ideas in Column A.

Main idea	Paragraph No.
A. Key aspects of overall fitness	1
B. Uses of exercises	2
C. Definition of fitness	3
D. Comparison between one area of fitness with all rounded fitness	4

## Lesson 7

### Post-reading

**Activity 8.15:** Copy the questions below in your exercise book and write your answers. Then, compare your answers with your partner

1. How do people benefit from fitness?
2. What do people in your area do to keep fit? What do you do to keep fit?
3. What opportunity can there be for a country if it has mentally, socially, and emotionally fit citizens?

## SECTION FOUR: VOCABULARY

### Lesson 8

**Activity 8.16:** The following words are taken from the passage. Write their meanings as used in the passage and then compare your answers with your partner's.

spark, boom, well-rounded, well-being, release

Finally, write your own sentences using the words and compare the sentences in your small group..

## SECTION FIVE: GRAMMAR

### Lesson 9: Tag Questions

Look at the conversations between two people in the pictures below and study how tag questions are constructed.



**Have you?** and **wasn't it?** are question tags. These are mini-questions that you can put at the end of a sentence.

In question tags, we use an auxiliary verb (**have/was/will/can/should** /etc.).

- He is an intelligent student, isn't he?
- You have finished your homework, haven't you?
- We can leave now, can't we?
- She should report to the police, shouldn't she?

We use **do/does/did** for the present and past simple:

- 'Karen plays the piano, **doesn't she?**'      'Well, yes, but not very well.'
- 'You didn't lock the door, **did you??**'      'No, I forgot.'

Normally we use a negative question tag after a positive sentence

Positive sentence + negative tag	
Ketema will be here soon,	<b>won't she?</b>
The girl <b>passed</b> the exam,	<b>didn't she?</b>
He <b>should</b> take the exam,	<b>shouldn't he?</b>

... and a positive question tag after a negative sentence.

Negative sentence + positive tag	
Kate <b>won't</b> be late,	<b>will she?</b>
They <b>don't</b> like us,	<b>do they?</b>
We <b>haven't</b> eaten yet,	<b>have you?</b>

- Notice the meaning of **yes** and **no** in answer to a negative sentence:

'You're not going out this morning, are you?'      'Yes.' (= Yes, I am going out)

'No.' (= No, I am not going out)

The meaning of a question tag depends on how you say it. If your voice goes down, you are not really asking a question. You expect the listener to agree with you:

- ‘It’s a nice day, isn’t it?’ ‘Yes, beautiful.’
- ‘Paulous doesn’t look well today, does he?’ ‘No, he looks very tired.’
- ‘Lelisa’s very funny. She’s got a great sense of humour, hasn’t she?’ ‘Yes, she has.’

But if the voice goes up, it is a real question:

- ‘You haven’t seen Fatuma today, have you?’  
‘No, I haven’t.’ (= Have you seen Fatuma today?)

**Remember:** A comma is used before the tag question starts.

**Activity 8.17: Complete the sentences with the correct question tags.**

**Example:** Peter works in the shop, *doesn’t he?*

1. She is collecting stickers, \_\_\_\_\_?
2. They often watch TV in the afternoon, \_\_\_\_\_?
3. You have cleaned your bike, \_\_\_\_\_?
4. John and Max like Math, \_\_\_\_\_?
5. Our team played very well yesterday, \_\_\_\_\_?
6. Mary didn’t do her homework last Monday, \_\_\_\_\_?
7. The car isn’t in the garage, \_\_\_\_\_?
8. Plants do not pollute the environment, \_\_\_\_\_?

## Lesson 10

### Tag Question with Imperatives

After **Let’s ...** (= Let us) the question tag is **shall we:**

- Let’s go for a walk, **shall we?** (the voice goes up)
- Let’s go outside, **shall we?**
- Let’s not waste our time on it, **should we?**

After **Don’t ...**, the question tag is **will you:**

- Don’t be late, will you? (the voice goes down)
- Bring me some water please, **will you?**
- Don’t throw it away, **would you?**

**Activity 8.18: Choose the correct tag question for the following imperative sentences.**

1. Open the door, \_\_\_\_\_?  
a) Won't you   b) will you   c) do you   d) don't you
2. Please help me, \_\_\_\_\_?  
a) Don't you   b) won't you   c) do you   d) will you
3. Let's play football, \_\_\_\_\_?  
a) Shall us   b) shall we   c) shan't us   d) shan't we
4. Let him go there, \_\_\_\_\_?  
a) Shan't he   b) shan't he   c) shall we   d) shall he
5. Don't waste time, \_\_\_\_\_?  
a) Won't you   b) will you   c) shan't you   d) shall you

## Lesson 11

### Tag questions with Indefinite Pronouns

When the subject in a statement is with '**-one**' and '**-body**' such as: **every one, no one, someone, none, anyone, anybody, somebody, everybody, nobody** etc., we use the subject '**they**' to form tag questions.

- Everyone likes him, don't they?
- None can do this, can they?
- Everyone is allowed, aren't they?
- Everybody wants money, don't they?
- Nobody went there, did they?

When the subject in a statement is with '**-thing**' such as **everything, anything, something, nothing**, etc., we use the subject '**it**' to form tag questions.

- Nothing is certain, is it?
- Anything is possible for him, isn't it?

**Activity 8.19: Write tag questions for the following sentences with indefinite pronouns.**

1. Something is happening there, \_\_\_\_\_?
2. Nothing has been done, \_\_\_\_\_?
3. Everybody is ready to take the exam, \_\_\_\_\_?
4. Everybody likes him, \_\_\_\_\_?
5. Someone should stop her, \_\_\_\_\_?
6. Nobody came to the party, \_\_\_\_\_?

**Activity 8.20: Complete the sentences with a question tag in the following conversation.**

The following conversation is between Almaz and Firdos. They have arranged to meet their friend Kiya at a recreation center. They have arrived on time and are waiting for Kiya.

1. Almaz: 'Kiya won't be late, will she?'

Firdos: 'No, she's never late.'

2. Almaz: 'You're tired, aren't you?'

Firdos: 'Yes, a little bit.'

3. Almaz: 'You weren't listening, \_\_\_\_\_?'

Firdos: 'Yes, I was!'

4. Almaz: 'Sara doesn't know Kiya, \_\_\_\_\_?'

Firdos: 'No, they've never met.'

5. Almaz: 'It didn't take long to get here, \_\_\_\_\_?'

Firdos: 'No, just ten minutes.'

6. Almaz: 'You can speak Affan Oromo, \_\_\_\_\_?'

Firdos: 'Yes, but not fluently.'

7. Almaz: 'They won't mind if I take a picture, \_\_\_\_\_?'

Firdos: 'No, of course they won't.'

8. Almaz: 'There are a lot of people here, \_\_\_\_\_?'

Firdos: 'Yes, more than I expected'

9. Almaz: 'Let's sit over there and have coffee, \_\_\_\_\_?'

Firdos: 'Yes, let's do that.'

10. Almaz: 'What's wrong with her? She's very late. I'm too impatient \_\_\_\_\_?'

Firdos: 'Yes, you are sometimes.'

11. Almaz: 'Kiya has lived here a long time \_\_\_\_\_?'

Firdos: 'Yes, almost ten years.'

12. Almaz: 'I'm leaving for Harrar next week. Don't forget to call me, \_\_\_\_\_?'

Firdos: 'No, I won't forget.'

**Lesson 12****Activity 8.21: Make your comments and use a question tag in your sentences.**

The following are different situations. In each situation you expect your friend to agree with you. You look out of the window. The sky is blue and the sun is shining. You say to your friend:

(beautiful day) It's a beautiful day, isn't it?

1. You're with a friend outside a cafe. You're looking at the prices, which are very high. You say:  
(expensive) It \_\_\_\_\_?



2. You and a friend have just watched a football game. You really enjoyed it. You say to him/her (great) The game \_\_\_\_\_?
3. Your friend's hair is much shorter than when you last met. You say to her/him: (have / your hair / cut) You \_\_\_\_\_?
4. You're listening to a woman singing. You like her voice very much. You say to your friend: (a good voice) She \_\_\_\_\_?
5. You're trying on a jacket in a shop. You look in the mirror and you don't like what you see. You say to your friend: (not / look / right) It \_\_\_\_\_?
6. You and a friend are walking over a small wooden bridge. The bridge is old and some parts are broken. You say: (not / very safe) This bridge \_\_\_\_\_?

## SECTION SIX: WRITING

### Lesson 13

#### Unity in Paragraph

Paragraph unity is the most important characteristic of a good paragraph. It defines that all sentences in a paragraph should state about one single idea or one main subject. That is, the topic sentence, the supporting details, and the concluding sentence should focus on only one idea.

**Activity 8.22: Read the paragraph below and answer the questions that follow.**

#### Lema and his qualities

(1) Lema is well known in his three qualities. (2) First of all he takes responsibility for his learning. (3) He studies very hard and does any given homework regularly. (4) Secondly, he helps his parents in doing house hold activities. (5) He fetches water to assist his parents wash their hands during meal time. (6) Lema also takes care of his baby sister when his mother is cooking food and doing other activities. (7) Thirdly, he respects his teachers and elder persons. (8) Sometimes he creates conflict with his friends. (9) Generally, Lema is liked by his parents and the school community due to his good personal qualities.

1. Which one of the sentences in the above paragraph is the topic sentence? What does it state?
2. Which are the supporting sentences? What do they state?
3. Which one of the sentences is the concluding sentence? What does it state?

4. Is there any sentence in the paragraph that is not related to the topic sentence?
5. Can we call the paragraph a unified one?

## Lesson 14

**Activity 8.23: Each of the following short paragraphs contains four sentences. Read and choose the sentence which is not related to the topic sentence.**

1. (1) People use doctors differently. (2) Women see their doctors more often than men do. (3) Medicine has made great advances in the last century. (4) Men often put off seeing their doctors until their medical problems are extremely serious.

Sentence 1                      Sentence 2                      Sentence 3                      Sentence 4

2. (1) I am looking forward to election day. (2) I'll be rooting for my candidate to win and enjoying the suspense if the vote is close. (3) The following day will be a good time to play video games. (4) No matter who wins, an election is a special occasion.

Sentence 1                      Sentence 2                      Sentence 3                      Sentence 4

3. (1) Scientists are learning a great deal about the aging process. (2) This knowledge will allow doctors to help their patients live longer and better lives. (3) They will be able to defeat diseases associated with aging and perhaps even delay the onset of old age. (4) Many doctors would agree that some medicines are much too expensive.

Sentence 1                      Sentence 2                      Sentence 3                      Sentence 4

4. (1) There are many types of animals in the forest. (2) If you are very quiet in the morning, you may see a deer. (3) Squirrels are running about all day long. (4) My poodle's name is Pierre.

Sentence 1                      Sentence 2                      Sentence 3                      Sentence 4

## Lesson 15

### Apostrophe Rules for Possessives

It would be difficult for possessives to exist without apostrophes. Let's take a look at three different uses of the possessive apostrophe.

**1. Use an apostrophe + "s" ('s) to show that one person/thing owns or is a member of something.**

- Almaze's dress is attractive.
- Zertihun's car is new.

Style guides vary when it comes to a name that ends in an "s." Even if the name ends in "s," it's still correct to add another "s" to create the possessive form. It's also acceptable to add only an apostrophe to the end of singular nouns that end in "s" to make them possessive.

In this case, you can show possession for Ross in either of two ways:

- Ross' room is clean.
- Ross's sports team is always a winner.

**2. Use an apostrophe after the "s" (s') at the end of a plural noun to show possession.**

- The parents' bedroom is wider than the children's.
- The lions' cage is near to the villagers' house.

It is not necessary to add another "s" to the end of a possessive plural noun.

**3. If a plural noun doesn't end in "s," add an apostrophe + "s" to create the possessive form.**

- The children's rooms are clean.
- The people's tendency towards cooperative work is good.

**Activity 8.24: Rewrite the following sentences with correct uses of apostrophe.**

1. Can you pass me the pen's please?
2. I need some more book's for college.
3. The childrens faces are dirty.
4. The mans beard is very long.
5. Its nearly time to go home.
6. The other students' are really happy.
7. Sometimes the teacher's are strict.
8. I hop its not going to be too cold this winter.
9. The computer's are broken.
10. Her legs' are very hairy.
11. Ia'm going home now.
12. You'are a great person.
13. I cant do my homework.

## Lesson 16

### Apostrophe Rules for Joint and Separate Possessives

#### Joint Ownership

If both people own the same item together, you can add the possessive to the final one.

- Dawit and Ayele's car (Both Dawit and Ayele own the car.)
- Almaz and Aster's trip (Almaz and Aster are going together on the trip.)

### Separate Ownership

However, if each individual owns separate versions of the same type of item, then you would make both owners possessive.

- Ayele's and Dawit's cars (=Both Dawit and Ayel own separate cars)
- Almaze's and Aster's trips (two separate trips)
- Sifrashe's and Meaza's houses (two separate houses)

Notice that when there are separate owners of the items, the items are plural.

#### **Activity 8.25: Use apostrophe to make the following paragraph meaningful.**

Bitew and Aster have two beautiful children. Alemu is nine and Chaltu is seven. Bitew and Asters house has two floors. The childrens rooms are upstairs, and the parents bedroom is downstairs. Chaltus room is always clean while Bitews room is always messy. Chaltus sports teams all have games. The family members are trying to get everything done with only Chaltus car. Today, theyve been to school, practice, rehearsal, the grocery store, and the business's office. Mind you, they ar-ent finishing their work yet. Theyll be busy until late tonight and, tomorrow, theyll do it all again.

# UNIT 9: SELF-EXPRESSIONS

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

- listen to the text and find out specific information
- express yourself by using ways of self-expression
- identify the difference between the long [ ai ] and the short [ i ] sounds
- comprehend what self-expressions are
- determine meaning of vocabulary in context
- apply the newly learnt words in spoken or written sentences
- use active and passive voices in simple present tense form for different communication
- use appropriate adjectives to describe people
- strengthen their skill of using capitalization in writing

## Section One: Listening



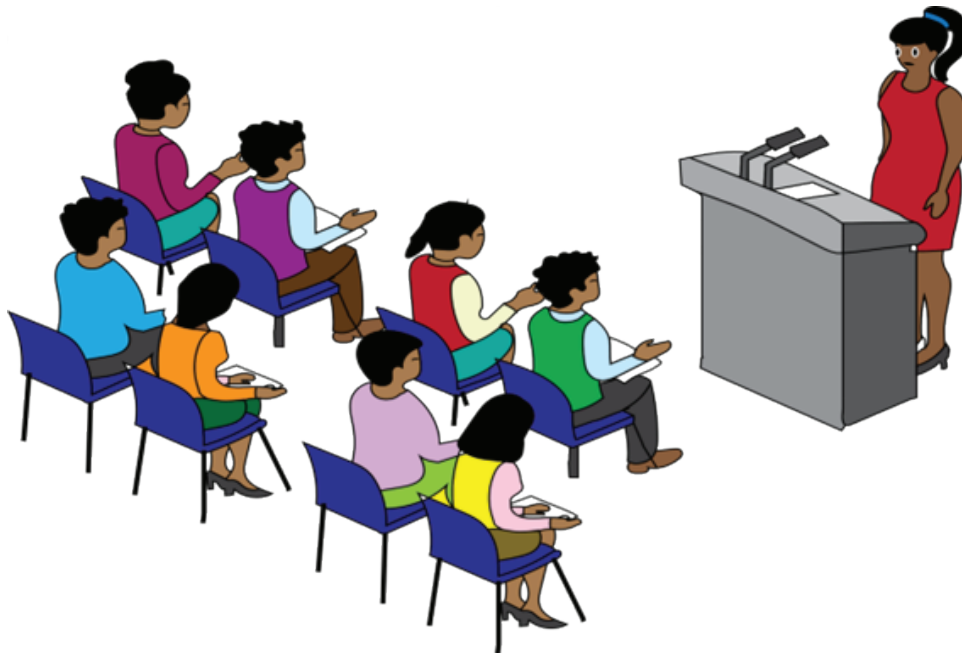
### Lesson 1

#### Pre-Listening

**Activity 9.1: Look at the pictures in your book and work in pairs.**

1. Describe what you see in the pictures.
2. List words related to 'self-expression'.
3. You are going to listen to a text about *Benefits of Self-Expression*. What benefits are you expecting to listen to?





### While-Listening

Listen to the text and answer the questions in Activity 9.2 and Activity 9.3.

**Activity 9.2: Listen to the text and match the ideas with the orders they are explained.**

A. Assisting to learn to listen to our feelings	1st _____
B. Learning to adjust on how our body reacts to our emotions	2nd _____
C. The three great benefits of self-expression	3rd _____
D. Enabling to acknowledge our feelings	4th _____

**Activity 9.3: Listen to the text again and say “True” if the statement is correct and “False” if it is incorrect.**

1. There are no wrong emotions, but there may be wrong ways to react to the emotions.
2. Looking outside ourselves for solutions is better than learning to seek answers from within us.
3. Acknowledging our feelings is very frightening, so it is better not to acknowledge it.
4. The feeling of helplessness will remain with in us even if our mind realizes there isn't really any need for fear.
5. Body awareness is one of the best ways to judge our comfort level.

## Lesson 2

### Post-Listening

**Activity 9.4: Answer the following questions and discuss your answers in group.**

- 1) How do you practice the idea of self-expression in your family?  
For example, do you express your ideas freely about family issues?
- 2) How do you practice the idea of self-expression in your class?  
For example, do you and your friends express your ideas freely in the group discussion?

### Section Two: Speaking

#### Talk about yourself

**Activity 9.5: Complete the following table and tell to your partner about yourself**

My name's ...	
I'm from.../ I live in ...	
I was born in ...	
I'm ... years old.	
I go to ... school.	
I like ... because ...	
I don't like ... because ...	
In my free time/ After school, I ...	
My best friends are ... because ...	
My favourite ... is ... because ...	
In the future, I'd like to ... because ...	

## Lesson 3

### Pronunciation of the vowel [ai]

Say the following words after your teacher.

fight	eye	child	kind
wild	island	bike	triangle
big	pig	fin	women
fish	busy	before	children

**Activity 9.6: Say the following words correctly and group them into /aɪ/ sound, /eɪ/ sound and /i/ sound.**

knight	ship	night
porcelain	pig	weight
campaign	ancient	cycle

/aɪ/ sound	/eɪ/ Sound	/i/ sound

**Activity 9.7:** Listen to your teacher when she/he reads the following paragraph and underline the words with the sound /aɪ/.

Aynalem was from a rich family in Bahirdar, but she did not want to be seen as a special person. She had the latest mobile, but she never felt proud of it. She was always eager to visit the islands in Lake Tana. One day she decided to ask her father to visit the islands and pass a night at one of the islands of Lake Tana.

Sit in pairs and check your answers.

## Section Three: Reading

### Lesson 4

#### Pre-Reading

**Activity 9.8:** In groups of four, discuss the questions below the pictures.





**1. Look at the pictures of the two persons.**

- What are they doing?
- What is their job?
- What do you think the topic of their talk Can be?

**Self-expression****Dialogue between Ledamo and Shure about self-expression**

**Ledamo:** What do you know about self-expression?

**Shure:** In my opinion, **true self-expression is a reflection of how honest we are to ourselves and those around us. I mean**, acting out our inner vision and **desires** without fear of judgment.

**Ledamo:** I agree with what you are saying. I think, if we are able to express ourselves, people around us can know who we are.

**Shure:** You are right. There are several ways we can express who we are through our daily lives like art, writing, music, language and more.

**Ledamo:** Yes, I agree. Expressing ourselves effectively is also important in all areas of our lives. It is important at home, with our friends, **partners** and parents.

**Shure:** Of course, what you said is true. It's also important when we feel strongly about an issue; when we need to communicate an important **message**; when we want to be understood; and when we are asking someone to meet a need.

**Ledamo:** We have talked about the importance of self-expression in detail, but I think we need to talk about ways of being **effective** in self-expression.

**Shure:** Expressing ourselves isn't exactly easy. For starters, we might not even know what we want, or maybe we know what we want but can't **articulate** it. Maybe we're afraid of being judged or rejected. I think we can have ways to improve our self-expression.

**Ledamo:** You get me. I think one of the ways could be **mindfulness**. It helps us to feel our emotions without responding in a way that's unhelpful. It helps us become calmer and more to adjust with our inner voices.

**Shure:** In addition to what you say, **communicating clearly and respectfully can be the other way to improve our self-expression. I think** the best **approach** is to be clear, direct and polite.

**Ledamo:** What about listening carefully to what others are saying, instead of listening to respond?

**Shure:** Exactly, **that** is what most of us tend to do.

## While-Reading

**Activity 9.9: Decide if the following statements are ‘True’ or ‘False’, based on the dialogue.**

- \_\_\_\_\_ 1. The speakers in the dialogue are children like you.
- \_\_\_\_\_ 2. Listening carefully is as important as listening to respond.
- \_\_\_\_\_ 3. One way of improving self-expression is communicating clearly and respectfully.
- \_\_\_\_\_ 4. Acting out our inner vision and desires without fear of judgment, is one of the advantages of self-expression.
- \_\_\_\_\_ 5. Scholar ‘A’ in the dialogue said, “...the best approach to (self-expression) is to be clear, direct and polite.”

**Activity 9.10: Look at the table below; indicate using tick (✓) if the statements are benefits or ways of self-expressions.**

Statements	Benefits of self-expression	Ways of self-expression
1. It is possible for people around us to know who we are if we are able to express ourselves.		
2. Expressing ourselves isn't exactly easy, so having ways to improve our self-expression is very important.		
3. True self-expression is a reflection of how honest we are to ourselves and to the people around us.		
4. Mindfulness helps us to become calmer and to adjust with our inner voices.		
5. Self-expression is in need when we want to communicate an important message,		

## Lesson 5

### Post-Reading

**Activity 9.11: Sit in groups of three, and discuss the questions below and report your decisions through one of the group members.**

- What ways do you want to use to improve your self-expression?
- Think of your mother and your father, what expressions do they have when they communicate with the family members?

## Section Four: Vocabulary

### Lesson 6

**Activity 9.12: Look at the following sentences from the reading passage, and choose the synonym for the words written in bold.**

A synonym means a word with a similar meaning.

1. It is possible for people around us to know who we are if we are able to **express** ourselves.

A synonym for **express** can be **describe**.

2. Mindfulness helps us to become **calmer** and to adjust with our inner voices.

A synonym for **calmer** can be **peacemaker**.

**2. Match the words written in bold in the dialogue with their synonyms written below.**

1. manifestation \_\_\_\_\_
2. reproduction \_\_\_\_\_
3. say \_\_\_\_\_
4. method \_\_\_\_\_
5. needs \_\_\_\_\_
6. companions \_\_\_\_\_
7. politely \_\_\_\_\_
8. meaning \_\_\_\_\_

- *Sit in pairs and talk about your answers.*

## Section Five: Grammar

### Lesson 7: Active And Passive Voice



*Source: wikimedia*

#### Study this example:

This hydro-electric dam **was built** in 1950.

*Was built* is a passive verb.

#### Compare:

The government built **this dam** in 1950. (active)

Subject

Object

**This dam** was built in 1950. (passive)

Subject

When we use an active verb, we say what the subject does:

- ◇ The government wanted to generate hydro-electric power. It **built** Koka Dam in 1950.
- ◇ The company is very big. It **employs** five hundred people.

When we use a passive verb, we say what happens to the subject:

- ◇ Aba Samuel Dam is the oldest dam in Ethiopia. It **was built** in 1940.’
- ◇ Five hundred people **are employed** by the company.

*‘It was built’* and *‘...are employed’* are passive.

Compare active and passive:

- ◇ The government **built** Koka Dam in 1950. (active)
- ◇ Koka Dam **was built** in 1950 by the government. (passive)

## Lesson 8

When we use the passive, who or what causes the action is often unknown or unimportant:

- A lot of money **was stolen** in the robbery. (somebody stole it, but we don’t know who)
- **Is** this room **cleaned** every day? (does somebody clean it? – it’s not important who)

While using a passive voice, if we want to say who does or what causes the action, we use **by**:

- This house **was built by my grandfather**.
- Two hundred people **are employed by the company**.

The noun that follows **by** is called the “agent.” *My grandfather* and *the company* have become agents in the above passive sentences.

Most of the times, we do not use **by** because the agent is either unknown or unimportant to the

meaning of the sentence..

For example: This car **is made** in China.

Over 80 languages **are spoken** in Ethiopia.

The passive is **be** (is/was etc.) + **past participle** (done/cleaned/seen etc.):

**(be) done**      **(be) cleaned**      **(be) damaged**      **(be) built**      **(be) seen etc.**

When we use the passive voice in the simple present tense, we use the above verb formula and put the verb “**be**” in simple present tense. The verb will become

**is/are/am + done**      **is/are/am + cleaned**      **is/are/am + seen**

Active voice	Passive Voice
1. She <u>gathers</u> flowers.	Flowers <u>are gathered</u> by her.
2. You <i>do not keep</i> your words.	Your words <u>are not kept</u> .
3. They <u>expect</u> good news from her.	Good news <u>is expected</u> from her.
4. Children <u>like</u> toys and dolls.	Toys and dolls <u>are liked</u> by children.
5. How <u>do you wash</u> these clothes?	How <u>are these clothes</u> washed by you

## Lesson 9

### Negative and Questions

Notice that the helping verb in passive sentences is always a form of the verb be.

	Active	Passive
<b>Affirmative</b>	Ben <u>walks</u> the dog.	The dog <u>is walked</u> by Ben.
	They <u>make</u> cookies here.	Cookies <u>are made</u> here.
<b>Negative</b>	Ben <u>doesn't walk</u> the cat.	The cat <u>isn't walked</u> by Ben.
	They <u>don't make</u> sandwiches here.	Sandwiches <u>aren't made</u> here.
<b>Question</b>	<u>Does</u> Ben <u>walk</u> the rabbit?	<u>Is</u> the rabbit <u>walked</u> (by Ben)?
	How do they make the cookies?	How are the cookies made?

### Activity 9.13: Put the verb into the correct form, either in simple present active or passive.

- Two hundred people \_\_\_\_\_ (employ) by the company.
  - The company employs \_\_\_\_\_ (employ) 200 people.
- Water \_\_\_\_\_ (cover) most of the earth's surface.
  - How much of the earth's surface \_\_\_\_\_ (cover) by water?
- Workers \_\_\_\_\_ (fire) from his job if they aren't very good at it.

- b) Managers \_\_\_\_\_ (resign) from their job when they don't enjoy it any more.
4. a) It can be noisy living here, but it \_\_\_\_\_ (not / bother) me.  
b) It can be noisy living here, but I \_\_\_\_\_ (not / bother) by it.
5. a) I haven't seen these flowers before. What \_\_\_\_\_ (they / call)?  
b) I haven't seen these flowers before. What \_\_\_\_\_ (you / call) them?

## Lesson 10

**Activity 9.14: Complete the sentences by using these verbs in the correct form..**

*cause find hold make overtake show surround*

Example: Many accidents are caused by careless driving.

- Cheese \_\_\_\_\_ from milk.
- A cinema is a place where films \_\_\_\_\_.
- This plant is very rare. It \_\_\_\_\_ in very few places.
- You can't see the house from the road. It \_\_\_\_\_ by trees.
- Small companies \_\_\_\_\_ by a much larger company.
- In the US, elections for president \_\_\_\_\_ every four years.

**Activity 9.15: Write questions using the passive in simple present tense.**

Example: Ask about glass. (how / make?) How is glass made?

- Ask about television. (How much / buy?) How much \_\_\_\_\_ ?
- Ask about mountains. (how / form?) How \_\_\_\_\_ ?
- Ask about silver. (what / use for?) What \_\_\_\_\_ ?
- Ask about the number of languages in Ethiopia. (How many / speak) How many \_\_\_\_\_ ?
- Ask about election in Ethiopia. (How often / hold) How often \_\_\_\_\_ ?

**Activity 9.16: Complete the following paragraph using the correct voice of the simple present tense (active or passive). Then, discuss your answers in groups of three and report your decision through your representative.**

Mobile phones \_\_\_\_\_ (use) widely in our day-today lives. They \_\_\_\_\_ (give) us the freedom to communicate anywhere and at anytime. The latest mobile phones \_\_\_\_\_ (incorporate) with features like MP3 players, high resolution camera, high sound quality, 3G technology and the list goes on. The latest mobile phones have become a hit among all classes of people

from kids to teenagers to adults. These phones \_\_\_\_\_ (consider) as style statement and \_\_\_\_\_ (give) a sophisticated touch to your profile.

## Section Six: Writing

### Lesson 11: Descriptive writing

#### Activity 9.17: Pair work and group discussion

1. First, sit in pairs and list adjectives that describe people.
2. Second, sit in groups of four and categorize the adjectives you listed in pairs into physical and personality description of people.
3. Finally, report your work to the whole class through your representative.

#### Adjectives that describe Physical appearance

##### Face: *Square, Round, Oval,*

He has *a square face*.

The boy has *a round face*.

He has *an oval face*.

##### Eyes: *big, small, beautiful, blue,*

She has *beautiful eyes*.

He has *small blue eyes*.

##### Nose: *big, small*

He has *a big nose*.

Her *nose is small*.

##### Ears: *big, small*

His *ears are small*.

She has *big ears*.

##### Mouth: *big, small*

He has *a big mouth*.

She has *a small mouth*.

##### Hair: *straight, curly, black, blonde, dark brown (brunette),*

##### Height: *tall, short, average height*

##### Body: *fat, slim, thin, skinny*

**Activity 9.18: Sit in groups of three and play the game “Who is it?” taking turns.**

Here is an example:

**She is a student in our class. She is thin, and has straight hair. Her mouth is big, but her eyes are small. She also has big ears and a small nose. Who is she?**

Based on the description, members of the group could guess. The one who guesses the right person is the winner.

**Activity 9.19: Write a paragraph that describes the physical appearance of a person whom you know very well.**

## Lesson 12

**Study the following adjectives that describe human beings.**

1. **Describing a person’s general appearance:** beautiful, handsome, pretty, cute, funny, ugly,
2. **Describing a person’s characteristics:** calm, arrogant, humble, charismatic, clever, generous or kind, mysterious, creative, flexible,
3. **Describing personality:** analytical, careful, confident, cooperative, critical, sociable,
4. **Describing age:** middle aged, old, young,
5. **Wearing style:** old fashioned, colorful, machine washable, over-sized, decorative, knitted, lightweight, fashionable,

**Activity 9.20: Write a paragraph that describes one of your family members using the above mentioned adjectives.**

## Lesson 13: Likes and dislikes

**Activity 9.21: Read the following two paragraphs. In the first paragraph the writer describes what she/he likes, and in the second paragraph she/he describes what she/he dislikes. List the words the writer used to describe her/his likes and dislikes.**

Like every human being, I have many likes and dislikes. I love pets. My favourite pet is dog. I like the small natured dogs a lot because they are well behaved dogs. Gymnastics is my favorite sport. I have been doing it for five years. I have also attended many events for the same. My favourite kind of music is country music.

I hate cats because I don’t find them friendly at all. I would never keep cats as pets and would never suggest someone I know. I eat all kinds of vegetarian and non-vegetarian food because I am very foodie but I hate peas a lot. I always avoid eating peas because when we eat it squishes inside the mouth and I hate that feeling.



**Activity 9.22:** Write two similar short paragraphs: the first describing your likes and the second describing your dislikes. Sit in pairs and read your likes and your dislikes to your partner. taking turn.

## Lesson 14

**Activity 9.23:** Use the following words to complete the paragraph about likes and dislikes.

watching    like            doing            go            in            on  
likes            can't            helps            do            at            shopping

I like going \_\_\_\_\_ with my friends but don't \_\_\_\_\_ shopping with my family. I \_\_\_\_\_ shopping once a month \_\_\_\_\_ Saturdays. Every week I \_\_\_\_\_ the house work. I don't like \_\_\_\_\_ the housework but someone has to do it. My husband \_\_\_\_\_ doing the housework, so he \_\_\_\_\_ me. I like \_\_\_\_\_ TV in the evening and the weekends but I \_\_\_\_\_ watch TV \_\_\_\_\_ the morning. I am too busy.

## Lesson 15: Uses of capital letters

**Activity 9.24:** What do you remember about the uses of capital letters in writing? Sit in groups of three and talk about the uses of capital letter in writing.

### Revision: Uses of capital letter in writing

Some of the uses of capital letters in writing are revised as follows:

1. Use a capital letter for the personal pronoun 'I':

What can **I** say?

Begna and **I** are friends.

2. Use a capital letter to begin a sentence or to begin speech:

The man arrived. **H**e sat down.

Suddenly Mary asked, "**D**o you love me?"

3. Use capital letters for many abbreviations and acronyms:

**G.M.T.** or **GMT** (Greenwich Mean Time)

**N.A.T.O.** or **NATO** (North Atlantic Treaty Organization)

4. Use a capital letter for days of the week, months of the year, holidays:

**M**onday, **T**uesday

**J**anuary, **F**ebruary

Christmas

5. Use a capital letter for countries, languages & nationalities, religions:

China, France, Ethiopia

Japanese, English, Ethiopian

Christianity, Buddhism

6. Use a capital letter for people's names and titles:

Alemu, Rosa, William Shakespeare

Professor Jones, Dr Smith

Captain Belay, Emperor Tewodros

## Lesson 16: Uses of capital letters

**Activity 9.25: Copy the following sentences into your exercise book, and capitalise the initial of the words where necessary. Then, compare your answers with your partner's.**

1. i go to school on monday.
2. anna and sandra play basketball on tuesdays
3. jerusalem is the capital city of israel.
4. tamara has birthday in october.
5. tom lives in america .
6. sara and i are from england.

**Activity 9.26: Capitalise the initial of the words where necessary in the following two texts. Then, sit in groups of four and discuss why the initial of the words should be capitalised.**

Nobody knows when, or precisely where, surfing originated. captain cook, a british Sea Captain and explorer, was the first European to witness surfing in hawaii in the late 1770s.

When the Missionaries from scotland and germany arrived in 1821, they discouraged hawaiian surfing because they believed it was displeasing to god. By the 20th century, surfing, along with other traditional practices, had all but disappeared.

## UNIT 10: COMPUTER DEVELOPMENT

### Unit Objectives

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

- listen to the text and write out one main idea from each of the three paragraphs
- employ essential skills (such as make decision, share views, solve a problem) in a group discussion
- Pronounce the short [a] and long [a:] vowel sounds
- use a wide range of reading comprehension strategies to comprehend a text on the historical development and benefits of computer
- match the words written in bold in the passage with their synonyms given after it
- use the words used in the passage and their synonyms in different communicative settings alternatively
- join two sentences using because, but or or either in spoken or written sentences
- use semi-colon in different written texts

### Section One: Listening

#### The Role of Information Technology in Agriculture

##### Lesson One

##### Pre-Listening Activity

**Activity 10.1: Look at the pictures below and discuss in groups of four:**

1. Which computer do you want to have? Give your reason.
2. Why the agricultural areas are covered with well grown crops.
3. What is information technology?
4. When do you think farmers have a good harvest?
5. Do you think there can be a relationship between agriculture and Information Technology (IT)?



## While-Listening

**Activity 10.2: Listen to the listening text and identify the main idea of the listening text.**

**Activity 10.3: arrange the following ideas according to the order they are stated in the text?**

- a) Farmers' need for information that increases farm practices
- b) The roles of information technology in the agricultural sector
- c) Farmers' need for latest post-harvest handling and storage techniques

**Activity 10.4: Write 'true' if the statement is correct and 'false' if the statement is incorrect.**

- a. Farmers need information on crop production techniques and improved agronomic practices.
- b. IT enables farmers to read what other farmers in other areas are doing.
- c. The knowledge farmers get from IT can help them to improve their farming skill but not to the loses their crops.
- d. The knowledge farmers get from IT does not help farmers to learn about storage techniques.
- e. Knowledge from IT does not enable farmers to develop farm record ability.

## Lesson 2

### Post-Listening

**Activity 10.5: Sit in groups of four and discuss the following questions and report the result of your discussion to the class through your representative:**

- 1. How can majority of Ethiopian farmers use IT to improve their agricultural productivity?
- 2. If you were a modern farmer, what would you do with IT to boost your agricultural production?

## Section Two: Speaking

### Lesson 3

**Activity 10.6: Sit in groups of four to share views on the contributions and disadvantages of a computer and make decision, and then report the decision of the group to the class.**

### Lesson 4

**Pronunciation of /æ/ and /ei/ vowel sounds**

**Practice A.** Read out the following pairs of words after your teacher.

hat/hate	ran/rain	pad/paid
bat/bate	tack/take	fat/fate
lack/lake	sat/sate	sack/sake

**Practice B.** Be in pairs and read the words to your partner taking turn.

Underline only the words which are pronounced with short /æ/ sound.

Read out the words again after your teacher and check if the words you underlined are pronounced with short /æ/ sound.

**Practice C.** Below are list of words with /æ/ or /ei/ sound, read them and circle the five words with the /ei/ sound. Read out them after your teacher. Check if the five words you circled are really pronounced with the /ei/ sound.

make	Crane	man	pack	Ant
gap	State	sad	gate	Snail

## Lesson 5

**Activity 10.7:** Read the following sentences with /æ/ and /ei/ sounds and underline the words with /æ/ sound once and those with /ei/ sound twice.

1. Can Alemu tape his cap to his cape?
2. Dawit will ban his tacks for the sake of pain.
3. Debre Markos has rain, but lacks a lake.
4. Gemechu will tap the cane with his hat.
5. We sat at the lake in the rain.
6. The mad man hates the on tacks.
7. Dawit's job is to raise the gate.
8. Pack the bag and take the bait.
9. The rain will make Dendir late today.

Read out the above nine sentences after your teacher. Then, in pairs, check your answers.

## Lesson 6

**Activity 10.8:** Below is a paragraph in which there are words with /æ/ and /ei/ sounds. Copy the table in your exercise book. Read the paragraph and list the words with /æ/ and /ei/ sounds in the table.

Alemitu and Chaltu like to play at the lake. One day, they made maize in the hay. On the same day, they had rain and hail, so Alemitu and Chaltu ran back to play games. “Can Alemitu stay and play games?” Chaltu asked her dad. “Alemitu can stay and play if her mom and dad say it is okay,” said Chaltu’s dad. Alemitu and Chaltu stayed up late and played games. They had a pet cat which cannot swim. Last week, Chaltu got mad when the cat ran away not to swim with her.

Words with /æ/ sounds	Words with /ei/ sounds

Read out the above paragraph after your teacher two times. Then, in pairs check if the words you write in the two columns of the table are correct.

## Section Three: Reading

### Pre-reading

#### Lesson 7

**Activity 10.9: In this activity you will consider how computer is improved from time to time. Do the following activities with your partner.**

1. Look at the pictures of computers in different eras.



Numbers representing the computers above: 1 top left, 2 top middle, 3 top right, 4 down left, 5 down middle, and 6 down right

2. Based on the information you get in the IT subject, talk about the uses of computer with your partner.

3. Using the above six pictures, talk with your partner about what will be included in the passage.

## While-reading

Read the passage and answer the questions that follow.

### Development of Computers

Although the development of digital computers is **rooted** in the abacus and early mechanical calculating devices, Charles Babbage is credited with the design of the first modern computer, the "analytical engine," during the 1830s. Vannevar Bush **built** a mechanically operated device, called a differential analyzer, in 1930; **it** was the first general-purpose analog computer. John Atanasoff constructed the first electronic digital computing device in 1939; a full-scale version of the prototype was completed in 1942 at Iowa State College. In 1943 Conrad Zuse built the Z3, a fully operational electromechanical computer.

**Activity 10.10: Answer the following questions before you read the second paragraph.**

1. Who was the designer of the first modern computer?
2. When was the first modern computer designed?
3. Who built differential analyzer?
4. When was the first electronic digital computing device constructed?
5. When was the Z3 computer built?
6. Who built the fully operational electromechanical computer?

**Among the words written in bold in the above paragraph, which of them is more or less synonymous with the words given below.**

- a. constructed \_\_\_\_\_
  - b. marketable \_\_\_\_\_
  - c. tasks \_\_\_\_\_
  - d. network \_\_\_\_\_
  - e. be successful \_\_\_\_\_
  - f. accomplish \_\_\_\_\_
  - g. deep seated \_\_\_\_\_
- Compare your answers with your partner's.

**Activity 10.11: Read the following paragraph and answer the questions that follow**

During World War II, the Colossus was developed for British code breakers; **it** was the first programmable electronic digital computer. The Mark I, or Automatic Sequence Controlled Calculator, completed in 1944 at Harvard by Howard Aiken, was the first machine to **execute** long calculations automatically, while the first all-purpose electronic digital computer, ENIAC (Electronic Numerical Integrator and Calculator), **which** used thousands of vacuum tubes, was completed in 1946 at the Univ. of Pennsylvania. UNIVAC (UNIVERSal Automatic Computer) became (1951) the first computer to handle both numeric and alphabetic data with equal facility; intended for business and government use, **this** was the first widely sold **commercial** computer.

1. What was the name of the first programmable electronic digital computer?
2. What was the name of the first machine to complete long calculations automatically?
3. What was the name of the first widely sold commercial computer?

• *Compare your answers with your partner's.*

**Activity 10.12: Read the next paragraph and answer the questions that follow**

First-generation computers were replaced by the transistorized computers of the late 1950s and early 60s, second-generation machines that were smaller, used less power, and could **perform** a million **operations** per second. **They**, in turn, were replaced by the third-generation integrated-circuit machines of the mid-1960s and 1970s that were even smaller and were far more reliable. The 1970s, 80s, and 90s were characterized by the development of the microprocessor and the evolution of increasingly smaller but powerful computers, such as the personal computer and personal digital assistant (PDA), **which** accompanied in a period of rapid growth in the computer industry.

1. \_\_\_\_\_ generation computers are characterized by being transistorized, small in size, using less power, and performing a million operations per second.
2. The third generation computers were characterized by \_\_\_\_\_ and \_\_\_\_\_.

• *Compare your answers with your partner's.*

**Activity 10.13: Read the next paragraph and answer the questions that follow**

The Web and the Internet encouraged the growth of general purpose home computing and the use of computing devices as a means of social interaction. Smartphones integrate a range of computer software with a cellular telephone that now typically has a touchscreen interface, date to 2000 when a PDA was combined with a cellphone. Although computer tablets date to the 1990s, they only succeeded commercially in 2010 with the introduction of Apple's iPad. Apple's iPad was built on software developed for smartphones. The increasing screen size on some smartphones has made them the equivalent of smaller computer tablets, leading some to call them phablets.

1. When was a PDA combined with a cellphone?
2. When was computer tablets introduced commercially?
3. \_\_\_\_\_ has made some smart phones equivalent to smaller computer tablets.

*Compare your answers with your partner's.*

**Home work:** Ask people around your house or in your school compound about the advantages and disadvantages of computer and present it in the next period.

## Lesson 8

**Activity 10.14: Read the passage again. What do the following pronouns refer to?**



1. 'it' (Paragraph 1, Line 3) refers to \_\_\_\_\_
2. 'it' (Paragraph 2, Line 1) refers to \_\_\_\_\_
3. 'Which' (Paragraph 2, Line 5) refers to \_\_\_\_\_
4. 'this' (Paragraph 2, Line 8) refers to \_\_\_\_\_
5. 'they' (Paragraph 3, Line 3) refers to \_\_\_\_\_
6. 'which' (Paragraph 3, Line 7) refers to \_\_\_\_\_
7. 'they' (Paragraph 4, Line 5) refers to \_\_\_\_\_
8. 'them' (Paragraph 4, Line 7) refers to \_\_\_\_\_

## Post-Reading

### Activity 10.15: Group Discussion

Sit in groups of four; elect a group representative; discuss the advantages and disadvantages of computer, and report the decision of the group to the class. One of the members in each group can report.

## Section Four: Vocabulary

### Lesson 9

Look at the following sentences from the reading passage, and choose the synonym for the words written in bold.

First-generation computers were **replaced** by the transistorized computers.

- a) substituted      b) integrated      c) separated

The Web and the Internet encouraged the **growth** and the use of computing devices as a means of social interaction.

- a) development      b) shortage      c) decrease      d) enforcement

From the above exercise, we learn that **synonyms are words which have similar meanings.**

**Activity 10.16: Among the words written in bold in the passage, find those ones which are more or less synonymous with the words given below.**

- a. constructed \_\_\_\_\_
- b. marketable \_\_\_\_\_
- c. tasks \_\_\_\_\_
- d. network \_\_\_\_\_
- e. be successful \_\_\_\_\_
- f. accomplish \_\_\_\_\_
- g. deep seated \_\_\_\_\_

## SECTION FIVE: GRAMMAR

### Lesson 10: Present Perfect Tense

Study this example situation.



Tumsa can't find his pen.	
He's lost his pen. (= He has lost ...)	
He has lost his pen = He lost it and he doesn't have it now.	
<b>have lost / has lost</b> is the present perfect	
I / we /you /they have (= <b>I've</b> )	lost ...
He /she/ it has (= <b>He's</b> )	finished ...
	done ...
	been ...

The present perfect is **have/has + past participle**. The past participle often ends in **-ed** (finished/decided etc.), but many verbs are irregular (lost/done/written etc.).

When we say 'something **has happened**', this is usually new information:

- o Ow! **I've cut** my finger.
- o The road is closed. There's **been** an accident. (= There **has been** ...)
- o Police **have arrested** two men in connection with the robbery.

When we use the present perfect, there is a connection with now. The action in the past has a result now:

- o Tom **has lost** his key. (= he doesn't have it now)
- o He told me his name, but **I've forgotten** it. (= I can't remember it now)
- o Sally is still here. She **hasn't gone** out. (= she is here now)
- o I can't find my bag. **Have you seen** it? (= do you know where it is now?)

We can use the present perfect with **just, already** and **yet**.

**Just** = a short time ago:

- o 'Are you hungry?' 'No, **I've just had** lunch.'
- o Hello. Have you **just arrived**?

**Already** = sooner than expected:

- o 'Don't forget to pay the bill.' '**I've already** paid it.'
- o 'What time is Mark leaving?' '**He's already left**.'

**Yet** = until now. We use yet to show that we are expecting something to happen.

We use yet in questions and negative sentences:

- o **Has it stopped** raining yet?
- o **I've written** the email, but I **haven't** sent it yet.

**Note:** This tense is formed by using **have/has + V3 (the past participle)**.

**Activity 10.17:** How many correct sentences can you form from the table below? Form correct sentences and write them in your exercise books.

I		Done	the cow
We	have	washed	the garden
You		played	football
She	has	cleaned	the house
He		milked	the meal
They		cooked	our shoes
		polished	the clothes
		swept	the floor
		watered	all the work

## Lesson 11

**Activity 10.18:** In the following paragraph a student is describing what he and his classmates have done during the term. Complete the paragraph using the present perfect form of the verbs in brackets. After you finish, work with your partner to compare your answers.

During this school term, my class \_\_\_\_\_ (do) many things. We \_\_\_\_\_ (write) many compositions. We \_\_\_\_\_ (model) handcrafts for sale. We \_\_\_\_\_ (also learn) how to paint good pictures and to write letters.

**Activity 10.19:** Read the game “What have you done today?” between Meaza and Girma . Then, sit in pairs and play the game.

**Meaza:** Girma, what *have you done* today?

**Girma:** Today, I *have read* the newspaper. I *have also spoken* to my English teacher; I *have watched* television. What about you, Meaza?

**Meaza:** Well, today I *have taken* shower; I *have had* two cups of tea, and I *have sent* four e-mails. This is what I remember.

**Girma:** I remember that I *have made* a new friend today; I *have also seen* a film with my new friend.

**Meaza:** Oh! I *have taken* a test today.

**Activity 10.20: Read the situations and complete the sentences using the present perfect. Choose from these verbs:**

break	disappear	go up	grow	improve	lose	shrink	stop
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**Example:** Tumsa is looking for his key. He can't find it. Tumsa \_\_\_\_\_ his key.

Tom ***has lost his key.***

1. Abeba's test results weren't very good last semester. Now they are better. Her performance \_\_\_\_\_ a lot.
2. The picture was hanging on the wall. It is lying on the floor. It \_\_\_\_\_ the wall.
3. My bag was here, but it isn't here anymore. My bag \_\_\_\_\_
4. Akelo can't walk and her leg is in plaster. Akelo \_\_\_\_\_ her leg.
5. Last week oil price was \$85 for a barrel. Now it is \$125. Oil price \_\_\_\_\_
6. It was raining ten minutes ago. It isn't raining now. It \_\_\_\_\_

**Activity 10.21: Complete the sentences using the present perfect.**

**Example:** Semira is still here. She \_\_\_\_\_ out. (not/ go)

She ***hasn't gone*** out.

1. I can't find my book. \_\_\_\_\_ anywhere? (you / see / it)
2. I can't mail the letter. \_\_\_\_\_ the address. (I / forget)
3. I sent Jember an email this morning, but \_\_\_\_\_. (he / not / reply)
4. Is the meeting still going on, or \_\_\_\_\_? (it / finish)
5. \_\_\_\_\_. It's colder now. (the weather / change)
6. \_\_\_\_\_ the form. Could you sign it now, please? (you / not / sign)
7. Zeberga doesn't know what he's going to do. \_\_\_\_\_. (he / not / decide / yet)
8. a: 'What time is Dawid going away?'  
b: ' \_\_\_\_\_.' (he / already / go)

## Lesson 12

**Activity 10.22: Read the situations and write sentences with *just*, *already* or *yet*.**

**Example:**

After lunch you go to see a friend at her house. She says, 'Would you like something to eat?'

You say: No thank you. \_\_\_\_\_. (have lunch)

No thank you. ***I've just had lunch.***

1. Hanna goes out. Just two minutes later, the phone rings and the caller says, 'Can I speak to Hanna?'

You say: I'm afraid \_\_\_\_\_ . (go out)

2. You are taking an English test. There are fifteen minutes to go and you stop writing and are trying hard to recall the answers to the last two questions. The teacher thinks you have finished and starts to take your test paper away.

You say: Wait a minute! \_\_\_\_\_ . (not / finish)

3. You run out of gas in the morning. You order for one cylinder on the phone. Later your brother says, 'Shall I phone to order for it?'

You say: No, \_\_\_\_\_ . (do it)

4. You are still thinking about what gift to buy for Aziza's birthday. A friend asks, 'What gift are you going to buy for Aziza's birthday?'

You say: \_\_\_\_\_ . (not / decide)

5. Jitu went out, but a few minutes ago she returned. Somebody asks, 'Is Jitu still out?'

6. You say: No, \_\_\_\_\_ .

### Grammar Spot:

#### Present Perfect Tense is used:

1. to describe an action that is being repeated between the past and present

We **have gone** to the beach many times.

I **have been** to China twice.

2. To describe an action that was completed in the recent past.

I **have** already **washed** the dishes.

Chaltu **has** just **boiled** the water.

3. To describe an action that started in the past and is still continuing in the future

I **have lived** in Bahir Dar since 1999.

Man **has invented** many great inventions.

## SECTION SIX: WRITING

### Lesson 13: Because, But and Or

**Activity 10.23: How are *because*, *but* and *or* used to join sentences?**

**Activity 10.24: Look at the three sentences below.**

What is the difference between '*but*', '*because*' and *or* in meaning? Why do you think the comma is used in sentence i)?

i. Abebe studied very hard, but he could not pass the exam.

ii. Abebe passed the exam because he studied very hard.

iii. Do you like playing football or badminton?

**Activity 10.25:** Join the following pairs of sentences into one using *but*, *or*, or *because*.

i. Chala was happy. She won the competition.

\_\_\_\_\_

ii. You want to play football. You want to play basketball.

\_\_\_\_\_

iii. She liked him. She did not want to marry him.

\_\_\_\_\_

**Activity 10.26:** Using *but*, *or*, and *because*, construct your own sentences. Then, compare your answers in pairs.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Lesson 14

**Activity 10.27:** Complete the text with ‘*but*’, or ‘*or*’. Check your answers with your partners’.

I get up at half past eight in the morning. I’m hungry, ..... there isn’t any food in the kitchen. I want milk, cereals and orange juice. Then, I go to the shop, ..... when I get there it’s still closed. I go back home and into the kitchen. There’s some juice and brown bread. .... I don’t like grapefruit juice ..... brown bread! This is not a good morning, so I go back to bed until the shop opens.

**Note:**

*Because* is used to give reasons.

*Or* is used to express choices.

*But* is used to connect two opposite ideas.

## Lesson 15 Semi-colon

**Activity 10.28:** Look at the following six sentences in which semi-colons are used. Sit in groups of four and discuss why a semi-colon should be used in each sentence.

1. He read in the library; he went home.
2. She ate her lunch; she washed her hands.
3. Chala likes cake; Zelalem likes bread.
4. Alemu was going bald; his hair was falling out.
5. He studied very hard; however, he could not pass the exam.
6. She is clever; in addition, she is very kind.

**Activity 10.29: Use a semi-colon in the appropriate place to combine the independent clauses.**

- 1) I want to wear the red shirt my favorite color is red.
- 2) Janie easily got an A on the test she studies very hard.
- 3) I hope I get a lot of presents today is my birthday.
- 4) The war is imminent the armies are ready.
- 5) I am really tired however, I cannot get to sleep.
- 6) I am wearing a sweater and a jacket still I am cold.
- 7) Our mission seemed impossible nevertheless, we tried our best to accomplish it.

**Note:**

1. Semi-colons are used to connect two independent clauses. Look at Example 1 – 4 above.
2. We also use semi-colons before conjunctive adverbs. Look at Example 5 and 6 above.

Here is a list of conjunctive adverbs.

nevertheless	Then	in addition	Otherwise
however	Thus	furthermore	or else
as a result	Therefore	besides	Still

**Lesson 16****Activity 10.30: Determine whether each sentence needs a comma or a semicolon. Then explain why that punctuation mark best completes the sentence.**

1. When the islanders started fighting amongst themselves \_\_ the monkeys took control.  
Why? \_\_\_\_\_
2. The islanders were weary of fighting \_\_ consequently, the monkeys faced little resistance.  
Why? \_\_\_\_\_
3. As soon as the monkeys were in charge of Fire Island \_\_ things began to change.  
Why? \_\_\_\_\_
4. David was afraid of Tiny, the leader of the monkeys \_\_ because David had heard things.  
Why? \_\_\_\_\_
5. Tiny demanded all kinds of crazy things from the islanders \_\_ this troubled them greatly.  
Why? \_\_\_\_\_
6. The islanders had lost their spirit for fighting \_\_ furthermore, no one wanted to provoke Tiny's anger.  
Why? \_\_\_\_\_
7. David \_\_ however, had had enough.  
Why? \_\_\_\_\_
8. David was offended by Tiny's law \_\_ he didn't want to eat his shoes.  
Why? \_\_\_\_\_

**Activity 10.31: Edit the following paragraph using comma or semi-colon where necessary. Then, discuss your answers in groups of four, and report to the class.**

In an area where it was led by Azage a group of monkeys came into view. This group of monkeys destroyed the crops of the villagers. Since the leader of the village was not willing to organize the villagers Dawit took the commitment to organize some strong people and remove the monkeys. Dawit talked to Hailu the strongest man in the village, and Hailu couldn't wait to help. Hailu led Dawit to Chaltu she was excited to join the effort. Chaltu introduced David to Belachew, the rock thrower and Belachew was ready for action too. Now that Dawits' team was assembled it was time for them to take down the monkeys.