



# ENGLISH FOR ETHIOPIA

TEACHER GUIDE

GRADE 8

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FDRRE, MoE



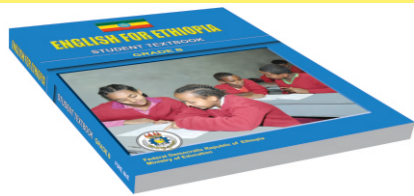
Federal Democratic Republic of Ethiopia  
Ministry of Education



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# *English for Ethiopia*

## *Teacher Guide*

### *Grade 8*

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## ***Forward***

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the Education and Training Policy. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made and continue to be made to improve the quality of education.

To continue this progress, the Ministry of Education has developed a framework for Curriculum Development. The Framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims at reinforcing the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials including this teacher guide and the students textbooks that come with it to be based on active-learning methods and a competency-based approach.

Publication of a new Framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given and will continue, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this guide carefully and support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the questions in the Student Textbook, but these answers should not bar the students from looking for alternative answers. What is required is that the students are able to come up with, and explain knowledgeably, their own possible answers to the questions in the textbook.

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## General Introduction

This English for Ethiopia for Grade 8 aims at providing the necessary tools to help the students learn English and acquire language skills to be able to communicate, learn and use English Language well in a variety of situations. The Student Book is divided into several units to ease the teaching and learning of the language. The four skills of English Language i.e. listening, speaking, reading and writing are emphasised in all units. An effort has been made to provide the students with the necessary content which is suitable for the level of study and age of the students.

The units in the book have been designed on the basis of the current Ethiopian school curriculum. The units aim at achieving both general and specific language objectives.

The Teacher Guide aims at equipping the teacher with the necessary tools and support needed for the efficient use of the Student Book for teaching English Language as a second language.

The Teacher should endeavour to use creative ways of making the learning of English Language as enjoyable, interesting and rewarding as possible to the students. The Teacher Guide provides a variety of activities and suggests learning aids that can help the teacher achieve the learning objectives of each lesson. The different activities in the Student Books aim at stimulating the interest of the students with the help of their teachers. An effort has been made to equip the teacher with useful hints and tips on how best to integrate different teaching methods in each lesson so as to teach the different language skills effectively.

There are suggested objectives for every unit as well as various learning and teaching aids and activities. Exercises and additional information on each of the topics in each unit have also been provided for the teacher. Students learn best when they are involved in the learning process. On the basis of this, a student-centred methodology of teaching as well as a communicative approach to language learning has been emphasised in both the Student's Book and the Teacher Guide.

Each unit in the Student's Book and the Teacher Guide suggests specific phases in relation to the content that can be covered in each lesson. The introductory part in each unit introduces the learner to each topic by starting from the known to the unknown, i.e. through pictures which easily enable students recognise what is familiar to them in their communities before new components are introduced later on in the unit.

The language teacher is encouraged to link each unit with the previous unit and each lesson with the previous lesson to enable the students appreciate the importance of communicating well in a language. This should be done in the introduction phase. This approach also enables the students revise the vocabulary, practice and apply the language patterns thereby ensuring the continuity and harmony of the teaching and learning experience(s) in the language class.

Sample unit plans and schemes of work have been provided to guide the teacher in designing lesson plans and schemes of work tailored to meet specific learning and teaching needs of a specific classroom. The teacher should handle each class as a unique learning experience which requires either a unique teaching approach or a combination of approaches.

The teacher should also specifically be sensitive to the needs of individual students especially those in the special educational needs (SEN) category. This issue is discussed later on at length with special focus on Children with Special Needs and with learning disabilities. The Primary English Course for Ethiopia focuses on the acquisition of the four language skills i.e. listening, speaking, reading and writing. The following have been used in the Student's Book and the teacher Guide to help the students in the learning of the English language.

- |                         |                                    |                         |
|-------------------------|------------------------------------|-------------------------|
| (1) Speaking            | (2) Listening exercises            | (3) Dialogues           |
| (4) Poems               | (5) Language patterns              | (6) Guided compositions |
| (7) Spelling exercises  | (8) Creative writing exercises     | (9) Puzzles             |
| (10) Short stories      | (11) Grammatical exercises         | (12) Discussion topics  |
| (13) Revision exercises | (14) Group activities and projects |                         |

The above components, if used together in combination with various teaching and learning activities and aids, will help the students not only acquire language skills for use in and out of the classroom, but will also lead to



the development of other skills such as **critical thinking skills, analytical skills, group and individual skills, organisation and leadership skills.**

### **Aims and objectives of the Primary English Course for Ethiopia**

The Primary English Course for Ethiopia is aimed at enabling learners develop a solid language foundation with emphasis on all the four language skills of **listening, speaking, reading and writing.** The course exposes students to the use of the English Language in and out of the classroom environment in a communicative way. By the end of the course, students will be able to:

1. Listen and follow instructions given to them in English language.
2. Express themselves well in spoken English Language.
3. Articulate their arguments for or against given topics using the English language.
4. Read material written in English language fluently for knowledge and pleasure.
5. Write clearly and distinctly in English language and express their ideas logically.

### **The Four Language Skills**

#### **Listening and Speaking**

The listening and speaking skills in English Language are discussed concurrently because the two skills are practically used concurrently. Students are generally inquisitive by nature and are always keen to respond to new information, hence the need to develop listening and speaking skills. Students always want to hear new, interesting and exciting information. The teacher should always try to make the lesson as interesting and exciting as possible so as to maintain the students' attention throughout the lesson. It is important to note that the attention span of the young students of a language is usually short. Therefore, teachers should, as much as possible, try to help students develop good listening skills by giving interactive and interesting listening and speaking exercises. The Student's Book as well as the Teacher Guide contain a variety of language exercises but the teacher should not be limited to them. They include dialogues, dictations, spelling exercises, etc. Activities like recitations, role play, story telling and dialogues have also been suggested to the teacher. Extra emphasis should be laid on the following:

- ◆ pronunciation of words
- ◆ intonation
- ◆ sentence construction
- ◆ articulation of words
- ◆ varying moods as expressed in speech

**NB:** *The teacher should be mindful of the influence of mother tongue and other languages in the development of the listening and speaking skills to the students. The teacher should be patient with students who may fail to adapt quickly to the right pronunciation and intonation of specific words or language patterns. The teacher should systematically encourage the learners who appear to have specific language problems. The teacher should also encourage students to communicate in the English Language outside the classroom.*

#### **The teacher is encouraged to involve the students in the following**

- ◆ talking as freely and as much as possible in English on and off the school compound
- ◆ group discussions
- ◆ debates
- ◆ question and answer sessions
- ◆ story telling and other forms of narratives

#### **Reading and Writing**

The skills of reading and writing are also discussed together because they reinforce each other. It is important for the learners to learn how to read and write well not only for the sake of the English Language class but also for other classes especially where English is used as a medium of instruction. Emphasis should be put on the use of different vocabulary, language patterns, communication skills and different styles of writing. Attention should also be given to sentence construction, punctuation and the use of language in practical out of class language exercises.

Learners should be given equal opportunity to read and write both for pleasure and as a classroom exercise. Students should be given a chance to read both aloud and silently. Some students use their fingers to read which gives them a slow reading pace, so teachers should discourage students from using their fingers while reading. Students should be helped to bring out stress and intonation. The teacher should encourage students to read and write poems, short stories, songs, letters and other forms of creative writings as early as possible. This will help students acquire rich vocabulary and embrace the culture of reading and writing at an early age. Special attention should be paid to students who use their left hands to write. This type of students should be encouraged to sit on the side of the bench where they feel comfortable (if they happen to share a desk with right handed pupils) so that they can write comfortably and quickly as they participate in the language lesson.

### General Methodology

The general methodology used in this course is a student-centred interactive teaching and learning methodology. The teacher is a facilitator and not a dictator. The teacher helps the student acquire the necessary set of language skills through their practical use in and out of the classroom. Students are given room to experiment with different styles and methods of learning. Learners participate in the teaching and learning experience/process. The following are some of the suggested components in the process of the teaching (and learning) of English as a subject and as a medium of instruction in the language classroom.

- ◆ guided discovery method                      brain storming
- ◆ discussion method / Presentation method    recitation method
- ◆ demonstration method                          dramatisation
- ◆ question and answer method

### Guided discovery method

Guided discovery method is a type of teaching method where the teacher helps the learners through the process of acquiring language skills without forcefully teaching them. The learners are given a chance to explore their environment, experiment and observe after which they apply the learned information to practical situations. The teacher encourages learners to ask questions wherever they get confused. The teacher offers correction where the learners have made mistakes. It is important to note that learners learn by 'doing' rather than watching or listening.

### Discussion method/Presentation method

This method involves discussion among the students and the teacher. The teacher initiates a topic and encourages learners to respond, argue, and comment, debate, etc about it. The teacher should also organise student -student discussions. This helps the learners develop all the skills of language while also acquiring other skills like analytical skills, critical thinking skills, group and interpersonal skills as well as presentation skills.

### Demonstration method

Language learners understand more through imitation especially in the early stages of language learning, where the students have no prior language information. The teacher should demonstrate what she or he teaches through proper language use in and out of the classroom. Students will adopt the teacher's accent, writing style, and other skills exhibited by the teacher. Language students also learn a lot from each other, therefore, the teacher should encourage the right skills in children while also discouraging the poor skills.

### Question and answer method

In this method, the teacher uses a variety of questions to help the students acquire and practise certain skills. The teacher also answers questions asked by the student. A good language teacher encourages language students to ask questions and helps them develop their ability to think critically and to analyse issues (critical thinking) when such students could use a variety of styles in asking questions in order to reduce monotony. The teacher can use open ended questions in some places while giving close ended questions in other areas.

### Brainstorming

In this activity, the teacher gives an open ended question which leads learners to give many different answers. The students should be encouraged to agree or disagree with a certain answer. The topic is explored from as many angles as possible depending on the level of learning.

### Dramatisation

In this activity, the students act out given scenarios. They follow a plot and story given by the teacher. The language students may not have to improvise words but rather to dramatise a situation or a scenario in form of a dialogue, play, or skits.

### Recitations

Here, the learners are organised to use their body expression, facial expression, gestures, pictures, etc. This activity involves the learners and even the teacher reciting poems, tongue twisters and riddles. The teacher should invite the students to recite as a class, in small groups and even individuals. This activity helps the learners learn to:

- ◆ articulate words correctly.
- ◆ improve the reading speed.
- ◆ enhance the ability to understand different types of texts
- ◆ infer meaning of words or phrases in a given text.
- ◆ read sentences correctly.
- ◆ appreciate rhythm, stress and intonation.

### Group work/ discussion

Group work is a method of teaching where learners are put into groups and given a task to do.

#### Factors to consider:

- ◆ age of the learners
- ◆ abilities and skills
- ◆ role of gender-related issues
- ◆ appreciating the learner's experience and point of view
- ◆ the clarity of instructions before each given task
- ◆ interests or inclinations of learners
- ◆ social dynamics in the learning environment

### Organisation of the group

In a class of 40 students, 5 or 4 groups of 10 is better otherwise a group should consist of 4 to 6 students. There should be a convenient place where exchange of ideas is possible (sitting arrangement). Leadership should be taken into account i.e. start with the brightest students to roll the ball and slow ones to participate as 'leaders' towards the end of each discussion topic.

### Benefits/merits of group work

- ◆ encourages even weak students to participate / speak
- ◆ enhances leadership skills.
- ◆ wide range of activities can be covered.
- ◆ enhances free expression.
- ◆ encourages cooperation among students.
- ◆ encourages the sharing of ideas.
- ◆ encourages competition since every member of the group would like to be recognised.
- ◆ group work is basically learner-oriented.
- ◆ the teacher also learns from the students.
- ◆ encourages the participation of each and every student in class.
- ◆ it is good for remedial and revision purposes.



### How to overcome problems of group work

- ◆ group the students according to ability and interest.
- ◆ appoint leaders to guide the group.
- ◆ the teacher should carefully monitor the students' activities.
- ◆ presentation should be quite good.
- ◆ the teacher should correct students' mistakes.
- ◆ give clear instructions and maximum supervision.
- ◆ motivation and appropriate tasks should be given.
- ◆ organise the class before time so that the students can be ready.
- ◆ Picture Study / picture stories

Picture stories help the learners visualise situations. Students can write or tell stories based on those pictures.

### Teaching/learning aids and activities

The use of relevant teaching / learning aids and activities in teaching English Language is very vital because language teaching is a practical subject. Students need to experience what they are taught in order to make meaningful progress. The aids can be physical as well as abstract. Bring the classroom experience as near to reality as possible. While the teaching of difficult grammatical structures and rules is good, it is not sufficient without practical and simple application to day today language use. The use of teaching / learning aids and activities helps achieve this. The following are some of the suggested teaching / learning aids and activities some of which appear in the Student's Book. The teacher is free to supplement these with other creative language resources.

The suggested teaching and learning aids are simple and usually easy to get and use in the classroom setting. However, some of them might cost a small amount of money. Others can simply be developed by the students and the teacher.

### Teacher evaluation

The teacher should also carry out objective self evaluation after each lesson. It is important for the teachers to evaluate their performance so as to track changes and make adjustments where necessary. The teacher can also ask a fellow teacher to come and give him/her feedback once in a while i.e. peer evaluation and support. This leads to quality delivery and better results from the teaching and learning experience.

### Time allocation:

(a) 11 periods per week

(b) 40 minutes per lesson

### Syllabus Matching Chart

UNIT	PICTURE STUDY AND LISTENING	DIALOGUE	VOCABULARY	GRAMMAR PRACTICE	COMPREHENSION	WRITING
1. A popular Sport	Observing pictures and answering questions Discussing types of sports Listening for specific information <b>Pages 1 - 2</b>	Reading, discussing the acting the dialogue Answering questions about the dialogue <b>Pages 3-4</b>	Reading and pronouncing words Using words in sentences Making vocabulary network <b>Pages 4-6</b>	Is ...popular? Yes, it is / No, it isn't Do you play? Yes, I do / No I don't Using 'where', 'which', 'what', 'who' Using ...better than ...because 'Should' <b>Pages7-10</b>	Reading and answering questions Matching words with meanings <b>Pages 11-14</b>	Gaps fill in Summary Composition <b>Page 15 - 16</b>

Introduction

2. Story / Poem	Observing pictures and answering questions Listening for specific information <b>Pages 17-18</b>	Reading, discussing and acting dialogues (using 'had better', 'should have', 'could have') <b>Page 18-19</b>	Practising words in the dialogues <b>Page 19</b>	'Should', 'ought to', 'need to' The past simple tense (regular and irregular verbs) Questions and negative forms <b>Page 20 - 23</b>	Reading and answering questions Matching words with their meanings Completing statements (multiple choice questions) <b>Pages 24- 29</b>	Writing a summary Composition Poems Describing a person <b>Page 30-31</b>
3. The City and the Country	Map study and answering questions Naming neighbouring countries Listening for specific information <b>Pages 33-34</b>	Reading, discussing and acting dialogues Answering questions about the dialogue <b>Page 35</b>	Practising with words in the dialogue (replacing words in bold with the given words) <b>Pages 35</b>	Comparatives (regular and irregular adjectives) Using: ...as ...as ... / not so ...as ... Using: so ...as ... 'Used to...' Agreeing and disagreeing <b>Pages 35 -42</b>	Reading the passage and answering questions Comparing passages and answering questions Comparing passages and forming sentences <b>Page 43 - 45</b>	Writing a paragraph Writing a composition about a village or town  Listing words related to the city and village <b>Page 45 -46</b>
4. Education for All	Observing pictures and answering questions Discussing the importance of going to school Listening for specific information <b>Pages 47- 48</b>	Reading the dialogue and answering oral questions Using 'I think I will ...' <b>Page 52</b>	Rearranging words <b>Page 55</b>	The past simple tense Using: 'because of', 'as a result', 'therefore' 'should', 'ought to', 'must' Using: I think... I will... <b>Pages 48-55</b>	Reading the passage and answering questions Answering questions about graphs <b>Pages 54-59</b>	Slogans Friendly letters <b>Pages 59-60</b>
5. Scientist Discovers	Observing pictures and answering questions Discussing Bilharziasis, its causes, spread and prevention Listening for specific information <b>Pages 61-62</b>	Reading a dialogue and acting it out using 'must' and 'mustn't' <b>Page 63</b>	Practicing words in the dialogue. Replacing words in bold <b>Page 64</b>	Using: 'must', 'mustn't' Using: when / while and past continuous / past simple tenses Using: which, who, that <b>Page 64 - 71</b>	Reading story and answering questions Writing sentences Multiple choice questions Finding words and their meanings <b>Pages 66-72</b>	Writing a summary Writing causes and preventions of Bilharziasis Writing a poster Writing about Albert Einstein <b>Pages 68 - 74</b>
6. Personal Future Plans	Observing pictures and answering questions Discussing future plans Listening for specific information <b>Pages 75 - 76</b>	Reading the dialogue and answering oral questions Practice the dialogue by using 'going to' <b>Page 76</b>	Writing own dialogue replacing vocabulary words <b>Page 76</b>	Using: If ...will/ shall, when ...will/ shall Reading conversations and writing correct answers <b>Pages 77-80</b>	Reading the article and answering questions Finding words which mean the same as the words from the passage Constructing sentences <b>Pages 81- 82</b>	Writing a paragraph about future plans Writing a paragraph about Desalegn's future plans Writing about short, medium and long-term activities Letters Composition <b>Pages 83 - 84</b>

7. A Day in the Life of a	Observing and describing a picture Answering questions Listening for specific information Discussing jobs done by children <b>Pages 85 - 86</b>	Reading and acting a dialogue Replacing bold words with given words Discussing and answering questions Forming and acting dialogues <b>Pages 86-87</b>		Using: '...although ...' Making and writing sentences Discussing work done by different people Using the indirect speech Using the direct speech Conditional sentences <b>Pages 87 - 92</b>	Reading the passage and answering questions Multiple choice questions <b>Pages 93 - 94</b>	Information tale punctuation, composition <b>Pages 95 - 96</b>
<b>Revision Unit one (pages 97 - 104)</b>						
8. How to Make Ethiopian Coffee	Observing and describing pictures Describing processes Listening for specific information Forming right words Vocabulary Practice Forming correct words <b>Pages 105</b>	Rearranging words. <b>Pages 106</b>	The present simple passive tense sequencing words The present simple active tense Using so that. <b>Pages 106 - 109</b>	Reading the passage and answering questions  <b>Pages 109-112</b>	Writing a paragraph about a process Writing a poem Writing vocabulary network Writing about 'difo dabo' (local bread) Vocabulary network Making a funny mask for a child. <b>Pages 112 -116</b>	
9. Plants for Medical Use	Observing and discussing pictures Answering questions about the picture Discussing modern machines Listening for specific information <b>Pages 117- 118</b>	Reading the dialogue and answering questions Replacing words in the dialogue with given words Acting the dialogue <b>Pages 118 - 119</b>	Matching vocabulary with meaning Constructing sentences <b>Page 119</b>	Using: 'as a result of, because of, consequently' Using: should, had better, ought to <b>Pages 119- 120</b>	Reading the passage and answering the questions <b>Pages 122- 124</b>	Writing about plants for medical use Making a poster Writing a summary Writing a composition <b>Pages 124- 126</b>
10. Art and Artists	Observing pictures and observing questions Listening for specific information <b>Pages 127- 128</b>	Reading and acting the dialogue Writing a dialogue Answering questions  <b>Pages 128</b>	Matching sentences with meaning Constructing sentences <b>Pages 130</b>	Modal verbs of possibility The present simple tense. The past simple tense The present perfect tense Using: I would like to ... Using: 'usually', 'always'. Using: 'more', 'most' <b>Pages 129- 134</b>	Reading the passage and answering questions Matching words with their meaning <b>Pages 136- 137</b>	Comparing items Describing a painting  <b>Pages 137- 138</b>

## Introduction

11. Natural Wonders of Africa	Observing and discussing the map of Africa. Answering questions about the map. Telling direction Listening to text <b>Pages 139- 140</b>	Reading the dialogue and answering questions Filling in direction Acting dialogues <b>Pages 141</b>	Locating direction of countries.  <b>Pages 141</b>	Using: 'which, where' Using: although and but Using adjectives Riddles <b>Pages 142- 146</b>	Reading the passage and answering the questions  <b>Pages 147- 151</b>	Posters Letters  <b>Pages 152</b>
12. Technology in a Modern World	Observing and discussing pictures Answering questions about the picture Discussing modern machines Listening for specific information <b>Pages 153- 154</b>	Grouping words Dialogue <b>Page 154-159</b>	Reading the words  Constructing sentences  <b>Pages 155</b>	Using: 'which' Using: so ...what 'used to'  <b>Pages 155- 159</b>	Reading the passage and answering the questions <b>Pages 160</b>	Rearranging words Writing about the computer Functions of a bicycle Debate <b>Pages 161 - 164</b>
13. A Historical Person	Observing and discussing pictures Answering questions about the picture Discussing Wangai Maathai Listening for specific information <b>Pages 165 - 166</b>	Imaginary interview with a famous person. <b>Pages 168</b>	A guessing game <b>Page 168</b>	Using the past simple and past perfect tense <b>Pages 169</b>	Reading the passage and answering the questions <b>Pages 169 - 170</b>	Writing about Engineer Kitaw Ejagu Writing about Mamo Wolde Writing about Lucy Writing about Mr Kofi Annan <b>Pages 172-176</b>
14. African Folk Tale	Observing and discussing pictures Answering questions about the picture Discussing the folk tale Listening for specific information Picture reading <b>Pages 177 - 178</b>	Reading the dialogue and answering questions Replacing words in the dialogue with given words Acting dialogues  <b>Page 178</b>	Reading the words Spelling the words Pronouncing the words Matching vocabulary with meaning Constructing sentences <b>Page 179</b>	Using: 'who, whose and which Picture story  <b>Pages 180 -186</b>	Reading the passage and answering the questions  <b>Pages 182 - 184</b>	Writing about the Hare and the Monkey Composition writing  <b>Page 188</b>
<b>Revision Unit two (pages 189 - 196)</b>						

# Unit 1: A popular Sport



## Background information

Sports in schools are among the co-curricular activities organised for physical fitness and relaxing of the mind from the academic work.

Football, volleyball, athletics, among others are the favourite games for students in schools. Sports can transform a student into a popular figure and make him or her earn a living.

In this unit, teachers should encourage students to take part in sports.

**General Objective:** In this unit, students will be able to discuss different sports.

**Specific Objectives:** Students will be able to:

- (a) discuss names of sports.
- (b) look at sporting symbols and name the sport.
- (c) listen to a passage about different sports and complete a chart with information.
- (d) ask and answer questions about an information chart.
- (e) make vocabulary networks by grouping sports vocabulary into sport, equipment, place etc.
- (f) talk about sports vocabulary using relative pronouns.
- (g) talk about the sports in their area.
- (h) ask and answer questions about sports in pairs.
- (i) conduct a survey about their favourite sports.
- (j) discuss the qualities needed to be a good sportsman/ woman.
- (k) debate about their favourite sportsmen/ women and teams.
- (l) talk about sporting heroes/ heroines.
- (m) complete a cloze text paragraph. Write a paragraph about a sportsman/ woman.

**Learning resources:** basketball, volleyballs, rockets, ropes, sports texts, hurdles, pictures, print and electronic media.

## **A** Listening and speaking

### Lesson 1

Student's Book, Page 1

**Specific objectives:** Students will be able to:

- (a) Observe the different sports.
- (b) Discuss names of sports.
- (c) Look at sporting symbols and name the sports.

**Lesson content:** Listening Practice

Step 1: Introduce the unit topic - 'A popular sport'. Ask students what they expect to learn in this unit and accept all possible answers.

Step 2: Then, lead the students to work on lesson 1, Exercise 1. This activity will help them to share ideas about the sports they know.

Step 3: Let the students discuss the pictures and the questions. Remind them that they have to use English in their discussions. Give a chance to some groups to read their answers. Give feedback based on the following expected answers.

### Exercise 1: Expected answers

1. (a) In picture A, students/children/ boys/ girls are playing high jump.
- (b) In picture B, a boy is throwing a javelin.

- (c) In picture C, the boys and girls are playing volley ball.
- (d) In picture D, the boys are playing football.
- 2. Either of the four; football, volleyball, high jump or javelin.
- 3. Accept any correct answers given by the students. Focus on the health, social and economic value of sports.

Step 4: Tell students to copy the table in their exercise books and discuss what they expect to hear. Ask them a few questions about the athletes, such as:

- (a) Do you know Meseret Defar?
- (b) Have you ever met her?
- (c) What do you know about her?

Step 5: Then read the following text loud to the students. The students should listen attentively and complete the table basing on the passage they have listened to. While you read, pay attention to your speed and punctuation. Read the text twice. Let students complete the table and compare their answers. While they compare their answers allow them time to discuss their differences.

### Ethiopia's Super athletes

Some call her 'the sprinter', 'the flying princess', while others refer to her as 'the woman of power'. Tirunesh Dibaba made 25 years in 2010. She broke the world record for 15,000m in Nijmegen, The Netherlands on 15th November 2009. She clocked 46:28. She is also the reigning 5,000m and 10,000m Olympic champion.

About Kenenisa, a journalist once joked: "If Ethiopia long distance running was an empire, Kenenisa Bekele would be the heir apparent to the throne". He is in the world known by many as "superman II" while others refer to him as "the Usain Bolt of long distance running". This is because he is renowned for his ability to accelerate very quickly at the end of a long distance race. Bekele won two gold medals at the 2009 World Championship in Athletics held in Berlin, Germany. His double victories in 5,000m (13:17:09) and 10,000m (26:46:31) made him the first man to take both the long distance track gold medals at the same World championships. Since 2003, Kenenisa has not been beaten over 10,000m and with his vast array of medals, many consider him to be one of the greatest long distance runners of all time.

"Emperor Gabe" is Haile Gabrselessie's trade mark name. He is famous for making and breaking his own athletics records. As a child growing up on a farm, he used to run ten kilometres to school every morning and the same in the evening. He has achieved major competition wins at distance running between 1,500 metres and the marathon. In 2008, Haile won the Dubai Marathon with a record time of 2:04:53. He helps to raise money for **Vicky's Water Project** which delivers clean water to remote areas of Ethiopia.

Meseret Dafaar is an Addis Ababa born female runner. She won two gold medals in 5,000m in Athens. In 2009, she won a 5,000m race competition in Berlin, Germany, setting a new world record of 14:24:37. In 2007, she was recognised for her outstanding performance as IAAF World Athlete of the year. Meseret loves children. She is a major supporter of the "Abebe Bikila Project", a children's running group in Ethiopia. Gete Wami is yet another family name in Women marathon in Ethiopia athletics. She won one silver and two Olympic bronze over 5,000m and 10,000m in Berlin, Germany. In Berlin, Germany in 2009, she set a world record of 2:23:17 in the 5,000m.



**Activity 2:** Expected answers about the table

Ethiopia's super athletes

Name	Age	Height (metres)	Track	Country	World record	Year
Tirunesh	25	1.65	10,000m	Netherland	46:28 : 00	2009
Kenenisa	26	1.65	5,000m	Germany	13:17:09	2009
Haile	34	1.65	Marathon	Dubai	2:04:53	2008
Meseret	26	1.65	5,000m	Germany	14:24: 37	2008
Gete	29	1.67	5,000m	Germany	2:23:17	2009

After the students have completed the table, let them answer Exercise 3 individually in their Exercise book. Then ask them to compare their answers.

**Exercise 2: Expected answers**

1. The sprinter, the flying princess, the woman of power.
2. She is the champion for the 5,000 metres and 10,000 metres track.
3. Kenenisa would be the heir apparent to the throne. A journalist made this remark.
4. He has the vast array of medals.
5. Superman II, the Usain Bolt of long distance running.
6. In 2008.
7. To deliver clean water to a remote area of Ethiopia.
8. In the 5,000 metres in Athens.
9. In Berlin, Germany.

**Activity 3:** Expected answers

Accept any correct answers focusing on the social, economic and health aspects of sports.

**Lesson 2**

Student's Book, Pages 3.

**Specific objectives:** Students will be able to:

- (a) Read and act the dialogue.
- (b) Substitute words for vocabulary practice.
- (c) Answer questions about the dialogue.

**Lesson content:** Dialogue

Step 1: Revise with the students what they learnt in the previous lesson about Ethiopia's super athletes. Ask them to work with a partner to assume roles of Abenet and Motuma.

Step 2: Ask the students to read and act out the dialogue. Go around the class to check their articulation of words and use of body language.

**Activity 1:** Expected answers

A pair of students will memorise the dialogue and volunteer to act it in front of the class.

Give five minutes to the rest of the pairs to act. Allow students to express their feelings. Control the class environment so that they do not get carried away with their emotions to disrupt the lesson.

## Unit 1: A popular sport

### Exercise 1

Let the students identify the words in bold and replace them with the words in Exercise 1. Guide the students to write the dialogue in their exercise books.

### Exercise 2: Expected answers

1. Kenenisa had emerged victorious at the Berlin Germany Olympics.
2. Kiplagat, Moses Kipsiro and Cherop.
3. Kenenisa's shoe-lace became loose.
4. When the bell signalling the last lap was sounded, Kenenisa sped off with a quick speed and overtook the four resilient athletes. Then, the Kenyan who was in the lead turned to look behind and Kenenisa overtook him in a flash of a second beating him to the finishing line.
5. This is an opinion question. Accept answers supported with sensible arguments.
6. A combination of factors enabled Kenenisa to win the race such as; his quick pace, the cheering crowd and his confidence as an international athletic champion.

### Activity 2: Expected answers

Assist students to choose their popular sport and recall the races. Where possible, use a video to help them refresh their memories. Then guide them to write a dialogue describing who participated, who they wanted to win and how the winner came through.

## Lesson 3

Student's Book, Page 4

**Specific objectives:** The students will be able to practise some of the common vocabularies and contexts used in sports.

**Lesson content:** Vocabulary practice

Step 1: Let students read the words aloud for articulation.

Step 2: Ask them to spell the words. (*Textbooks should be closed*).

Step 3: Let them do the exercise individually and compare their answers with other partners. Then give feedback based on the following expected answers.

### Exercise 1: Expected answers

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 1. men's        | 4. a lot of money | 7. team     |
| 2. competitions | 5. vigorous       | 8. cheering |
| 3. Ethiopia's   | 6. participate    | 9. winning  |

### Exercise 2: Expected answers

A	B
game	supporter
prizes	awards
train	competition
fan	star
hero	practise

Step 4: Divide the class in groups of four. Ask them to describe their favourite sportsmen or women and discuss their achievements. Let the secretary of each group report their findings to the class.

**Activity:** Expected answers

Answers will vary from one group to another. Accept correct answers focusing on the biography/profile of sportsmen and women in various sports.

## Lesson 4

Student's Book, Page 5

**Specific objectives:** Students will be able to:

- (a) create vocabulary network related to sports.
- (b) interpret data from table to answer questions.

**Lesson content:** Information Games Chart

Step 1: Introduce the lesson by asking students to talk about the achievements of popular sports icons they know.

Step 2: Ask students about the use of tables and the type of information that is included in the tables. For example, ask them whether we write long sentences or brief, summarised words in tables.

Step 3: Divide the students in groups of four, then let them study the table and discuss any new vocabulary they have found in the table. Allow the students ten minutes to discuss the table and give feedback on their answers. Then lead them to do the exercise that follows based on the following expected answers.

**Exercise 1: Expected answers**

1. Football
2. A basketball, jerseys, boots, two nets and a whistle.
3. (Opinion question). Accept any correct answer focusing on the virtues of discipline in sports.
4. Accept any answer with a good reason.
5. A helmet protects the head and other delicate parts from punches.
6. It should be clean, demarcated with a stretched net tied to two poles.
7. When one player is injured, tired or if there is need to re-enforce the team,
8. Boxing is a two man/woman contest requiring individual ability.
9. When a fighter cannot continue with the match, a Knock Out is awarded.
10. A Knock Out is usually awarded when one participant is unable to rise from the canvas/ ground within a specified period of time, typically because of fatigue, injury (serious or temporary unconsciousness. Expose the students to other ways a knock out may occur in Boxing. For example, a technical knockout (T.K.O.).

**Exercise 2: Expected answers**

Tell students to copy all the new words in their exercise books and form sentences of their own using these words. Accept any meaningful sentences.

**Activity 2**

Tell students to choose the games of their choices. Encourage them to discuss the qualities of the players, equipment and the number of players involved. Guide them to present their information in a table like the one in the Student's Book on page 5.

## Lesson 5

Student's Book, Page 7.

Specific objectives: The student will be able to:

- (a) talk about the sports in their area. Is football popular? Yes, it is./ No, it isn't.
- (b) join sentences using relative pronouns which /that, who, where.

**Lesson content:** Is... Popular? Yes, it is./No, it isn't.; Relative clauses.

### Activity 1

Step 1: Ask the students the games they play.

Step 2: Let them ask their partners about the games they know and those that are popular in their communities, how many players make up the team of those games and how the games are played.

Step 3: Example: Is football popular? Yes, it is./No, it isn't. Ask the students to carry out oral drills in pairs or in small groups based on the expected answers.

### Exercise 1: Expected answers

- |                  |                |                  |                   |
|------------------|----------------|------------------|-------------------|
| 1. Yes, it is.   | 4. Yes, it is. | 7. No, it isn't. | 10. No, it isn't. |
| 2. No, it isn't. | 5. Yes, it is. | 8. Yes, it is.   |                   |
| 3. Yes, it is.   | 6. Yes, it is. | 9. No, it isn't. |                   |

### Activity 2, Student's Book, Page 7.

Do you play ....? Yes, I do./No, I don't.

Step 1: This activity shall be done in pairs. Ask the students to tell their partners the games they play. Allow them time to discuss more about the games that their partners may not know.

Example: Student A : What games do you play?

Student B : I play...

Step 2: Let them use the structure to ask and answer questions about the games.

Example: Do you play volley ball? Yes, I do. or No, I don't.

Relative clauses, Student's Book, Pages 8-9

### Exercise 3

Step 1: Ask students these questions.

- (a) Where are your favourite games played?
- (b) Who are the participants?

This activity will enable you introduce the relative pronouns through sports context questions. Ask more questions using the wh- questions related to sports.

Step 2: Give the students the grammar highlight below and allow them time to discuss the sentences. Explain to them when relative pronouns **which** and **where** are used in a sentence. *Be mindful not to tell them the rule about using relative pronouns. Let them discover it by themselves. It is advisable you do not even tell them that these are relative pronouns. It is not important. What is important is the application of the rules. Ask them to form more sentences using **where** and **which** in sports related contexts.*

**Grammar Highlight**

A football pitch is a place **where football is played**.

A net is an equipment **which you need to play volleyball**.

The underlined clauses in sentences (a) and (b) give us more information about the subject 'football' and 'a net' respectively. They are introduced by the words **where** in sentence (a) and **which** in sentence (b). We call these words **relative pronouns** and the sentences in which they are used are called **relative clauses**.

Step 3: Lead the students to work on Exercise 3. Since it is the first grammar item they are handling, they may work in pairs or even groups of three. Encourage them to try as much as possible to share their answers or better still discuss any differences in their answers. Please assist students who may experience difficulty in doing the exercise.

**Highlight the following notes to learners about the use of relative pronouns 'where' and 'which'.**

*A better way of presenting these notes is by giving students wrongly stated relative clauses and they discuss the mistakes in the sentences and then they correct the wrong sentences.*

- (a) When a relative pronoun is used in a sentence, the preposition disappears. Consider this sentence:  
*That is the sound of a whistle. I told you about it yesterday.*  
 The answer is: That is the sound of a whistle which I told you about yesterday.  
 NOT: That is the sound of the whistle which I told you about **it** yesterday.
- (b) The relative pronoun **which** is used with objects not people.  
 You cannot, for example, say: Ebenet which is twelve years old is sick.
- (c) The relative pronoun **where** is used to indicate/locate a place or a direction.  
 For example: *He went to a place where there was a deafening sound.*
- (d) The relative pronoun **that** can be used for both, a person and a place.  
 For example: The boy that won the race is here.  
 The car that we saw yesterday has had an accident.
- (e) The relative pronoun **who** is used for persons only.  
 For example: The old woman who helped Robera yesterday has twenty grandchildren.

**Exercise 3: Expected answers**

Pupil : This is a football boot which is worn by footballers.

Pupil : This is the Ethiopian national football team jersey which Abdu was talking about.

Pupil : That is the headgear which is put on before racing in motor sports.

Pupil : Those are the whistles which are blown by umpires in volleyball games.

Pupil : That is the tennis racket which I told you about yesterday.

**Exercise 4: Expected answers**

1. This is the sports hotel where the Ethiopian national track team rests after competition.
2. This is the venue where we come to celebrate our victory.
3. Those are the fields where our athletes train from.

## Unit 1: A popular sport

Remember, it is advisable that the students should discover the grammatical rule through application not cramming or memorisation. Therefore, give enrichment exercises to students to do on their own to grasp the grammatical concept of relative clauses. Refer to the extra work given at the end of this unit and all consequent units.

### Lesson 6

Student's Book, Page 9.

Specific objectives: Students will be able to:

- (a) compare different games.
- (b) discuss sports personalities.

**Lesson content:** Using ... better than ... because ...

Step 1: Divide the students in small groups. Let them discuss the various indoor and outdoor games played in Ethiopia. Ask the students to discuss the number of players, equipment, venue, games officials and the expected qualities of participants in these games.

Step 2: Ask them to role play some of the games in class. Encourage them to do the activity that follows.

#### Activity 1: Expected Answers

Guide the students to discuss their favourite games. Let the secretary report their findings to the class.

Step 3: Lead the students to compare and explain why they like some games better than others.

*Tell them, when we have two things but we like one thing more than the other, we use the expression ... 'better than ... because ...', 'because' is added to give more information to clarify or explain our choice of that particular item, object or thing.*

Example: Football is better than tennis because it encourages team work.

#### Exercise 1: Expected answers

Accept answers focusing on the economic, social health and moral values of a sport.

### Lesson 7

Student's Book, Page 10

Specific objectives: Students will be able to:-

- (a) discuss the qualities of a good sportsman/woman in various games.
- (b) present qualities in order of importance.

**Lesson content:** Qualities of sportsmen/sportswomen

#### Activity: Qualities of sportsmen/sportswomen

Step 1: Introduce this lesson by sharing with the students the different sports personalities they know in various sports. For example,

Sports personality	Sport	Country
Lionel Messi	Football	Argentina
Kenenisa Bekele	Marathon	Ethiopia
Tiger woods	Golf	U.S.A
Usain Bolt	100m race	Jamaica



Step 2: Lead them to discuss what they admire about the sports figures they have discussed. Ask them to talk about the lifestyles of these sports celebrities.

*For example:* What do you admire about Kenenisa Bekele? Apart from athletics, what else does he do? How does he spend his leisure time? What charity activities does he do?

Step 3: List various games and ask the students the qualities needed to be professionals of these games.

### Activity 1: Expected Answers

These expected answers are not prescriptive but rather suggestive. The list can be made longer. So accept correct answers from students focusing on the economic, social, health and moral virtues of sports and games.

- (a) A footballer should;
1. be aware of his position and positions of other players.
  2. know how to react under pressure.
  3. be able to adapt quickly to any given situation.
  4. be able to use his or her own individual flair to create passing and shooting opportunities for him or herself and other team mates.
  5. be mentally tough and physically fit to endure the game for 90 minutes.
  6. have speed in movement and mind.
  7. be strong to withstand the challenges like tough tackles he will face from opponents.
- (b) A weight-lifter should;
1. have strong muscles and be explosive.
  2. be flexible.
  3. be able to adapt quickly to lift the weight.
  4. be healthy without any ailments.
  5. have mental balance, body balance and weight balance skills.
- (c) An athlete should;
1. be confident.
  2. have a teachable spirit.
  3. be mentally tough.
  4. be disciplined.
  5. have team spirit.
- (d) A netballer should;
1. have team work spirit.
  2. be able to think and act quickly.
  3. be physically fit.
  4. be a fast runner.
  5. have agility and foot work.
  6. have strength and power.

7. have balance and stability.
  8. have a range of motion.
  9. have jumping and landing skills.
  10. be able to prevent injuries.
- (e) A long jumper should have;
1. speed.
  2. strength.
  3. ability to attempt to leap as far from the take - off point as possible.
  4. mental toughness.
  5. balance of body and speed regulation.

Step 4: Divide the class in groups of four to discuss the sports facilities available in the school such as the field and the balls and fill their findings in the table in Activity 2.

Step 5: Guide the groups to use the information they have discussed to write a paragraph about sports in the school.

### Expected answers

Accept any factual comparisons with reasons focusing on the economic, social, health and moral value of sports.

## B Reading

### Lesson 8

Student's Book, page 11.

Specific objectives: Students will be able to;

- (a) talk about Tirunesh Dibaba and what makes her a celebrated sports icon in Ethiopia and the world over.
- (b) read the passage and answer questions.
- (c) match vocabulary words with their meaning.

**Lesson content:** Comprehension

#### Activity 1: Photo, Passage

Student's Book, pages 11 -14.

Step 1: In groups, let the students discuss about Tirunesh's identity and share their opinions about her achievements by discussing her photo.

Expected answers

1. She is Tirunesh Dibaba.
2. Accept any correct answer focusing on the economic, social, and moral values of her athletic achievements.
3. Responses should be about the countries where she has engaged in international sports like, Germany, England, France, Dubai, USA among others.
4. Accept any correct answers focussing on her recent athletic achievements in both national and international competitions.
5. Accept any positive answers from students focusing on the benefits Tirunesh has gained from athletics.
6. Ethiopia has become famous in athletics and this increases her international and diplomatic relations because of her athletics honours.

Step 2 : Let the students read the passage silently and do the exercises and activities that follow based on the following expected answers.

Exercise 1: Expected answers

1. Tirunesh was born in Chefa, a small Woreda Town in Arsi Zone of the Oromiya Regional State, 260 km southwest of the Ethiopian capital, Addis Ababa. Her father is Dibaba Keneni and her mother is Guitu Tola.
2. Her Bekoji Elementary School, was only a fifteen minutes walk home so she did not have to run to school unlike her relatives.
3. Tirunesh started her athletic career in 2005.

4.

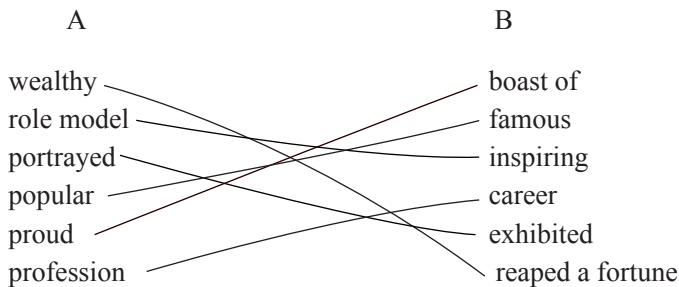
ATHLETES	
Males	Females
Haile Gebreselassie	Derartu Tulu
Kenenisa bekele	Tirunesh Dibaba
Mohammed Kedir	Bekelu Dibaba
Abebe Bikila	Ejegayehu

5. Derartu Tulu.
6. Tirunesh has won more races than any of her family members.
7. In the year 2005, she won a double in the long and short course races at the 33rd World Cross country Championships in St Etienne/ St Galmier in France. She completed another double over the 5,000m and 10,000m at the World Championships in Helsinki. In 2005, Tirunesh broke the world indoor 5,000m record in Boston. She grabbed another world best over five Kilometres in Carls bad in USA.
8. According to the passage, Bekelu did not participate in the international events because it is mentioned. We are only told she was an inspiring runner to Tirunesh.

Exercise 2: Expected answers

1. D    2. B                      3. C                      4. B                      5. D

Exercise 3: Expected answers



Activity 2: Expected Answers

Accept any correct answers from the students focusing on Tirunesh’s athletics career.

## C Writing

### Lesson 9

Student's Book, Page 15.

**Specific objectives:** Students will be able to:

- (a) complete a gap fill in exercise.
- (b) write sentences using vocabulary words.

**Lesson content:** Gap fill-in exercise; forming sentences

Step 1: Review the previous lesson by asking students what they learnt about Tirunesh Dibaba. Let them mention her athletic achievements they discussed and read.

Step 2: Ask them to open the text and re-read the passage quickly to scan for a paragraph about Tirunesh's athletic honours.

Step 3: Let them discuss the meaning of the vocabulary words in Exercise 1. For those words they find difficult, let them look up their meaning in the dictionary. Then, lead them to do exercise 1 and 2.

#### Exercise 1: Expected answers

Tirunesh is a **celebrated** athlete in Ethiopia and the world over. She **burst** to prominence in the year 2005. It was in this year that she **won** a double in the long and short course races at the 33<sup>rd</sup> IAAF World Cross Country **Championships** in St. Etienne. Tirunesh **won** the World Indoor 5,000m record in Boston before **grabbing** another world best over five kilometres in Carlbad in USA. From her racing **talent** she has **reaped** a fortune.

#### Exercise 2: Expected answers

Students' responses will vary from one another. Accept correct sentences formed focusing on sports and sports personalities using the vocabulary words underlined in the above passage.

### Lesson 10

Student's Book, Page 15.

**Specific objectives:** Students will write a summary of Tirunesh's athletic achievements.

**Lesson content:** Summary

Step 1: Review the previous lesson by asking students to talk about Tirunesh's athletic achievements. Ask them to discuss in groups of three, Tirunesh's biography and complete the table.

Step 2: Guide them to use the table to write about Tirunesh in 50 words. Remind them that in their summary, they should only include the major points focusing on Tirunesh's athletic achievements.

#### Exercise 1: Expected answers

<b>Name</b>	<b>Tirunesh Dibaba</b>
Date of birth	October 1 <sup>st</sup> 1985
Place of birth	In Chefa
Achievements in 2000	<ul style="list-style-type: none"> <li>- Won short and long course races (IAAF) in St Etienne/St Galmier in France.</li> <li>- 5,000m and 10,000m World Championship in Helsinki.</li> <li>- 5,000m champion, Bolton</li> <li>- Five Kilometres, Carlsbad USA</li> </ul>

**Exercise 2: Expected answers**

Tirunesh was born on October 1st 1985, in Chefa, a small Woreda town in Arsi Zone, Oromiya Regional State, Ethiopia. She won long and short races at the 33rd IAAF World cross country championship in St Etienne; 5,000 metres champion in Boston; five kilometres in Carlsbad, USA; 5,000 metres and 10,000 metres World Champion in Helsinki.

**Lesson 11**

Student's Book, Page 16.

Specific objectives

- Students will be able to interpret information from a table and write a paragraph about a famous sportsman/ sportswoman and write compositions about their sports hero.

**Lesson content:** Composition

Step 1: Research about Abedi Pele and get his profile and pictures.

Step 2: Review the previous lessons by asking students what they admired about Tirunesh's athletic career.

Step 3: Divide the students in groups of three. Ask them leading questions about any famous Ghanaian football legend. Their guesses will not be far away from the famous football legend, Abedi Pele.

Step 4: Display a picture of Abedi Pele in class, preferably when he was at one of his high profile games. If possible get a video from a Video Library and let the students watch one of his best games.

Step 5: Then tell them to study his biography by discussing the information in the table.

Step 6: Guide them to write a paragraph about Abedi Pele, the famous Ghanaian football legend using the table they have interpreted.

Step 7: Ask students to write about their favourite sports hero by doing the activity that follows on page 15.

**Exercise: Expected answers**

Abedi Pele, a professional Ghanaian footballer was born on the 15th November 1964 in a village called Oko near Dome. He left Ghana and went to Europe. While there, he played for Olympique de Marseille where he won for them the UEFA Champions League Cup in 1993, the European Cup in 1991 and the French League 1 cup in 1988, 1989, 1990, 1991 and 1992.

In Africa, he won for Ghana the Africa Nations cup in 1982 and for SCSA zone III club, he won for it the West Africa Nations Cup in 1982, 1983 and 1984.

Abedi Pele received many individual awards for his football achievements. He received the 'Order of the Volta Award', which is the highest Ghana National Award. He was the African footballer of the year in 1991, 1992 and 1993.

Encourage students to practise writing short texts about their favourite sports and sports heroes.



### Assessment questions and Extra work

#### Assessment questions

Let the students discuss these questions in small groups in their free time. The group secretary will report their findings to the class before the next lesson.

1. What are your most favourite games? Why do you like these particular games?
2. Why are some games difficult to play at your school?
3. What do you think causes some sportsmen/women to be very successful?
4. Discuss how you would become a useful person to the community if you were a talented sportsman or woman.
5. What do you think are the characteristics a good sportsman/woman should have ?

#### Extra work

Ask students to join the following sentences using 'which' and 'where'.

1. This is the dressing room. Footballers put on their uniforms.
2. That is the sports shop. We buy sports equipment.
3. That is the boardroom. Sports meetings take place.
4. That is the office. Our coach does his work.
5. This is the coffee shop. Most sportsmen and women gather here.
6. These are the nets. They are used for volleyball.
7. That is the pole. It is used by high jumpers.
8. Those are the shoes. Kick boxers use them during a match.
9. That is the costume. I was telling you about it yesterday.
10. These are the hurdles. You have to jump them carefully during a race.
11. Here is our school bus. It carries students going to support our school netball team.





## Background information

Stories and poems play a significant role in language learning and acquisition. With the help of poems, students can learn not only to appreciate the message and articulate the words used in the stories and poems, but also to write poems and stories on their own. Stories and poems also help students to learn the meaning of words with ease.

The teacher is expected to introduce the lesson using familiar words i.e. with brief and precise description of characters, animals or objects which are talked about in the stories and poems. Depending on the abilities of the students in the class, part of the story and poem may be fully discussed in the course of teaching a particular lesson. However, the teacher has the liberty to identify, or think of, suitable activities that students may tell or for the case of poetry, mime. Students may suggest other alternative activities as well. Stories and poems are basically descriptions of places, events and experiences. Some are normally written with particular intensity on diction. It is therefore hoped that as the teacher develops the two skills i.e. listening and speaking, special attention shall be given to the language patterns like intonation of words, to the creativity of the students themselves such that the students may also write their own stories and poems and enjoy what they create with their own minds.

**General objective:** In this Unit, students will listen to texts for enjoyment and express feelings.

**Specific Objectives:** Students will be able to:

1. read about people's problems.
2. listen carefully to short narrative passages.
3. answer questions about the passage.
4. ask a series of simple questions based on the text using group's collective memory.
5. read the story aloud in three parts.
6. make predictions about the story.
7. give feedback and encourage class discussion.
8. discuss how the story has developed.
9. make judgements on the actions taken by various characters.
10. decide what course of action the main character should take next.
11. select 4-6 main images from each part of the story.
12. read a poem that describes a person in some detail.
13. write a pen portrait of someone.

## **A** Listening and speaking

### Lesson 1

Student's Book, Page 17.

Specific objectives: Students will be able to:

- (a) discuss the picture and answer questions about it.
- (b) listen to a text from the teacher and answer questions about it.

**Lesson content:** Listening Practice

Step 1: Introduce the unit topic - 'story/poem'. Ask the students what they expect to learn in this unit and accept all possible answers.

Step 2: Then, divide the students in groups of four.

**Activity 1:** This activity will help them recall different stories they know or have heard about.

Step 3: Ask the students to discuss the questions in Exercise 1. Their answers should focus on the picture discussion they have done in their groups.

### Exercise 1: Expected answers

I think mother is telling the children a story.

1. I think the children are attentive because they like the story.
2. I think the children are interested because they are attentive.
3. Traditional stories are educative.

Step 4: Read the passage while the students listen for answers. Let them give their personal opinions and express their feelings about the story.

### Tsegaye, the stubborn boy

Tsegaye was a stubborn boy. His parents had always warned him about moving out in the night alone. One Monday evening, his parents informed him they were going to attend the last funeral rites of his late uncle, Legesse. Tsegaye pretended to be good but as soon as his parents left, he also disappeared forgetting to lock the door. He joined the bad boys' group. He put on his father's jackets and shoes. When he reached a certain junction, thieves beat him up and took away his father's clothes. Blood oozed out from every part of his body. When he reached home, he found all the things in the house had been stolen. He cried and regretted having gone out. The neighbours consoled him and took him to hospital.

### Exercise 2: Expected answers

1. Tsegaye's parents left the house at night.
2. They were going to attend the last funeral rites of Tsegaye's late uncle Legesse.
3. Tsegaye forgot to lock the door.
4. The thieves beat Tsegaye and took away his father's clothes.
5. The things he left in the house were stolen.
6. The neighbours took Tsegaye to hospital.

## Lesson 2

Student's Book, Page 18.

**Specific objectives:** The students will be able to:

- (a) read sentences in the dialogue using: had better/should have/could have (modal verbs).
- (b) write sentences using the modal verbs above.
- (c) offer advice to challenges faced in school.

**Lesson content:** Using *had better/should have/could have*, Student's Book, Page 18.

### Grammar highlight

**had better, should have, could, could have, need to and ought to** are called modal verbs which express ideas such as possibility, permission, or intention. These verbs are often used with other verbs.

- Example:
1. He **should** see a doctor. (*Modal verb of advice*)
  2. He **should have** seen a doctor. (*Modal verb of regret*)

Step 1: Ask the students to discuss the various ailments they know and the treatment for each ailment.

Step 2: Let them work with a partner to assume roles to act the dialogue. As they carry out this activity, tell them to put emphasis on the words in bold.

Step 3: Ask them to write in their exercise books all the sentences, offering advice about the different ailments based on the following expected answers.

**Expected answers**

1. You had better go to the clinic.
2. You had better take a taxi.
3. You had better go to the dentist.
4. You had better take a rest.
5. He fell ill. He should have felt better.
6. He should have seen a doctor.
7. He had a toothache. He could have felt pain in the bad tooth.
8. He should have seen a dentist.
9. He could have seen a dentist.

Step 4: Divide them into groups of four to discuss the meaning of these sentences.

Step 5: Ask students to answer Exercise 1, 2, 3 and the Activity that follows using the modal verbs they have learnt.

**Exercise 1: Expected answers**

You : You had better go to a physiotherapist.

Faine : You should take a walk, go swimming, play, go shopping etc.

**Exercise 2: Expected answers**

1. Alem should have closed the main gate at night.
2. She shouldn't have forgotten the clothes hanging on the line.
3. She shouldn't have overslept.

**Exercise 3 and Activity 2: Expected answers**

- The answers will vary from one student to another. The answers should focus on the appropriate use and function of the modal verbs in sentences the students will construct.

**Lesson 3**

Student's Book, Page 20.

Specific objectives: Students will be able to:

- (a) read sentences in the dialogue using modal verbs **should/ought to/need to**.
- (b) substitute sentences with these modal verbs.
- (c) write sentences using the modal verbs.

**Lesson content:** Using/should/ought to/need to

Step 1: Review the previous lesson about the use of modal verbs 'had better', 'should have', 'could have'. Tell the students to form sentences using each of these modal verbs.

Step 2: Ask students to work with a partner to ask each other what they would do in these situations.

Example: What should you do when you ...?

you get sick?

you miss a lesson?

you fail an exam?

you receive a gift ?

you hurt your friends?

you find an old person on the way?

you become sick?

your parents call you?

Step 3: Guide the students to attempt Exercises 1, 2 and 3.

### Exercise 1: Expected answers

1. You should	go to church. have your lunch early. come to school tomorrow. wait for the director. nurse the baby now.
2. You could	have your lunch early.
3. You ought to	go to church. have your lunch early. come to school tomorrow. wait for the director. nurse the baby.
4. You need to	go to church. have your lunch early. come to school tomorrow. wait for the director. nurse the baby now.

### Exercise 2: Expected answers

1. Zanebech should see a doctor.
2. Miriam could have waited for her mother.
3. Shiferaw could have won the competitions.
4. Makida ought to have visited her grandmother.

### Exercise 3: Expected answers

Remedan : Hi Bulcha! I am running to class. I am about 5 minutes late.

Bulcha : Oh! **You should have** woken up early.

Remedan : You are right. **I need to** adjust my alarm.

Bulcha : That **should** be helpful in solving your problem.

Remedan : I know, but you **ought to** get help.

Bulcha : Now that you are late, **you need to** ask to be excused.

## Lesson 4

Student's Book, Page 21.

Specific objectives: Students will be able to:

- (a) form the past tense of regular and irregular verbs.
- (b) write sentences in the past simple tense.

**Lesson content:** The past simple tense

Step 1: Ask students to form sentences about things they do everyday.

*Example:* I go to school.

Step 2: Ask students to form sentences about the things they did yesterday.

*Example:* I went to school.

Step 3: Ask them to read the passage about 'Why did Hajera call the police?'

Step 4: Let them do the exercises and activities that follow based on the following expected answers.

**Exercise 1: Expected answers**

be	<u>was</u>	keep	<u>kept</u>	grab	<u>grabbed</u>
wake	<u>woke</u>	come	<u>came</u>	arrive	<u>arrived</u>
open	<u>opened</u>	think	<u>thought</u>	show	<u>showed</u>

**Exercise 2: Expected answers**

1. The sound did not come from the garden. It **came** from the living room.
2. She did not think that she had forgotten to turn off the TV. She **thought** they were thieves.
3. She did not grab her gun to shoot. She **grabbed** her mobile phone and **called** the police.
4. The police did not show her the thief. They **did not see** the thief.

**Exercise 3: Expected answers**

1. Why did Hajera wake up from her deep sleep?
2. What did she do?
3. Who did she call?
4. How long did the police take to arrive?
5. Which sound did the police hear?

**Exercise 4: Expected answers**

- |          |               |               |              |             |
|----------|---------------|---------------|--------------|-------------|
| 1. leave | 2. accomplish | 3. celebrated | 4. advised   | 5. composed |
| 6. hated | 7. break      | 8. grew       | 9. exhausted | 10. explain |

**Exercise 5: Expected answers**

Answers will vary from one student to another. Sample expected answers are:

**Statement**

1. I did not take a photograph on Tuesday.
2. He did not teach at night.
3. You did not answer any questions in class.
4. I did not paint a picture.
5. I did not joke with a friend.
6. I did not forget to come to school.

**Questions**

- Did you take a photograph on Tuesday?  
 Did he teach at night?  
 Did you answer any questions in class?  
 Did you paint a picture?  
 Did you joke with a friend?  
 Did you forget to come to school?

**Lesson 5**

Student's Book, Page 23

**Specific objectives:** Students will be able to:

- (a) identify past simple tense from a passage.
- (b) construct sentences using the past simple tense.

**Lesson content:** More about the past simple tense.

Step 1: Introduce the lesson by asking students to find the past simple tense in the tables below. Let them discuss the differences in the formation of these past tenses.

present tense	past tense	present tense	past tense
group	grouped	mend	mended
sound	sounded	abuse	abused
seat	seated	love	loved
lift	lifted	trap	trapped

### Irregular verbs.

present simple tense	past simple tense
break	broke
dream	dreamt
put	put
kneel	knelt
hold	held
shrink	shrank

Step 2: Ask them to orally make sentences using the past simple tenses they have formed.

Step 3: Read them the passage about the Wind and the Sun as they write it in their exercise book. Ask them to identify and underline the verbs in the past tense and then change them to present simple.

### The Wind and the Sun

The Wind and the Sun **argued** one day which one of them was stronger. Spotting a man travelling on the road, they **challenged** each other as to who would remove the coat from the man's back at the earliest opportunity.

The wind **began**. He **blew** strong gusts of air, so strong that the man could hardly walk against them. But the man **clutched** his coat tight against him. The wind **blew** harder and longer; and the harder he blew, the tighter the man **held** his coat onto himself. The Wind blew until he was **exhausted**, but he could not remove the coat from the man's back. It was now the sun's turn. He gently **sent** his beams up on the man. The Sun **did** very little, but quietly **shone** up on his head and back until the man became so warm that he **took** off his coat and **headed** for the nearest tree shade.

### Exercise 2: Expected answers

- |             |          |         |          |                  |
|-------------|----------|---------|----------|------------------|
| 1. found    | 2. bled  | 3. put  | 4. lent  | 5. drew          |
| 6. lit, got | 7. shone | 8. rode | 9. shook | 10. woke, crowed |

### Exercise 3: Expected answers

In this exercise, let the students discuss the shift of the meaning of the verb. Let them form more sentences using the examples given.

### Exercise 4: Expected answers

1. Did she like being carried when she was a baby?
2. Did he/she teach Music at night?
3. Did he/she paint a picture?
4. Did you forget to do the homework?
5. Did I take a photograph on Tuesday?
6. Did you answer any questions in class?
7. Did you joke with a friend?

## B Reading

### Lesson 6

Student's Book, page 24.

Specific objectives: Students will be able to:

- (a) read the passage and answer questions.
- (b) match vocabulary words with their meaning.
- (c) make predictions.

**Lesson content:** Comprehension

- Step 1: In groups of three, let the students discuss how relatives treat children that are not biologically theirs and share their answers with other groups.
- Step 2: Ask them leading questions such as;
1. *What would you do if you met a gang of robbers?*
  2. *How would you overcome them? Such questions are to prepare them for the reading comprehension passage.*
- Step 3: Tell the students the title of the passage: **An encounter with the bullies** and let them share their opinions about the title. Ask them what they expect to learn from this reading section and accept all possible answers.
- Step 4: Tell them to open their textbooks, discuss the picture and then silently read the passages. As they read the passage, move around the class to check for those students that may be experiencing difficulty with the reading and assist them by asking them probing questions such as; *Imagine you are surrounded by bullies, what would you do to overcome them?*
- Step 5: Then when the students are done with the reading, ask them the gist of the passages so that the slow readers also benefit from this interaction.
- Step 6: Encourage them to attempt the Activities and Exercises that follow.

**Exercise 1: Expected answers**

1. Love, joy, happiness, confidence, trust, faithfulness, regret because the mother died.
2. Mulunesh was four years.
3. Mulunesh was hated by her aunt.
4. Mulunesh would admire the wild birds, rocks and other natural features that attracted her eyes to make her forget being lonely.

**Exercise 2: Expected answers**

A	B
extremely	shifted
relocated	scary
fierce	shout
yell	very

**Activity 2: Expected Answers**

Students will predict what happens in part 2 of the story. Ask them the following questions:

1. What do you think happened to Mulunesh after this incidence?
2. Do you think the wild beasts or snakes attacked her and she died?
3. If you were Mulunesh, what would you do to escape the mistreatment of the harsh aunt?

Accept all possible answers that direct the story to the anti-climax stage. Some answers may be wrong but accept them all the same so that the other students correct their imaginations as they read the second part of the story.



Part 2 of the story

**Lesson 7**

Student's Book, Page 26

**Specific objectives:** Students will be able to:

- (a) read the passage and answer the questions.
- (b) match vocabulary words with their meaning.
- (c) make predictions.

**Lesson Content:** Comprehension.

Step 1: Review part 1 of the story with the students by asking them what they learnt. Let them share their feelings and opinions about the story.

Step 2: Let them read the story silently.

Step 3: Ask them to compare their prediction with the story.

Step 4: Let them do the Exercises and Activities that follow.

**Exercise 1: Expected answers**

- 1. A gang of boys attacked Mulunesh.
- 2. The aunt hated Mulunesh.
- 3. The gang stole money from Mulunesh.
- 4. The aunt mostly cared for the food items Mulunesh had to buy.
- 5. The aunt was callous, unkind, unsympathetic, rude and ruthless e.t.c.

**Exercise 2: Expected answers**

A	_____	B
afraid	_____	scared
cried	_____	sobbed
stole	_____	snatched
shocked	_____	baffled

**Oral discussion**

Ask students to predict what happens in Part three of the story. Ask them the following questions.

- 1. Do you think Mulunesh went back to the market?
- 2. Do you think she gathered enough courage to fight the gang?
- 3. What do you think her aunt would do if she did not return with the food items?

Guide students to make their predictions and accept all possible answers as they will be related to Part three of the story in the next lesson.

**Lesson 8**

Student's Book, Pages 28

**Specific objectives:** Students will be able to:

- (a) read the passage and answer the questions.
- (b) match vocabulary words with their meaning.

**Lesson Content:** Comprehension

Step 1: Review the previous lesson by asking the students to share their feelings about the aunt's attitude towards Mulunesh. Ask them what they would do if they were in Mulunesh's position.

Step 2: Ask them to predict what happens in Part 3 of the story.

*Example:* Do you think Mulunesh managed to fight the gang?  
What could she have done to overcome them?

Step 3: Let them read Part 3 of the story and do the exercises that follow.

### Exercise 1: Expected answers

1. She would have fought and defended herself.
2. She gripped her club and hit the boys, whom she overpowered.
3. The sentence that describes the boys states that. 'The boys scattered and ran away as fast as they could.'
4. She felt proud, happy, powerful, a victor, overwhelmed, excited, anxious.

### Exercise 2: Expected answers

1. D
  2. C
  3. A
- |           |                  |                             |
|-----------|------------------|-----------------------------|
|           |                  | B                           |
| gripped   | _____            | held tightly                |
| flayed    | <del>_____</del> | <del>knocked</del>          |
| collided  | <del>_____</del> | <del>whipped severely</del> |
| scattered | _____            | dispersed                   |

### Activity: Expected Answers

Ask students to work with a partner to discuss what they would do if they were bullied at school.

### Oral Discussion

Evaluate the moral lesson of the story by asking students to mention what they have learnt from the story. Ask them these questions.

- (i) Was Mulunesh right to fight the gang?
- (ii) Was she right to shout at their parents?
- (iii) What does this story teach you about bullying others?

### Some of the expected answers are:

Accept all possible answers focussing on the fatal consequences of bullying. Guide the students to pick these images from the story they have just read. Ask them to infer meaning of these images by discussing and drawing pictures to represent them.

- (i) "when she quarrelled her face became like that of a crocodile".
- (ii) "a gang of bullies".
- (iii) "rough fingerprints".
- (iv) "whip you senseless".
- (v) "guardian angel".

Ask them to list words that show that Mulunesh's aunt was harsh

- (i) "What is the matter you filthy thing?"
- (ii) "You have to get over that, you idiot".
- (iii) "Can't you think beyond the food you eat?"

Ask them to list expressions which show that Mulunesh feared to take the path to the market.

Some of the expected answers are:

- (i) "Sent me running in instant panic".
- (ii) "It is those same boys. They will beat me".
- (iii) "I'm scared".
- (iv) "Walked briskly".
- (v) "I broke in a wild run towards home".
- (vi) "I was so full of fear that I could scarcely breath".

### **C** Writing

#### **Lesson 9**

Student's Book, page 30.

**Specific objectives:** Students will be able to:

- (a) discuss their good and bad days.
- (b) write about their good and bad days.

**Lesson content:** Composition: **Good and bad days.**

step 1 : Give guidelines of writing a composition. It should have a title, body and conclusion.

Step2 : In groups, let students discuss their good and bad days.

Step 3 : Let the students write their composition in their exercise books. Give the necessary counselling to those students still experiencing sad moments about their bad days.

**Expected answers**

1. Student's composition will vary from one another.
2. When awarding marks, look out for the following;  
Title (it should be brief, precise and interesting to the reader); paragraphs (every new idea should be in its own paragraph); spellings; grammar (the tenses should be properly sequenced); appropriate use of vocabulary; neatness.

#### **Lesson 10**

Student's Book, page 31.

**Specific objectives:** Students will be able to:

- (a) listen to poems for enjoyment and write their own poems.
- (b) fill in gaps of the poem.
- (c) recite poems.

**Lesson content:** Poem.

Step 1 : Ask students the dangers of taking alcohol and drugs.

Step 2 : Show them a picture of an alcoholic and a drug addict.

Step 3 : Ask them to form groups and discuss the pictures.

Step 4 : Read for them the poem as they listen.

Step 5 : Ask them to write the poem in their exercise books.

Step 6 : Then ask them to fill in the exercise that follows.

**THE ADDICT**

He, who was once employed  
Has to beg for a living.  
Weak and worn out  
He comes home staggering.

He, who was strong  
Poor and helpless  
Is moving to his end.  
He steals to get money.

Hated and despised  
Moody and violent  
He receives no welcome home  
He beats everybody.

He, who once was respected  
He, who once had a perfect home,  
Has to force his way home.  
Has a broken home now!

Hooked onto hard drugs,  
Sick and tired of life,  
He can't stop taking them.  
He goes on without care!

He, who once was sober and loved,  
He, who valued his life,  
Is depressed and abandoned.  
Is reckless and without hope!

*(Dempsey Mutaryebwa Junior)*

**Exercise 2: Expected answers**

1. The poem is about the man who was **once employed** but now has to **beg for a living**.
2. **Poor** and **helpless** he is forced to steal to get money.
3. It is because, he is **hated** and **despised**.
4. He, who once was sober, loved and valued is **depressed** and **abandoned**.
5. **Sick** and **tired** of life, he goes on without care.
6. He, who valued his life, is **reckless** and **without hope**.

**Activity:** Expected Answers

Let students draw pictures of the drunkard described in the poem. Display their pictures on the classroom notice board for comparison.

### Lesson 11

Student's Book, page 32.

**Specific objectives:** Students will be able to:

- (a) write poems about their parents, siblings or close friends.
- (b) share their poems among themselves.

**Lesson content:** Writing a Poem

Step 1: Review the previous lesson about the poem of a drunkard. Ask students to mention the adjectives that were used to describe him in the poem.

Step 2: Ask them to read the poem on page 32 and share their feelings and opinions about the poem, then lead them do the exercises that follow.

#### Exercise 1: Expected answers

1. The poem describes a child appreciating the struggles her mother went through to bring her up.
2. I like the words, "carried me", "caressed me", "laughed with me", "cried with me", "danced with me", "played with me", "jumped with me", "skipped with me", "talked with me", "walked with me", "dined with me" and "protected me" because these words show the mother's care and generous love for her child.
3. The person described reminds one of the mother's genuine love because even when the child cries or disturbs her, or if she is poor, she is still committed to showing the child sympathy, love and care.

#### Exercise 2: Expected answers

The students will write their own poems using the model they have read as an example. Tell them to write short descriptive phrases about the person they love. Then let them exchange their poems for comparison.

#### Assessment questions and Extra work

##### Assessment questions

Divide students in groups of three to discuss these questions.

1. Do you know of any successful person in your family, village or town? What did that person do?
2. Discuss a true success story of what happened to you or any other person in your home, village or town.
3. Describe an accident that has ever happened to you or any other person. What mistakes were made? What should have been done to avoid the accident?
4. Imagine an accident in which a person in your home village was involved. Draw six or more pictures to show series of events before the accident took place.
5. Identify a story in newspaper which talks about an accident. Suggest how the mistake that you read about could have been avoided. Describe a movie that you watched and found very interesting.

##### Extra work

Offer advice on the following situations in full sentences using **should / should not/could/would/had better**.

1. I have a cold.
2. Hordofa got an electric shock.
3. My sister has an exam tomorrow.
4. I am very thirsty.
5. That boy disturbs us in class.
6. I want to read my books yet power is off.
7. I do not perform well in Mathematics.
8. Zeituna lost her English textbook.
9. I get lonely after classes.
10. I am hungry.

# Unit 3: The City and the Country

## Background information

A city is an interesting place to live in. Many businesses are carried out in the city. Many administrative offices and big hospitals are located there.

Life in a city, compared to that in the countryside is impressive and comfortable. Transport, food, water, medical services and education facilities are easily accessible.

In this unit, teachers should guide the students to appreciate, compare and contrast life in the city to that in the countryside.

**General Objective:** Students will be able to compare life in the city with life in the countryside.

**Specific Objectives:** Students will be able to:

- (a) contribute to group brain storming.
- (b) listen to a text and fill in the chart correctly.
- (c) take part in oral activities.
- (d) use social expressions of agreeing and disagreeing.
- (e) read and transfer ideas from passage to tables.
- (f) complete paragraphs by adding appropriate words or phrases.
- (g) apply setting strategies when writing uncommon words.
- (h) write a guided paragraph about the city or town they live in.

**Learning resources:** The Atlas, world map, pictures of a city and a country side, pictures of people carrying out activities in cities and in the countryside.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 33

**Specific Objectives:** The students will be able to:

- (a) interpret the map of Africa.
- (b) listen to the passage for comprehension.
- (c) describe their homes where they live.

**Lesson content:** Listening practice

Step 1: Display a large map of Africa showing African countries and their capital cities. Ask students to identify African countries and their capital cities.

Step 2: Let them do Exercise 1 about the map.

#### Exercise 1: Expected Answers

1. Five countries in West Africa include: Nigeria, Benin, Ghana, Senegal, Burkina Faso, Liberia and Guinea.
2. Eritrea, Djibouti, Somalia, Kenya and Sudan.
3. The oceans are Indian Ocean and Atlantic Ocean.
4. Madagascar

Step 3: Ask students to briefly compare where life is better; that is, in towns or in villages? Let them talk about the facilities found in the town and in the village.

Step 4: Read the passage while they listen for answers. After reading, let the students share their opinions and express their feelings about the story and then guide them to do Exercise 2 orally.

### The City and the Country

The city and the countryside are both beautiful places to live in. It is the countryside that feeds the city because most food comes from there. Some people prefer the countryside because it is peaceful and quiet. There are many trees that provide natural air and fertile soils to grow enough food. In the city, however, there is a lot of traffic jam and human congestion. Despite the advantages found in the countryside, most people live in the city because they think there are opportunities.

These people are called town or city dwellers. It is in the city that one finds better infrastructure such as roads, schools, hospitals and banks, unlike in the countryside.

### Exercise 2: Expected answers

1. Accept any given correct answer focusing on major towns in Ethiopia.
2. Roads, hospitals, jobs, schools and banks.
3. Some people prefer to live in the city because they think opportunities lie there.
4. Traffic jam and human congestion are usually found in the city.
5. The good things found in the country side include: plenty of food, many trees, no congestion, enough land for cultivation and low crime rate.
6. Traffic jam and human congestion.

## Lesson 2

Student's Book, page 34

**Specific Objectives:** Students will be able to:

- (a) read and act a dialogue.
- (b) write own dialogue.

**Lesson content:** Dialogue

- Step 1: Review the previous lesson by asking students the good things found in the city and the countryside. Let them discuss the advantages and disadvantages of living in the city and the countryside.
- Step 2: Ask students to work with a partner. One will assume the role of the Town Boy and the other will assume the role of the Village Boy.
- Step 3: Tell the students to read and act the dialogue with a partner. Pick two or three pairs to come to the front to act the dialogue
- Step 4: Ask the students to do the Exercises and Activities that follow based on the following expected answers.

### Activity 1: Expected Answers

The dialogues will vary from one pair to another. Accept dialogue focusing on the advantages and disadvantages of living in the city and the countryside.

### Exercise 1: Expected answers

1. The exciting things found in the city include; big and tall buildings, wonderful vehicles, many people, schools, hospitals, tarmac roads, shops and hotels.
2. People in the city get food from markets, restaurants, supermarkets and hotels.
3. A restaurant is small while a hotel is big.
4. There is human congestion and poor sanitation.



**Activity 2: Expected Answers**

Let the students do this activity individually. Answers will differ from one student to another. Accept correct answers focusing on use of adjectives to vividly describe the students' home

**Exercise 2 : Expected answers**

1. Many trees that provide natural air and fertile soils to grow enough food. The countryside is peaceful and quiet.
2. People in the countryside get food from the gardens.
3. A cottage is a small house found in the village or countryside while a flat is a large building with a set of rooms or apartments for living in usually found in the city.
4. The countryside is peaceful, there are trees and good soil for cultivation.

**Lesson 3**

Student's Book, page 35

**Grammar highlight**

We use the comparative form when comparing two nouns.

*Example:* **Bole International Airport** is bigger than **Entebbe International Airport**.

**Specific Objectives:** Students will be able to:

- (a) use the comparative form in sentences correctly.
- (b) discuss in pairs and identify the mistakes in sentences.
- (c) distinguish between regular and irregular adjectives.
- (d) use the given words in the comparative form.

**Lesson content:** Comparatives

Step 1: Ask students to look around their class rooms and compare different things.

For example: the teacher's bag and my bag (big).

Step 2: Ask students to compare different places they know using adjectives; *small, densely, populated, noisy, lively, crowded, narrow roads, quiet, peaceful, hot, cold.*

Step 3: Let them read the sentences on page 36 about the comparative adjectives and complete Exercises 1 and 2 and use the comparatives in their own sentences.

**Exercise 1: Expected answers**

Positive/ Simple degree	Comparative degree
pretty	prettier
new	newer
tall	taller
heavy	heavier
dark	darker
tasty	tastier
silly	sillier

### Exercise 2: Expected answers

Positive/ adjectives	simple	Comparative degree
difficult		more difficult
important		more important
beautiful		more beautiful
peaceful		more peaceful

#### Activity: Expected Answers

Encourage students to think about more adjectives and use them to compare different things or objects.

### Exercise 3: Expected answers

1. prettier
2. (easy, earlier)
3. more difficult
4. hotter
5. father
6. more
7. worse

## Lesson 4

Student's Book, page 37

**Specific Objectives:** Students will be able to,

- (a) read and act out a dialogue.
- (b) form sentences using adjectives.
- (c) recite a poem

**Lesson content:** Comparatives

- Step 1: Review the previous lesson by asking student to compare different facilities found in the city and in the countryside such as roads, cars, electricity, gardens, trees, shops, houses etc.
- Step 2: Suggest different adjectives for students to form sentences while comparing the city and the countryside using the dialogue in Activity 1 in the Student's Book, page 37. This Activity will enhance students' confidence to do Exercises 1 and 2. Let the students do Exercise 1 with a partner and Exercise 2 individually then compare their answers.

Teacher : **Beautiful**

Pupil : The city is more beautiful than the countryside

Teacher : **Noisy**

Pupil : The city is noisier than the countryside

Teacher : **Dirty**

Pupil : The city is dirtier than the countryside.

**Exercise 1: Expected answers**

1. The city is safer than the countryside.
2. The city is livelier than the countryside.
3. The city is more crowded than the countryside.
4. There are more thieves in the city than in the countryside.
5. The city is more polluted than the countryside.
6. The countryside is quieter than the city.
7. The city is noisier than the countryside.
8. The countryside is more peaceful than the city.
9. The roads in the countryside are narrower than the ones in the city.
10. There is more traffic in the city than in the countryside.

**Exercise 2: Expected answers**

- |             |                   |                    |
|-------------|-------------------|--------------------|
| 1. bigger   | 2. more populated | 3. more expensive  |
| 4. more     | 5. better         | 6. wider, narrower |
| 7. quieter. |                   |                    |

**Activity 2: Expected answers**

Let students, read, memorise and recite the short poem for pleasure. The poem teaches about adjectives but it also has a moral virtue of doing one's best to achieve the desired results in life.

**Lesson 5**

Student's Book, page 39.

**Specific Objectives:** The students will be able to:

- (a) compare life in the city and the countryside.
- (b) use ... **as** .../**not as**... **as**... in sentences.

**Lesson content:** Using **as ... as ...**

Step 1: Ask students to look around their classroom and compare things with similar features using the structure ...**as**... **as** ...

Example: Your pen is as new as mine.

Step 2: Guide them to compare things around their classroom that have different features.

Example: The teacher's bag is not as big as my mother's.

Step 3: Encourage the students to discuss the meaning of the sentences they have formed using **as... as ...** and **not as... as...** then let them do the Activity on page 39 and the Exercise that follows in their Exercise book.

**Exercise: Expected answers**

1. A night in the city is not as quiet as that in the countryside.
2. Your coffee is not as hot as mine.
3. Somalis are usually as tall as Ethiopians.
4. This year has not been as bad for me as last year.
5. His farm is as large as hers.
6. Mr. Yohannes is not as proud as his wife.
7. This exercise is as easy as ABC.

### Lesson 6

Student's Book, page 40.

**Specific Objectives:** Students will be able to:

- (a) compare life in the city and in the countryside
- (b) form sentences using **so... as...**

**Lesson content:** Using **so ... as...**

Step 1: Review the previous lesson by asking students to compare life in the city and the countryside using the following phrases.

1. night in the city night in the country side (*quiet*)
2. riding in the city and in the countryside (*pleasant*)
3. shops in the city and in the countryside (*many*)
4. business in the city and in the countryside (*many*)
5. Trees in the city and in the countryside (*many*)

**Expected answers**

1. Night in the city is not as quiet as it is in the countryside.
2. Riding in the city is not as pleasant as riding in the countryside.
3. There aren't as many shops in the countryside as in the city.
4. There aren't as many businesses in the country side as there are in the city.
5. There aren't as many trees in the city as there are in the countryside.

Step 2: Let the students rewrite the above sentences replacing not as.. as .... with so ...as...

**Expected answers**

1. Night in the city is not so quiet as is in the countryside.
2. Riding in the city is not so pleasant as in the countryside.
3. There aren't so many shops in the countryside as in the city.
4. There aren't so many businesses in the country side as in the city.
5. There aren't so many trees in the city as in the countryside.

Step 3: In groups of three, ask students to discuss the meaning of the sentences with **as ... as...** and **so... as...**, then ask them to find other adjectives they can use to compare life in the countryside using **so... as...** Encourage students to share their answers with other groups. This activity will lead them to do Activity 1 and 2 and the exercise on page 40.

Step 4: Guide the students to answer the questions in their exercise book. Give the necessary support to those students experiencing difficulty based on these expected answers.

**Activity 1:** Expected answers

1. Bahar Dar is not so hot as Gondar.
2. Gambella is not so quiet as Dembidolo.
3. Axum is not so lively as Adwa.
4. Bako is not so big as Maji.
5. Chenchu is not so cold as Jinka.

**Exercise: Expected answers**

1. I didn't know that life in the countryside was not so quiet as in the city.
2. The hotel is not so large as the theatre.
3. The road is not so long as the railway.
4. The exam was not so difficult as we expected.
5. The film was not so exciting as I heard.

**Activity 2: Expected answers**

Encourage the students to do this activity in groups of four and then compare their tables. Answers will vary from one group to another.

**Lesson 7**

Student's Book, page 41.

**Grammar highlight**

Used to...

'Used to' expresses things that were done frequently in the past, but are no longer done now. It expresses a past habit.

*Example:* He used to play football.

**Specific objectives:** Students will be able to:

- (a) discuss past activities.
- (b) form sentences using 'used to ...'
- (c) write about their past activities.

**Lesson content:** used to ...

Step 1: Introduce the lesson by asking the students to share the activities they used to like or do when they were still babies. *Example:* When I was a baby, I used to cry whenever I did not see my mother.

Step 2: Then divide them into groups of five. Let them discuss the changes/developments that have taken place in their areas or community. They should make sentences expressing what their places used to be like before these changes took place.

*Example:* Addis Ababa is more populated now. It used to have less people thirty years ago.

Step 3: Ask the students to do the Activities and Exercises that follow based on the following expected answers.

**Expected answers for Activity 1, Exercise and Activity 2.**

Expected answers will vary from one student to another. Accept any correct answers focussing on the activities they used to do when they were babies.

**Lesson 8**

Student's Book, page 42.

**Specific Objectives:** Students will be able to:

- (a) read and act the dialogue.
- (b) express opinions.

**Lesson contents:** Using: You are quite right./I am afraid I disagree.

**Step 1:** Review the previous lesson by asking students their opinions to compare these situations.

*Example:* Did people in your town used to sleep early?

*Response:* Yes, people in my town used to sleep early but now they sleep late.

1. Did people in your village use to watch black and white Tvs?
2. Did people in your town use to read newspapers in local languages?
3. Did students in your school use to walk everywhere on foot?
4. What food were people in your village used to eating?

### Expected answers

1. Yes, people in my town used to watch black and white televisions but now they also have coloured televisions.
  2. Yes, people in my town used to read newspapers in local languages but now they read newspapers in the English Language.
  3. Yes, students in my school used to walk everywhere on foot, but now they wear shoes.
  4. People in my village used to eat local food.
- Step 2:** Suggest different statements comparing life in the city and countryside and let students give their opinions using “You are quite right” If the statement is correct or “I am afraid I disagree” if the statement is incorrect.

*Example:* Teacher : Our capital city is found in the city.

Students : Your are quite right.

Teacher : The capital city is not important to country side people.

Students : I am afraid I disagree.

Ask the students to give reasons for the opinions where they disagree with the teacher.

**Step 3:** Let the students work with a partner to assume roles of Turjum and Getachew to read and act out the dialogue in Exercise 1. Ask a pair that is ready to act for the class to come to the front.

**Step 4:** Ask the students to do Exercise 1 and Activity 2.

### Excercise 1: Expected answers

Getachew : You are quite right.

Getachew : I am afraid, I disagree.

Getachew : I am afraid, I disagree.

Getachew : You are quite right.

Getachew : I am afraid I disagree.

### Exercise 2 and Activity 2: Expected answers

Accept correct answers with a sensible reason for their opinions.

## **B** Reading

### Lesson 9

Student's Book, page 43.

**Specific Objectives:** Students will be able to:

- (a) discuss past experiences.
- (b) read the passage and answer the questions about it correctly.
- (c) discuss questions about the passage ‘My city home’ and ‘My village home’.

**Lesson content:** Comprehension

- Step 1: Ask students to talk about what they learnt in the previous lessons comparing life in the city and in the country.
- Step 2: Show them the two pictures about 'My city home' and 'My countryside home' and let them compare them in terms of building materials used to construct them, roads, people's dresses and anything they can identify for comparison. This will lead them to do activity 1.
- Step 3: Ask them to read the passages silently and answer the questions that follow in their exercise book.

**Exercise 1: Expected answers**

1. Wide tarmac roads, vehicles, hospitals, sky scrappers administrative offices.
2. There is good infrastructure like hospitals, schools and roads.
3. Air pollution, crime.
4. Many trees, a health centre, a primary school, electricity and a water tank.
5. Accept any correct answers focusing on life either in the city or the country.

**Exercise 2: Expected answers**

	The city	The village	My place
Roads	wide	narrow	
Population	dense	scarce	
Hospitals	well facilitated	adequately facilitated	
Schools	many	few	
The future	very bright	bright	

**Exercise 3: Expected answers**

1. City building are more beautiful than buildings in the village.
2. The location of the city is more strategic than that of the village.
3. The roads in the village are wider than those in the city.
4. Markets in the city are more modernised than those in the village.
5. Education in the city is more developed than that in the village.
6. Hospitals in the city are more facilitated than those in the village.
7. The climate in the village is more favourable than that in the city.
8. Economic activities in the city are more diversified than those in the village.

**C Writing**

**Lesson 10**

Student's Book, page 45.

**Specific Objectives:** Students will be able to:

- (a) compare the city and countryside.
- (b) write compositions.

**Lesson content:** Composition



Step 1: Ask the students to describe their home places. They may do this activity with a partner.

Step 2: Guide them to write a composition of about 250 words describing their home places.

Step 3: Ask them to exchange their compositions for comparison.

*Expected answers will vary from one student to another. Look out for a composition with a good title, introduction, body, conclusion, appropriate use of adjectives in their descriptions appropriate use of paragraph structures, originality, spelling and neatness.*

### Lesson 11

Student's Book, page 46.

**Specific Objectives:** The students will be able to:

- (a) discuss activities in urban and rural areas.
- (b) read, recite and answer questions to the poem.
- (c) write own poems.

**Lesson content:** Poem and debate, Student's Book, page 46.

Step 1: Read the poem, 'Home sweet home' to yourself. It is a short memorable poem for recitation.

Step 2: (*Text book closed*), Tell the students: "We are going to read a poem about **Home sweet Home** Give them the title to discuss and express their opinions about the poem they are going to learn. Accept all possible answers, focusing on accommodation in the city and the country home.

Step 3: Recite the poem while students listen. Moderate your tone to make the recitation lively and use gestures to enhance the student's participation and anxiety.

Step 4: Tell the Student to open their text book. Let them follow the lines of the poem as you recite it again.

Step 5: Allow them time to read the poem on their own. After, call upon a volunteer to recite the poem without looking at the text.

Step 6: Discuss the subject matter or content of the poem with the students. Simply facilitate the discussion. Let the students discover the meaning by way of asking them critical thinking questions so that even the slow learners can benefit from this activity.

Step 7: Encourage students to answer the questions about the poem and the activities that follow. As an additional activity, ask them to draw the pictures of the houses described in the poem.

#### Exercise 1: Expected answers

1. Two homes (a little hut and a bungalow).
2. A little hut.
3. A little hut is thatched with grass, straw and poles. A bungalow is roofed with beams and iron sheets.
4. Both are sweet homes to live in.
5. A home is where people live.

#### Activity 1: Expected answers

Answers will vary from one student to another. Accept all possible answers.

#### Exercise 2: Expected answers

Encourage students to write about things they admire and those they dislike about village life in a paragraph. Answers will vary from one student to another. Accept all possible answers focusing on life in the village or country side.

### Exercise 3: Expected answers

Encourage students to write poems describing a flat and a hut. Poems will vary from one student to another. Accept all possible answers focusing on adjectives describing a flat and a hut.

#### Activity 2: Expected answers

1. Ask the class to choose ten students to take part in the debate. Five students will agree to the motion and five will be against it.
2. Elect a chairperson, timekeeper and secretary to moderate the debate.
3. Both groups should prepare their speeches. Each group member should carefully prepare their arguments.
4. The other students in the class should discuss their own views and questions to ask the speakers.
5. The secretary will read a summary of the points.
6. The chairperson will give a chance to a few students to debate the motion. After, he or she will ask students to raise their hands in favour or against the motion. The side with the majority hand count will be declared the winner.
7. The chairperson will finally adjourn the debate.

#### Assessment questions and Extra work

##### Assessment questions

1. Work with a partner to describe the lifestyle of city people and the country people. Present your findings in a table. In your description, compare what they wear, eat, how they spend their leisure time, etc. For example:

Life style	
City people	Country people
Work in big offices, shops and markets	Work in small offices, shops, gardens and markets

2. Discuss the developments that have taken place in your village or town.
3. Discuss the factors why people migrate from rural areas to urban areas.
4. What problems are faced during rural migration?
5. What are the advantages and disadvantages of an area being over populated?

##### Extra work

- A. Think about some things to write sentences comparing life in the city and in the country using as ..... or not ..... as ... as. Use the following adjectives.
  - (a) costly
  - (b) fresh
  - (c) crowded

- (d) green
- (e) spacious
- (f) congested
- (g) amazing
- (h) tasty

- B. Write sentences that describe how your village, town or city used to be in the past comparing it with the developments that have taken place.
1. People in my town used to sleep early, but they sleep late.
  2. People in my town used to eat ice cream, but now they eat chocolate.
  3. People in my town used to help one another, but now they help their family members.
  4. People in my town used to go to distant schools but now they go to nearby schools.
  5. People in my town used to watch black and white televisions, but now they have coloured televisions.
  6. People in my town used to read newspapers in local languages, but now they read newspapers in English.
  7. People in olden days used to sleep in caves, but now they sleep in houses.
  8. People used to dig in gardens and hunt, but now they also work in offices.
  9. Houses were made of thatch grass, but they are now roofed with iron sheets and tiles.
  10. People used to sound drums to communicate, but now they used mobile phones.



## Background Information

'Education for all' has become a central slogan for most African countries, Ethiopia inclusive. Education is a yard stick for a country's development. It is common knowledge that a country with many educated citizens has a better economy and better perspective of the modernisation process. Education is also used as a selection criteria to fit people in the positions for which they have professionally been trained. It is these professionals that propel the country through the various stages of development.

In this unit, the teacher should as much as possible emphasise the value of education and let students discuss this education debate because it is the drive to individual and national prosperity.

**General objective:** In this unit, students will be able to give information about the issues surrounding education in Ethiopia.

**Specific objective:** Students will be able to:

- (a) listen to a text and answer questions.
- (a) contribute to brainstorming sessions in groups.
- (c) listen to and respond to explanations.
- (d) ask and answer questions about sports.
- (e) predict the content of a passage.
- (f) read a text and answer comprehension questions.
- (g) write guided paragraphs.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 47.

**Specific Objectives:** Students will be able to:

- (a) discuss the picture and answer questions about it correctly.
- (b) listen to the story read by the teacher and answer questions about it orally.

**Lesson content:** Listening practice

Step 1: Introduce the Unit topic 'Education for all' by asking students what they expect to learn in this unit and accept all possible answers focusing on the value of education to the individual, community and a nation.

Step 2: Then lead the students to work on Activity 1 and exercise 1. This activity will help them to share their opinions about the value of Education.

Step 3: Encourage the students to discuss the questions in Exercise 1. Give a chance to some groups to read their answers for comparison.

### Exercise 1: Expected answers

1. Accept any correct answer focusing on the benefits students get by acquiring education such as interacting with students from diverse background and sharing knowledge, skills, attitudes and values, playing games and becoming professionals in various academic disciplines.
  2. All children should be educated because through education one's future is bright. Education is the key to success.
- Step 4: Ask students to discuss the life of students at school. Ask them to compare the life of a boy-child and a girl-child.
- Step 5: Read the passage while they listen. Allow them time to express their opinions about the passage, share their feelings and answer the questions that follow.

**Activity 1:** Listening text, Student's Book, page 47 - 48.

Zeituna is in her final year at Addis Ababa University. She is to graduate as a doctor. Her life, however, has not been a bed of roses. When she was a child, her wish was to get the best education possible. At the age of eight, a certain man wanted to marry her, but her parents insisted that she completes her studies first. She attended Shumshesa Primary School in Bugna District, Amhara Region. She worked hard at school. She endured the harsh conditions like moving to school on foot and without a midday meal and her effort was rewarded. A non-governmental organisation picked interest in her. It sponsored her education and provided her with all the school requirements. She went to a better school and emerged the best there. She is about to complete her studies and become, a useful citizen to Ethiopia.

**Exercise 2: Expected answers**

1. Her childhood wish was to get the best education possible.
2. They wanted Zeituna to have a bright future.
3. Moving without meals, moving on foot, little medical care.
4. Accept all possible answers focussing on the benefits of education to an individual.
5. Accept all possible answers focussing on the role of education to our country.

Step 6: Ask students to find the meaning of the vocabulary words and form own sentences using each word.

**Expected answers**

<i>Word</i>		<i>Meaning</i>
endure	—————→	to be patient
rewarded	—————→	to be paid
academic requirements	—————→	school progress
school requirements	—————→	school needs

The sentences students will form will vary from one student to another. Accept any correct sentence focusing on issues surrounding education.

## Lesson 2

Student's Book, page 48.

**Specific Objectives:** Students will be able to:

- |   |                        |
|---|------------------------|
| (a) read sentences in the past and present tense from the table | (c) complete questions |
| (b) read the passage to identify verbs in the past tense        |                        |

**Lesson content:** The past simple tense

Step 1: Divide the students into groups of five. Ask them to discuss what they think the education system was like five years ago and compare it with the present in terms of teachers, schools, school requirements like books, attendance and dropout rates.

Step 2: Ask them to study the table and identify sentences which are true and those that are not in relation to the discussion they have held. They should give reasons for their answers. Let them correct the wrong statements.

- Example:*
- (a) Previously many girls lost their chances of going to school because they were forced into early marriage. (TRUE)
  - (b) Today, many girls lose their chance of going to school. (FALSE)
  - (c) Today, many girls attend school because of the sensitisation and value parents attach to education. (TRUE)

Step 3: Ask students to read the passage in the Student's Book, Page 49 and do the exercises that follow.

### Exercise 1: Expected answers

- (a) was driving      (c) followed      (e) could n't      (g) signalled      (i) waited  
 (b) happened      (d) was crowded      (f) noticed      (h) was stretched      (j) went

### Exercise 2: Expected answers

Present tense	Regular past tense	Present tense	Irregular past tense
happen notice approach follow wait	happened noticed approached followed waited	can go be	could went was

### Exercise 3: Expected answers

- happen - happened      follow - followed      notice - noticed  
 can't - couldn't      wait - waited      approach - approached  
 go - went      be - was

### Exercise 4: Expected answers

1. What did you do the other day?
2. When was it?
3. How far did you go?
4. Why didn't you continue following her?
5. Where did she go?

### Exercise 5: Expected answers

1. The health officer shoots all mad dogs.
2. Mehiret winds her watch every morning.
3. We buy chicken from the supermarket.
4. Shafi grinds the millet for the lunch meal
5. The baby wakes up early.

## Lesson 3

Student's Book, page 50.

**Specific Objectives:** Students will be able to:

- (a) study the table and graph.
- (b) use **because of, as a result, therefore** in sentences.
- (c) suggest measures to reduce the problem of children dropping out of school.

**Lesson content:** using **because of, as a result, and therefore.**

Step 1: Review the previous lessons by asking students to talk about the challenges boys and girls face at school; and let them suggest solutions to these challenges.

Step 2: Divide them in groups of three to study and discuss the table and do the exercises that follow.

### Activity 1: expected answers

- (a) She was married off at thirteen. As a result she had a baby at thirteen (effect)
- (b) She developed health problems because of poor sanitation in the village. (cause)
- (c) She was not protected therefore she was more likely to get HIV (effect)
- (d) She had no access to medical treatment therefore she had no option (cause)

### Exercise 2: Expected answers

1. The students were proud to have uniforms. **As a result**, they were happy to go to school.
2. **Because** they learnt about the value of sanitation, they improved their village conditions.
3. Some students became respected business owners. **Therefore**, they were invited to serve as community representatives.

**Exercise 3: Expected answers:** 1 (b)      2 (b)      3 (b)

### Activity 2: Expected answers

Divide the students in groups of four to discuss the challenges that force children out of school. Let each group choose a secretary who will report their findings to the class.

## Lesson 4

Student's Book, page 51

### Grammar highlight

Modal verbs **should** and **ought to** show obligation to do something.

*Example:* You **should** carry all books to school.

You **ought** be obedient to every body.

**Must** is used for orders, instructions and commands.

*Example:* You **must not jump** the school fence.

**Specific Objectives:** Students will be able to: (a) identify challenges in education and offer advice.  
(b) use **should, ought to, must** correctly in sentences.

**Lesson content:** Using **should, ought to, must**.

**Step 1:** Review the previous lesson by asking students to orally complete this exercise using **because of, therefore, as a result**.

1. Many girls go to school ... parents knowing the value of education.
2. There are lots of government universities ... many students will be admitted.
3. There are many quality schools ... there will be many quality students.
4. There are many helpful teachers ... students love education.
5. There is better education today ... We shall have a better economy.

### Expected answers

1. Many girls go to school because of parents knowing the value of education.
2. There are lots of government universities. Therefore, many students will be admitted.
3. There are many quality schools. As a result, there will be many quality students.
4. There are many helpful teachers. As a result, students love education.
5. There is better education today. Therefore, we shall have a better economy.

**Step 2:** Divide them in groups of four to discuss the challenges in the table and match them with the corresponding relevant advice. Encourage them to offer other pieces of advice to the challenges for Activity 1.

### Activity 1: expected answers

**Challenge:** My uncle is going to find his 14 - year old daughter a husband. What should I do?

**Advice:** You must stop that. I think it is a serious problem. *The statement expresses obligation.*

**Challenge:** Some students are destroying our school property.

**Advice:** You should report to the people concerned. They will take measures.

*The statement express a suggestion.*

**Challenge:** I have little homework, but I want to play now.

**Advice:** You ought to have a programme. *The statement express simple advice.*



**Activity 1:** Guide the students to discuss the points that were raised among community elders in the village. Their discussion should focus on explaining what each of the points that were raised means. Then let them rewrite each of the points in complete sentences.

### Exercise 1: Expected answers

1. Boys and girls should be given equal opportunities to go to school.
2. Girls should be assisted by everybody to attain good education.
3. Boys should be encouraged to participate in household chores.
4. Early marriages should be stepped.
5. All children should be sent to school.

**Activity 2:** Ask students to predict the outcome of the village discussion using 'should'.

### Exercise 2: Expected answers

1. Boys and girls should be given equal opportunities to go to school. As a result, they will contribute to the development of our nation in future.
2. Girls should be assisted by everybody to attain good education. As a result they will participate in making important decision that will positively affect our lives.
3. Boys should be encouraged to participate in household chores because it is good for their lives.
4. Early marriage should be stepped. As a result many girls will get educated.
5. All children should be sent to school because education is every child's right.

## Lesson 5

Student's Book, page 52.

**Specific Objectives:** Students will be able to:

- (a) discuss Ethiopia's education system.                      (b) use modal verbs in sentences.

**Lesson content:** (a) Using **I think ... will ...**

- (b) Replacing **should** with **ought to** in each sentence correctly.  
 (c) Using **must** instead of **ought to** in each sentence.  
 (d) Using **will** or **will not** in sentences correctly.

### Grammar highlight

The structure **I think ... will** shows things that one will do or things that will happen in future. *Example:* I think all school going children will be able to use a computer in future.

**Step 1:** Divide students in groups of four and let them discuss the facilities available in the school. In their discussion, ask them to mention all the facilities that need to enhance school activities and find out those that are lacking. Ask them to suggest alternative facilities that can be used in place of those that are lacking. Meanwhile, ask them also suggest solutions to solve these challenges.

**Step 2:** Guide the students to form opinions about the education system by attempting exercises. 1 and 2 and later activity 2.

### Exercise 1: Expected answers

The students will form their own opinions focusing on the challenges and benefits of education in Ethiopia. Ask the students to do this activity in pairs. One will ask questions and the other will respond. Then, let them exchange roles.

*Example:* Do you think education in Ethiopia will improve people's standards of living?

Yes, I think education in Ethiopia will improve people's standards of living.

### Exercise 2: Expected answers

- |             |             |             |             |          |
|-------------|-------------|-------------|-------------|----------|
| 1. will not | 3. will not | 5. will not | 7. will     | 9. will  |
| 2. will     | 4. will     | 6. will     | 8. will not | 10. will |

In groups of three, let the students replace **will/will not** with **should** in each sentence.

*Example:* We will study hard to make our future bright.

We should study hard to make our future bright.

Guide the students as they replace **should** with **ought to** in each sentence.

*Example:* We should study hard to make our future bright.

We ought to study hard to make our future bright.

### Activity 2: Expected answers

Guide the students to discuss and write in their Exercise books the advice they would give to a friend who wants to perform well in school. Then let them compare their pieces of advice with another partner.

## B Reading

### Lesson 6

Student's Book page 54

**Specific Objectives:** Students will be able to:

- discuss the challenges which make students drop out of school.
- read a passage for comprehension.

**Lesson content:** Comprehension passage

Step 1: Introduce the lesson by asking students to discuss factors that force students to drop out of school. Ask them to suggest measures to help those who have dropped out of school.

Step 2: Ask the students to answer questions about the picture on page 54.

Step 3: Ask the students read the passage silently.

Step 4: Ask oral questions about the passage. Let students ask for more clarification where they need help.  
*Example:* How can the government assist students who drop out of school?

Step 5: Ask the students to read the passage again and answer questions in their exercise books.

Step 6: Let the students rearrange words to form proper words in Exercise 3.

### Exercise 1: Expected answers

- Degefu loved school because he always dreamt of the good things education would bring to him in future.
- Degefu's mother was a housewife.
- Degefu's father always coughed, scratched his body and grew thin day by day.
- He had emerged the best in school.
- They were sorry for Degefu. He had lost his father.
- Degefu stopped going to school because his mother did not have a job to support him and his siblings.
- Degefu took up farming and later opened a shop.

### Exercise 2: Expected answers

loved, dreamt, completed, got, developed, grew, emerged, ran, surprised, turned, discovered, passed away, contemplated, realised, dropped, managed.

Encourage students to form sentences of their own using the verbs above.

*Example:* The school children loved their teacher.

**Exercise 3: Expected answers**

- |                 |       |              |              |       |           |
|-----------------|-------|--------------|--------------|-------|-----------|
| 1. sisonap      | _____ | passion      | 4. gerdeme   | _____ | emerged   |
| 2. dateplemponc | _____ | contemplated | 5. ringthega | _____ | gathering |
| 3. thypamsy     | _____ | sympathy     | 6. mamedil   | _____ | dilemma   |

**Lesson 7**

Student's Book, page 55.

**Specific Objectives:** The students will be able to:

- interpret information on the graph.
- complete gaps fill -in exercise.

**Lesson content:** Graph interpretation

Step 1: Introduce the lesson by asking the students to discuss the causes of increase in the enrollment of learners in schools in Ethiopia today.

Step 2: Guide the students to study the graph and use the information on it to answer the questions correctly.

Step 3: Ask the students write TRUE or FALSE about the questions on the graph.

**Exercise 1: Expected answers**

1. False 2. False 3. False 4. True 5. True

Step 4: Guide the students to use words given in the box to complete the paragraph.

**Exercise 2: Expected answers**

The graph shows the Net Enrollment Rate for primary grades 1-8. In **2009**, there was higher **enrollment** than the previous **years**. Girls' enrollment in all the years was **slightly** lower than the boys enrollment. The **percentage** of girls enrollment was high in the years 2008/2009.

**Lesson 8**, Student's Book, page 56.

**Specific Objectives:** The students will be able to:

- study and interpret the information on a graph.
- complete a gaps fill-in exercise.

**Lesson content:** Graph interpretation

Step 1: Introduce the lesson by asking students to mention the regions they come from. Ask them about the schools and facilities available in their regions. Ask them to talk about the enrollment of boys and girls and account for such nature of enrollment.

Step 2: Ask students to give reasons for the high enrolment rate of males in school and the low enrolment rates of females.

Step 3: Encourage the students to study the graph and use the information on it to answer the questions correctly. Then lead them to do Exercise 1 and 2 based on the following expected answers.

**Exercise 1: Expected answers**

1. I agree 2. I disagree 3. I agree 4. I agree 5. I disagree

**Exercise 2: Expected answers**

The graph above is about **Grade 1-8** primary Net Enrollment Rate (NER) by region and **gender**. The number of males **exceeds** that of females apart from Tigray and **Amhara**. In all the regions, the percentage NER of **Afar** was lowest with **24.4%**.

## Lesson 9

Student's Book, page 57.

**Specific Objectives:** Students will be able to:

- (a) read the passage for comprehension.
- (b) Construct own sentences.

**Lesson content:** Comprehension

Step 1: Introduce the lesson by asking students what vocational studies mean and mention some of the vocational institutions students who do not complete formal schooling join.

Step 2: In groups, ask students to discuss why the Government should encourage students to join Technical and Vocational Educational and Training Centres (TVETs). Ask them the importance of TVETs in Ethiopia.

Step 3: Ask the students to answer questions in the activity.

Step 4: Let the students read the passage silently and do Exercise 1 and 2.

### Exercise 1: Expected answers

1. The main reason of having TVET in Ethiopia is to enhance the competitiveness of all economic sectors through a competent work force and improve employability in the labour market with regard to self employment.
2. The kinds of training offered in TVETs are on market oriented programmes.
3. A table showing the enrollment inTvet's in the year 2004/2005 and 2008/2009

YEAR	2004/2005	2008/2009
ENROLLMENT	106,336	308501

4. TVET enrollment is expanding at 21.3% annually and staff and schools are increasing at almost the same rate.
5. Accept possible answers focussing on the challenges female students meet to hinder their continuation in school.

### Exercise 2: Expected answers

- The words in bold are: Competitive, occupations, geared, competent, workforce, employability, diversified, enrollment.
- Let the students work in groups of three to find the meaning of these words and form sentences as in the example given in the Student's Book.

## C Writing

### Lesson 10

Student's Book, page 59.

**Specific Objectives:** Students will be able to:

- (a) create meaningful slogans on the theme 'Education for all'.
- (b) make posters.

**Lesson content:** Slogans about 'Education for all'.

Step 1: Introduce the lesson by asking students to define the term 'slogan' and 'poster'. Let them suggest any slogan they have ever heard be it in their mother tongue (first language).

Step 2: Read to them the following 'slogans'. Let them work in groups of three to discuss the meaning of the slogans.

1. Educate a child, Educate a nation.

2. Disability is not inability.
3. Education is the key to success.
4. Determination and hard work lead to success.

Step 3: Ask students the importance of announcing or advertising using posters. Tell them that *posters are printed notices or pictures that one puts on a wall either for decoration or to announce or to advertise something.*

Step 4: Draw a poster on the chalkboard including the slogans you have read. Use model A. Then let students put the slogans they made on a poster.

Step 5: Ask the students to individually create their own slogans on the topic 'Education for all'. Let them use this example.

Model A

### Education for all

Educate a child educate a nation  
Disability is not inability  
Education is the key to success  
Determination and hard work lead to success

Step 6: Ask them whether the slogans are in complete or incomplete sentences or not. Certainly most slogans are incomplete statements. Ask them to write the slogans that are incomplete in complete sentences including the ones they formed using modal verbs **should, must, ought to** use the example provided below.

*Example: Educate a child, Education*

1. You should educate a child to educate a nation.
2. You must educate a child in order to educate a nation
3. You ought to educate a child in order to educate a nation.

Encourage them to share their answers with a partner for comparison.

## Lesson 11

Student's Book, page 60.

**Specific Objectives:** The students will be able to: (a) read letters. (b) write letters.

**Lesson content:** Friendly letters

Step 1: In groups, ask the students to discuss and give reasons why people communicate using letters.

Step 2: Read the parts of the sample letter as the students follow.

Step 3: In pairs, ask the students to identify the different parts of the letter.

*Sample of a friendly letter:*

School of Tomorrow,  
P.O. Box 44, Addis Ababa.  
10<sup>th</sup> January 2011.

Dear Ferede,

Saturday night was the start of a fun-filled weekend. Mehiret invited Tigist, and me to her glamorous birthday party. The only missing ingredient was you, and your name was constantly

popping up. Friday is the day we will watch her recorded video while munching pop corns and drinking sodas.

Then, we shall go to Lions Club and listen to our star, Dessesse's music. Do not come with your brother through. You recall the previous outing when he lost his head and slapped my sister because she refused to dance with him. Was that not enough embarrassment to you and me? Jesema your cousin sister would be a better companion.

Regards,  
Boja.

### Assessment questions and Extra work

#### Assessment questions

Ask students to discuss these questions in their free time in groups of five or six. The secretary of each group will report their findings in the next lesson.

1. Why is education important for our country?
2. Identify problems one would face without education.
3. Some students drop out of schools before completing their education, what could be the reasons to this?
4. How can we help such students who drop out of school to continue with education?
5. Write a paragraph describing how your school programmes are carried out for instance in a day, week, etc.
6. Write a friendly letter offering advice to a partner about the benefits of schooling.

#### Extra work:

A: Choose the correct option to complete the following sentences.

1. Hamdia \_\_\_ hardly \_\_\_ when it started raining.  
A (heard;left) B (had;leave) C (had;left) D (had;went)
2. I \_\_\_ be too \_\_\_ if I received no welcome.  
A (will; disappoint) B (wouldn't; disappoint) C (may; disappointing) D (wouldn't; disappointed)
3. Kelifa was \_\_\_ that he \_\_\_ his old school friend.  
A (excite; will meet) B (excited; had met) C (exciting; had meet) D (excitement; meeting)
4. They wanted Wede \_\_\_ them after the discussion.  
A. joined B. that she join C to join D. Join
5. Whenever she \_\_\_ a caterpillar, she \_\_\_ frightened  
A (sees,felt) B ( saw; feels) C. (Saw;felt) D. (sees; has felt)

B: Arrange the following sentences correctly.

6. exams Hebest well in her performed.
7. bright we should study future to make hard our.
8. educated to be children all have a right.
9. Gedey and Jani class emerged our best in the.
10. leaving permission school should students seek for before.

# Unit 5: A Scientist discovers

## Background information

Life is a wonderful gift yet time and again it's continued existence is threatened by many illnesses and diseases that attack it, either directly or indirectly.

However, scientists have always helped to curb these illnesses /diseases through research. One disease that claimed many lives of our nationals is Bilharziasis. The parasites that cause Bilharziasis are commonly found in lakes, rivers, streams, ponds, canals etc. A medical doctor Aklilu Lemma and his counterparts, through their authentic research helped to combat this deadly epidemic by discovering an 'Endod' therapy.

In this unit, the teacher should expose and guide the students to read about the various discoveries that Ethiopian and world scientists have made to make life continue existing.

**General Objective:** In this unit, you will give information about discoveries and inventions.

**Specific objectives:** Students will be able to:

- look at the picture of a lake and identify its benefits to the local population.
- listen to a text giving medical information/advice about Bilharziasis.
- give other diseases and come up with lists of what one 'must do' or 'must not do'
- look at pictures of people/ activities and talk about what was happening (using past continuous and past simple) e.g. The man was walking down the street when it started to rain.
- look at the pictures, form the story of the scientist finding a cure for Bilharziasis, put the pictures in the correct order to predict the detail of the story.
- read the passage and answer comprehension passages.
- join two sentences together using relative pronouns who/ which/ that e.g Bilharziasis which is found in lakes is a common disease in Ethiopia.
- look at pictures and write sentences in the past continuous using 'when' and 'while'.
- create a poster with information about Bilharziasis.
- look at pictures about a discovery / invention and write a sentence for each using the past tense.
- describe an old and unfamiliar looking man with the title 'The clever professor.'
- write a summary about the history and evolution of computers.

**Learning resources:** Technological items like mobile phones, computer and computer accessories, video recorders and pictures about Bilharziasis, charts, texts about water diseases, graphs and resource persons.

## A Listening and speaking

### Lesson 1

Student's Book, page 61.

**Specific Objectives:** The students will be able to:

- discuss causes of Bilharziasis.
- study the pictures.
- listen to a text.

**Lesson content:** Listening practice

Step 1: Introduce the lesson by asking students to mention all diseases they know that one contracts from using dirty water. Let them briefly discuss the treatment for the diseases.

Step 2: Show them the pictures on page 61 and ask them what they expect to learn in this unit and accept all possible answers focusing on scientific discoveries, inventions and diseases. Let them discuss the pictures and do Exercises 1 and 2 and the activities that follow.

### Exercise 1: Expected answers

- A. Examining something through a microscope.



- B. Attending to a patient. C. Collecting herbal medicine. D. Explaining how 'endod' should be used.
2. He is a medical doctor and researcher.
  3. He helps to administer treatment to sick people. He ensures people are healthy and free from ailments.
  4. B, C, A, D.

Step 3: Ask students to discuss benefits of a lake to the local population. Let them individually look at the picture and identify the dangers they see in the lake. The expected answers are: the snails, dirty water, children swimming in dirty water, women washing in dirty water and the men fishing in dirty water.

Step 4: Read to the students a passage about Bilharziasis. Guide them to write notes about the causes, spread and prevention of Bilharziasis and then do exercise 2.

### **Bilharziasis**

Bilharziasis is the second greatest killer after malaria in third world countries. Schistosomiasis or Bilharziasis is a widespread disease caused by the infestation of the human body by flukes commonly called blood flukes, of the genus *Schistosoma*. In many tropical and sub-tropical countries, these flukes cause serious diseases; they rarely produce disease in temperate countries, even though they are widespread. The Centre for Disease Control and Prevention estimates that 150 to 200 million persons throughout the world are afflicted with schistosomiasis. Blood flukes spend most of their life cycle in two hosts; the adult stage is spent in a mammal, usually humans, and the immature stages are spent in snails. Eggs discharged from the host hatch into larval forms in fresh water; from fresh water, the larvae, miracidia, invade the snail that acts as an intermediate host. The larval form of the parasite undergoes partial maturation in the snail, then escapes back into water, as mature larvae called cercariae. At this stage they penetrate the skin of the host from the water and then migrate through the blood vessels to specific capillaries as maturation completes. These remain and lay eggs.

The blood fluke pierce the skin or mucous membranes when a human bathes in infested water. Eventually the flukes reach the venules and capillaries of the bladder. They mate and deposit eggs that, acting as foreign proteins, give rise to a severe inflammatory reaction in the walls of the bladder and find their way to the interior of the bladder; during their course, hemorrhages are produced, causing bloody urine and pain during urination. Eggs can be found in the urine on microscopic examination.

The rectal blood fluke, concentrate in the blood vessels of the large intestines and liver. Some are carried up the portal veins to the liver where they cause inflammation and scarring, with enlargement of liver and spleen. Because of obstruction to blood flow through the liver, enlargement of veins ensues, particularly in the oesophagus. These veins often rupture, causing serious hemorrhage.

Untreated schistosomiasis often results in death. The first line of attack is preventive, including proper sanitation and extermination of snails. Until 1982, none of the various drugs used to treat persons with the disease was completely effective and all had severe side effects. Then an unusual new drug, Praziquante, became widely available. Praziquantel taken orally, in a single dose or in several doses on the same day, has serious side effects. Praziquantel increases the permeability of the worm's cell membranes to calcium ions, causing massive contraction and paralysis of its musculature, and then disintegration.

*Source : Microsoft ® Encarta ® 2009.*

### **Exercise 2: Expected answers**

1. Malaria, Polio, Kwashiorkor, Diarrhoea, etc.
2. The blood flukes pierce the skin or mucous membranes when a human bathes in infested water, eventually the flukes reach the venules and capillaries of the bladder.
3. A parasite is an animal that feeds on a host.
4. Proper sanitation and extermination of snails; taking a single dose of praziquantel.
5. Scientists offer sensitization to people to avoid bathing in dirty water. They are supposed to give treatment to people affected by bilharziasis.



6. The blood flukes pierce the skin or mucous membranes when a human bathes in infested water. They mate and deposit eggs that give rise to a severe inflammatory reaction in the walls of the bladder and find their way to the interior of the bladder; during their course, hemorrhages are produced, causing bloody urine and pain during urination.

## Lesson 2

Student's Book, page 63.

**Specific Objectives:** The students will be able to:

- read and act a dialogue.
- complete sentences using **must/mustn't**.
- give advice about diseases.

**Lesson content:** using must/mustn't

Step 1: Introduce the lesson by asking students the causes, spread and prevention of Bilharziasis. Divide them in groups of four to discuss the causes, spread and prevention of other diseases they know. Ask the secretary of the group to report their findings to the class.

Step 2: Encourage each student to work with a partner to read and act out the dialogue. Let one student assume the role of Ujulu and the other, Jitu. While they practice the dialogue move around the class to check their intonation and use of body language.

Step 3: Let a pair of students that has memorised the dialogue volunteer to act it out in front of the class. Allow 5 minutes for the rest of the class to act out the dialogue. Allow the students time to express their feelings. Then let them do the proceeding activities and exercises.

### Exercise 1: Expected answers

Ujulu : Mustn't we take modern medicine when we have severe illness?

Jitu : Yes, we must.

Ujulu : What mustn't we do?

Jitu : We mustn't visit a sorcerer or a witch doctor.

As an additional exercise, let the students discover on their own what they **must/mustn't** do about other diseases they discussed by composing their dialogues and give feedback. After, lead them to do Exercise 2.

### Exercise 2: Expected answers

- I must visit a doctor.
- I mustn't visit a sorcerer or a witch doctor.
- Yes, I must visit a physician when I fall sick.
- No, I mustn't go to a witch doctor.

### Exercise 3: Expected answers

Children mustn't swim in rivers	They must avoid it.
Emebet mustn't walk in dirty water	She must walk on the sides.
We mustn't drink unboiled water.	We must boil water.
People mustn't bathe in dirty water	They must bathe only with clean water.
Woinua mustn't wash in dirty water.	She must take treatment.

### Exercise 4: Expected answers

Students will form sentences from the table and write them in their exercise books following this example:

- Bereket must sleep under a mosquito net.
- Bereket must not leave the bushes around his house to grow wild.

Disease	Must	Mustn't
Malaria	sleep under a mosquito net	have overgrown bush near homes
Diarrhoea	wash his hands with soap and water after visiting the toilet	eat anything without washing hands.
Headache	take a lot of clean water and plenty of rest	sleep under heat of sunshine.
Stomachache	see a doctor	eat cold food.
chest pain	go to hospital	treat yourself.
toothache	visit a dentist	attempt to remove it.

### Lesson 3

Student's Book, page 64.

#### Grammar highlight

When the past continuous is contrasted with past simple tense, the sentence shows two actions that happened, with one proceeding the other.

*Example:* While the man was walking down the street, it started to rain.

**Specific Objectives:** The students will be able to:

- (a) begin sentences using while/ when.
- (b) form sentences in the past continuous tense and past simple tense.

**Lesson content:** Using When/ While+ past continuous/past simple tense

**Step 1:** Introduce the lesson by demonstrating various activities to the class. For example, call up two students, let one run and the other intercept him or her. Ask the class what happened when the student was running? They will answer; When the boy / girl was running, he was blocked by another boy. Ask them which action happened first and which proceeded.

**Step 2:** Write the two sentences on page 64 on the chalkboard for discussion.

1. When she was running, she hurt her toe.
2. While Frewoine was yawning, a fly flew into her mouth.

Ask them to form sentences following these examples. Let each student work with a partner. Then lead them to work on the Exercises that follow.

#### Exercise 1: Expected answers

1. While Woinwa was cooking food, a bird fell in her saucepan.
2. When Feyesel was praying, he heard loud voices outside his bedroom.
3. While Hundessa was sleeping, she heard loud voices from outside her bedroom.
4. When the policeman stopped the cars, the children crossed the road.
5. While we were watching television, power went off.
6. When I was going for prayers, it became dark.
7. While the patient was feeling pain, the nurses just looked on.
8. When Kifleyesus was enjoying his dinner, lightning thundered.
9. While the doctor was driving, he saw a damaged car parked on the roadside.
10. While my father was sailing, the boat capsized.

#### Exercise 2: Expected answers

Answers will vary from one student to another. Accept all possible answers contrasting the past continuous and past simple tense using while and when.

**Exercise 3: Expected answers**

1. While Emebet was sharpening a pencil, she cut her finger.
2. When Emebet was walking along the road, she met her friend.
3. While Emebet was eating food, she bit her finger.
4. While Emebet was talking to her friend, the bell rang.
5. When Emebet was sleeping, she had a nightmare.

**Activity 1: expected answers**

Ask students to work with partners to form sentences using while/when and a past continuous with a past simple. Expected answers will vary from one student to another.

**B Reading****Lesson 4**

Student's Book, page 66.

**Specific Objectives:** The students will be able to:

- (a) discuss about Bilharziasis. (b) read the passage for comprehension.

**Lesson content:** Comprehension

Step 1: Introduce the lesson by asking students what they recall about the causes and prevention of Bilharziasis. This will lead them to do activity 1. Divide them into groups of four to discuss the questions in activity 1.

Step 2: Tell the students to read the passage and do the Activities and exercises that follow.

**Exercise 1: Expected answers**

1. Bilharziasis is a disease spread by flukes which live inside snails along rivers and streams.
2. Humans catch the disease when they come in contact with water inhabited by the snails.
3. Dr. Aklilu Lemma.
4. The berries of *endod* are dried, crushed, then mixed with water to form a thick solution of lather detergent.
5. The berries of *endod*.
6. The medication is *endod* soap. It is applied directly on the infected parts of a person's body. It can also be directly applied to snail infested areas.
7. Dr. Lemma founded the Institute of Pathobiology from where he carried out research on *endod*.
8. B                      9. B                      10. D                      11. D

**Exercise 2: Expected answers**

1. More than 200 million people worldwide are affected by the disease.
2. Found out that soap made from a local plant, the soap berry or *endod* could cure bilharzia.
3. Work has continued ever since with other African countries joining.
4. Berries of *endod* soap have been used as laundry soap by Ethiopians for centuries.
5. Dr. Lemma and his colleagues established the *endod* foundation.

**Exercise 3: Expected answers**

First, Doctor Aklilu **discovered** the remedy. He found out that **soap** made from a local plant, *endod* could cure **bilharziasis**. The **berries** of 'endod' have been used as **laundry** soap by Ethiopians for centuries.

### Exercise 4: Expected answers

hilbaizar = bilharzia  
tepnia = patient  
corvedis = discover

doned = endod  
pythera = therapy

## C Writing

### Lesson 5

Student's Book, page 68.

**Specific Objectives:** The students will be able to make a summary of the causes and prevention of Bilharziasis.

**Lesson content:** Writing a summary

Step 1: Review the previous lesson by asking students the cause, spread and prevention of Bilharziasis.

Step 2: Ask them quickly to read the passage while scanning for the definition of Bilharziasis, its spread, signs, symptoms, and prevention.

Step 3: Divide them into groups of four to discuss their findings. Then let them write the answers in their exercise books and share their answers with other groups.

### Exercise: Expected answers

Accept any correct answer focusing on the causes, signs, symptoms and prevention of Bilharziasis.

### Lesson 6, Student's Book, page 68.

**Specific Objectives:** The students will be able to:

- create posters about causes and prevention of Bilharzia.
- name at least five causes and prevention of Bilharzia.

**Lesson content:** Writing a poster

Step 1: Review work on causes, spread and prevention of bilharzia through question and answer technique in relation to the previous lesson.

Step 2: In groups, guide students to discuss and write causes, spread and prevention of bilharziasis in a summary form in their exercise books. Refer to unit 4.

Step 3: Guide the students to make posters about causes, spread and prevention of bilharziasis.

Step 4: Guide the students to make posters and display them on the classroom notice board.

### Activity 1

Step 5: Ask the students what they remember about Dr. Aklilu Lemma. Let them write as many points as possible about him in their exercise books. Then lead them to answer the activity by writing down a number of questions they would ask Dr. Aklilu Lemma if they met him.

**Expected answers:** Answers will vary from one student to another. Accept all possible answers focusing on health issues.

### Lesson 7

Student's Book, page 69.

**Grammar highlight:** Which and that are relative pronouns. They are used for persons or things. Who is also a relative pronoun. It is used for persons only.

**Specific Objectives:** The students will be able to:

- join sentences using relative pronouns 'which, that, who'
- form sentences using relative pronouns.

**Lesson content:** Using which/who/that

Step 1: Ask students to look at sentences and discuss their meaning. Let them join the sentences using 'which', 'that', 'who'.

**Expected answers**

1. Snails which carry Bilharzia are found in lakes.
2. Akilu Lemma who discovered a cure for Bilharzia established the Institute of Pathobiology.
3. Addis Ababa which is the capital of Ethiopia has a large population

Step 2: Ask the students to study the sentences they have joined and discuss when each of the relative pronouns is used.

- 'which' is used for places or animals.
- 'who' is used for persons.

Then lead them to do the exercise and activity that follow.

**Exercise: Expected answers**

1. The doctor who discovered a cure for Bilharziasis in Ethiopia from a local plant called Endod was professor Aklilu Lemma.
2. People who are infected with bilharziasis live a miserable life.
3. Timirat borrowed a book which belonged to my nephew.
4. The desk which/ that you are sitting on belongs to my neighbours.
5. The pen which/ that he is using is mine.
6. Girma saved the girl who was about to drown.
7. The glass which the shoplifter stole was green.
8. The school which she wants to go to is very expensive.
9. Zebene killed a snake which was about to bite him.
10. The doctor who was wearing glasses was very kind to us.

**Activity 1 Expected answers**

The relative clauses students will form will vary from one student to another. Accept all possible answers focusing on sentences where the relative pronouns are appropriate.

## Lesson 8

Student's Book, page 70 .

**Specific Objectives:** The students will be able to:

- (a) discuss the pictures and tell what is happening. (b) write sentences in the past continuous tense.

**Lesson content:** The past continuous tense

Step 1: Students tell news or report what was happening (a) when they were coming to school, (b) while they were playing outside. *Example:* When I was coming to school, I met an old woman crying.

Step 2: Ask the students to study the pictures in the Student's Book, page 70, discuss them and form sentences about each picture telling what was happening. Encourage them to write the sentences in their exercise books.

**Expected answers**

1. While the man was listening to music, from a radio, a boy entered the house.
2. While the family members were watching television, a pussy cat came into the sitting room.
3. While a boy was photocopying a document, paper fell from the tray.
4. While the mother was cooking, water poured from a saucepan.

Let them work in pairs. One will draw pictures and the other will write sentences about them in the past continuous tense. This activity will enable them discover more about the past continuous.

Step 3: Lead them to complete the following exercise.

### Exercise 1: Expected answers

1. This morning, it was not raining.
2. The phone was ringing just as I left for school.
3. I said hello to them but they continued watching television.
4. When I arrived, the students were heading to the library.
5. While the school was closed, we kept helping our parents.

### Exercise 2: Expected answers

1. While Jorge was playing tennis, Dusman arrived at school at 10.00 am.
2. Jorge went to school while Dusman was attending class.
3. Jorge was reading in the school library while Dusman had lunch.
4. Jorge was practising the piano when Dusman went to the farm.
5. Dusman was working on the farm while Jorge was leaving school.

### Exercise 3: Expected answers

I was **riding** my bicycle yesterday when a man **stepped** suddenly out of the road right in front of me. Although I was **riding** fast, I **managed** to stop in time and **saved** his life.

## Lesson 9

Student's Book, page 72

**Specific Objectives:** The students will be able to:

- (a) read the passage.
- (b) answer questions about the passage.

**Lesson content:** Comprehension

Step 1: Introduce the lesson by asking students what they know about a computer. Accept all possible answers focusing on use, function and role of computers.

Step 2: Tell the students to read the passage silently and answer the questions that follow.

### Exercise: Expected answers

1. A computer is able to do all sorts of things like a human brain does.
2. Ask questions, play music and take pictures.
3. Computers complete the task with super speed and ease.
4. Computers process and store data in government offices, banks, hospitals, company business, educational institutions, space stations and even households.
5. The network makes it possible to intrude and pry on people's privacy and access restricted information.
6. Computers have linked the world and so one is able to communicate with others in little time.

## Lesson 10

Student's Book, page 73.

**Specific Objectives:** The students will be able to:

- (a) look at the picture of Albert Einstein and discuss his contribution to the scientific world.
- (b) answer the questions about Albert Einstein.

**Lesson content:** Composition

Step 1: Divide students in groups of four to discuss any famous scientist they know. In their discussion, let them state what the scientist did and how his scientific discovery or innovation improved the area of science.

Step 2: In their groups, show them a picture of Albert Einstein and let them describe the man in the picture. Ask questions such as, who do you think the man is? Have you ever heard about him? What did he do? Where and when was he born?

Step 3: Ask the students to read the Biography of Albert Einstein and do exercise 1 and 2.

### Exercise 1: Expected answers

1. He has white hair, big eyes, wrinkled face, white beard, long nose, folding his hands and looks serious (stern look).
2. He discovered the law of the photoelectric effect. In 1911, he found out that light from another star would be bent by the sun's gravity. He is the founder of nuclear energy responsible for making atomic bombs. He also found out properties of gases and made other numerous contributions to Mathematics.
3. Albert Einstein is credited for his formulation of many scientific principles from which modern day Physics is enshrined.

### Exercise 2: Expected answers

The clever professor	
Name	Albert Einstein
Date of birth	14 March 1879
Place of birth	Ulm Germany
Profession	Physicists, Philosopher, Author
Scientific discovery	- (1911) found out that light from another star would be bent by the sun's gravity. - Founder of nuclear energy responsible for making atomic bombs. - Founder of properties of gasses. - Made numerous contributions to Mathematics.
Honours and Awards.	- A German - Swiss Nobel Laureate - Father of Modern Physics - (1921), Nobel prize in Physics for his discovery of the photoelectric effect

## Lesson 11

Student's Book, page 74

**Specific objectives:** Students will be able to:

- (a) discuss the history and evolution of computers.
- (b) discuss their effect to the world .
- (c) write a summary about the works of a scientist.

**Lesson content:** Summary

Step 1: Introduce the lesson by asking students to discuss the origin and history of computers. Ask them to discuss in groups of five or six. Let them give all possible answers that are related to computer generations. Give credit to groups which identify the abacus as the first rudimentary computers.

Step 2: Read to the students a passage about the history and evolution of computers while they write in their exercise books.



### Exercise 1: HISTORY AND EVOLUTION OF COMPUTERS

The first electronic computers were invented in 1940s. Since then a series of radical break through in computer electronic has occurred. With each major break through the computers based upon the older form of electronics have been replaced by a new generation of computers based upon the newer form of electronics.

These generations are classified as follows: The first generation computers were invented around 1940. They were very slow at data processing. The second generation were more reliable computers using transistors. These were invented in 1950. They used electric valves. The third generation were more powerful, reliable and compact computers using simple integrated circuit or power. They were invented around 1960s and 1970s. The fourth generation of computers are computers we have in use today. They contain more sophisticated devices. They include the desk tops, laptops, mobile phones and ipods. They were invented around 1980s and 1995. The fifth generation were mere predictions that by the early 21st century computers would have developed and that they would be able to converse with people in a human- like manner and would be able to mimic human senses, do manual skills and intelligence. An example of these computers is the modern day robots.

Step 3: Ask them to write a sentence describing each of the five generations of computers using the relative pronoun 'which' in their exercise books. Guide them to compare their answers with a partner.

### Exercise 2: Expected answers

1. The first generation which were the earliest form of computers were invented in 1940.
  2. The second generation were more reliable computers using transistors.
  3. The third generation of computers which were more powerful, reliable and compact were invented in the 1960s and 1970s.
  4. The fourth generation of computers which we use today contain sophisticated devices.
  5. The fifth generation of computers which mimic human senses, do normal skills and intelligence were mere predictions, although the modern day Robots is its typical example.
- Step 4: Divide the students in groups of five. Provide them with a magazine or newspaper article about scientific prominent people. Let them identify prominent people. Ask them to identify their famous personality preferably a popular scientist and discuss his birth, scientific discovery, achievements and honours. In case you don't have the magazines and newspapers, ask the students to find the newspapers or magazines themselves and carry out this lesson in the next period. The group secretaries should report their groups, findings to the class. Display their findings on the classroom notice board.

### Assessment questions and Extra work

#### Extra work

A: Match the following diseases with their prevention and form sentences using 'must'

<b>Disease</b>	<b>Prevention</b>
1. Polio	Wash hands with soap.
2. Malaria	Eat a balanced diet.
3. Toothache	Sleep under a mosquito net.
4. Diarrhoea	Immunisation.
5. Kwashiorkor	Visit a dentist.

B: Complete the following sentences correctly

- |   |   |
|---|---|
| 6. When I was coming from hospital .....    | 9. While Timane was watching a movie .....        |
| 7. While Abdoko was reading a novel .....   | 10. When the children were playing football ..... |
| 8. When Hibro was washing his clothes ..... |   |





## Background Information

What do you want to do in future?

This is a guiding question in one's future plans. It is important to plan for the future so that we live a purposeful life. One who plans is one who is organised. One may organise his schedule of activities depending on the order of importance.

The teacher should encourage learners to generate as many future plans as possible and emphasise the use of the future tenses "will" and "shall" in sentences.

**General objective:** In this unit, students will be able to give information about their future plans.

**Specific Objectives:** Students will be able to:

- talk about future plans.
- point out the difference between **when** (definite) and **if** (possible) in probable conditionals.
- make sentences orally/ and in writing.
- act and write dialogues.
- listen to conversations and write sentences with **if/when ...., will** to sum up the conversation.
- read a text and report what has been read.
- dictate a paragraph about someone's future plans.
- write a letter to a friend incorporating plans for the future.

**Learning resources:** Diary book, school programmes, samples of friendly letters, video /CDs depicting future episodes etc.

## Listening and Speaking

### Lesson 1

Student's Book, pages 75.

**Specific objectives:** Students will be able to;

- interpret the picture.
- listen to the passage read by the teacher.
- complete a chart.

**Lesson content:** Listening practice

Step 1: Introduce the lesson. Divide the students in groups of four. Let them discuss their future plans. Ask them questions like 'What do you want to become in future? What do you need to do to achieve your future dreams? Then lead the students to do activity 1 and exercise 1.

#### Exercise 1: Expected Answers

The student is thinking about buying a car, marrying and getting a good job when he finishes school.

Step 2: Ask each student to talk about their future plans. This exercise should be interactive, so allow each student some little time to speak.

Step 3: Randomly choose four students to discuss the jobs they would like to do in future and give reasons for their job choice. Two should be boys and two should be girls if the class is both gender.

Step 4: Ask the students the importance of planning before doing something, then read the text and the students listen.

Step 5: Ask the students to read the questions about the text aloud.

Step 6: Read the text again while the students identify the possible answers to each question.

### Planning

Whenever you wish to do something, you need to think carefully about a number of things. Among the things could be requirements such as money and how to use it. You should also think of the people who will do the work and how they will do it. This is called **planning**.

Planning is the process of thinking carefully about a series of actions that you need to take in order to achieve a goal. For instance, by working hard, a student's goal is to acquire knowledge, then later on the student qualifies into a useful citizen with a career.

As a student, therefore, you need to think carefully about work at home and studies. But you also need to consider time for rest and play.

Planning is a very important aspect in development. It may be for a day, a week, a month or even year. Planning helps to avoid mistakes and to use resources efficiently and effectively. When considering what one will do in future, one could write down the steps he or she will take to achieve his aims or goals, which is called a plan.

There are different plans. This depends on the goal one wants to achieve. Students may wish to plan for a meal. Parents may wish to plan for the family. The business community may wish to plan for bigger profits and farmers may want to plan for better harvest. There are bigger national plans such as where new projects will be carried out throughout the country. Planning helps us to know where we are and where we want to go. We get to know what we have and how to use it for a better future.

Step 6: Let students complete the table by filling in the activities they do in a week. Use this model as an example to assess and evaluate their plans.

#### Activity 1: My weekly plan

Name: Mulumebet Eshete

Day	Time	Activity	Place
Monday	6:00 a.m - 4:00 p.m.	attend class	school
Tuesday	6:00 a.m - 4:00 p.m.	attend class	school
Wednesday	6:00 a.m - 4:00 p.m.	attend class	school
Thursday	6:00 a.m - 4:00 p.m.	attend class	school
Friday	6:00 a.m - 4:00 p.m.	visit grandmother	village

#### Activity 2

Step 7: Ask students to write their activities for a day indicating the day, time and place where activities will take place and present their information in a table like the one above.

## Lesson 2

Student's Book, pages 76

Specific objectives: Students will be able to:

- (a) read the dialogue.      (b) act it out.      (c) write own dialogue.

**Lesson content:** Using: .... **going to** ...

Step 1: Introduce the lesson by asking the students to talk about the activities they do during the holidays.

Step 2: Ask students to work with the partner to read and act out the dialogue. Go round the class to check for their intonation and use of gestures.

Step 3: Pick two or three pairs to come to the front to act out the dialogue. Then lead the students to attempt the exercise and write their own dialogue in Activity 2.

**Exercise: Expected answers**

- The students will do the exercise and express their personal opinions using **Yes, I am./No, I'm not.**

**Activity 1: Expected answers**

The dialogues students will write will vary from one student to another. Accept all possible dialogues focusing on activities students will do in the future. Ask them to present their information in a table like the one above.

**Lesson 3**

Student's Book, pages 77

**Grammar highlight**

We use **'when'** and **'if'** to express certainty i.e. the speaker is sure the event will occur.

*Example:* When I get money, I will buy that dress.

If expresses possibility i.e. the speaker is not sure of the event occurring.

*Example:* If it rains, we shall plant the maize.

**Specific objectives:** Students will be able to:

- make future predictions.
- form correct sentences using probable conditions.

**Lesson content:** Using ... **if** ...

Step 1: Introduce the lesson by asking students to predict the outcome in the following situations.

- If my sister gets good grades, ...
- If I had wings, ...
- If Hailemariam was a musician, ...
- If you were an athlete, ...
- If I could fly, ...

Step 2: Divide the students in groups of three to discuss the statement in the activity, then lead them to do the exercise that follows based on the following expected answers.

**Activity: Expected answers**

Passing the exams. (condition to be fulfilled). When he or she only passes Grade 8 exams.

**Exercise 1: Expected Answers**

- If I pass my exams, I will go to Grade 9.
- If I go to Grade 9, I will study science.
- If I study science, I will study medicine.
- If I study medicine, I will become a doctor.
- If I become a doctor, I will save people's lives.

**Exercise 2: Expected answers**

- If Habtamu comes on Monday, we will watch the match.
- If it does not rain, I will call you.
- If the students finish the assignment early enough, we shall leave at 2 o'clock.
- If the lesson ends early, I will help my mother in the shop.

Encourage students to write about what they wish to do when they finish Grade 8. Let them compare their answers with other partners.

### Lesson 4

Student's Book, pages 78

**Specific objectives:** The students will be able to:

- (a) talk about future plans. (b) form sentences using **when**

**Lesson content:** Using **When** ...

Step 1: Review the previous lesson by asking students about their future plans. Let them work with a partner to discuss the difference between sentences using “if” and those using “when”.

*Example:* (a) If I get the money, I will travel to Jimma.

(b) When I get money, I will travel to Jimma.

*The expected response is that; in sentence (a), the speaker is not sure about getting the money while in sentence (b), the speaker is sure of getting the money sometime in the future.*

Step 2: Encourage them to form more sentences using “if” and “when” to complete exercises 1 and 2 following the examples they have formed.

#### Exercise 1: Expected Answers

1. When he sees her, he will be happy.
2. When I go to Addis Ababa, I will buy a T-shirt.
3. When she hears from my sister, she will inform me.
4. When the lesson ends, we shall go and play.

#### Exercise 2 : Expected Answers

1. When I get enough money, I will buy a car.
2. When I graduate from university, I will get a good job.
3. When I visit Jinka, I will take some photos.
4. When I build a house, I will prepare a house-warming party.

Step 3: Encourage students to form their own sentences using ‘when’ in their exercise books.

### Lesson 5

Student's Book, pages 79.

**Specific objectives:** The students will be able to:

- (a) construct sentences using ‘If’ and ‘When ---’. (b) complete sentences.  
(c) ask an answer the questions.

**Lesson content:** using: If/When.

Step 1: Introduce this lesson by reviewing the previous lesson. Ask the students to form sentences using ‘If’ and ‘when’. Let them categorise their sentences into those which are possible and those that are certain.

*Example:* When I get home, I will have something to eat. (certain)

If there isn't any food, I will eat a fruit. (possible)

Step 2: Lead the students to complete the exercise and activity that follows based on the following expected answers.

#### Exercise 2: Expected answers

*Note:* These answers are not prescriptive because the sentences are open to students to complete them in their own way. However, award marks focusing on the proper tense sequence and logical outcome of the condition.

1. If I get a job this holiday, I will work hard.
2. If I get money, I will buy a calculator.
3. When my sister comes to visit me, I will show her my photograph.
4. If I do more work, I will get tired.
5. When I fall asleep, I will go to bed.

Remind the students that sentences beginning with ‘if’ express possibility while those beginning with ‘when’ express certainty.

**Activity:** Expected answers

Ask the students to work with a partner and predict the outcome in each sentence. Accept correct answers focussing on a sensible outcome.

## Lesson 6

Student’s Book, pages 80.

**Specific objectives:** The students will be able to:

- (a) read and act out a dialogue
- (b) form sentences

**Lesson content:** Dialogue

Step 1: Review the previous lesson by asking students to form sentences using **If** and **When**. This Activity can be done in groups four by two students providing a conditional phrase and outcome phrase, then the other two students forming the conditional sentences.

*Example:* buy a car, go to the airport

- (a) If I buy a car, I shall go to the airport.
- (b) When I buy a car, I shall go to the airport.

Step 2: Ask students to work with a partner to assume different roles, act out the dialogues and write a sentence with **If/When ... shall** to sum up the conversation.

**Exercise 1: Expected Answers**

1. If you are rude to people, you will hurt their feelings.
2. When you study really hard, you pass your exams.
3. If you go out at night, you will find thugs on the way.
4. If we do not irrigate our crops as early as possible, they will dry up.

**Exercise 2: Expected Answers**

1. When Senait comes, Denato will be very pleased. (*certainty*).
2. If Belaynesh comes late, her brother will quarrel. (*possibility*).
3. If Chala does not return the photo, Terhase will report him to his father. (*possibility*).
4. If Ferede finishes his exams, he will visit his grandmother in the village. (*certainty*).
5. When Habtome’s watch stops, it will be so unfortunate. (*possibility*).

## **B** Reading

### Lesson 7

Student’s Book pages 81.

**Specific objectives:** The students will be able to:

- (a) read the passage and answer the questions about it correctly.
- (b) construct sentences using given words.

**Lesson content:** Comprehension.

Step 1: Introduce the lesson by showing students the picture. Ask them to discuss it in groups of three. Ask them what they see in the picture and what the men are talking about. Lead them to do exercise 1.

**Activity:** Expected answers

A man is asking another the price of cement. OR A man wants to buy cement from a shopkeeper or cement dealer.

### Exercise 1: Expected answers

1. Cement is made of limestone.
2. Accept any correct answer in birr for the price ranges of cement in the regions of Ethiopia.
3. Accept any correct answer.

Step 2: Ask the students what they expect to read about in the passage and accept any possible answers focussing on building materials.

Step 3: Ask students to read the passage silently and do Exercises 1 and 2.

### Exercise 2: Expected Answers

1. They are under final stage for commissioning.
2. The country's booming construction industry increased by 12 per cent per annum.
3. The local factories produce about 2.7 million tonnes of cement annually.
4. The construction boom led to the high cement demand in the last three years.
5. The gap between the high demand and short supply led to the price increase of cement on the Addis Ababa.
6. The new cement factories are expected to bring down the price of cement.

Step 4: Encourage students to find words which mean the same as the following words from the passage.

### Exercise 3: Expected answers

production	_____	construction
exploding	_____	booming
area	_____	sector
fluctuation	_____	instability
narrow	_____	shrink
begin	_____	commence
activate	_____	scale up
expected	_____	increase
1000kg	_____	tonnes

## C Writing

### Lesson 8

Student's Book, page 83.

**Specific objectives:** The students will be able to:

- (a) write a paragraph about Desalegn's future plans.
- (b) write about their future plans.
- (c) Write about people's plans.

**Lesson content:** Dictation.

Step 1: Introduce the lesson by asking students to discuss their plans for a day. Let them do this activity with a partner.

Step 2: Read Desalegn's future plans while the students write it down in their exercise book. Ask them to exchange their books to do a spell check and punctuation.

### Desalegn's future plans

My name is Desalegn. I had always wondered how a big machine like an aeroplane flew in the air. One day, I saw it fly. Since that day, I admired becoming a pilot. When I went to school, I asked my teacher the subjects one studies to become a pilot. My teacher told me I have to study Geography, Mathematics, and Physics and later join a flying school. I am now working very hard in these subjects to achieve my dream career.

Step 3: Ask them to write about their future careers. When they are through with their compositions let them exchange their compositions for comparison.

**Activity:** As a home work assignment, let them talk to their parents and write down their parents' future plans.

## Lesson 9

Student's Book, page 83.

**Specific objectives:** The students will be able to:

- (a) list activities they intend to do in the short, medium and long term plans.
- (b) write a paragraph about their future plans.

**Lesson content:** Composition

Step 1: Divide the students in groups of five. Ask them to discuss activities they intend to do in the future short, medium and long term.

Step 2: Ask the students to list five activities for each category to do in the short, medium and long term.

Step 4: Ask the students to write a paragraph based on the activities they have listed in the table.

### Exercise 1 and 2: Expected Answers

Accept any correct activities the students will give focusing on their short term, medium and long term activities. Encourage them to write a paragraph incorporating their future plans they have discussed.

## Lesson 10

Student's Book, page 84.

**Specific objectives:** The students will be able to:

- (a) write friendly letters.
- (b) read letters and identify the flow of language.

**Lesson content:** Letter writing.

Step 1: Introduce the lesson by revising with the students the features of friendly letters. Refer to guidelines of writing friendly letters in unit 4; lesson eleven. Choose students randomly to mention the qualities of a friendly letter.

Step 2: In groups, ask the students to discuss the advantages and disadvantages of letter writing as a means of communication.

Step 3: Divide the students in groups of three. Ask them to discuss parts of a letter which include: address, greetings, body, conclusion and the signature. Let the secretary report their findings to the class.

Step 4: Ask the students to write a letter to their partner indicating how they plan to spend their holidays.

Step 5: Ask the students to exchange and read the letters. Allow them time to share their feelings about the letters.

Step 6: Ask the students to write letters to reply the ones their partners wrote.



### Expected Answers

Accept any well punctuated letters referring to the activities they will do in their holidays. Allow them to discuss their letters.

## Lesson 11

Student's Book page 84.

**Specific objectives:** The students will be able to:

- (a) discuss their future plans.
- (b) write about their future plans.

**Lesson content:** Composition.

Step 1: Introduce the lesson by asking students to assume different titles like managers of a company and talk about their duties.

Step 2: In groups of four, ask the students to discuss the benefits of building a hotel to the community, country, family and environment.

Step 3: Ask the students to write these benefits in their exercise books in a paragraph.

Step 4: Give the necessary support to those students experiencing difficulty. Encourage them to exchange their compositions for comparison.

### Activity: Expected Answers

Compositions will vary from one student to another. When awarding marks, look out for the following: title, tenses, coherence originality, creativity, punctuation, spelling and neatness.

### Assessment questions and Extra work

#### Assessment questions

Tell students to discuss these questions in groups of three.

1. Assume you are elected the head prefect of your school, draw a table scheduling the activities your prefects are going to do for the next week.
2. Write a letter to your father telling him how you plan to get good grades next semester.

#### Extra work

3. Complete the following sentences correctly.
  - a) If I see the teacher .....
  - b) When my mother comes back .....
  - c) If I fall sick .....
  - d) When the lesson ends ,.....
  - e) If Miheret finds her exercise book .....
4. Rewrite these sentences in reported speech.
  - a) "I will only pay you when you finish the work," the manager told the Weaver.
  - b) "Where's your grade 8, English text book?" The teacher asked me.
  - c) "Come to see me if you have any queries". The director told the typist.
5. Which of the following sentences is correctly punctuated.
  - a) A. "Have you seen him?" Asked Anile.      C "Have you seen him" Asked Anile?
  - b) "Have you seen him"? Asked Anile.      D. "Have you seen him?" Asked Anile.
  - e) A. He asked where the factory was?      C. He asked where the factory was.
  - B. He asked, "Where the factory was?"      D. He asked, where the factory was.





## Background information

Many children below the age of 10 engage in child labour. Young girls and boys could be sewing clothes, stitching footballs, weaving, shining shoes, or working in stone quarries instead of going to school.

Girls are often engaged in baking, cooking, cleaning, washing and collecting water and other domestic related work. Some girls however do boys' work like carrying heavy loads and money exchange.

Most of these children have no choice because they are from humble families, some are orphans or have been abandoned. These children need money to survive.

Child labour negatively impacts on these children. They are denied their right to education and are forced to work in harsh conditions that may damage their health and future career development.

The teacher should expose the types of child labour activities and discuss them in detail bringing out their advantages and disadvantages.

**General Objective:** The students will be able to describe and appreciate jobs that are done by children.

**Specific objectives:** Students will be able to:

- listen to conversations and discussions and answer questions.
- contribute to group activity.
- participate in oral activities in groups.
- report simple information statements, remarks and questions from different sources.
- sum up the main points in oral activities in parts.
- arrange a paragraph in a logical order.
- read passages and answer comprehension questions
- read for enjoyment and express their feelings about stories.
- complete sentences by adding appropriate words and phrases.
- write a short paragraph on everyday topics.

**Learning resources:** documentaries, news papers, magazines, pictures of child labourers, charts, media, (television and radio), the Internet, etc.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 85.

**Specific Objectives:** Students will be able to:

- interpret the picture for comprehension.
- listen to the passage for comprehension.

**Lesson content:** Listening practice

**Step 1:** Introduce the lesson by asking students to mention jobs that children do. In their discussion, ask them to mention the reasons for children doing such jobs. Then tell them the title "A day in the life of a ...." and ask them what they expect to learn. Accept all possible answers focusing on the jobs children do, appreciating their contribution to the community.

**Step 2:** Ask the students to work with a partner to discuss what is taking place in the picture. Ask them to identify the boy referred to as, **shoe shine boy** and then let them do Exercise 1.

### Exercise 1: Expected Answers

- Accept all possible answers which indicate that the boy probably attends school. For example, he is young, hardworking and shining shoes to get money to buy scholastic requirements like books and pens.

2. Accept all possible answers about a child labourer in the neighbourhood.
3. Accept any correct answer focusing on government's commitment to ensure that all children irrespective of their home background receive education in formal schools.

Step 3: Divide the students in groups of four and ask them to discuss the questions in Activity 2. Tell them to choose a secretary who will report their findings in the class.

Step 4: Tell them "we are going to read a passage about 'A day in the life of a nanny'. Ask them to discuss who a nanny is and tell her duties. Then read the passage while the students listen. After, let them express their opinions and feelings about Mulumebet Eshete's work.

### **A day in the life of a nanny**

Mulumebet Eshete is my name. I am in Grade 8. I work as a nanny in a nurse's home. My duties are caring for the nurse's children, washing their clothes, equipment and doing any additional house work that is given to me. I stay in my own room. My room is quite far from the children's room. I am always within the earshot of the children during the night. If one of the children wakes up and needs attention, it is my job to attend to him or her immediately.

Though I have to attend school, my day follows the pattern of an ordinary mother's day. That is, I get up before the children, wake them up, wash them, dress them, give them breakfast and see the older ones off to school.

During the course of the morning, I watch over young ones as they play as I deal with the cleaning of their room and doing the laundry, and so on. I am also expected to take them for a walk in the morning and come back before midday to prepare their lunch. I spend most of the afternoon playing with them and entertaining them. In the evening, I bathe them, I serve them dinner, then put them to bed. I also have other roles that I do which include; teaching and training the children good manners.

Step 5: Ask students to answer the questions in the exercise 2 in the Student's Book, page 89

### **Exercise 2 : Expected Answers**

1. A nanny is a person who takes care of other people's children.
2. Mulumebet has to get up before the children in order to get them up, wash them, dress them, provide them breakfast and see the older ones off to school.
3. Yes, Mulumebet goes to school. She is in Grade 8.
4. A nanny's chores are caring for the children, washing their clothes, equipment and doing any additional housework.
5. Yes, Mulumebet teaches and trains the children good manners.

As an additional activity, ask students to look at Mulumebet's activities, discuss the schedule in which she does the activities and present them in a table.

**Additional Activity:** Expected answers

Mulumebet's daily work schedule

Period	Time	Activity
Morning	5.00 - 5.30 a.m.	Mulumebet wakes up to do laundry and clean the house
	5.30 - 6.00 a.m.	cleans utensils
	6.00 - 6.30 a.m.	prepares breakfast, wakes the children up, bathes, dresses children, gives them breakfast and escorts them to school
	6.30 - 7.00 a.m.	
	7.00 - 7.30 a.m.	Mulumebet goes to school.
Lunch	8.00 - 12.00 a.m.	School for children and Mulumebet
	12.00 - 12.30 a.m.	Mulumebet prepares lunch
	12.30 - 1.00 p.m.	Picks children from school for lunch
	1.30 - 2.00 p.m.	feeds the young
Afternoon	2.00 - 3.30 p.m.	rests the children
	2.30 - 4.30 p.m.	takes children for a walk, entertains them, bathes children
	4.30 - 5.00 p.m.	evening tea.
	5.00 - 6.00 p.m.	prepares dinner
	6.00 - 7.00 p.m.	watches Television
	7.00 - 7.30 p.m.	sees off children to bed
	7.30 - 9.00 p.m.	
	9.30 - 6.00 p.m.	Mulumebet goes to bed

## Lesson 2

Student's Book, page 86.

**Specific Objectives:** The students will be able to:

- read a dialogue.
- write own dialogue.
- answer questions.

**Lesson content:** Writing a dialogue between a shoeshine boy and interviewer

**Step 1:** Introduce the lesson by reviewing the previous lesson. Ask students the jobs children do to earn a living. Ask them about Mulumebet's activities in the previous lesson.

**Step 2:** Ask students to work with a partner to discuss the challenges child labourers and orphans face in their lives. Let the students discuss the challenges the shoeshine boy could have told the interviewer. Let the students read the dialogue silently.

Pick two or three pairs to come to the front and act the dialogue. Allow five minutes for the rest of the class to act the dialogue and then lead them to work on Exercise 1, 2 and 3.

### Exercise 1: Expected answers

Students will replace bold words with these below and rewrite the dialogue in their exercise books.

Line 2: (lady)

Line 4: (hectic)

Line 9: (dues)

Line 3: (job)

Line 8: (earn)

Line 11: (read)

**Exercise 2: Expected answers**

Meaning	word
activity	work
payment	money
difficult	tedious

**Exercise 3: Expected answers**

1. No, the shoe shine boy does not find his work easy because he has to stay on the job and at the same time go to school.
2. He does this type of job in order to get some money to pay for his school expenses.
3. He pays for his school fees by shining shoes.
4. He gets the money to pay his expenses from the little savings he makes out of shining people's shoes.

**Activity 2: Expected answers**

Encourage the students to assume the roles of a goat herder and the interviewer, write out the dialogue and act it out. Accept all possible dialogues having a journalese register about challenges of a goat herder.

**Lesson 3**

Student's Book, page 87.

**Grammar highlight**

It suggests an action taking place despite some hindrances.

**Although** is a conjunction. A conjunction is a joining word. It joins two or more sentences. Other joining words are **and, as, but** and **because**. *Example:* Although I was sick, I went to work.

**Specific Objectives:** Students will be able to:

- |   |   |
|---|---|
| (a) use 'Although ---' in sentences.            | (b) construct sentences using "although ---". |
| (c) replace 'but' with 'although' in sentences. | (d) combine sentences using 'although'        |

**Lesson content:** Using "although ---".

**Step 1:** Introduce the lesson by asking students the challenges child labourers have to endure on their jobs. Divide the students in groups of four and encourage the group secretary to report their findings to the class.

**Step 2:** Ask students to use the challenges they have discussed to form sentences using 'although' focusing on the challenges of child labourers. Ask them to compare their answers. Then lead them to do exercises 1 and 2.

*Example:* Although the shoeshine boy finds the job tedious, he has to continue working.

**Step 3:** Ask students to form their own sentences using 'although ---'

**Step 4:** Ask the students to replace 'but' with 'although' in each of the given sentences in their exercise books.

**Exercise 1: Expected Answers**

1. Although shoe shining fetches little money, the boy has to keep working.
2. Although the shoeshine boy has to go to school, he has to work first.
3. Although the shoeshine boy gets little money from his job, he has to save some for his school expenses.
4. Although I can pay for my school fees, I don't have enough time to study.
5. Although I sleep late, I have to wake up early.

**Exercise 2: Expected Answers**

1. Although it is raining, it is not cold.
2. Although he studied very hard, he did not pass the English examination.
3. Although he is rich, he is not happy.
4. Although she has little money, she saves a lot in the Credit Union.
5. Although China has the largest population in the world, she can feed all her people.

**Lesson 4**

Student's Book, page 88.

**Specific Objectives:** The students will be able to:

- (a) read sentences using ... **although** ...
- (b) complete sentences using **although** and **but**.
- (c) write their own sentences using **although**.

**Lesson content:** Using **although**.

Step 1: Introduce this lesson by asking students to form five sentences about the challenges different child labourers have to endure on their job.

Step 2: Ask them to complete exercise 1 and 2 and let them share their answers using this example. Assist students who find difficulty with this exercise.

*Example:* The shoeshine boy has to continue working although he finds the job tedious.

**Exercise 1: Expected answers**

Students should attempt this exercise individually since they have learnt about using **although**. Let them write their sentences beginning with the subject clause and then the object clause as shown below:

- Example:* (a) Although a shoe shining job fetches little money, one has to continue working.  
 (b) One has to continue working although a shoe shining job fetches little money.  
 Assist students experiencing difficulty with forming sentences.

**Exercise 2: Expected answers**

1. The students were in class, but there was no teacher.
2. Although Ethiopia has lots of tourist attractions, only a few tourists come.
3. Most people love to watch football, but Ethiopia doesn't have a strong team.
4. The farmer has got some fertiliser but it is not enough.

**Lesson 5**

Student's Book, page 89.

**Grammar highlight**

Direct speech refers to the actual words said by someone.

Reported speech: These are words you use to report what someone else has said.

*Example:* "I am a shoe shine boy," he said. (Direct speech)

He said he was a shoeshine boy. (reported speech)

Reported speech is also known as indirect speech.

**Specific Objectives:** The students will be able to:

- (a) form sentences in direct speech and reported speech.
- (b) compare the direct and reported speech.

**Lesson content:** Direct speech and reported speech

**Step 1:** Call two students to the front. Let one tell the activities before he or she came to school. The other should report what the student said.

*Note to the teacher:* When we quote the speaker's actual words; we use the direct speech. And if we report without using the speaker's actual words we use the reported or indirect speech.

We use the inverted commas in the direct speech but in the indirect speech we don't.

**Step 2:** Ask the class to discuss the differences in reported sentences.

*Note to the teacher:* The following changes in the tenses will be observed:

A simple present tense becomes a simple past tense.

A present continuous tense becomes a past continuous tense.

A present perfect tense becomes a past perfect tense.

**Step 3:** In groups, ask the students to identify how sentences change when used in reported speech.

**Exercise 1: Expected answers**

Speaker's words		reported speech
Here	_____	there
This	_____	that/the
Now	_____	then
Today	_____	that day
Tonight	_____	that night
Tomorrow	_____	the next day/ the following day
Yesterday	_____	the day before/ the previous day
Next Monday	_____	the following Monday
Last Monday	_____	the previous Monday

**Exercise 2: Expected answers**

1. Birtukan said that the children who made bricks did not drink boiled water.
2. The house maid said that those were nice flowers.
3. The director told the parents that the new teacher was very kind to young children.
4. The cook told his friend that he was still cooking.
5. The car washer said that they were expecting a visitor then,.

**Exercise 3: Expected answers**

Encourage the students to attempt this exercise individually and compare their answers with a partner. Accept all possible answers in reported speech. Check out for proper punctuation and tense sequencing which should be in the past tense.

**Lesson 6**

Student's Book, page 90.

**Specific Objectives:** The students will be able to:

- (a) discuss the work done by children.
- (b) act a dialogue

**Lesson content:** Reading dialogue

**Step 1:** Introduce the lesson by asking students to write the actual words said by the speakers in these sentences.

1. A snack seller said that his school team had won the final match the previous term.

2. Mulu told her aunt that they had drunk orange juice at the party.
3. Mengistu told the teacher that his father had bought a new pair of shoes the previous Sunday.
4. Abiot told the director that he had harvested fifty bags of maize the previous season.
5. The teacher told us that we had done well in all the examinations.

### Expected answers

1. “My school team won the final match last term,” Said the snack seller.
2. “We drank orange juice at the party,” Mulu told her aunt.
3. “My father bought a new pair of shoes last Sunday,” Mengistu told the teacher.
4. “ I harvested fifty bags of maize last year,” Abiot told the director.
5. “You have done well in all the examinations,” The teacher told us.

### Activity: Shoeshine boy

Divide the students into groups of four. Ask the students to discuss the activities done by the child labourers; shoe shine boys, weavers, shepherds, sugar cane cutters and sellers, bus conductors and house servants. The secretary of the group will present their findings to the class.

Step 3: Ask students to read the dialogue and complete the sentences said by the different child labourers.

### Expected answers

Student : He said that he was a shoe shine boy.

Student : He said that he worked for twelve hours a day.

Student : He said that he got little time to read his books.

Student : He said that he sewed clothes and wove carpets.

Student : He said that he slept for only four hours a day.

## Lesson 7

Student’s Book, page 91.

Specific Objectives: The students will be able to:

- (a) use probable conditional sentences
- (b) predict the outcome if child labourers do not do their jobs.

**Lesson content:** Conditional sentences

Step 1: In groups of four, ask the students to discuss what could happen if child labourers do not do their jobs.

Step 2: Guide students to copy and complete the table in the Student’s Book and form sentences from the table.

*Example:* If the shoe shine boy does not shine shoes, he will not get money.

### Exercise 1: Expected answers

Expected answers will vary from one student to another depending on the outcome students will have predicted if the child labourers did not do their work. Accept all possible answers focusing on sensible outcomes and properly constructed sentences in reported speech.

### Exercise 1 and 2: Expected answers

Step 3: Tell the students that conditional sentences type 1 are followed by (the) future tense (will).

Step 4: Encourage the students to change the verbs in the brackets to form appropriate sentences in their exercise books. Give the necessary support to those students experiencing difficulty.



### Exercise 3: Expected Answers

1. If he does not wake up early, he will lose customers.
2. If he does not clean the shoes fast, customers will scold him.
3. If he does not go early to school, the teacher will punish him.
4. If the weaver does not work hard, customers will be angry.
5. If the sugar cane cutter does not take care, a snake will bite him.
6. If the bus conductor sleeps in a bus, passengers will shout at him.
7. If the goat herds boy does not tether the goats at night, they will run away.

### Activity 2

Divide the students in groups of five. Ask them to discuss the school rules and the outcome or repercussions of breaking any rule. Then let them discuss what would happen if the rules were abolished. Ask the secretary of each group to report their findings to the class. Accept all the possible answers based on the following example: If a student jumps over a school fence, he or she will be suspended from school.

## Lesson 8

Student's Book, page 92.

**Specific Objectives:** Students will be able to:

- (a) discuss the activities done by a shoe shine boy.
- (b) rearrange the jumbled sentences to form a good story about a boy who works as a shoe shine boy and at the same time has to attend school.

**Lesson content:** Using 'although'.

**Step 1:** Introduce the lesson by asking students to discuss the daily activities done by a shoe shine boy from the time they wake up till evening. Show the students some photos of shoe shine boys to evoke their thoughts about errands of a shoe shine boy. Allow them to discuss the pictures and share their opinions and feelings.

**Step 2:** Display the jumbled story. Read through all the sentences.

**Step 3:** Ask the students to pair up and form possible sentences. Identify the beginning sentence from the rest. Ask them to arrange the sentences in sequence. Ask them to exchange their paragraphs, read through and discuss their differences.

**Step 4:** Let the students read through what they have written.  
Correct the students' work and give them a feed back.

*Correct order*

1. My name is Alemtsehay Masiresha.
2. My father died when I was three years old.
3. My mother left me under the care of my married sister.
4. I usually wake up early in the morning and attend to my customers before I go to school.
5. I attend Dessie Central School.
6. My school is located in Dessie about 5 km from my home town, Komobolcha.
7. At 8.30 a.m. I rush to school to attend my lessons.
8. The weather sometimes is rough.



9. It is extremely cold in the morning and in the rainy seasons.
10. Afternoon heat and dry season is equally troublesome.
11. At 2' O'clock, I leave school for work.
12. I have no option, but to work in order to get money for my school requirements as well as supporting my family.
13. On a good day, I earn between birr 5 to birr 8.
14. I have to be careful because a gang could easily attack me and steal my days earning.
15. On a bad day, I get between birr 2 to birr 4.
16. If there are no customers, I revise my books.

## **B** Reading

### Lesson 9

Student's Book, page 93.

**Specific Objectives:** The students will be able to:

- (a) describe the activity in the picture.
- (b) rearrange paragraphs in the right order.
- (c) read the passage for comprehension.

**Lesson content:** Comprehension

Step 1: Ask the students to form groups of four to discuss the different ways community leaders can help the child labourers.

Step 2: Ask the students to answer questions about the picture.

#### **Activity 2:** Expected Answers

1. The boy is carrying a box and a book.
2. He is wearing a blue and white stripped pair of trousers and shoes.
3. He is going to Equity School.
4. To acquire knowledge, skills, attitudes and values.

Step 3: Let the students read the passage silently.

Step 4: Let students share their opinions and express feelings about the passage.

Step 5: Let the students rearrange the parts of the passage to form a correct story.

#### **Correct Order**

#### **Exercise 1**

My name is Habtamu. My father died when I was four years old. I suffered a lot. My mother had no job. I ran away from my rural home and went to Addis Ababa. I hoped to make enough money in the weaving industry. However, I was mistreated, beaten whenever I made any mistake and worked for sixteen hours with little pay of birr 4. I decided to stop this job when I collected birr 20 and started a shoe shining job. I employed myself. Four years later, I had collected some money. I bought school requirements and joined Equity School.

I occasionally go to visit my mother, I buy necessities for her from my little savings. I work very hard at school, so that in future I become a pilot and support my mother and my siblings.

Step 6: Ask the students to read the passage again and answer the questions that follow.

**Exercise 2: Expected Answers**

1. Habtamu’s mother does not have any job.
2. Habtamu ran from his home village to Addis Ababa hoping to make enough money in the weaving industry.
3. He left the weaving job because he was mistreated, beaten whenever he made any mistake and worked for sixteen hours with little pay of birr 4.
4. He started a shoe shining job after the weaving job.
5. He wants to become a pilot in future.

**Exercise 3: Expected answers**

1. C
2. D
3. C
4. A

**Exercise 4: Vocabulary practice (additional exercise)**

Ask students to find the meaning of these words.

Word	Meaning
Occasionally	Once in a while
Necessities	Needs or requirements
Siblings	Brothers and sisters

**C Writing**

**Lesson 10**

Students’ Book, page 95.

**Specific Objectives:** The students will be able to:

- (a) interpret information from the table.
- (b) write compositions.

**Lesson content:** Studying the information in the table and answering questions.

Step 1: Introduce the lesson by reviewing the different jobs done by children and the challenges they face at their work place. Divide the students into groups of five to discuss the information in the table.

Step 2: Ask students to attempt Exercises 1, 2 and 3.

**Exercise 1: Expected Answers**

1. Tesfaye is the youngest of the child labourers.
2. Robera is a petty trader who deals in general merchandise.
3. Those children do not go to school because they are poor and earn little money.
4. Tesfaye has to wake up early to do petty work.

**Exercise 2: Expected Answers**

housemaid, school, 12, birr 7, porter, birr 10, building work, school.

## Lesson 11

Student's Book, Page 96

**Specific Objectives:** The students will be able to:

- (a) punctuate sentences.
- (b) discuss the daily routine of either the farm boy or young girl carrying wood.
- (c) complete a paragraph.

**Lesson content:** punctuation and composition

Step 1: Hold a discussion on punctuation marks by writing sentences that need to be punctuated.

Step 2: Ask students to discuss the error in punctuation and correct the sentences.

Step 3: Ask them to identify the correct punctuation marks for the given exercise.

Step 4: Guide them to punctuate the given sentences in their exercise books and do the exercise and activities that follow.

Give the necessary support to those students experiencing difficulties.

### Exercise 1: Expected Answers

1. The man said, "Do not eat raw food."
2. "They are on their way to school," said Haile.
3. "Getachew is very bright," said the teacher.
4. "We are waiting for the teacher," the students said.
5. Mestawit said, "Girls write more neatly than boys."

### Exercise 2: Expected Answers

I **met** a snack seller. She **told** me her name **was** Haregawine. She said she sold ten loaves of bread yesterday. She **got** 4 birr. She saved 3 birr **last week**. She said she **has to** work **hard** though the weather **is** very cold. She said if she worked harder, **this month**, she would get birr 25.

### Exercise 3

Ask students to choose any of the children's job and assume the role. Ask them to write their daily routine activities and talk about the challenges they would face and how they would deal with the challenges.

#### Expected answers

Students' compositions will vary from one another. When awarding marks, look out for the following good, perfect title, creativity, proper paragraphing, spelling, grammar, appropriate vocabulary usage and neatness.

**Assessment questions and Extra work**

**Assessment questions**

Ask students to discuss these questions in small groups in their free time.

1. Explain what you understand by the term ‘child labour’?
2. Why do children get employed to work as child labourers?
3. Suggest what you would do to get school education if you were a child labourer.
4. How can you help children who are employed for money?
5. In your opinion, what problems do these children face at their places of work?

**Extra work**

Read the following sentences as instructed.

1. Miheret said that she earned little money and lived in fear. (Begin Miheret said “....”)
2. Tesfaye said that he looked after sheep. (Begin Tesfaye said “.....”)
3. Faine said that he slept for ten hours a day (Begin Faine said “.....”)
4. Amina said that he sold sugar canes. (Begin Amina said “.....”)
5. Terefe said that he earned little money. (Begin Terefe said “....”)

Read the following sentences as instructed.

1. Miheret said that she earned little money and lived in fear. (Begin Miheret said “.....”)
2. Tesfaye said that he looked after sheep. (Begin Tesfaye said “.....”)
3. Faine said that he slept for ten hours a day (Begin Faine said “.....”)
4. Amina said that he sold sugar canes. (Begin Amina said “.....”)
5. Terefe said that he earned little money. (Begin Terefe said “.....”)
6. Dawi said that he sleeps very late. (Begin Dawit said “.....”)
7. Wede said that he collected fares in a bus. (Begin Wede said “.....”)
8. Gebre said that he slept late and woke up early. (Begin Gebre said “.....”)

Choose the correct sentences from each group of sentences and write the answer in your exercise book.

9. A. Which clothes are ours? Kelifa asked.  
B. “Which clothes are ours?” Kelifa asked.  
C. “Which clothes are ours?” Kelifa asked  
D. “Which clothes are ours?” Kelifa asked.
10. A. I told him that, he was wrong.  
B. I told him, that he was wrong.  
C. I told him that he was wrong.  
D. I told him, “That he was wrong”.
11. A. ”What an interesting novel this is!” Exclaimed Timane.  
B. ”What an interesting novel this is!” exclaimed Timane.  
C. ”What an interesting novel this is”! Exclaimed Timane.  
D. ”What an interesting novel this is”! exclaimed Timane.
12. A.”Where is the letter,which you wanted me to post?” Anile asked Tomas.  
B.”Where is the letter which you wanted me to post?” Anile asked Tomas.  
C.”Where is the letter which you wanted me to post? Anile asked Tomas  
D.”Where is the letter which you wanted me to post?”, Anile asked Tomas

## Exercise One

Student's Book, page 97.

**Comprehension:** Students will read the passage for comprehension.

### Expected answers

1. Black snake was stealing chicken's eggs.
2. The thief swallowed twelve eggs in all.
3. Rooster stopped counting the eggs because he realised more eggs were missing than he had expected.
4. They boiled a hard egg which got firmly lodged in Black snake's neck.
5. The thief died.

## Exercise Two

Student's Book, page 98.

### A. Expected answers

1. I have twelve eggs.
2. The thief patiently waits for chicken to leave.
3. Black snake smiles to himself.
4. He swallows another egg.
5. His muscles squeeze the egg built it does not break.

### B. Expected answers

1. Chicken cried that someone was stealing her eggs.
2. Black snake said that he would be back for another delicious egg.
3. Chicken said that she had one egg left.

## Exercise Three

Student's Book, page 98.

### A. Expected answers

Teachers : Tilahun speaking. Can I help you?

Student : Sir, my father is very sick. I don't think I can sit for today's English test.

Teacher : Sorry, what is he suffering from?

Student : He got an accident and was admitted to hospital.

Teacher : When was he admitted?

Student : He was admitted three days ago.

Teacher : How about your mother and brother, How are they now?

Student : My mother and brother are fine. They are slowly recovering from the shock they got.

Teacher : Thank you for informing me. Don't worry I will organise for you another test.

Student : Thank you, sir.

### B. Expected Answers

1. One day I was going to school.
2. I met a poor man who looked miserable.
3. He told me that he would love to come to school.
4. I talked to my father since he works in an organisation that sponsors children's education.
5. He told me to bring the boy home.
6. I met him the next day and my father sympathised with his poor situation.
7. My father talked to his bosses and the boy started school.
8. He is in my class and he is very brilliant

**Exercise Four**

Student’s Book, page 99.

**A. Expected Answers**

*Sample of a reply letter turning down the invitation.*

Address

Date .....

Deresse Shewit,

Thank you very much for your invitation. A family party for a weekend sounds pretty exciting, but I’m afraid I will not be able to make it. On the same day we shall have a clan meeting. April 29<sup>th</sup> is the day all clan members are to gather and discuss the last funeral rites of my Aunt who passed away three months ago. As such my mother needs me as assistance hostess and chief dish washer. How sad it is to miss that beautiful occasion and the movie I have for long been mad to watch! I am going to be soaked in soap while you’re enjoying the celebration. You will write, though, wont you, and tell me all about it? Trehas, my dear, you can guess how much I’d like to be able to say “yes”.

Best regards,

Trehas.

**B. Expected answers**

1. First, I will wake up and say my prayers.
2. Then, I will greet my parents, take breakfast and put on my uniform.
3. After that, I will go to school.
4. Next, I will attend all lessons.
5. Finally, I will return home.

**C. Expected answers**

Students’ responses will vary from one another. Accept any correct answers.

**D. Expected answers**

Students’ answers will vary from one another.

**E. Composition**

Student’s Book, page 104

Students’ compositions will vary from one another. Accept any correct answer.

**Exercise Six**

Students Book, page 101

**A. Expected answers**

1. Although I am weak, I have to go to school to do exams.
2. Although Faine’s aunt beats her, she has to keep on the job.
3. Although Eislefe’s leg was injured, he continued working.
4. Although a goat herdsboy was scorched by the sun, he never minded.
5. Although the weaver was shouted at by the boss, he continued showing diligence for his work diligently.

**B. Expected answers**

My job is **goat herding**. It is not a worthwhile job. You stay under the **scorching** sun for long hours. I sometimes want to **quit** this job, but I have no other **means** of livelihood. When I see other **children** going to school, I envy them. Last year, I tried to join **school**, but I could not **afford** the cost of scholastic materials. I hope that one day, I will be able to **save** enough money, so that I also join school.

**C. Expected answers**

1. Hagose said a goat herdsboy had joined their school the previous day.
2. Zeberga said he would come to see us the following day
3. Getahun said everybody had seen the boy stealing his money.
4. Belaynesh told me to tell the shoe shine boy to take her shoes to her.
5. Senbeta said he had given change to a man he could not recall.

**Exercise Seven**

Student's Book, page 102

**A. Expected answers**

Accept any correct reply letters.

**B. Expected answers**

1. Where are the paintings which were on that wall?
2. That girl is stronger than her brother.
3. This is a beautiful piece of music which was composed by Dagmawi.
4. Do you like this suit which I have just bought?
5. We crossed the river at a point where it was narrow.
6. He learnt to speak Amharic which is the official language Ethiopia.

**D. Expected Answers**

1	2					
E	R	T	A	A	L	E
	A					
3						
I	N	J	E	R	A	
					M	
4		8				
A	M	H	A	R	I	C
		A			D	
5						
W	H	I	T	E	S	
		6				
O		L	I	S	T	
N		E				

**Exercise Eight**

**A. Expected answers**

1. Jamila got married in 2009.
2. I haven't seen Koren for a few days. I saw her on Monday.
3. The price of Teff is going down.
4. I don't like travelling at night.
5. The car is in the garage. It will be ready in two hours.

**B. Expected answers**

1. She is in bed.
2. He should have forgotten.
3. He was responsible for the damaged crops.
4. I had better go now.
5. He did not go to school.

**C. Expected answers**

1. It is a great box. You should read it
2. I should go to bed early. I have to wake up early.
3. When people are driving, they should keep their eyes on the road.
4. I think everybody should learn a foreign language.
5. She will not be happy if we do not take her, so we had better call her.

**D. Expected answers**

1. It is noisy here, can we go somewhere quieter.
2. We stayed at the cheapest hotel in town.
3. The new hotel is cheaper than the others in town.
4. I prefer this chair. It is the most comfortable to me
5. If you go to bed early, you will wake up earlier than usual.
6. The exam was not easy, It was more difficult than we had expected.
7. We are late. We should run as fast as we can.





## Background Information

Various legends have been adopted to explain the origin of coffee. They all have the fact that Ethiopia is heralded as that place where coffee was first discovered. With ideal growing conditions in the East, South and Western area of the country, coffee developed rapidly. Altitude, ample rainfall, suitable temperature, and fertile soil all assist Ethiopia to continue providing the world with wonderful Arabica coffee. It is natural that Ethiopia, the home of coffee, should illustrate her success. Varieties of washed and sun dried/natural coffee are available to satisfy the varied tastes of consumers at home and throughout the world.

Apart from trading coffee, it is thought that coffee was transplanted from the Ethiopian highlands to the Yemen mountains during the spice trade between East Africa and the Arabian Peninsula. From Yemen, coffee spread to South East Asia, South America, and finally back to Africa.

Because of the importance Ethiopia attaches to coffee, teachers should keenly look at the coffee processing and later integrate other processes with pictorial illustrations so that the learners get vivid descriptions and impression of this practical unit.

**General objective:** In this unit, students will describe different processes of producing coffee and other products.

**Specific Objectives:** Students will be able to:

- listen to the process of producing bags of coffee (from planting coffee to putting bags on shop shelves).
- put correct order to match processes.
- retell the process of producing coffee.
- read a text for comprehension.
- read a poem about food and express feelings about the poem.
- match ingredients of some food items to pictures and create food vocabulary.
- complete a paragraph with the present simple active or passive tense.
- write a paragraph about the process of producing another food or drink/beverage.
- use their vocabulary networks to associate food with adjectives, people etc.
- use the model from the reading passage to write simple poems about food.
- Make a funny mask for a child in class.

**Learning resources:** Coffee beans, pictures of coffee processing, mineral water processing, reading materials about coffee, process of making a school uniform, process of baking *Difo dabo* locally made bread, a funny mask for a child and resource persons.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 105

Specific objectives: Students will be able to:

- explain the process of making coffee.
- listen to the passage read by the teacher and answer questions about it.

**Lesson content:** Listening practice.

Step 1 : Introduce the lesson by asking students to describe the process of producing bags of coffee (from planting coffee to putting bags on shop shelves). Let them do this activity in groups of three. The secretaries of each group should report their findings to the class.

Step 2: In groups of five, ask the students to mention the required ingredients for making coffee. They can write them down in their exercise book.

## Unit 8: Making Ethiopian coffee

Step 3: In pairs, ask the students to discuss the process of making coffee.

Step 4: In pairs, ask the students to discuss what is happening in each picture based on the following expected answers.

### Activity: Expected Answers

Picture A illustrates a woman roasting coffee beans. In picture B, the woman is grinding the coffee beans. In picture C, she is boiling coffee on a charcoal stove. In picture D, she is pouring the coffee from the coffee pot into the cups. Then in picture E, the guests are taking the coffee.

### Exercise 1: Expected answers

Accept all possible answers for question 1, 2 and 3 which indicate the process of making coffee based on the process in the listening text you are going to read for them about the Ethiopian Coffee Ceremony.

### The Ethiopian Coffee Ceremony

It is very common even in modern Ethiopia for women to prepare a traditional coffee ceremony. These **elaborate** coffee ceremonies can last for hours and are meant to honour the importance of coffee to Ethiopia, and to bring people closer together in a relaxed, comfortable and **congenial** setting. Coffee ceremonies often take place in private homes, in hotels and in *buna bets*, which literally means coffee houses or cafés.

In Ethiopia, the women of the house are responsible for the coffee ceremony. They prepare all items and lay them out in front of their guests. A daughter or other female members of the family brews the coffee while the owner of the house and his guests enjoy the ceremony and pleasant conversation. Items needed are: *yekasal mandeja* (small charcoal burner), *berchuma* (small stool for sitting), charcoal, *jebena* (clay coffee pot and its stand), mortar and pestle, clay bowl or platter, ladle with a long handle, raw green coffee beans, small special coffee cups without handles, small coffee cup tray and milk. The following snacks are typically served with the coffee; *qollo* (roasted barley), *dabo* (traditional Ethiopian bread), peanuts or popcorn.

Freshly cut grass and flower pestles are spread on the floor where the ceremony will be held to resemble the carpet of grass and flowers found in nature. The women who prepare and serve coffee usually wear traditional Ethiopian clothing. The dried green raw coffee beans are washed and placed in a metal ladle to be roasted over the charcoal burner. The rich, **pungent** aroma of coffee soon **permeates** the air, as does the sweet aroma from a very small quantity of incense, which is also burned in an **incense** burner. The roasting coffee beans are shaken sporadically until the green beans turn a dark brown colour to black. The beans are then transferred to the clay bowl or platter, which is typically passed around to individuals so that they can waft the aroma into their nostrils with a gentle wave of the hand. By now, the room is permeated with smoke and the pungent aroma of roasting coffee and sweet incense.

The bowl or platter is then transferred to a small mortar and pestle and is pounded into **coarse** powder. During this time people engage in casual conversation and enjoy themselves with jokes and laughter while munching on *qollo*, popcorn or other snack. The powdered coffee is poured skillfully into a *jebena*, a special clay kettle with a rounded bottom and long skinny sprout, which has already been filled with boiled water. After the coffee has boiled for a while, the *jebena* is removed from the charcoal. Finally the *jebena* is put on a special round stand for a short while to let the coffee grounds to settle to the bottom.

The coffee is then poured skillfully into small coffee cups without handles, which are passed around for everyone to enjoy. People drink the coffee with lots of sugar and sometimes milk. You are supposed to drink at least three cups during the ceremony. The first round is given to a distinguished guest; the second cup is believed to be for luck and the third round is believed to be for a blessing.

(Source: *Kaldi and the dancing goats; The Legend of Ethiopian Coffee* by Sauda Mdahoma, Shama Books 2005)

Step 5 : Ask the students write the questions to the text in their exercise books first.

Step 6: Read the passage, at least twice as students listen for answers, then let them do Exercise 2 based on the following expected answers.

### Exercise 2: Expected answers

1. The woman of the family, a daughter or any other female member of the household.
2. I think incense drifts in the room to give or enhance a pleasant setting.
3. The accompaniments usually offered to visitors while taking Ethiopian coffee are: *qollo* (roasted barley), *dabo* (traditional Ethiopian bread), peanuts and popcorn.
4. Accept all possible answers such as; the coffee making process is considered a ceremony and people joke and laugh when taking coffee.

Step 7: In groups of five, ask the students to choose and discuss the process of preparing their favourite meal.

Step 8: In pairs, ask the students do exercise 3 by rearranging letters to form correct words, discuss the meaning of the words and then use the words in sentences of their own.

### Exercise 3: Expected answers

nyoecerm	_____	ceremony
ndtriotai	_____	tradition
notucry	_____	country
secenin	_____	incense
fecofe	_____	coffee
depuro	_____	poured
cocatempnonia	_____	accompaniment

## Lesson 2

Student's Book, page 106

### Grammar highlight

The passive voice is used instead of the active voice when the speaker is mainly interested in the verb and the object. It is like turning the sentence upside down.

Example: Eshete is eating a mango. The Mango is being eaten by Eshete.

**Specific objectives:** Students will be able to:

- (a) read sentences in the passive form.
- (b) rewrite sentences in the passive form.

**Lesson content:** The passive voice.

Step 1: Introduce the lesson by asking guiding questions leading to the passive voice and telling the students to answer them in complete sentences.

*Example:* What ingredients are needed to make coffee? By whom was the meal prepared? etc.

Step 2: Teach the passive voice by giving simple sentences and guide the students to say them in the passive voice. Refer to Student's Book, page 106.

Step 3: In groups of five, ask the students to do Activity 2 in the Student's Book, page 107 Ask them to think of the stages a product goes through before we get it. Guide them to use sequencing words such as first, next, before, after finally to describe the process.

*Example:* making a mat, weaving a basket or making butter.

Step 4: Encourage the students do the Exercise given in the Student's Book, Page 107 in their exercise book by rewriting the sentences in the passive voice. Encourage the students to follow the given examples.

### Exercise: Expected Answers

1. The finest coffee is produced in our region.
2. Some herbs are grown in the courtyard.
3. Lunch is prepared for the children when his wife is away.
4. Milk is churned by the machine within a short time.
5. The saucepans are washed before filling them with water.
6. The boxes are arranged late in the afternoon.
7. The tea leaves are picked by the porters before lunch.
8. The beans are crushed into powder by the rollers.
9. All the workers are supervised everyday.
10. The garden is prepared by the students before they plant the seedlings.

## Lesson 3

Student's Book, Page 108.

### Grammar highlight

... **so that** ... is a conjunction . It is used to join sentences.

... **so that** .... is used in response to 'why' questions.

*Example:* Why does baking take a long process?

Baking takes a long place so that the ingredients can eventually mix.

**Specific Objectives:** Students will be able to:

- (a) tell the different steps taken to process coffee and producing bags of coffee.
- (b) construct sentences using ..... so that.... structure.
- (c) do the given exercises and activities correctly.

**Lesson content:** Using: .... so (that) ...

Step 1: Introduce the lesson by dividing the students in groups of five and asking them to discuss the different steps taken to process coffee.

Step 2: Ask them questions about the process they have discussed in the passive voice.

*Example:* Why are coffee beans dried?

Coffee beans are dried so that they can be ground into fine coffee.

Step 4: In pairs, ask the students to discuss answers to Exercise 1 in the Student's Book, page 108. Let the students compare their answers with another partner.

### Exercise 1: Expected answers

1. Coffee beans are dried so that they are ground into fine coffee.
2. The gardens are irrigated so that the wet soil can provide ideal growing conditions to coffee seeds.
3. The ingredients are weighed so that the right amount of ingredients are used to prepare or process coffee.
4. Coffee is packed so that it is distributed to selling points.
5. Coffee beans are roasted first so that they are ground into fine coffee.
6. Coffee is exported to other countries so that the coffee exporting countries earn foreign income.

**Exercise 2: Expected answers**

Divide the students in groups of three. Ask them to discuss the process of making passion fruit juice. Ask them to write down all the steps in their exercise book. Ask them to explain why each step is important to get the final product. In their answers, ask them to use 'so that' to justify their answers. Accept all possible answers focusing on the process of getting passion fruit juice.

**Lesson Four**

Student's Book, page 109.

Students will be able to:

- (a) describe the process of making Ethiopian coffee.
- (b) tell different processes of getting other products they know using sequencing words.

**Lesson Content:** Using sequencing words (first, next, then, finally, before, after).

Step 1: Review the work done in the previous lesson. Guide the students in using the sequencing words E.g. When making coffee what do you do first, next, then, finally?

Step 2: Ask the students to read the passage in the Student's Book, page 109.

Step 3: Encourage the students to use sequencing words to describe the process of preparing their favourite beverage. Then, ask them to exchange their compositions for comparison.

**Exercise: Expected answers**

Answers will vary from one student to another. Accept all possible answers describing the different process of getting beverages using sequencing words.

**B Reading****Lesson 5**

Student's Book, page 109.

**Specific objectives:** Students will be able to:

- (a) read the passage and answer questions.
- (b) answer oral and written questions in complete sentences.

**Lesson content:** Comprehension

**Passage: Making purified bottled mineral water**

Step 1: Introduce the lesson by dividing students in groups of four. Ask them to mention the various uses of water, how dirty water is dangerous to human life and the ways we can make dirty water pure. Let them do activity 1, by discussing various uses of water, its importance and why we need to drink clean water. Ask the students to write down some important notes in their exercise book.

Step 2: Ask the students to read the passage silently.

Step 3: Encourage the students to discuss the questions about the passage and write the answers in their exercise book. Correct their work and give feedback.

**Exercise: Expected answers**

1. Water is important because it gives life to both animals and plants.
2. We get water from rain, rivers, lakes, springs and bore holes.
3. Plastic bottles, sealable caps, huge boilers, detoxifier and capital.
4. Water is purified to kill all germs.

5. First, clean water is drawn from the water sources, usually a spring and poured in the boilers to kill germs. The boiled water is left to cool after which is mixed with detoxifiers and then poured into clean plastic containers and bottles. Next they are sealed with caps to keep away germs that can contaminate the water. Finally, the bottled water is packed in cartons and sold to customers.

### Lesson 6,

Student's Book, page 110.

#### Grammar highlight

An action verb is in the passive voice when its action is performed on the subject.

The simple passive tense is used to show emphasis on the receiver of the action.

*Example:* A ball was kicked by the new student.

Specific objectives: Students will be able to:

- (a) rearrange the jumbled sentences to form a meaningful process.
- (b) vocabulary practice.

**Lesson content:** Jumbled passage.

Step 1: Review the previous work in lesson five by asking a student to read the passage about the process of making bottled purified mineral water.

Step 2: Lead the students to read the jumbled sentences aloud.

Step 3: In pairs, let the students rearrange the sentences to form a correct process of making purified bottled mineral water.

#### Exercise 1: Expected correct order

1. First, a water source is identified.
  2. The water source can be a river, spring, lake or even piped water.
  3. It is then pumped to the factory.
  4. When the water reaches the factory, it is put into large containers for filtering.
  5. It is then put into boilers where it is heated to temperatures above 100°C.
  6. This temperature is meant to kill all the germs.
  7. The boiled water is then poured into coolers and detoxifiers are added to it.
  8. After adding detoxifiers and other chemicals, the water is packed in plastic bottles.
  9. Next, the bottles are packed into cartons.
  10. Finally, the cartons are delivered to shops and other places for sale.
- Step 4: Ask the students to look up the meaning of the words in Exercise 2, Student's Book, Page 111.
- Step 5: Encourage the students to make their own sentences using the words in exercise 3. Let them state the importance of each step in the water bottling process. Let the students work with a partner. Correct the students work and give feedback.

#### Exercise 3: Expected answers

Sentences will vary from one student to another. Accept all possible answers in which the vocabulary has been used to describe the process of making bottled purified mineral water.

## Lesson 7

Student's Book, page 111

Specific objectives: Students will be able to:-

- (a) listen to a poem for enjoyment.
- (b) write poems about making *Injera* and *berbere*.
- (c) appreciate rhythm, stress and information.

**Lesson content:** Poem

Step 1: Ask students to mention all the traditional dishes they know.

Step 2: Read the poem while the students are listening.

Step 3: Randomly choose a student to read the poem aloud for the rest of the class.

Step 4: Encourage the students to answer the questions about the poem based on the following expected answers.

**Exercise: Expected answers**

1. *Wat*.
2. *injera*.
3. chicken *wat*/beef *wat*/vegetable *wat*/*Berberere* hot spice.
4. food is served with *injera*.

Step 5: Guide the students to write their own poems about *berbere* in at least one verse or stanza. Then let them exchange their poems to read for comparison and enjoyment.

## B Reading

### Lesson 8

Student's Book, page 112

Specific objectives: Students will be able to:

- (a) describe the ingredients for making *difo dabo*.
- (b) write the method of preparing *difo dabo*.
- (c) list ingredients of any dish of their choice.
- (d) discuss the preparation process or method of their favourite dish.

**Lesson content:** Making *difo dabo* (Ethiopia's traditional bread).

Step 1: Divide students in groups of four. Ask them to discuss their favourite meal and how it is prepared, then lead them to discuss how *difo dabo* is made. Let them describe the ingredients that are used such as *wheat, flour, salt, small pieces of bread, yeast, water, spices, cooking oil and false banana*.

Step 2: Guide the students in their groups to write the method of making *difo dabo* using the ingredients listed in Activity 1.

Step 3: Ask the students in their groups to list the ingredients and discuss the baking process or method. This can be done as homework assignment.

**Expected answers**

**Making *difo dabo* (locally made bread)**

- (a) baking powder made of wheat
- (b) salt and very few spices of bread
- (c) yeast
- (d) false banana



- (e) water
- (f) pancake batter

### Procedure

1. Mix water and baking flour made of wheat. Knead the dough well.
2. Add small amounts of salt and spice.
3. If you want to bake *difo* on traditional pancake made of clay, prepare leaves of false banana. Then lay them on the clay.
4. Otherwise, if you want to bake *difo* on modern pancake batter, you need not use the false banana.
5. While the dough rises, heat oil on the pan.
6. Finally, after you get the dough ready, bake it for 1 hour or bake it for half an hour if you use electric pan batter to bake nice *difo*.
7. Then cut the bread into small slices to serve the people around.

### Activity: Expected Answers

Accept all possible answers clearly showing the baking process. Give credit to students who use sequencing word to describe their processes.

## Lesson 9

Student's Book, page 113

Specific objectives: Students will be able to:

- (a) discuss ingredients for making *injera*.
- (b) tell types of sauce and spice served with *injera*.
- (c) mention favourite traditional meals.
- (d) write a short poem about *injera*.
- (e) complete a gap filling in exercise.

### Lesson content: Poem

Step 1: In pairs, ask the students to discuss what is happening in the picture.

### Activity: Expected Answers

A happy family is enjoying a meal of *injera*.

### Exercise 1: Expected answers

1. Tef flour, water, yeast
2. Accept all possible answers focusing on the following sauces and spices from the table;

Local name of the sauce or spice	Meaning
Berbere	powered chilli pepper and other spices
Niter Kibbe	butter with ginger garlic and spices
Tibs	grilled meat
Kitfo	ground meat
Mitmita	a very spicy chilli powder
Gored gored	cubed beef
Fatira	a large fried pancake



tej	wine from honey
Qocho	a bread-like type of food
Buna be Kibbe	coffee with butter
Gomen Kitfo	boiled and finely chopped cabbage with oily ground beef.
Fir fir	breakfast meal injera with spices
Dulet	spicy mixtures of tripeliver, beef, pepper with injera

3. Accept all possible answers focusing on the variety of traditional dishes in Ethiopia. Allow students time to describe the various dishes from all regions in Ethiopia.

Step 2: Ask the students to read the poem aloud and do the exercises and activities that follow based on the following expected answers.

**Activity:** Expected Answers

Accept all possible poems describing *Injera* or other Ethiopian dishes.

Step 3: Guide the students to write short paragraphs about *Injera*, how it is served and eaten.

Step 4: Encourage the students to do Exercise 2 by filling in the gaps using the words provided. Let them write in their answers in their exercise book.

**Exercise 2 : Expected Answers**

When school uniform is needed, the *fabric* store is visited by my mother and I. The *material* is purchased and taken to the tailor. My height, waist and shoulders are *measured* in order to cut out patterns to sew. Next, the *three parts* of the fabric are *sewed* together by the tailor. Buttons are sewed on to the shirt after button holes are made. Finally, a *zipper* is sewed on the skirt. The uniform is then *delivered* to me so I can wear it on my first day of *school*.

## Lesson 10

Student's Book, page 114

**Specific objectives:** Students will be able to:

- discuss products processed from milk and meat.
- classify foods into fruits and vegetable; Dairy products and meat products.
- use adjectives to describe food and vegetables.

**Lesson content:** Vocabulary network

Step 1: In groups of four, ask the students do Activity 1 by discussing foods that are processed from milk and meat. Tell them to write their answers in their exercise book.



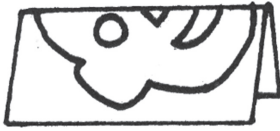
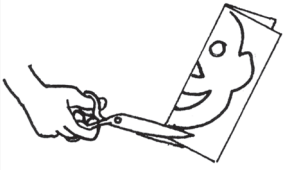

Step 2: Ask students to define fruits and vegetable, dairy and meat products. *A fruit is a type of food that grows on trees or plants. It tastes sweet or sour and contains seeds. E.g Apples and oranges are fruits. A vegetable is a plant used as food, for example, a potato, bean or cabbage, dairy products are products we get from milk such as cheese, butter and yorghut while meat products are products that we get from meat such as beef, steak, and minced meat.* Then in their groups, ask them to classify them according to the table. Ask them to classify the food in their exercise books.



Step 2: Encourage them to make own masks based on the instructions they have written. Encourage the students to wear the masks they have made and let a partner describes them. Tell the students to write the description of the masks in their exercise book and give feedback. Display their marks for further description and comparison

**Activity: Expected Answers**

**Making a Funny mask for a child**

<p><b>What you need</b></p>	<p>You will need a pencil, crayons a sheet of paper, a pair of scissors and threads.</p>	
<p><b>1. Lightly draw</b></p>	<p>Draw a shape of a mask on a piece of paper</p>	
<p><b>2. Fold</b></p>	<p>Fold it into two equal halves. One side should be equal to the other.</p>	
<p><b>3. Cut</b></p>	<p>Cut the edges of the picture you drew.</p>	
<p><b>4. Thread the mask and colour it</b></p>	<p>Put holes in the ears of the mask, thread it and use a variety of colours to shade your masks.</p>	

Tell the students to wear the masks and describe them.

### Assessment questions and Extra work

#### Assessment questions

Ask students to write these compositions in their exercise books.

1. Describe a machine which fascinates you and how it operates.
2. What steps would you take to organise a birth day party at home?
3. Give clear and full instructions on how to thatch a hut or roof a house.
4. Describe how one of the following is done.
  - (a) dressing a chicken
  - (b) burning charcoal
  - (c) baking bricks
  - (d) making a mat
5. What steps are involved in milking a cow?

#### Extra work

Match the raw materials in column A with their products in column B

A	B
1. maize	sugar
2. passion fruit	ropes
3. wood	iron sheets
4. pine	petrol
5. clay	juice
6. crude oil	paper
7. sisal	bricks
8. aluminium	flour
9. cotton	timber
10. sugarcane	cloth

#### Activity 2

Let the students describe the picture and items used in the coffee making process. Their answers may slightly differ given their regions, they come from but the uses of the items are the same. Accept all correct names and uses.



## Background Information

Herbs are used to treat many different medical conditions, some mild and others severe.

Today, 80% of the world's population rely entirely on plants for medicine and its popularity is being rapidly revived in Ethiopia.

A long history of traditional herbal practice together with modern scientific research has created a greater confidence in the effectiveness of herbal medicine.

Plant remedies are used both internally and externally to treat various ailments, with emphasis on enhancing the body's own recuperative power.

Herbs can be used to treat many medical conditions that patients take to their doctors, from skin problems and digestive disorders, to gynaecological complaints and problems with the heart and circulation.

Stress related conditions also respond well to the healing properties of herbs.

Herbs also raise *energy level of the body*: Herbs give more energy to the body for good health.

They *stimulate the body's immune system*: Herbs boost the body cells in fighting bacteria.

Herbs *normalise the body function*: Herbs regulate the glands to function normally.

Also, *they are very nutritional*: Herbs have vitamins and nutrients that nourish and build the body.

In some traditional customs, many kinds of herbs whose leaves, roots, flowers, seeds, resin, root barks are used for spiritual purposes in daily life. In several traditions, herbs are used for honouring leaders as a symbol of luck.

In this unit, the teacher will guide students to identify various local herbs within their locality and appreciate their uses in aiding human life have continuity well aware that there are certain ailments modern medicine may not cure.

**General objective:** In this unit, the teacher will be able to give information about plants and their medicinal uses.

**Specific Objectives:** Students will be able to:

- listen to a text on how to conserve plants. Complete the table using ( should/shouldn't).
- discuss different plants that have medicinal properties.
- describe the medicinal importance of different plants using the present simple passive.
- talk about the issue of conserving plants and list the dos and the don'ts.
- vocabulary practice.
- read the passage and answer comprehension questions.
- complete a chart with information about a herb/ plant ( e.g name, where grown, colour, use, etc).
- create a poster.

Learning sources

Pictures, herbs,herbal researched information, internet resourceful persons etc.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 117.

**Specific objectives:** Students will be able to:

- observe pictures and discuss questions about them.

- (b) tell uses of herbs.
- (c) name some herbal plants.

**Lesson content:** Listening practice

- Step 1: Introduce the topic by asking students these questions: Think of the time you fell sick. What were you suffering from? What treatment were you given? Who treated you? How did you respond to the medicine? Describe the medicine you were prescribed.
- Step 2: If some students mention a herbal medicine, use it as a highlight. Write it on the chalk board. Ask them the herbs that were used and how they were administered. Write on the chalkboard the key points as students describe the preparation and administering of the various herbs e.g. pounding, drying, boiling, rubbing on skin etc.
- Step 3: Ask the students to work in groups of four and describe any herbal medicine they know of and to let them share their opinions.
- Step 4: Ask students to look at the pictures of **Aloevera** and **Beet root** and identify them. Ask questions like: Where have you seen these plants? Lead them to attempt Activity 1 and Exercise 1.

### Activity 1: Expected Answers

The first picture is aloevera and the second is beet root.

Aloevera	Beet root
Treats - malaria - cough - skin diseases - ulcers - diabetes	- treats high blood pressure - restores energy in the body - boosts body immunity

### Exercise 1: Expected answers

1. Accept all possible answers focusing on herbs and the diseases they treat or cure. Allow students to share their opinions about various herbs that grow in their communities.
2. Accept all possible answers focusing on herbal preservation. This list can be expanded.
  - (a) stopping animals from overgrazing on them.
  - (b) planting trees or shade to protect them from intense sunlight and heavy rain.
  - (c) stopping construction on herb occupied areas.
  - (d) pest and disease control by spraying the herbs.
  - (e) irrigating the herbs etc.
3. Accept all medicinal values we get from herbs. This list can be made longer. Herbs promote decomposition and transformation of extra fat, heal male impotence, clears pimples and prevents skin from damage, cure throat infections, skull infections and lungs, muscle pain, joint pains, strains and sprains, improve blood circulation, loose extra weight, reduce high blood pressure etc.

**Activity 1: Expected Answers**

Read the passage as students listen. Then ask them to answer the questions which follow.

There are many herbal medicinal plants that have a lot of value for man. Some of them include passion flower, rabbit tobacco, evening primrose and chick weed.

Herbs can be conserved through the following ways: by stopping animals from over grazing on them; by planting trees and more plants to give them protection and cover; carrying out research to improve their quality and quantity of herbs; by stopping construction on plant occupied areas; by avoiding and controlling pests and diseases that attack plants; by irrigating them.

**Exercise 2: Expected answers**

1. Passion flower, rabbit tobacco, evening primrose and chick weed.
2. Botanical and medicinal herbs.
3. We can conserve herbal medicinal plants by stopping animals from over grazing on them; by planting trees and more plants to give them protection and cover; carrying out research to improve the quality and quantity of herbs; by stopping construction on plant occupied areas; by avoiding and controlling pests and diseases that attack plants; by irrigating the herbs.
4. Botanical herbs and medicinal herbs.
5. Accept any correct answer. Students can give names of herbal plants in their local names.

**Listening Exercise 2: Student Book, page 117.****Exercise 2**

Step 5: Read these different names of plants for students to classify and complete in the table in their Exercise Books.

pawpaws	oranges	cucumber	conifer
lily	lichens	lemons	liverwarts
cabbages	spinach	passion fruits	mahogany
eucalyptus	pumpkins	tomato	pineapples
sweet potatoes	teak	watermelons	
mangoes	pine	onions	

**Exercise: Expected answers**

Fruits	Vegetables	Creepers	Trees	Water plants
pawpaws	cabbages	sweet potatoes	eucalyptus	lily
oranges	spinach	pumpkins	teak	lichens
lemons	cucumber	water melons	mahogany	algae
mangoes	tomatoes	passion fruits	pine	liver warts
pineapples	onions			

## Lesson 2

Student's Book, page 118

**Specific objectives:** Students will be able to:

- (a) read and act out the dialogue. (b) answer questions about the dialogue.  
 (c) match words with their meaning.

**Lesson content:** Dialogue

Step 1: Ask the students to work in pairs. Let them read the dialogue. Ask a volunteer pair, that is ready to come to the front to act out the dialogue for the class. Allow the rest of the class five minutes to act the dialogue.

Step 2: Ask students to write Exercise 1 and 2 Activity 2 individually based on the following expected answers.

### Exercise 1: Expected Answers

1. Flowering and non flowering plants.
2. Some have flowers others do not have.
3. They have medicinal qualities.
4. The fruit part (berries).
5. Aloe vera, *Endod*, beet root etc.

### Exercise 2: Expected answers

- |           |           |
|-----------|-----------|
| A         | B         |
| herbal    | used up   |
| conserve  | medicinal |
| pruning   | cutting   |
| exhausted | protect   |

### Activity 1: Expected Answers

Ask students to write a dialogue about any herbal plant in their community. Ask them to read their dialogues with a partner. Accept all possible dialogues focusing on the medicinal value of herbs and their preservation.

## Lesson 3

Student's Book, page 119.

**Specific objectives:** Students should be able to:

- (a) name herbs and their cure.  
 (b) use ' **because of**, **consequently**, **as a result of** in sentences.  
 (c) form sentences in the passive tense.

**Lesson content:** The present simple passive tense

Step 1: Ask the students to read the sentences in the Student's Book, page 119 and discuss their meaning.

Step 2: Guide students to construct sentences about herbs and the illness they cure.

Step 3: Encourage students to make sentences using... **as a result...**, ...**because of...** and **consequently**.

*Example:* *Koso* is used for killing worms. As a result of taking *Koso*, you will feel better.

Step 4: Ask the students to discuss and write names of herbs they know and give the diseases they cure. Encourage them to use **as a result**, **because of**, and **consequently** to form sentences in their exercise books.



**Exercise 1: Expected answers**

1. *Koso* is used to kill worms.
2. Carrots are eaten to improve eye sight.
3. Mango leaves are believed to cure cough.
4. Onions are said to be a remedy for high blood pressure.

**Exercise 2: Expected answers**

1. *Koso* is used to kill worms. As a result of taking *Koso* you will feel better.
2. Carrots are eaten to improve eye sight, consequently, one will be able to see clearly.
3. Mango leaves are believed to cure cough. Because of using mango leaves, one will have a clear throat.
4. As a result of eating onions, high blood pressure levels are lowered.

**Activity**

Students will in groups of four discuss names of other herbs they know and use ‘as a result of’, ‘because of’ ‘consequently’ to make sentences. Accept all possible answers focusing on the benefits of using herbs.

**Lesson 4**

Student’s Book, page 120.

**Specific objectives:** Students should be able to:

- (a) construct sentences using the vocabulary given.
- (b) do a matching exercise.
- (c) Identify ailments and the herbal medicine for treating them.

**Lesson content:** Vocabulary practice

Step 1: Introduce the lesson by reviewing the importance of herbs to man. Ask students to identify one herb and discuss the process of extracting its medicine.

Step 2: Ask the students to form sentences using the given vocabulary in the Student’s Book.

Step 3: Ask the students to read the example given in the Student’s Book, page 120 and then write out the given sentences correctly in their exercise books.

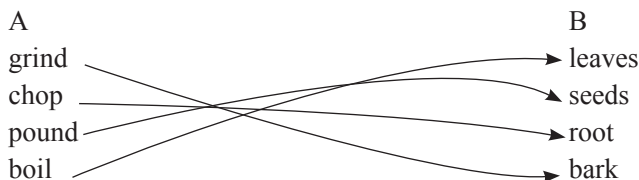
Step 4: Ask the students to match the actions in column A with words in column B in their exercise book.

Step 5: Ask students to identify common health problems and herbal medicine for treating them.

Step 6: Let the students write the process of extracting one type of herbal medicine they know.

**Exercise 1: Expected Answers**

1. Stomachache
2. Toothache
3. Backache

**Exercise 2: Expected Answers**

Students will form sentences about each word.

*For example:* The leaves are boiled to extract medicine.

Accept all possible answers focusing on the process of getting herbal medicine.

### Activity 2

Divide the students into groups of four to identify common health problems that affect people in their area. Ask them to write their symptoms and the herbs used to treat them. Ask the secretary of each group to present their findings to the class.

## Lesson 5

Student's Book, page 121

**Specific objectives:** Students should be able to:

- (a) offer advice on herbal conservation.
- (b) using 'shouldn't', 'ought to' and 'had better'.

**Lesson Content:** Using **should/shouldn't/ought to/had better**.

Step 1: Introduce the lesson by asking the students how herbs can be conserved. Ask them to mention the different herbs they know.

Step 2: Ask them to write down different types of herbs and their means of preservation.

Step 3: Guide the students to discuss the importance of herbs and how they can be preserved. Guide the students to use **should/shouldn't** while giving their answers.

Step 4: Ask the students to write at least ten sentences each in their exercise books based on the examples given using **should** and **shouldn't**.

### Exercise 1: Expected answer

Ask the students to offer advice on the preservation of herbs. What should be done to weeds? Accept all possible answers expressing advice on herbal preservation.

### Exercise 2: Expected answers

1. Medicine **should** be kept out of reach of children.
2. We **ought to** take the doctor's prescription before we take any drugs.
3. Sick people **should** go to hospital not to witch doctors.
4. Herbs **ought to** be preserved for future use.
5. Since you have a bad cough, you **had better** take your medicine.
6. Only patients with heart problems **should** take this drug.
7. We **should** know the medical value of that herb before we buy it.

**Activity:** Expected Answers

Divide the students in groups of three. Ask them to summarise the points they discussed about herbal preservation. Ask them to write a poster displaying ways of preserving herbs using their summaries based on the following model poster.

**Model poster**

Ways of preserving herbs	
(a)	stop animals from grazing on them.
(b)	plant tree shades to protect them
(c)	no construction in herbal gardens.
(d)	spray for pest and disease control.
(e)	irrigate herbs.

**B Reading****Lesson 6**

Student's Book, page 122.

**Specific objectives:** Students will be able to:

- discuss herbs.
- read a passage on plants for medicinal use.
- vocabulary practice.

**Lesson content:** Comprehension.

Step 1: In groups of four, ask students to identify the picture and answer the questions for the activity.

Step 2: Let the students read the passage silently and answer the questions on the passage.

**Exercise: Expected answers**

- Plants are mainly grouped according to whether they produce flowers or not.
- Medicinal plants are called herbs.
- to develop remedies for various ailments.
- Every part of the plant is used for medication.
- Herbs can be chewed fresh or dried, boiled or roasted or applied on affected areas of the body.
- Accept any correct answers focusing on herbal conservation.

**Lesson 7**

Student's Book, Page 123.

**Specific objectives:** Students will be able to:

- match vocabulary words with their meaning
- construct sentences using given words.

**Lesson content:** Vocabulary practice.

Words: herbs, remedy, chew, apply on the body, roast, conserve, research



## Lesson 9

Student's Book, page 124.

**Specific objectives:** Students should be able to:

- (a) write compositions about medicinal herbs.
- (b) describe herbs.

**Lesson content:** Composition

Step 1: Ask students to describe the herbs in their areas and write their descriptions in their exercise books.

Step 2: Ask the students to discuss the diseases that are cured by herbs they have described.

Step 3: In their exercise books, let the students write short paragraphs about these herbs they have described.

**Composition: Expected answers**

Expected answers will differ from one student to another. Accept all possible answers.

## Lesson 10

Student's Book, page 125.

**Specific objective:** Students will be able to write complete sentences from given phrases.

**Lesson content:** Forming sentences.

Step 1: Introduce the lesson by asking the students to study the table given in the Student's Book, page 125.

Step 2: Guide the students to form sentences from the table in their exercise books.

*Example:* Local herbs can cure several diseases.

### Activity

In pairs, encourage the students to identify as many herbs as they can that can cure illness and write them in their exercise books.

## Lesson 11

Student's Book, page 125.

**Specific objectives:** Students will be able to:

- (a) write a summary of a given text.
- (b) read and answer questions about the text.

**Lesson content:** Summary

Step 1: Ask the students to read the passage.

Step 2: Ask the students to look up the meaning of the bold words in the dictionary.

Step 3: Ask the students to write the main points of each paragraph in one sentence and combine these sentences into a paragraph.

**Summary: Expected answers**

Summary paragraphs should be based on the following answers.

Paragraph 1: Herbs treat different health disorders

Paragraph 2: Herbs can be used for many conditions from skin problems and digestive disorders, to heart problems, blood circulations and stress related problems.

Paragraph 3: Herbs also raise energy levels of the body, boost the body's immunity system to fight bacteria, normalises the body functioning by helping to regulate the function of glands, are also nutritious and contain vitamins that nourish the body.

### Assessment questions and Extra work

#### Assessment questions

1. Before clinics and hospitals, how were people treating themselves?
2. Select one medicinal plant in your area and describe how it looks like.
3. Identify useful plants around your home/school. Discuss their names and the illness they treat or cure. Then get a new exercise book. Put a herb on each column. Call this book a herb album.
4. Write a poster showing the causes of various diseases and how they can be cured using a medicinal plant.

#### Extra work

The following table shows herbal medicines with the various ailments they cure. Study the table carefully. Guess the ailments the herbs cure and match the herbs with the treatment.

Herb	Treatment
Herbal pimple cleaner	It's massage oil used for muscle pain, joint pains, strains and sprains, insect bites, etc.
Buckwheat tea	It removes dead and aged skin to restore a fair skin.
Red flower oil	It nourishes and moistens the face and leaves the skin smooth and bright, also eliminates wrinkles and freckles on the faces.
Facial scrub	It's a healthy tea which regulates blood sugar.
Herbal facial creams	Best solution for pimples and clears acne together with black spots and marks on the face, prevents face from damage and blemish and more skin diseases.



## Background information

Art is a unique feature in man's life. It is like a mirror. Through art, man expresses himself in many things that excite him and make him sad as well. Uniquely, Ethiopian art has remained unchanged for ages and it centres on Ethiopian cultural norms, traditions and customs.

While teaching this unit, the teacher should encourage students to do the following:

- Visit places where artistic works are found.
- Participate in the actual drawing of artistic pieces.
- Discuss art at length reflecting on its importance to our country.
- Study the history of Ethiopian art and relate it to the present situation.

**General Objective:** In this unit, students will discuss Ethiopian art and paintings.

**Specific objectives:** Students will be able to:

- listen to description of paintings.
- discuss the subject of art.
- respond to questions.
- examine and comment on the pictures for the reading texts.
- read paragraphs and match them with the appropriate pictures.
- respond to a series of pictures displayed in the classroom.
- write scaffold on the board for students to complete.
- write descriptive paragraphs.

**Learning resources:** Pictures, paintings, sculptures, flower vases, charts, newspapers and magazines, artists at their workplaces, museum, photos, artists (resource persons) etc.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 127.

**Specific objectives:** Students will be able to:

- discuss the picture.
- listen to a short passage about art and artists.

**Lesson content:** Speaking and listening practice

Step 1: Introduce the topic "Art and artists." Ask students to mention the importance of Art. Ask the students to study the pictures and in pairs, describe the materials and tools each artist is using based on the following expected answers.

#### Exercise 1: Expected answers

- The woman in yellow dress is painting a picture, the one kneeling is moulding a pot and the man is carving an art piece. Art is for informing, educating, entertaining, and transforming society.
- Accept any possible answers about famous Ethiopian artists.

Step 2: Ask students to listen attentively to the text you are going to read and answer the questions in the Student's Book, page 128

Step 3: Ask students to discuss the questions about the pictures and report their answers to the class.

#### Art and Artists

Art is a naturally born talent. Some people are naturally inspired and become professional artists. Art is a reflection of the culture of a society. Man's search for his identity and his description of things makes him mimick these imaginations through art. By so doing, he makes them appear real.

Most of the artworks are made by man's own hands. These include, engravers, sculptors, potters, the list is endless. However, with the continuous evolution of modern technology, artists have embraced it. They can now make artworks using the computer. This is called graphic designing. Still, many electronic advertisements use this technology to reach out to their prospective clients and make them aware of the artworks available. This is however, a rather expensive marketing strategy. Those artists who may not afford the electronic advertisements take their works to the Art galleries. Art galleries are places of artistic collections. In the art gallery, art pieces are displayed on walls, and tables. People who wish to buy these artworks usually visit these art galleries and they buy the products they want.

### Exercise 2: Expected answers

1. Art is a reflection of the culture of a society.
2. Man makes artworks in search for his identity and his description of things.
3. Engravers, sculptors, potters, ceramists.
4. Graphic designing is the making of artworks using a computer.
5. Artists take their work to galleries where clients find them.

#### Activity: Additional practical

Read the instructions to the students to draw a picture and compare it with the original. Ask the students to find out whether their pictures are similar or different and discuss the difference.

1. Find a picture from a magazine or newspapers.
2. Use tracing paper to redraw the picture.
3. Transfer the drawing into your exercise book.
4. You may use colours to make the picture look better.

## Lesson 2

Student's Book, page 128

**Specific objectives:** Students will be able to:

- (a) read and act a dialogue.
- (b) make own dialogue.
- (c) mention the categories of artists they know and answer questions about the dialogue.

**Lesson Content:** Reading a dialogue

Step 1: Introduce the lesson by asking students the best time and place to do art. Ask them the challenges artists face while doing their work then ask them to read and practise the dialogue. Choose a pair that is ready to act the dialogue in front of the class. Guide them to use gestures and facial expressions.

Step 2: Ask the students to answer oral questions about the dialogue.

### Exercise: Expected answers

Ask the students to think about the different ways in which they can be inspired by music. Ask them to mention the tasks they would perform as the music plays. Ask them to form groups of four to discuss the questions in Activity 2. Ask them to choose a secretary who should write their answers and report to the whole class. Go to the different groups and assist those experiencing difficulty. Lead them to discuss activity 2 in their groups.

#### Activity: Expected Answers

1. Painters, sculptors and ceramists, potters, musicians, photographers etc.
2. Refer to the work done by each artist.
3. Nature, artworks and famous artists.
4. Accept all possible answers describing the artists' work in studios.



## Lesson 3

Student's Book, page 129.

**Specific objectives:** Students will be able to:

- make sentences using modal verbs **can, could, may, might, shall, should, will, would.**
- guessing game.

**Lesson content:** Modal verbs of possibility **can, could, will, would, shall, should, may, might.**

### Grammar highlight

As earlier on noted in the previous units, the rest of the verbs show probability or possibility of the action happening apart from 'should', 'which' shows obligation.

Step 1: Introduce the lesson by asking students general questions about art. Encourage them to use can, could, shall, etc (modal verbs) in their answers.

*Example:* Teacher: Why should artists express themselves through art?

Student: It could be the best way to express their feelings.

Step 2: Ask the students to list verbs used to answer the questions you have asked them in their exercise books and form sentences using the verb.

Step 3: Ask the students to carefully read and follow the instructions to do the Activity about "guessing game" and draw the shape of the object.

### Exercise 1: Expected answers

Accept all possible answers showing the correct use of the modal verbs.

### Exercise 2: Expected answers

- If I go to the University, I will study English.
- If I studied engineering, I would help my parents.
- If I get a job, I shall leave my birth place.

### Exercise 3: Expected answers

- If we began cooking early, we might eat at 1.00 o'clock.
- Accept all possible answers.
- Gemechu can get better results if he reads harder.
- Accept all possible answers.
- Ousman would have escorted me to the museum if it had not rained.

### Expected answer about the guessing game

The shape is a human head. Ask them to complete the drawing.

## Lesson 4

Student's Book, page 130

**Specific objectives:** Students will be able to:

- construct sentences in the present simple tense
- make sentences from the given table.
- rewrite the given sentences correctly using the given verbs in the present simple tense.

**Lesson Content:** The Present Simple Tense

Step 1: Introduce the lesson by asking students what they could do if they: met a lion; it rained while they were coming to school; had wings to fly; picked 100,000 birr, then divide the class in groups of three to study the table. Guide them to make as many correct sentences as possible from the table.

Step 2: Encourage students to form sentences on their own based on the exercise they have done in the table. Then ask the groups' secretaries to read the sentences for the class. Lead the students to do the proceeding exercises individually.

### Exercise 1: Expected answers

Ask students to find the meaning of the sentences in the Student's Book, page 130.

1. Rukya may lend me her pencil.
2. I can't find my book. I could have forgotten it at home.
3. Don't close the door. Some students may still be in class.
4. Oben can not drive at this time.
5. Ali might be ill. He is not here.

### Exercise 2: Expected answers

1. Its very late. He might be in bed.
2. Ajebie didn't bring her homework. She must be forgetful.
3. Alem is going to the cinema. I could go with him.
4. The artwork is very beautiful. It could fetch a lot of money.
5. He may have a broken arm. He should go to the hospital.

## Lesson 5

Student's Book, page 131

**Specific objectives:** Students will be able to:

- |                                     |   |
|-------------------------------------|---|
| (a) discuss the work of artists.    | (b) share opinions about the role of artists.   |
| (c) engage in actual art creations. | (d) form sentences in the present simple tense. |

**Lesson content:** The present simple tense

Step 1: In groups, let the students discuss the work done by painters, sculptors, ceramists and weavers. Ask students to identify the materials these artists use in their work.

Step 2: Lead them to discuss other artists they know and their work. Ask them to discuss the artist they like most and why. Let students write their answers and display them in class.

### Activity: Expected Answers

Ask students to form groups of four to discuss the questions about artists and their work.

#### Expected answers

1. A ceramist uses clay to make flower vases.
2. A ceramist gets clay from swampy areas.
3. A sculptor makes wood carvings that represent human beings, vehicles, children toys, etc.
4. Why people like art:

(a) The paintings are attractive to look at.	(b) The paintings are educative.
(c) Art inspires someone to do good things.	(d) Art is entertaining.
(e) Professional artists earn income from art.	

Step 3: Ask students to work with a partner. Let them answer these questions.

- (a) What do you like about art?
- (b) Which artists do you admire? Why?
- (c) Why do artists express themselves through music?

Step 4: Lead them to do Exercise 1 by forming correct sentences from the table.

**Exercise 1: Expected answers**

Accept all possible correct sentences.

*Example:* Woizero Zebenay admires wood carvings from Ebony tree.

Step 4: Ask an art teacher to guide students draw pictures of arts. Students may use a variety of colours to make their pictures interesting. Display the best picture in class.

**Exercise 1: Expected answers**

Let students write as many sentences from the table as possible and underline the verb pattern.

Ask students to use the verbs in brackets to write sentences in the present simple tense.

**Exercise 1**

**Expected answers**

1. The Judge **sits** in the court chambers and **admires** the paintings on the wall.
2. The teacher **checks** to see if all of us have made sketches.
3. All painters **appreciate** comments about their paintings.
4. Ato Tamirat **likes** his job as artist of Derena Hotel.
5. The manager **admires** the pictures in the magazine.
6. The pupils **love** their art lessons.

**Lesson 6**

Student's Book, page 132

**Specific objectives:** Students will be able to:

- (a) construct sentences in the past simple tense.
- (b) form sentences from the table.
- (c) rewrite sentences in the past tense.
- (d) form sentences in the past simple passive tense.

**Lesson content:** The past simple tense

Step 1: Introduce this lesson by asking students questions about art in the past tense. Refer to Student's Book, page 132. Guide them to respond to the questions in the past tense.

Step 2: Encourage the students to work with a partner to form sentences from the table in Exercise 1 and lead them to do the following exercises.

**Expected answers**

Accept all possible sentences.

*Example:* The manager enjoyed the art exhibition.

**Exercise 2: Expected answers**

1. The judge **sat** in the chambers to admire the wall paintings.
2. We **enjoyed** pictures **displayed** in the art room.
3. Walella **stared** at the wonderful painting.
4. Firehiwot was **fascinated** by the flower vase.
5. He **drove** the bus slowly to allow tourists admire the scenery.
6. The tourists **bought** all the art pieces at the hotel.
7. Tedesse was **surprised** that his sister could draw a picture.

Step 3: Get a mango or any other fresh fruit. Randomly choose four students to do the following activities. Let each student play one role.

- (a) wash the mango      (b) clean it      (c) cut it      (d) eat it

Ask the students the following questions:

Teacher	Class
a) Who is washing the mango?	The mango is being washed by (name of students)
b) Who is cleaning the mango?	The mango is being cleaned by (name of students)
c) Who is cutting the mango?	The mango is being cut by (name of the students)
d) Who is eating the mango?	The mango is being eaten by (name of the students)

Step 4: Tell the students that the verbs being cleaned, being washed, being cut, being eaten are in the present simple passive tense. Ask them to form sentences using verbs like read, bend, blow, catch, feed, shake and weave.

Step 5: Ask students to discuss the meaning of sentences in B and form sentences from the table.

Step 6: Ask students to read the short text and rewrite it correctly.

### Exercise 3: Expected answers

Accept all possible sentences from the table. *Example:* The boys were advised to finish their artwork in time.

### Exercise 4: Expected answers

An important statue was stolen from the National Museum yesterday. The robbery was reported to the police last night by the museum guard. A man who was arrested by the police is being questioned. No more information was given by the police.

## Lesson 7

Student's Book, page 133.

### Grammar highlight

Present simple - used to describe actions going on. *Example:* I go to the bank every Tuesday.

Past simple - used to describe actions which happened at a particular time in the past. *Example:* I went to the bank last week.

Present perfect - used to describe actions that happened at indefinite time in the past and may continue to the present. *Example:* Haile has been in athletics.

**Specific objectives:** Students will be able to:

- (a) construct sentences in the present perfect tense.
- (b) form sentences from the table.
- (c) rewrite the paragraph in present perfect tense.

**Lesson Content:** The Present Perfect Tense

Step 1: Ask the students to work with a partner. Let them ask and answer questions about what they have learnt about artists and their work so far.

Step 2: Ask the students to read the sentences they have formed to the class.

Step 3: Ask the students to read the words in the box and add **has** or **have** before the words, then use them to complete the paragraph in Exercise 1.

### Exercise 1: Expected answers

Ask students to read the story and the given words in the box. They should then write the story in their exercise books by filling in the blank spaces with words from the box.

**Exercise 1: Expected answers**

has written, has travelled, has shared, has made, has written, has been, has served

**Exercise 2 : Expected answers**

Divide the class into groups of three. Ask students to choose a secretary for each group. Let students discuss *and write the correct sentences from the table in their exercise books. Accept all possible sentences*

*Example:* I have got my fine art results.

**Exercise 3: Expected answers**

Ask students to write more sentences in the past tense and the present perfect tense. Accept all possible sentences.

**Lesson 8**

Student's Book, page 134.

Specific objectives: Students will be able to:

- make sentences using the structure, 'I would like to...
- construct sentences using 'usually' and 'always'.

**Lesson content:** I would like to ... usually and always

Step 1: Ask students these questions

Teacher : What would you like to become?

Response : I would like to become ....

Step 2: Divide them in groups of three to talk about their vacation plans. Ask them the activities they would do in their vacation. Accept all possible answers involving the use of ' 'would like to ...'

Let the students study the table and form possible sentences.

*Example:* I would like to see a doctor.

**Exercise 1**

Ask them to mention the activities which artists usually have to do.

*Example:* Artists always wear stylish clothes.

Lead them to do Exercise 2.

**Exercise 2****Exercise 2: Expected answers**

- Gebre **would like** to visit the art gallery.
- Mestawit **would like** to give Meskerem a reward for emerging the second best artist in her school.
- Azimeraw **would like** to copy your pictures.
- Zebenay **would like** to buy some of your paintings.
- Asegid **would like** to dust his brother's sculpture.

**Grammar highlight**

Using **usually and always**

These adverbs are used to show activities one does often or periodically.

**Activity**

Divide the class into five groups to discuss the things they admire about art. Accept all possible answers.

**B Reading****Lesson 9**

Student's Book, page 135.

**Specific objectives:** Students will be able to:

- do the Activity.
- read the passage and answer questions.
- match words with the meaning.

**Lesson content:** Comprehension

**Activity**

Ask students to form groups of four to do the pre-reading activity by describing what is happening in the pictures.

**Expected answers**

In the first picture, people are making hats; in the second picture, women are carrying beautiful gourds, in the third picture a woman is moulding clay, and in the fourth picture, men are weaving.

**Exercise 1: Expected answers**

Let students describe paintings they love most and give reasons why they love those particular paintings.

Step 1: Ask the students to read the passage silently.

Step 2: Ask the student to read the passage again.

Step 3: Ask the students to discuss and write answers for questions about the passage and do the activities and Exercises based on the following.

**Exercise 2: Expected answers**

- By saying a picture is worth a thousand words, it means that a picture is believable more than mere words because it can be seen.
- Afework Tekle is the most famous Ethiopian artist.
- A hat makes one look beautiful when one is wearing it.
- Ethiopian Art is unique because it has remained almost unchanged for centuries.
- The traditional fashion attire is usually matched with the occasion.

**Exercise 3:**

Ask students to look up the meanings of the new words in the passage and find words which have the same meaning. Ask them to form sentences using these words.

Vocabulary exercise: Expected answers

- |            |       |            |
|------------|-------|------------|
| original   | _____ | native     |
| pattern    | _____ | style      |
| standard   | _____ | reputation |
| high       | _____ | immense    |
| innovative | _____ | creative   |
| learnt     | _____ | mastered   |

## C Writing

### Lesson 10

Student's Book, page 137.

#### Grammar highlight

When comparing adjectives, the words **more**, **most** or **less**, **least** are placed before **them**; **more important**, **less important**.

**Specific objectives:** Students should be able to:

- compare things using 'more' and 'most'
- write and give correct sentences in the comparative and superlative form.

**Lesson content:** using 'more' and 'most'

- Step 1: Ask students to compare different objects like pens, their clothes, books etc. using various adjectives like new, old, smart, clean etc.
- Step 2: Give them four pictures to compare.
- Step 3: Encourage the students to form sentences in the comparative and superlative form. Give students information about the use of comparatives and superlatives. Refer to the earlier units.
- Step 4: In pairs, let the students study the sentences given as examples and rewrite the exercise in their exercise books.

**Exercise: Expected answers**

- Yehulashet's sculpture was the **most spectacular**.
- Zerithun's speeches about art are **more inspiring** than Kelifa's.
- Atemayehu and Mestawit's flower vases were the **most beautiful**.
- Bereket's wood carvings are **more attractive** than Obang's.
- Reading the passage was **more difficult** than drawing the picture.
- Demissew found Emebet's colours **more interesting** than Kedist's.

#### Activity

- Divide the students in groups of four. Ask them to discuss the work done by various artists and describe their paintings in details.
- Then assign students roles to get art pieces of the same features for example flower vases. Ask them to compare the art pieces and write a description of the differences in the items.

### Lesson 11

Student's Book, page 138

**Specific objectives:** Students will be able to:-

- describe their favourite paintings.
- write a composition about their favourite paintings.

**Lesson content:** Composition

- Step 1: In groups, ask the students to describe their favourite paintings.
- Step 2: Guide students to write descriptive compositions about their favourite paintings.

### Points to consider

When awarding marks, consider

- a good title (it should be brief, precise, and interesting to the reader).
- coherence (logical, flow of description of the painting).
- use of adjectives.
- originality of ideas.
- punctuation, spellings and neatness.

The vivid description of the painting should match with the real object (painting).

### Activity

Ask students to work with a partner. A student will describe a painting or picture while the other draws it. It could for instance be a tree. After, they will compare the picture with the description and discuss the difference. (if any).

### Assessment questions and Extra work

#### Assessment questions

Write a composition describing any of the following.

- (a) a hen                                      (b) a flower vase                                      (c) a zebra  
(d) a monkey                                      (e) a porcupine

#### Extra work

Choose one of the following pictures and draw them. Use a variety of colours to paint the pictures.

1. A farm
2. Your favourite domestic or wild animal.
3. Your bedroom
4. Your family kitchen
5. A dining table
6. A pineapple
7. Tomatoes in a basket
8. Your market place
9. Your family members
10. A rooster





## Background Information

Natural beauty places are geographical places created by nature. Africa has amazing places of natural beauty. These include mountains, lakes, rivers, deserts among others. They are exquisite places to feed our eyes and are also tourist attractions which bring in foreign exchange to a country.

In Ethiopia, we have amazing places of natural beauty like Lake Langano, Awash National Park, Erta Ale and the fascinating Rift valley among others.

Before embarking on teaching this unit discuss with the students the natural places of beauty they know, take study trips to some places of natural beauty where affordable and locate these places on a map and draw them.

**General objective:** In this unit, you will give information about places of natural beauty in Africa in general and in Ethiopia in particular.

**Specific objective:** Students will be able to:

- talk about African countries and describe their location (e.g. Kenya is to the South of Ethiopia) and also label an empty map.
- Identify places of natural beauty in Africa and locate them on the map.
- use adjectives and nouns to describe places of natural beauty.
- look at the pictures of places of natural beauty and describe them.
- listen to a folk tale about the formation of lake Wamala in Central Uganda for enjoyment and express feelings.
- listen to descriptions of riddles about natural wonders.
- participate in oral activities in groups.
- read authentic materials about places of natural beauty in Ethiopia and Africa.
- take dictation paragraphs describing places of natural beauty.
- write sentences using **but, although, so, which, that** and **where**.
- write a descriptive paragraph about a place of natural beauty in Africa.

**Learning resources:** Maps, pictures, Atlas, a large map of Africa, a large map of Ethiopia, drawing paper for each student, coloured pencils, markers, or crayons for colouring and writing.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 139.

**Specific Objectives:** The students will be able to:

- interpret the map provided and answer the questions.
- answer the questions about a folk tale.

**Lesson content:** Listening practice.

#### Activity 1

Step 1: Display a large map of Africa on a chart. In groups, ask the students to name the rivers, mountains and lakes they know and the countries in which they are found.

Step 2: Ask them to study the map of Africa and answer the questions about it in Exercise 1.

Step 3: In pairs, let the students discuss the questions about the map and give answers to each of them.

#### Exercise 1: Expected Answers

- Indian Ocean and Atlantic Ocean.
- In Uganda.
- Madagascar.
- Mauritania, Algeria, Mali, Libya, Niger, Chad, Eastern direction.
- North Eastern Direction.
- Ethiopia, Eritrea, Uganda, Kenya, and Mozambique.

### Activity 2

Ask students what they understand about the term folk tale. Encourage them to narrate any folk tale they know of about the formation of any natural beauty place. Read to them the folk tale about the formation of Lake Wamala in Uganda and lead them to answer questions in Exercise 2.

A folktale is a traditional story expressing a belief.

### This is a folktale about the formation of Lake Wamala in Central Uganda.

Once upon a time, a pregnant woman was travelling in the wilderness. She was hungry and was looking for fruits to eat. When she entered the forest, she felt tired and lay on the ground to rest. Shortly, she got labour pains.

Miraculously, she gave birth to twins, Wamala and Simbwa. As the twins grew up, they disagreed on inheritance rights. Simbwa hit Wamala on the head. It is believed that the blood that came out from Wamala's head turned into water. The water flooded the whole forest and formed Lake Wamala.

### Expected answers

1. Wamala's blood turned into a lake.
2. Accept all possible answers such as Wamala was a spirit or not a normal human being.
3. From Wamala's head.
4. The twins' mother was feeling hungry.
5. Accept all possible folktales about geographical places.

## Lesson 2

Student's Book, page 140.

**Specific Objectives:** The students will be able to:

- (a) listen to the passage and answer questions.
- (b) describe locations of places of natural beauty.

**Lesson content:** Listening practice.

### Procedure

- Step 1:** Tell the students that there are some things in nature that are so amazing that we call natural wonders. A natural wonder is a geological feature (something created by nature) that is amazing and wonderful. The African continent contains many of these natural wonders.
- Step 2:** Display a large map of Africa. One by one discuss and describe the eight wonders of Africa. Make sure you use plenty of pictures so that the students get a good idea of what each place looks like. As each feature is discussed write the name of the feature on a poster. Place the note on the map to indicate the feature's location. Display this map in the classroom. Make the pictures available for the students to look at during other times of the day. (This lesson can be done in one day or can be stretched out over several days if you want to give more attention to each feature. You may discuss one feature per lesson in this unit.)
- Step 3:** Pass out a piece of drawing paper to each student. Let each student pick one of the eight natural wonders they would most like to visit. Let them draw a picture of the place. Have them label the picture. Have them write a few sentences explaining what they would see if they actually did visit that particular place. Display the pictures in the classroom. They could be displayed on a bulletin board or bound into a class book titled ('The Natural wonders of Africa').
- Step 4:** Read the passage about Mount Kilimanjaro and encourage the students to do Exercise 2.

### Assessment

Have a sharing session where all the students can share their pictures and sentences with the rest of the class. As the teacher, review the student's pictures and sentences to check for understanding and correctness. If they are not correct, suggest to the students changes that could be made.

Pictures of the Eight Natural wonders



Nile River



Mount Kilimanjaro



The Great Rift valley



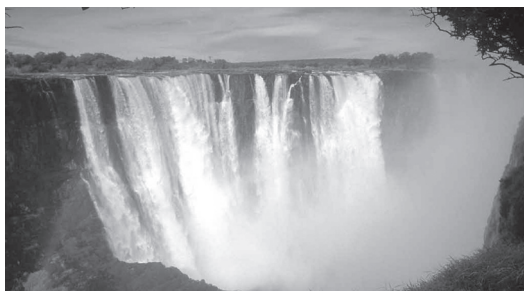
The Serengeti National park



Sahara Desert



Lake Victoria



Victoria Falls



Table Mountains

### Mt. Kilimanjaro

Mt. Kilimanjaro is among the amazing places of natural beauty in Tanzania. It is the tallest free standing mountain in the world. It can be truly regarded as “the roof of Africa”. “As wide as all the world, great, high and unbelievably white” was Ernest Hemingway’s description of this majestic site. Its outstanding features are its three major volcanic centres, Shira in the west, Mawenzi in the east and the snow capped Kobo in the middle.

To climb Mount Kilimanjaro, at 19,340 feet, is an uphill task for many adventurers. Hikers pass through zones of forest, alpine and semi – desert before reaching its snow capped peak. The best time of the year to climb Mt. Kilimanjaro is mid December to mid March. During this time, the sky is clear, the days are mostly sunny and the view of the mountain is clear.

#### Exercise 1: Expected Answers

1. Mt. Kilimanjaro is found in Tanzania.
2. It is regarded as “the roof of Africa” because it is the tallest free standing mountain in the world.
3. Ernest Hemingway’s made that description.
4. The volcanic centres include: Shira in the west, Mawenzi in the east and the snowcapped Kobo in the middle.
5. Kobo.
6. Hikers pass through zones of forest, alpine and semi – desert to reach the peak of Mount Kilimanjaro.
7. The best time of the year to climb Mount Kilimanjaro is Mid December to mid March.
8. It is advisable to climb Mount Kilimanjaro during this time because the sky is clear, the days are mostly sunny and the view of the mountain is clear.

Step 6: Divide the students in groups of four. Ask them to open their text books on page 139 about the map of Africa showing countries and their physical features. Ask them to identify the physical features and the countries in which they are found. Ask them to identify the location of African countries by attempting the exercises which follow.

#### Exercise 2: Expected answers

Student: Ethiopia is to the South of Eritrea.

Student: Ethiopia is to the West of Somalia.

Student: Ethiopia is to the East of Sudan.

#### Exercise 3: Expected answers

- |  |          |                |
|--|----------|----------------|
| 1. Angola                                  | 2. Sudan | 3. Namibia     |
| 4. Democratic Republic of Congo (DR Congo) |          | 5. South East. |

## Lesson 3

Student’s Book, page 142.

**Specific Objectives:** The students will be able to:

- (a) correctly describe the direction of African countries using adjectives.
- (b) describe the location of objects around their school.

**Lesson content:** Using adjectives: Northern, Southern, Eastern, Western.

Step 1: Display a large map of Africa showing the major places of natural beauty on the continent.

Step 2: Ask the students to form groups and discuss the location of the places of natural beauty on the map of Africa.

Step 3: Using map cut outs, ask the students to draw the map of Africa in their exercise book and indicate the places of natural beauty that you have mentioned.

Step 4: Ask students to work in pairs to identify the location of borders shared by the African countries, then lead them to do the exercise and activities which follow.

**Exercise 1: Expected answers**

The words in bold describe the location of borders of African countries.

**Activity 1**

Guide students to draw a map of Africa in their exercise book and indicate the borders of African countries and their major towns. Ask them to choose five countries and describe the location of the borders. Accept all correct answers. *Example:* Axum is located in the northern part of Ethiopia.

**Activity 2**

Ask students to find the location of various objects in their classroom or in the school and write sentences describing their location. Accept all correct answers.

*Example:* Our school flag is in the central part of our school.

**Lesson 4**

Student's Book, page 142.

**Specific Objectives:** The students will be able to:

- (a) use the comparative form in sentences. (b) join sentences using **which** and **where**.

**Lesson content:** Comparative adjectives.

Step 1: Revisit the guidelines of forming the comparative form for both regular and irregular adjectives.

Step 2: In pairs, ask the students to compare the places of natural beauty from the given table and write them in their exercise books.

Step 3: Encourage them to join sentences in Exercise 2 with a suitable relative pronoun.

Step 4: Ask the students to work with a partner to do Exercise 1. One will describe an object using adjectives and the other will guess the item being described. Accept all possible answers.

*Example:* 1st student: It is large. It is black. It has a rectangular shape. It is fixed in the classroom wall.

2nd student: What is it? It is a blackboard.

**Exercise 2: Expected Answers**

1. Ethiopia's rift valley lakes are more famous than Boma National park in Sudan.
2. Lake Faguibine in Mali is smaller than Lake Volta in Ghana.
3. River Zambezi is deeper than River Niger.
4. The Sahara Desert is wider than the Kalahari Desert.
5. The Peak of Erte Ale in Ethiopia is hotter than the Peak of Ras Dashen Mountains.
6. Lake Victoria is wider than Lake Turkana.

**Lesson 5**

Students's Book, page 143.

**Specific Objectives:** The students will be able to:

- (a) use comparative and superlative adjectives in sentences.  
(b) form riddles in the present tense.

**Lesson content:** Superlative adjectives.

Step 1: Introduce the lesson by asking students to mention and describe the different places of natural beauty they have so far learnt. Lead them to do Activity 1. Accept all possible answers.

*Example:* The Nile is the longest river in Africa. Lead them to do Exercise 1 based on the following expected answers.



### Exercise 1: Expected answers

- |            |              |                     |
|------------|--------------|---------------------|
| 1. younger | 2. strongest | 3. tallest          |
| 4. hottest | 5. shorter   | 6. more interesting |

Step 2: Let them to work in groups of five. Ask them to ask and find answers to various riddles in their different communities. Let them attempt exercise 2.

### Exercise 2: Expected answers

- |                           |                |                     |
|---------------------------|----------------|---------------------|
| 1. crocodile/an alligator | 2. human brain | 3. bilharziasis     |
| 4. headache               | 5. mosquito    | 6. Mt. Kilimanjaro. |

### Activity 2

Ask students to form more riddles about places of natural beauty in Africa.

## Lesson 6

Student's Book, page 145.

**Specific Objectives:** The students will be able to:

- |  |   |
|--|---|
| (a) read sentences using “although” and “but”. | (b) construct sentences using “although.” |
| (c) join sentences beginning with “although”   |   |

**Lesson content:** Using **although** and **but**.

Step 1: Revisit the work previously learnt in Unit 7, lesson three about the use of **although** and **but**. Remind the students that although and but are used to introduce a contrast ie the results do not come out as earlier expected.

Step 2: Ask the students to discuss the meaning of this sentence.

Example: Although Victoria Falls is spectacular, it is not the highest waterfall in the world.

Step 3: Ask the students to form their own sentences using **although**.

Step 4: Ask the students to replace “but” with “although” in Exercise 1 and 2.

### Exercise 1: Expected Answers

1. Although the artifacts in the museum are very old, they will last long.
2. Although Lake Tanganyika is long, it is not the largest in Africa.
3. Although the Blue Nile is called so, it is not blue in colour.
4. Although Serengeti National Park in Tanzania is old, it is as ancient as the Ethiopian Stalea of Axum.
5. Although the Suez Canal is long, it is narrow.
6. Although the Congo forest is thick, it is penetrable
7. Although the Sahara desert is very dry, people living their practice agriculture.
8. Although Lapiso likes watching gorillas, he fears to touch them.
9. Although temperatures in North Africa are hot, the people wear dark clothes sometimes.
10. Although those rock paintings are very old, they are not recorded in historical books.

### Exercise 2: Expected Answers

1. Although Shiferaw was grazing cows in the national park, the game warders did not arrest him.
2. Although Timbuktu is a famous place in Mali, it is not the capital city.
3. Although the Congo forest is thick and big, it is not as popular as the Amazons.
4. Although students wanted to visit Lalibela, the teacher insisted on visiting Omo Valley.
5. Although Egypt is well known for its ancient history, it does not surpass the historical features of Ethiopia.
6. Although Mount Kilimanjaro is interesting, Erta Ale in Ethiopia is very amazing for tourists.

## Lesson 7

Students Book, page 146.

**Specific Objectives:** The students will be able to:

- (a) describe natural beauty places using which, that, where. (b) Join sentences using which, that, where.

**Lesson content:** Using: which, that, where.

Step 1: Ask students the natural beauty places they would wish to visit and where they are found.

Step 2: Tell them that “which” is used when referring to something while “where” is used when referring to a place.

- (i) *Example 1:* Mount Kilimanjaro is very high. It is located in Tanzania.

Mount Kilimanjaro which is very high is located in Tanzania.

- (ii) *Example 2:* We went to a place. It had different interesting things.

The place where we went to had different interesting things.

Step 3: Ask them to join the sentences in Exercise 1 and 2 and the activity using “which” and “where”

### Exercise 1: Expected Answers

- Barena visited Zakouma National Park in Chad where he saw many lions.
- I did not go to the zoo where my brother went last week.
- Plateau du Tademait which is found in Algeria is an interesting physical feature.
- Birtukan visited Lake Kariba in Zimbabwe where she enjoyed swimming in the water.
- Madagascar which is part of the African continent is separated by the Indian Ocean.
- Okavango Swamps which are in Botswana are large and also fascinating to look at.
- Zebene went to a forest where he saw different types of wild birds.
- Cape Town which is a beautiful city is found in South Africa.

### Exercise 2: Expected answers

- where
- which
- which
- which
- where.

### Activity 2

Let students work in groups of three to form more sentences about natural beauty places using which, that, where. Accept all correct answers.

## B Reading

### Lesson 8

Student's Book page 147.

**Specific Objectives:** The students will be able to:

- (a) read the passage and answer the questions. (b) match vocabulary with meaning.

**Lesson content:** Comprehension (Lake Langano).

Step 1: In groups of three, ask the students to mention the tourist attraction sites they know in Ethiopia.

Step 2: Ask them to discuss the importance of the tourist sites they have mentioned.

Step 3: Let the students answer questions in Activity about Lake Langano, Awash National Park, Erta Ale and The beauty of the rift valley.

### Activity: Expected Answers

- Accept all correct answers. Refer to an atlas.
- Accept all correct answers. Refer to an atlas.

3. A place of natural beauty is one created naturally by geographical forces while a man-made beauty place is one created by man.
4. Accept all correct answers.
5. They make our country beautiful, our country earns foreign exchange, they help to balance the ecological system, and also help in the formation of rainfall.

Step 4: Let the students read the passage silently and do the exercises and activities that follow based on the following expected answers.

### Activity 1: Expected Answers

1. Lake Langano is 215 Kilometres from Addis Ababa.
2. The activities include: sun bathing, water spots and fishing.
3. The species of birds include: pelicans, fish eagles, cormorants and darters.
4. Tourism is a source of income for the country.

Ask students to match the words with their meanings as used in the passage.

### Exercise 2

### Expected answers:

- Accommodation \_\_\_\_\_ a place for someone to stay  
Variety \_\_\_\_\_ a collection of different kinds of objects  
Soar \_\_\_\_\_ to fly in the sky above the lake  
Myriad \_\_\_\_\_ a large number of species  
Perch \_\_\_\_\_ to sit or rest on a tree branch.

Ask the students use each of the words in exercise 2 to form their own sentences.  
Accept all possible answers.

### Exercise 3

## Lesson 9

Student's Book, page 148.

**Specific objectives:** The students will be able to:

- (a) read a passage about Awash National Park and answer questions.
- (b) make a table about tourist attraction sites.

**Lesson content:** Comprehension (Awash National Park).

Step 1: Ask students to work in groups of four to discuss the attraction features in Awash National park.

Step 2: Ask them to read the passage and answer questions on the exercise and activity based on the following expected answers.

### Exercise: Expected Answers

1. River Awash borders Awash National Park.
2. This park lies 225 Kilometres from Addis Ababa.
3. The dormant Fantalle volcano is 1,800 metres high.
4. The attraction features found in this park are: the semi dormant Fantalle volcano and the wildlife.
5. The oryx, the bat-eared fox, the caracal, the aardvark, colobus and green monkeys, anubis and Hamadryas baboons, the klip springer, the leopard, the bush buck, the hippo, the soemmerring Gazelle, the Grevy's Zebra, the cheetah, the greater and lesser Kudu.

**Activity:** Divide the students in groups of four. Ask them to identify four tourist sites they know. Ask them to discuss the attraction features and present the information in the table. Accept all possible answers.



## Lesson 10

Student's Book, page 150.

**Specific Objectives:** The students will be able to:

- read the passage about Erta Ale and answer questions.
- identify the dangers that can destroy natural beauty places and find measures to prevent them.

**Lesson content:** Comprehension (Erta Ale)

Step 1: Ask students to find the location of Erta Ale on a map of Africa.

Step 2: Let them look at the picture of Erta Ale and discuss its amazing features.

Step 3: Ask them to read the passage about Erta Ale and do the Exercise and activity which follow based on the following expected answers.

### Exercise: Expected answers

- Erta Ale is regarded as an amazing volcano because it is the most active volcano in Ethiopia and probably in Africa.
- The volcano has been active for a long time.
- Its southerly pits is called “the gate way to hell.”
- Accept all possible sentences using vocabulary words.

### Activity

Divide the students in groups of four. Ask them to identify the dangers that can affect our places of natural beauty. Ask them to write a paragraph on the preventive measures to solve these dangers. Accept all possible answers.

Encourage students to read this passage in their free time.



**Extra reading,** Student's Book, page 151

Encourage the students to read this passage in their free time and do Exercise 1 and 2 based on the following expected answers.

### Exercise 1: Expected answers

- African volcanic activity is concentrated along the immense 2800 kilometres of a long crack in the earth's surface known as the Rift Valley.
- A rift valley is formed as a result of two roughly parallel faults in the earth's surface between which, in distant, geological time, the crust is weakened and the land subsides.
- Ethiopia is referred to as “the water tower of Eastern Africa” because of the many rivers that pour off the high table land.
- A chain of lakes which have their own special life and character mark the rift valley's passage through Ethiopia.
- Flora (plants that grow in a particular region). Fauna (Animals of a particular region).

### Exercise 2: Expected answers

- Myriad      \_\_\_\_\_      many
- dormant    \_\_\_\_\_      inactive
- amazing    \_\_\_\_\_      surprising
- searing     \_\_\_\_\_      hot

**C Writing**

**Lesson 11**

Student's Book, page 152.

**Specific Objectives:** The students will be able to:

- (a) make a poster describing a tourist spot.
- (b) complete a letter about a vacation.
- (c) write a letter of reply to a friend.

**Lesson content:** Poster and letter writing.

**Step 1:** Ask students to think of a place of natural beauty that is unpopular. Ask them to identify its location and attraction features and write about them in their exercise book.

**Step 2:** Ask them to present the information in a poster for exercise 1. Accept all possible answers.

Ask the students to form groups of three and discuss the letter in the Students Book, Page 152. Let students write the letter in their exercise books as instructed in the Student's Book.

**Exercise 2**

**Exercise 2: Expected answers**

- 1. (name of correspondent)
- 2. which
- 3. but
- 4. so
- 5. where
- 6. although
- 7. (name of recipient)

Tell the students to write a letter of reply to a friend describing where they spent their last vacation. Accept all correct answers.

**Exercise 3**

**Assessment questions and Extra work**

**Assessment questions**

Let the students discuss the following questions in small groups in their free time.

- 1. Write a paragraph describing the type of rain fall got from forests, mountains, lakes and rivers clearly explaining the process of the type of rainfall formation.
- 2. Apart from tourism, what other benefits are got from places of natural beauty?
- 3. Mention the animals and bird species found in lakes, national parks and forests you know.
- 4. Write a letter to your area environmental officer complaining about poachers encroaching on a natural park.
- 5. Describe a place of natural beauty you would like for visit to friend.

**Extra work**

Use the words provided in the box to complete the paragraph about Lake Tana.

**amazing    ancient    white Nile    swimming    Tana    habitat    gorges**

**Lake Tana**

Lake \_\_\_\_\_ is among the seven \_\_\_\_\_ Great Rift Valley lakes. It is a \_\_\_\_\_ to large flocks of flamingoes, pelicans, cormorants, herons, storks and ibises. It is very ideal for \_\_\_\_\_ and bird watching. Ethiopia's Lake Tana is the source of the Blue Nile. The lake is dotted with island monasteries, which house many treasures of \_\_\_\_\_ Ethiopia art.

Before the Blue Nile joins the \_\_\_\_\_ which flows north from lake Victoria, it runs for 800 kilometres through one of the world's deepest and most exciting \_\_\_\_\_

# Unit 12: Technology in the modern world

## Background Information

Technology is the use of machines to do work, or to accomplish a task. The modern world today uses machines such as cameras, computers, projectors, printers, scanners, mobile phones, telephones, radios, televisions, microphones and key boards among others.

The students should discuss the technological items, know their values in education and where possible the teacher should integrate them into his /her teaching/learning programme.

The students should also be encouraged by the teacher to appreciate the importance and contribution of technological items in the modern world.

**General Objective:** In this unit, students will discuss the benefits of technology.

**Specific objectives:** The students will be able to:

- look at a number of pictures of technological items e.g light bulb, television and match them to the description.
- describe objects, ask and answer questions about them.
- listen to the text and classify information.
- report information.
- use appropriate social expressions.
- debate the advantages and disadvantages of technology.
- infer meaning of words from context.
- look at a picture of a computer and label the different parts. e.g keyboard, mouse, monitor, CPU.
- fill in sentences to describe the functions of the parts of a computer, e.g. A key board helps you to..... (type word).
- write a summary of a discussion in short sentences.

**Learning resources:** Technological items like computers, printers, scanners, telephones, radios, televisions, DVD etc.

## A Listening and speaking

### Lesson 1

Student's Book page 153.

**Specific Objectives:** The students will be able to:

- interpret the picture and answer questions.
- listen to the passage read by the teacher and answer the questions about it orally.

**Lesson content:** Listening practice.

Step 1: In groups, ask the students to identify modern machines used in their homes and discuss their uses.

Step 2: Let the students discuss the picture in Activity 1 and answer the questions in Exercise 1 based on the following expected answers.

**Exercise 1: Expected Answers:**

- |                  |              |
|------------------|--------------|
| A. electric bulb | D. generator |
| B. camera        | E. key board |
| C. desk phone    | F. cooker    |
- Accept any correct function the students give.
- Devices are machines or a piece of equipment that does a particular task.
- Accept any correct technological items the students give.

Talking about mobile phones.

Exercise 2

Step 1: In groups, ask the students to discuss how the introduction of mobile phones has improved the lives of Ethiopians then let them do Exercise 2 based on the following expected answers.

### Expected Answers:

1. It is called a mobile phone because you can move with it anywhere you want.
2. It is switched on and the phone number is dialled.
3. One is able to store data, call, play games, e-mail, use calculator.
4. It takes about one or less hours to charge the battery and it can last for a week.
5. (accept the correct mobile companies the students give).

Step 2: Read the passage below while students listen attentively for the answers.

### Advantages and disadvantages of using a cellular phone

In the olden days, people used to sound drums to communicate to one another. In the 1800's, people started using letters for communication. But this method was very slow, and people couldn't contact each other in emergency situations. There was also the possibility of letters being lost. But after the invention of the telephone in 1876 by Alexander Graham Bell, it became easier for people to communicate. Then, in the 1970's, the cellular phone was invented. It brought many advantages into our lives. However, although cellular phones brought benefits, they also have disadvantages. The most important advantage of a cellular phone is that they can be used almost everywhere without cables or electricity. By using a cellular phone, you can communicate with anyone whenever you want and wherever you are. Besides this, if there is an emergency situation cellular phones can be useful. Furthermore, you can get access to the internet by using a cellular phone.

These days, the world's most common means of communication is SMS. Cellular phones include this system, so in this way you can communicate with someone more cheaply than by normal calling. In contrast, cellular phones have disadvantages. For example cellular phones spread electromagnetic waves. And these electromagnetic waves cause health problems like cancer. Additionally, cellular phones often affect the electronic systems used by equipment like cars, A.B.S (Automatic brake system) and computers. This can cause big problems such as accidents, where there is no power, charging is difficult and expensive. Some times the reception is poor in some areas, limiting your connectivity (you can't talk underground or on phone. People use phones while they are driving and this can cause accidents. To sum up, cellular phones have advantages and disadvantages. Cellular phones make our lives easier, but at the same time, they can cause some serious problems to our health.

Step 3: Let them answer the questions about the passage.

### Exercise 3: Expected answers

1. Before 1800, People used to sound drums to communicate to one another.
2. The advantages of communicating by mobile phones are: they are portable, you can talk at any time of the day, the handset has provisions for calculator, calendar, time, loud speaker, text message, voice messages.
3. The disadvantages of using mobile phones are: they are expensive to maintain, you need to charge their batteries, network coverage may not be available.

**Activity 2:** Ask students to draw their favourite mobile phone and label the different parts they know and state their functions.

## Lesson 2

Student's Book page 154.

**Specific Objectives:** The students will be able to:

- (a) group the electrical items according to where they are used.
- (b) read the names of electrical items.

**Lesson content:** Vocabulary practice.

Step 1: Ask the students mention the electrical items they use in their homes and at school.

Step 2: Ask them to work with a partner to discuss the importance of the electrical items they have named.

Step 3: Let the students group the electrical items listed in the Student's Book, page 154 according to where they are used based on the following table.

### Exercise 1: Expected answers

Factory	Telephone, computer, electric bulb, generator, water pump, grinder, incubator, electric bell.
home	Telephone, computer, television set, radio set, blender, electric bulb, kettle, torch, toaster, micro-wave.
School	Telephone, computer, television set, electric bulb, generator, photocopier, projector, electric bell.
Hospital	Telephone, computer, electric bulb, generator, incubator, projector, stethoscope, ultra-sound.

Using which and that.

### Exercise 2

Step 1: In groups of four, ask the students to mention the electrical devices used in the entertainment industry.

Step 2: Ask the students to give the uses of each electrical device they have identified.

Step 3: Guide the students to form sentences about the following electrical devices with their function using **which**.

Example: **An electric bulb is a device which gives light.**

### Expected answers:

Device	Use
A light bulb	gives light
Telephone	receives and answers calls
Camera	taking photographs
CD Player	playing music
Photocopier	photocopying documents
Car engine	running the vehicle
Projector	enlarging pictures
Electric bell	for ringing
Video camera	recording pictures
Music key board	playing music.

## Lesson 3

Student's Book page 155.

**Specific Objectives:** The students will be able to:

- read sentences using **so** and **so that**.
- construct sentences using **so** and **so that** correctly.
- combine sentences using **so** and **so that**.

**Lesson content:** Using **so** and **so that**.

Using so

### Exercise 1

Step 1: Introduce this lesson by reviewing previously covered grammatical exercises about **so that**.

Step 2: Ask students to discuss the use of **so** in this sentence. They will likely say it introduces a reason for having a radio. *Example:* You have a radio so you can listen to news.

Using so that

Exercise 2

Step 3: Let the students form their own sentences using **so that**.

Step 4: Let the students complete the following dialogue using **so that** in their exercise book.

### Expected Answers:

<sup>2nd</sup> Student: We have a telephone so that we can send and receive messages and also make a call.

<sup>2nd</sup> Student: We have a camera **so that** we can take photographs.

<sup>2nd</sup> Student: We have an electric bell so that it can remind students and teachers about the change of activities.

In groups of three, ask students to write more sentences about the uses of the different electrical devices using **so** and **so that**. Accept all correct sentences.

Exercise 3

### Activity

Ask students to work with a partner and hold a discussion about computers, talking about the parts of a computer and how it operates.

Ask the students to work with a partner and think of questions they would ask another pair to find out whether they have ever used the mentioned electrical items.

Exercise 4

The key words about the exercise have been suggested in the table.

## Lesson 4

Student's Book page 157.

**Specific Objectives:** The students will be able to

- make a list of different appliances.
- state the source of power for each appliance.
- read the names of the appliances.
- construct sentences from the table.

**Lesson content:** Using ... used to ....

Step 1: Ask the students to make a list of different appliances used in hospitals.

Step 2: In pairs, let the students discuss the source of power for each appliance.

Step 3: Let the students read the names of the different appliances given to correspond with their source of power.

Writing about appliances.

Exercise 1

Step 1: Ask the students to review the list of different appliances they discussed.

Step 2: In pairs, let the students discuss the use of each appliance.

Step 3: Ask individual students to read the names of the different appliances given and their uses for the rest of the class.

Making a list of five items in the classroom and writing about their use.

Exercise 2

Step 1: Ask the students to review the list of different appliances and discuss the items used in a classroom and their uses.

Step 2: Ask individual students to read the names of the different classroom items given and their uses for the rest of the class.

Constructing sentences from the table.

Exercise 3

Step 1: Ask the students to review the list of different items in the classroom.

Step 2: Give a model sentence from the table as the students listen.

*Example:* A wheelbarrow is used to carry things.

Step 3: Ask students to work with a partner to discuss the different devices.

Step 4: Ask individual students to construct sentences matching the device with its function.

## Lesson 5

Student's Book, page 158.

**Specific Objectives:** The students will be able to:

- (a) use 'which' in the comparative form correctly. (b) compare items and make correct sentences.

**Lesson content:** Comparatives.

Using adjectives to compare different items and processes.

Exercise 1

Step 1: Introduce the lesson by asking students to form comparatives for simple adjectives like **expensive**, **complicated**, **new**, etc.

Step 2: In pairs, let the students take turns to ask the questions involving "which". Let the other answer him or her using the comparative form.

*Example:* A radio and a television, which one is more expensive?

A television is more expensive than a radio.

Step 3: Guide the students to follow the same examples to answer the given questions in the Student's Book.

**Expected answers:**

1. A radio is more expensive than a mobile phone.
2. The internet is more convenient than newspapers.
3. A car is more expensive than a motorcycle.
4. An aeroplane is faster than a motorcycle.
5. A glass is harder to break than a plastic cup.
6. Vegetables are easier to prepare than meat.

Writing a paragraph using the information in the table.

Exercise 2

Step 1: Ask students to describe gadgets, price, use, size and source of power. Let them do this activity in groups of five or six.

Step 2: Ask them to compare the specification, function and cost of the given devices and write a paragraph about their findings. Accept all possible paragraphs.

## Lesson 6

Student's Book, page 159.

**Specific Objectives:** The students will be able to:

- (a) identify advantages and disadvantages of modern technology.  
 (b) read an argument about electrical devices and give their comment.

**Lesson content:** Using: I am afraid I disagree./ You are quite right.

Step 1: In groups of three ask the students to discuss the advantages of a TV over a radio. Let them mention their best programmes on each of them.

Step 2: Turn to the dialogue and read the lines of each character separately as the students listen.

Step 3: Let the students read line by line after you.



- Step 4: Guide the students to practise the different parts of the characters. Give them a chance to practise in pairs.  
Step 5: Let the pairs that are ready come to the front and act the dialogue using the correct gestures. Check out for proper pronunciation and intonation as the students recite the dialogue.

Encourage the students to work with a partner to give their opinions about the suggested ideas by agreeing or disagreeing about the ideas.

Exercise 1 and 2

### B Reading

#### Lesson 7

Student's Book, Page 160.

**Specific Objectives:** The students will be able to read the passage and answer the questions about it correctly.

**Lesson content:** Comprehension.

Step 1: In groups of four, ask the students to discuss the different ways in which a radio has improved the lives of Ethiopians.

Step 2: Ask the students to answer questions in the activity about the radio.

#### Expected Answers

1. A radio is a device which broadcasts messages to the listeners.
2. Accept any correct part of a radio a student gives.
3. Accept any correct answers the students give.

Step 3: Let the students read the passage silently and answer the questions that follow.

Step 4: Let the students read the passage again and answer the questions that follow in their exercise book.

#### Expected Answers:

1. A radio was invented by Guglielmo Marconi in 1895.
2. A radio is important because it airs the news, announcements, plays music, drama, adverts, broadcasts matches, sports, and many others.
3. Radio programmes are aired from broadcasting stations.
4. A sound goes through these stages before it comes out of the radio. The sound made is changed into electric sound waves which travel along tiny metallic cables to the transmitter. In the transmitter the waves are changed into radio waves and then they are broadcast.
5. The speed of radio waves is 300,000 kilometres per second.
6. Accept any correct meaning students give. Meanings will differ depending on the context of the passage.

### C Writing

#### Lesson 8

Students' Book, page 161.

**Specific Objectives:** The students will be able to:

- (a) rearrange the letters of words to get correct ones and use them to fill in the blank spaces.
- (b) read the sentences after filling in the correct words.
- (c) construct own sentences using the new words you have formed from the jumbled letters.

**Lesson content:** Vocabulary practice.

Step 1: Revise the previously learnt vocabulary (in bold) from the passage in lesson seven.

Step 2: In pairs, let the students establish the correct word to complete the sentence using the guiding letter.

Step 3: Let the students form words using the initial letter to complete each sentence. Let them work with a partner.

Step 4: Let the students do the exercise in their exercise book.



**Exercise 1: Expected Answers:**

- |               |                 |                  |
|---------------|-----------------|------------------|
| 1. broadcast  | 2. advertised   | 3. communication |
| 4. sight      | 5. entertained  | 6. aerial        |
| 7. microphone | 8. broadcasting |                  |

Completing the sentences.



Step 5: Let the students complete the sentences correctly. Answers will vary from one student to another. Accept any correct answers.

**Lesson 9**

Student's Book page 162.

**Specific Objectives:** The students will be able to:

- (a) state the different functions of the parts of a computer.
- (b) give the use of the parts.
- (c) match the different computer parts to their functions.
- (d) study the functions of a computer and fill in the blanks with suitable words.

**Lesson content:** A computer and its roles.

**Activity 1**

Functions of different parts of the computer.

Step 1: Ask the students to explain what a computer looks like.

Step 2: Let the students say what a computer does.

Step 3: Let the students work in groups of five to identify the different parts of a computer.

Step 4: Let each group name the parts of a computer.

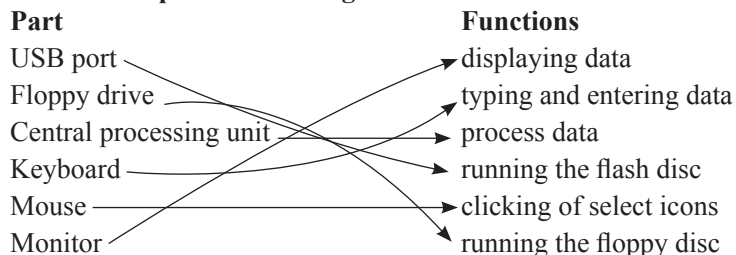
**Activity 2**

Studying the parts of a computer.

Step 5: Let the students turn to page 162 and study the parts of the computer in the picture and match the different parts of a computer to their functions in Exercise 1 and 2.

Step 6: Ask individual students to read what they have written to the rest of the class.

**Exercise 1: expected matching**



Step 7: Identify the correct words to fill in each blank space.

Step 8: Let the students fill in each blank space with the correct word in their exercise book based on the following expected answers.

**Exercise 2: Expected Answers:**

- |                     |                             |                   |
|---------------------|-----------------------------|-------------------|
| 1. clicking         | 2. typing and entering data | 3. driving the CD |
| 4. the floppy drive | 5. CPU                      | 6. display data   |

### Lesson 10

Student's Book page 163.

**Specific Objectives:** The students will be able to:

- (a) discuss and list parts of a bicycle.
- (b) draw a picture of a bicycle and label it.
- (c) discuss the functions of each part of the bicycle.

**Lesson content:** A bicycle and its functions.

Step 1: Introduce this lesson by reviewing the functions of the parts of a computer.

Step 2: Ask the students to work with a partner to study the different parts of a bicycle and then find out their use.

Step 3: In groups, let the students discuss the uses of bicycles in their communities.

Step 4: Ask the students to write the uses of bicycles in their exercise book accept any correct answers.

### Lesson 11

Student's Book page 164.

**Specific Objectives:** The students will be able to hold a debate and discuss the role of modern technology in the development of our country.

**Lesson content:** Debate. "Discuss the role of modern technology in the development of our country. Is it good for us?"

**Procedure for the debate:**

1. Ten people take part in the debate. Five students will support the motion and the other five will be against it.
2. Elect a chairperson, timekeeper and secretary to moderate the debate.
3. Each person should prepare their points for debating in advance.
4. Each speaker should use three minutes.
5. The rest of the class should listen keenly while taking notes/points. The chairperson reserves all rights to control the progress of the debate.
6. The chairperson will choose a few students from the class to debate the motion.
7. The secretary will read the summary points of the opposers and proposers.
8. The chairperson will ask the audience to vote for or against the motion. The side with the majority hand count will be declared the winner.
9. Finally, the chairperson will adjourn the debate session.
10. The teacher will give a comment about the debate.

#### Assessment questions and Extra work

##### Assessment questions

Ask students to discuss these questions in their free time.

1. Describe a recent technological device and its function.
2. What are the differences between a video deck and a DVD?
3. Of a desk top computer and a laptop, which one do you prefer? Why?
4. Think of any device which uses water as its source of power to operate. Describe it.
5. Aeroplanes are heavy machines yet they fly in the air. Find out how this is possible.

##### Extra work

A. Complete the following sentences appropriately.

1. You have a wrist watch so .....
2. You have a pen so .....
3. You have an umbrella so .....
4. You wear a jacket so.....

B. Find the functions of these electrical items and join them to their functions using which..

5. A charger
6. A remote
7. Banana pins
8. A whoofer
9. An amplifier.

## Background information

Many Ethiopians have patriotically contributed a lot to the development of our country. Among these include scientists and political leaders like Empress Zewditu, Emperor Haile Selassie, King Menelik, doctors, lawyers and other important persons. Ethiopia is what it is today because of the generous contributions of these personalities.

When teaching this unit, a teacher should as much as possible guide students to reflect on the works or contributions of these people, study their biographies and relate some of the names and places named after them. There is something spectacular about Ethiopia's history. While all other African countries suffered the colonisation process, Emperor Haile Selassie ensured that Ethiopia was not colonised. This is why we still have a rich culture where western ideologies do not easily permeate in it to wash it down.

**General Objective:** In this unit, students will describe a historical person.

**Specific objectives:** Students will be able to:

- (a) contribute to group discussion.
- (b) listen to a description of a historical person and complete a biological chart.
- (c) take dictation of a paragraph.
- (d) speak in details about events in the past.
- (e) arrange sentences in logical order.
- (f) read the passages and answer comprehension questions.
- (g) complete gap-fill sentences using past perfect or simple tense.
- (h) look at pictures of a historical event and write sentences.
- (i) write a guided paragraph.

**Learning resources:** Ethiopian historical books, and collections/archives, the internet, magazines, films, and other relevant historical literature.

## **A** Listening and speaking

### Lesson 1

Students Book, page 165.

**Specific Objectives:** The students will be able to:

- (a) interpret the picture and answer the questions.
- (b) listen to the passage read by the teacher and answer the questions.

**Lesson content:** Listening Practice.

Step 1: In groups of four, introduce the lesson by asking students to discuss the importance of conserving forests and other natural resources.

Step 2: Ask students to discuss any African environmentalists they know.

Step 3: Activity 1: In pairs, let the students study and describe the pictures.

#### Exercise 1: Expected Answers

1. The woman in the picture is a female environmentalist from Kenya called Dr. Wangari Maathai.
2. She has led a life of struggle to conserve the environment.
3. I think people cut down the trees and clear forests to create farm land, construction land and burn charcoal for fuel.
4. People should be sensitised to plant more trees whenever they cut the old ones. (Accept other possible answers students give).

Step 4: Let the students listen to a text you are going to read about Wangari Maathai, a famous environmentalist from Kenya.

Step 5: Ask the students to read through the questions in their textbook about Wangari Maathai, and match the picture with the text and do Exercises 2 and 3.

### Dr. Wangari Maathai

Wangari Maathai is a famous environmentalist from Kenya. She led a life full of struggle and is still working hard for the sake of environmental conservation. Well known for the “Green Belt Movement.” She has inspired people worldwide, to take up the cause of afforestation.

Wangari Maathai was born in Kenya in Kikuyu family an ethnic group in Kenya and came from the village of Nyeri District. She went to school at St. Cecilia’s International Primary School. After completing high school, she received a scholarship for studying at Mount St. Scholastica College Kansas, USA. Biology was her major subject at the graduation level. I think, her brilliant academic record was her driving force which enabled her to pursue a Masters degree in Biology, at the University of Pittsburg.

Returning to her homeland was not a pleasant experience. Despite her great achievements, Wangari Maathai had to face gender bias in her own country and also found it difficult to get a job. However, she did not lose hope and finally got employed as a research assistant in the School of Veterinary Medicine in Nairobi. In 1971, she got a Doctorate degree in Anatomy.

Dr. Maathai was an activist by nature and got involved with organisations like the Red Cross Society, United Nations Environment Programme and National Council of Women of Kenya. 5th June 1977 was a historical day in the life of Wangari Maathai, as the first sampling of the “Green Belt Movement” was planted that day. The main objective of the “Green Belt Movement” is to preserve native plant species by creating nurseries. Many Non-Governmental Organisations from European countries support a cause of Environmental Conservation taken up by her. Resilience was one force which held her to deal with failures in life. Finally, in 2004, Dr. Maathai was awarded the Nobel Peace Prize.

Completing the table about Dr. Wangari Maathai.



Step 6: Ask the students to read the information in the table and discuss in groups the required answers.

Step 7: Ask the students to copy the table in their exercise books and fill in the correct information.

### Expected answers

Place of birth	Kenya in Kikuyu Family
Field of study	Doctorate Degree in Anatomy
Academic achievement	Masters Degree in Biology
Award received	Noble peace prize
Famous deed	Green Belt Movement
Challenges faced	Gender bias, negative attitude of the masses about the movement.

### Exercise 3: Expected Answers

1. The woman became famous because she led environmental conservation programme.
2. She is from Kenya.
3. She faced the challenge of gender bias in her country and also found it difficult to get a job.

**Activity 3:** In groups of five, ask the students to make a similar table and fill in information about a renowned person from their community. Accept all possible answers.

## Lesson 2

Student’s Book, page 167.

**Specific Objectives:** The students will be able to:

- (a) listen carefully to the text about a famous historical person in Ethiopia.
- (b) write down the text and underline the verbs in the past perfect and simple past tense.

**Lesson content:** Past simple and past perfect.

Step 1: Introduce the lesson by asking students to discuss any historical people they know from which the human race is believed to have originated. Tell them to talk about 'Lucy' and 'Ardi' and find out who they were and what they did.

Step 2: Dictate the text clearly as the students listen.

Step 3: Ask the students to answer oral questions about the text you have dictated.

**Activity: A famous Historical Person in Ethiopia (Ardi)**

Lucy is the earliest known hominid (erect-walking primate) in Ethiopia, Africa and the world. But, before her, was 'Ardi' whose real name is Ardipithecus Ramidus. She is believed to **have lived** 4.4 million years ago. Ardi **walked** on two legs despite being flat footed and was likely unable to walk or run for long distances. She was a tree dweller and had big toes like chimpanzees. Ardi **did not walk** on knuckles, but on her palms. Ardi's successor, Lucy **was a much better adapted** hominid for walking on the ground.

Step 4: Ask them these questions about 'Ardi'.

1. What is the name of the earliest known hominid?
2. What is Ardi's real name?
3. When was she born?
4. How did she use to travel?

**Expected answers**

1. Lucy
2. Ardipithecus Ramidus
3. 4.4 million years ago
4. On trees. She walked on her palms.

Copying sentences using the appropriate forms of the verbs given in the brackets.

**Exercise 1**

Step 1: Let students read the given sentences.

Step 2: Ask students to form groups of three to discuss the appropriate form of the verb given in the brackets in each sentence.

Step 3: Ask individual students to write the sentences for Exercise 1 correctly in their exercise books based on the following expected answers.

**Exercise 1: Expected Answers**

1. The farmers *had learnt* how to use a spray pump before they *bought* one.
2. You may *study* Grade 5 after you *have completed* Grade 4.
3. Before South Africa *hosted* the 2010 World Cup, it *had built* new stadiums.
4. This place *was* a farm land before it *became* a playground.
5. It was *believed* that the world *was* flat before Galileo *discovered* that it was round.

Making a list of things one remembers to have done in elementary school.

**Exercise 2**

Step 1: Ask students to work with a partner to discuss some of the things they remember doing in elementary school.

Step 2: Ask the students to put the things they have listed in order of importance using: before, after and when.

Step 3: Ask some students to read out what they have written.

Step 4: Ask the students to write about the contributions of a famous personality from their community. Accept all possible answers.

**Activity: Collecting Newspapers and magazine articles.**

Step 1: Ask the students to work in groups of five to collect various newspapers and magazine articles about famous personalities.

Step 2: Guide the students to assemble them in an orderly manner.

Step 3: Let them mount the articles on a bright manilla card.

Step 4: Ask them to display their work in the classroom for comparison.

### Lesson 3

Student's Book, page 168.

**Specific Objectives:** The students will be able to:

- name people who have made significant contribution to Ethiopia.
- discuss the contribution made by the people mentioned.
- play a guessing game about a person who has played a significant contribution to Ethiopia.
- write a short biography about the people they have discussed in their groups.

**Lesson content:** Discussion about famous people

**Activity:** Deeds of a famous person.

- Step 1: Ask students to work in groups of six to identify a famous person.
- Step 2: Ask the students to discuss the contribution made by the famous people.
- Step 3: Organise the students into two groups. One group mentions the contributions made by a famous personality in Ethiopia and the other group has to guess that person. After that they exchange their roles. Accept all possible answers about the significant people they have discussed.
- Step 4: Ask the students to answer the questions about the personalities mentioned.
- Step 5: Let individual students read through the questions to interview the famous person to the rest of the for comparison class.

Writing a short biography.



**Exercise 2**

- Step 1: Explain to the students the meaning of biography. A writing, usually about someone's life.
- Step 2: Ask the students to write biographies of some of their relatives in a summarised form.
- Step 3: In groups of five, ask the students to discuss the biographies of important personalities in Ethiopia.
- Step 4: Ask individual students to write short biographies of some important personalities in Ethiopia.

### Lesson 4

Student's Book, page 168.

**Specific Objectives:** The students will be able to:

- express oneself confidently to any historical person.
- ask the historical person relevant questions.
- write meaningful things about a historical person.
- play a game about meeting a historical person.

**Lesson content:** Imaginary interview of a famous person.

- Step 1: In small groups, ask the students to mention the names of historical people in Ethiopia.
- Step 2: In groups of four, ask the students to discuss questions they can ask a historical person when they meet him or her by one student assuming the role of a famous person and the other students interviewing him or her.
- Step 3: Ask the students to write the things they would talk with the historical person. Accept all possible answers.

### Lesson 5

Student's Book, page 168.

**Specific Objective:** The students will be able to play a guessing game.

**Lesson content:** A guessing game.

- Step 1: In groups of five, ask the students to assume the identity of a famous person in their community.
- Step 2: Let the rest of the group members guess who that person is by asking questions about whether that person is a male or a female, whether he/she is tall or short, a politician or a religious leader and so on.

*Question:* Are you a woman?

*Answer:* Yes, I am.

*Question:* Are you a politician or not?

*Answer:* No, I am not a politician.

Tell them to keep on asking probing questions until they identify who the famous person is.

Step 3: When the group members have identified that person, the group that has been acting the role of a famous person puts up the piece of paper showing the personality they had assumed and the questions they asked to identify the person. Accept all possible answers focusing on the life and works of historical people.

## **B** Reading

### Lesson 6

Student's Book, page 169.

Specific Objectives: The students will be able to:

- (a) observe the pictures and say what is happening. (b) read the passage about the World's Great Leader.

**Lesson content:** Comprehension.

**Activity:** The life of Mr. Nelson Mandela (Madiba).

Step 1: In groups, ask the students to discuss the qualities of a good leader.

Step 2: Ask the students to observe the pictures and discuss what is happening in the pictures.

#### **Exercise 1: Expected answers:**

1. The great personality in the picture is Nelson Mandela.
2. He is famous because he fought Apartheid Policy in South Africa/ he was the first Black African leader to rule South Africa.
3. Students will arrange the pictures following this correct order CBAD, an order which reflects the life and history of Mr. Nelson Mandela's struggles and achievements.

Step 3: Let the students read the passage silently.

Step 4: Ask oral probing questions about the passage.

#### **Exercise 2: Expected answers**

1. Mandela's full name is Rolihlahla Dalibhunga Mandela (D).
2. He fought against racism in South Africa (A).
3. Mandela was imprisoned because he opposed the discriminatory policies in South Africa. (B)
4. Robben Island Prison, Pollsmoor Prison, Victor Verster Prison. (B)
5. Mandela spent a total of twenty seven years in prison. (C)

Vocabulary practice.

**Exercise 3**

Step 5: Ask the students to read the words in the box.

Step 6: Let the students read the passage again to identify the words given in the box from the passage.

Step 7: Organise the students in pairs to find words in the passage which mean the same as those given in the box.

#### **Expected answers**

- |               |       |                |
|---------------|-------|----------------|
| 1. passed     | _____ | handed         |
| 2. vengeance  | _____ | revenge        |
| 3. isolation  | _____ | discrimination |
| 4. imprisoned | _____ | jailed         |
| 5. chances    | _____ | opportunities  |
| 6. recognized | _____ | respected      |
| 7. staged     | _____ | prepared       |



## C Writing

### Lesson 7

Student's Book, page 172.

**Specific Objectives:** The students will be able to:

- identify main points in each paragraph about the passage on page 170 in the Student's Book.
- write a summary using the given guidelines on page 170 in the Student's Book.
- study the information in the table and write out a brief biography about Engineer Kitaw Ejagu's life story.

**Lesson content:** Summary.

Step 1: Ask the students to read the story again on page 170.

Step 2: In groups of five, ask the students to identify the main points in each paragraph.

Step 3: Ask the students to write a summary using the given guidelines on page 172.

Step 4: Ask individual students to read through the summaries they have written to the rest of the class. Accept all possible answers focusing on the life and work of Mr. Nelson Mandela.

**Activity:** Writing a brief biography of Engineer Kitaw Ejagu's life story. Student's Book, page 172.

Step 1: Ask the students to work with a partner to study the information in the table and use it to write a short biography of Engineer Kitaw Ejagu's life story.

Step 2: Guide the students to write a good biography.

Step 3: Ask four students to read through the biographies they have written to the rest of the class for comparison.

### Lesson 8

Student's Book, page 173.

**Specific Objectives:** The students will be able to:

- read about Engineer Kitaw Ejagu's life story.
- fill in the blank spaces with correct words from the table.

**Lesson content:** Gaps fill in exercise.

Step 1: Introduce this lesson by reviewing the biography that the students have written about Engineer Kitaw Ejagu in the previous lesson.

Step 2: Ask students to work with a partner to identify and discuss correct words to fill in the blank spaces from the given table.

Step 3: Ask the students to copy the given paragraph in their exercise books and fill in the blank spaces correctly.

#### Exercise 1: Expected Answers:

- |            |        |             |           |        |
|------------|--------|-------------|-----------|--------|
| 1. born    | 2. in  | 3. attended | 4. went   | 5. was |
| 6. studied | 7. won | 8. died     | 9. worked |        |

Writing a short biography.

#### Exercise 2

Step 1: Remind the students the meaning of the word biography.

Step 2: Ask students to write short biographies of their relatives or parents.

Step 3: Ask students to read out the biographies of the relatives they have written about. Accept all possible biographies focusing on the life and work of their relatives.

### Lesson 9

Student's Book page 174.

**Specific Objectives:** The students will be able to:

- rearrange the paragraphs to form a complete story about Afework Tekle.
- read the assembled story and answer oral questions about it.



**Lesson content:** Rearranging jumble paragraphs

Jumbled paragraphs.

 Exercise

- Step 1: Introduce this lesson by asking the students the importance of writing stories in linear style.  
 Step 2: Ask the students to read the paragraphs in the jumbled form.  
 Step 3: Ask the students to identify the first paragraph of the story and build on that.  
 Step 4: Ask the students to rearrange the paragraphs to form a complete story.  
 Step 5: Ask the students to answer any oral questions about the story, you can identify.  
 Step 6: Ask individual students to read the assembled story to the rest of the class.

## Lesson 10

Student's Book, page 175.

**Specific Objectives:** The students will be able to:

- discuss facts about Mamo Wolde's life.
- write a paragraph about Mamo Wolde's life.

**Lesson content:** Composition.

Writing a biography of Mamo Wolde's life.

 Exercise

- Step 1: In groups, let the students study the information about Mamo Wolde's life.  
 Step 2: Ask the students to write a biography of Mamo Wolde's life in their exercise books using the following facts:
- The year he was born.
  - The games he won.
  - The year he moved to Addis Ababa.
  - The year he died.
- Step 3: Ask some students to read the biographies they have written about Mamo Wolde's life. Accept all possible answers focusing on the life and deeds of Mamo Wolde.

## Lesson 11

Student's Book, page 175.

**Specific Objectives:** The students will be able to:

- read and write sentences.
- identify the correct words from the box to fill in the blank spaces.
- discuss hominid 'Lucy' and write a paragraph about her.
- write a biography about Mr. Kofi Annan.

**Lesson content:** Revision exercise.

- Step 1: Ask the students to read the given sentences.  
 Step 2: Ask the students to identify the correct words in the box to fill the blank spaces.  
 Step 3: Tell the students to complete Exercise 1 and 2 in the exercise books.  
 Step 4: Ask individual students to read the sentences they have written to the rest of the class.  
 Step 5: Ask students to work in groups of six to discuss the hominid 'Lucy'.  
 Step 6: Ask them to discuss the personality and achievements of Mr. Kofi Annan and summarise his biography in a table.

### Exercise 1: Expected Answers

1. Haile Gebresilasie is a famous athlete.
2. Ali Bira is a popular singer.
3. Professor Aklilu Lemma was a famous researcher.

### Exercise 2: Expected Answers

1. Addis Ababa **was** a village before it **became** a capital.
2. Eshamu **had** a child when she **went** to school.
3. When I **started** school, my sister **was** in the university.
4. Mebreku **built** a house before Jemberu **bought** a car.
5. My father **had planted** eucalyptus trees when he **fenced** our garden.
6. Hirut **had** chicken. She **used** to sell eggs in the market.
7. Life during the time of Italian invasion **was** difficult for Ethiopia.
8. We **had travelled** for about 10 hours before we **arrived** at the park.
9. She **informed** me that I had **broken** the rule.
10. After we **had completed** unit twelve, we **began** unit thirteen.

**Activity:** Students will discuss hominid ‘Lucy’ and write sentences to describe her using the information in lesson 2.

### Exercise 3: Biography of Mr. Kofi Annan

Mr. Kofi Annan	
Date of birth	8th April, 1938
Place of birth	Kumasi, Ghana
Position held	Former Secretary General of the United Nations.
Term served	1st January 1997 - 1st January 2007.
Achievements	<ul style="list-style-type: none"> <li>- Strengthened the operations in security and peace keeping.</li> <li>- Promoted equality, humanity and tolerance.</li> <li>- re-instated people’s faith in the United Nations.</li> <li>- Started the Global AIDS and Health Fund.</li> <li>- Women empowerment.</li> </ul>
Honours and awards	- Received the Nobel Peace Prize on the 10th of December 2001.

#### Assessment questions and Extra work

##### Assessment questions

Discuss these questions in small groups.

1. Why is Mr. Nelson Mandela regarded as the world’s greatest leader?
2. Which historical person inspires you? Why?
3. Who is a hero or heroine? How does someone become a hero or heroine?
4. What do you hope to do for your country to become famous? How do you plan to achieve your goal?
5. How is the lifestyle of a famous person different from that of an ordinary citizen?
6. What challenges do famous people endure to become popular?



## Background Information

African folk tales are stories told about events that happened long time ago. They educate, remind, caution, entertain and inform people of the present times about what happened long time ago.

In the African folk tales, names of animals, hills and other features are used as if they are living people. We call this **personification**.

Animals are heard discussing, arguing, complaining, fighting, working together and migrating to new places in case of a disagreement. Some folk tales may tell true or factual happenings for designed purposes while others are fictitious but all the same serve the same purpose as factual folktales.

**General objective:** In this unit, students will tell and talk about African folktales.

**Specific Objectives:** Students will be able to:

- listen to a text for enjoyment and order pictures, answer questions and express feelings.
- participate in oral activities in pairs.
- speak in details about events in the past.
- predict the content of a story from a picture.
- read a story to identify the main idea/theme.
- write compound sentences using **which**, **that** and **who**.
- write guided stories.
- expand a story by adding appropriate words and phrases.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 178.

**Specific Objectives:** The students will be able to:

- study the pictures and say what is happening.
- listen to the story read by the teacher and answer the questions about it orally.

**Lesson content:** Listening practice.

Step 1: Ask the students to discuss the relevance of story telling.

Step 2: Ask the students to work in groups of four to discuss the picture and tell what is happening.

**Exercise 1: Expected Answers:** Answers will vary from one student to another.

Step 3: Read the folktale as the students listen for enjoyment. Let them express their feelings about the characters in the folktale.

There lived a King and a queen in Anole Kingdom. He had a very beautiful daughter but she was very proud and arrogant. She would abuse people that they were all ugly. Sometimes, she would order for their imprisonment if they answered back. When people complained to the King about the princess's character, he always felt sad and asked them to forgive her because she was young.

When the princess became of age for marriage, suitors approached her parents and she rejected them. For those who persisted, she put a tough condition, "It is only that brave man who can drink very hot water in a pot from a fire that I can get married to." Some daring men tried. Some even had their throats damaged by the hot water. The task seemed too impossible for them. In the same village, there lived Clever Monkey. He said, "I must teach this proud princess a lesson she will never forget." Monkey went to the king and said he would do the task. Everyone laughed. "You stupid monkey, do you want to get yourself killed?" Said an old woman in the crowd.

Thousands and thousands of people gathered to witness Monkey die from taking very hot water. But before he could take the water, Monkey made a trick which nobody realised. He said, "Before I take this hot water, I want everybody to prove it is hot." So he went around showing everybody that had gathered the water in the pot. They all nodded in agreement that indeed the water was hot. However, by the time he completed showing the water to all the people who had gathered, it had cooled down. Nobody realised his trick.

He finally said, "I am now going to drink this 'hot' water." He raised the pot to his mouth and drank it to the amazement of everyone. "Now, your highness," he said, "Can I go with my lovely wife?" "No father, how can I get married to Monkey?" Pleaded the Princess. "Fine men came and you rejected them" said the king. Besides you put a tough condition which defeated all men apart from Monkey. Monkey you can take your wife." The princess went crying and since that day, she never talked to anyone.

Answering questions about the passage.



### Exercise 2

Step 3: Ask the students to write answers to the given questions.

Step 4: Ask individual students to read the answers they have written to the rest of the class.

#### Exercise 2: Expected Answers:

1. The Proud Princess/ The Princess and the Clever Monkey. (Accept any correct title the students will give about the proud princess).
2. I dislike the arrogance and pride of the princess.
3. The princess wanted any man who wished to marry her to first drink hot water from the fire.
4. I think she set such a tough condition because she did not want to marry any man. (Accept any correct answer the students give surrounding a possible reason why the princess set the tough condition).
5. The lesson I learn from the princess is not to be very proud and to respect everyone both ugly and beautiful. (Accept any four correct answers the students give).

## Lesson 2

Student's Book, page 179.

Specific Objectives: The students will be able to:

- (a) read the conversation with a partner.
- (b) identify and fill in the missing parts in the conversation.
- (c) find words which have the same meaning as the given words.
- (d) role play the story of Monkey and the princess.

**Lesson content:** conversation between the Monkey and the Princess.

Filling in the missing parts of the conversation.



### Exercise 1

Step 1: Ask the students to read the parts of the conversation.

Step 2: Ask the students to work with a partner to identify the missing parts in the conversation.

Step 3: Ask individual students to read the completed conversation they have written.

#### Exercise 1: Expected answers

- King : Please my daughter can you listen and change that condition.  
Monkey : I will do the task, your highness.  
Monkey : Can I now go with my lovely wife?  
Princess : No, father; how can I get married to a monkey?



Vocabulary practice.

Step 1: Ask the students to read the words in the box.

Step 2: Let the students read the passage again identifying the words given in the box from the passage.

Step 3: Ask students to work with a partner to find words in the passage which mean the same as those given in the box.

### Expected answers:

- |                   |       |            |
|-------------------|-------|------------|
| 1. royal eminence | _____ | king       |
| 2. charming       | _____ | beautiful  |
| 3. cease          | _____ | end        |
| 4. small          | _____ | cleft      |
| 5. brave          | _____ | courageous |
| 6. emissaries     | _____ | messengers |

**Activity 1:** Role playing what could have happened after Monkey got married to the Princess.

Step 1: In groups of five, ask the students to discuss what could have happened after Monkey and the Princess got married.

Step 2: Ask the students to work in small groups role play the part of the story when Monkey and the princess got married.

## Lesson 3

Student's Book, page 179.

Specific Objective: The students will be able to:

- tell and illustrate traditional stories about animals correctly.
- dramatise their stories.

**Lesson content:** Group discussion.

**Activity 1:** Talking about characteristics of different animals.

Step 1: In small groups, ask the students to tell any traditional story about the Hare and his tricks.

Step 2: Ask the students to tell stories about other animals in their community by mentioning the following;

- The name of the animal (s)
- The value of the animal (s)
- The dangers of living near or with animals.

Step 3: Ask the students to illustrate the story in picture form.

Step 4: Let the students take on roles of the animals mentioned in the story and dramatise it.

Step 5: Ask questions about the traditional stories told by the students.

Step 6: Let the students write their own folktale in their exercise book using story openings folk tale endings suggested in their text book.

**Activity 2:** Ask students to tell the class a folktale they have ever heard or read about. Use any of the sentence openings and appropriate endings suggested in activity 1.

### Lesson 4

Student's Book, page 180.

**Specific Objectives:** The students will be able to listen to the story read by the teacher carefully as they follow along with the pictures.

**Lesson content:** Picture story.

Step 1: Let the students listen carefully to the story the teacher is reading.

Step 2: Ask the students to compare the story to the pictures in their text book.

Step 3: Ask questions about the story.

#### The clever wise man

Once upon a time, there was a quarrelsome woman called Fanye. She lived in a small village with her husband, Gossaye. She would often abuse her husband. Gossaye was a hardworking farmer. He usually went to his farm early in the morning and got home in the evening. This tired him so much that sometimes he talked to Fanye harshly. As a result, Fanye thought that her husband did not love her.

However, she wanted to be loved and thought about how she could get her husband's love back. She went to a nearby wise man and told him her problem. The wise man told her to bring hair from a lion's mane. She thought about this impossible task but thought deeply on how to get the hair.

While she was going home, she planned to visit a nearby forest with a sheep. On her first visit, she left the sheep tied to a tree and ran away when she saw the lion from a distance approaching to eat the sheep. The next day, she saw the lion while he was eating the meat she had brought. The third day she sat next to the lion until he finished eating. The fourth day she fed him meat by her own hands and gently rubbed his head. The fifth day, she gave him meat by her hand and made him sleep. Then she pulled hair from the lion's mouth.

She went to the wise man full of joy and showed him that she had got what he had asked her to bring. The wise man learnt of how she had courageously befriended the lion. Then, the wise man said to her, "You became a friend to a fierce beast, it wouldn't be impossible to make your husband your best friend. Please go and make peace with him". The woman went home being astonished by the wise man's trickery. There after, she lived in peace with her husband.

In their own words, let the students retell this story to a partner.

 **Exercise 1**

Let the students write answers to the questions about the story in their exercise books.

 **Exercise 2**

#### Exercise 2: Expected Answers:

1. Fanye went to the wise man to seek advice on how she would win her husband's love back about her marriage problem.
2. Fanye thought that her husband didn't love her because he was not talking to her at all. He usually went to his farm early in the morning and got home in the evening very tired.
3. She plucked the hair from the lion's mane by giving it meat by her hand, making him sleep and gently rubbing his head. Then she plucked out hair around his mouth.
4. There should be love and respect for each other in the family is the moral message of the story. (Accept any correct moral message from the story).
5. (Accept any correct answers the students give).

**B Reading****Lesson 5**

Student's Book, page 182.

**Specific Objectives:** The students will be able to:

- discuss and answer the questions in the Activity.
- read the passage and answer the questions about it correctly.

**Lesson content:** Comprehension (The Hare and the Monkey).

Step 1: In groups, ask the students to discuss ways how dishonest people should be handled in their communities.

Step 2: Ask the students to answer questions in the Activity.

Step 3: Ask students to discuss with the partner the behaviour of the Hare and the Monkey.

Step 4: Let the students read the passage silently.

Step 5: Ask questions about the passage.

Answering questions about the passage

Exercise 1

**Expected Answers:**

- Guinea-pig was not a responsible guard because he fell asleep while guarding the food and Monkey came and ate all of it.
- Monkey waited for Guinea-pig to fall asleep and came and ate all the food.
- The baboon and the porcupine were the other animals that were entrusted with guarding the food.
- The Guinea-pig run away because he feared the other animals could harm him.
- The Monkey agreed to have his tail knotted with hare's because he thought that Hare was being rather stupid, for he knew that Hare's tail was very short so it would be easy to undo the knot, knock him down, and take as much food as he wanted.
- Because he wanted to frighten the Monkey.

Vocabulary Practice.

Exercise 2

**Expected Answers**

Vocabulary	Meaning
1. prey	food
2. guard	watch
3. realise	understood
4. trunk	branch
5. store	keep
6. tricked	cheated

**Lesson 6**

Student's Book, page 184.

**Specific Objectives:** The students will be able to discuss and answer the questions about the previous story.

**Lesson content:** Follow up activities.

Step 1: In groups, ask the students to discuss the gist of the passage about the Hare and the Monkey.

Step 2: Ask the students to suggest another suitable title for the story.



- Step 3: Let the students discuss what they think could have happened to the Monkey.  
Step 4: Guide the students to include their own ideas in the folktale.  
Step 5: Let the students suggest a suitable ending and give the moral value of the story.

Answering questions about the passage. Let the students work in groups of four to discuss the story “The Monkey and the Hare”.

### Exercise 1

**Exercise 1: Expected Answers:** Answers will vary from one student to another. Accept all possible answers.

## Lesson 7

Student’s Book, page 185.

**Specific Objectives:** The students will be able to share roles and come up with a complete story.

**Lesson content:** Story telling and role play.

### Activity 1: Building a story.

- Step 1: In groups of five, ask the students to discuss a story known to all the group members.  
Step 2: Give clear instructions to the students about their roles. Let two of the group members write the beginning of the story. The other two should write the ending of the story while the one remaining will write the moral value of the story.  
Step 3: Ask the group members to draw pictures to illustrate their story and then present it to the class.

### Activity 2: Passing Judgment against the different animals mentioned in the previous story.

- Step 1: In groups of five, ask the students to discuss what goes on in a courtroom.  
Step 2: Give clear instructions to the students about their roles in reference to the behaviour of the characters in the story about the ‘Hare and the Monkey’. Let one group member assume the role of the judge. The others should assume the roles of the guinea-pig, baboon, porcupine and monkey.  
Step 3: Ask each of the animals represented by the students to give their defence.  
Step 4: Let the students write the tasks in their exercise book.  
*Example:* Mr. Guinea-pig you were left in charge of the food and you are accused of stealing it. This is why you ran away. Can you prove your innocence? Other wise you will go to jail.

## Lesson 8

Student’s Book, page 185.

**Specific Objectives:** The students will be able to:

- construct sentences using who, whose, and which.
- join sentences using: who, whose, and which.

**Lesson content:** Using **who**, **whose** and **which**.

Joining sentences using: **who**, **whose**, and **which**.

### Exercise 1

- Step 1: Introduce the lesson by reviewing the use of relative pronouns. Let students find the two sentences from these relative clause.
- Abdi is the boy who told us a story about the clever Hare.
  - Monkey is the animal which was stealing the food.



(c) The man whose son told us an interesting story is our neighbour.

- Step 2: Ask students to work with a partner to make similar sentences using the given relative pronouns.  
 Step 3: Let the students combine the sentences in Exercise 1 and 2 using appropriate relative pronouns based on the following expected answers.

### Exercise 1: Expected Answers

1. The animals which were disturbed by the local people ran away into the forest.
2. An engineer whose job is to design plans for roads and buildings is a busy person.
3. The children who are supported by their teacher are hard working.
4. Ethiopia which is in the 'Horn of Africa' is a coffee producing country.
5. Wild animals which are a tourist attractions should be kept in parks.

### Exercise 2: Expected answers

1. A widow is a woman whose husband died.
2. Meseret Defar is an athlete whose achievements are widely recognised.
3. A porcupine is a small animal whose body is covered with pines. (Accept any correct answers the students give).
4. Good students are ones who do the right thing in the right place and at the right time. (Accept any correct answers the students give).

## C Writing

### Lesson 9

Student's Book, page 186.

**Specific Objectives:** The students will be able to fill in the blank spaces using the words in the table.

**Lesson content:** Composition.

Step 1: Ask the students to read the words in the box.

Step 2: Let the students construct sentences using the words in the box.

Step 3: In small groups, let the students discuss the story about The Escape.

Step 4: Let the students work with a partner to identify correct words from the box to fill in the blank spaces.

Step 5: Let the students complete the composition in their exercise book.

#### Expected Answers:

- |             |            |           |            |              |
|-------------|------------|-----------|------------|--------------|
| 1. previous | 2. victims | 3. effort | 4. excuses | 5. treated   |
| 6. hero     | 7. growl   | 8. eager  | 9. clumsy  | 10. creature |

Guide the students to do as instructed in exercise 2 in their exercise books.

#### Exercise 1

1. The students will write 10 sentences about the animals which have impressed them in the folktale they have read about in the previous lesson.
2. The students will write 5 sentences showing disappointment about the behaviour of some animals in the folktale.

**Expected answers:** Answers will vary from one student to another.

### Lesson 10

Student's Book, page 187.

**Specific Objectives:** The students will be able to write out their own folktales commonly told in their communities.

**Lesson content:** Composition.

Step 1: In small groups, let the students select the folktales they are going to write about.

- Step 2: Let the students write out their own folktales commonly told in their communities.  
 Step 3: Ask the students to list the adjectives in their stories and support their stories with pictures.

### Expected Answers:

When awarding marks look for the following: title, paragraphs, theme, language flow/coherence creativity, originality, punctuation, spellings and neatness.

#### Drawing sketches of short folktales



In pairs, let the students draw sketches of short folktales that they have ever heard from their communities. Let them give their sketches to their partners and write the story.

## Lesson 11

Student's Book, page 188.

**Specific Objective:** The students will be able to build up a meaningful story composed in bits by different students.

**Lesson content:** Building up a meaningful story composed in bits by different students.

- Step 1: Review the guidelines of writing a good folktale.  
 Step 2: In groups, let the students select folktales they are going to write about.  
 Step 3: Let the first student write the beginning sentence eg Once upon a time, there was a...  
 Step 4: Let this student pass this sentence to the next person to rewrite it and add on his/her bit of the story.  
 Step 5: Ask the next person to also add on her/his bit of the story until all the group members have written down their parts.  
 Step 6: Let the last person write her/his part and then read out the whole story to the class.  
 Step 7: Make a summary of all the stories read and give positive comments.

Let students use the phrases to form a story about "Why the cats kill rats". Accept all possible compositions in narrative compelling style.



### Assessment questions and Extra work

#### Assessment questions

Ask students to discuss these questions in small groups in their free time.

1. Why do you think writers use animals to speak and do things of human beings? Choose one story (not covered in this unit) and tell a partner what the story was about.
2. Think of any animal you would wish to become. Tell a partner why you wish you were that animal.
3. Use any animal story (fable) you have read to list down the behaviour of the animals.
4. Think of a story that explains the nature of animals and tell it to a partner.

*Example:* Why the snake crawls? Why a giraffe has a long neck? Etc.

#### Extra work

Choose 3 story books you have read and list their moral lessons. Present the information in a table like this.

Title of the story/Author	Moral lesson
1. Animal farm (George Orwell)	Corruption, power struggle, greed, exploitation, nepotism, dictatorship.
2.	
3.	

### Exercise One

A. **Expected answers**, Student's Book, Page 189.

1. After two months, my brother was discharged from hospital.
2. A wife controls the income generating business.
3. Every man tries to find a job in town.
4. After the wedding, the couple starts living together.
5. Before marriage takes place, the future couple is advised by parents.
6. In certain cultures, before a son gets married, parents do not include him in the family inheritance list.

B. **Expected answers**, Student's Book, page 189.

1. Barks of trees are preserved so that people get medicine from them.
2. Many people visit forests so that they get herbs for medicine from them.
3. The liquid was so bitter that nobody could take it.
4. Askale is so resourceful that she managed to get us leaves from a eucalyptus tree.
5. The special herbs should be preserved in our communities so that children will learn about them in future.
6. You ought to prune the herbal tree so that you get good yields.
7. Scientists need to identify more herbs for medicine so that we have enough to treat our diseases.
8. Herbs are chewed so that they treat several stomach complications.

C. **Expected answers**, Student's Book, page 189.

Student's responses will vary from one another.

Accept any correct answer focusing on conservation of herbal medicine.

### Exercise Two

Students Book, Page 190.

A. **Expected answers**, Students Book, Page 190.

*The flowering plant*

Flowering plants are **plants** which when mature produce **seeds** that form fruits and **flowers**.

**Flowering** plants form the biggest part of the **plant kingdom**. And they are regarded as the more advanced plants. A mature flowering plant, consists of two basic parts, namely **terminal bud** and the root system. Plants that have true **flowers**, which bear reproductive **organs**, are called **Angio sperms**. The sap is found covered or hidden inside the fruit hence the name **Angio sperm**. The shoot system is the part of the **flowering** plant which is above the ground. The **root system** is the part of the flowering plant which is down in the ground.

B. **Expected answers**, Students Book, Page 190.

1. Ethiopian students draw pictures in the last National Art competition.
2. The judge sits in the chambers to admire wall painting.
3. The visitors enjoy picture displays in the gallery.
4. Mestine wonders at the sculptures fitness.
5. The tourists buy many art pieces at the shop.

6. The beauty of the flower vase fascinates Frehirot.
7. Hailu stares at the wonderful work of art.

**C. Expected answers**, Students Book, page 190.

1. Supper will be prepared at the time by the cook.
2. The car will be taken by the driver to the garage.
3. Gete will compose a new song.
4. Cotton seeds will in March be shown by many farmers.
5. Our compositions homework will be written.
6. John will take the book.
7. Will food be taken by Adam?
8. The school compound will be cleaned by the children.
9. The news will be ready Tibebu over the radio.
10. Hana will paint the house.

**D. Expected answers**, Students Book, Page 191.

1. If it rains this afternoon, we shall not play football.
2. Endale's netball team would win if it practised hard.
3. If I saw the queen today, I would be surprised.
4. Saida would not have been successful if she had worked very hard.
5. There would be a drought soon unless it rained.
6. We would be able to solve the problems if we were two people.
7. What can I tell her if she asks me?
8. Your artwork would sell quickly if you had put in very attractive materials
9. They would have caught the plane to South Africa if they had come in time.

### Exercise Three

Student's Book, Page 192.

**A. Expected answers**, Student's Book, page 192.

1. Kelifa Seldom goes to Dubai.
2. Rarely do they clean their toilets.
3. We do not usually go to that place.
4. Last week, Mestawit hurriedly went to Addis Ababa.
5. Let's go to the movie tonight.

**B. Expected answers**

Student's Book, Page 192

Students response will vary from one another

Accept any correct answer.

**C. Expected answers**

Gambela National Park	—	Congo
Mabira Forest	—	Ethiopia
Lake Fagnibine	—	Sudan
Boma National Park	—	Uganda
Lake Volta	—	Ghana
Congo Forest	—	Ghana

**Exercise Four**

Student's Book, Page 193.

**A. Expected answers**

Student's response will vary from one another.

Accept any correct answer.

**B. Expected answers**

- (i) True
- (ii) True
- (iii) True
- (iv) True
- (v) True
- (vi) False
- (vii) False
- (viii) True
- (ix) True
- (x) True

**C. Expected answers**

1. They have all beaten the grass to put the fire out.
2. Now I have begun to understand everything.
3. I have forgotten your name.
4. We have lit a fire to keep us warm.
5. My father has sown beans.

**Exercise Five**

Student's book, page 193.

**A. Expected answers**

Students responses will vary from one another.

When awarding marks, look for: title, paragraph structuring, theme, coherence, originality of the stories/ compositions, punctuation, spelling and neatness.

**B. Expected answers**

Students will form as many sentences from the table as possible. Guide them where they experience



3. The boy could not hurry to school because he knew his grade. He thought he had not performed well.
4. He yelled because he had passed his National Exams.
5. Student's response will vary from one another.
6. Accept any correct answer.

### Exercise Eight

Student's book, page 196.

#### A. Expected answers

- A : Good morning. Have you got any blue cloth?  
B : Sorry! I had some yesterday but there's none left. There will be no more till Bereket brings me some.  
A : All right, I'll have some of this flour. I want one with no insects in it.  
B : That's 12 birr please.  
A : Alright, I'll pay you when i come back.

#### B. Expected answers

- A : Hello! Have you got some blue combs?  
B : Sorry, I had some three days ago, but there are none left. There will be no more till my brother returns from the Town.  
A : All right, I'll have some of these torches. I want one without any dirt on them.  
B : That's 12 birr please.  
A : Alright, I'll pay you when I have sold my oranges.

#### C. Expected answers

- A: Good evening. Have you got some fresh bread?  
B: Sorry, I had some on Tuesday, but there's none left. There will be no more till the lorry comes back.  
A: Alright, I'll have some of these cigarettes. I want one without any dirt on them.  
B: That's 12 birr please.  
A: Alright, I will pay you when I see you again.

#### D. Expected answers

1. The name of Getachew's uncle is Demissew.
2. The uncle wants to inform Getachew's parents about his journey to Australia.
3. Getachew's father had gone to his club for a meeting.
4. Getachew's uncle will go to Australia in two weeks time.
5. The request Getachew made to his uncle was to bring him a pair of shoes.
6. Accept any correct answer.
7. Accept any correct answer.

# Syllabus

## Introduction

- In Grade 8 the students have 5 periods of English a week. The syllabus contains **14 units and each unit is divided into 11 periods**. There should also be two revision units (each of eight periods each), one at the end of each semester. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competences.
- As in Grades 7, Grade 8 continues to prepare students for leaving school or attending secondary school, where the medium of instruction is English. There continues to be equal focus on all four skills and the use of some authentic materials for listening and reading. Grade 8 also continues to build up sub skills and learning strategies so students become more independent in all four skills.
- The main goal is for students to leave primary school with a basic command of the English language. This includes about 1000 words and a range of structures so they can communicate in a number of topic areas using past, present and future.
- Teachers are strongly advised to look at the Grade 8 Minimum Learning Competences for all of the four skills which also act as objectives.

## Unit 1: A popular sport (11 periods)

**Unit Outcomes:** Students will be able to discuss sports.

**Vocabulary:** Sports e.g. football, volleyball etc. Equipment e.g. net, ball, glove, bat etc. Place for playing sports e.g. court, pitch etc. Sporting verbs e.g. win, lose, kick, play etc. Players e.g. footballer etc. Qualities to be a good sports person e.g. fitness, ambitions.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> <li>listen to explanations and respond accordingly</li> </ul>	Present simple E.g. football is popular. Yes/no and wh-questions Do people play handball in your town? How many players are there in a football team? How long is a volleyball game?	<ul style="list-style-type: none"> <li>Students brainstorm names of sports</li> <li>Students look at sporting symbols and name the sport. E.g. picture of a basket = basketball picture of a net = volleyball picture of gloves = boxing</li> </ul>
<ul style="list-style-type: none"> <li>ask and answer questions about sports</li> </ul>	Present simple passive questions Where is it played?/When is it played?	<ul style="list-style-type: none"> <li>Students listen to a text about different sports and complete a chart with information: E.g. name of sport/when played/where played/ how many players/equipment needed etc.</li> <li>Students ask and answer questions using the information in the chart</li> <li>Students make vocabulary networks by grouping sports vocabulary into sport, equipment, place etc. They talk about the vocabulary using relative pronouns.</li> </ul>
<ul style="list-style-type: none"> <li>participate in oral activities in pairs and groups</li> </ul>	Do/play/go + sports E.g. do athletics, play football, go running Relative pronouns: which/that, who, where E.g. A football pitch is a place where you play football. A net is equipment which you need to play basketball	<ul style="list-style-type: none"> <li>Students talk about the sports in their area. What game is common in your area? Is football popular? Yes, it is./No, it isn't.</li> <li>Students ask and answer questions about sports in pairs. Do you play...? Yes, I do. / No, I don't.</li> </ul>
	..better than...because..	<ul style="list-style-type: none"> <li>Students conduct a class survey. What sports do you play/like? They ask students to give reasons as to why they prefer different sports e.g. Football is better than basketball because .... Students report information orally/in writing.</li> <li>In groups students discuss the qualities needed to be a good sportsman/woman. They rank qualities in order of importance.</li> <li>Students debate their favourite sportsmen/women and teams.</li> <li>Students talk about their sporting hero - what makes him/her their hero.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>predict the content of the passage from pre-reading activities.</li> <li>read passages and answer comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>A passage about a famous sportsman/woman</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows a picture/tells the name of a famous sportsman/woman. Students brainstorm anything they know about him/her. -Students read the text to check their information</li> <li>Students read the text and answer comprehension questions.</li> </ul>



Students will be able to:	C. Writing	
<ul style="list-style-type: none"> <li>complete the summary of a text</li> <li>write guided paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>A summary</li> <li>A guided paragraph about a sportsman/woman using prompt cues</li> </ul>	<ul style="list-style-type: none"> <li>Students complete a cloze text paragraph to summarise the text they have read</li> <li>Students take information from a table and write a paragraph about a sportsman/woman.</li> </ul>

**Assessment**

Speaking and Listening: Students look again at the reading passage about a famous sports person. They ask and answer questions about the person and their sport.

Reading and Writing: Students fill in the gaps in a short passage about a sport using words from a list e.g. do/play/go.

**Unit 2: Story/poem (11 periods)**

**Unit Outcomes:** Students will be able to listen to texts for enjoyment and express their feelings.

**Vocabulary:** Adjectives to describe people physically and in character.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>use social expressions for asking for and giving advice and regret</li> </ul>	Modal verbs for advice <ul style="list-style-type: none"> <li>He /she should/had better</li> <li>She/he could</li> <li>He/she ought to</li> <li>She/he needs to</li> </ul> Modal verbs for regret (past) <ul style="list-style-type: none"> <li>He could/should have + past participle</li> </ul>	Teacher recycles and adds to language of advice. Students read sentences about people’s problems (e.g. I feel ill) and give advice (you had better go to the clinic). Teacher introduces the concept of regret. “I felt ill. Later I was sick. I should have gone to the doctor”. Students practise in pairs talking about their problems and what they should/could have done.
<ul style="list-style-type: none"> <li>listen to stories for enjoyment and express their feelings</li> </ul>	Past simple tense It was He wore He saw	<ul style="list-style-type: none"> <li>Group Listening Challenge:                      Teacher instructs the class to listen very carefully to a short narrative passage as they will have to answer questions on the content.                      He/she reads the passage twice. In groups of 4 the students jot down as many points as they can remember after each reading. The teacher asks a series of simple questions based on the text and using the group’s collective memory, the students write down the answers in sentences.                      e.g. What time was it when Tsegaye entered the house? What was he wearing?                      The teacher awards points for correct answers – the group(s) with the most points win the challenge</li> </ul>
<b>Students will be able to:</b>	<b>B Reading</b>	
<ul style="list-style-type: none"> <li>read and for enjoyment and express their feelings</li> <li>predict the content of a passage</li> </ul>	Short story set in Ethiopia concerning a child in a difficult situation e.g. being bullied/ feeling lonely/ homeless. (Text divided into 3 sections)	1.1 Teacher reads aloud the first section of the story. (Students have copy to follow) 1.2 Students respond to what they heard – establishing setting/situation etc. 1.3 In groups, the students predict what may happen next 1.4 Teacher takes feedback and encourages class discussion. 1.1 Students in their groups read the second section of the text. 1.2 Group discussion on how the story has developed. How close were their predictions? 1.3 Students to make judgements on the actions taken by the various characters. E.g. He should have _____ 1.4 Giving advice: groups to decide what course of action the main character should take next. ‘He should..’ ‘She ought to..’ 3.1 Teacher to read the ending of the story 3.2 Class to discuss the ending – is it a good ending? How do they think it should have ended?
<ul style="list-style-type: none"> <li>transfer ideas from a reading text into pictures and captions to summarise.</li> </ul>		<ul style="list-style-type: none"> <li>The teacher divides the class into 3 large groups. Each group will work on a different part of the narrative.</li> <li>In pairs, students select 4-6 main images from their section of the narrative and ‘storyboard’ these, using captions.</li> <li>Students’ work displayed in the classroom for viewing and comment.</li> </ul>

# Syllabus

Students will be able to:	C Writing	
<ul style="list-style-type: none"> <li>write a summary of what they have read in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Sentences about a poem</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reads a poem which describes a person in some detail. The poem is used as a writing stimulus. Students volunteer words/phrases that they like. Students explain the reasons behind their choices.</li> <li>Groups talk about the character described in the poem – what have they learned about him/her?</li> <li>Teacher puts writing scaffold on the board to help structure response.               <ul style="list-style-type: none"> <li>The poem describes .....</li> <li>I like the words ‘.....’ because.....</li> <li>The person described reminds me of .....</li> <li>because .....</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>write a short paragraph on a person they know</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph/poem writing</li> </ul>	<ul style="list-style-type: none"> <li>Students write a ‘pen portrait’ of someone they know well e.g. parent, sibling, close friend. Students share their writing within a small group.</li> </ul>

## Assessment

Speaking and listening: Students think of some regrets and make sentences. E.g. I should have passed the test. They tell each other their regrets and ask questions about the regret e.g. why didn’t you pass the test? Did you study? Etc.

Writing: Students write down their regrets.

## Unit 3: The city and the country (11 periods)

**Unit Outcomes:** Students will be able to compare life in the city with life in the country.

**Vocabulary:** Continents, Non African countries e.g. Great Britain, France, Italy, China, America, countries in Middle East. City and countryside adjectives - polluted, populated, clean, beautiful, noisy, quiet, crowded, healthy, bad, good, more, little etc.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> </ul>	Non African countries and continents	<ul style="list-style-type: none"> <li>Students brainstorm all the countries they know and say something about them. Teacher adds key new countries – students say anything they know about them. Students divide them into continents and locate continents on a map.</li> </ul>
<ul style="list-style-type: none"> <li>listen to a text and fill in a chart</li> </ul>		<ul style="list-style-type: none"> <li>Students listen to a text about life in a city and life in the country. Students pick out advantages / disadvantages and complete chart.</li> </ul>
<ul style="list-style-type: none"> <li>describe and compare in detail places and people</li> </ul>	Comparatives: Using –er, more + adjective/nouns and irregular comparatives. Using as.... as, not as....as..., not so ....as ... E.g. 1 Cities are noisier than the country. 2 Cities are more populated than the country. 3 The city isn’t as green as the city. 4 The country doesn’t have so many buildings as the city Used to – to express past habit E.g. 1. Addis Ababa is more polluted now. It used to be cleaner thirty years ago. E.g. 2 The country has more cars and buses now. There used to be only donkeys and horses	<ul style="list-style-type: none"> <li>Teacher recycles the formation of comparative adjectives by giving many examples.              E.g. Adjective + -er: clean, quiet              More + adjective: polluted, crowded              Irregular comparatives: bad, good, little              As...as, not as...as, not so...as...              Then students are asked to use the adjectives in meaningful sentences about city/country life.</li> <li>Using present simple, students describe villages/towns they know.</li> <li>Teacher describes a city/a small town at present by using the present simple tense.              E.g. This town is quiet.</li> <li>Teacher gives examples of what that place used to be like in the past and asks students to work in pairs and make similar sentences about their city/small town/village.              E.g. It used to be quieter ten years ago.</li> </ul>
<ul style="list-style-type: none"> <li>participate in oral activities in groups</li> </ul>	Present simple tense Past simple	<ul style="list-style-type: none"> <li>Students look at pictures (present and past) of a place. They are asked to identify the changes and make comparative sentences              E.g. 1 This place/village used to be cleaner.              2 It has more buildings than it used to have.</li> </ul>

<ul style="list-style-type: none"> <li>use social expressions of agreeing and disagreeing.</li> </ul>	Language of agreeing and disagreeing <ul style="list-style-type: none"> <li>You're quite right</li> <li>I'm afraid I disagree</li> </ul>	<ul style="list-style-type: none"> <li>Teacher revises and adds to language of agreeing and disagreeing</li> <li>Students have a debate about which is better: living in a city or living in the country.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>read and transfer ideas from passages into tables</li> </ul>	<ul style="list-style-type: none"> <li>A passage/text about a city and the country for comparison</li> </ul>	<ul style="list-style-type: none"> <li>Students are given two texts about a city and a small village in the country. They read the texts and work in groups to transfer information into tables e.g. size, location, facilities etc.. When they have finished they talk about their similarities and differences.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>complete paragraphs by adding appropriate words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph completion</li> </ul>	<ul style="list-style-type: none"> <li>Students are given a list of adjectives. They change them into comparative forms to complete paragraphs. E.g. crowded more crowded noisy noisier good better</li> </ul>
<ul style="list-style-type: none"> <li>apply spelling strategies when writing words</li> </ul>		<ul style="list-style-type: none"> <li>Teacher goes through spelling strategies for comparatives E.g. 1. Adjectives ending in 'y' such as 'noisy' add 'ier' e.g. 'noisier'. E.g. 2 One syllable adjectives that end in consonant, vowel, consonant such as 'big' double the last letter for the comparative e.g. 'bigger'</li> </ul>
<ul style="list-style-type: none"> <li>write a guided paragraph about the city/town they live in</li> </ul>	<ul style="list-style-type: none"> <li>A descriptive paragraph about student's city/village now and in the past</li> </ul>	<ul style="list-style-type: none"> <li>Students write a paragraph about their town/city by comparing its present state with the past, using adjectives and prompts (e.g. size, population, facilities etc.)</li> </ul>

**Assessment**

Speaking and listening: Using prompts such as size, population, facilities, now and 5 years ago students describe their towns/villages  
Writing: Students write sentences comparing their town/village with another town/village they know.

**Unit 4: Education for all (11 periods)**

Unit Outcomes: Students will be able to give information about the issues surrounding education in Ethiopia.

Vocabulary: Primary, secondary, higher education, lesson, period, problem, barrier, solution, drop out. Language of graphs – go up, go down, stay the same.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>listen to a text and answer questions</li> </ul>	Past simple E.g. They graduated in 1993. She came to school early. Many girls lost the chance to... Present simple E.g. Aberash lives in a hostel.	<ul style="list-style-type: none"> <li>Students listen to a text about a girl who is studying at university. The text should include information about how she became successful, the support she received and the barriers she faced and overcame. They answer questions about the text and discuss their feelings about it.</li> </ul>
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> </ul>	Reasoning: because of, as a result E.g. Many students drop out of school because of responsibilities at home	<ul style="list-style-type: none"> <li>Students look at graphs about education attendance in Ethiopia and make sentences.</li> </ul>
<ul style="list-style-type: none"> <li>participate in oral activities in groups</li> </ul>	Ought to, should, must E.g. We should/ought to do something for girls' education. Boys should help with housework. We must give equal opportunities to boys and girls. Will/won't I think.....will..... E.g. I think many girls will go to university. I think Fatuma will pass the exam.	<ul style="list-style-type: none"> <li>Students brainstorm in groups all the problems/barriers to education in Ethiopia. Groups present their work to the class using the language of reasoning. E.g. Many girls marry early. As a result they drop out of school.</li> <li>Students predict and give advice on what changes will happen in the future with education in Ethiopia.</li> </ul>

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Students will be able to:	B. Reading	
<ul style="list-style-type: none"> <li>read passages and answer comprehension</li> </ul>	<ul style="list-style-type: none"> <li>a passage about a boy who stopped going to school.</li> </ul>	<ul style="list-style-type: none"> <li>Students pick out past simple, present simple, and will from the reading passage. Students read the text and answer comprehension questions (e.g. why the boy stopped; what happened next).</li> </ul>
<ul style="list-style-type: none"> <li>interpret graphs</li> <li>complete sentences and paragraphs by adding appropriate words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>graphs about girls' education in Ethiopia</li> </ul>	<ul style="list-style-type: none"> <li>Students read the graphs and interpret the data. They complete gap-fill sentences.</li> </ul>
<ul style="list-style-type: none"> <li>read authentic materials and respond accordingly</li> </ul>	<ul style="list-style-type: none"> <li>an authentic passage about education in Ethiopia</li> </ul>	<ul style="list-style-type: none"> <li>Students read questions and find answers in the passage.</li> </ul>
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> <li>write a summary of what they have read in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Slogans</li> </ul>	<ul style="list-style-type: none"> <li>Students write short slogans highlighting the importance of "Education for All" based on information from the listening and reading passages. They use 'should', 'ought to', 'must' and say them to the class. Students collect slogans and create a poster.</li> </ul>
<ul style="list-style-type: none"> <li>write guided paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Students write a paragraph about the school system in Ethiopia using prompts (e.g. starts grade 1, secondary grade 9, examinations etc.)</li> </ul>
<ul style="list-style-type: none"> <li>write a letter to a friend</li> </ul>	<ul style="list-style-type: none"> <li>A short letter</li> </ul>	<ul style="list-style-type: none"> <li>Teacher recycles informal letter language e.g. Dear, I hope you are well, I am fine. Love from etc.</li> <li>Teacher tells students to write a short letter to a friend in another town/village describing their school life. Students brainstorm the content e.g. what they like/dislike about school, number of students, favourite subjects etc. Students use these ideas to write the letter.</li> </ul>

## Assessment

Speaking and listening: Students role play a dialogue between a boy/girl who is out of school and a friend. The boy/girl out of school describes her situation. The friend offers advice.

Reading and writing: Students interpret a graph related to education and write sentences to describe the trends.

## Unit 5: A scientist discovers (11 periods)

Unit Outcomes: Students will be able to give information about discoveries/inventions.

Vocabulary: Bilharzia, snail, river bank, soap, die, wash, kill, discover, invent, disease, sequencing words e.g. first, next etc.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> <li>listen to information and respond accordingly</li> <li>participate in oral activities in groups</li> </ul>	Must/mustn't e.g. you mustn't swim in still water	<ul style="list-style-type: none"> <li>Teacher shows a picture of a lake/river and asks students how it benefits the local population. He/she also asks students to identify any dangers in the lake</li> <li>Students listen to a text giving medical information/advice about bilharzia. They complete a table with phrases (must/mustn't).</li> <li>In groups students are given other diseases and come up with lists of what you must or mustn't do</li> </ul>
<ul style="list-style-type: none"> <li>speak in detail about events in the past.</li> </ul>	When/while Past simple Past continuous	<ul style="list-style-type: none"> <li>Students look at pictures of people/activities and say what was happening and when (using past continuous and past simple)            E.g. The man was walking down the street when it started to rain.</li> </ul>

Students will be able to	B. Reading	
<ul style="list-style-type: none"> <li>predict the content of the passage from pre-reading activities</li> <li>read passage and answer comprehension</li> </ul>	<ul style="list-style-type: none"> <li>A narrative about the Ethiopian scientist who studied bilharzia and discovered a cure/treatment</li> </ul> Sequencing words E.g. first, first of all, then, next, after that, finally etc	<ul style="list-style-type: none"> <li>Students look at pictures from the story of the scientist finding a cure for bilharzia. They put pictures in the correct order and predict details of the story.</li> <li>Students read the text, check order of pictures and answer comprehension questions.</li> <li>Students retell story from pictures using sequencing words.</li> </ul>
Students will be able to	C. Writing	
<ul style="list-style-type: none"> <li>join sentences using relative pronouns</li> <li>write sentences using 'when' and 'while'</li> <li>apply spelling strategies when writing words</li> </ul>	<ul style="list-style-type: none"> <li>Sentences - who/ which/ that (recycled)</li> </ul>	<ul style="list-style-type: none"> <li>Students join two sentences together using relative pronouns who/which/that e.g. Bilharzia is found in lakes in Ethiopia. It is a common disease in Ethiopia = Bilharzia, which is found in lakes, is a common disease in Ethiopia.</li> <li>Students look at pictures and write sentences in the past continuous using 'when' and 'while'. -Teacher reminds students of spelling strategies for verb +ing and they check their work.</li> </ul>
<ul style="list-style-type: none"> <li>write a summary of what they have read in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>A poster</li> </ul>	<ul style="list-style-type: none"> <li>Students create a poster with information about bilharzia and advice to prevent its spread/infecting people.</li> </ul>
<ul style="list-style-type: none"> <li>produce and expand phrases and sentences on familiar topics into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about a discovery/ invention</li> </ul>	<ul style="list-style-type: none"> <li>Students look at pictures about a discovery/invention and write a sentence for each using past tenses. Students form a paragraph from these sentences.</li> </ul>
<ul style="list-style-type: none"> <li>write a story of their own</li> </ul>	<ul style="list-style-type: none"> <li>Short story</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows a picture of an old, unfamiliar-looking man. Students react with words. The teacher gives a title 'The clever professor'. Students react with words and ideas. Teacher puts prompts on the blackboard:               <ul style="list-style-type: none"> <li>Describe man</li> <li>What does he invent/discover</li> <li>What happens to him</li> </ul> </li> <li>Using their ideas on the blackboard and the prompts students make up stories and then write them in pairs or individually.</li> </ul>

### Assessment

Speaking and listening: Students use the pictures from the writing activity to ask and answer questions about the discovery/invention.

Reading: Students are given sentences with jumbled words. They arrange the words in the correct order in each sentence and then arrange the sentences into a paragraph. (The paragraph is about a discovery and includes sequencing words).

### Unit 6: Personal future plans (11 periods)

Unit Outcomes: Students will be able to give information about their future plans.

Vocabulary: Words related to future plans- leave, arrive, travel, visit, phone, spend, take, go, open, start etc.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> <li>talk about their future plans</li> </ul>	<ul style="list-style-type: none"> <li>Going to + infinitive (intention)</li> <li>Either/or</li> </ul> E.g. I am going to either Awassa or Harar Present continuous for future plans E.g. I am visiting Addis <ul style="list-style-type: none"> <li>Probable conditional - f/when + present simple, will + infinitive</li> </ul> E.g. If I have enough money, I'll go to Harar	<ul style="list-style-type: none"> <li>Going to + infinitive (intention)</li> <li>Either/or</li> </ul> E.g. I am going to either Hawassa or Harari. Present continuous for future plans E.g. I am visiting Addis <ul style="list-style-type: none"> <li>Probable conditional - f/when + present simple, will + infinitive</li> </ul> E.g. If I have enough money, I'll go to Harar

# Syllabus

<ul style="list-style-type: none"> <li>listen to conversations and identify the gist</li> <li>sum up the main points made in a discussion</li> </ul>		<ul style="list-style-type: none"> <li>Students listen to 6 short conversations. After each one they write a sentence with 'If/when...., will' to sum up the conversation.</li> </ul> <p>E.g.       A: You look pleased               B: Yes I am. I passed the examination.               A: Great, I know you studied hard.               B: Yes, I did. = If you study hard, you'll pass the examination.</p>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>read authentic materials and respond accordingly</li> <li>read and report what they have read</li> </ul>	<ul style="list-style-type: none"> <li>An article in a newspaper about building a new road/hotel complex/hospital/development project</li> </ul>	<ul style="list-style-type: none"> <li>Students read the text and report what they have read using going to or present continuous e.g. They are building a new hospital next to the market. It is going to take 6 months.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>take dictation of a paragraph on a familiar topics</li> <li>apply spelling strategies when writing words</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Students take a dictation of a paragraph about someone's future plans. They compare their dictations and correct each other's spelling applying strategies that they know.</li> </ul>
<ul style="list-style-type: none"> <li>produce and expand phrases and sentences on familiar topics into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about future plans</li> </ul>	<ul style="list-style-type: none"> <li>Students list the activities they are going to do in the future, dividing them into short/medium/long-term plans and develop a paragraph based on the list.</li> </ul>
<ul style="list-style-type: none"> <li>write a letter to a friend</li> </ul>	<ul style="list-style-type: none"> <li>Short letter to a friend</li> </ul>	<ul style="list-style-type: none"> <li>Students write a letter to a friend incorporating their plans for the future.</li> </ul>

## Assessment

- Speaking and listening: The teacher writes prompts on the board such as tomorrow, next Wednesday, next week, next month, next year. Students use the prompts to ask and answer questions.
- Reading and writing: Students read short paragraphs or dialogues and summarise the content using a sentence beginning with 'if'.

## Unit 7: A day in the life of... (11 periods)

Unit Outcomes: Students will be able to describe and appreciate jobs done by children.

Vocabulary: Jobs done by children e.g. shoe shine boy, street vendor, weaver etc.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>listen to conversations and discussions and answer questions</li> </ul>	Wh-questions/Yes/no questions (interview) 'Although' and 'but' E.g. Although I can pay for my school books, I don't have enough time to study Present simple	<ul style="list-style-type: none"> <li>Students listen to a child talking about his/her job and the difficulties of working and studying. Students answer questions.</li> <li>Teacher recycles 'but' and introduces 'although'. Students make sentences about the child using 'but' and 'although'.</li> </ul>
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> <li>participate in oral activities in groups</li> </ul>		<ul style="list-style-type: none"> <li>Students brainstorm the jobs that children do in their area.</li> <li>Students talk about the children in their area who earn money by doing different jobs whilst also going to school. E.g. Shoeshine boy, weaver, goatherd, sugarcane seller, bus conductor</li> <li>(Note: the writing of the role play cards need to precede this activity)</li> </ul> <p>In groups of three, one student is an interviewer, one is an interviewee (a child who works) and one student is an observer/reporter. The interviewee plays the role of a working child and, using role-play card (written by student earlier in writing activity), answers questions about his/her life (how/earn money, when/go to school etc).</p>

<ul style="list-style-type: none"> <li>report simple information statements, remarks and questions from different sources</li> </ul>	Reported statements E.g. He says he works 12 hours a day	The observer/reporter reports the answers given: E.g. "I am a shoeshine boy." He says that he is a shoeshine boy.
<ul style="list-style-type: none"> <li>sum up the main points made in a discussion</li> </ul>		<ul style="list-style-type: none"> <li>Students then summarise the lifestyle and present to the class</li> </ul>
<ul style="list-style-type: none"> <li>take part in oral activities in pairs</li> </ul>	Probable conditional with 'if' (recycled)	<ul style="list-style-type: none"> <li>In pairs students say/write predictions about the life of a child who works: E.g. If he doesn't shine shoes, what will happen? If he doesn't shine shoes, he won't earn money. If he doesn't earn money, he won't go to school.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>arrange 3-4 paragraphs in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>A description of a shoeshine boy who also attends school</li> </ul>	<ul style="list-style-type: none"> <li>Students are told the title of the passage and are given a few minutes to quickly scan the paragraphs and put them in the right order. Students compare and discuss their answers.</li> </ul>
<ul style="list-style-type: none"> <li>read passages and answer comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>A story about a poor boy who is lucky.</li> </ul>	<ul style="list-style-type: none"> <li>Students read text and answer comprehension questions about a shoeshine boy. Students identify advantages/disadvantages of shoeshine boy's life</li> </ul>
<ul style="list-style-type: none"> <li>read for enjoyment and express their feelings about stories</li> </ul>		<ul style="list-style-type: none"> <li>Students read a story and express their feelings about it</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>complete sentences by adding appropriate words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Role play card</li> </ul>	<ul style="list-style-type: none"> <li>In threes, students write role play cards (based on a template) for roleplay activity: E.g. name/age/job/where live/what do/how much earn/ when go to school etc</li> </ul>
<ul style="list-style-type: none"> <li>write a short paragraph on an everyday topic</li> </ul>	<ul style="list-style-type: none"> <li>Gap-fill sentences and sentence transformations</li> </ul>	<ul style="list-style-type: none"> <li>Students do sentence transformations (direct speech to reported statements).</li> <li>Students complete gap-fill sentences (to complete reported statements).</li> </ul>
	<ul style="list-style-type: none"> <li>Sentences in a short paragraph about daily routine of a farm boy and a young girl who carries wood</li> </ul>	<ul style="list-style-type: none"> <li>Students are split into 2 groups. Students order daily activities either of a farm boy or a young wood carrier: E.g. Activity 1: get up Activity 2: get dressed. Activity 3: leave the house etc. Students complete guided paragraph about the daily routine of their chosen child worker.</li> <li>Students in pairs share information about their chosen child worker. They form questions and ask/answer questions.</li> </ul>

**Assessment**

Speaking and Listening: Students are put into groups of three. One will ask questions, another will answer questions and the third will observe. After each question and answer the observer will report the information.

E.g. A : What do you do in the morning?

B : I go to school.

C : He/she says he/she goes to school.

Writing:

Students write a short paragraph about themselves (what they do every day in school as compared to the life of a shoeshine boy who does not go to school).

**Unit 8: Making Ethiopian coffee (11 periods)**

Unit Outcomes: Students will be able to describe different processes.

Vocabulary: Process verbs, food items/ingredients, adjectives about food.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>listen to explanations and respond accordingly</li> </ul>	Present simple passive E.g. Coffee beans are packed/washed Coffee is produced So (that) e.g. the beans are washed so (that) they are clean	<ul style="list-style-type: none"> <li>Students listen to the process of producing bags of coffee (from planting coffee bush to putting bags on shop shelves). Students put pictures in the correct order to match process.</li> </ul>

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<ul style="list-style-type: none"> <li>describe processes</li> </ul>	Sequencing words: First, next, then, finally, before, after E.g. The process of making Ethiopian coffee is like this: first, the coffee beans are washed; nex...; then ..	<ul style="list-style-type: none"> <li>In pairs students retell the process of producing coffee. They give basic explanations for why things are done using 'so'.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>arrange sentences in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>A passage about the process of producing a bottle of mineral water</li> </ul>	<ul style="list-style-type: none"> <li>Students read a jumbled up paragraph from a text about the process of producing a bottle of mineral water. They order the sentences to describe a logical process.</li> </ul>
<ul style="list-style-type: none"> <li>read to find out definitions, reasons and cause and effect relationships in a text</li> </ul>		<ul style="list-style-type: none"> <li>Students are given 5 words from the whole text that are also defined in the text. They read the whole text to find the meanings. They read the rest of the text and answer questions on reasons and cause and effect relationships</li> </ul>
<ul style="list-style-type: none"> <li>listen/read simple poems for enjoyment and express their feelings</li> </ul>	<ul style="list-style-type: none"> <li>A poem about food</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to the teacher read a poem about food and follow in their books. They express their feelings about the poem through prompts e.g. Do you like it? Why/why not? What does the poem make you think of?</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
	<ul style="list-style-type: none"> <li>vocabulary networks (ingredients/food items)</li> </ul>	<ul style="list-style-type: none"> <li>Students match ingredients of some food items to pictures and create food vocabulary networks (e.g. fruit words, vegetable words, dairy products, meat etc. adjectives about food).</li> </ul>
<ul style="list-style-type: none"> <li>complete a paragraph by adding appropriate word and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Gap fill paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Students complete paragraph with present simple active or passive.</li> </ul>
<ul style="list-style-type: none"> <li>write a paragraph on a process</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph using sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>Students write a paragraph about the process of producing another food or drink item E.g. Bag of sugar, tin of fruit etc</li> </ul>
<ul style="list-style-type: none"> <li>write a poem of their own</li> </ul>	<ul style="list-style-type: none"> <li>A poem about food</li> </ul>	<ul style="list-style-type: none"> <li>The teacher shows pictures of food and students use their vocabulary networks to associate food with adjectives, people etc. Using the model from the reading passage, they write simple poems about food. They illustrate the poems and display them in the classroom</li> </ul>

## Assessment

Speaking and listening: In groups students describe the same process as they read about. Each student gives one sentence.  
 Writing: Students use picture prompts to write sentences in the present simple passive.

## Unit 9: Plants for medical use (11 periods)

Unit Outcomes: Students will be able to give information about plants and their medical uses.

Vocabulary: Basic health problems -ache (e.g. headache, stomach ache, toothache), pain in, cure, treat, verbs: boil, grind, dry, pound, chop, chew, stir, inhale, seed, leaf, root, bark, sap.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>listen in order to transfer ideas from passages into tables</li> <li>contribute to group brainstorming</li> <li>describe plants they know and their importance</li> </ul>	Should/shouldn't E.g. You shouldn't water them too much  Present simple passive Reasoning: as a result, because of, consequently, however, so (that)	<ul style="list-style-type: none"> <li>Teacher/students bring in plants to classroom.</li> <li>Students listen to a text on how to conserve plants. They complete a table (should/shouldn't).</li> <li>Students brainstorm different plants that have medicinal properties.</li> <li>Students describe the medicinal importance of different plants using present simple passive and reasoning words E.g. "Koso" is used for killing tape worms. As a result of taking 'koso', you will feel better.</li> </ul>



<ul style="list-style-type: none"> <li>participate in oral activities in pairs or groups</li> </ul>	<p>Ought to, had better E.g. You'd better boil the leaves to make tea.</p>	<ul style="list-style-type: none"> <li>Students form groups of six and give advice on how plants/herbs can be used for medicinal purposes using language patterns E.g. You should/had better take "koso" if you have a stomach ache.</li> <li>Students talk about the issue of conserving plants and list the dos and don'ts.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>read to find out definitions, reasons and cause and effect relationships in a text</li> </ul>	<ul style="list-style-type: none"> <li>A passage on the medicinal value of plants/herbs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher writes six words from the passage on the blackboard. Students guess their meaning.</li> <li>Students look for the definition of these words in the passage. Teacher checks understanding.</li> <li>Students read the passage again and answer comprehension questions about reasons.</li> </ul> <p>Students read the text for a third time and match causes to effects.</p>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>produce and expand phrases and sentences on familiar topics into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Guided paragraph</li> <li>Reference poster</li> </ul>	<ul style="list-style-type: none"> <li>Students complete chart with information about a herb/plant (e.g. name, where/grow, colour, use etc). Students write sentences from chart using reading passage as model.</li> <li>Reference poster: students collect information (from writing task)/pictures/drawings/leaves from different plants and create a poster.</li> </ul>

**Assessment**

Speaking and listening: Students work in pairs. One student complains of a health problem e.g. I have a headache. The other student offers advice e.g. You should take the leaves of this plant and make tea.

**Unit 10: Art and artists (11 periods)**

Unit Outcomes: Students will be able to discuss art and paintings.

Vocabulary: Art and paintings e.g. paint (a picture) draw, brush, stroke.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>listen to a text and identify a picture</li> </ul>	<p>Modal verbs of possibility e.g. it could be/might be ...</p>	<ul style="list-style-type: none"> <li>Students listen to a description of a painting and match to a picture.</li> <li>The teacher starts to draw a simple picture on the board. Every few strokes, he/she stops and the class tries to decide what the subject of the picture is. This is then repeated with volunteers from the class taking it in turns to draw pictures.</li> </ul>
<ul style="list-style-type: none"> <li>participate in oral activities in pairs and groups</li> </ul>	<p>Use of Present simple tense E.g. I like to .....</p> <p>Use of Past simple tense E.g. I went... I saw...</p> <p>Use of Present Perfect tense E.g. I have seen ..., I have visited ..., I would like to ...</p> <p>Adverbs: usually, always e.g. I usually draw...</p>	<ul style="list-style-type: none"> <li>The teacher encourages discussion around the subject of art – why do they think people like to express themselves through art?</li> <li>In small groups students respond to the following questions:</li> <li>When you draw or paint a picture what do you like to draw most?</li> <li>Have you been somewhere or seen something special that you would like to paint or draw?</li> </ul> <p>Students report back – teacher suggestions made on the board. Are there common themes/ideas – if so, what and why?</p>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>predict the content of a passage from pre-reading activities</li> </ul>	<ul style="list-style-type: none"> <li>Four paintings by Ethiopian artists</li> </ul>	<ul style="list-style-type: none"> <li>Teacher encourages students to examine and comment on the pictures for the reading texts. What do they see? Why do they think the artist chose to paint this subject? What does the picture make them think/feel?</li> </ul>

# Syllabus

<ul style="list-style-type: none"> <li>read to identify main idea from a passage</li> <li>read authentic materials and respond accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Authentic descriptions of the paintings</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, students read the paragraphs and match to appropriate picture. Class discuss <b>how</b> they decided on the matching.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
	<ul style="list-style-type: none"> <li>Written appreciation/ description of paintings</li> </ul> Use of comparative and superlative forms of adjectives. E.g. more, most, as...as	<ul style="list-style-type: none"> <li>Students respond to a series of pictures (each identified with separate letter) displayed in the classroom. Students look at the pictures and decide which one (s) they like best/ find most interesting and think about the reasons why. In pairs, they are given 3 coloured stickers to put on their favourite pictures. Discussion generated around choices.</li> </ul>
<ul style="list-style-type: none"> <li>complete sentences by adding appropriate words and phrases</li> </ul>	Use of linking words/phrases e.g. and, but, because	<ul style="list-style-type: none"> <li>Teacher puts a writing scaffold on the board for students to complete. Students choose the four pictures they want to write about.               <ul style="list-style-type: none"> <li>In picture _ I can see _____</li> <li>I like picture _ most, but _____</li> <li>Picture _ makes me feel _____ and _____</li> <li>My friend likes picture _ more because _____</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>write descriptive paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>Students imagine a scene they would like to paint and then describe the scene in writing in as much detail as they can, so that their partner can picture it. Students exchange their writing with their partner and they work together to try to improve the quality by adding more detailed description.</li> </ul>

## Assessment

Speaking, writing and reading: Students are given different pictures to describe orally and in writing.

## Unit 11: Natural wonders of Africa (11 periods)

Unit Outcomes: Students will be able to give information about places of natural beauty in Africa.

Vocabulary: African countries (recycle), directions (to the south of, on the southern border) etc. Geographical features e.g. desert, river, jungle, waterfall, lake, mountain, plain/savannah/grassland, national park,. Places of natural beauty e.g. Rift Valley, River Nile, Victoria Falls Sahara Desert, Mt Kilimanjaro, Lake Victoria etc.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> </ul>	Describing location e.g. to the south/north/east/west, above, below, on the southern/northern/eastern/western border etc.	<ul style="list-style-type: none"> <li>Students brainstorm all the African countries they know e.g. Tanzania, Kenya, The Sudan, etc. Teacher adds to the list. Students describe where these places are located (e.g. Kenya is to the South of Ethiopia). Students label an empty map.</li> </ul>
<ul style="list-style-type: none"> <li>describe places in detail</li> </ul>		<ul style="list-style-type: none"> <li>Students identify places of natural beauty in Africa. They label the map with place names.</li> <li>Teacher teaches adjectives and nouns to describe some of the places</li> <li>Students look at pictures of places of natural beauty and describe them.</li> </ul>
<ul style="list-style-type: none"> <li>listen to a story for enjoyment and express feelings</li> </ul>	A story/folktale about a place of natural beauty	<ul style="list-style-type: none"> <li>Students listen to the story and express their feelings E.g. do they like the story/do they believe it?</li> </ul>
<ul style="list-style-type: none"> <li>listen to information and respond accordingly</li> </ul>	Present simple Comparatives and superlatives Sentences with 'although' and 'but' (reading). E.g. Although Victoria Falls is spectacular, it is not the highest waterfall in the world.	<ul style="list-style-type: none"> <li>Students are introduced to riddles e.g. 'I am made of wood; I have four legs; people sit on me. I'm a [chair]'. In groups, Students listen to descriptions of natural wonders given in the form of a riddle and guess answer. E.g. 'I am found in Tanzania. I am very large. People climb me. I have snow on top of me. Who am I?' (Answer = Kilimanjaro). Activity can be carried out in form of competition with groups winning/losing points for correct/incorrect guesses.</li> </ul>

	Recycle relative clauses (which/that and where) E.g. Mount Kilimanjaro, which is ..... high, is located in Tanzania	After playing 'who am I?', students link parts of the riddle with 'which'/'that' and 'where'. E.g. Mount Kilimanjaro, which is very high, is located in Tanzania.
<ul style="list-style-type: none"> <li>participate in oral activities in groups</li> </ul>		<ul style="list-style-type: none"> <li>Speaking information gap: students are assigned different texts (from reading) about places of natural beauty. They ask/answer questions with partners to learn about all the texts: E.g. What's it called? Where is it located? How big is it? What's special about it?</li> <li>Competition: In groups/teams, Students answer quiz questions (multiple choice) about places in Africa. Students or Teacher read out questions and possible answers. Students choose answer. The team with the highest number of correct answers is the winner.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>read and report what they have read</li> <li>read authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>Authentic passages (from guidebooks or travel agencies) about places of natural beauty in Ethiopia and Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw reading: students are assigned different texts to read and given comprehension questions. First they read the questions. Then they find the answers in the passages. Finally they form groups and share information about the different texts (see speaking and listening)</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>take dictation of paragraphs on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Dictated paragraph describing a place of natural beauty</li> </ul>	<ul style="list-style-type: none"> <li>Students take dictation. Students check dictation in pairs. Teacher draws attention to sentences with 'although' and 'but' and relative clauses.</li> </ul>
<ul style="list-style-type: none"> <li>write sentences using 'but', 'although', 'so', 'which', 'that' and 'where'</li> </ul>	<ul style="list-style-type: none"> <li>Sentences with 'although', 'but', 'which' and 'where'</li> </ul>	<ul style="list-style-type: none"> <li>Students write sentences with 'although', 'but', 'so', 'which'/'that' and 'where' using information from the reading.</li> </ul>
<ul style="list-style-type: none"> <li>write a descriptive paragraph about a place in Africa</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Students take information from a chart (facts about a place of natural beauty) and write a descriptive paragraph.</li> </ul>

**Assessment**

- Speaking and listening: Students work in pairs. One student describes the location of a country in Africa (without saying the name of the country). The other student guesses the country.
- Reading and writing: Students fill in missing words in a paragraph from a list (e.g. 'but', 'although', 'and', 'where', 'which', 'that' etc.)

**Unit 12: Technology in the modern world (11 periods)**

Unit Outcomes: Students will be able to discuss the benefits of technology.

Vocabulary: Technology: telephone, mobile phone, computer, television, radio, electric light bulb, car, generator, water pump, electric ring for cooking), etc. Parts of a computer e.g. keyboard.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>describe objects and ask and answer questions about them.</li> </ul>	Relatives (which/that) e.g. it is a machine which shows films. It is a thing which gives light. So (that) – you have a radio so you can hear the news Present perfect e.g. have you ever seen a TV? Have you used a mobile phone?	<ul style="list-style-type: none"> <li>Students look at a number of pictures of 'technological items' (e.g. light bulb, TV) and match them to descriptions.</li> <li>Students practise describing the objects themselves. One student describes an object and the other guesses.</li> <li>Students ask and answer questions about the objects using the present perfect. E.g. Have you ever seen a TV?</li> </ul>

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<ul style="list-style-type: none"> <li>listen to a text and classify information</li> <li>report simple information</li> </ul>	Present simple Past simple / used to Comparatives/superlatives	<ul style="list-style-type: none"> <li>Students listen to a text discussing the advantages and disadvantages of modern-day machines. Half the students note down the advantages, the other half the disadvantages. In pairs (one from each group) students report what they have heard.</li> </ul>
<ul style="list-style-type: none"> <li>use appropriate social expressions</li> </ul>	Agreeing and disagreeing I don't think so, I'm afraid I disagree I suppose so, you're quite right	<ul style="list-style-type: none"> <li>Teacher recycles the language of agreeing and disagreeing by saying some controversial statements e.g. Telephones are useless and encouraging students to respond</li> </ul>
<ul style="list-style-type: none"> <li>participate in oral activities in groups</li> </ul>		<ul style="list-style-type: none"> <li>Students debate the advantages/ disadvantages of technology in small groups.</li> </ul>
<ul style="list-style-type: none"> <li>sum up the main points made in a discussion</li> </ul>	Recycle reported statements e.g. Abebech said that mobile phones are good for Ethiopia	<ul style="list-style-type: none"> <li>At the end each group prepares a summing up of their discussion and presents this to the rest of the class.</li> <li>In pairs, students prepare a summing up of their discussion and presents this to the class.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>read passage and answer comprehension questions</li> <li>Read and report information</li> </ul>	<ul style="list-style-type: none"> <li>Passages about inventions</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw reading: students are assigned different texts about inventions. They answer comprehension questions about their text. They then share information with other students by asking/answering questions.</li> </ul>
<ul style="list-style-type: none"> <li>infer the meaning of words from context</li> </ul>		<ul style="list-style-type: none"> <li>In pairs students look at 10 underlined words from the passages and guess their meaning. They check their guesses by asking the teacher or (if appropriate) using a dictionary.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>complete sentences by adding appropriate verbs and phrases</li> <li>write a summary of a discussion in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Label a picture</li> <li>Gapfill sentences</li> <li>Summary</li> </ul>	<ul style="list-style-type: none"> <li>Students look at a picture of a computer and label the different parts. E.g. keyboard, mouse, monitor</li> <li>Students fill in sentences to describe the function of the parts of a computer. E.g. A keyboard helps you to ..... (type words)</li> <li>Students write a summary of their debate</li> </ul>

## Assessment

Speaking, listening and writing: In threes, students choose one 'technological' object and brainstorm the advantages and disadvantages. They write sentences about the object using 'although', 'so' and 'but'.

## Unit 13: An historical person (11 periods)

Unit Outcomes: Students will be able to describe an historical person.

Vocabulary: Discreet items from the text.

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>contribute to group brainstorming</li> </ul>	Past simple E.g. He was born in Jinka.	<ul style="list-style-type: none"> <li>Teacher shows students a picture of a famous historical person and students say what they know about him/her.</li> <li>Students make sentences in the past simple about the person.</li> </ul>
<ul style="list-style-type: none"> <li>listen to a text and complete a chart</li> </ul>		<ul style="list-style-type: none"> <li>Students listen to a description of a historical person and complete a biographical chart.</li> </ul>
<ul style="list-style-type: none"> <li>take dictation of a paragraph</li> </ul>	Past perfect with before/after/when E.g. Before he went to university, he had travelled to many parts of Africa.	<ul style="list-style-type: none"> <li>The teacher dictates one paragraph of the description. Students compare their dictation.</li> <li>The teacher draws attention to the verbs in the dictation e.g. 'Went'/ 'had travelled' and elicits the difference between the tenses.</li> </ul>

<ul style="list-style-type: none"> <li>• speak in detail about events in the past</li> </ul>		<ul style="list-style-type: none"> <li>• Students use the past perfect and past simple to make sentences about the person.</li> <li>• Speaking information gap: Students are given a text with gaps about a historical person (incorporating past simple and past perfect). Student A has half the information and Student B has the other half. In pairs they ask and answer questions to complete the text.</li> </ul>
	I would like to meet Nelson Mandela because.....	<ul style="list-style-type: none"> <li>• In groups, students say which historical figures they would like to meet: E.g. I would like to meet Nelson Mandela because....</li> <li>• 20 questions game: One student assumes the identity of a famous person. The rest of the group ask the student questions to find out their identity. Students must ask yes/no questions and the interviewee can only answer yes/no: E.g. Are you dead? Yes. Are you a woman? Yes. Etc.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>• arrange sentences in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>• A biography (jumbled sentences/ paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Students order jumbled sentences about a period in a person's life into one paragraph. They use clues such as sequencing words, verb tenses e.g. past perfect, lexical clues, context etc.</li> </ul>
<ul style="list-style-type: none"> <li>• arrange 4 short paragraphs in a logical order</li> </ul>		<ul style="list-style-type: none"> <li>• Students read three other paragraphs and put all 4 in a logical order.</li> </ul>
<ul style="list-style-type: none"> <li>• read passages and answer comprehension questions</li> </ul>		<ul style="list-style-type: none"> <li>• Students answer comprehension questions about the whole passage.</li> <li>• Students pick out past perfect from reading passage.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>• complete sentences by adding appropriate verbs</li> <li>• write a guided paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Gap-fill sentences</li> <li>• Sentences</li> <li>• A biography</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete gap-fill sentences using past perfect or past simple.</li> <li>• Students look at pictures of an historical event and write sentences.</li> <li>• Students take information about a person (facts) from a chart/timeline and write sentences to form a paragraph.</li> </ul>

**Assessment**

Speaking and listening: Students speak about famous people using the chart from the writing exercise.

Reading: Students read 4 paragraphs about events in the past and order the paragraphs.

**Unit 14: African folktale (11 periods)**

Unit Outcomes: Students will be able to tell and talk about African folktales.

Vocabulary: Vocabulary for folk tales (e.g. once upon a time).

Competency	Content/Language item	Learning activities and Resources
<b>Students will be able to:</b>	<b>A. Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>• listen to a story for enjoyment and order pictures, answer questions and express their feelings</li> </ul>	Past simple e.g. Long ago a cat lived with a man ... Past continuous e.g. While the cat was sleeping... Past perfect with before/after e.g. After the cat had gone to the forest, the man....	<ul style="list-style-type: none"> <li>• Students listen to a folktale and order pictures to match the sequence of the story. Then they answer questions. They predict the ending of the folktale in groups, say their ending and compare with the original ending.</li> <li>• Students express their feelings about the folktale.</li> <li>• Students act out a folktale. They make scripts, costumes and props. They perform in front of the class.</li> <li>• Students categorise story expressions into beginning phrases and ending phrases, e.g.  <b>Beginning:</b> 'once upon a time' / 'many years ago', 'there was a ...who..?' / 'long, long, long ago, there lived a ....' / 'in the beginning'  <b>Ending:</b> 'they lived happily ever after' / 'and they sang and danced all night' / '..and he never did that again'</li> </ul>

# Syllabus

<ul style="list-style-type: none"> <li>participate in oral activities in pairs</li> <li>speak in detail about events in the past</li> </ul>	<p>Story phrases E.g. Once upon a time/ in the beginning Long, long, ago, happily ever after,</p>	<ul style="list-style-type: none"> <li>Students look at pictures of traditional story characters and make up a story. They tell the story to the rest of the class using the pictures as prompts/visual aids.</li> <li>After the stories pairs of students choose one story that they heard and update it to the modern day.</li> </ul>
<b>Students will be able to:</b>	<b>B. Reading</b>	
<ul style="list-style-type: none"> <li>predict the content of a story from a picture</li> <li>read to identify the main idea</li> </ul>	<ul style="list-style-type: none"> <li>African folktale</li> </ul>	<ul style="list-style-type: none"> <li>Students join sentences with relative pronouns who/which/that.</li> <li>In pairs students remember and write the first two sentences from the folktale they have read. They pass their book to another pair. Next pairs read what has been written (by the other pair) and write the next two sentences. They swap books again with the same pair and write the next two sentences. Pairs continue in this way until the story is finished.</li> </ul>
<b>Students will be able to:</b>	<b>C. Writing</b>	
<ul style="list-style-type: none"> <li>write compound sentences using 'which', 'that' and 'who'.</li> <li>write guided stories</li> <li>expand a story by adding appropriate words and phrases</li> <li>write stories of their own</li> </ul>	<ul style="list-style-type: none"> <li>Sentences</li> <li>Story</li> </ul>	<ul style="list-style-type: none"> <li>Students join sentences with relative pronouns who/which/that.</li> <li>In pairs students remember and write the first two sentences from the folktale they have read. They pass their book to another pair. Next pairs read what has been written (by the other pair) and write the next two sentences. They swap books again with the same pair and write the next two sentences. Pairs continue in this way until the story is finished.</li> <li>Next they go back to the first two sentences and expand them using adjectives, adverbs etc. Then they swap books and expand the next two sentences and continue until the end. Finally pairs read their stories out to each other.</li> <li>Students write the stories they made up using the pictures.</li> </ul>

**Assessment:** Reading, speaking and listening. Students read different folktales and tell them to their friends.

## Vocabulary for Grade 8

Geography words	Sports	Countries	Jobs	Other nouns	Other verbs
desert	football	Great Britain	street vendor	ambition	go up
river	volleyball	France	shoeshine boy/ girl	problem	go down
jungle	net	Italy	artist	barrier	discover
waterfall	ball	Spain	bus conductor	solution	invent
lake	glove	Germany	weaver	snail	leave
plain	bat	Russia	sugarcane seller	bilharzia	summarise
savannah grassland	court	China	goatherd	river bank	arrive
national park	pitch	Japan	scientist	seed	travel
rift valley	fitness	America	inventor	leaf	visit
river Nile	win	Middle East	professor	art	face
Victoria Falls	lose	Australia	<b>Cooking words</b>	beginning	regret
Sahara desert	kick	Djibouti	spicy	ending	overcome
Mount Kilimanjaro	play	Yemen	sour	wonder	<b>Other adjectives</b>
Lake Victoria	pass	Saudi Arabia	tasty	beauty	describe
erupt	athletics	<b>Continents</b>	packet	scene	phone
melt	hero	Europe	pound	vacation	spend
erosion	basketball	Africa	chew	riddle	take
fog	hockey	Asia	herb	snow	looking
volcano	swimming pool	North America	ingredient	shelf	start
extinct	tennis	South America	coffee bean	soap	paint
temperate	racket	Australasia	boil	snail	draw
border	gym	<b>Health words</b>	dry	discovery	brush
southern	track	headache	plant	invention	stroke
northern	field	stomach ache	mix	graph	strike
eastern	<b>School words</b>	ache	pour	salary	expand
western	primary	toothache	grind, chop	trend, hyena	join
populated	secondary	pain	stir, tin	folktale	term
<b>Technology</b>	lesson	cure		<b>Environment</b>	transmit
mobile phone	period	treat		feed	stay the same
computer	drop out	inhale		get married	earn
television	graduate	patient		book	conserve
radio	hostel	cold		pass exam	fit

## Vocabulary

Geography words	Sports	Countries	Jobs	Other nouns	Other verbs
electric light bulb	attend	cough		remind	strong
generator		disease		polluted	healthy
water pump		fitness		clean	good
electric ring		Malaria		noisy	shy
keyboard		healthy		quiet	friendly
mouse		Bilharzia		crowded	successful
monitor		tapeworm			clever
					probable
					pleased
					short-term
					medium-
					long-term
					spectacular



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