

ENGLISH FOR ETHIOPIA

STUDENT BOOK

GRADE 6

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Acknowledgments

The newly prepared English Curricular Materials for Grade 1 to 8 were organized by the Ministry of Education of the FDRE on behalf of educational bureaus of regional states in Ethiopia. This was intended to own common national minimum learning competencies in English as a foreign language for Ethiopian school children. It was also anticipated to share similar elementary school English language syllabi and a common English language pedagogical approach, methodological principles and techniques to address core national priorities and meet requirements for the quality of English for Ethiopia.

Given the mandate of Oromia Education Bureau (OEB) in managing and administering the curricular and instructional matters of primary school structure in the regional state, the bureau has adapted the nationally prepared English curricular materials to meet the contextual and cultural background of students in Oromia with the focus on inclusiveness, sensitivity to diversity and instructional friendliness to promote active learning and easy students' engagements in activities designed. In sum, the purpose of adapting the nationally prepared English curricular materials at OEB is to excel instructional effectiveness and make students' learning participatory through contextualizing contents and activities close to students' experience while meeting national minimum learning competencies and syllabi requirements in teaching English at Elementary schools in Ethiopia.

First, OEB sincerely acknowledges the efforts of the Ministry of Education of the FDRE and the four center of excellence of higher education institutions in preparing the English curricular materials at the national level and provides the documents for adaptations at regional levels. More specifically, OEB appreciates the efforts of those involved in writing the curricular documents, validating the materials and managing the whole process in designing, production and making the students' book and teacher's guide ready for the adaptation process. It is also significant to specifically mention the endeavor of *Hawassa* University in coordinating and managing the rigorous and challenging tasks in making the production of the materials and deliverable to *Oromia* Educational Bureau. The Bureau appreciates the professional commitments of all involved in the production of English curricular materials and the validation processes at national level.

Secondly, OEB strongly recognizes ELT professionals who adapted the prepared English Curricular Materials to fit the learning situations of students in Oromia by contextualizing contents and activities while keeping the national minimum learning competencies and syllabi requirements in a very short schedule and difficult times. The adaptors and language editors of the materials for each grade level did a significant work to bring about a reality of the adapted materials while executing their regular institutional commitments. More interestingly, these professionals adapted the materials with full commitments and often as if they were a full time employees and with command from the bureau in difficult and urgent times without complaints. Thus, OEB gives credits to these professionals for their kindness to help the children of Oromia excel in their educational initiatives.

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Finally, OEB recognizes the efforts of its coordinating team and facilitating personnel for the success of making these materials available for the children and teachers in Oromia schools.

English for Ethiopia
Grade 6
Student Book

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UNIT ONE

TRADITIONAL GAMES



Learning outcomes

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

- list out traditional games of their surroundings in English;
- express their favorite game(s);
- guess the names of traditional games based on their description;
- make meaning from the listening texts;
- construct meaning from reading texts;
- identify the form, meaning and use of the Simple Present and Present Continuous Tense;
- write their own sentences using unfamiliar words in the listening and the reading texts;
- write a short paragraph on traditional games

Section One: Listening

Lesson 1

Activity 1: Before you listen to the talk, look at the following questions and discuss your answers in pairs.

1. Do you know any traditional games? Please tell your classmate about them.
2. What are the people in the picture below doing?
3. What materials do you think are used in this game?



Activity 2: The underlined words in the following sentences are used in the listening text. Guess their meaning from the sentences.

1. The match is played between two teams.
2. The team that scores more goals will be the winner.
3. The game ended in a tie, which means both teams scored equal goals.

Activity 3: Now listen to your teacher and answer the following questions. Then, compare your answers with your classmate's.

1. How long has ' Qille/Genna' been practiced in Ethiopia?
2. How many players does every team have?
3. What is the tennis-size ball made of?
4. What is the length and width of the playing field for the game?
5. What will happen if the teams have the same scores?

Lesson 2**Activity 4: Discuss the following questions with your partner.**

1. Think of your favorite traditional game and explain to your group members how it differs from Qille/Genna?
2. Fill in the blanks in the following summary of the listening text with suitable words or phrases. Read your summary to your class.

Qille/Genna is played between _____ teams. Every team has at least seven, but not more than _____ players. One of these players is _____. Players need _____, _____ and _____ to play the game. To get a point, players need to hit the ball to _____. The game is divided into _____ halves. There is a 10-minute break before the _____ starts. If the game ends in a tie, _____ will be added to identify the winner. The winner is the team that _____.

Section Two: Reading**Lesson 3****Reading Comprehension****Activity 1: Before you read the passage, answer the following questions.**

1. Have you ever played any traditional game? If so, please tell your partner about this game.

2. Look at the picture and discuss it with your partner.



Saddeeqa/Gebeta

1. 'Saddeeqa/'Gebeta' was once a popular game in Ethiopia, among both adults and children, largely because it does not require any complicated equipment. Until recently, many children were seen outdoors in public areas playing this type of game, although now **it** is unfortunately phasing out and being replaced with electronic devices.
2. Equipment is typically a board made from a variety of materials, such as wood, stone, or just simply digging holes in the earth.
3. Typically, the holes are set in rows of 2 or 4. There are large holes on the ends of the board. These holes are the places used for holding the pieces. Playing pieces are usually seeds, beans, stones, or any other small objects. The pieces are put in and moved about the holes during play.
4. With a 2-row board, the players control their sides of the board, with moves made into the opponent's side. With a 4-row board, the players control an inner row and an outer row, and a player's seeds will remain in **these** closest two rows unless the opponent captures them.
5. Although there might be some variance, the main objective is usually to capture more seeds than the opponent. At times, one seeks to leave the opponent with no legal move left or to have **his/her** side empty first in order to win.
6. In a process known as sowing, all the seeds from a hole are dropped one at a time into successive holes, in a motion covering the board. Sowing is a suitable name for this move, since not only are many games traditionally played with seeds, but placing seeds one at a time in different holes reflects the physical act of sowing, showing **its** link to its agricultural past.
7. At the beginning of their turn, players choose a hole with seeds that will be sown around the board. **This** selection is often limited to holes on the current player's side of the board, as well as holes with a certain minimum number of seeds.

Activity 2: Now, answer the following questions based on the reading text.

1. Who play Saddeeqa/Gebeta in Ethiopia?
2. What is the equipment for playing Saddeeqa/Gebeta?

3. What are the playing pieces used to play Saddeeqa/Gebeta?
4. What is the main purpose of playing Saddeeqa/Gebeta?
5. What is happening to the game nowadays?

Activity 3: Read the passage again and choose the correct answers.

1. At the beginning, players choose _____.

A. playing pieces	C. only seeds
B. a hole with seeds	D. only holes
2. According to the passage, many children were seen outdoors in public areas playing _____.

A. Football	C. Gebeta/Saddeeqa
B. Genna	D. Volleyball
3. The main objective of the game is usually to capture _____.

A. more seeds than the opponent	B. more opponents than seeds
B. more stones	D. more seeds
4. The holes are set in _____. There are large holes on the ends of the board.

A. 2 rows	C. 4 rows
B. 2 or 4 holes	D. 2 or 4 rows

Activity 4: What do the words in bold type refer to in the text?

1. **It** is unfortunately _____ (par. 1)
2. **these** closest two rows _____ (par.4)
3. **His/her** side _____ (par.5)
4. **its** link _____ (par. 6)
5. **This** selection _____ (par. 7)

Lesson 4

Vocabulary: Guessing meaning from context

Activity 5: Find words which have the following meanings from the reading passage.

- a. famous (paragraph 1) _____
- b. tool (paragraph 2) _____
- c. check (paragraph 4) _____
- d. difference (paragraph 5) _____
- e. indicates (paragraph 6) _____

Activity 6: Fill in the blank spaces in the following text with words or phrases from the list below.

sand	home	holes	traditional	plastics
woods	ten	game	players	board

Saddeeqa/Gebeta is one type of _____ games that are mostly played in Ethiopia as a cultural computational game. It is believed that the _____ was started in the Stone Age. Traditionally, it is played by making _____ on stone as a board and putting in each hole equal number of pieces of _____. It is named after the pieces of sands used in each hole called 'Saddeeqa'. The word 'Saddeeqa' is derived from Afan Oromo. Its corresponding English meaning is 'sand'. The game involves two _____ because it has only two sides. There are twenty holes on the _____, ten holes for each side (players). In the middle of the _____ holes on each side, there is one hole as a home. There is the same number of sands in each hole including the _____ hole. Nowadays, people in towns and villages play the game by preparing it from different _____ and _____ in a modernized way.

Section Three: Vocabulary

Lesson 5

Activity 1: Find the odd word in each group.

- | | | | |
|---------------|----------|--------|---------|
| 1. goalkeeper | ball | team | row |
| 2. equipment | field | board | players |
| 3. stick | goal | score | stone |
| 4. break | opponent | holes | pieces |
| 5. seeds | beans | stones | ball |

Activity 2: Complete the sentences with the appropriate words from the following box.

1. He is not a good _____ of traditional games.
2. Kebede plays Gebet'a/Saddeeqa well, but Zema is not very _____ at it.
3. They enjoy playing traditional games _____ Qille/Genna.
4. She likes chatting on the internet, but I _____ meeting friends.
5. Omuer lives in Saudi Arabia, but he _____ speak Arabic well.

Activity 3: Write the names of the missing months. Make sure you spell them correctly.

1. _____
2. February
3. _____
4. April
5. _____
6. _____
7. July
8. _____
9. September
10. October
11. _____
12. _____

Activity 4: Complete the following sentences and then compare your answers with your partner.

1. My birthday is in _____.
2. My brother's birthday is in _____.
3. I like the month of _____ most.
4. My favorite day is _____.
5. _____ and _____ are weekend days.

Activity 5: Read the following paragraph and match the words in column 'A' with their meanings given in column 'B'. The words are written in bold in the text.

Ethiopian women **enjoy** an impressive record. Derartu Tulu **captured** the gold medal in the 10,000-metre event at both the 1992 Barcelona Games and the 2000 Sydney Games. Fatuma Roba **won** the marathon gold medal at the 1996 Atlanta Games.

Prominent female Ethiopian runners in the 2000s include Derartu's cousin, Tirunesh Dibaba, who won the gold medal in the 5,000-metre and 10,000-metre events at the 2008 Beijing Games, and Meseret Defar, who **broke** three world records in 2007.

A	B
1. enjoy	a. famous
2. captured	b. gained
3. won	c. exceeded; surpassed
4. prominent	d. like
5. broke	e. defeated; finished first

Section Four: Grammar

Lesson 6

1) The Simple Present Tense

Activity 1: Read the text below. Write down the simple present verbs used in the text below.

Daniel and the Farm Animals

Daniel is eleven years old. He has got an uncle. His Uncle's name is Mulat. He loves his uncle. He goes to his uncle's big farm every summer. There are many animals in the farm. First, Daniel feeds the horse. Then, he milks the cow with his uncle. He takes pictures of the sheep, goats, and chickens. He also collects the white chicken's eggs. Daniel likes the farm animals very much but he doesn't like the ox because the ox is very big and mad.

Example: loves

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Activity 2: Write down your answers to the following questions.

- What time do you get up in the morning?
Example: I get up at 6:00.
- What do you do as soon as you get up?
- What time do you have breakfast?
- What time do you leave for school?

5. Do you walk to school or do you take school bus?
6. What time do you start school?
7. How many students are there in your section?
8. Where do you eat lunch?
9. What time do you come back from school?
10. What do you often do after school?

Activity 3: Now complete the following paragraph about your daily routine.

My name is _____. I am _____ years old. I _____ Grade 6 student at _____ School. I usually get up at 6:00 in the morning. Then I _____ a shower and _____ my school uniform. After that I _____ breakfast at 7 o'clock. Then, I _____ for school at 7:30. I often _____ to school with my friends. We _____ school at 8:30 in the morning. There _____ 50 students in our section. I _____ lunch at school with my friends. By 3:30 in the afternoon, I _____ from school. After school, I often _____ my favorite TV programs. I also _____ with my friends. After that, I _____ my homework.

Activity 4: Complete the following sentences using appropriate verb from the box.

fly	buy	live	finish
eat	sell	smoke	drink

Example: He eats porridge for breakfast.

1. I _____ coffee three times a day.
2. My father _____ me new shoes every year.
3. She _____ to Dubai once a month.
4. He _____ ten cigarettes a day.
5. Our dog _____ a lot of meat.
6. I _____ in Adama with my parents.
7. We _____ classes at 10:00 o'clock every day.
8. His parents are merchants. Theyfoods and household goods in a supermarket.

Lesson 7

Activity 5: Use the group of words and write a sentence for each group as in the example.

Example: He (not/live) in Arba Minch.

He does not live in Arba Minch.

1. She (not/work) in a bank
2. I (not/play) the Piano
3. Kibrom (not/listen) to the radio
4. We (not/speak) French at all
5. You (not/listen) to me most of the time.....
6. My car (not/work) these days.....
7. My father (not/like) sugar in his coffee
8. They (not/understand) a single word of Arabic

Lesson 8

Activity 6: Match the questions under 'A' with the answers under 'B'. Take turns with your partner and ask each other the questions and answer them with a correct answer.

A	B
1. Does your mother teach at school?	a. Yes, they do.
2. Do the children do exercises every morning?	b. He works in a factory.
3. Does Sherif live with his parents?	c. Yes, she does.
4. Do you play Gebeta in the field?	d. No, I don't.
5. Where does Sherif work?	e. No, he doesn't.

Activity 7: Work with your partner. Take turns to be 'A' and 'B' and ask each other the following questions. Answer the questions with 'Yes' or 'No'.

Example:

1. A: Do you play Saddeeqa?
B: No, I don't.
2. A: Does your father play Genna?
B: Yes, he does.

1. A. Do you go to the cinema after school?
B. _____
2. A. Do you like to eat porridge?
B. _____
3. A. Does your mother work in an office?
B. _____
4. A. Do your parents go to church on Sunday?
B. _____
5. A. Are there many children in your family?
B. _____
6. A. Do you and you parents go for a picnic on the weekend?
B. _____
7. A. Does your school have a playground?
B. _____
8. A. Does your teacher ask you questions?
B. _____

Activity 8: Now practice asking and answering the following questions in the same way. Take turns to be student 'A' and student 'B'.

Example:

1. A. How many are you in your family?
B. We are 6 in our family.
 2. A. Where does your mother work?
B. She works in a school.
-
1. A. Where do your parents live?
B. _____.
 2. A. What do you do in your free time?
B. _____.
 3. A. How many children are there in your family?
B. _____.
 4. A. How many brothers and sisters do you have?
B. _____.
 5. A. How many languages does your father speak?
B. _____.
 6. A. Where does your father work?
B. _____.

7. A. What sports do you like to play?
B. _____.
8. A. What time do you go to bed?
B. _____.
9. A. When do we have English class?
B. _____.
10. A. How many computers does our school have?
B. _____.

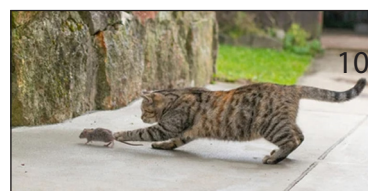
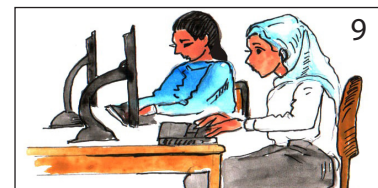
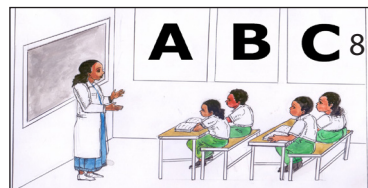
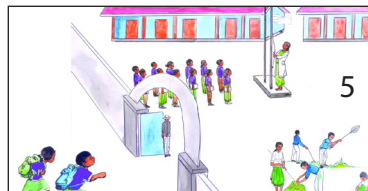
Lesson 9

II) Present continuous Tense

Activity 1: What are the people in the pictures doing? Write a sentence about what each person in the pictures 1–15 is doing. Use the words or phrases in the box below the pictures.

Example:

1. The boy is eating a loaf of bread.



Activity 2: Answer the following questions as in the example. Use the phrases given in parentheses and write down your answers. Then practice the questions and answers with your partner. The first has been done for you as an example.

1. What are you doing? (read in the library)
I am reading in the library.
2. What are Khalid and Mesay doing? (study English)

3. What are you and your sister doing? (clean the house)

4. What is your cat doing? (sleep on the sofa)

5. What are the children doing? (write on the board)

6. What are the cats doing? (play in the garden)

Activity 3: With your partner, write down your answers to the questions below. Then, take turns to be 'A' and 'B' and practice asking and answering questions with the present continuous tense.

Example:

A: What is the teacher doing?

B: She is writing on the blackboard.

1. A: _____ Leyla and Yusra doing?
B: _____ doing their assignment.
2. A: _____ you and Robsan doing?
B: _____ playing in the school compound.
3. A: _____ Alem doing?
B: _____ helping her mother with the housework.
4. A: _____ the dog doing?
B: _____ barking at a stranger.
5. A: _____ Bonse doing?
B: _____ riding a bicycle.

Activity 4: Fill in the blank spaces in the paragraph below with the present continuous form of the words in parentheses.

Mahlet and I are staying (stay) here for a week. The sun (1)..... (shine) and it is very hot. We (2)..... (sit) on the beach and I (3)...(drink) an orange juice. We (4)..... (not/swim) because we are both tired. We (5)..... (watch) the boats on the sea at the moment. They (6) (travel) fast, but I can see fifteen or sixteen. Mahlet (7).....(read) her book, and I (8).....(write) all the postcards!

Activity 5: Complete the sentences using the present simple and present continuous forms of the verbs.

Example:

He usually _____ (go) to school by car, but today he _____. (walk)

He usually goes to school by car, but today he is walking.

1. I _____ (play) traditional games at the moment. I usually _____ (prefer) to play Gebeta.
2. They _____ (not usually go) to the field to play Qille/Genna. They _____ (watch) the Gebeta/Saddeeqa game at the moment.
3. Usually, I _____ (drink) tea in the morning, but today I _____ (have) tea.
4. He always _____ (play) Gebeta/Saddeeqa after school, but he _____ (play) Qille/Genna now.
5. She _____ (not answer) her telephone. I think she _____ (take) a bath.
6. I _____ (have) dinner at the moment. I _____ (like) fish for my dinner.

Section Five: Speaking

Lesson 10

Activity 1: Work in a pair. Your partner will make some statements about Genna/ Qille or Seddeeqa/ Gebeta games. Guess what game it is.

No	What game is it?	Your answer
1	You need a board to play the game.	
2	It is played by at least 7 players.	
3	You need a ball to play the game.	
4	The player who has collected more seeds is the winner.	
5	It is divided into two halves.	
6	Beans or stones or seeds are used in the game.	
7	It is played by two opponents or rivals.	
8	Players can be replaced at any time.	

Activity 2: Work in a group of four and discuss the rules of Qille/ Genna and Saddeeqa/ Gebeta games. Write down your rules as shown in the table. Your group secretary will report your rules to the class.

Qille/Genna Rules	Saddeeqa/ Gebeta Rules
Rule 1: The game is played between two teams.	Rule 1: The game is played between two persons.
Rule 2:	Rule 2:
Rule 3:	Rule 3:
Rule 4:	Rule 4:

Activity 3: Work in a group of four. Tell your group members about your favorite traditional game (s). Use the following questions to help you.

- What is the name of the game in English? In Afan Oromo? In Amharic?
- Why do you like the game?

- How is it played?
- What are some rules for the game?

Section Six: Writing

Lesson 11

Sentence Writing

Activity 1: Write eight questions to ask your partner about his/her daily activities. Use the words in the table to write your questions.

Example:

What do you do on your birthday?

How do you go to school?

What		Visit	in the summer
Who		Go	at the weekend
When		Have	Lunch
Where	do you	Do	in the evening
How		Watch	TV programs
What time		get up	Late
		Read	on your birthday
		Like	after school

Your questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Lesson 12

Writing a composition

Activity 2: Read the following paragraph. Be ready to write a similar paragraph.

My name is Kelem. I am 13 years old. I am a student at Nafyad School in Adama. I like my school. There are about 50 students in my class. We work hard, but we have fun too. We do a lot of our lessons together, and we also play traditional games. I like Gebet'a/Saddeeqa most of all. My favorite traditional game player is Kumsa. Lots of students in my class play football, but I really hate playing it.

Now answer these questions. Then, use your answers to write a similar paragraph about yourself.

1. What is your name and how old are you?
2. Which school do you attend? Where is it found?
3. How many pupils are there in your class?
4. What games do you play in your school?
5. What sport do you like most? What sport do you dislike?
6. What school subject do you enjoy most? Why?

My name is I am years old.

.....

.....

.....

.....

.....

.....

UNIT TWO

SEASONS AND HUMAN ACTIVITIES



Learning Outcomes:

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

- take notes of the main ideas and details from the listening text;
- construct meaning from the listening text;
- identify main ideas and details from the reading text;
- guess the meaning of new words as used in the reading/listening text;
- use the Simple Past tense and Past Continuous tense to describe actions/ events and habits;
- talk about seasons and related human activities;
- write their own sentences about seasons and activities using picture information

Section One: Listening

Lesson 1



Activity 1: The adjectives below are used for describing the weather. Discuss their meanings with your partner.

- | | |
|----------------|-----------------|
| 1. hot / warm | 4. dry/humid |
| 2. cold / cool | 5. gusty/windy |
| 3. sunny/rainy | 6. clear/cloudy |

Activity 2: Answer the following questions before you listen to the text on 'Farming through the Seasons'.

1. What do you call seasons in your mother tongue? Do they all exist in your area?
2. What is the weather like during the different seasons?
3. What do you think is the best season to grow crops/plants?
4. Who is a farmer? What does a farmer do?
5. How important are farmers?

Activity 3: While listening to the text, fill in the following sentences with words from the table.

spring	summer	Autumn	August
winter	short rains	July	Climate
harvest	June	little cooler	June

1. The four seasons are _____, _____, _____ and _____.
2. Spring is _____ time.
3. Summer covers the months of _____, _____, and _____.
4. Autumn has _____.
5. Winter has a _____ climate.

Activity 4: Listen to the text again and write the letter of your choice.

1. What is the story mainly about?
 - A. How plants grow
 - B. How to harvest crops
 - C. What farmers do at different seasons
2. What types of crops are harvested in spring?

A. peas	B. wheat, barley, 'teff' and beans	C. corn
---------	------------------------------------	---------

3. We can understand from the listening text that
 - A. farmers don't work very hard during the summer.
 - B. most farmers are busy with farming during the winter.
 - C. spring is a busy harvest time for farmers.

4. Which one is not true according to the listening talk?
 - A. All seasons are crop growing seasons.
 - B. Autumn and summer are both crop growing seasons.
 - C. When seasons change, farming patterns also change.
 - D. Crops grown can be different from season to season.

5. Which season is known as a small rain season?

A. winter	C. spring
B. summer	D. autumn

Lesson 2

Activity 5: Work individually first and prepare your answers to the following questions. Then, discuss the questions in a group of four.

1. Do you think all places in Ethiopia have the same kinds of seasons? Why? Why not?
2. What do the people in your area do in each season?
3. What's your favorite season? Why?

Activity 6: Fill in the table below with activities you do in the summer and in the winter.

My summer and winter activities	
My summer activities	My winter activities
a.	a.
b.	b.
c.	c.
d.	d.

Now compare your answers with your partner. Are your activities in these seasons similar to or different from your partner's activities?

Lesson 3

Listening 2

Activity 7: Now you are going to listen to a song about seasons. Before you listen, try to answer the following questions.

1. Do you know any song about season/s in your mother tongue? Sing it to your class.
2. Do you know any song about seasons in English? If you know any, please sing it to the class.

Activity 8: The 'Seasons come, seasons go' song below is not complete. Your teacher will read the complete song to you. As you listen, fill in the blanks in the song with suitable words from the table. Then, read out the song to your partner.

Snow	School	Favorite
Summer	Winter	Brown
Flowers	Spring	Sun
Yellow	Autumn	Wind
Rain	Swimming	

Seasons come, seasons go

Some bring _____ and some bring _____.

Some bring wind and some bring _____.

Which is your _____ one?

In the _____, there's lots of rain.

All the _____ come out again.

In the _____, there's no school.

We go _____ in the pool!

In _____, all the leaves fall down,

Red and _____, orange and _____.

Section Two: Reading

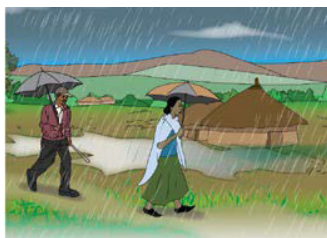
Lesson 4

Activity 1: Discuss the following questions with your partner.

1. What are the seasons in your area?
2. What words are used to describe the seasons in your mother tongue? What are their English equivalents?
3. What kinds of activities are done in each season?



1. Ethiopia, broadly speaking, has three distinct seasons, and the weather is different in each of them. One of **these** seasons is winter. The Ethiopian winter covers the months of December, January and February; but some sources identify four months which run from October to January. These months are the dry season with frost in the morning especially in January. The short rainy season, autumn, runs from February to May. **This** is then followed by the long rainy season, known as the summer season, which is between June and mid-September. June, July and August constitute the summer season. Heavy



rain falls in these three months. However, traditional sources make Ethiopian seasons four with the inclusion of spring. September, October and November are the spring season, sometimes known as the harvest season. In the spring season, the countryside landscapes are lushly pretty after all the rain.

2. In general, most parts of Ethiopia experience two main climate seasons—a dry season (October - May) and a rainy season (June - August). However, differences in altitude tend to add a number of variations, both in terms of temperatures



and rainfall. Lowland areas usually have hotter temperatures than the highland regions. **Here**, weather conditions are noticeably cooler and there are also generally higher levels of rainfall.

3. In the main agricultural regions in Ethiopia, there are two rainy seasons, and consequently, there are two crop seasons. Spring is the main crop season. **It** includes crops harvested between September and February. Crops harvested between March and August are considered part of the autumn season crops. Many Ethiopian smallholder farmers cultivate crops during the autumn season, as large farms concentrate **their** production entirely on the more productive spring season. The area cultivated in the spring season is very large and crop production is high.

Activity 2: While reading the above passage, answer the following comprehension questions.

1. What affects the weather in Ethiopia?
 - A. temperatures
 - B. everyone
 - C. seasons
 - D. differences in altitude
2. Which season has short rains?
 - A. Summer
 - B. Autumn
 - C. Winter
 - D. Spring
3. _____ is also known as the harvest season.
 - A. The summer season
 - B. The autumn season
 - C. The winter season
 - D. The spring season
4. In which season is frost seen in the morning?
 - A. Summer
 - B. Autumn.
 - C. Winter
 - D. Spring
5. Which is the most productive season according to the passage?
 - A. Autumn
 - B. Winter
 - C. Summer
 - D. Spring

Activity 3: Say whether the following statements are true or false based on the information from the reading passage.

1. All sources indicate that Ethiopia has four seasons.
2. In the main Ethiopian highlands, there are two crop harvesting seasons, spring and autumn.
3. The summer season is followed by the rainy season of autumn.
4. Spring is a season that comes after the long, rainy months in Ethiopia.
5. The Ethiopian highlands and lowlands differ in terms of temperature, not in terms of rainfall.

Lesson 5

I. Vocabulary

Activity 4: Match the words under Column A with their meanings under Column B.

A	B
1. distinct	A. the state of the atmosphere at a given time and place
2. source	B. prepare land for crops
3. constitute	C. the height of an object or point in relation to sea level or ground level
4. climate	D. clearly different from something similar
5. altitude	E. make up; consist of
6. variation	F. the weather conditions dominant in an area over a long period
7. weather	G. reference material; document
8. cultivate	H. a change or difference in condition, amount, etc.

II. References

Activity 5: What do the words in bold refer to in the passage?

1. **... these** (paragraph 1) refers to _____.
2. **This** (paragraph 1) refers to _____.
3. **Here** (paragraph 2) refers to _____.
4. **It** (paragraph 3) refers to _____.
5. **... their** (paragraph 3) refers to _____.

Lesson 6

Activity 6: Answer the questions individually. Then, discuss with a partner.

1. Are you worried about climate change in Ethiopia? Why?
2. Do you think it is possible to reduce climate change? How?

Section Three: Speaking

Lesson 6

Describing Seasons and Activities

Activity 1: Discuss the following questions in a group of four.

1. What do Ethiopian farmers do during various seasons?
2. What holidays does your family celebrate in various seasons?
3. How are the holidays celebrated?
4. How do seasons affect your way of life (what you do, how you dress, what you eat, etc.)?
5. What happens to plants and animals in different seasons?
6. Which seasons and parts of Ethiopia do you think the pictures below show?



Lesson 7

Activity 2: The pictures below show common seasonal farming activities in Ethiopia. Work with your partner and match the activities A—G with the pictures 1—7.

Activities:

- A. tilling
- B. sowing
- C. growing crops
- D. threshing and winnowing
- E. reaping, harvesting
- F. weeding
- G. mowing
- H. trimming



Section Four: Vocabulary

Lesson 8

Activity 1: Study the forms of the farm-related verbs in the following table.

Base (Root)	Verb 2 (past simple)	Verb 3 (past participle)
plough	ploughed	ploughed
sow	sowed	sown
grow	grew	grown
harvest	harvested	harvested
mow	mowed	mown
trim	trimmed	trimmed
weed	weeded	weeded
thresh	threshed	threshed
winnow	winnowed	winnowed

Now match the words with their meanings.

1	winnow	A. (of a plant) germinate and develop; produce crops by cultivation
2	plough	B. separate grain from the rest of a crop such as corn or wheat using a tool or a machine or draught animals
3	sow	C. gather or collect crops from field; reap
4	mow	D. remove weeds from an area of ground
5	grow	E. cut down grass, garden plants, etc. to remove irregular parts
6	thresh	F. to blow the chaff (the outer coverings) from grain before it can be used as food
7	harvest	G. plant (seeds) by scattering on or in the earth
8	Weed	H. turn up the soil with a plough before sowing crops; preparing the field for crop growing by cultivating it

Activity 2: Fill in the blanks in the following sentences with the farm words given in the table.

till	ploughed	sow
mows	grow	threshed weed
reap	harvested	trimming

- Some farmers do not _____ the farm with a pair of oxen. They use tractors.
- The fields were _____ being for winter wheat.
- It is time to _____ beans for an early crop.
- He _____ the lawn every now and then.
- They don't buy vegetables. They _____ their own vegetables in their garden.
- After the wheat is reaped, it will be _____ in a threshing field.
- As we sow, so shall we _____.
- Winter wheat is planted in the autumn and _____ in early summer.
- You should _____ the garden before supper.
- Someone is _____ the grass outside with shears.

Section Five: Grammar**Lesson 9****I. The Simple Past Tense**

Look at the following examples. Pay attention to the words underlined.

- **Statement:** He ploughed her father's farm in the summer when she was younger.
- **Negative:** He did not plough her father's farm in the summer when she was younger.
- **Question:** Did he plough her father's farm in the summer when she was younger?

Grammar highlight

The three sentences above show the affirmative (positive), negative, and question forms of the **simple past tense**. The underlined words are the verb forms used in the Simple Past.

The simple past is a verb tense which is used to show an action that was completed at a specific time in the past.

Activity 1: Complete the following sentences using the past simple form of the verbs in brackets.

1. My father _____ (arrive) from England last week.
2. My mother _____ (study) Arabic long ago at a university.
3. I _____ (phone) you yesterday, but you didn't pick your phone.
4. Last night, Merga and Alem _____ (plan) their holiday trip.
5. Ujulu _____ (invite) us to his sister's wedding.
6. The children _____ (carry) the books to the classroom.
7. Today we _____ (finish) the exam at half past three.
8. Yesterday, I _____ (chat) with Obang our school football club.

Activity 2: Complete the sentences. Use the past simple form of the verbs in brackets.

1. My cat _____ (sleep) on my bed last night.
2. Our school _____ (begin) three months ago.
3. The students _____ (take) an English exam yesterday.
4. Markos _____ (pay) for our lunch today.
5. My little brother _____ (break) my mobile phone.
6. We _____ (go) to Benishangul region last year.

7. Meti _____ (wear) her new dress at the party last night.
8. I _____ (read) an interesting book last week.

Activity 3: Complete the sentences with 'used to' and the right form of the verbs in parentheses.

Example:

Affirmative: He _____ (work) hard when he was young.

He used to work hard when he was young.

Negative: He _____ (not play) football.

He didn't use to play football.

Question: _____ he (work) hard when he was young?

Did he use to work hard when he was young?

1. I _____ (swim) a lot when I was younger.
2. Meron _____ (not eat) vegetables, but now she eats them.
3. _____ (they / have) a sports car?
4. That building _____ (be) a cinema, but it's now closed down.
5. I _____ (not like) Maths lessons when I was at kindergarten.
6. Where _____ (you / go) to school before you came here?
7. They _____ (live) next door to us.
8. I _____ (not enjoy) studying, but I study quite a lot now.

Lesson 10

II. The Past Continuous Tense

Look at the following examples. Pay attention to the words underlined.

1. **Statement:** He was working on the farm when you called.
2. **Negative:** He was not working on the farm when you called.
3. **Question:** was he working on the farm when you called?

Grammar highlight

The three sentences above show the affirmative (positive), negative, and question forms of the **past continuous tense**. The underlined words are the verb forms used in the past continuous.

In the above sentences, the past continuous tense is used to indicate an action that was going on in the past when another event or action took place.

Activity 4: Put the verbs in parentheses into the past continuous tense.

1. When I phoned my friends, they _____ (play) table tennis.
2. I _____ (cook) dinner when the lights went out.
3. The children _____ (play) in the garden when it suddenly began to rain.
4. I _____ (not/study) when my father came home. I _____ (play) a game.
5. _____ the children (shout) when the teacher came in?
6. While Aaron (work) _____ in his room, his friends (swim) _____ in the pool.
7. I _____ (not/play) games the whole evening; I _____ (also study).
8. What (you / do) _____ yesterday when your father came home?

Look at these examples of the Past Continuous Tense. Pay attention to the underlined verb forms.

1. My father was sowing seeds while I was plowing the field.
2. While it was raining, while the sun was shining.

Grammar highlight

In the example sentences above, the past continuous shows parallel actions in the past (actions which were taking place at the same time).

Activity 5: Fill in the blanks in the following sentences with the past continuous form of the verbs given in parentheses.

1. We _____ (water) the plants while my father _____ (mend) the fence.
2. The weather was really bad. It _____ (rain) hard and I _____ (travel) through the courtside.
3. While it _____ (rain), we _____ (play) football in the garden.
4. Ali _____ (not study) while his mother _____ (cook) in the kitchen.
5. What _____ (she do) while you _____ (study)?
6. I _____ (watch) TV while the children _____ (play) outside.
7. What _____ (you do) while the baby _____ (cry)?
8. Sara _____ (not listen) while Martha _____ (tell) her the story.

Activity 6: Fill in the blanks in the text below with past continuous past tense form of the verbs given in parentheses.

It was a Saturday afternoon in May. The weather was hot and the sun _____ (shine). We _____ (have) a picnic by Langanno Lake, which was our favorite place for a picnic. My father and many other people _____ (swim) in the lake. My brothers _____ (walk) along the shores of the lake for bird watching. Some people _____ (sunbathe) on the sloping sandy beaches. Others _____ (take) a boat trip. My mother and I _____ (sit) by the shore of the lake and we _____ (watch) the scene. I _____ really (enjoy) that trip.

Activity 7: Fill in the blanks in the following sentences with the simple past or past continuous form of the verbs in parentheses.

1. I (sit) in a café when you (call).
2. When I (turn back), I (see) a strange man behind me.
3. While you (play) in the garden, I (study) English.
4. As I (walk) to school, I (see) Hikma with her mother.
5. While they (work) in the kitchen, someone (break) into the house.
6. What (they/do) at 10pm last night - it was really noisy?
7. When I (be) a child, we (live) in the countryside.
8. The thief (not/know) that I (watch) him while he was taking my phone.
9. When you (arrive) at the party last night, who (be) there?
10. She (not/feel) well when I (visit) her yesterday.

Section Six: Writing

Lesson 11

Activity 1: Discuss these questions with your partner.

1. Which season does each picture below show? How do you know?
2. Which part of Ethiopia do you think each picture refers to? Why?



Use your answers to the questions above and write at least two sentences about each picture.

Picture 1

1. _____

2. _____

Picture 2

1. _____

2. _____

Picture 3

1. _____

2. _____

Picture 4

1. _____

2. _____

Picture 5

1. _____

2. _____

UNIT THREE

TRAFFIC POLICE OFFICERS



Learning Outcomes

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

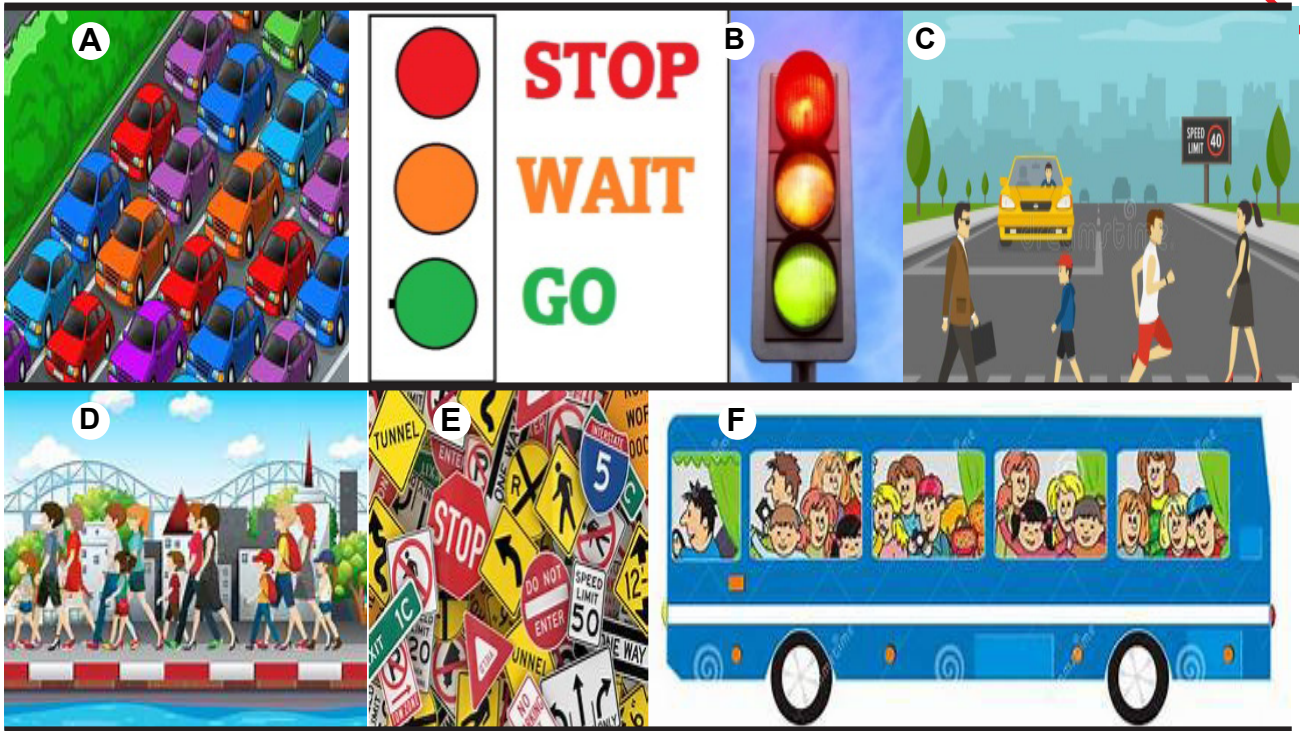
- take notes of the main ideas and details from the reading and the listening texts;
- tell the meaning of words as used in the reading and listening texts;
- respond to the information in the reading and listening texts;
- Identify the form, meaning and use of the present perfect tense;
- write their own sentences using new words learnt from the listening and the reading texts, and
- write a short paragraph about the responsibilities of traffic police officer

Section One: Listening

Lesson 1

Activity 1: What do you think each picture is about?

Discuss with your partner.



Activity 2: Match the words with the pictures. Write the letters of the pictures in the blanks.

1. Pedestrians _____
2. Traffic jam _____
3. Zebra crossing _____
4. Traffic signals _____
5. Passengers _____
6. Traffic lights _____

Activity 3: Discuss these questions with your partner.

1. Have you ever seen traffic officers? Where? When?
2. What kind of clothes do the traffic police officers in your area wear?
3. What do you think the traffic police officers in these pictures are doing?



Activity 4: Your teacher will read to you a short story about a traffic officer. Listen carefully and fill in the table with correct information from the story.

Name	
Occupation	
Age	
Time to get up	
Workplace	
Clothes to wear	
Patrols on	
Major duty is to control	

Lesson 2

Activity 5: The words and phrases under Column 'A' are taken from the listening text. Listen to the text again and find their meaning from Column 'B'.

	A	B
1	street	A. vehicles and pedestrians moving along on a road or highway
2	get up	B. an unexpected or sudden happening causing loss or injury
3	put on	C. special clothes dressed by people belonging to the same organization
4	uniform	D. a public road in a city or town, typically with houses and buildings on one or both sides:
5	traffic	E. wear; to dress oneself with a clothing
6	accident	F. wake up

Activity 6: Fill in the blank in the following sentences with words or phrases given in the box below.

emergency	traffic	license	colleagues
speed limits	passengers	pedestrians	put on
zebra crossing	plate	gets up	

1. He never _____ before eight.
2. It is cold outside. You need to _____ some thick clothes.
3. Breaking the _____ will put drivers at risk of accident.
4. It is illegal to use the fire alarm except in case of _____.
5. Two of the _____ in the car sustained serious injuries.
6. Road _____ includes the movement of vehicles and people along a road.
7. All vehicles should stop at a _____ and allow _____ to cross the road safely.
8. The officer cancelled the driver's _____ because it was not renewed.
9. The traffic police stopped the driver and stripped him of his license _____.
10. She patrols the main streets of the city together with her _____.

Activity 7: Get into a group of four and discuss the following questions.

1. Have you ever seen a female traffic officer? What does she do?
2. Do you want to be a traffic officer when you grow up? Why/Why not?
3. Do you like wearing a uniform at school? Why/Why not?

Section Two: Reading

Lesson 3

Activity 1

1. **Look at the traffic officers in these pictures. What do you think they are doing in each picture? Discuss with your partner. Use these words/phrases to help you.**
 - Checking ...
 - ... training
 - Directing ...
 - Removing ...
 - Speed enhancement officer
 - ... by a motorcycle



2. What do you think the reading passage is mainly about? Choose from the given alternatives:

- A. The life of all traffic officers
- B. A day in the life of one traffic officer
- C. Duties of traffic officers

3. Now read the passage below and check your answer.

1. Traffic officers, are employed individuals who conduct general operations on roads throughout cities and towns. The traffic police are very well-known figures in towns and cities. Traffic policemen and policewomen are types of police officers who work on the roads, maintaining the traffic in order.
2. Traffic police officers help keep people safe when they are walking, riding and driving. Some police officers patrol in cars or on motorcycles. They also walk in pairs to monitor road users: pedestrians, motorists, cyclists and drivers. They put on a special type of uniform. In many countries, they use bicycles, especially in parks; others use boats; some even ride horses!
3. Traffic police officers are typically responsible for keeping an eye on speeding drivers as well as those who disobey traffic rules in general. They are also called upon during emergency and when a traffic light goes out and the traffic needs to be regulated manually. Traffic

officers enforce the rules of the road and signs. They ensure that all road users including pedestrians use our roads in an orderly and safe manner. The main purpose of traffic officers is to ensure the safe and free flow of traffic to prevent road crashes and deaths on our roads.

4. A traffic officer uses a whistle to draw the attention of the drivers and passersby. If any driver goes against the rules, the officer blows his/her whistle and stops the driver. He/she then challenges the driver accordingly. As soon as the officer raises his/her hand across a road all the vehicles passing along that road stop at once and the passersby are allowed to cross the road safely. Next, he/she extends his/her hand in another direction and the traffic on that road comes to standstill and the stopped traffic on the previous road starts moving on. This goes on for the whole day.
5. A good traffic officer must be well-aware of all laws and regulations related to vehicle traffic, and stay observant and alert for anyone breaking the law. Additionally, traffic policepersons usually need to be excellent drivers as well, in order to be able to detain suspects in cases where they need to be chased in a vehicle.
6. To conclude, traffic police officers perform vital roles in keeping roads and streets safe through watching for troubles of various kinds, directing traffic, and finding out how an accident happened. They make sure people obey traffic laws. The duty of the traffic police officers is very hard because they have to stand under the scorching sun or in heavy rain for long hours of duty.

Activity 2: Answer the following questions according to their instruction.

Which paragraphs of the passage answer the following questions?

1. What are traffic officers?
 - A. Paragraph 3
 - B. Paragraph 2
 - C. Paragraph 1

2. What do traffic officers do?
 - A. Paragraph 1
 - B. Paragraph 2, 3, 4, 6
 - C. Paragraph 2
3. What does a traffic officer need in order to be a good officer?
 - A. Paragraph 5
 - B. Paragraph 6
 - C. Paragraph 4

Activity 3: Find in the passage the answers to the following questions. Then work with your partner and compare your answers.

1. How do police officers patrol in the town or city?
2. Who are the road users mentioned in the passage?
3. How do traffic officers control traffic when there is no traffic light?
4. Why do traffic officers use a whistle?
5. What do traffic officers do with their hands?

Activity 4: Are the following statements true or false according to the passage?

1. Traffic officers are not police officers.
2. 'Traffic policepersons' refers to both male and female police officers.
3. Being a traffic officer is not an easy job.
4. Traffic officers put on plain clothes at work.
5. Traffic officers monitor drivers, not other road users.

Activity 5: Answer the following questions in writing. Then discuss your answers in a group of four.

1. Why do you think traffic officers wear uniforms?
2. Have you seen a driver breaking a traffic rule? Tell your group what you saw.
3. Have you or your friends ever broken a traffic law? Explain the details to your group.
4. Imagine that you are a traffic officer. Write an advice sheet on road safety for your school children.
5. Work in a small group. Compare your advice sheet with your group members. Together, prepare one group advice sheet and read it out to your class.

Advice sheet
on road safety
for school children

1. Always look left and right.
2. Do not run across the road.
3. _____
4. _____
5. _____
6. _____

Section Three: Vocabulary

Lesson 4

Activity 1: Match the words 1 to 8 with the pictures A to H.

1. passersby _____
2. whistles _____
3. motorist _____
4. traffic _____
5. traffic police officer _____
6. cyclist _____
7. police officer _____
8. driver _____



Activity 2: Fill in the blanks in the following sentences with words/phrases from the box.

disobey	traffic signs	traffic laws
alert	keep an eye on	traffic
rides	obey	goes out
suspects		

1. If you continue to _____ school rules, you will be punished.
2. The driver is pursued again by the police for breaking _____.
3. Traffic officers expect road users to _____ traffic laws strictly.
4. Traffic officers should be _____ to ensure that road users including pedestrians use the road safely.
5. Look, this young police officer is directing the _____ at the cross road very well.
6. Our teacher doesn't take a taxi to work. Instead, he _____ his motorcycle.
7. Thieves broke into Bona's shop last night. The police have detained three _____.
8. Whether we are driving or walking, we must pay attention to the _____ on the road.
9. If the electricity _____ in the city, traffic lights won't work.
10. Police are urging residents to _____ anything suspicious.

Section Four: Grammar

Lesson 5

Activity 1: Read the text below. Pay attention to the underlined verbs.

My name is Yomi. I am a Grade 6 student. There is no school today, but I and my brother Ali have been busy helping our mother with the housework since morning. We have done some activities already. Ali has cleaned the house and the garden. I have cleaned the kitchen, and I have done the washing-up. Our mother has cooked the lunch, but she hasn't gone to the shop to buy coffee and sugar. Our mother has told us to wash our uniforms, but we haven't washed them yet. We are going to wash them after we have had our lunch.

Grammar highlight

In the above text, the underlined verbs are present perfect tense. The present perfect is formed with have /has + the past participle form of the verb.

Example:

We have been busy since morning. (...have + been...)

My mother has cooked lunch (... has + cooked...)

Activity 2: Answer the following questions. Use the present perfect tense.

1. What have Yomi and Ali been busy with since morning?

2. What have they done already? _____
3. What has Ali cleaned? _____
4. What has Yomi cleaned? _____
5. What else has Yomi done? _____
6. What has their mother done so far? _____
7. Has she bought coffee and sugar yet? _____
8. What has their mother told them to do? _____
9. Have they washed their uniforms yet? _____
10. When are they going to wash their uniforms? _____

Activity 3: Study the example below. Then rewrite the sentences in the same way as in the example.

Example:

They have been busy with housework.

- **Negative:** They haven't been busy with any housework.
- **Yes/No Question:** Have they been busy with the housework?
- **Wh-Question:** Who have been busy with the housework?

1. Yomi and Ali have done some activities already.
 - Negative: _____
 - Yes/No Question: _____

- Wh-Question: _____
2. Ali has cleaned the house and the garden.
 - Negative: _____
 - Yes/No Question: _____
 - Wh-Question: _____
 3. Yomi has cleaned the kitchen.
 - Negative: _____
 - Yes/No Question: _____
 - Wh-Question: _____
 4. Yomi has done the washing-up.
 - Negative: _____
 - Yes/No Question: _____
 - Wh-Question: _____
 5. Yomi and Ali's mother has cooked the lunch.
 - Negative: _____
 - Yes/No Question: _____
 - Wh-Question: _____
 6. She has told them to wash their uniforms.
 - Negative: _____
 - Yes/No Question: _____
 - Wh-Question: _____

Activity 4: Read the text about a student's experience in Bishoftu. Discuss with your partner and underline the present perfect forms used by the student to tell her experience.

Our school arranged a trip to Bishoftu last week. We have been to many interesting lakes there. We have visited Bishoftu Lake. The view of this lake is very beautiful. We have also seen the Hora Lake. We have seen many birds in the trees, and we have heard them singing and chirping. We have visited the Babogaya Lake as well. It has a very spectacular view. We have seen people taking a boat trip on the lake. Finally, we have been to Dr. Artist Lemma Guya's Art Gallery. It is full of the artist's great works of creativity. All in all, we have enjoyed our trip to Bishoftu so much.

Note: We can use the present perfect tense to talk about experiences.

Example:

- We have been to Bishoftu for a trip.
- We have seen many interesting places.
- We have enjoyed our trip to Bishoftu.

Activity 5: Put the verbs in parentheses into the present perfect. Then read the story to your partner.

We _____ (be) to Hawasa for a trip recently. We _____ (visit) many places in the city such as the Hawassa Lake, Tabor Mountain, and a park. The Hawassa Lake is located at the city. We _____ (see) a lot of boats and tourists. Our teacher _____ (tell) us that there are hippos in the lake, but we _____ (not/go) to where the hippos are found. At the lake, we _____ (enjoy) the fish market, and we _____ (also/eat) fresh fish. Right on the lake, there is a park where we _____ (watch) some animals and birds. A local man _____ (train) some monkeys to sit on the shoulders of tourists and eat cookies. The Tabor Mountain is found in the middle of the city. We _____ (not/walk) up the mountain though. A local boy _____ (inform) us that there is a church at the top of the mountain.

Activity 6: Work with your partner and tell each other your experiences. Take turns to be student 'A' and student 'B'.

A: Have you been to another place recently? Where have you been?

B: _____.

A: _____.

B: How long have you stayed there?

A: _____.

B: Have you made new friends there?

A: _____ . What about you?

B: _____.

A: Have you enjoyed your vacation?

B: _____ . Have you?

A: _____.

Activity 7: Put the words in brackets into the present perfect tense.

1. Up to now I have visited Bishoftu and Hawasa. (visit)
2. 'Anchote'? (you ever eat)
3. I to Muna since September. (not write)
4. I saw her in May, but I her ever since. (not see)
5. Abdi a bicycle. (never ride)
6. I them for many years. (know)
7. My father.....all over the country. (travel)
8. We lots of exciting experiences in Bishoftu. (have)
9. Sifan still my letter. (not answer)
10. Yusuf for Harar? (already leave)

Activity 8: Fill in the blanks in the following dialogues with present perfect or simple past tense. Take turns and practice the dialogue.**Example:**

- i. We _____ our exams yesterday. (finish)
We finished our exams yesterday. (reference to a specific time in the past)
 - ii. We _____ our exams.
We have finished our exams. (no reference to a specific time)
1. A: _____ any game recently? (play)
B: Yes, I have. I _____ football last week. (play)
 2. A: Can you finish your assignments before you go to sleep?
B: I _____ (already/finish) them. I _____ (finish) them an hour ago.
 3. A: Have you ever seen traffic lights?
B: Yes, I _____. I _____ (see) them in Finfinne last year.
 4. A: I guess your sister lives in Finfinne. _____ her during your stay there? (meet)
B: Yes, of course. I _____ at her home for two days. (stay)
 5. A: We are going to watch the new movie in the afternoon. Would you like to join us?
B: Thanks, but I ____ (already/see) it. I ____ (watch) it a few months ago.

Section Five: Speaking

Lesson 6

Telephone Conversations

Activity 1: Look at the picture below and answer the questions.

1. What does the picture show?
2. Who is the caller, speaker 1 or speaker 2?
3. Who is the receiver, speaker 1 or speaker 2?
4. How will the receiver answer the caller's question?



Activity 2: Practice the telephone conversation below. Take turns to be speaker 'A' and speaker 'B'.

- A: Hello?
B: Hello. Can I speak to Hawi, please?
A: Speaking.
B: Hi. This is Hiwot.
A: Hi, Hiwot. What's up?
B: Koketi is sick.
A: That's a bad news!
B: Em... How about going to see her?
A: That's a nice idea! What time shall we meet?
B: How about at two?
A: Sounds good. Let's meet at the bus stop.
B: Okay. See you then!

Activity 3: Study the list of useful phrases below. Complete the conversation with the phrases from the box. Then, practice the conversation with your partner.

this is _____ can I take a message sounds good	may I speak to who' calling I'll call back later	just a moment, please good speaking what's up
--	--	---

- A: Hello?
 B: Hello. _____ Firomsa, please?
 A: Sorry, he's not here. _____, please?
 B: _____ Amir speaking, Firomsa's friend.
 A: Hi, Amir. _____?
 B: No, thank you. _____.
 A: Okay, bye.
 B: Bye
 (After a few hours)
 A: Hello?
 B: Hello? Can I speak to Firomsa?
 A: _____.
 B: Hi, Firomsa. This is Amir.
 A: Hi, Amir. _____?
 B: Let's play football at the school pitch.
 A: _____. What time?
 B: How about at two?
 A: Okay! See you at two.
 B: Bye.

Activity 4: Match the phrases under 'A' with their meanings under 'B'.

A	B
1. Pick up the phone	A. connect by telephone with someone else
2. Call back	B. end the telephone call by breaking the connection
3. Hang on/ Hold on	C. speak louder
4. Put through	D. answer the phone call
5. Hang up	E. return a phone call
6. Speak up	F. wait for a short time

Activity 5: Fill in the blanks in the text below with the appropriate phrases in the table. Compare your answers with your partner.

hang up	is ringing
dialing the number	pick up
on hold	busy signal

When someone calls you, the phone makes a sound; we say the phone _____. If you are available, you _____ the telephone or answer the telephone, in order to talk to the person.

When you want to make a phone call, you start by _____. Let us imagine that you call your friend, but she is already on the phone with someone else. You will hear a _____, a beeping sound that tells you the other person is currently using the phone.

Sometimes, when you call a company, they put you _____. This is when you wait for your call to be answered - usually while listening to music. Finally, when you have finished with the conversation, you will _____.

Telephone Conversation Useful Phrases

<p>Answering the phone:</p> <ul style="list-style-type: none"> • Good morning/Good afternoon/ Good evening/ Hello! • (This is) speaking. • How can I help you? /May I help you? <p>Asking for the caller's name:</p> <ul style="list-style-type: none"> • Who's calling, please? • Could I take your name, please? • Can/May I have your name, please? <p>Introducing yourself:</p> <ul style="list-style-type: none"> • Hello! This is calling from • My name isI'm calling from <p>Asking for someone or something:</p> <ul style="list-style-type: none"> • Could/May/Can I speak toplease? • I'd like to speak to, please. • Could you put me through to, please? • I am just calling to say... <p>Connecting someone (putting someone on hold):</p> <ul style="list-style-type: none"> • One moment, please/ Just a moment, please. • Please hold on. I will get you through him. • Could you hold the line, please? 	<p>Taking a message:</p> <ul style="list-style-type: none"> • I am sorry, is out at the moment. Can I take a message? • Would you like to leave a message? • Can I give him/her a message? • I will tell him/her that you called. <p>Leaving a message with someone:</p> <ul style="list-style-type: none"> • Could you tell her that called? • Could you ask her to call me when she is back? • My number is... • No, that is okay. I will call back later. <p>Problems/Making special request:</p> <ul style="list-style-type: none"> • I'm sorry, I don't understand. Could you repeat that, please? • I'm sorry, I can't hear you very well. • Could you speak up a little, please? • I'm afraid you've got the wrong number. • I'm so sorry. The line is very bad this end. • Could I ask you to repeat your name,
---	--

<ul style="list-style-type: none">• Please, hold the line. <p>Explaining absence:</p> <ul style="list-style-type: none">• I'm afraid Mr/Ms isn't in at the moment.• I'm sorry; he's in a meeting at the moment.• I'm afraid he's on another line at the moment.• I am sorry you have dialed a wrong number.	<p>please?</p> <ul style="list-style-type: none">• Sorry, I didn't quite catch that. Could you say your name again, please? <p>Finishing a conversation:</p> <ul style="list-style-type: none">• Thanks for calling. Bye for now.• Thank you for calling. Have a nice day!• I need to hang up now.• I'll talk to you soon. Bye.
---	---

Section Six: Writing

Lesson 8

Activity 1: Answer the following questions about police officers.

Write your answers in complete sentences.

1. Who are traffic police officers?
2. Where do they work?
3. What are they responsible for?
4. How do they move when they are on duty?
5. What do you think is necessary for a good traffic police officer

Activity 2: Now, use your answers to the above questions and write a short paragraph about traffic police officers.

Traffic Officers

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 3: Match the meaning of the colors and signs under 'A' with their explanations under 'B'.

A	B
1. Green means 'go'.	A. When the signal turns yellow, vehicles should slow down and prepare to stop.
2. Red means to 'stop'.	B. You must cross the road only if this symbol turns green. Look to your left and right and check for vehicles.
3. Yellow means to slow down.	C. If the sign says 'Don't Walk' or if the walking man symbol turns red.
4. The walking man symbol is for pedestrians.	D. Only when the signal turns 'green', vehicles move ahead.
5. Never cross the road ...	E. When the signal turns red, all the vehicles have to stop.

Activity 4: Imagine that you are a traffic police officer. Use your answers to Activity 3 above and write a short paragraph for school children about traffic lights and signs.

Traffic Lights and Signs

School children must know about basic road safety rules. For example, they must learn about the traffic lights and signs.
.....
.....
.....
.....

UNIT FOUR

FARM ANIMALS



Learning Outcomes

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

- take notes for details in the listening texts;
- construct meanings from the listening texts;
- identify the main ideas of the reading text;
- write their own sentences using unfamiliar words from the listening and the reading texts;
- write a short paragraph about farm animals;
- identify function and meanings of modals and use them in contexts.

Section One: Listening

Lesson 1











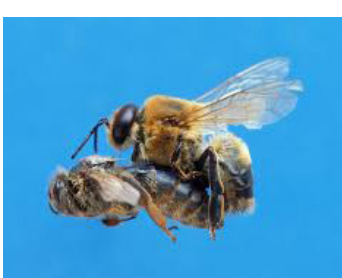

Listening

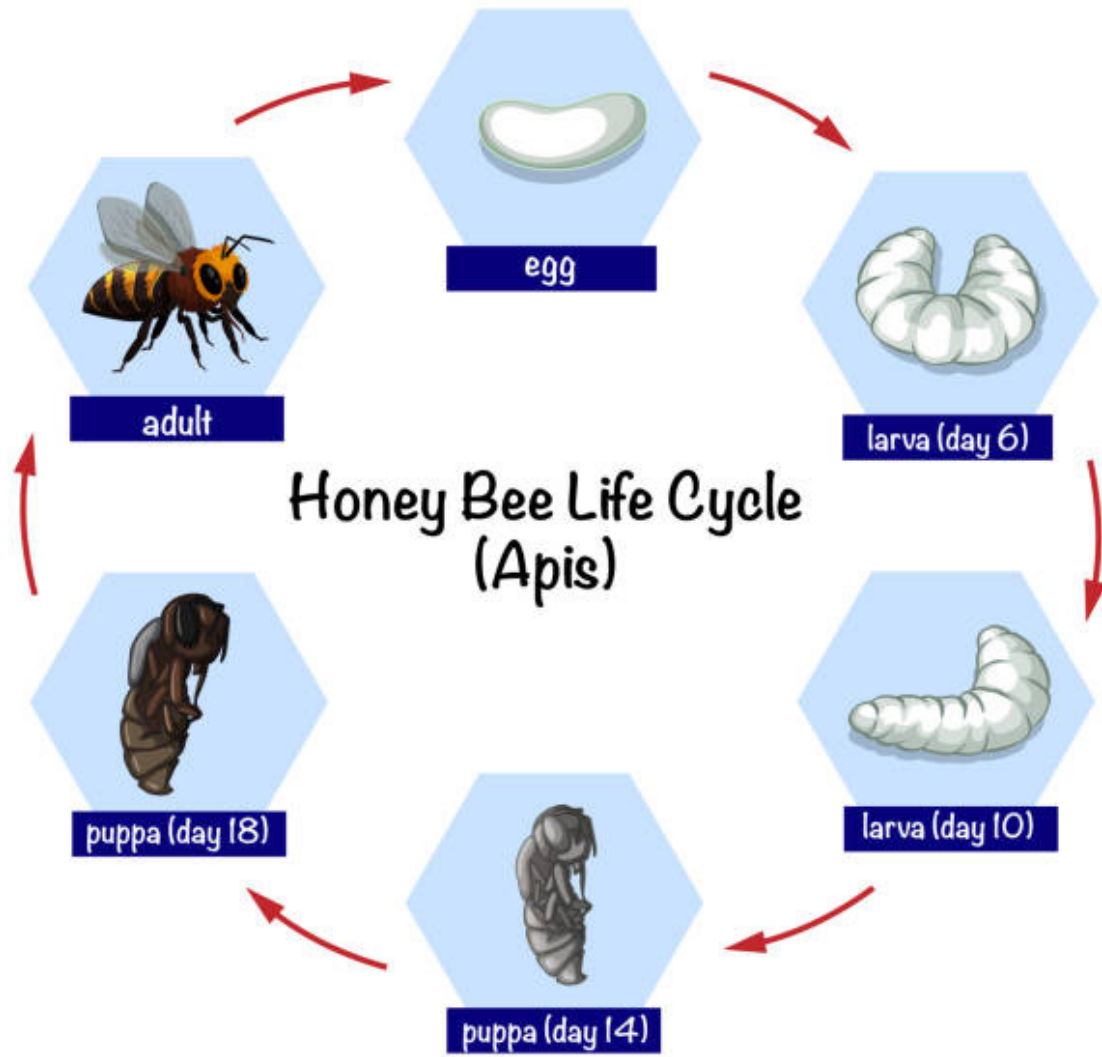
Activity 1: In a group of three, discuss pictures 1-12 in the table below and report your ideas to the class.

1. Do the bees in the table have some connections with farm animals? How?
2. In terms of their physical appearance, what differences do you observe among the bees in pictures 1, 2, 3 and 4? Look at their heads, wings and abdomens (back part of their body).

- a. What is the bee in picture 1 called?
- b. How about the bee in picture 2?
- c. What is the bee in picture 3 called?
3. What are bees in pictures 5-7 doing? Which bee does each of them look like? Is it the bee in picture 1, 2, or 3?
4. What are the bees in picture 8 called?
5. How are pictures 9 and 10 related to honey bees? What are they called and used for?
6. How are pictures 11 and 12 related to bees in pictures 1-3? Can you name:
 - a. The bees in picture 11?
 - b. What has been shown in picture 12?
7. What does the life cycle picture of bees inform you?

Honey Bees

No	Picture	No	Picture	No	Picture
1		5		9	
2		6		10	
3		7		11	
4	 <p>Queen Worker Drone • Female • Male</p>	8		12	



With your English teacher, check your answers to questions 1-7 above.

Activity 2: What do the words in the following table mean? Your teacher will help you if you do not know their meanings.

1	castes	4	sustain	7	ventilate	10	outdoors	13	sting
2	forage	5	grub	8	function	11	stinger	14	eject
3	colony	6	perform	9	limited	12	diversity		

Activity 3: Complete the following sentences with appropriate words from the listening text.

1. A bee colony has three kinds of classes: the queen, workers, and _____.
2. A _____ does not gather pollen or nectar. It only mates with the queen bee.
3. The worker bees communicate about food source through _____.

Activity 4: Complete the table using words or phrases from the listening text.

Division of Labor among Honey Bees

No	Types of tasks to be performed	Performer (Who Performs)
1	Cleaning the hive, feeding the queen, the young and drones	_____
2	_____	Experienced bee workers
3	Defending the colony from enemy	_____
4	Keeping the bees' generation to continue	_____

Activity 5: Based on the information in the listening text, answer the following by underlining either True or False.

1. Each bee in a bee colony performs specific task. (True, False)
2. The drone is the largest of all bees in the colony. (True, False)
3. Usually, there is one queen in a bee colony. (True, False)
4. The queen bee always mates with drones of her own colony. (True, False)

Activity 6: Answer the following questions by choosing from the given alternatives.

1. The nurse bees are:
 - a. the drones
 - b. the larvae
 - c. the workers
 - d. the queens in different colonies
2. The stages in the life cycle of bees are:
 - a. One
 - b. Two
 - c. Three
 - d. Four

Lesson 2

Activity 7: In a group of three, answer the following questions and report to class.

1. What good lessons have you learned from the bee colony?
2. How can farmers assist the bees with their honey production?
3. How can the lives of the bees be sustained in the future?









Section Two: Reading

Lesson 3

Reading Comprehension

Activity 1: Based on pictures in the table below, answers questions 1-3 individually. Then, discuss them in a group of three. Finally, report your answers to class.

Farm Animals

No	Picture	No	Picture	No	Picture
1		4		7	
2		5		8	
3		6			

1. What are farm animals?
2. Where do the farm animals live and why?
3. Complete the table below by naming the animals in the table above and explaining what they are used for.

Farm Animals and Their Utilization

Picture No	Animal's Name	What it is used for
1		
2		
3		
4		
5		
6		
7		
8		

After reading the passage, answer the questions that follow. To make reference easier, paragraphs have been numbered 1 to 9 for you.

Farm Animals

1. Most farms are businesses that raise animals and produce food to be sold to individuals, restaurants, supermarkets, and other businesses. Some of the food grown on farms also feeds the animals on a farm. A visit to a farm **might include** meeting many different animals that live there including cows, chickens, horses, sheep, goats and donkeys. Horses **may** also **reside** on a farm but are usually used to help with the work, though most farmers use machines on modern farms.
2. Cows are usually raised to produce milk or beef. Dairy farms usually keep many cows and **will milk** them two or three times each day and then sell the milk. A cow **may eat** up to 100 pounds of food each day and drink about 50 gallons of water. Cattle that are raised for beef are not milked, but they are given special care to help them grow into a certain size and then are sent to a different market facility.
3. Goats are other animals kept on farms and raised for their milk. They eat hay or grass and spend time in a fenced pasture during the day but are milked twice each day.
4. Pigs that are raised on farms are usually kept indoors and carefully cared for by the farmer. A female pig is called a **sow** and a male pig is called a **boar**. An average pig **can grow** to weigh between 600 and 900 pounds, but some **can weigh** as much as 1,000 pounds. Once large enough, a farmer **will sell** the pig.

5. The chickens on farms are used for either eggs or meat. Chickens on a farm are kept in a chicken house but do have an outdoor area for wandering. Female chickens are called **hens** and produce eggs collected by the farmer and sold to markets. A male chicken is called a **rooster** and is needed for a farmer who decides to raise chicks.
6. Sheep may be raised by farmers for their wool. They need hay or grass to eat and lots of fresh, clean water to drink, plus special minerals to help keep them healthy. Sheep-shearing usually takes place every spring on a farm. The shearer uses a special shear to give the sheep a haircut for removal of the wool to sell it.
7. Horses live on farms but are not used for producing milk or meat. The horses live in a pasture or in a stable. The farmer takes care of those that live in a stable, feeding them and keeping them clean. Those that live in the pasture are in a natural setting and eat and run around in a large fenced area. Farmers still check on the horses in the pasture to make sure they stay healthy. A horse **can help** farmers with many chores and can be used for transportation on the farm.
8. An animal that resembles a horse is the donkey. However, they have needs and behaviors. Donkeys on farms often have a friendly personality. Some farmers use them to guard the farm because the donkeys often feel protective of other farm animals. Donkeys eat hay and grass.
9. In summary, there are many kinds of animals that live on a farm. Most are used by farmers to produce food such as meat, milk, eggs, and wool. Other animals such as horses and donkeys can be used to help the farmer with the chores.

Slightly adapted from: https://www.softschools.com/language_arts/reading_comprehension/science/545/farm_animals/

Activity 2: Based on information in the reading passage, answer questions 1-9.

1. This passage mainly discusses:
 - a. What farmers are doing on their farm
 - b. What are found on a farm

- c. Why farm animals are raised
- d. Types of meat obtained from farm animals
2. What do you find on a dairy farm?
 - a. Meat
 - b. Milk
 - c. Chickens
 - d. Pigs
3. Which statement is true?
 - a. Cattle raised for beef are milked.
 - b. Goats are milked.
 - c. Horses are used for milk or meat.
 - d. On a farm, donkeys are not friendly.
4. Which animal is mainly raised for its hair?
 - a. Rooster
 - b. Sheep
 - c. Pig
 - d. Donkey
5. Which paragraph summarizes the main points in the passage?
 - a. 1
 - b. 5
 - c. 9
 - d. 8

What do the following words refer to?

6. **there** in paragraph 1
7. **they** in paragraph 2
8. **who** in paragraph 5
9. **them** in paragraph 6

Lesson 4: Vocabulary

Activity 3: Words in Column "A" in the table below are taken from the reading passage. Match them with their meanings in column "B".

No	Column A: Words	Column B: Meaning
1.	Hen	a. Male chicken
2.	Shear	b. An area of land where crops and animals are grown

- | | |
|-------------|-------------------|
| 3. Rooster | c. Examine |
| 4. Farm | d. Female chicken |
| 5. Sow | e. Look like |
| 6. Check on | f. Cut hair |
| 7. Resemble | g. Male pig |
| 8. Reside | h. Tasks |
| 9. Boar | i. Female pig |
| 10. Raised | k. Meat of a cow |
| 11. Beef | l. Live |
| 12. Chores | m. Meat of a pig |
| | n. Grown |

Lesson 5: Opinion Questions

Activity 4: Answer the following questions individually and then discuss them in a group of three.

1. Are there similarities and differences between the way farm animals are raised in the passage and the way they are actually raised in practice?
2. Would you like to exercise "raising farm animals" as one source of income generation in your life in the future? Explain this.
3. In your opinion, of all farm animals discussed in this passage, which one or ones best serve people? Why?

Section Three: Modal Verbs

Lesson 6

Activity 1: Sentences 1-4, below, are taken from the listening text and sentences 5-11 are picked from the reading passage treated in this unit. Read them and answer the questions that follow.

1. The queen bee is the only member of the colony which **can lay** fertilized eggs.
2. The queen lays fertilized eggs which **may reach** up to 2,000 within a single day.
3. Experienced bees ... **can go** out to field and forage for pollen grain, nectar and water.
4. You **may wonder** about how these small worker bees communicate to accomplish such complex activities.

5. A visit to a farm **might include** meeting many different animals....
6. Horses **may** also **reside** on a farm....
7. A cow **may eat** up to 100 pounds of food each day
8. An average pig **can grow** to weigh between 600 and 900 pounds, but some **can weigh** as much as 1,000 pounds.
9. ... once large enough, a farmer **will sell** the pig.
10. A horse **can help** farmers with many chores and can be used for transportation on the farm.

Now, answer the following questions.

1. What does the verb in bold in each sentence communicate to you? Does it explain **ability, possibility or certainty**?
2. How many parts does the verb in bold in each sentence have?
3. What is the first part of the verb called? How does it function?
4. What is the first part of the verb in each sentence followed by?
5. Does the first part of the verb change its form with singular or plural number or with first, second or third person?
6. Can you list down some other verbs with similar features?

May, might, will, would, can, could, shall and should

In your daily interaction with people, you communicate what you want to do or other people to do for you as follows:

Functions of Modal Verbs with Example Sentence

No	What you want to do or other people to do for you	How you share that desire with others (Example Sentences)
1	ask people to do something for you	Could you return my book, please?
2	express your willingness to help others	Mum, may I help you with cleaning the house?
3	ask others to allow you to do something	May I come in, please? Could I borrow your book?
4	advise others not to do or to do something	To stay healthy, you should eat more vegetables.
5	report your present or past abilities	When I was a boy, I couldn't speak English. But now, I can for I have studied it well.

6	draw a conclusion (deduce)	It is cloudy today; it might rain tonight.
7	express possibility	I could/may/might be late for school today because I did not wake up early.
8	express past habit	When I was a boy, I would wash my body in a river.
9	express certainty	Once the pig is large enough, a farmer will sell it.
10	promise something	I will visit you on your birthday.
11	Suggest something	Shall we start class early tomorrow?
12	Advice	I have won the scholarship I applied for. But I have no enough money to go now. What shall I do?
13	Express offer	Shall I copy this schedule for you?

From example sentences 1 to 13, you understand that:

1. a modal verb is followed by infinitive without to (bare infinitive) as in:
should eat *couldn't* speak *might* rain *will* visit *would* wash
2. the negative marker "not" is added on the modal ;
Examples: **couldn't** speak, **may not** come, **will not** visit, etc.
3. In question formation, the modal verb comes before the subject as in:
May I come...? **Could** I borrow...? **Shall** we start...? **Will you visit us..., etc.?**
4. the same modal verb can be used for different purposes and with different tenses (past, present or future) as in:
 - a. It **could** rain tomorrow, (possibility)
 - b. When I was little, I **couldn't** write well. (past ability)
 - c. **Could** I borrow your pen please? (permission)

Now, it is your turn to practice the different functions of modal verbs.

Activity 2: Matching

Sentences in column "A" in the table below are written with modal verbs. Match these modal verbs with their functions indicated in column "B". On the left, additional descriptions of contexts in which the modal verbs are used have been given.

Matching Activity

No	Context	Column A: Sentences Constructed	Column B: Language Functions: to express	
1	Your teacher is in need of the exam coordinator's help. You are asking your teacher to call him the exam coordinator. You said,	Teacher, may I call the exam coordinator for you?	a	possibility
2	It is Sunday on which your friend visits you. Somebody is knocking at the door. Before opening the door, you talked to yourself saying:	It may be my friend.	b	promise
3	Your friend living abroad informed you to buy and send you a lap top for you. He said:	I will buy and send you a new brand lap top.	c	permission
4	You asked your teacher to allow you to sit with your friend. You said:	Teacher, may/can I sit with my friend?	d	offer
5	You are in a restaurant to eat your lunch. You asked the waiter saying:	Could I have the menu, please?	e	certainty
6	You are informing some students who eat so much chocolate. You said:	You should not eat so much chocolate.	f	request
7	Last Sunday, you were able to see the film because the cinema was open. You share this to your classmates saying:	I could see film last Sunday because the cinema was not closed.	g	advice
8	This semester you have studied well and you are thinking of getting good grades. You said:	In this semester, I will get good grades.	h	suggestion
9	You are now at home after school. Your sister is asking you saying:	Shall I make you tea?	i	ability
10	You and your brother have planned to leave for Addis at 8:00 a.m. It is now 1:45. You said:	Shall we leave now?	j	deduction
11	Your mother is preparing for a holiday. She is asking you saying:	Shall we invite your friends to lunch on the holiday?		
12	This year, there is good rain throughout the country. Thus, farmers say:	We may have good harvest this year.		

Activity 3: In sentences 1-7, indicate the functions of the verbs in bold by underlining the appropriate one from the options given.

1. If the waiter at a restaurant asks you saying, "Would you like some more tea?" what is he expressing? (invitation, offer, request, suggestion)
2. **Would** you let me **know** as soon as possible? This is _____ (invitation, request, offer, suggestion)
3. **Would** you **mind** if I **open** the windows? This is _____ (invitation, request, permission, offer)
4. I **will cook** tonight. It is my turn. This is _____. (invitation, offer, request, suggestion)
5. **Can** you **speak** Afan Oromo? This is _____. (Permission, request, ability, suggestion)
6. These figures look odd. There **may be** a mistake. (possibility, permission, ability, suggestion)
7. **Shall** we **visit** some historical places during vacation? (permission, offer, suggestion, invitation)

Modals of Deduction (Conclusion)

Must, can't, couldn't, should, may, might and **could** are used to make conclusions (deductions) about events in the present. The conclusions made with these modal verbs indicate different degrees of certainty (sureness) as shown in below.

Modal Verbs of Deduction (Conclusion)

No	Modals	Deduction: Example Sentences	Meaning
1	Must	He must be a teacher. He is carrying a whiteboard marker and cleaner.	Almost certain
2	Can't	She can't be in the library. It is closed.	
3	Couldn't	A boy to his friend at school: My mother couldn't be at home now. She usually goes shopping on Tuesday morning.	

4	Should	It is a two hours exam which began at 8:00 am. It is now 10:00 a.m. It should be over by now.	Expected to be certain
5	May	We may go to the party; we haven't decided yet.	May be certain (possibility)
6	Might	It is cloudy today. Take an umbrella. It might rain .	
7	Could	A boss to his driver: There is heavy traffic today. Driver: Yes, it could be due to the holiday.	
8	Can	Visiting wild animals is interesting. But moving closer to them can be dangerous.	General possibility

Note:

When we make conclusions about events in the present, we use:

- must** if we are sure something is true;
- Can't** or **couldn't** if we are sure that something is impossible;
- Should** if we expect something to happen with more certainty;
- May** (not), **might** (not) and **could** if we are less certain about the occurrence of the event;
- Can** for general possibility.

Activity 4: Complete the following sentences with correct modal verbs of deduction (must, can't, couldn't, should, may (not), might (not), can or could). Where possible, a word may be used more than once.

- In big cities like Finfinne, the cost of living _____ be very high.
- Guest: Where is the director's office?
Guard: It is over there. But it is closed. He _____ be around because his car is parked near the gate.
- The guests left 20 minutes ago. They _____ be in Finfinne yet. It takes an hour to drive there.
- It is the eve of a holiday. Many students _____ go to school.
- I took my car to the mechanic yesterday. He said that he would fix the problem within a day. So, my car _____ be ready by now.
- She's not answering. She _____ be in class.

Section Four: Speaking

Cows are sources of milk and meat. Because they provide milk for our children, they are seen as mothers of children.

Taking this into account, some people are not happy with the way cows are treated.

They report the following problems:

- a. Cows have no shelter that protects them from the sun and rain.
- b. They are not provided with nutritious feed.
- c. When they get older, they are slaughtered (killed for meat).

If you are assigned to take care of the cows,

- a. Are you ready to accept the people's ideas and change the cows' living condition? How?
- b. If you are not ready to accept what the people suggested, explain why you do not accept. By supporting one of the sides, prepare yourself for about three to five minutes talk and present to class. Your teacher can assist you with this activity.

Section Five: Writing

Activity 1: In line with contexts given 1-9, write sentences of your own by using suitable modal verbs. Then, show your answers to a person sitting next to you. Accept suggestions and make changes where necessary.

At the end, submit your sentences to your teacher for feedback.

Contexts:

You and your neighbor are raising chickens. Your neighbor's chickens lay more eggs than yours. You are now at your neighbor's chickens' farm to ask him or her to share his/her experience on ways of making hens productive. Using modal verbs, ask him or her to share you his or her experiences.

1. Your mother gives more sweets to her baby. Advise her not to give the sweets to the baby.
2. Your friend is calling you while you are attending class. Inform him to call him later.

3. Your sister did not feel well yesterday. So, she was not able to eat anything. Write this with a modal verb which can express similar idea.
4. You want to support your friend with money. But you are not sure how to get the money for him. Using correct modal verb, express your uncertainty to help him.
5. You are not able to move one of the tables in your class. Ask one of your classmates to help.
6. On a holiday, you meet a girl in a colorful dress. You want to take a picture of her. Ask her permission to do that.
7. Your teacher wants to advise you to study for tomorrow's test. Write his advice.
8. In the Ethiopian context, cows seem not to be well treated. Inform farmers to improve this practice; otherwise, they may lose the milk they get from the cows.

Activity 2: Based on information you have about farm animals, answers questions 1-4 below. You need to write down all your answers in complete sentences because you are going to use them in paragraph writing.

In your opinion,

1. Of all the farm animals you read about, (cows, goats, sheep, chickens, horses, donkeys and pigs), which one or ones do farmers in your area raise widely? Why?
2. Which farm animals (cows, goats, sheep, chickens, horses, donkeys and pigs), best serve human beings? Why?
3. Are you happy with the way farm animals are raised? Explain the problems in sentences.
4. What should the farmers do to benefit from the farm animals?

Now, using your answers to questions 1-4, write a paragraph about farm animals. You may follow the following form:

Inform your reader what farm animals are.

Then, tell the reader which farm animals are widely raised by farmers. Give reasons why some are raised widely while others are not.

In the next few sentences, explain the animal/or animals that best serves human beings. Support your opinion with reasons.

Then, express your feelings about how the farm animals are treated by farmers in your area. Explain whether or not you are happy with that. Finally, finish your paragraph by giving suggestions regarding what farmers should do to improve the way they raise their farm animals.

After you finish your paragraph, show it to a person sitting next to you for comment and then to your teacher for general feedback.

UNIT FIVE

POULTRY



Learning Outcomes

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

- identify and extract the main ideas and details from the reading and the listening texts;
- tell the meaning of a word as it is used in the reading and listening texts;
- produce written responses based on the information in the reading and listening texts;
- use appropriate vocabulary and grammar in speaking;
- express themselves fluently and accurately;
- use information from a listening and reading text to summarize;
- based on textual information, write a short paragraph about honey bees and chicken;
- identify the difference between the modal verb must and have to /has to and need to and use them in appropriate context;
- participate in whole class and small group discussion in English;




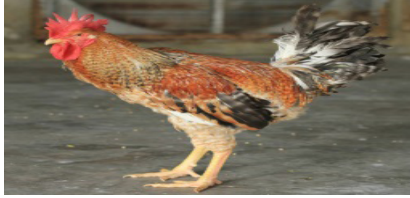

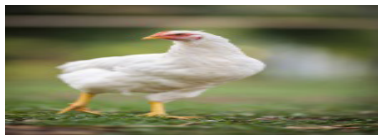

Section One: Listening

Lesson 1

Activity 1: Be in a group of three and discuss the following questions.

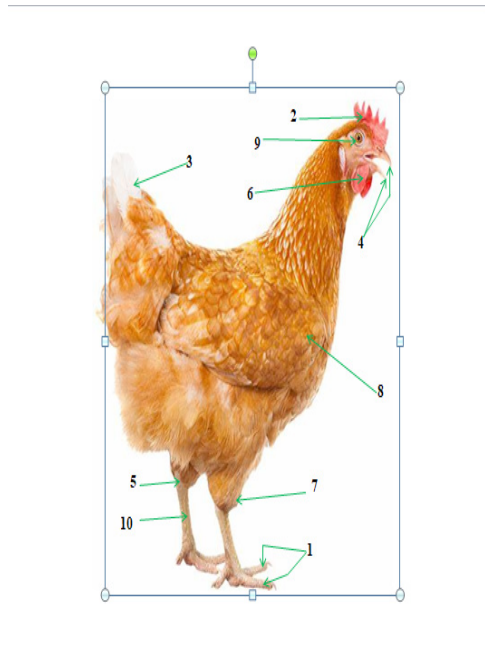
1. What are chickens?
2. Do you have chicken?
3. What types of chickens are there? Are they the same in terms of appearance, body size and production benefits?

Activity 2: Match the words in Column "A" with the pictures (A, B, C, D, E, F,G) in Column B

	Column A		Column B
1	cock	A	
2	cockerel	B	
3	hen	C	
4	egg	D	
5	brood	E	
6	chicks	F	
7	pullet	G	

Listening 1

Activity 3: As you listen to the text about external body parts of a chicken, write the words or phrases these numbers stand for.



Work in pairs to check your answers and report to the teacher for feedback.

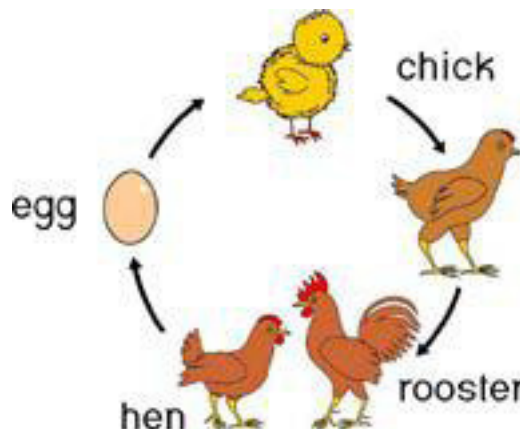
Listening 2

Activity 4: Before you listen to a text on Chicken Life Cycle, attempt the following questions individually.

1. What is the life cycle of chicken?
2. What are the stages?
3. What do you know about chicken?
4. Where do chickens live?
5. How are baby chicks born?

Now, listen to the text on the Chicken's Life Cycle.

Chicken Life Cycle



Activity 5: While listening to the text, answer the following questions.

1. How many different breeds of chicken are there?
2. Name two things that chickens eat.
3. Which part of their stomach has stones in it? What does it do?
4. What color can eggs be?
5. Name 3 types of cooked eggs.
6. How does the hen incubate the egg?
7. What is the chick's egg tooth for?
8. What are the chick's feathers like? What are they for?
9. What do cockerels do to impress hens?

Lesson 2

Activity 6: Answer the following questions in a group of five.

1. What does the listening text tell you about the life cycle of chicken?
2. What lesson have you drawn about poultry if you are to raise chicken?

Section Two: Reading

Lesson 3

Reading Comprehension

Activity 1: Work in Pairs and answer the following questions.

1. What can you tell about chickens and eggs?
2. Which of the following can be found in the reading passage you are going to read? Which ones are personally interesting for you? Why?
 - a. different types of birds
 - b. feathers of chicken
 - c. wild birds
 - d. Why chicken are raised?
 - e. different breeds of poultry
3. Write some words which you associate with the word 'egg'.

Now, read the passage and answer the questions that follow.

Poultry



1. Poultry are domesticated birds kept by humans for their eggs, meat or their feathers. The term also includes birds that are killed for their meat, such as the young of pigeons (known as squabs) but does not include wild birds (game birds) that are hunted for sport or food.
2. The domestication of poultry took place around 5,400 years ago in Southeast Asia. This may have originally been as a result of people hatching and rearing young birds from eggs collected from the wild, but later involved keeping the birds permanently in captivity. Domesticated chickens may have been used for cock fighting at first and quail kept for their songs, but soon it was realized how useful it was having a captive-bred source of food. Selective breeding for fast growth, egg-laying ability, conformation, plumage and docility took place over the centuries, and modern breeds often look very different from their wild ancestors. Although some birds are still kept in small flocks in extensive systems, most birds available in the market today are reared in intensive commercial enterprises.
3. Poultry is one of the two most widely eaten types of meat globally, with over 70% of the meat supply in 2012 between them; poultry provides nutritionally beneficial food containing high-quality protein accompanied by a low proportion of fat.
4. In many countries, chicken are raised for their egg and meat to make terrific economic gains besides satisfying domestic/family nutritional needs. Eggs are rich source of protein and carbohydrates, choline, cholesterol and vitamins like A, B and D and minerals like phosphorus, calcium and iron. Poultry farming requires a small investment and fetches good returns. In fact it is a booming business, which can provide employment opportunities to small Ethiopian farmers and give them supplementary income along with nutritional support.
5. There are different breeds of poultry in the world which have been developed for various purposes. For simplicity, they can be placed into three general categories: Laying, meat-producing and dual-purpose breeds.
6. Laying breeds are known for their egg-laying capacity. This type of chicken is called layers. At the age of six months, a hen begins to lay eggs. The eggs are then hatched by a broody hen which sits on the eggs. The process by which the

hen provides warmth to the eggs to help them hatch is called incubation. Popular laying breeds include the White Leghorn, Red Sex Link and Black Sex Link breeds. A healthy hen will lay eggs for several years. Hens begin to lay at approximately 16–20 weeks of age and will lay between 20–23 dozen eggs in the first year. At 14 months, laying hens usually begin to molt, the process by which they drop their old feathers and grow new ones. No eggs are laid during this period. After molting, hens will lay larger but fewer eggs per year (about 16–18 dozen).

7. Meat-producing breeds are very efficient at converting feed to meat, producing approximately one pound of body weight for every two pounds of feed they eat. A popular meat-producing breed is the Cornish breed. The Cornish game hen is a cross between the Cornish and the New Hampshire or Plymouth Rock breeds. Meat-producing chickens are broad breasted and larger than the laying breeds. They grow rapidly and weigh five pounds or more at eight weeks. Chicken reared for meat are called broilers. Broilers and fryers are butchered at 3 1/2 to 5 pounds, while a rooster is butchered at 6 to 8 pounds.
8. The dual-purpose breed is the classic backyard chicken. These breeds are hardly self-reliant and fairly large bodied. Most lay large brown-shelled eggs. Examples include Rhode Island Red and New Hampshire breeds. Some laying and dual-purpose hens tend to get broody, which means they want to sit on and hatch eggs.
9. Because broody hens don't lay eggs, egg production will be affected. Some writers indicate that High yielding foreign breeds or exotic breeds are classified into four classes; namely, American, Asiatic, English and Mediterranean based on the geographical area they have evolved in.

Activity 2: Based on the information given in the passage, answer the following questions by writing True or False.

1. Poultry has high proportion of fat.
2. Broody hens lay eggs.
3. Poultry includes birds hunted for sport or game.
4. Eggs are nutrition rich.
5. After molting, the laying capacity of a hen drops down.
6. Poultry farming requires a large amount of money.

Activity 3: Based on the information in the passage, choose the best answer.

1. When does a hen start laying eggs?
A. when 6 months old B. after several years C. at eight weeks
2. The modern breed of poultry are _____ their wild ancestors.
A. similar to B. different from C. the same as
3. *it* is a booming business....(paragraph 4)...*it* refers to _____.
A. poultry farming B. investment C. business
4. Which breed of chicken is larger?
A. meat breeds B. dual purpose breeds C. egg breeds
5.*they* have evolved in. (paragraph 9). ..*they* refers to
A. Some writers B. American, Asiatic, English and Mediterranean C. meat producing chicken

Activity 4: Answer the questions below.

1. Why are domesticated chickens in captivity?
2. What are the three general categories of breeds of poultry?
3. What are the two benefits of poultry farming?

Lesson 4: Vocabulary in Context

Activity 5: Words in column "A" are taken from the passage you have read. Match them with their definitions under Column B.

Column A		Column B	
____.1	Feed	A.	(of a young bird) emerge from its egg
____.2	Gains	B.	raised
____.3	Return	C.	a bird's feathers collectively
____.4	Fetch	D.	submissive
____.5	Domesticated	E.	produce offspring
____.6	Booming	F.	(of wild animals) confinement
____.7	Lay	G.	(of an animal) shed old feathers, hair or skin
____.8	Terrific	H.	trained to live with humans
____.9	Rooster	I.	food provided
____.10	Molt	J.	produce (egg)
____.11	Captivity	K.	Prospering
____.12	Breed	L.	of great size, amount or intensity
____.13	Docile	M.	bring about

- | | | | |
|---------|---------|----|----------------|
| ____.14 | Plumage | N. | Profit |
| ____.15 | Reared | O. | Benefits |
| ____.16 | Hatch | P. | a male chicken |

Activity 6: Fill in the blank spaces with the words taken from the matching exercise in column A above.

1. Nowadays, milk is becoming expensive. Scarcity of cattle _____ has been reported as a cause for the price increment.
2. In your life, do something good for people who need your support. But don't expect any _____ from them. It is not a genuine culture to be exercised.
3. Every year, during rainy season, people are going for a campaign to plant seedlings. Can you think of the future _____ of this movement?
4. Hens which are properly fed _____ more eggs than those not well fed.
5. Birds in a _____ may not sing for they are out of their natural setting.
6. When chickens _____, they stop laying eggs and they use their energy for feather re-growth.
7. The business is _____. Many businessmen and women have become successful.
8. In the Ethiopian context, which cow _____ gives more milk?
9. A dolphin is a sea animal. It helps other wounded dolphins and approaches people diving in the sea. It is, therefore, a _____ animal that enjoys the presence of humans.
10. In most cases, male birds' _____ is more attractive than the females'. The males use this nature's gift to attract the females.
11. Where do car accidents frequently occur? It may be on asphalted road because it is easier for the chauffeurs to drive with _____ speed.
12. Over 15,000 years ago, humans _____ wild dogs and turned them into daily companions.
13. In the rural areas of Ethiopia, chicks are produced naturally. Farmers make broody hens sit on the eggs for about three weeks and _____ the eggs.
14. A _____ is domestic cock.
15. In the rural parts of Ethiopia, how many kilo meters do women travel to _____ water from rivers?
16. Due to lack of space for grazing, nowadays, farmers _____ less number of cattle than before.

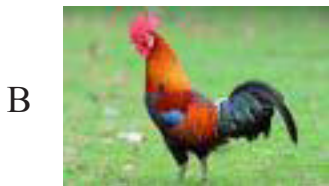
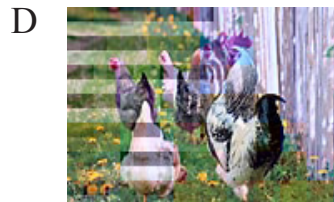
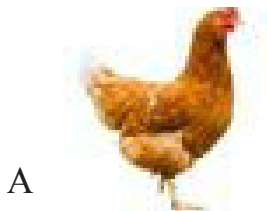
Lesson 5: Opinion Questions

Activity 7: First, write your own answers to the following questions in complete sentences. Then, work in pairs to compare your answers.

1. What does the passage teach you about poultry?
2. What lesson have you drawn about poultry if you are to raise chicken?
3. What should you do if you want to raise chicken?

Activity 8:

A. Look at each picture below and write the most appropriate word that names it.



B. Study the following pictures with the words given.



Farmyard



Henhouse



Roost



breeding chicks



broody hen



clutch of chicks

Activity 9: Fill in the blank spaces with the most appropriate words given in the table below.

flocks	claw	Wattles
hatch	comb	pecking order
nest	roost	wings, broody hen

A chicken is a bird that has a (1) _____ on top of its head. It has two (2) _____ under its chin. They help it to regulate its body temperature. To scratch the soil, it has four-toed feet with a sharp (3) _____ on each toe. Chickens cannot fly because they have heavy body and short (4) _____. They often sleep on (5) _____. They live in (6) _____. Within each group, there is a (7) _____. Hens lay eggs in a (8) _____. A (9) _____ sits on the eggs until they (10) _____.

Section Three: Grammar

Lesson 6

Must, have/has to, need to...

In unit four lessons, you have learnt about modal verbs **may, might, can, could, will, would, shall** and **should** along with their negative forms in the present context. In this unit, you will learn about another modal verb **must**. You will also learn about **have to** and **need to** that serve as modal verbs. These two express meanings that modal verbs do. Thus, you will learn what meanings **must, have to** and **need to** express both in their present affirmative and negative forms.

Look at the following activities and answer the questions that follow.

1. Visiting your friend on weekends
2. Attending classes regularly
3. Wearing a school uniform
4. Making noise in a school compound
5. Staying in a classroom during break time
6. Guessing (deducing) something

Now, by referring to the activities above, answer the following questions.

Activity 1: Answer the following questions.

1. Which one do you do by your own interest because it is important for you?
2. Which one is not allowed?
3. Which one do you do in a context where it may be unnecessary?
4. Which one do you do because you are ordered to do it?
5. Which one do you do because it is important and a requirement for you?
6. Which one helps you to arrive at conclusion?

Now, compare your answers with what have been discussed below.

1. Visiting your friends on weekends is the activity you do by your own interest. You do it without being forced because it is important for you. You benefit from doing it. So, you indicate this meaning by using **need to** as follows:
 - a. I **need to visit** my friends on weekends.
 - b. She **needs to visit** her friends on weekends.
 - c. They **need to visit** their friends on weekends.
2. Attending classes regularly is the activity you perform because it is both important and a requirement or compulsory. Not attending has a negative effect on you. You show this meaning by using **must** as in:
 - a. I **must attend** classes regularly.
 - b. She **must attend** classes regularly,
 - c. They **must attend** classes regularly.
3. Wearing a school uniform is the task you do because the school has ordered you to do. The obligation comes from external body. You indicate such meaning by using **have to** as in:

- a. I **have to wear** the school uniform.
 - b. She **has to wear** the school uniform.
 - c. They **have to wear** the school uniform.
4. Making noise in a school compound is not allowed. It is prohibited. You convey such meaning by using **mustn't** (negative form of must) as in:
- a. I **mustn't make** noise in the school compound.
 - b. She **mustn't make** noise in the school compound.
 - c. They **mustn't make** noise in the school compound.
5. Staying in a classroom during break time is an act which you may do but it is unnecessary. Nobody forces you to do that either. You show meaning of this kind by using **needn't** or **don't have to** as in:
- a. I **needn't/ don't need to / don't have to** stay in the classroom during school break time.
 - b. She **needn't/ doesn't need to/doesn't have to** stay in the classroom during break time.
 - c. They **needn't/don't need to/don't have to** stay in the classroom during break time.
6. When you feel sure that something is true because there's very strong evidence, you use **must** as in:
- a. My friend's mobile is not responding. He **must be** out.
 - b. She has an expensive car. She **must be** rich.
 - c. Our English teacher has not come to school. He **must be** sick.

Activity 2: Using the information in the note above, answer the following questions.

1. What verb form do you find after **must, have to** and **need to**?
2. How do **have to** and **need to** differ from **must** in terms of their forms and meanings?
3. What have you learnt about the use **need to**?

Activity 3: Based on the contexts given below, complete sentences 1-14 by underlining the correct modal verbs given in the parentheses. Some of the modal verbs are from unit four. Revise them if necessary.

Context: It is a school opening day. The school director reminds students some of their responsibilities and rights as follows:

1. A student (has to, must, needs to) be punctual. It is a requirement.
2. A student who hasn't worn a uniform (can't, may not, needn't) enter the school compound. It is forbidden.
3. During free period, a student (doesn't have to, mustn't, can't) sit idle. He/she could go to the library and read there. He/she (mustn't, doesn't need to, may not) roam in the school compound and shout. This is not allowed. But he/she (may, has to, must) go to the football field and play there.
4. Unless told by subject teachers, students (needn't, mustn't, couldn't) bring textbooks for which they do not have periods.
5. During your study time, you (should, have to, might) help each other. It is a good practice to be encouraged.
6. A student (mustn't, needn't, doesn't have to) use his/her mobile phone during exam. Using mobile phone creates access for the student to send exam answers for others.
7. With the school's permission, you (might, must, have to) invite your parents to visit the school.
8. A student (shouldn't, doesn't have to, needn't) tell lies to teachers and his/her classmates.
9. You (must, could, may) complete classroom activities within the time limit given. Postponing them for other time is not helpful.
10. During lunch break, you (don't have, mustn't, couldn't) stay at school; you can go out.
11. You (need to, can, might) keep your cleanliness by brushing your teeth, washing your hands, cutting your hair, etc. It is important for your health.
12. A student (should, may, might) respect teachers, other staff in the school and his schoolmates. This is one good quality of a student.
13. Along with these rules, you (can, must, have to) exercise your rights, asking what you don't understand, for example.
14. Above all, a student (needs to, has to, might) read widely for knowledge and updated (current) information. This helps him/her to become a resourceful person.

Activity 4: Using the affirmative or negative form of “must”, “need to” or “have to”, write a sentence for each context given in 1- 6.

Contexts

1. Construct a sentence that informs drivers to stop when the traffic light is red.
2. There is a staff meeting on the coming Monday at your school. Construct a sentence that informs your classmates not to go to the school.
3. Next Wednesday is a submission day for your group work. Write a sentence to inform group members to submit on this day.
4. Your sister has planned to buy you a birth date gift. But you feel that it is unnecessary. Construct a sentence to inform your mother that your sister’s plan to buy the gift for you is unnecessary.
5. Interested individuals can join the School Sport Club meeting. Write a sentence to inform your friend it is not mandatory to attend the meeting.
6. Participation in school clubs is considered compulsory by your school. Write a sentence to inform your father the need for your sister’s involvement in one of the school clubs.

Section Four: Speaking:

Context:

Activity 1: Your teacher has assigned you to make a three to five minutes talk in class about benefits of raising chicken in your area. You may include the following points in your talk:

1. How important chicken are in your area as source of:
 - a. income (What do people do with them? When?)
 - b. food (What do people do with them? When?)
2. How chicken are raised:
 - a. The way they are handled in connection with their feed, shelter and health treatment
 - b. Types of chickens raised (Are they chickens for meat, egg or dual type-egg and meat?)
3. Practices in chicken production processes,
 - a. Are there any good practices? Mention some of them.
 - b. Are there any bad practices? Mention some of them.
4. Suggestions you want to forward to improve chicken’s farm in the future.

By adding points of your own to the above, prepare your talk ahead of class. Then, practice the talk and present to the class when your teacher invites you.

Section Five: Writing

You learnt about the honey bees and chicken in Unit Four and Unit Five of this textbook, respectively. From the lessons presented, you can see some similarities and differences between bees and chicken. The similarities and differences have been noted for you in the table below.

Similarities and Differences between Honey Bees and Chicken

No	Similarities			Differences		
	Point of Similarities	Detail on Similarities		Point of Differences	Detail on Difference	
		Bees	Chicken		Bees	Chicken
1	Way of living	Bees live in a colony.	Chickens live in a flock.	Freedom of movement	Bees can fly wherever they want.	Chickens' move in a restricted farmyard.
2	Relationship	Bees revolve around the queen.	Chickens move around the main rooster.	Defense	The worker bees defend the colony.	The rooster defends the flock.
3	Wings	Bees have wings.	Chickens have wings.	Flying	Bees fly.	Chickens cannot fly.
4	Food Hunting	Bees hunt for pollen grain, nectar and water.	Chickens hunt for crops, vegetables, insects and water.	Food Preparation	Worker bees jointly work in food (honey) preparation for the colony	Each chicken eats what it hunts for itself. No concern for the flock.
5	Egg laying	Queen lays eggs.	Hen lays eggs.	Nursing of the young	Worker bees take care of the young.	Broody hen takes care of the young.

Now, using the above point of similarities and differences between the bees and the chicken, write a paragraph on ***Honey Bees and Chicken***. You can enrich your paragraph by adding related ideas of your own. In your first sentence, tell your reader what your paragraph is about. Then, continue mentioning the similarities and differences between the bees and the chicken side by side. At the end, complete your paragraph by summarizing, just in a sentence, the main points you raised in the main body of the paragraph.

UNIT SIX

WATER POLLUTION



Learning Outcomes

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

- take note for details in the listening text;
- make meaning from the listening text;
- identify the main ideas of the reading text;
- comprehend details of the reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about Water Pollution;
- identify the form, meaning and use of simple present passive voice.

Section One: Listening

Lesson 1

Activity 1: Try to understand meanings of the following words by doing the matching activity below. Then, report the answers to your teacher for feedback.

No	Word	Definition(Meaning)	
_____1	environment	A	land on the edge of bed of a river or stream
_____2	pollution	B	a building equipped with machinery for grinding grain into flour
_____3	fertilizer	C	inland waterway
_____4	insecticide	D	Surroundings in which people, animal or plants live.
_____5	canal	E	a small body of still water formed naturally or by artificial means
_____6	pond	F	a chemical or natural substance added to soil to increase its fertility
_____7	mill	G	motorized means of land transportation on land or sea
_____8	vehicle	H	dirt (solid waste)
_____9	filth	I	a substance used for killing insects
_____10	dump	J	toilet where one urinates or discharges feces (waste matters)
_____11	latrine	K	the introduction of harmful or poisonous substance into the environment
_____12	bank	L	deposit or dispose of (rubbish, waste, or unwanted material)

Activity 2: Answer the following questions individually and compare your answers with a person sitting next to you.

1. **What is water pollution?**
2. **What is it caused by?**
3. **How dangerous it is?**

Activity3: Complete the following summary of the listening text with suitable words or phrases given below:

dump	mills	latrine	factories	awareness
human waste	fertilizers	drains	insecticides	diseases

Summary

Water is:

1. polluted by chemical _____ and _____ washed away into it by the rain;
2. contaminated with poisonous chemicals and waste products from _____ and _____;
3. poisoned by water vehicles that _____ oil, food waste and _____ into it;
4. poisoned by _____ that stands nearby its bank;
5. Polluted by _____ that carry garbage into it when it is rainy;
6. Polluted water causes _____ like diarrhea, cholera, giardia and typhoid;
7. Water pollution can be prevented by creating _____ in the public.

Lesson 2**Activity 4: Opinion Questions****Answer the following questions**

1. From the messages in the listening, are there things that surprised you? Mention some and report to the class.
2. Concerning the prevention of water pollution, who should receive the responsibility? Why?
3. Is there anything you can do with the prevention of water pollution? If so, list down some of them and share them with a person sitting next to you.

Section Two: Reading**Lesson 3****Activity 1: In a group of three, answer the following questions.**

1. In what ways is water important for human beings, plants and animals?
2. How does water pollution occur?
3. In your area,
 - a. What water sources do people use?
 - b. What do people do with the water?

Activity 2: Read sentence in column A and match words or phrases underlined in them with their possible meanings given in column B of the table below.

No	Column A	Column B	
___ 1	Using fewer cars is one way of reducing air <u>pollution</u> .	a	live
___ 2	Crude (unprocessed) oil is changed into useable petroleum products in an <u>oil refinery</u>	b	clean water, not salty
___ 3	Who do you <u>reside</u> with, your parents or with some other people?	c	Exposed to ...
___ 4	How many per cent of Ethiopians get <u>fresh water</u> ?	d	contamination
___ 5	Groundwater is found under the Earth's surface in soil pore spaces and in the <u>fractures</u> of rock formations	e	a natural mined mineral salt, not processed
___ 6	Surface water pollution is caused by human activities like agriculture, mining, factory <u>effluent</u> , landfills, human or animal waste.	f	interdependence of people, animals, plants...with their environment
___ 7	Groundwater is less <u>vulnerable</u> to pollution than surface water.	g	cracking
___ 8	Water pollution from any origin and source ... affects both humans and the <u>ecosystem</u>	h	liquid waste
___ 9	Groundwater is contaminated with gasoline, oil, <u>road salts</u> , and chemicals that enter the ground.	i	Substances that contaminate something
___ 10	<u>Pollutants</u> like metals, plastics(solid), oil (liquid), carbon dioxide (gaseous) cause water, land and air pollutions.	j	an industrial installation that processes crude oil

Read the passage below and answer questions that follow.

Water Pollution

1. Water pollution is the contamination of water in water bodies like rivers, lakes, swamps and oceans. The polluted water can be of different origin and source.
2. According to its origin, polluted water can be from point or non- point source. Point source pollution occurs from a specific location by a single source like a large factory, oil refinery, or a ship transporting huge amount of oil on the sea. But non-point source pollution can occur from many different areas. It can occur from large neighborhoods with poor residential **lawn** (garden) quality. It can also be from **sewage** leaks and other types of contaminants, city streets where **garbage** and chemicals are not **disposed of** properly. It can be from a large agricultural area that uses harmful chemicals like insecticide, pesticides and artificial fertilizer, for example. This polluted water from

non-point sources is **washed away** by rain and carried into the body of water which in turn is polluted with it.

3. Concerning source, the polluted water can be groundwater or surface water. Groundwater is found beneath the Earth's surface in the soil pore spaces and in the fractures of rock formations. This water accounts for about 30% of all readily available **freshwater** in the world. It is often cheaper, more **convenient** and less **vulnerable** to pollution than surface water. This groundwater is **contaminated** when man-made items such as gasoline, oil, **road salts**, and chemicals enter the ground and end up in it (groundwater). On the other hand, surface water is located on top of the Earth's surface. Surface water includes any **freshwater** that goes into **wetlands**, stream systems and lakes. Pollution of this water source is mainly the result of human activities which could be agriculture, mining, factory **effluent** (liquid waste), landfills, human or animal waste.
4. Water pollution from any origin and source, in general, affects both humans and the ecosystem. Drinking polluted water, for example, causes health problems like typhoid, hepatitis, cholera and giardia. Sometimes, these health problems become disastrous if the level of **pollutants** in the water is very high. It also disturbs the **ecosystem** by affecting its balance. When the level of pollutant in the water bodies increases, **aquatic** animals like fishes can die. The fishes that consume the pollutants can be eaten by other big animals and human beings. In this way, the entire food chain can be affected.
5. Such harmful effects, however, can be minimized by proper measures we take. For example, the main cause of water pollution is the **discharge** of harmful substances into water bodies. The amount of pollutants that go into water bodies in this way can be minimized by controlling agricultural pollution that occur due to use of **toxic** chemicals like insecticides, pesticide, fertilizers and animal waste from farms and **livestock** operations. Similarly, through careful **transfer** of oil from one **vessel** to another and its proper transportation on the sea, we can control **oil spills** that contribute to water pollution. By treating waste products before we dispose of, we can decrease water pollution. We can do the same with plastics that go into the water bodies. Thus, we can cut the route to water pollution by the proper measures we take.

Adapted from: [What can be done to control water pollution? \(tutorialspoint.com\)](http://www.tutorialspoint.com/What-can-be-done-to-control-water-pollution/)

Activity 3: Now, answer the following questions based on the reading passage above.

1. The water pollution discussed in these passage is mainly allotted to:
 - a. Human being
 - b. Animals
 - c. Plants
 - d. Nature
2. When rainfall gets into the ground and settles there, it creates,
 - a. Surface water
 - b. Groundwater
 - c. Point source pollution
 - d. Non point source pollution
3. Which paragraph discusses effects of water pollution?
 - a. Paragraph 4
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 5
4. Which paragraph presents suggestions regarding measures to be taken on water pollution?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 5
5. What do the following words or phrases in the reading passage refer to?
 - a. **It** (paragraph 2... It can occur from large...)
 - b. **that** (paragraph 2 ... It can be from a large agricultural area that uses...)
 - c. **which** (paragraph 2 ... the body of water which in turn ...)
 - d. **This water** (paragraph 3 ... This water accounts for ...)
 - e. **which** (Paragraph 3 ...the result of human activities which could be ...)
 - f. **that** (paragraph 4... The fishes that consume ...)
 - g. **that** (paragraph 5 ... The amount of pollutants that go into ...)
6. According to messages in the passage, which one of the followings is true?
 - a. Pollution form point source is easier to control than non-point source.
 - b. Groundwater is more exposed to pollution than surface water.
 - c. Water pollution cannot be controlled.
 - d. Water pollution can be controlled if people are aware and determined to fight it.
7. According to paragraph 2, which one of the followings is true?
 - a. Pollutants from non-point source reach water body by flood.
 - b. Pollutants from a toilet are good examples of point source pollution.
 - c. More pollutants reach water body from non-point source than point source.
 - d. Pollution from non-point source has no connection with human activities.

Activity 4: Vocabulary Matching

Words or phrases in column **A** of the table below are taken from the reading passage. Match them with their meanings (as used in the passage) given in Column **B**.

No	Column A: Words or phrases	Column B: Contextual meaning as used in the passage	
____ 1	Sewage	A	wetland, marsh land
____ 2	Toxic	B	Release
____ 3	Swamp	C	get rid of
____ 4	Garbage	D	carried away
____ 5	Dispose of	E	Live
____ 6	Discharge	F	Excrement
____ 7	Reside	G	Cracking
____ 8	Washed away	H	rubbish or waste
____ 9	Fracture	I	Poisonous
____ 10	Pollutant	J	hollow container for liquid
____ 11	Vessel	K	a substance the pollutes water, or air
____ 12	oil spill	L	Move
____ 13	Transfer	M	Cattle
____ 14	Livestock	N	a leakage of oil into water body

Lesson 4**Activity 5: Opinion Questions**

1. How do you relate messages in the passage with what happens around your area?
 - a. Which water source do people in your area use?
 - b. How clean are the water sources in your area?
2. How careful are people with water sources they use?
3. What important lessons have you got from the reading passage you have read?

Lesson 5: vocabulary in context**Activity 6: Using the words below, complete sentences that follow.**

disposed of	Swamp	toxic	discharge
vessel	fresh water	oil spill	pond
contaminated	oil refinery	banks	sewage
livestock	washed away	garbage	toxins
mill	Vehicle	reside	

1. Releasing _____ into a nearby water body should be banned by law for it poisons lives of individuals and animals.
2. Smoking is dangerous for health because the cigarette contains _____ substance.
3. Crops or vegetables grown in polluted soil can have higher concentrations of _____.
4. Throwing _____ everywhere attracts insects and rodents such as rats. It also serves as a shelter for parasites like worms that cause illness. So, it should be _____ properly.
5. In areas where plants are grown properly, minerals are not easily _____. The roots of the tree keep the soil strong.
6. People whose life depends on _____ suffer most during drought season. They have to move from one place to another in search of water and food for their cattle.
7. A cup is a _____ with which you drink tea.
8. A _____ is a low-lying land where water collects. People who settle there are usually affected by flood.
9. _____ poisons water body and aquatic animals in it. It occurs by accidents like collusion (hitting) of oil tankers, fire or thunderstorm.
10. Teaching and learning becomes effective when both teachers and students _____ their duties.
11. _____ water is one example of surface water. To be used for drinking, it should be filtered.
12. To get grains grinded, in the Ethiopian context, it is women who often go to _____. It is not clear why men do not participate.
13. If you are given the choice, which one do you ravel by, _____ or plane?
14. In Ethiopia, to prevent soil erosion, people make a campaign during rainy season to plant seedlings on mountainous areas and river _____.

15. Do you know how typhoid is transmitted? It is transmitted through _____ food and water. So, it good to check the cleanliness of food and water we consume.
16. Crude (unprocessed) oil is changed into useable petroleum products in an _____.
17. Who do you _____ with, your parents or with some other people?
18. How many per cent of Ethiopians get _____?

Section Three: Grammar

Simple Preset Tense Passive

Lesson 6

Sentences 1-3 are taken from the listening text while sentences 4-5 are picked from the reading passage of this unit.

Activity 1: Answer the following questions individually and discuss your answers with a person sitting next to you. Then, report your answers to your teacher for feedback.

1. What is the subject of each sentence?
2. What does the verb form in each sentence look like?

Here are the sentences taken from the listening and reading texts.

1. ...water **is contaminated**.
2. Water pollution ... can be prevented in many ways.
3. Unsanitary latrines **should** not **be built** on the banks of the rivers and canals.
4. ... Polluted water ... **is washed** away by rain....
5. ... Fishes ... **can be eaten** by other big animals and human beings.

Note:

Basic parts of a sentence are the subject, verb and object. The subject can be the doer or the object. When the focus is on who does the action, the doer stands as subject as in:

- a. **Hens** lay eggs. (active voice)
- b. A **hen** lays an egg.(active voice)

You remember from your previous unit lesson that in a simple present active sentence, you add "s or -es" to the verb if the subject is third person singular (he, she or it). For others, you use the base (infinitive) form of the verb as it is. With a modal verb, a bare infinitive is used for all subjects without variation.

Examples of Active Sentences in the Simple Present Tense

Person	Number	
	Singular	Plural
1 st	I visit relatives on holidays.	We visit relatives on holidays.
	I brush my teeth every morning.	We brush my teeth every morning.
modal	I can visit relatives on holidays.	We can visit relatives on holidays.
	You visit relatives on holidays.	You visit relatives on holidays.
2 nd	You brush your teeth every morning.	You brush your teeth every morning.
	You can visit relatives on holidays.	You can visit relatives on holidays.
3 rd	He/ she visits relatives on holidays	They visit relatives on holidays.
	A hen (it) lays an egg.	Hens (they) lay eggs.
	He/she brushes his/her teeth every morning.	They brush their teeth every morning.
	A hen (it) hatches eggs.	Hens (they) hatch eggs.
	He/she can visit relatives on holidays.	They can visit relatives on holidays.
modal verb	A green plant can make its own food.	Green plants can make their own food.

If the focus is in on what is done, the object becomes the subject as in:

- Wild animals **are** illegally **hunted**.
- Water **is** **polluted** day by day.
- There are different mechanisms through which water pollution **can be minimized**.

Examples on verb forms in the simple present active and passive sentences have been given below. Read them with focus both on their meanings and verb forms.

Examples of Active and passive Sentences in the Simple Present Tense

No	Voice		Note
	Active	Passive	
1	Neighbors invite me to dinner on holidays.	I am invited to dinner on holidays.	First person
2	Friends visit us on holidays.	We are visited on holidays.	

3	You can interview me now.	I can be interviewed now.	
4	You can assign us to clean the room.	We can be assigned to clean the room.	With modal
5	They expect you to help the poor.	You are expected to help the poor.	2 nd Person
6	They can invite you to attend the meeting.	You can be invited to attend the meeting.	Modal
7	We visit them on weekends.	They are visited on weekends.	3 rd Person
8	You can inform them to go shopping on Saturday.	They can be informed to go shopping on Saturday.	With modal
9	We visit him/her on weekends.	He/she is visited on weekends.	3 rd Person
10	You can contact him/her through a phone call.	He/she can be contacted through a phone call.	modal
11	They raise chicken.	Chicken are raised .	Animals
12	Through their roots, plants absorb water and minerals from the soil.	Water and minerals are absorbed from the soil through plants' roots.	Plants
13	Worker bees make a honeycomb.	A honeycomb is made by worker bees.	Insect
14	A hen can hatch eggs within 21 days.	Eggs can be hatched within 21 days.	Modal

As can be seen from the table above, the verb from in the simple present passive sentence is different from the one in the active. Some of the major changes are the following:

1. As the focus in the passive sentence is on the action performed, the object of the sentence is made to act as a subject.
2. The verbs in the passive sentence take the following forms:

No **Verb form in a passive sentence**

1. **Be + past participle**

a. **am + past participle**

b. **are + past participle**

c. **is + past participle**

2. **Modal verb + be + past participle**

Note

If the pronoun **I** is used as an object

If pronouns **we**, **you**, and **they** are used as objects

If pronouns **He**, **she** and **it** are used as objects

If a **modal verb** is used in the passive sentences.

These verb forms can also be used with other nouns that can be substituted with the above pronouns. For example, if the object in the sentence is **Kumsa**, its substitute is the pronoun **he**. If there are two nouns such as **Kumsa** and **Alemu**, the substitute is **they**.

Activity 2: Now, it is your turn to exercise the above notes.

Complete the following sentences by changing the verb in the parentheses into their appropriate present simple active or passive forms.

Examples

- a. In our school, classrooms _____ (clean) daily.
Answer: In our school, classrooms **are cleaned** daily.
- b. You _____ (not expect) to read unit five for the mid-exam. It has not been taught yet.
Answer: You **are not expected** to read unit five for the mid-exam. It has not been taught yet.
- c. At the beginning of every New Year, the school director _____ (receive) many applications.
Answer: At the beginning of every New Year, the school director **receives** many applications.
1. On holidays, a lot of oxen _____ (slaughter).
2. Football is a popular ball game. It _____ (play) in most countries.
3. Coffee _____ (make) from coffee beans.
4. Fruits and vegetables _____ (eat) for they are source of vitamins and minerals.
5. We can pollute our surrounding if we _____ (throw) garbage everywhere.
6. In the Ethiopian context, a mother _____ (do) the housework. It is not clear why a father is not involved.
7. A: What does a coach do?
B: A coach _____ (select) the best players.
8. Student: Are there tutorial classes in this week, teacher?
Teacher: I am afraid there aren't. I _____ (occupied) with marking your exam papers.

9. Student A: I think we did our group work well, didn't we?
Student B: Yes, we did. As a group organizer, you _____ (may invite) to present. So, be prepared.
10. Teacher: What do we do with a washing machine?
Student A: We keep clothes in it.
Student B: We use it for washing clothes.
Teacher: that's right. It _____ (use) for washing clothes.
11. On school days, we _____ (rarely allow) to watch television at home?
Mother wants us to focus on our studies.
12. A: Who _____ (drive) you to school?
B: It is father. Mother hasn't a driving license.
13. Tea _____ (make) from the leaves of a tea bush.
14. On school days, mother _____ (water) the flowers. On weekends, I do it myself.
15. Wood _____ (use) to make houses and furniture.
16. Hardworking students _____ (appreciate) by the school community.
17. Doctor _____ (treat) patients.
18. Students _____ (should advise) to use their study time properly.

Section Four: Speaking

Lesson 7

Prepare 3-5 minutes talk on water pollution

Contexts

You have seen people doing the following activities which can pollute your area:

1. In most cases, men urinate along the road.
2. Some of them throw used soft paper, plastics and leftover into ditch.
3. Some of them take their domestic animals like horses to a river and other nearby water body and wash them there.
4. Some build garages near by a water body.

Now, using information from the listening and reading texts and the ones above, prepare 3 to 5 minutes talk on water pollution.

You may structure your talk as follows:

1. Greet your audience and introduce yourself

Example:

Good morning or good afternoon every one. I am

Tell them why you are in front of them:

Today, I am here to talk aboutThank you for listening to my talk.

2. Using information from the listening and reading text explain,
 - a. how important water is (in what ways is water important)
 - b. what water pollution is (water pollutions is ...)
 - c. major causes of water pollution

Examples:

- overflow of domestic sewage into water bodies
 - release of toxic chemicals from industries
 - Use of chemical fertilizers, insecticides and pesticide by farmers.
 - Inappropriate waste disposals like sewage, garbage, etc.
 - Release of animal and human waste products
3. Then explain that these pollutants reach the water body by flood
 4. Then, explain the effects of water pollution

Example:

- a. People drinking polluted water become sick. They suffer from cholera, giardia, typhoid, etc.
 - b. Animals in the water body also die due to the contamination. This affects animals' food chain including man.
5. Mention ways of controlling water pollution

Example:

- handling disposal of sewage and garbage properly
 - Treating pollutants from industries properly before releasing them into water bodies.
 - Minimizing use of chemical fertilizers and pesticides by non- chemical fertilizers like composts.
 - Making people aware of the danger of throwing garbage and waste products everywhere
 - Inviting people to be involved in the fight against pollution
6. Finally conclude your talk by reminding your listeners main issues you have raised in your take like importance of water, causes for its pollution, effects of the pollution and suggestions you have given regarding what should be done.

Section Five: Writing

Lesson 8

Using information in the speaking section and additional points from the listening and reading texts, write a paragraph on “Water Pollution”.

You may organize your writing as follows:

Topic: Water Pollution

Introduce what the paragraph is about:

Example: This paragraph is about ...

Then write about causes of water pollution

Example: There are some causes of water pollution... List and explain ...

Next, explain effects of water pollution. List and explain ...

Finally, suggest how the effects can be minimized.

The effects of water pollution can be minimized ... list the mechanisms and finish your paragraph writing. Within a sentence at the end, list the major issues you discussed like causes and effects of water pollution and mechanisms of minimizing the effects.

Note: All sentences in the paragraph should come one after another.

UNIT SEVEN

HARD WORK



Learning Outcomes

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

- identify main ideas and important details from the listening text;
- identify the main ideas and supporting details of the reading text;
- produce a written response based on textual information(listening and reading texts);
- discriminate meanings of words as used in the texts(listening and reading);
- define /tell new words related to hard work.
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about a famous person they know;
- use simple future tense correctly.

Section One: Listening

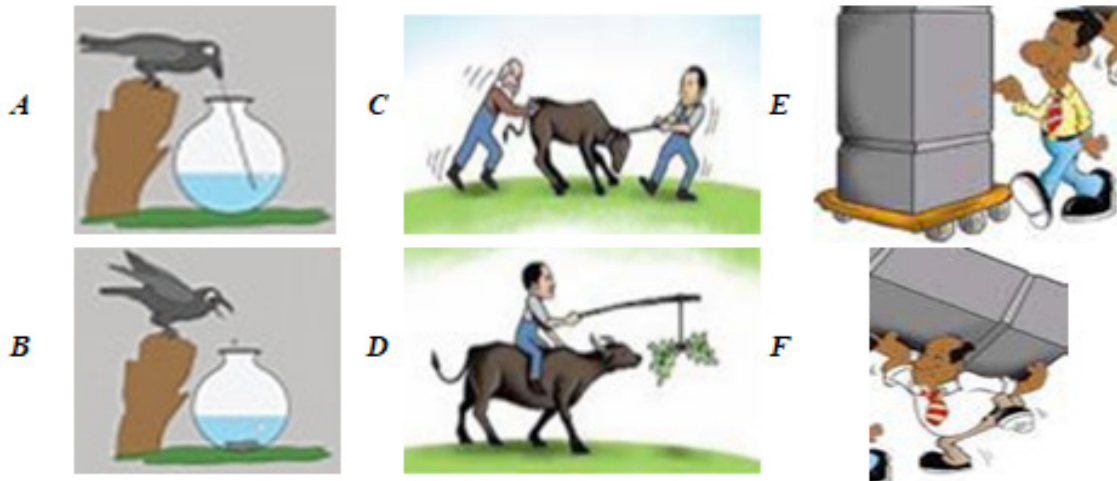
Lesson 1

Activity 1: Before you listen to the text, answer the following questions in pairs.

1. When is an individual called a hard working person? List down some of the characteristics of a hard working person and discuss in pairs and report to your teacher.
2. Look at pictures A –F below and report.
 - a. In which pictures are the individuals and the crow working hard to achieve their or its goal?

- b. In which pictures are the individuals and the crow working hard with creativity to achieve their and its goal?
- c. Which one do you think is hard work (work done with commitment but no creativity) or smart work (work done with commitment and creativity)?

Hard Work versus Smart Work



Activity 2: Match each underlined word in column A with its corresponding meaning in column B.

No	Column A: Words in Context	Column B: Definitions
___ 1	The robber <u>denied</u> stealing the money.	A Shortest way
___ 2	Domestic work like cooking is <u>tedious</u> for me.	B Inventively
___ 3	What <u>optimum</u> temperature do plants need to grow?	C Refused to accept
___ 4	Take a <u>shortcut</u> to school; otherwise, you will travel long distance and be late for class.	D Maximum
___ 5	Time is precious. We have to use it <u>creatively</u> .	E Fulfill
___ 6	Before missing class, you should ask for permission <u>in advance</u> .	F Boring
___ 7	Whenever you answer questions in an exam, you should <u>stick to</u> instruction. Don't deviate.	G Interconnected
___ 8	Hard work and smart work go together. They are <u>interlinked</u> .	H Wise
___ 9	If you plan and work with commitment, you will <u>achieve</u> your goal.	I Follow
___ 10	<u>Intelligent</u> guess of meanings of words from context helps you to develop your vocabulary.	j Before the time

Activity 3: As you listen, Match statements in column "A" either with *hard work* in column "B" or with *smart work* in column "C". Write the letter that represents your correct choice in the space provided in column B and C.

A		B	C
Concepts		Hard Work	Smart Work
A It takes longer time.	1	_____	_____
B It requires creative thinking and preparation.	2	_____	_____
C It is tedious.	3	_____	_____
D It is intelligently done with less energy.	4	_____	_____
E It is a source of experience and knowledge.	5	_____	_____
F It should be done with less time.	6	_____	_____
G It is done traditionally.	7	_____	_____
H It is modern way of doing something.	8	_____	_____

Activity 4: Based on the information in the listening, answer the following questions by writing true or false.

1. Hard work and smart work are inseparable.
2. The difference between hard work and smart work is the way they are done.
3. Smart work is a shortcut to success.
4. In smart work, there is lack of necessity to hard work.
5. According to the speaker, both hard work and smart work contribute to the success of an individual.

Lesson 2

Activity 5: Opinion Questions

1. Have you been studying **hard** or studying in a **smart** way, so far?
2. Has the idea of **smart work** been understood by people in your area and implemented accordingly? Comment on these two questions with a person sitting next to you and report your ideas to the class for opinion sharing.

Activity 6: Vocabulary in Context

Words below have been used in the listening text of this unit. Practice them by inserting in sentences 1-10 accordingly.

necessity blend tasks prior efficient
 misconception success unfair sufficient input

1. Some of the _____ of a student at school are being smart in his/her studies, attending classes regularly, obeying the rule of the school and respecting others.
2. Being able to pass from one grade level to the next with good grades is an example of _____.
3. To be _____ in their learning, students need to focus on their lessons, ask questions they do not understand and program their studies.
4. Bringing goods into the country illegally is an _____ act for it affects the income of the country.
5. For people in the rural area, a mule or a horse is essential to travel by. Similarly, a car is a _____ for people in a city.
6. The idea that "smart work is a shortcut to success" is a _____. It is rather an intelligent way of doing things faster without wasting much energy.
7. Teachers are sources of _____. Through their questioning, discussions and lecture, they help us to avoid our doubt; they enrich our knowledge and build our skills.
8. To be successful in his/her learning, a student should allocate _____ time for his/her study.
9. Combining hard work and smart work is important. It is a _____ of the two that lead to success.
10. In this student textbook, at the beginning of each lesson, you are given questions which you should answer using your _____ knowledge.

Section Two: Reading

Lesson 3

Activity 1

Based on your knowledge about famous people, answer the following questions individually and then discuss in pairs. Finally, report to the class for discussion.

1. How do people become famous?
2. What is Haile Gebreselassie known for?
3. Where was he born? Explain his background as well.
4. What is he doing now?
5. What social position has he now?

Activity 2: Important Key Words/ Expressions

Note: The following words or expressions have been used in the reading passage. Learn their meanings.

- a. a princely sum means a large amount of money
- b. marathon is a long distance running race
- c. "Sh" is an abbreviation for Shilling(s) which is a former British coin
- d. Legend = traditional story
- e. Olympic= related to the Olympic Games

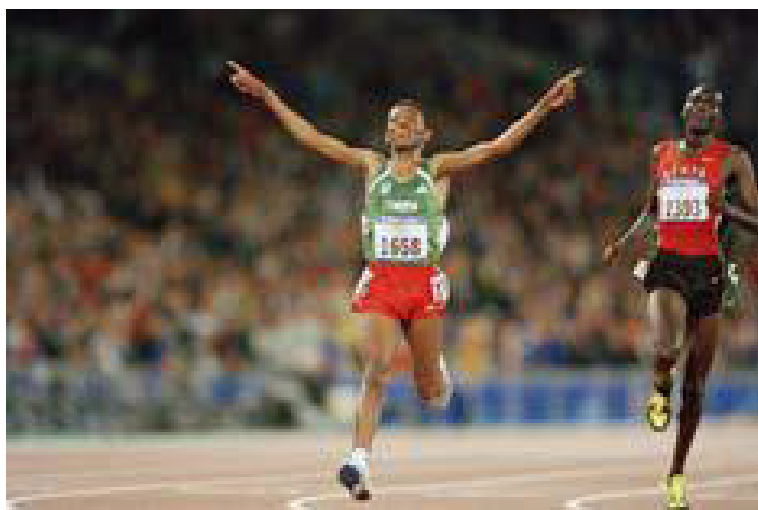
Read the text below and answer the questions that follow.

Haile Gebrselassie

1. Haile Gebrselassie is the most famous man in Ethiopia. He was born on April 18, 1973 in Asella, Arsi Province, Ethiopia. As one of the ten children in the family, he watched his father farm, wheat and maize and looked after his cows and sheep. Carrying his school books, he used to run barefoot 10km to school and back home every day. While he was in high school, at the age of 14, Gebrselassie pleaded with his teachers to compete in the local marathon. He was the youngest in the competition. But he was at least 60 metres ahead of the rest when he eventually won. The prize was a dollar – a princely sum. Overnight, he became school hero.
2. Gebrselassie moved to Addis Ababa as a 15-year-old and lived with his brother Tekeye who was a marathon runner. He borrowed his brother's shoes and entered a marathon – the Abebe Bikila Marathon and finished 99th in two hours and 48 minutes. "We became athletes from nowhere. From the countryside," he said. His first race was a 1,500 m school race. Although he was younger than the other competitors, he started off fast and held on to win. This made him (and others) to be excited at his potential. He then decided

to concentrate more on running. As a youngster, his big running hero was fellow Ethiopian Abebe Bikila who won Olympic gold in 1960.

3. Gebrselassie is an Olympic and world champion gold medals winner at 10,000 metres. He won two Olympic gold medals and four world championships gold medals at 10,000 metres run. He has won major titles at all distances from 1500 metres to the marathon. During his career, he broke 27 world records and widely considered one of the greatest distance runners of all time. In 2000, Haile became only the third man to successfully defend his 10,000 metre title, narrowly beating the great Paul Tergat by a fraction after a blistering last 200 metres.



4. After the 2004 Olympics, Haile concentrated on marathons and road races. In 2007, he won the Berlin marathon in a new world record time – 2:04:26 – a world record he would lower in the same Berlin marathon the next year (2008) to 2:03:59.
5. In April 2013, just before his 40th birthday, Haile won the Vienna half marathon in a time of 1 hour one minute.
6. After the distance running legend, Haile Gebreselassie, announced his retirement from competitive running in May 2015. He focused more on his businesses in Ethiopia. Besides his glittering athletics career, Haile Gebresellasio is now one of Ethiopia's most successful business people and busy entrepreneur. He employs over 3,000 people in several businesses. He is involved in real estate projects and owns four hotels, a coffee plantation.

He owns Marathon Motors, a vehicle business that also assembles Hyundai cars, which recently rolled off the first electric car from its assembly plant. His businesses have increased tremendously. From a monthly income of just Sh2,000 as a professional Ethiopian Police runner in 1990 legend, now banks over Sh83 million each month from his businesses. Starting off from real estate about 25 years ago, and earning 10,000 birr (about Sh27,800 in current exchange rates) in monthly rent, Gebrselassie revealed to me that his current daily income from his various businesses is about 30 million birr (Sh83 million)!

7. In conclusion, Haile Gebrselassie is a man of commitment, discipline and hard work. He should be an inspiration for most people!

Activity 3: Based on the information in the reading passage, say whether statements 1-3 are true or false

1. Haile's becoming an athlete occurred by chance.
2. Haile won more gold medals in the Olympic than in world champion.
3. Haile is considered a hero because he brought fame to his country by winning gold medals.

Activity 4: Fill in the blank spaces with appropriate information from the reading passage.

4. Haile broke _____ world records.
5. He retired in _____.
6. He won Berlin Marathon in _____.
7. During his school time, Haile was traveling _____ kilo metres on foot per day.

Activity 5: Vocabulary

From the reading passage, find a word or phrase whose meaning is closer to the following.

1. without wearing anything on the feet (paragraph 1)
2. asked (paragraph 1)
3. focus (paragraph 2)
4. finally (paragraph)

5. delighted (paragraph 2)
6. those who compete (paragraph2)
7. began to move (paragraph 2)
8. capability (paragraph 2)
9. maintain (paragraph 3)
10. declared paragraph 6)
11. stop to go to work (paragraph 6)
12. extremely (paragraph 6)
13. accumulates (paragraph 6)
14. showed (paragraph 6)
15. motivation (paragraph 7)

Activity 6: Opinion Questions

Lesson 4

Be in pair and answer the following questions. Then, report your answers to your class for discussion.

1. Has Haile been working hard or smart? Why?
2. Why is Haile mentioned as an exemplary in relation to hard work/ smart work?
3. Why does the writer of this reading passage address Haile as a source of inspiration for other people? As a reader, have you been inspired by what he has done so far?

Section Four: Grammar

Lesson 5

Activity 1: *In the passage you have read, the writer has mentioned Haile as a source of inspiration for people. Some may be influenced by the good things he has done and act in some ways in the future.*

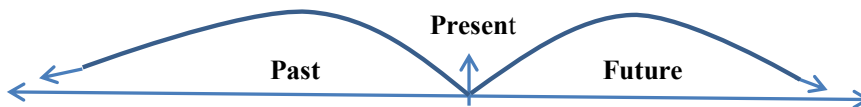
For example, a ten year boy may say:

- a. "I **will run** like Haile and become famous.
- b. I **shall be** engaged in a business like Haile and become rich.

You are a grade six student now. You have the desire to do something after completing your education.

Like in the examples **a** and **b** above, write few sentences with I **will** Or I **shall** ... and share you intentions with a person sitting next to you. Finally share what you have written by reporting to the class.

Activity 2: Look at an imaginary time line given below. Life began somewhere in the past. It has continued till now (present). It will continue in the future, too. Thus, by being in the present, you tell what you will do in the future.



You are at the present point now. Using both **will** and **shall**, write a true sentence each about what:

1. You will/shall do or will/shall not do tomorrow;

Example:

I will/ shall go to school tomorrow. But I will/shall not go church.

Your sentence: _____

2. You and your brother or sister will/ shall do or will/shall not do something tomorrow.

Example:

We will/shall clean our compound. But we will/ shall not wash clothes.

Your sentence: _____

3. Your mother will do or will not do something tomorrow (use will only).

Example:

Mother will go shopping tomorrow for it is Saturday. But she will not stay longer there. She will be back soon for she will prepare lunch for us.

Your sentence: _____

4. Your father will/will not do something tomorrow; (use will only)

Example:

Father will go to market tomorrow and buy a goat for the coming holiday. He will not buy sheep for it is a bit expensive.

Your sentence: _____

5. Your mother and father will do/ will not do something on the coming Sunday. (use will only)

Example:

Past

My father and mother will go to celebrate our neighbors' wedding. They will not go to church for the ceremony will take place in the morning.

Your sentence: _____

6. Your employee will/shall do, will not/ shall not do ...
You will/shall attend the meeting. But you will/shall not attend the training for it takes two to three days.
7. Predict the weather conditions whether it will rain or not.

Example:

- a. It is cloudy today. It will rain tomorrow.
b. The sky is very clear today. It will not rain tomorrow.

Your sentence: _____

Activity 3: Now, using your knowledge of modal verb you learnt in units four and five, make a generalization about the language forms.

In addition to expressing different meanings as modal verbs, will and shall are used to indicate future events.

Look at the example sentences and your own in activity 2 above and answer these questions:

1. With which person and number do we use?
 - a. **will**
 - b. **shall**
2. What are **will** and **shall** followed by?
3. How are negative sentences formed with **will** and **shall**?
4. What can the negative shortened (contracted) form of will not and shall not be?

Activity 4: How can you ask questions with will and shall?

Look at the following examples:

- a. You **will** come tomorrow. (declarative).
Will you come tomorrow? (question)
- b. We shall submit the assignment next week. (declarative)
Shall we submit the assignment next week? (question)
- c. They will visit us next week.(declarative)
- d. **Will** they visit us next week? (Question)

Using the examples above, suggest how questions with **will** and shall are formed. Write the rule with the teacher.

Will and shall express additional meaning.

Activity 5: Look at sentences in column A written with will and shall. Match them with their functions in column B.

	Words in Context	Meaning
___1	The train will arrive at 10 a.m	A Suggestion.
___2	I will give you tutorial on modal verbs	B Certainty (scheduled)
___3	Will you do me a favor?	C Offer
___4	Will you stop cheating in an exam?	D Promise (capacity)
___5	Shall we leave now?	E Order
___6	Shall I make you coffee, please?	F Request

Activity 6: Other Ways of Indicating Simple Future Tense

Be going to + infinitive

Look at these examples:

1. She is going to marry next month.
2. We are going to marry next week.
3. I am going to marry in June.

When talking about such planned actions, **be going to** is used. According to the subject of the sentence, the "**be**" can take the form **is**, **are** or **am** as shown in the examples above.

Be going to is also used for an action to happen as in: it is going to rain; I just felt a drop.

Activity 7: Complete the following simple future story by using will or be going to with the verb in the parentheses.

On the coming Sunday, my son _____ (be) 18 year old. We _____ (celebrate)his birthday. The celebration _____ (take) place on this day in the afternoon. All relatives _____ (join) and _____(celebrate) with us. My son's mother _____ (bake) bread from organic wheat flour. I hope my son _____ (love) it. His younger sister _____ (make) coffee. His elder sister _____ (buy) him a birthday gift. I hope it _____ (be) a nice birthday.

Adapted from [simple-future-story-1.pdf \(really-learn-english.com\)](http://really-learn-english.com)

Section Five: Speaking

Lesson 6

The following are reported qualities of famous people.

1. Good communication skill
Their speech is clear, concise (to the point), correct in content and grammar, complete (contains essential information), courteous (respect their audience) and coherent (their speech has smooth flow of ideas)
2. Decision making
No one decides for them. They decide what is good for them.

3. Determination
They are committed to what they do. They do not give up.
4. Lifelong Learning
They are ready to learn from others. They listen to others.
5. Adaptability
They can adapt to now environment. They can mix with others and interact in a new environment very easily.
6. Optimistic
7. They are happy with what they do and have good image of what is going around them.

Now, prepare 3 to 5 minutes talk about Haile Gegreselassie by focusing on the following contents.

- a. Where he was born;
- b. What he was doing in the past;
- c. What he is doing now;
- d. The good qualities he has;
From the qualities mentioned above, pick the ones that work for Haile Gebreselassie and use in your speech.
- e. Finally, tell your audience what they can learn from Haile Gebreselassie.

Section Six: Writing

By using most of the contents in your speech, write a paragraph about Haile Gebreselassie.

You may follow the following pattern:

Begin your paragraph by telling you reader who you are writing about as in:

This paragraph is about a famous person called He was born in..... He grew up at This is a home place for most known athletes like _____, _____, etc. , His fame began while he was at school called (Mention what he did while he was at school in the athletics word and how he became famous.....) In addition to his best performance in running, Haile has the following good qualities that make him unique. (From the qualities of famous people you raised in the speaking section, pick some that work for Haile and use them here.) Finally, mention things other people can learn from Haile Gebrselassie and finish your paragraph.

Activity 2: Try to guess meanings of words underlined in sentences under column A and match them with their contextual meanings given under column B.

No	Column A: Words in Context	Column B: Definition
___1	Frequent <u>excessive</u> drinking of alcohol can lead to serious health problems.	A excessive loss of blood
___2	Children need <u>provisions</u> like writing materials, cell phones, books, etc. from their parents.	B medication
___3	<u>Initially</u> , the Earth was considered flat. But later on, it was proved to be round.	C contamination
___4	<u>Bleeding</u> occurs when people are injured with accidents which can be caused by nature or humans.	D return to normal state
___5a	Sick people should go to hospital for <u>treatment</u> . Staying at home without checkup can <u>hasten</u> the illness.	E appear
___5b		F frightening
___6	Planting trees and making terraces on mountainous area can help eroded land to <u>recover</u> .	G accidents
___7	Firefighters are trained people who <u>preserve</u> humans' lives when a fire breaks out.	H protect
___8	Teachers are expected to have their own office hours in which students can <u>show up</u> for advice.	I speed up
___9	Frequent <u>emergencies</u> are the results of human activities like driving fast and fighting.	J at the beginning
___10	Going out at night alone is <u>scary</u> . There could be theft and harassment by criminals.	K supplies
___11	A wound which is not treated on time can develop <u>infection</u> .	L too much

Activity 3: While listening, complete the following sentences with appropriate words from the listening.

The three main objectives of First Aid are to _____ life, _____ further injury and _____ recovery. In addition, First Aid is important to _____ infection, _____ with professionals about the incident happened, _____ make work pace safer and _____ children safe.

Activity 4: Using words in column B, complete sentences in column A

No	Column A: Sentences	Column B: Words
_____ 1	First Aid giver _____ the safe arrival of patients at a hospital or clinic.	A trained
_____ 2	Bleeding can be minimized by _____ the wound.	B first
_____ 3	Treatment given by untrained person can increase _____.	C ensures
_____ 4	To keep their customers safe, businesses should have _____ First Aide givers.	D harmed
_____ 5	First Aid is the <u>initial</u> assistance means _____	E deaths
_____ 6	First Aid is a <u>prompt</u> care means _____	F serious
_____ 7	First Aid is stopping the victim from being <u>injured</u> more means __	G bandaging up
_____ 8	Many <u>fatalities</u> result from lack of immediate medical treatment.	H infection
_____ 9	With the right training and supplies you can promote <u>healing</u> and avoid infection means _____	I immediate
_____ 10	Without the proper first aid, a simple injury could turn into something much more <u>severe</u> .	J curing

Lesson 2

Activity 5: Opinion Questions

Answer the following questions in a group of three and report your answers to the class.

1. What important lessons have you learnt from the listening text?
2. How can accidents be minimized in the future?
3. How do you compare and contrast the message in the reading passage with the context in Ethiopian?

Section Two: Reading

Lesson 3

Activity 1: Answer the following questions in a group of three.

1. What general directions should people follow while giving first aid?
2. Look at the picture below and tell group members what is happening in each and where it is happening.



Now read the passage below and answer questions that follow.

First Aid

1. First aid is the immediate care given to a person who is injured or who suddenly becomes ill. When there is an emergency, minutes are very important, so first aid has a vital function. Immediate action is necessary when there is a lot of bleeding, when breathing has stopped for any reason, when there is poisoning or irritating chemicals come in contact with the skin or get in the eyes.
2. People should be trained to care properly for injuries to themselves and others at home, at work, or in the **community**. Even a small injury can be very serious and cause death, so everyone should know first aid techniques.
3. When first aiders face an emergency, they must be able to keep calm and organize other people to do like them. They must know how to supply artificial respiration, control bleeding and protect injuries. Medical assistance has to be arranged. Knowing how to carry the victim without causing more injuries is very important.

4. In short, effective first aid depends on prevention, recognition and organization. In Ethiopia, thousands of people die due to traffic accidents every year because most people don't have first aid information. If more people were trained in first aid, the number of dead people would decrease. You may face an emergency anywhere. One day somebody from your family may be injured or suddenly become ill. In order not to be helpless in such a situation, you have to know first aid techniques.

Activity 2: Answer the following questions based on the information from the reading passage.

1. Why is immediate action important in first aid?
2. Why is it necessary for people to be trained in first aid?
3. Why should people remain stable and calm when giving first aid?
4. In paragraph 4, the writer mentions saying, "...effective first aid depends on prevention..." What is the thing to be prevented?
5. In the context of Ethiopia, why is people's death with traffic accidents not decreasing?
6. What does the writer's comment "... one day somebody from your family may be injured or suddenly become ill" indicate?
7. What does "who" in paragraph 1 refer to?
8. What does "they" in paragraph 3 refer to?

Activity 3: Vocabulary

From the reading passage, find a word or phrase whose meaning is closer to:

1. contaminating (paragraph 1)
2. important (paragraph 1)
3. get in touch (paragraph 1)
4. harm (paragraph 2)
5. group of people living in the same area (paragraph 2)
6. accident (paragraph 3)
7. assisted breathing (paragraph 3)
8. help (paragraph 3)
9. safeguard against (paragraph 3)
10. powerless (paragraph 4)
11. stopping something from happening (paragraph 4)

Activity 4: Opinion Questions

Lesson 4

1. How can people's engagement in first aid training be increased?
2. How far is the issue of first aid known by students, parents and the community?

Section Three: Grammar

Zero Conditional and Conditional Type I

Lesson 5

A conditional sentence gives a condition (e.g., If it rains) and the outcome of the condition occurring (e.g., the game will be cancelled).

If it rains, the game will be cancelled.

The cause "if it rains" defines the event or situation that must happen first. It is called a condition clause or dependent clause.

The clause "the game will be cancelled" happens after the event in the if-clause occurs. "...The game will be cancelled" is called the result clause or main clause. It is the outcome of the condition clause.

So, the sentence "If it rains, the game will be cancelled" is called a conditional sentence.

There are different types of conditional sentences. In this lesson, the "Zero conditional sentence" and "Conditional type I" are discussed.

Activity 1: Answer the following questions in complete sentence using "if" and discuss your answers with a person sitting next to you.

Example:

1. What happens if you mix oil with water? (oil float)

Answer: If I mix oil with water, the oil floats.

Now, do the following in the same way. Keep the same verb tense as shown in the example sentence. Use the clue given in the parentheses.

2. What happens if you leave ice in the sun? (ice melt)

3. What happens if you heat water at 100 degrees Celsius? (water boil)

 - a. What meanings do the conditional sentences 1-3 communicate to you?
 - b. What tenses are used in the "if clause" and in the "result clause" (main clause)?

Activity 2: Look at the following sentences and answer questions that follow.

1. If it rains, plants and trees grow.
2. If you make more money, you pay more income tax.
3. If students pay attention in class, they understand lessons better.
 - a. What meanings do the conditional sentences 1-3 reflect? How different are they from the ones in activity 1 in terms of meaning?
 - b. What tense is used in the "if clause" and in the "main clause"?

Activity 3: Read the following conditional sentences and answer questions that follow.

1. If he goes to work, he rides his bicycle.
2. If I am tired, I go to bed early.
3. If father gets angry, I keep silent.
 - a. What meanings do the above three sentences express? In terms of meaning, how different are they from the ones in activity 1 and 3?
 - b. What tense is used in the "if clause" and in the main clause

Activity 4

Read the sentences below.

1. If you don't understand conditional sentences, ask questions.
2. Take a break if you are tired.
3. If you get lost in a city, ask for direction.

- a. What do sentences 1-3 inform you? In terms of meaning, how different are they from those in activities 1-3 above.
- b. What tense is used in the "if clauses" and in the "main clauses"?

Activity 5: Read sentences below and answer the questions.

1. Children can swim if an adult is with them.
2. You are allowed to enter if you have an ID.
3. You can use this library if you are a third year student.
 - a. What meanings do these sentences communicate?
 - b. In terms of their meanings, how different are they from the ones in activities 1-4
 - c. What tense is used in the "if clause" and in the main clause?

Summary Question:

In a group of three, discuss questions below and report to your teacher.

1. What common feature do sentences in activities 1-5 have?
2. In which activity do the conditional sentences express:
 - a. general truth;
 - b. scientific facts;
 - c. rule
 - d. habit
 - e. instruction (imperative)
3. What are the conditional sentences in activities 1-5 collectively called?

Conditional sentences discussed below are slightly different from the ones treated in activities 1-5.

Read each group of conditional sentences with focus and identify the group that expresses:

- warning
- future consequences
- probable condition (condition that is likely to happen)
- promise

Activity 6**Group 1**

- a. If you are hungry, you can eat an apple.
- b. If my friend lend me enough money, I will buy a new car
- c. If she doesn't call, I will be annoyed.

Group 2

- a. If you schedule what you do, you will be able to cover what you want to study.
- b. She will be very angry if you don't apologize.
- c. If you don't lock your bicycle, someone will take it.

Group 3

- a. I will call you if I arrive early.
- b. If they are *hungry*, I will make some sandwiches.
- c. I will deposit the money if the pay me on Monday.

Group 4

- a. If you take the test, you cannot use a calculator.
- b. If you do not return my book today, I won't lend you again.
- c. We will not book the room for you unless you pay for it right now.

What are the conditional sentences in a group 1-4 called? What tense is used in the "if clause" and in the main clause?

Activity 7: Complete the sentences below by changing the verbs in the parentheses into zero conditional or conditional I form. According to context in each sentence, use one of them.

1. If it _____ (be) cold, I put on a coat.
2. If she _____ (take) the test, she cannot use a calculator.
3. He _____ (clean) the house if it is dirty.
4. I will work in the garden if it _____ (not rain) tomorrow.
5. If she _____ (arrive), please call me.
6. If you bring your phone to class, it _____ (needs to be) on silent.
7. If the temperature goes below zero, the water _____ (freeze).
8. Butter _____ (melt) if you leave it in the sun.
9. If you repair my bike, I _____ (help) you with the homework.
10. If you _____ (not water) the plants, they die.
11. He will have an accident if he _____ (keep) driving like this.
12. I _____ (allow) you to take my car if you drive slowly.
13. Correct me if I _____ (be) wrong.
14. Unless you are careful, you _____ (lose) your job.

Section Four: Speaking

Lesson 5

In the passage you have read about first aid, you have come to know that most deaths and injuries are caused by car accidents. The car accidents again, in most cases, occur due to human errors by drivers and pedestrians. Pedestrians are people who travel on foot along the road. They include people from different sectors, including students.

So, to minimize the risk, prepare 3-5 minutes talk on **Road Safety**. You can use the following contents in the preparation of your talk.

1. Inform your listeners that a road is share by vehicles and humans. Unless traffic rules are obeyed, accident can occur. To minimize the accidents drivers should:
 - a. not drive fast;
 - b. not jump red light;
 - c. not drive if they drink alcohol;
 - d. check their car before they begin to drive;
 - e. should be aware of the weather condition because foggy whether causes accident;
 - f. know the nature of the road for damaged road causes accident;
2. Tell pedestrians including students that they should:
 - a. not cross a road carelessly;
 - b. should walk on the left side of the road;
 - c. cross the road when it is their turn;
3. To implement the above safety measures and minimize risks:
 - a. Students should be trained to support traffic police;
 - b. Students and parents should be aware how serious car accident is.
 - c. The students should also be trained in first aid; the school has to facilitate the training;Finalize your talk stressing that minimizing car accidents is a shared responsibility.

Note:

When you begin your talk, greet your listeners saying “good morning or good afternoon according to the time. Then, introduce what your talk is about and present the above details including suggestions at the end. Finally, thank your listeners and finish your talk.

Section Five: Writing

Lesson 6

Using information from your speaking activity and additional notes here, write a paragraph about **Factors Causing Car Accidents**. Use the following information as input for your writing.

1. Just in a sentence, introduce what your paragraph is about. Then, present details changing the following key concepts into sentences:
2. Car accidents are caused by:
 - 2.1 Drivers
 - a. When they drive fast;
 - b. Violate traffic rules by jumping red light and driving while they are drunk;
 - 2.2 Pedestrians

When the don't obey traffic rules and cross the road carelessly;
 - 2.3 Vehicles
 - a. brake failure
 - b. tire burst
 - c. over loading of passengers
 - 2.4 Road
 - a. Eroded road
 - b. Damaged road
 - 2.5 Whether
 - a. Foggy
 - b. Heavy rainfall
3. Consequence of the accident: death, injury and property damage
4. Preventive measure
 - a. Educating the public about road safety
 - b. Enforcing (applying) traffic law;
 - c. Reconstructing the road

Note:

By changing the above concepts into sentence, write the paragraph and when you finish, show it to a person sitting next to you for comment. Finally, submit your writing to your teacher for feedback.

UNIT NINE

UNITY IS STRENGTH



Learning Outcomes

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

- take notes of details in the listening text;
- make meaning from the listening text;
- identify the main ideas of the reading text;
- identify details of the reading text;
- identify the form, meaning and use of conditional sentence type 2;
- understand the meaning and functions of adverbs;
- write their own sentences using unfamiliar words in the listening and the reading texts, and
- write a short paragraph on “unity is strength”

Section One: Listening

Lesson 1

Activity 1: Before you listen to the talk, discuss the following questions in your group. One student from your group will report the results of your discussion to the whole class.

1. How do you define unity?
2. What do you understand by “unity is strength”?
3. Can you give an example of how unity becomes strength?

Activity 2: What do the underlined words in the following sentences mean?

1. The woman is carrying a bundle of firewood on her back.
2. Look! Those boys are quarrelling. I think they are going to fight each other.
3. First he tied four sticks together. Then he untied the sticks and gave each stick to four children.
4. Yesterday it rained heavily and caused a lot of harm to crops.

Activity 3: Now listen to a story about an old man and his sons. Then, say whether the following statements are true or false.

1. There were four people in the family of the farmer.
2. The old man's sons were not selfish.
3. The sons could break the bundle of sticks by the help of their father.
4. The old man's sons finally broke the single sticks.
5. The farmer's sons were always obeying his orders very much.
6. The eldest and the strongest son could not break the bundle.

Activity 4: Fill in the blank spaces in the sentences with the appropriate words in the table.

untied	strength	peace
worried	village	eldest

1. The old farmer lived in a _____.
2. The farmer was _____ about the relation among his sons.
3. There was no _____ in the farmer's house.
4. The _____ and the strongest son first tried to break the bundle.
5. The sons had no _____ to break the bundle of sticks.
6. When the bundle of stick was _____, each of the sons could break a single stick.

Activity 5: Answer the following questions individually. Then, discuss your answers with your partner.

1. Was the old man happy with his children? If not, why not?
2. Could the sons break the bundle of the sticks? If not, why not?

3. Could the sons finally break the sticks? If so, how?
4. Why did the father want his sons to break the sticks?
5. What is the moral (message) of the story?

Lesson 2

Activity 6: In small group, discuss the following questions. One student from your group will report your discussion to the class.

1. Do you think unity is necessary for your classroom students? Why?
2. How important do you think is family unity?
3. What do you think will happen to a family if it has no unity?

Activity 7: The following sentences are in a wrong order. Read the sentences carefully and rearrange them into a correct order.

1. Each of the sons was now able to break the stick easily.
2. He advised them many times to stop quarreling with each other.
3. One day, the father asked his sons to break a bundle of sticks.
4. Once upon a time, there was an old farmer who had four sons.
5. They tried and tried but could not break the bundle of sticks.
6. The farmer's sons were always quarreling among themselves.
7. The father said to his sons, "If you are united, you will be strong like this bundle. No one can harm you or break you."
8. Then the farmer separated the sticks and asked the sons to break them one by one.
9. But they would not listen to his advice.
10. "But if you are divided among yourselves, you will be harmed or broken easily like these sticks."

Activity 8: Now, use the corrected order of the sentences and write out the summary of the story.

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Section Two: Reading

Lesson 3

Activity 1: Discuss with your partner what each of the pictures below tells you about unity.



Activity 2: Work with your partner and discuss the following questions.

1. What do you think the following proverbs and popular sayings tell us about unity?
 - A. If you want to go quickly, go alone. If you want to go far, go together. (An African proverb)
 - B. Sticks in a bundle are unbreakable. (A Kenyan Proverb)
 - C. Even the weak become strong when they are united. (Friedrich Schiller)
 - D. I can do things you cannot; you can do things I cannot. Together, we can do great things. (Mother Teresa)
 - E. Coming together is a beginning. Keeping together is progress. Working together is success. (Henry Ford)
2. Do you know a similar proverb or saying in English. Tell your partner.
3. Do you know a similar proverb or saying in your mother tongue? Please tell your partner.
4. Now get ready to report your answers to your class.

Lesson 4

Now read the passage and answer the questions that follow.

1. We can overcome even the toughest problems if every one of us unite and work together. A King can conquer an enemy only if **his** army is united. Similarly, for any task, concerted efforts from all concerned will help complete **it** successfully. Instead of wasting our strength, effort and time in doing a job individually, if a group of people plan and work, they can complete the task faster and better.
2. One day, all the parts of the body were arguing as to who was the most important and greatest of them all. Each part of the body felt that **it** was indispensable and made fun of the **others**. The Hand felt that it did all the hard work and so it was very important to man. The Leg felt that man could only move because of it and hence it was very crucial for **his** existence. The Teeth claimed that it chewed all the food and helped man to live a healthy life.
3. Every part of the body thus went on and on claiming that each one was more important than the other. It led to a big argument and all the parts decided to go on strike.
4. "I won't carry a thing," said the Hand. "I won't walk any further," said the Leg. The Teeth stopped chewing food and the Mouth refused to take in food or water. The result was that the body became very weak in just a couple of days.
5. Since the Stomach stopped receiving any food, **it** could not energize the other parts of the body and there was no proper blood flow in the body. The body was nearing a state of collapse.
6. It was then that all the parts of the body realized how stupid they had been. **They** understood that they were not really important as individual parts and had to function cohesively to maintain a healthy body.

7. They decided that, from now on, they would all work together as one healthy body and stop fighting among them. They realized that each one was important in their own way and unity always resulted in strength. Afterwards, all the parts of the body did their respective works regularly. **This** resulted in better coordination. Soon the body recovered from its weakness and became active as it was once few days back.

Activity 3: Say whether the following statements are true or false according to the passage.

1. A king can win a battle when he has many soldiers.
2. The body parts are a symbol of unity and cooperation.
3. Only certain parts of the body made a mistake.
4. One part of the body is more important than the other.
5. It took the body many days to become weak.
6. It was the body that became very weak, not the body parts.
7. The body parts learnt a useful lesson from their mistake.
8. The body was not able to regain its former strength.
9. Individual parts are not important.
10. The body parts finally resumed their previous collaboration.

Activity 4: Refer to the passage and answer the following questions. Discuss your answers with your partner.

1. Which part of the body will be affected if the stomach does not receive any food?
2. Which parts of the body were claiming that they are more important than the others?
3. Can you mention three examples of what the body parts felt?
4. Can you mention three examples of what the body parts said or did?
5. What do you think the Eye felt or said?
6. What did all the parts of the body finally realize?
7. What lesson do you learn from this story?

Activity 5: What do the words in bold type refer to in the passage? Compare your answers with your partner.

1. ... his... (Paragraph 1)
2. ... it ... (Paragraph 1)

3. ... others (Paragraph 2)
4. ...his... (Paragraph 2)
5. ... it ... (Paragraph 5)
6. They ... (Paragraph 6)
7. This ... (Paragraph 7)

Activity 6: Find from the passage the words which have the following meanings. Compare your answers with your partner.

1. succeed in dealing with; controlling (a problem or difficulty) (Paragraph 1) _____
2. extremely desirable or useful; absolutely necessary (Paragraph 2) _____
3. a refusal to work as a form of protest (Paragraph 3) _____
4. appropriate or correct (Paragraph 5) _____
5. fall down suddenly, as a result of damage, illness, etc. (Paragraph 5) _____
6. became fully aware of; understood clearly (Paragraph 6 and 7) _____
7. quarrel; disagreement (Paragraph 3) _____
8. strengthen; give energy to (Paragraph 5) _____

Lesson 5

Activity 7: Discuss the following questions in a small group. One student from your group will report your discussion to the class.

1. Do the people in your area have unity among themselves?
2. If they are united, what do they do together?
3. Do you think unity is important for the people of the same country? Why?
4. Do you think it is easy for people to achieve unity? Why?

Section Three: Vocabulary

Lesson 6

Activity 1: Write the synonyms (words or phrases having the same or similar meaning) and antonyms (words having an opposite meaning) of the following words. For each word, you can write more than one possibility. Compare your answers with your partner.

Word	Synonyms	Antonyms
unity		
together		
strength		
argument		
quarrel		
divided		
realize		
harm		
cooperation		
success		

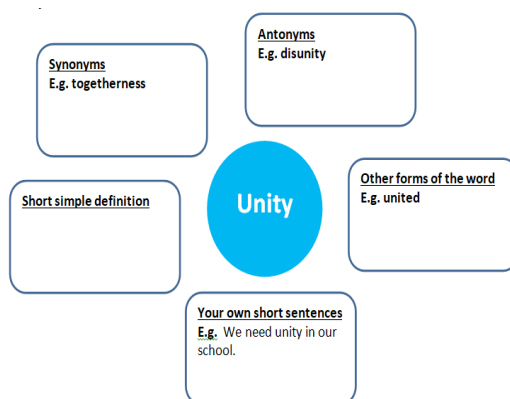
Activity 2: Use one key word to describe unity in a short sentence as shown in the example. Write as many sentences as you can.

Example:

Unity is strength.

1. Unity is _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

Activity 3: Look at the following diagram. It has the key word 'Unity' in its center. Draw the diagram and write the various aspects of the word 'Unity'. Examples are given for you in the boxes.



Section Four: Grammar

Lesson 7

1) Conditional sentences type II

Study the following sentences and their meanings given in parentheses.

- If he studied hard, he would stand first.
(This is *unlikely* at the present since he doesn't study hard. If he studies hard in the future he may stand first.)
- If I were a millionaire, I would buy a car.
(This is *imaginary* because I am not a millionaire now. But I may be a millionaire in the future and be able to buy a car.)
- Lami: I feel tired and sleepy in the classroom.
Dame: If I were you, I would get enough sleep.
(But this is only *imaginary* or *unreal* because I can't be you.)

Grammar highlight

We use Conditional Sentences Type 2 to talk about improbable (unlikely), imaginary (unreal) present and future situation. We use them to refer to an action in the present that could happen if the present situation were different. But the situation is very unlikely to change.

Form:

If + Subject + past simple,
If + he + studied

subject + would + infinitive
he + would + pass

Activity 1: Use the verbs in parentheses in their correct form.

- If I _____ (be) you, I _____ (see) a doctor.
- If he _____ (speak) a bit slower, we _____ (understand) him better.

3. If we _____ (not / be) friends, I _____ (be) angry with you.
4. If I _____ (win) a lottery, I _____ (buy) a house.
5. If you _____ (speak) English well, you _____ (get) a good job.
6. If we _____ (live) in Jigjiga, we _____ (speak) Af Somali.

Activity 2: Imagine what would happen if the situation was different. Write sentences as shown in the example.

Example:

I can't buy a car because I don't have enough money.

If I *had* enough money, *I would buy* a car.

1. He is always late for school because he doesn't get up early.

_____.

2. He is so thin because he doesn't eat well.

_____.

3. Abdulmalik is very fat because he never exercises.

_____.

4. Tsedey feels ill, so she can't go to school.

_____.

5. You don't practice your English, so you can't improve it.

_____.

Activity 3: Rewire the sentences as per the example.

Example:

If I had her phone number, I would call her.

I would call her if I had her number.

1. If she studied more, she would pass the exam.

_____.

1. They would be rich if they didn't spend their money extravagantly.

_____.

2. We would buy a house if we decided to live in Finfinne.

_____.

3. If we were more united, we would learn much better.

_____.

4. He would lose weight if he ate less.

_____.

5. If he lived in the town, he would never be late for class again.

_____.

Activity 4: Below is Bedilu's wish about winning a big lottery prize. Fill in the blanks in the sentences with the correct form of the verbs given in parentheses.

1. If I..... (win) the lottery, I.....(be) a millionaire.
2. If I..... (become) rich , I(buy) a house in a town.
3. I (buy) a modern car if I (be) just lucky. Also, I (send) my children to one of the best schools.
4. Besides, I..... (buy) more oxen for my father if I.....(get) a lottery prize.
5. I..... (help) my parents and also relatives if I (want).
6. I..... (give) some money to the poor if I..... (be) rich.

Activity 5: Work with your partner as Student A and Student B. Practice asking and answering questions using conditional sentences (type 2). Study the example first.

Example

Student A: What would you do if you got lost money in school?

Student B: If I got some lost money, I would give it to the principal.

Student A's questions

What would you do if ...

- you lost the money your mother gave you for your school fee?
- your friend asked to play and you had to study?
- the director asked to bring your parent?
- a friend gave you a gift that you didn't like?
- you became the director of the school for only one day?

Student B's questions

What would you do if ...

- you were an English teacher?
- you found a gold ring in the street?
- you caught a thief in your house?
- you became a millionaire for just one day?
- the teacher caught you cheating on exam?

Lesson 8**II) Adverbs**

Activity 1: Study the following examples and explanations. Pay attention to the words underlined. What do you understand about 'adverbs' from these examples?

1. A: How does Mesay speak?
B: She speaks quickly. (The adverb 'quickly' tells us how Mesay speaks. It modifies the verb 'speaks'.)
2. A: When did Obse come to school?
B: She came yesterday. (The adverb 'yesterday' tells us when Obse came to school. It modifies the verb 'came'.)
3. A: Where can we play?
B: We can play inside. (The adverb 'inside' tells us where we can play. It modifies the verb 'play'.)
4. A: How much does she like her father?
B: She likes him very much. (The adverb 'very much' tells us how much she likes her father. It modifies the verb 'likes'.)
5. A: How often do you play tennis?
B: I always play tennis. (The adverb 'always' tells us how often he plays tennis. It modifies the verb 'play'.)

Grammar highlight

An adverb is a word that tells us how someone does something. It modifies a verb, an adjective or another adverb.

It mostly tells us **how, when, where, how much, or how often** the action takes place.

Activity 2: With your partner, identify two adverbs in each sentence. What do the adverbs in each sentence tell you? Which verbs do they modify?

1. She finished the exam quickly but she did it badly.
2. He did the exam slowly but he answered the questions well.
3. I bought the air ticket today and I will fly tomorrow.
4. We can go now or we can go later.
5. You can study in your room or in the library.
6. Go to the bus station and I will join you there.
7. Berhe is very clever and extremely decent.
8. I was totally shocked by the news and almost fainted.
9. Hawani rarely walks to school and she usually takes a taxi.
10. Some teachers often assign homework but they rarely collect it.

Activity 3: Underline the two adverbs in each sentence.

1. I'm quite sure that I lost my phone in the taxi.
2. Is your sister still attending college or has she already graduated?
3. Do you always come here or sometimes?
4. It's terribly hot inside and I want to sit under the tree.
5. The traffic is very busy, so cross the road carefully.
6. I hardly ate lunch, but afterwards I felt hungry.
7. She shouted at her husband angrily but later apologized for her anger.
8. You have studied well and I am sure you will answer the questions confidently.

Activity 4: Fill in the blank spaces with suitable adverbs.

1. You will take the test _____.
2. We learn English _____ times a week.
3. Let's walk a little _____, or we will be late.
4. I think you are not feeling _____.
5. Aunt Fatuma _____ comes to see us.
6. It was very hot _____.
7. You have written your answers very _____.
8. I have _____ eaten my lunch.
9. I always get up _____ in the morning.
10. You should speak to your teachers _____.

Section Five: Speaking

Lesson 9

Expressions for Agreement and Disagreement

Activity 1: Practice the following common expressions for agreeing and disagreeing. Can you add some more expressions?

Sample expressions for agreement	Sample expressions for disagreement
That is right.	I don't think so.
I agree with you totally.	I'm afraid I disagree.
I can't agree any more.	I totally disagree.
That's so true.	Not necessarily.
That's exactly how I feel.	That's not always true.
You're absolutely right.	That's not always the case.
Agreed	No, I'm not so sure about that.

Activity 2: Choose the correct words from parentheses to complete the sentences.

- You are _____ (absolutely/vey) right.
- That is _____ (exactly/right) how I feel.
- I _____ (couldn't/might not) agree more.
- That is so _____ (sure/true).
- I agree with you _____ (truly/totally).
- I _____ (am not/don't) think so.
- I _____ (really/totally) disagree with you.
- I'm not _____ (clear/sure) about that.
- That's not always (truthful/true).
- I'm _____ (scared/afraid) I disagree with you.

Activity 3: Complete the dialogues with suitable expressions from the tables.

Expressions for Dialogue 1	Expressions for Dialogue 2
I absolutely agree	Yes, absolutely
I'm not quite sure	I think so too
Yes, that's right	I couldn't agree more
don't think it's a good idea	I'm not sure about that

Dialogue 1

Rihana: I want to make a cake for my little brother as tomorrow is his birthday.

Yasmin: I _____.

Rihana: Why? I want to make him happy on his birthday.

Yasmin: Remember the last time you baked a cake? It was a mess. You burned the cake!

Rihana: _____.

Yasmin: You can just buy the cake. You can also buy him a gift.

Rihana: Yeah. _____.

Dialogue 2

Abdi: I was thinking of spending our holiday at Bale Mountains.

Bini: _____.

Abdi: I was thinking it could take place sometime in December.

Bini: _____! It might be a little too cold for us in December.

Abdi: Really? Hmm I don't have enough information about the weather there.

Bini: What about in the end of April? April has good weather, doesn't it?

Abdi: _____. That would work out better.

Bini: Maybe it's better if we start finding some information about the mountains.

Abdi: _____. We'll have to get right on it.

Bini: Fine! Well, let's do it now!

Section Six: Writing

Lesson 10

Activity 1: Rearrange the set of words and phrases to write six sentences about the importance of unity. Then compare your sentences with your partner.

1. being/unity/ together/means

_____.

2. helping/ each other/ it means/and/supporting

_____.

3. united/being/ to build/ important/ is/ society/strong

_____.

4. have been/ proverbs / many/written/the importance of/ to emphasize/ unity

_____.

5. unity/ peace / promotes/ among / and harmony/ religious/different/ communities

6. human being /in peace/ can live/ and harmony/only if/united/it is

Activity 2: Read the following paragraph. It narrates a person's childhood memory. With your partner, discuss the main events in the story.

The day my father gave me a whipping!

As a kid, I used to take care of cattle. One day, while I was playing a game called 'Tirga' with the other children, I forgot to watch the cattle. Unfortunately, all the cattle were in a field, eating the barley crop. Suddenly, the owner of the field saw that the cattle were eating his barley crop. He called my father and the other elders and showed them what had happened to his crop. That night, my father called me out and ordered me to close the gate of the barn. While I was closing the gate, he was standing behind me. I didn't notice he was holding a whip under his 'gabi'. Suddenly, he pulled out his whip and began whipping me. He whipped me repeatedly and so badly. I screamed and screamed, begging him for mercy. Having heard my scream, our neighbors reached for me and freed me from my father's whip. I will never forget that night in my life. It had taught me a good lesson.

Activity 3: Now you will write a similar paragraph about yourself. First answer the following questions about yourself shortly.

1. Do you have a memorable day when you were beaten by one of your parents?
2. When did it happen?
3. What did you do wrong (why were you beaten)?
4. What happened to you when you were being whipped?
5. What did you do to escape or to get help?
6. What happened to you in the end?
7. What do you think about that day now?

Activity 4: Now use your answers to the questions and write a short paragraph on the day your father or your mother whipped you.

The day my father/mother whipped me

.....

.....

.....

.....

.....

.....

.....

.....

.....

UNIT TEN

MOBILE PHONES



Learning Outcomes

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

- identify main ideas and important details from a listening text;
- take notes from the listening texts;
- distinguish the main ideas of the reading text from details;
- identify details from the reading text;
- understand and use conditional sentences (type 3);
- use relevant vocabulary items to talk and write about mobile phones;
- talk about mobile phones using suitable vocabulary items and phrases;
- use mobile phone vocabulary items;
- write their own sentences using words and ideas from the unit; and
- write a short paragraph on mobile phones.

Section One: Listening

Lesson 1

Activity 1: Answer the following questions and discuss your answers with your partner.

1. Do you think mobile phones are a necessity or a luxury? Why or why not? Do your parents allow you to have your own mobile phone? Why or why not?
2. Do you think children should have their own phone? Why or why not?

Activity 2: Listen to a short talk about Rakik. Then, say whether the sentences are true or false.

1. Rakik is fourteen years old.
2. She checks her phone in the morning.
3. She gets unhappy about checking her phone.
4. When she hears a buzz it makes her feel like she has friends.
5. Rakik's mother has rules about Rakik's using her phone.
6. Rakik thinks she has checking her phone under control.

Lesson 2

Activity 3: You are going to listen to a talk about five people talking about online communication. Before you listen, work out the meaning of the underlined words and phrases in the sentences.

1. Let's call our parents and update them about our trips to Bishoftu.
2. Always pay attention to what the person talking to you on the phone says.
3. When I walk with my father, I can't keep up with him because he walks so fast.
4. Using mobile phone is probably a good way to stay in touch with your friends.
5. If you attend your lessons carefully, you will not miss out anything.

Activity 4: Listen to your teacher and complete the sentences with correct information from the table.

speaker 5	speaker 2	speaker 1
speaker 3	speaker 4	

1. _____ has recently learned about some of the negative effects of too much online communication.
2. _____ has observed great changes in the way we communicate over recent years.
3. _____ thinks that limiting teenagers' access to technology is unfair.
4. _____ wishes people would talk more in person.

5. _____ enjoys being able to contact all friends with the same message at once.

Activity 5: Listen to your teacher again. Are these sentences true or false?

1. Speaker 1 likes to know as soon as he gets a new message.
2. Speaker 2 thinks that the most irritating thing is when people use their phones in meetings.
3. Speaker 3 says that fear of missing out, is more common among teens.
4. Speaker 4 thinks that young people today should be encouraged to use online communication.
5. Speaker 5 has made a lot of new friends thanks to online communication.

Activity 6: Discuss these questions with your partner.

1. Which of the speakers do you agree with most? Why?
2. Which of the speakers do you disagree with most? Why?

Section Two: Reading

Lesson 3

Reading I

Activity 1: Before you read the passage, guess the meaning of the underlined words as they are used in the sentences.

1. Mobile phones make our lives easy and convenient.
2. Some children of today play games on electronic gadgets, and they know nothing about traditional games.
3. She is a professional athlete; her life revolves around running a marathon.
4. Mobile phones can help us to carry out our assignments effectively.
5. Excessive use of mobile phones can cause ailments or health problems to our body and brain.

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

Uses of Mobile Phones

1. Mobile phones are one of the most commonly used gadgets in today's world. Everyone from a child to an adult uses mobile phones these days. They are indeed very useful and help us in so many ways. Mobile phones make our lives easy and convenient but only if we use them correctly. As when we use them for more than a fixed time, they become harmful for us.
2. We use mobile phones for almost everything now. Gone are the days when we used them for only calling. Now, our lives revolve around it. They come in use for communicating through voice, messages, and mails. We can also surf the internet using a phone. Most importantly, we also take photos and record videos through our mobile's camera.
3. The phones of this age are known as smartphones. They are no less than a computer and sometimes even more. You can video call people using this phone, and also manage your official documents. You get the chance to use social media and play music through it. Moreover, we see how mobile phones have replaced computers and laptops. We carry out all the tasks through mobile phones which we initially did with our computers. We can even make PowerPoint presentations on our phones and use it as a calculator to ease our work.
4. While mobile phones are very beneficial, they also come to a lot of disadvantages. Firstly, they create a distance between people. As people spend time on their phones, they don't talk to each other much. People will sit in the same room and be busy on their phones instead of talking to each other. Subsequently, phones waste a lot of time. People get distracted by them easily and spend hours on their phones. They are becoming dumb while using smart phones. They do not do their work but only focus on using phones.
5. Most importantly, mobile phones are a cause of many ailments. When we use phones for a long time, our eyesight gets weaker. They cause strain on our brains. We also suffer from headaches, watery eyes, sleeplessness and more.
6. Moreover, mobile phones have created a lack of privacy in people's lives. As all your information is stored on your phone and social media, anyone can access it easily. We become vulnerable to hackers. Also, mobile phones consume a lot of money. They are anyway expensive and to top it, we buy expensive gadgets to enhance our user experience.

7. In short, we see how it is both a nuisance and a benefit. It depends on us how we can use it to our advantage. We must limit our usage of mobile phones and not let it control us. As mobile phones are taking over our lives, we must know when to draw the line. After all, we are the owners and not the smart phone.

Activity 2: Are the following statements true or false?

1. Mobile phones are the only modern gadgets now available. _____
2. The days we use mobile phones for calling are gone. _____
3. Smart phones are sometimes better than a computer. _____
4. We can video-call people using any mobile phone. _____
5. We can use our smart phones as a computer and laptop. _____
6. Nowadays, people are getting closer due to mobile phones. _____
7. There is no solution to mobile phone problems. _____
8. Mobile phones are also isolating or alienating people. _____

Activity 3: Supply acceptable information based on the passage.

1. We can use our mobile phone to communicate through _____
 - a) _____
 - b) _____
 - c) _____
2. In addition to communication, we call also use our mobile phones for ____
 - a) _____
 - b) _____
 - c) _____
3. Using our smart phones, we can _____
 - a) _____ people
 - b) _____ our documents
 - c) _____ social media
 - d) _____ music through our phone.
4. Mobile phones have also many disadvantages because they _____
 - a) _____ between people.
 - b) _____ of our time.
 - c) _____ ailments to our body.
 - d) _____ privacy in our lives.
 - e) _____ of our money.
5. We can use mobile phones to our advantage by _____

Lesson 4

Reading II

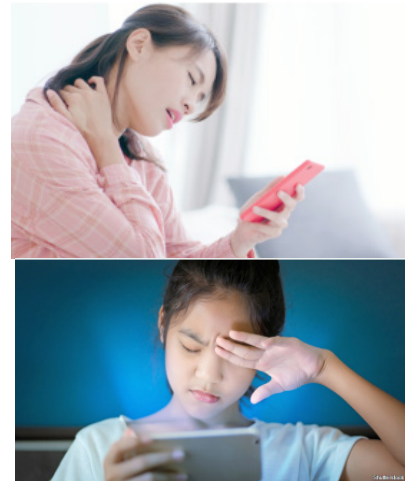
Activity 4: Now you will read another passage about mobile phones. Look at the title of the passage and discuss these questions with your partner.

1. What does the title tell you about mobile phones?
2. What do you think you will read about in the passage? Be specific.

Mobile Phones: Uses and Abuses

1. Most of us nowadays carry the world in our pocket! It is amazing but true. A mobile phone can make us connected to the rest of the world within a second. Today, mothers do not have to stay worried if their sons or daughters are late. Businessmen do not have to queue up to make an important call. Apart from making calls and sending SMS, the mobile phone is used as a multipurpose gadget. It is a calculator, timepiece, calendar, voice recorder, media player, camera, gaming device, net browser and what not.
2. Though the mobile phone is a giant step of technological advancement, its abuses cannot at all be overlooked. Talking or texting while driving may lead to accidents. Students misuse this tool in various ways and give way to social pollution. The invention of mobile phones is a great achievement and plays an important part in our daily life. Its many aspects are beneficial but some are negative effects as well.
3. Its development brought convenience and advantages to the world. Communication between people has become quite easy and very fast. We can keep in contact with others from any place on the bus, in a street or in a meeting by sending a message for less than the price of a call. The Internet can be accessed through it and it is also used to take photos and shoot videos.
4. At the same time, parents can control their children and it is essential during emergencies. Business deals can be done on a single call through cell phone outside the office, in a park or in any shopping centre. This invention gets the world closer to a single point. The Internet is also available on the cell phone.

5. The radiations of mobile may be dangerous to health and may cause a headache, earache and blurring vision. These invisible radiations destroy the cells located in ear and head which cause damage to the brain and nephrons in the head region. Its use in certain places causes disturbance sometimes, such as in a classroom etc. Mobile phones with camera are causing privacy problems such as using it to take pictures and making videos.



Activity 5: Find in the passage words or phrases which have similar meaning with the following meanings.

1. line up; stand in a line (Paragraph 1) _____
2. having several uses, purposes or functions (Paragraph 1) _____
3. promotion or elevation to a higher stage of development (Paragraph 2)

4. use something in the wrong way or for the wrong purpose (Paragraph 2)

5. suitability; favorable condition for doing something (Paragraph 3)

6. something such as a device created for the first time (Paragraph 4) _____
7. something that cannot be seen (Paragraph 5) _____
8. the right to be alone; freedom from interference of others (Paragraph 5)

Activity 6: Complete the following statements with suitable information from the passage. Compare your answers with your partner.

1. We can say that a mobile phone is used as a multipurpose gadget because.....
2. Parents do not have to remain in tension if their sons and daughters are late because
3. Some of the negative effects of mobile phones are:
 - a)

- b)
- c)
- d)

- 4. Excessive use of mobile phones can be hazardous to one's health as
- 5. A mobile phone is a threat to one's privacy as

Activity 7: Discuss these statements with your partner. Be ready to explain your ideas to your class.

- 1. Nowadays, many people carry the world in their pocket.
- 2. Parents can use mobile phones to control their children.
- 3. Mobile phones are essential during emergencies.
- 4. Students can misuse mobile phones in various ways.
- 5. The use of mobile phones can cause disturbance in certain places.

Activity 8: Discuss the following questions in a small group. Be ready to explain your views to the whole class.

- 1. Many teachers believe that students should not use mobile phones at school.
 - a) Do you agree or disagree with them?
 - b) Think of three reasons why you agree or disagree with this issue and explain your ideas to your group members.
- 2. At what age do you think it is appropriate for a child to have his or her own phone?

Section Three: Grammar

Lesson 5

Conditional Sentences Type 3

Study the following sentences and their meanings given in parentheses.

- 1. If I had made enough money, I would have bought a new mobile phone.
(But I did not have enough money, so I didn't buy a new mobile phone.)
- 2. If my mother had made a call, I would have answered the phone.
(But my mother didn't make a call, so I didn't answer the phone.)

Grammar highlight

The sentences above are examples of **Conditional Sentences Type 3**. This condition is called the **impossible condition** because it can't be fulfilled since it refers to **the past**.

Form

If + subject + past perfect,

↓ ↓
If + I↓ ↓
had won the lottery,

subject + would + have + past participle

↓

↓ ↓
I would↓ ↓
have↓ ↓
bought

a smartphone.

Activity 1: Use the verbs in parentheses in their correct form.

Example: If I (win) the lottery prize, I (buy) a smart phone.

If I had won the lottery prize, I would have bought a smart phone.

1. If I (stand) first this term, my father.....(buy) me a mobile phone.
2. If you (ask) me, I (help) you to fix your phone.
3. If she (understand) English, she (use) her phone properly.
4. I (write) you an email if I(know) your address.
5. If a thief(not/steal) my phone, I(call) you and congratulate you.
6. If you (take) a bus rather than a 'Bajaj', you(not / lose) your phone.

Activity 2: Rewire the sentences as per the example.

Example: If I had won the lottery prize, I would have bought a smartphone.

I would have bought a smart phone if I had won the lottery prize.

1. If she had studied more, she would pass the exam.
2. They would have been rich if they hadn't spent their money extravagantly.
3. We would have bought a house if we had decided to live in Finfinne.
4. If we had been more united, we would have learnt much better.
5. He would have lost weight if he had eaten less.
6. If I had had a smart phone, I would have had a photo album.

Activity 3: Imagine that your favorite football team has lost again! After the game, the supporters discuss what could have been different. Complete the sentences with the correct form of the verbs in parentheses.

1. If the midfielders (pass) the ball more exactly, our team(have) more chances to attack.
2. If the forwards (run) faster, they (score) more goals.
3. Their motivation (improve) if they(kick) a goal during the first half.
4. The fullbacks (prevent) one or the other goal if they (mark) their opponents.
5. If the goalie (jump) up, he (catch) the ball.
6. If the referee (see) the foul, he (award) a penalty kick to our team.
7. Our team (be) in better form if they (train) harder the weeks before.
8. The game (become) better if the coach (send) a substitute in during the second half.
9. If it (be) a home game, our team (win) the match.
10. If our team (win) the match, they (move) up in the league.

Section Four: Mobile Vocabulary

Lesson 6

Activity 1: The words or phrases in the table below are related mobile phones. Fill in the blanks in the sentences with suitable words or phrases.

voicemail	app	ringtone
call back	charger	smart phone
fare	text message	cut off
case	handset	

1. Another name for your phone, referring to the plastic object is _____.

2. The amount you pay per minute for a call is called _____.
3. _____ is a program that runs on your phone and allows you to do a variety of things.
4. _____ is modern mobile phone that can connect to the internet, play games, etc.
5. If someone sends you a written notice, it is a _____.
6. If someone leaves you message you must check your _____.
7. _____ is the phrasal verb used when your call starts to go bad because you are in the underground, for example.
8. If you return a call to a person, you _____ them _____ (phrasal verb).
9. _____ is something you use to put your phone inside to protect it/ keep it safe.
10. _____ refers to a sound that plays when you receive a phone call; people normally make them individual like a song or some sound they like.
11. If you want to fill your battery in your phone you need a _____.

Activity 2: Read the text below and match the words in bold 1—10 with their meanings A—J.

I didn't have an active mobile phone number in this country so I decided to go out and get one this weekend. I went to the phone shop and the shopkeeper showed me a range of ¹**handsets**. Some of them were free when you signed up to certain service plans. Others you needed to pay for.

I already have a handset and I'm not sure which ²**service provider** has good ³**coverage** in my area so I chose a ⁴**pre-paid** service so I could see how well it worked before I signed up. A monthly contract is a waste of money if there is poor ⁵**reception** at my house.

I put the ⁶**SIM card** in my phone and turned it on. The assistant helped me add some **credit** and I was able to call and send ⁷**text messages** right away. Later in the day, I set up ⁸**mobile Internet** so I could check my e-mails and tweets.

I am quite happy with the service so far, so next month I might ⁹**sign up** for a monthly contract. It's very convenient to pay the bill by direct debit and I won't need to keep getting top-up vouchers. Many service providers give away really good phones when you use their service so I might get myself an iPhone. A ¹⁰**smartphone** would be really useful for me and I could even blog using it!

- A. a company that provides the connection for your mobile phone
- B. a service you pay for before you use it
- C. signal strength
- D. a mobile phone with many extra functions
- E. a mobile phone hardware
- F. a message of up to 160 characters sent from a mobile phone (also called SMS)
- G. the area where your mobile phone can be used
- H. Internet on a mobile phone
- I. the small plastic card that enables your phone to connect to the service provider
- J. to enroll or register to get the service

Lessons 7

Activity 3: Study the meaning of some common mobile vocabulary	
Android	A mobile operating system that can be installed on phones and other mobile devices, including smart phones with the Google operating system
Answering the phone	Talk to the person on the line after picking up the phone
Answering machine	A recorder that takes the messages you leave on a phone
Antenna	A device for transmitting, receiving which carries waves for mobile phone communication
Area code	A series of digits referring to a country's specific region, which must be dialed before the phone number
Bluetooth	A standard which allows two devices to easily connect to each other. They're accessories such as headphones connected bracelets often use Bluetooth
Busy (line)	When the line you're calling doesn't answer because someone else is already online
Call	It's the action of connecting a person with a phone to its contact
Charger	A device for storing an electric current and injecting it into a phone so that this latter can function
Country code	A short sequence of digits at the beginning of a phone number, which are used to identify the country of the user
Cut off	A short or a long break in a telephone conversation due to a malfunction of the device
Dial a number (to)	To press the digits on a telephone keypad to select a phone number
Dial tone	It's a sound signal on a caller's phone that puts him or her on hold until the call taker picks up
Email	An electronic message one can send from an application on one's phone
Headset	A device in contact with the ear that delivers sound directly into it
Hold the line (to)	Not to hang up the phone. To wait to be talked back to
Key	A number, letter or sign on a press button on the keypad
Keypad	It's a kind of keyboard on a phone used to dial numbers or signs
Mobile phone	An electronic phone, normally portable, as opposed to a landing phone

Sim card	Or a subscriber identity mobile, it's an electronic chip card that enables identification, provides access to a chosen network operator, carries data and stores information
Smartphone	A device that, in addition to its phoning use, also allows you to connect to all the Internet's functionalities.
SMS	Short message service. A service that allows you to text and send one hundred and sixty characters at most
Spam	Automatic and repeated sending of unwanted electronic messages to a large number of Internet users for advertising purposes
Text message	An electronic message sent by a mobile phone application
Touchscreen	A telephone monitor that reacts to the fingers' touch
Voicemail	A device in a voice messaging system for recording and storing vocal messages, either received or to be transmitted, and which can be played back or forwarded to one or more recipients
Wi-fi	A local area network that uses radio waves to wirelessly link together multiple computing devices to facilitate data transmission

Section Five: Speaking

Lesson 8

Talking about Mobile Phones

Activity 1: Answer the following questions first individually and then discuss your answers with your partner.

1. Do you have a mobile phone? If not, you can talk about the mobile phone of your siblings (brothers and sisters) or your parents.
2. How often do you use your phone? (How often does your elder brother or sister/ one of your parents use their mobile phones?)
3. Do people in your place of residence use their phones too much? Do you think that is good or bad?

Activity 2: Think about how your family members or your friends use their mobile phone. Then rank each use from 1 (the most frequent) to 8 (the least frequent).

Use of mobile phones	Ranking: 1=most frequent 10 = least frequent
Making calls to friends / family	
Studying, doing assignments, & homework, etc.	
Social networking (e.g. Face book, Instagram, etc.)	
Taking photos	
Checking e-mail	
Entertainment (movies, games, music, etc.)	

Recording videos	
Text messaging	

Activity 3: Now compare your answers with a partner. Ask each other for more information. Be ready to report your ranking to your class students.

Activity 4: Work in a small group and discuss these questions. First look at the mobile phones in the picture.



1. What differences do you see among the various types of mobile phones?
2. What do you think G1, G2, G3, and G4 refer to?
3. What do you think the next generation of mobile phones (G5) will look like?
4. In your group, design the next generation mobile phone (G5). Draw your design as much as you can and be ready to show and explain your design to your class.
5. Which group's design do you think is the best design? Why?

Section Six: Writing

Lesson 9

Activity 1: In your group, list out common mobile phone problems you observe in your school or elsewhere. Discuss the problems and list out your solution(s) to the problems. Use your solutions and write an **advice sheet** for your school children on how to use (not use) mobile phones. Write your advice in short sentences in both the 'Dos' and 'Don'ts' columns as in the example.

Advice sheet on Mobile Phones	
Do's	Don'ts
1. Choose your contacts carefully.	Don't use social media too much.

Lesson 10

Activity 2: Ask three students from your class about mobile phones using questions 1—6. Write their answers shortly in their respective column.

Questions	Student 1	Student 2	Student 3
1. Do you have a mobile phone? <ul style="list-style-type: none"> • Yes • No 			
2. If your answer to Question 1 is 'No', when do you want to have one?			
3. Do you think students should use mobile phone in school? <ul style="list-style-type: none"> • Yes • No 			
4. What do students you know mostly use their phone for? <ul style="list-style-type: none"> • Social media (Face book, Instagram, YouTube, etc.) • Texting • Calling • Entertainment (games, music, etc.) 			
5. (If you had a phone),what would you mostly use your phone for? <ul style="list-style-type: none"> • Social media (Face book, Instagram, YouTube, etc.) • Texting • Calling • Entertainment (games, music, etc.) 			
6. Do you think mobile phones distract students from their study? <ul style="list-style-type: none"> • Yes • No 			

Activity 3: Now summarize your information and write short sentences on what the students have responded to each question.

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Activity 4: Now use your sentences to write a short paragraph on students' opinion about mobile phone. Use words that will help you to connect your sentences.

Students' opinions on Mobile Phone

I wanted to know what some students in our class think about mobile phone. So I asked three students some six questions. _____
