

ENGLISH FOR ETHIOPIA

TEACHER GUIDE

GRADE 10



Federal Democratic Republic of Ethiopia
Ministry of Education

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

HAWASSA UNIVERSITY

MINISTRY OF EDUCATION

First Published xxxxx 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK’s Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children’s Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

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The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this Teacher Guide. Special thanks are due to Hawassa University for their huge contribution in the development of this teacher guide in collaboration with Addis Ababa University, Bahir Dar University and Jimma University.

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Printed by:

xxxxxxx PRINTING

P.O.Box xxxxxx

xxxxxxx, ETHIOPIA

Under Ministry of Education Contract no. xxxxxxxxxxxx

ISBN: 978-999944-2-046-9

Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded 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 new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce 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 Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means 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, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA

xxxxx 2022 FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION

About the Book

As the Ethiopian Ministry of Education has confirmed with a plethora of research, the older English textbooks ranging from Grade Nine to Twelve were content overloaded, their goal was to build knowledge; not competency and did not give serious attention to Ethiopians indigenous knowledge and cultures. This book, therefore, has attempted to bridge the gaps mentioned above as best as possible. The book is written mainly to further equip students with both macro and micro skills of the English Language which are essential for both impromptu and extemporaneous communications either in spoken or written form. To this effect, a strong attempt has been made to fairly deal with each language skill based on its degree of significance. In order to help students enhance their different language skills, the activities have been developed in such a way that the students practise them individually, in pairs and groups.

As we all know, these days, the communicative approach to English language teaching is influential across the world due to its multidimensional benefits. When this approach is applied efficiently and effectively in teaching English as a foreign language, there is a belief that the students become responsible for their own learning and achieve higher order and critical thinking which are prominent requirements in bringing about behavioral changes. Moreover, when this approach is widely applied, the students use the language authentically and contextually so that they can use it to express themselves freely and solve different problems reasonably. Though the theory of communicative approach to English teaching is at the center of our attention, based on the demand emphatically stated in the new English curriculum for Ethiopia, the principled eclectic approach has been applied without relegating the issue of meaning approach has been applied without relegating the issue of meaning

discovery to the second position. Using this approach serves two purposes. First, it gives room to bridge the gap with each approach to language teaching. Second, when this approach is followed in developing activities, students with a variety of learning styles can have opportunity to learn according to their own interest.

The main contents in the book are in conformity with the basic requirements listed in the new English Curriculum for Ethiopia, the position paper delivered to the writers and the syllabus designed in alignment with the new English curriculum. At this junction, what has to be clear to the readers is that there are limitations in the new syllabus as it was developed hurriedly. One of them is unnecessary repetitions of the lesson titles in different units. These limitations have been reported to the authorities concerned and we were notified to make professional decisions. Accordingly, we have made slight reasonable modifications and developed activities that essentially increase the communicative competence of the students both in their academic practices and day-to-day communications. This, however, does not mean that the activities in the textbook are deviant from the syllabus. It is possible to say that we have strictly followed the contents described, the minimum learning competencies and the learning outcomes.

To such an end, the areas where the contents in the book revolve are the life skills in the 21st century, indigenous knowledge and cultures, cross-cutting issues and others connected to disciplines such as agriculture, health, tourism, population, history, social and economic issues which are highly significant in building the fullfledged personality of the students. In the end, we have given significant attention to the international issues since we are living in the globalized world, where interdependence, sharing experiences and competitions are prominent requirements to achieve development in all aspects of life.

Map of the Book

Language Skills	Units				
	1: Population Growth	2: Travel Behaviors	3: Punctuality	4: Tourist Attractions	5: Honey Processing
listening	Population explosion	Travelling and places	Punctual Student	Tourist information	
speaking	Section I: Pronunciation Pronouncing short vowels, long vowels, consonants and diphthongs Section II: Small talks: asking for opinions	Pronunciation: Section I: Pronouncing Short and long vowels, diphthongs and consonants: Section II: Giving advice & warnings ■ Describing a traffic rule or law ■ Using ought to, should and must	Pronunciation -Practising pronouncing vowels and diphthongs -Expressing personal thoughts and beliefs	Practising pronouncing short vowels, long vowels and diphthongs and consonants -Expressing opinions by agreeing or disagreeing	Pronunciation: Section I: Pronouncing Short and long vowels, diphthongs and consonants -Giving instructions -Describing a process

reading	Local and national population growth Vocabulary Word formation Phrasal verbs	Travel Behaviours Vocabulary Word formation Phrasal Verbs	Punctuality -Vocabulary -Word formation -Phrasal verbs	Tourism -vocabulary Word formation Phrasal verbs	The Importance of Honey -vocabulary -word formation -phrasal verbs
grammar	<ul style="list-style-type: none"> ■ Degrees of comparisons: Tense: ■ Revising simple present and ■ present perfect tense ■ relative pronouns using should, ought to and had better 	Tense: Simple past, Modal auxiliaries: ought to, should, must, have to, need to	-Adverbs of time -Adverbs of manner Tense: Revision: Simple present tense	Future tense: going to and will -Present continuous tense Indefinite pronouns: some and any	Revision: Simple Present active and passive voice

writing	Joining sentences	-Types of sentences based on their structure	-Punctuation marks	Report Writing	Dictation
	Paragraph writing	-Summarizing a text	-Writing a narrative paragraph	Punctuations	
	Punctuation marks	-Describing people - Punctuations			
	Units				
	6: Migration	7: Branding a country and national Identity	8: The Healing Power of Plants	9: Multilingualism	10: Digital Versus Satellite Television
listening	Ethiopians Abused On the Gulf Migration Route	Ethiopia: the Land of Origin	Preventing Communicable Diseases Using Traditional Medicine	A Young Polyglot	Is Television harmful to children?

speaking	<p>Section I: Practising Pronouncing vowels</p> <p>Section II: Talking about Causes and Effects</p>	<p>Pronunciation: Section I: Pronouncing Short and long vowels, diphthongs and consonants</p> <p>-Revision: Expressing likes and dislikes</p> <p>-Expressing opinion: Agreement and disagreement</p> <p>Describing places and objects</p> <p>-Comparing and Contrasting</p>	<p>-How to apologize someone</p> <p>-Giving Instructions</p>	<p>Language Survey</p> <p>-Interviewing</p>	<p>Complements and Possible Replies</p> <p>-Expressing similarities and differences</p>
reading	<p>Migration in Ethiopia</p> <p>-Vocabulary</p> <p>Word formation</p> <p>Phrasal Verbs</p>	<p>Ethiopia through Writers' Eyes</p> <p>Ethiopia's Properties included into the world's Heritages List</p>	<p>Moringa Oleifera</p> <p>-Vocabulary</p> <p>-Word formation</p>	<p>The Cognitive Benefits of Being Multi-lingual</p>	<p>Digital versus Satellite Television</p>

grammar	Revision: Present perfect, Simple past and Past perfect -Prepositions Adverb Clauses of Adverb	Conditional Sentences -Reported Speech	Quantifiers	Modal Auxiliaries Direct and -Indirect Objects -Transitive and Intransitive Verbs -Expressing Wishes -Definite and Indefinite Articles	Connectors to compare and Contrast
writing	Revision: Summary Writing -Interpreting graph	Writing Argumentative Essay	Revision: Interpreting Graphs	Re-arranging sentences of a paragraph Revision: Punctuations-- Confusing Words Expository Writing	

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Introduction

The new Grade Ten English has been designed based on the new syllabus developed in conformity with the new curriculum which aimed at solving the current educational needs of the country. Accordingly, the activities in the textbook have focused on developing the students' English language competence both as a subject and medium of instructions. To this effect, all language skills have been given appropriate attention as survival skills. In practising the activities, as stated in the curriculum, principled eclecticism has been in focus. This means, though the focus is student-centered approach, teacher-led presentations and discussions have not been ignored altogether.

The new English textbook provides wider opportunities to students to practise listening, speaking, reading and writing with meaningful activities. Moreover, vocabulary, phrasal verbs, pronunciation, grammar and mechanics have got important attention to be practised through a variety of strategies. The skills have been presented in contextualized manners so that students have opportunity to use the language authentically and meaningfully. In addition, an attempt has been made to indigenize most of the contents in the activities with the understanding that students learn the language skills in a better way when they use the language to describe, explain, argue, analyze and interpret facts in alignment with the realities in their country. This, however, does not mean that knowledge and experience from the international community have been relegated. Maximum care has been taken to help students think globally and act locally as no one can marginalize themselves from the global life interdependence.

The listening activities have aimed at enhancing the students' skills of memory, receiving information clearly from spoken sources,

comprehending, analyzing and interpreting facts. Furthermore, while learning this skill, students have been provided with a variety of opportunities to familiarize themselves with a number of vocabularies that they will use in their communications when/where they are necessary. With regard to reading, students are expected to critically read a passage comprehend concepts, infer, analyze and interpret facts and consolidate them with their own everyday life. The contents in the reading passage have focused on indigenous knowledge and timely issues such as population, tourism, punctuality, migration, agriculture, national identity, healing power of identity, cross-cutting issues, skills of the twenty-first centuries and the like.

In practising the speaking activities, students have been provided with different opportunities to practise different vowel and consonant sounds that make their oral communication clear and meaningful. In addition, skills such as: giving opinions, describing people or situations, narrating events, explaining ideas and arguing for or against different premises have been incorporated into a variety of activities. To develop students' writing skills, different activities whose aim is to develop their fluency and accuracy have been designed: guided writing, controlled writing, free writing in the form of descriptions, narrations, expositions and argumentations are among others.

Grammar is the other micro language skill in focus. As explained in the new English curriculum, developing the students' grammar skill through meaningful activities is essentially one of the requirements of the day. Accordingly, in each unit, though self-learning strategy is in focus, there are also teacher-led activities that require explanations, clarifications and illustrations from the teachers' side.. As much as possible, most of the activities have been contextualized and integrated with other language skills.

In the same way, vocabularies are presented through different strategies such as meaning discoveries through contextualization, dictionary thumbing and word formation. Pronunciation, which is really the forgotten skill in the previous textbook, has been now given appropriate room in the current textbook. Correspondingly, in most of the units, there are sounds that students need to practice by saying them out after their teacher or identifying the sound they hear from minimally paired words from sentences that their teacher will read out to them.

The other attention area of the activities in the textbook is consolidating the twenty-first century skills into the contents of the activities. We understand from the new English curriculum that students need to learn and develop the twenty-first century skills since success in life is cumbersome without equipping oneself with these skills whether the students are at schools or in the world of work in the future. Accordingly, the how and why of these skills have been sufficiently integrated into different activities whose focus is to practise language skills.

Study skills such as note taking, note making and summary writing are also at the center of attention in this textbook. After listening to or reading passages, students are asked to make notes and write specific pieces of information or gist. When students are exposed to practising these skills, it is obvious that they can take lectures, make notes from different spoken sources, summarize ideas in different literature and rewrite them in their own words. In sum, if students develop these skills, they are able to collect amass of items of information they need, analyze, compare, contrast and process them to ensure critical thinking and active learning.

On the basis of the new syllabus, different phrasal verbs have been presented contextually and discretely in each unit. As it is

known, phrasal verbs are important expressions that people use to express their ideas both in spoken and written form. They are helpful to create variety in the discourse. Moreover, they enable to give emphasis to the message. Therefore, students are expected to familiarize themselves with several of them and use them in different mode of communications.

We know that knowledge on the use of punctuation marks and spelling has its own contribution in making communication in writing more meaningful and clearer. In the same way, activities for punctuation marks and spelling rules have been provided appropriate room in the textbook for further practices.

At the end of the textbook are list of phrasal verbs with few of their meanings so that students can read them and practise them wherever they go with their textbook.

Teacher's Preparation

Teaching English as a foreign language is always surrounded by a number of challenges. Teachers teach the language to students under circumstances where the language is hardly spoken outside classrooms. In other words, they learn the language only in the classroom. Nowadays, as recent studies confirm, even the classroom English teaching/learning has become unreasonably a mixture of local languages apart from those classes handled by expatriate staffs. Here, what has to be clearly understood is that purposeful and limited code switching to the students local language is not anathema. The danger is when it goes beyond the limit. Realities show us that let alone other subjects' teachers, English teachers themselves do not encourage their students to talk to them in English when they discuss different matters outside the classroom. We all know that language is learnt best when learners practically listen, read, speak and write relentlessly. Therefore, English teachers are

always urged to think how they can help their students use the language not only in the classroom but also outside the classrooms. At this junction, it is important to remember that knowing the language and using the language are different things due to the peculiar nature of human language. Therefore, unless students are motivated to use the language in different situations, it is unlikely that they attain the skills and communicate successfully.

Precepts for Grade Ten English Teachers

1. Before you go to class, decide on the objectives you want to achieve at the end of each lesson.
2. Think the methodology you want to apply with reason and predict the possible challenges you face during the application.
3. Assess always the most serious challenges of your students and discuss the remedies with your colleagues, management bodies of the school, the head of the department and the students themselves to alleviate them and make the teaching/learning environment comfortable. Make sure that you achieve your goal when different stakeholders play their roles in reducing the constraints in teaching English.
4. No tailored jacket fits all. Therefore, examine the realities in the classroom and change your methods of teaching until your students show you good performance in that particular lesson (language skill)
5. Do not be discouraged by the low level of your students' performance in the language. Sometimes the results your students attain and your effort may not be equivalent. When this happens, avoid frustration and ask questions "What can I do for such students? and "How can I give them continuous support until most of them show me certain differences?" Make sure that a teacher is there not only to teach outstanding students, rather his profession becomes more fruitful when he

solves the problems of his students who are in difficulties to achieve good results

6. Do not go to your class to teach without adequate preparations despite a veteran teacher you are. Knowledge is not enough to teach. No method suits all sort of students. Knowledge and methodologies are dynamic. Hence, teaching requires continuous rethinking and preparation. Make sure that unpreparedness is the enemy of the positive impression that you have already established among your students.
7. There is understanding that any English teacher cannot be equally proficient or competent in all language skills. Hence, identify your limitations and always work hard and strive to bridge your gap. Decide not to teach something wrong as best as you can, even a spelling of a word.
8. Check the extent to which you are successful in achieving the objectives stated in each unit. Make notes about different episodes you have experienced, analyze them and come up with meanings
9. Experience is a wider school that teaches you better than anything in your teaching career. However, experience becomes the best teacher when you are always ready to learn from your weak sides and improve your profession irrespective of time and place. Thus, if you want to be leveled as an experienced teacher, be always ready to learn from your weaknesses and try to advance your knowledge from time to time. If you do this, you can say, “I am an experienced teacher.”.
10. Do not evaluate your students’ achievement simply by their scores on the exams or tests. Make notes what each student has been doing when you teach different language skills in the class. There are students who have better knowledge than the knowledge you wanted to test in your test or examination.

Teaching the Language skills

Listening is a Cinderella (forgotten) skill especially in contexts where English is taught as a foreign language, whereas, it is a skill which essentially determines the academic success of students at secondary and tertiary level learning in the Ethiopian context. Most teachers ignore it thinking that it is a skill that students acquire it informally through osmosis process ,that is, they believe that students can develop the skill when they listen to different lectures and speeches from different sources. The other reason for teachers to refrain from teaching this skill is lack of logistics such as audio or video tape-recorders in which the correct pronunciation is recorded and tuned to students. Therefore, it is the English teachers' responsibility to think ahead of class time, make the necessary preparations in consultation with the management bodies of the school. With regard to access to audio-recorded listening materials, first, it is your responsibility to look for a person who can read out each listening passage as clearly as possible and record her/his voice and tune it to your students. In fact, you can also read the passage and record it if you are confident in your pronunciation. Note that if the pronunciation of a person is too far away from its actual phonetical transcriptions, communication can fail unquestionably. Hence, let you make all the necessary effort to help your students listen to the closer pronunciation of native speakers.

Different local studies conducted on the teaching/learning of listening skill reveal that most students do not like to learn the skill for a number of reasons. To change this attitude, it is up to the teacher to orient them repeatedly about the relevance of the skill and motivate them to listen to a variety of media in English and write down the main ideas that they have got from the spoken sources.

Because of factors such as time constraint, lack of equipment or large class-size, do not jump any of the listening passages designed for students of the grade. Make sure that if a student cannot listen and work out meanings, she/he cannot take lectures, communicate with any person orally and pass oral entrance examinations. To help them tackle this problem, therefore, you are advised to teach the skill as adequately as other macro-language skills. Teaching listening in the classroom does not guarantee the students' skills development. So, encourage your students to listen to different English media and come up with their report and read it to the whole class before you begin the day's class. With regard to doing the activities given in the textbook, give students time to discuss the questions provided for discussions at pre-listening phase either in pairs or groups and then reinforce the results of their discussions by giving them further explanations.

In teaching reading, first, read the passage that you are going to teach as repeatedly as you can until you understand the content in each paragraph fully. In addition, work out the meaning and pronunciation of those words that are selected for practise and others you think are difficult for students. Second, work on the questions that appear after the reading passage without looking at the answers given in the teacher's guide and finally countercheck your answers with those given in the teacher's guide and if there is difference, read the passage again and work further why differences could occur. Make sure that the answers in the guide are subjected to changes if you have better convincing answers supported by evidences. The other point important to remember is that if you find a better passage that draws the attention of your students than the one in the textbook, you can bring it to the classroom read it out loudly to the whole class and ask them to answer few questions to supplement the one in the textbook. Variety is the spice of life.

When you teach speaking, first, be familiar with the place and manner of articulations of each sound that are presented for practice in each unit. In this case, you are advised, as an English teacher, to have a modern dictionary that you always refer to it for various purposes. A good dictionary can provide you with more than twenty benefits in teaching English. Read and examine how sounds have been transcribed into the international phonetic Alphabets (IPA) chart. Make sure that you need to practise pronouncing each word as repeatedly as possible and then get your students pronounce the sounds after you. To check the problem of those students who still have problem in pronouncing certain sounds, ask them to pronounce the list of words in groups and find out difficulties and give them additional support.

In teaching the other parts of the speaking lessons, first try to brainstorm your students to participate in discussions and share ideas with others and learn from others. After holding discussions on a given topic, give them chance to respond to the questions or situations. When they discuss either in groups or pairs, encourage them to use English as best as possible. To check this, after you give group or pair discussions, you need to go round each group and urge the discussants to use English. During the discussion, if some students switch to their native language, advise them that this is the only opportunity to use English and improve their speaking skills. Under most circumstances, as you dully understand, students do not have any more exposure to the language. Therefore, the class discussion time should be devoted to using English as frequently as possible.

In fact, you, as a teacher can use native language very economically in explaining some difficult grammar rules, the meaning of some vocabularies, when you want to make instructions clear and

manage classes. Otherwise, the more you encourage them to speak in English as frequently as possible, the more your students learn to speak the language. If you find any student committing error when she/he speaks in the classroom, as much as possible, do not interfere and attempt to correct her/him. Instead, note the error into your notebook and finally correct the errors first by eliciting the correct answers from the students themselves and then give your final correct answer. Before you move on to the next lesson, make sure whether you have achieved your goal or not in teaching the previous lesson.

In presenting the writing lessons, what you first need to think is that writing is one of the utilitarian language skills especially in the academic world. Therefore, it is a must to teach this skill and help students achieve it despite its painful nature. In like manner, examine the nature of each activity and decide how to present it and achieve your objective. Students cannot achieve this skill unless they are provided with intensive meaningful activities that they do both in the classroom and outside. The other thing is that no method is best in teaching writing. At the same time, no method is the worst. Thus, always look for a method that fits into the activity given in the unit and help students learn better. As we understand, these days, asking students to write on a given title, evaluating it and giving value is less accepted. Instead giving them freedom to select their own title, set a goal, produce outlines, write the first draft, carry out editing, reviewing and writing the final draft is more preferred as writing is a personal expression that often aims at solving a problem. However, make sure that you can also sometimes make your students write for accuracy because currently a plethora of studies tells us that a large number of students are unable to write any meaningful text both at secondary and tertiary level learning here in Ethiopia due to extreme difficulties in using grammar clearly.

When students engage themselves in writing through the process approach, it is your responsibility to follow them up and give them support at each stage of writing if they need it. The other problem raised in connection to the teaching of writing is giving feedback especially when the size of the students is very large. Here, what is recommended are three things: First, arranging students with heterogeneous ability, give them guidelines and make them give peer feedback on each other's writing. The second one is to discuss the matter with the school management and be exempted from other co-curricular activities and use the free time from teaching to give corrective feedback on their writing. In the same way, it is still important to hold discussions with the management bodies of the school and reduce the period allotment for English teachers and get them use the free time give feedback on their students' writing.

One of the micro skills that need attention is grammar. The pedagogical issues connected with grammar teaching are the most challenging ones and are still going on widely. However various arguments have been emerging, grammar has to be taught as it has different significant contributions in making communication successful. In the context of academic institutions, for example, scholars hardly accept written works of the students which consist of a large number of grammatical errors. Even in every day communication, when the grammar is out of the pattern of the language, getting the meaning of the message becomes difficult. Therefore, teaching grammar is encouraged but the grammar lessons that students learn have to be practically used in different communicative situations. For example, if you teach the simple present tense, students need to understand the rules and use them in describing their day-to-day activities or processes that take place in doing something.

Vocabulary is the building block of human communications. We can communicate with grammar errors as long as the meaning is not vague but we cannot communicate if the number of words we know are below the requirement to convey our message. Due to this reason, it is essential to scale up the vocabulary skills of our students from time to time. Vocabulary teaching cannot be limited to the activities in the classroom. Different incidents help us teach different vocabularies. When students learn a word incidentally, they never forget it throughout their life. Thus, it is advisable to use different situations and teach different vocabularies. For example, if heavy rain falls while you are teaching in the classroom, you can teach them the collocation “**cats and dogs**” in a sentence: “It is raining “**cats and dogs**” so that we cannot hear each other.”

In presenting vocabulary activities, different strategies have been used but encouraging students to use contexts to work out meanings is the most advisable one because if students develop this skill, they can work out the meaning of any word in the literature that they read and understand its meaning without using a dictionary or asking other people for help. The other most essential point to be raised is that equipping the students with the meaning of a word is not enough. Students must be provided with different situations that enable them to use the words that they have learnt in different sentences. In addition, in teaching vocabulary, it is difficult to have only one synonym to a word as naturally words are with a number of shades of meaning. Thus, experts recommend that teaching at least three most essential meanings which are frequently used in everyday communication is more preferable to teaching only one meaning.

Pronunciation has power to limit 80% of clarity of your oral communications. For example, how do you pronounce the word

“ewe”? If you pronounce it as [iw], no listener who has been familiar with the meaning of this word may understand you. Therefore, pronunciation is a skill that needs to be taught meaningfully as one component of oral English. Here what should be clear is that native-like pronunciation is not the end goal to be attained and no need of taking time to achieve this goal. What is essentially required in teaching pronunciation in modern language pedagogy is to help students produce the sounds in such a way that communication would not be affected. To achieve this, learning the skill discretely is not encouraged but students should learn it largely in a meaningful way.

Punctuation is the other micro-language skill that you teach to help students make their writing clear and meaningful. You understand that because of misusing a comma, the whole meaning of a sentence can be changed. For example, look at the following two sentences written in the form of order by the commander-in-chief.

A. *Kill him, not leave him.*

B. Kill him not, leave him.

Because of this, learning the different uses of punctuation marks and using them correctly in any written work enables to communicate effectively. Therefore, it is important and reasonable to teach this skill using different meaningful written texts. One more thing, teaching them in few units and then passing to other language items is not a good decision. In order to help students understand their use and apply them into different written texts, giving them few sentences in which they practice different punctuation marks at least at the end of each unit is very recommendable. The same is true in teaching spelling.

Classroom Management

The activities in the textbook have been designed in such a way that the students take part in individual, pair and group discussions. We understand from research that 40% of the success in teaching English has to do with the extent to which the teacher's classroom management skill is effective. For many teachers, individual and whole class activities are easier to manage classes as she/he can easily control the noises that students make during discussions. However, such methods of teaching/learning have less contribution in enhancing the students' self-learning efforts and creating meaningful situations. Thus, in order for pair and group work to be successful, it is important to bear the following guidelines in mind:

1. If the arrangement of the seats allows you, study the level of your students' skills and use different grouping styles such as mixed ability grouping, compatibility grouping and arbitrary grouping alternatively for various language learning purposes. This will help students to learn different language lessons from each other as effectively as possible. When group discussions are going on, one of the complaints is that students make noises that even sometimes can affect the teaching/learning of other subject teachers' classes in other rooms. It is obvious that foreign language is learnt better when the students participate in pairs or groups discussions. If this is the reality, as an English teacher, there are different tasks that you are expected to do in this regard. As much as possible, making the students part of the problem is a modern way of approaching the problem. Hence, it is important to discuss the problem with the students and urge them to discuss activities with medium level voices and avoid moving here and there without a purpose. Furthermore, they should always be strictly advised to work in a group they have already been assigned

and should not move from place to place and change their group.

2. The other remedy is holding discussions with the school management. This means, they are expected to convince other subject teachers to understand the situation and the purpose, show tolerance and be part of the mode of teaching/learning. In fact, nowadays, this sort of learning is not peculiar to English classes; other subjects are also taught through such student centered approach. Thus, the cause of such noises is obvious to the whole school community especially those who have connection with the academic activities. Of course, all teachers who conduct different subject classes have strong responsibility to manage the level of noise the students produce in each room.
3. Classroom management has to do with everything that takes place in the classroom. It involves checking the progress of learning, clarity of the lesson, disciplining and solving problems connected to the teaching/learning. Therefore, it is always important to check for example, whether each student in the group is working properly and contributing her/his share. Here, as a teacher, giving activities either for pair or group work and then sitting or standing somewhere is diminishing the contribution of group work in enhancing the students' learning. Therefore, the teacher has a responsibility to go round each group, supervise what is happening and give support when necessary. When she/he looks at any sort of problem, she should make notes, analyze, interpret it and attempt her/his level best in minimizing it using different teaching strategies.
4. The other important classroom managerial skill is to check whether the day's lesson is clear to your students. If possible,

after you finish your explanation, do not ask questions such as “Is it clear?”, or “Have you understood?” or other forms of phrases that enable you get confirmation about the success of your oral lesson that you have been conducting. Instead, it is more preferable, if you ask the whole class a question for checkup orally and get them answer individually. At this time, it is better to ask especially those students who are mostly silent. In addition, the number of hands that are raised to answer the question can give you a signal about the clarity of the lesson. Otherwise, the loud answer, “yes” or “no” may not represent those shy students who are not mostly interested to speak out what they feel.

5. A good classroom management can also refer to your questioning behavior. Studies show us that most English teachers give priority to students who are familiar to them to answer questions that they pause during classroom discussions. However, it is highly recommended that considering gender representation, students that mostly show reticence and those students who have average or below average academic performance is an effective way of classroom questioning behaviour. Though forcing students to answer questions in the class is not a good way of assessing their level of understanding, sometimes if it is in a motivating and polite manner, it increases the confidence of such students to try to respond to questions more and more next time.
6. Allocate a particular role to different members of a group: for example, one student can be the leader who is responsible to supervise the speaking turns, another student can be a scribe who is responsible for recording everyone’s ideas on paper; another student can be the spokesperson, responsible for sharing the group’s ideas with the rest of the class.

Unit One

Population Growth

Unit Objectives

By the end of this unit, the students will be able to:

- ✓ *listen to a text and extract both specific information and the gist (main) idea from it.*
- ✓ *examine the pictures and explain the challenges our world is facing due to population explosion globally and locally*
- ✓ *work out the contextual meaning of the selected words from the listening passage and use them in their communications where necessary*
- ✓ *pronounce short and long vowels: [a, e, ,i and o] and diphthongs [, ai, ei, , ea, eə , iə əi, və] as correctly as possible and make their oral communication intelligible*
- ✓ *practise asking opinions in small talks and conversations*
- ✓ *practise a variety of text attack skills such as skimming, scanning and intensive reading and extract information.*
- ✓ *discuss and integrate textual information in oral presentations.*
- ✓ *work out the meaning of different words from different literatures contextually*

- ✓ *practise the word formation processes with prefixes and use the correct form of the words in communications*
- ✓ *acquaint themselves with different phrasal verbs with the verb “fall” and use them in both spoken and written communications.*
- ✓ *familiarize themselves with the patterns and uses of simple present tense and degrees of comparisons and use them in constructing correct sentences*
- ✓ *complete ideas in different pieces of writing and write their own paragraph*
- ✓ *connect different sentences using different discourse markers*
- ✓ *acquaint themselves with the use of punctuation marks such as: period, question mark and exclamation mark and use them in thier writing where necessary.*

Students with Special Education Needs

It is very clear that classrooms are very diverse in nature. Therefore, students may have diverse learning needs. Some students are visual learners, whereas, others are auditory learners. And still, some are kinesthetic/tactile learners. There are also students who are gifted and talented (linguistic, mathematical, logical, musical, spatial and others). We may also find students with intellectual or physical impairments.

As a teacher, you need to consider these diverse situations in your classroom and adjust your style of teaching to address such heterogeneous needs. For example, for students with visual impairment, visual prompts are not suitable. Apart from getting support from a Braille expert (if any), it is recommended to adapt and present the activities in the way they fit

Listening: Population Explosion

those students' with different disabilities. For instance, pictures could be described orally. A student without disability can read the text aloud when students work in groups or pairs. Similarly, for students with a hearing impairment, in addition to the support they may get from a sign language expert, audio prompts could be changed to visual prompts.

In addition, opportunities should fairly be given to those students during classroom participation. Teachers should also give attention to those students and support them to cope with the classroom environment, in general and the lesson at hand, in particular.

Regarding issues related to gender, avoid any sexist expressions that would hurt the feelings of either males or females. To do this, use the strategies such as avoidance, neutralization and pluralization. Avoidance is meant to get rid of any gender unfair expressions as best as possible in any sort of either verbal or non-verbal communications. Neutralization refers to using pronouns that refer to both sexes by separating them with slash or horizontal obelisks. Pluralization is meant to change the gender unfair expression for plural nouns and pronouns.

1.1 Listening: Population Explosion



Activity 1.1

Before you begin to teach the listening lesson, it is important to orient students about the relevance of listening skill.

It is an important language skill that enables them to take lectures, listen to discussions in groups, and get essential information from a number of spoken sources in English. Moreover, during discussions with different people, this skill helps them understand different ideas and make communication successful in different situations. Therefore, like other language skills, it is a skill that students have to develop it through

Listening: Population Explosion

continuous meaningful practices. Nowadays, we are in the digital age. Owing to this, there is a lot of information that they get from different electronic media on different subject matters that they learn in classrooms. Hence, to get further information and expand their knowledge, a good listening skill is important.

1. Now, before they listen to the passage, allow them discuss the following questions in pairs:

NB: For visually impaired students, get other students who do not have such limitations to describe the density of the population in each of the cities in the picture to them.

- A. Do you think that the population in your city is increasing or decreasing? What are your evidences?
 - B. If the population around your residence is growing, what problems are you facing in your day-to-day life?
 - C. Look at the population size in Delhi, Tokyo and Beijing. What can you say about the population growth and its effect in these countries?
2. Summarize the discussion orally as briefly as possible and move on to the next part of the listening lesson.
 3. Give them few minutes to go through the questions that ask them what to do during the while listening activity
 4. If it is you who is going to read the listening passage, read the passage two times: During the first time slowly and during the second time a bit faster
 5. When you read, glimpse at the students and observe what each student is doing. If you see a special behavior, write it down into your notebook after you have finished reading the passage. It will help you control such problems when you teach the same skill another time.

Listening: Population Explosion

Listening Passage for unit one

In the next forty years, the earth will need to accommodate nearly 3 billion more people. That is more than the current population of the whole of Europe, Africa, North and South America. How can we be so sure of this prediction? Well, we know that there are more than a billion teenagers alive today and most of those teenagers will have children of their own and live long enough to become **grandparents and that is the main cause to have** more than 9 billion humans alive in 2050. The fear might not have direct connection with large families. As certain theories ascertain, population growth becomes a threat when a country fails to involve all hands capable of doing something into any sort of economic activities. In addition, there are experts who are of the view that for most of human existence, population size has been kept in check **by nature just as it** is for other animals. If people take care of the natural water, do not pollute the environment, do not destroy forests, get sufficient opportunities to jobs and control the carbon emission, population will thrive. However, if pandemic diseases outbreak, famine or drought strikes wider area of the world, the news of war is rife pervasively, no question that the effect of population shall become the most unsurmountable problem to the world.

Studies show us that the places that will experience the most rapid growth of population are the least developed—countries in the world. For example, the population in Afghanistan and most sub-Saharan African countries will double. Niger's population is specifically predicted to grow more than triple. Though the degree varies, everyone who is going to live in this world within the next fifty-years will certainly undergo different hardships that result from the drastic demographic **changes**. When we see the realities in Ethiopia, due to population growth, much of the land has been deforested and erosion has become a serious problem to increase

Listening: Population Explosion

agricultural productivity. Consequently, experiencing conflicts among those people who have been living peacefully is common. We understand that though the population growth is not that much a serious threat for economically developed countries, there is another challenge that they have been exposed to. The number of aged people is increasing from time to time in these countries. If a country is highly populated with aged people who cannot involve in any sort of economic activity, no doubt that the GDP of that country will face challenge in improving life conditions of the productive citizens. Therefore, they are of the view that the issue of population is in vicious circle that needs relentless research and taking reasonable actions.



Activity 1.2

1. Give them time to check their answers.
2. Give feedback preferably by eliciting answers from the students themselves and then give corrections if you find errors.



Activity 1.3

Allow them to work out the post-listening activity if possible right as the while –listening activity is over. If you postpone it for the next day, they may forget what has been learnt from the passage and face difficulty to associate facts.

Suggested Answers:

- 1 *motivating the people to largely engage themselves into the family planning scheme.*
- 2 *educating the people not to degrade their environment.*
- 3 *governments need to work hard in engaging the people into different pieces of work.*

1.2 Speaking

1.2.1 Teaching Short and Long Vowels and Diphthongs



Activity 1.4

To teach short and long vowels in English, the first thing you should do is to study list of vowels that are pronounced as short and long form from any modern dictionary and expand your knowledge. Then, write a list of short and long vowels on the blackboard, pronounce them and ask students to repeat after you. Give them a short explanation about the time length that they need in pronouncing the short and long vowel. Having done this, encourage them to come up with different words which have short and long vowels for the next class and pronounce them to each other in a group of three. Finally, ask them to write different words with short and long vowels as many as possible.

NB: Give special attention to visually impaired students to listen to the pronunciation and repeat after you or their peers



Activity 1.5

First, Discuss how short and long sounds in vowels change the meaning of words. Write different words as example on the blackboard and pronounce them correctly. Then ask the students to repeat after you. After you have done this ask them to use their dictionary and list out different words with short and long vowels. Finally, give chance to a few students to read out the words they have written loudly to the whole class and give them corrections where necessary.



Activity 1.6

Before the students do the activities on diphthongs, explain what diphthongs are and how much they are important in making oral communication clear. Then, give them few words that have consisted of different diphthongs such as **day**, **dry**, **there**, etc. After you are certain that the students have clear understanding about different diphthongs ask them to identify the type of diphthongs in the list of words given in the textbook by referring to their dictionary as homework. On the following day, ask them to form small groups and pronounce the diphthong in each word correctly. Move around each row of students and check the extent to which they have done the activity correctly and give them general corrections.



Activity 1.7

Ask students to look up different words that have consisted of the diphthongs [ay, ai, ei, ey, ea eə, ɪə ɔɪ, ʊə] from their dictionary and come to class in the form of homework. Then, ask them to tell you a few of them. Write the lists on the blackboard. Pronounce each of them clearly and ask them to repeat after you.



Activity 1.8

First, list down words with interdental voiced and voiceless sounds on the blackboard then pronounce the words as correctly as possible and ask the whole class, the chorus and individuals to repeat after you. For example, you can use the words such as: **death**, **throw**, **feather**, **neither**. Having done this, ask them to look at the words given in each parenthesis. Finally, read the sentences given below to them and then allow them to write the sounds that they hear.

1. We (sink/think) if we are unable to swim together.
2. These (leather/lather) products have come from Turkey.
3. There is a way if (there/their) is a will.
4. The (tin/thin) has been filled with milk.
5. People in rural area use (thorn/torn) to take out burrowing fleas from the inside of a person's feet.

Answers

- | | | | |
|---|----------------|---|--------------|
| 1 | <i>sink</i> | 4 | <i>tin</i> |
| 2 | <i>leather</i> | 5 | <i>thorn</i> |
| 3 | <i>there</i> | | |

1.2.2 Small Talks: Asking for Opinions



Activity 1.9

Give your students an account of explanation what an opinion is and those expressions essential in giving opinions. Then, write a sentence that invites the students to give different opinions. For example, “**If we, Ethiopians, strengthen our unity, no powerful country attempts to put us under its foot.**” After collecting different opinions, summarize it briefly. Having finished the above activity, ask students to read the dialogue in pairs and complete the blank spaces orally.



Activity 1.10

Follow the above procedures to carry out the tasks under this activity. Its main purpose is to reinforce their discussion skills being in pairs.

1.3 Reading: Population Growth



Activity 1.11

Before the students begin to read the passage, allow them to discuss the questions given below in pairs for few minutes and ask them to report the result of their discussions to the whole class. Finally, give them reflections on the whole results of the discussions in the form of summary.

NB: *Let visually impaired students get oral explanation about the pictures that show overpopulation in each of the cities mentioned above from you or their peers*

1. Can you list down the most pressing problems that Ethiopia is facing these days due to its unplanned population growth?
2. Do you think that population growth has direct connection with our environment? How?
3. There are experts who say that population growth does not bring as such significant problem if the economy of the country grows consistently? Do you agree or disagree? Why?



Activity 1.12

First, let the students go through the questions from the passage individually and briskly and then allow them to come back to the passage, read silently and answer the questions that have been given after it in full sentences. After they have finished doing the questions, ask them to give their answers orally to the whole class. Then let the whole class listen to the answers from each student and give comments where necessary. Finally, elicit corrections from the students themselves and then give your own corrections if you find errors.

**Activity 1.13**

Ask students to summarize the ideas in the paragraph in one sentence. After few minutes, let some of them read out their summaries to the class and then ask the whole class to give comments on each summary. Regarding question 2 and 3, try to follow the same procedure and get them do the questions as quickly as possible.

1.3.1 Vocabulary : Part I**Activity 1.14**

Give them few hints as to how they work the contextual meanings of words based on their use in different literatures with example sentences. Then, allow them to match the words under column “A” with their contextual meanings under column “B”

Answers

- | | | | | | |
|---|---|---|---|---|---|
| 1 | A | 3 | F | 5 | C |
| 2 | E | 4 | D | 6 | B |

1.3.2 Vocabulary : Part II**Activity 1.15****Answers**

- | | | | |
|---|---|---|--------------------------------|
| 1 | <i>leading life at minimal level</i> | 4 | <i>considerable; important</i> |
| 2 | <i>making worse/aggravate</i> | 5 | <i>causing harm or injury</i> |
| 3 | <i>preparing the land to grow crops</i> | 6 | <i>interfering</i> |

Reading: Population Growth

1.3.3 Word Formation**Using prefixes to form words****Activity 1.16**

Discuss what prefixes are in English and how they can change the meanings of the base words. Then ask students to tell you different prefixes from their own experience if possible with their meanings. Finally, summarize the discussion with examples.

**Activity 1.17**

Give students a few minutes and let them write words that go with the prefixes that have been listed into their textbook if possible with their meanings. Then, discuss their meanings with examples as well.

**Activity 1.18**

Allow students to read the dialogue and work out the meanings of the words with prefixes. After they have done this, ask them to form small groups of four and give correction to each other. Finally, check if there is difficulty and give support.

1.3.4 Phrasal Verbs**Activity 1.19**

First ask them to give you list out phrasal verbs as many as possible with their meanings. Then, give them an account of explanations on the importance of phrasal verbs both in spoken and written communications with a variety of examples.

**Activity 1.20**

Get them form a group of four, read each sentence carefully and work out the meaning of each phrasal verb in each sentence. Ask each group to

give answer to each question and then give them your final feedback and motivate them to study further the use of many more phrasal verbs and expand their knowledge in this area.

Answers

- | | |
|----------------------------------|--|
| 1. changed into pieces | 7. inculcate (print) something into someone's mind |
| 2. upset/frustrate | 8. accepting untruth statements |
| 3. retreat | 9. detached from something |
| 4. use another option | 10. came out from unclosed thing |
| 5. showing insufficient progress | 11. quarrel |
| 6. come down to ground | 12. was unsuccessful |

1.4 Grammar

1.4.1 Degrees of Comparison



Activity 1.21

Ask students to tell you the degrees of comparisons that the writer of the passage has used and why. Then, reinforce their answers with further explanation or give corrections where necessary. Having done this, ask students to tell you the degrees of comparison in English and their use with example sentences. Then, discuss each degree of comparison with example sentences including the exceptions.



Activity 1.22

Ask students to be in pairs, read the paragraph, look at the degree of comparison given in bold and explain the reason why the writer has used them. Finally, reinforce their answers with further explanations.



Activity 1.23

Answers

- | | |
|-----------------------------------|-----------------------------------|
| 1 <i>the most important</i> | 3 <i>more attention</i> |
| 2 <i>as carefully as possible</i> | 4 <i>as regularly as possible</i> |
| | 5 <i>the more/the better</i> |

6 *most challenging*

8 *better*

7 *less/faster*

9 *as regularly as possible*



Activity 1.24

Give them time to do the activity individually, elicit answers from the students and finally write the correct answers on the blackboard.

Answers

1 *the most essential*

4 *better*

2 *the most prosperous*

5 *the most difficult*

3 *more important/as many*

6 *lesser*

After the students have been made to work on three of the degrees with appropriate support from you, now, it is time to ask them jot down the notes and study them as carefully as possible. You are also expected to further explain the notes with different examples.

1.4.2 Simple Present Tense and Present Perfect Tense



Activity 1.25

Give them time to work on each pair of sentences and identify their meaning difference. Then, ask them to report their answers to the whole class. Get the class participate in the discussion, confirm or correct the answers from other students. Finally, give corrections if you find errors.

Answers

Make sure that there are different ways to differentiate the meaning of each paired sentence. Therefore, read repeatedly and find out sensible answers and give to your students at the end of their attempt. The first one is done as an example for you.

- 1 *Most of us are inhabited to talking about others' weaknesses but up to the present time we do not have information about our own weakness.*

Having discussed the meaning difference of each pair of sentences, let students copy down the short notes into their notebooks and study them carefully. You are also expected to give them explanations as briefly as possible.



Activity 1.26

- 1 *cleans/has not yet cleaned*
- 2 *love/think/leave /have never seen*
- 3 *ever have had/show*

1.4.3 Using Relative Pronouns



Activity 1.27

Encourage the students to read books on the use of relative pronouns and do the activity. Then, allow them to discuss their answers being in pairs. Having done this, let you discuss the answers along with explanations and example sentences. Finally, let them write down the notes into their notebook and study them carefully.

Answers

- | | | | |
|----------------|----------------|----------------|-------------------|
| 1 <i>where</i> | 3 <i>whom</i> | 5 <i>which</i> | 7 <i>whom</i> |
| 2 <i>that</i> | 4 <i>whose</i> | 6 <i>whose</i> | 8 <i>wherever</i> |

1.4.4 Using suggest, should, ought to and had better



Activity 1.28

Here, to make variety, let you first begin with discussions on the expressions used to advise or warn people using a variety of example sentences. After checking that the students have clear information about the use of different expressions that help them give advice or warning, ask them to do the above activities

Writing

Answers (Alternative answers with sound reason are acceptable)

- | | | | |
|---|-----------------------------------|----|------------------------|
| 1 | <i>ought</i> | 6 | <i>suggest</i> |
| 2 | <i>ought to/should</i> | 7 | <i>should</i> |
| 3 | <i>should</i> | 8 | <i>should/ought to</i> |
| 4 | <i>should/had better</i> | 9 | <i>ought</i> |
| 5 | <i>should/ought to/had better</i> | 10 | <i>should</i> |

1.5 Writing**1.5.1 Guided Writing****Joining and completing sentences****Activity 1.29**

Writing is one of the focal areas in teaching English in our context due to the fact that students cannot do their academic tasks without equipping themselves with this skill. Therefore, enhancing their writing skill with the help of step-by-step activities is one of the requests of the day. In writing a good paragraph or essay, a good deal of knowledge on sentence connection is very essential because unless ideas are joined coherently, readers cannot get meaning. Accordingly, first, ask each student to use correct transitional devices in the spaces provided. Then, let her/him discuss her/his answers with a partner sitting beside her/him. Finally give them corrections first by eliciting from the whole class. Finally, give them an account of explanation as to how they use each connecting device in line with the short notes provided below.

Answers

- | | | | | | |
|---|----------------|---|--------------------|---|----------------|
| 1 | <i>because</i> | 3 | <i>for example</i> | 5 | <i>however</i> |
| 2 | <i>If</i> | 4 | <i>moreover</i> | | |



Activity 1.30

Guided writing is the beginning stage of writing. At grade ten level, there is a belief that students have been practising different writing genres with different purposes. Now, the reason for providing them with guided and controlled writing practice activities is to refresh back their memory and help them reduce difficulties that they have not yet alleviated.

Answer

The sentence can be completed in different ways. Therefore, let them think the type of idea that the initial sentence wants to convey and complete it with any meaningful sentence that makes the whole discourse clear and acceptable.

1.5.2 Using Punctuations



Activity 1.31

Ask them to put the three of the punctuation marks into the short discourse. Then, ask them to write their own sentences that need three of the punctuation marks: period, exclamatory mark and quotation mark.

Unit Two

Travel Behaviours

Unit Objectives

Upon the completion of this unit, the students will be able to:

- ✓ *listen to a text and find out specific information and gist*
- ✓ *work out the meaning of words used in the listening text contextually and use them into their day-to-day communications*
- ✓ *pronounce English vowel and consonant sounds intelligibly in oral communications.*
- ✓ *share their experience with their partners about their own travel experiences, if any and the vice-versa*
- ✓ *explain the measures that should be taken to reduce traffic accidents in Ethiopia*
- ✓ *describe traffic rules using appropriate language orally*
- ✓ *give short instructions on peoples' traveling behaviors orally*
- ✓ *familiarize themselves with travel behaviors discussed in the passage and apply them when they travel into big cities*
- ✓ *acquaint themselves with most important traffic rules discussed in the passage and apply them when you travel into cities*

- ✔ *employ a variety of strategies such as prior knowledge, context clues, word-breaking, group discussions, dictionary and the like to work out the contextual meaning of new words*
- ✔ *identify different word formation processes and use them correctly in your communications*
- ✔ *familiarize themselves with the meaning of the phrasal verbs such as fill in, fill up, etc., and use them both in your spoken and written English*
- ✔ *acquaint themselves with the patterns and uses of simple past tense and apply it correctly for different communicative purposes when/where necessary.*
- ✔ *familiarize themselves further with punctuation rules and use them in writing sentences, paragraphs or essays.*

2.1 Listening: Travel to Omo National Park



Activity 2.1

Before the students listen to the passage, let them discuss and answer the questions given below.

1. Have you ever travelled to a new place? Where?
2. Where is Omo National Park?
3. Can you predict what you will visit in case you go to this park?

Listening: Travel to Omo National Park

NB: Give opportunity to visually-impaired students to explain as to how they use their guides when they travel in big cities. Moreover, how hearing-impaired students consciously follow up each movement and walk carefully in big cities

When they discuss the questions, move around each group and supervise what each student is doing and give support when necessary. After the discussion is over, ask few students to report the result of their discussions to the whole class. Give reflections on the students' answers and then motivate them to listen the passage and get further ideas.

Before you read (tune to) the passage to whole class, give them the following guidelines that help them listen to the passage, take notes and finally write the gist.

- Give attention to the first sentence in each paragraph because mostly writers place the most important or controlling idea at the beginning of their paragraph due to the fact that such style of idea building is simple especially for beginner writers. Once they have stated the main idea, then it is easy to add many more coherent sentences and complete the paragraph.
- If you have difficulty in understanding the first sentence or you have missed it due to speed or other problems, let you give attention to the last sentence in the paragraph because writers often repeat or reinforce the main idea in this sentence as a conclusion.
- Let you try not to take notes in the form of full sentences. Instead, let you take your notes in the form of phrases, abbreviations or incomplete sentences. What most important is to take notes that remind you the main idea. To get such information, it is not important to waste time in writing them in full sentences. To have fullfledged information, of course, you can convert them into sentences later on.

Listening: Travel to Omo National Park

- Don't try to write down the ideas in each sentence written in the paragraph. Take notes that you think are most important to get full information from the whole passage.
- If you encounter a new word that has blocked understanding the meaning, try to associate it with the context being discussed in the passage and attempt to guess.
- In case you fail to understand some ideas during the first round reading session, don't be desperate. Continue re-listening to the passage when it is read to you for the second time.
- When the passage is read to you for the second time, try to check the correctness of the first idea that you have jotted down and continue writing additional ideas that you have not yet jotted down
- After the listening is over, take time, understand the note that you have taken and then re-order them according to their degree of relevance.
- Now, write them in full sentences

**Activity 2.2**

After you have made the above instructions clear to the students, read the instructions given below to them loudly.

1. Omo National Park is located in South Omo Zone beyond the west bank of the Omo River. According to certain written evidences, the park was established on the basis of the recommendations forwarded to the Ethiopian government by two UNESCO missionaries in 1963 and 1965. The park covers approximately 40,680 hectares of area. It is located at a distance of 870 km southwest of Addis Ababa. Its elevation, on average, is around 500 m after sea level but the heights of Dirga hills can reach about 1100 m. The Maji escarpment on the western border of the park rises to more

Listening: Travel to Omo National Park

than 2500 m. The rainfall is close to 780 mm per annum and the main wet season is from March to November. Maximum temperature records can go as high as 40°C in December and minimum temperature from April to June is around 20°C.

2. Though the park is holding a large number of wild life concentrations in the country, there are no sufficient infrastructures that make the visit to the park comfortable for visitors. The park conserves seventy-three species of mammals and 312 species of birds. There are also at least 13 species of fish in various water courses found in the park. The reptile diversity in the park is also very wide. The exceptionally large number of crocodiles all along the course of the river is the case in point. One important thing about this park is that it is the most protected park from human interference of all other parks in the country except the human settlement observed along the Omo River. The Omo River is one of the main ecological features of the park and has its sources in the south western highlands of Ethiopia. The river traverses at least 350 km through steep and inaccessible valleys and ravines before it reaches Lake Turkana on the Ethio-Kenyan border. After it reaches the lowlands, it passes through flat semi-desert type of ecosystems.
3. Most of the riverine vegetation along the Omo River is in its pristine form and is composed of gigantic densely grown trees. The vegetation of the park consists of patches of dense scrub and thick riverine vegetation along the major water courses. The main vegetation types found in this area include open grasslands, wooded grasslands, forest and thicket. There are also scattered rocky outcrops and hills

Speaking

from where several streams drain into the Omo River. In general, the park is one of the natural gifts for the country with lots of benefits.



Activity 2.3

Let them work in a group of three, think of the place that they have visited, describe its geographical locations and what they visited, exchange their description with their friend and give comments to each other.

Suggested Answer:

Check the way the student describes the geographical location and the most important things that she/he visited using appropriate adjectives and adverbs.

2.2 Speaking

2.2.1 Pronunciation



Activity 2.4

Ask them to look up the pronunciation of the words given at the left hand side and then match them with sounds given at the right hand side. Elicit answers from them and then give them the correct answer if they make errors.

NB: *If you can, let visually students be dictated and jot down the words into their notebooks and then let them identify the words with short and long vowels*

Answers

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | A | 3 | D | 5 | E | 7 | H |
| 2 | B | 4 | C | 6 | F | 8 | G |

Speaking



Activity 2.5

First, ask students to look at the list of paired words given in parentheses individually. Then, give them clear instructions what they do right when you are reading the whole sentence. Read each sentence with the correct word two times and then ask them to write down the word that they have heard into their notebook. Finally, give them corrections orally if they have made mistake.

1. I (heat/hate) a lazy person.
2. We have a special (set/seat) in the living room.
3. It is a (peak/peck) hour that we treated the largest number of patients.
4. They (read/raid) the new hospital yesterday.
5. Teshome wants to come back very (soon/sun)

Answers

- | | | | | | |
|---|-------------|---|-------------|---|-------------|
| 1 | <i>hate</i> | 3 | <i>peak</i> | 5 | <i>soon</i> |
| 2 | <i>seat</i> | 4 | <i>raid</i> | | |

2.2.2 Giving Advice and Warnings



Activity 2.6

Before students start to do the activity, in the form of homework, ask them to read and come to class with those expressions we use to give advice or warning. After they have done this, ask them to give advice or warn their friend using the expressions. Finally, give them an account of explanation how they use the expressions: **must/have to, should/ought to, suggest and had better.**

We use “**must**”, “**have/ has to**” to give strong warning or advice and “**should**” or “**ought to**” are used to give weaker form of warning or advice. We use **suggest** and “**had better** when we want to give advice in a polite way“

Examples:

1. Obang, you are not feeling well today. Your pain is aggravating seriously. You **must visit** a physician immediately.
2. Cheating on examinations is a very serious academic crime, so you **have to** always work by your own and never let others copy your answers
3. Life is always dependent on the existing situations; so when you face a problem, you **ought to avoid** frustrations and adjust yourself with the realities.
4. The weather condition is foggy; it seems to rain very soon. Hence, you **had better** carry an umbrella.
5. If you want to pass the entrance exam successfully, I **suggest** reading this book between lines.

Answers

Accept any sort of answer that sounds logical.



Activity 2.7

First let you discuss the basic traffic rules which are essential to travel in big cities. After they have clear idea about the traffic rules, ask them to complete the text with the correct word or phrase being in a group of four. Then, let one of the group members come out and read the whole text so that they familiarize themselves with those words/expressions essential in giving advice to travelers in big cities. Finally give corrective feedback if you find errors.

Reading : Travel Behaviors

Answers

- | | | | |
|---|--------------|---|----------------------|
| 1 | <i>left</i> | 4 | <i>warning</i> |
| 2 | <i>stop</i> | 5 | <i>talk/converse</i> |
| 3 | <i>cross</i> | | |

2.3 Reading : Travel Behaviors



Activity 2.8

Ask students to be in pairs and discuss the following questions based on their background knowledge. After they have discussed and come up with agreement, let them report the result of their discussions to the whole class through one of the group members and then give your reflections so as to motivate them to read the passage and get more information.

1. What are the precautions you take if you are to travel into a big city for the first time? Why?
2. Discuss the meanings of the following words with your neighbouring student: **behaviour, pedestrian, sidewalk, pick-pocket, traffic pick.**



Activity 2.9

Ask them to read the passage thoroughly. Then, let them read each of the main ideas that represent each paragraph and match it with the paragraph it represents. After minutes, ask them to conduct peer corrections. Having done this, let them give their answers to the whole class and then give them corrective feedback if you find answers that need rectification. Do the same for item number four.

Answers

- 1 *paragraph 3*
- 2 *paragraph 1*
- 3 *paragraph 2*
- 4 *because the beliefs, attitudes and values of a traveler influence her/his travel behaviors and the vice-versa*

**Activity 2.10**

Allow them to form groups, discuss each item and report their answers to the whole class.

2.3.1 Vocabulary**Activity 2.11**

Give them short orientation as to how students work the meaning of words contextually from any literature they read so as to refresh back their memories and then ask them to do the activity given in the form of matching individually. Having done this, let them form a small group of three and give corrections to each other. Finally, elicit answers from the students and give corrective feedback if you find errors.

Answer

- | | | |
|------------|------------|------------|
| 1 <i>B</i> | 3 <i>D</i> | 5 <i>A</i> |
| 2 <i>E</i> | 4 <i>C</i> | |

**Activity 2.12****Answers**

- | | |
|----------------------------------|--|
| 1 <i>mutually beneficial</i> | 5 <i>part of the road for pedestrians</i> |
| 2 <i>decide before hand</i> | 6 <i>a thief who steals from pocket/purses</i> |
| 3 <i>travelers on foot</i> | |
| 4 <i>great or huge in number</i> | |

2.3.2 Word Formation



Activity 2.13

Give clear explanation and guidelines how students work with phrasal verbs and use them in their communications with different illustrative sentences. Then, ask them to look up the meaning of the phrasal verbs in the table from a dictionary and fill in the blank spaces given in the text being in pairs

Answers

- | | | | | | |
|---|-------------------|---|------------------------|----|--------------------|
| 1 | <i>fill up</i> | 5 | <i>find out</i> | 9 | <i>follow up</i> |
| 2 | <i>fill me in</i> | 6 | <i>fix up</i> | 10 | <i>full around</i> |
| 3 | <i>fill out</i> | 7 | <i>flipped out</i> | | |
| 4 | <i>fill up</i> | 8 | <i>floating around</i> | | |

2.4 Grammar

2.4.1 Reviewing Simple Past Tense



Activity 2.14

Ask students why the writer used simple past tense to tell us about how the two young boys created the google software. After you have listened to their answers, give them explanation using the information given in the note given below the activity.



Activity 2.15

Ask students to list out different activities that they did yesterday and then write a paragraph of five sentences individually based on the example given to them. Then, ask few students to read out their paragraph to the whole class. Finally give them feedback that helps them write a better paragraph next time

2.5 Writing

2.5.1 Practising writing different types of sentences based on their structure



Activity 2.16

Give them time to consult some reference materials and come up with definitions and examples of simple, compound, complex and compound-complex sentences. Then, let them be into a group of four and identify each sentence in the text as simple, compound, complex or compound-complex. After you have listened to the answers from each group, give them feedback. Finally, give them further explanation accompanied by examples.

Answers

- | | |
|-------------------|---------------------------|
| 1 <i>simple</i> | 3 <i>complex</i> |
| 2 <i>compound</i> | 4 <i>compound-complex</i> |



Activity 2.17

Ask students to write out their own four simple sentences in different ways, four compound sentences, four complex sentences and four compound-complex sentences and then let them get into small groups, give comment to each other's work. Then ask them to read out their sentences to the whole class. Listen to each student's answer, make note and give feedback at the end of the session.

2.5.2 Summarizing a Text



Activity 2.18

First, let students read the note given carefully and understand what a summary is and how it is written. Give them explanation until they grasp

Writing

the most essential points. Then, ask them to read the text and complete the summary in their own sentences. Get them form small groups and read each summary to each other and give comments. Finally, get them select the best summary from each group, come out to the front of the class and read it out.



Activity 2.19

Give sufficient time to students and ask them to finish the summary in their own sentences. After they have finished writing their summary, allow them to form small groups and discuss the strengths and weaknesses of each summary. Finally, give chance to few students to come out in front of the class and read their summary



Activity 2.20

Get the students read any text that is relevant for their academic progress not more than six paragraphs, summarize it and submit their summary to your for evaluation. Inform them also that when they submit their summary, they have to attach the original text with it. In evaluating the students' summary, consider the following criteria: idea similarity with the original text, relevance of the content, organization of ideas, language use and mechanics.

2.5.3 Describing people



Activity 2.21

First, let them study the modifying words given in their textbook and then discuss how to use them in sentences. Having done this, ask them to look the picture of the man in the textbook and describe him in not more than ten sentences.

2.5.4 Punctuations



Activity 2.22

Answers: Look at each sentence and give them explanation how the comma is used.

1. After Mehari had left the scene of the accident, he tried to forget that it had happened.
2. Oil, which is lighter than water, rises to the surface.
3. If you try to work out the meaning of the word “nice”, some of them are contradictory.
4. The contractor, who entered into the agreement last year, testified that the house was completed and that the work had been done properly.
5. The book contains: proverbs, phrasal verbs, the meaning of everyday expressions and short stories.
6. After kibru had left the organization, the business of the organization reduced significantly.
7. Dear Tulema, I am writing this letter to you to share the victory achieved.
8. February 29, 1896 ,the day on which Ethiopians uprooted the wrongly established thought of the white, has always been commemorated throughout the peace-loving nations in the world
9. The prevalence of peace needs contributions from each citizen, doesn't it?
- 10 Shakespeare says, “ fear not to die but fear purposeless death.”
- 11 Kill him not, leave him. (Assume that the purpose of the order is not to kill the person)
- 12 After a good washing and grooming the pup, looked like a new dog.
- 13 The ginkgo tree, whose leaves turn bright yellow in autumn, came to this country from Asia.
- 14 Go to the first traffic light, turn left and then look for a yellow brick building to the north side of the street. That is the house of the new mayor
- 15 Be a person of excuse, far-sighted and resourceful but

Writing

don't hold grudges

I. Using Fullstop, Comma, Semi-colon and Colon**Activity 2.23****Answers**

Follow the procedure stated for Activity 2.22.

When we write in English, we use possibly different punctuation marks: comma, period (full stop), quotation marks, question mark, exclamation mark, hyphen, colon, semicolon, apostrophe, etc. These punctuation marks are seriously essential in writing because they have capacity to change the meaning of idea; therefore, students must learn how and where to use them and practically apply them into their writing. If we simply see how a comma changes the whole meaning of a sentence, let us see the following example sentence with a comma and without. let us first eat mother if the writer does not put the comma properly at the right place it is difficult or confusing for the reader to get the meaning.

Unit Three

Punctuality

Unit Objectives

Upon the completion of this unit, the students will be able to:

- ✓ *listen to a text, find specific information and gist*
- ✓ *associate the facts in the passage with their own life and improve their behaviour in keeping punctuality.*
- ✓ *use some of the selected words from the listening text and use them in their everyday communications when situations demand them*
- ✓ *pronounce short and long English vowel and consonant sounds intelligibly*
- ✓ *converse with people on different issues using appropriate and clear language in different situations*
- ✓ *read, interpret, process and personalize the main points in the material that you read.*
- ✓ *use some of the words taken from the reading passage in both spoken and written communications*
- ✓ *identify different word formation processes and use their correct form in different sentences*

Listening : A Punctual Student

- ✓ *familiarize themselves with different phrasal verbs and use them both in your spoken and written communications.*
- ✓ *acquaint themselves with different forms of adverbs of time and use them in their correct form in different communicative situations*
- ✓ *use parenthesis and brace in different writing.*
- ✓ *write a sensible narrative paragraph.*

3.1 Listening : A Punctual Student



Activity 3.1

Before they listen to the passage, ask them to discuss the following questions in a group of four and report their answer to the whole class

1. Are you punctual for different appointments or events?
2. What is your opinion about the Ethiopian culture with regard to punctuality?
3. List down the different benefits of punctuality in human life.
4. Discuss the meaning of the following words so that you can understand the passage with fewer challenges:
punctuality, respect, confidence, tardiness, procrastination, conscious, commitment

After they have completed their discussions, let them report their agreements

Listening : A Punctual Student

that they have reached to the whole class through their spokesperson. Listen to the views of each group on each question and give them your own reflections by connecting the issue of punctuality with Ethiopians' culture. After you have done this, discuss the meaning of the above words as they have been used in the passage for few minutes to make the listening easier for them.

**Activity 3.2**

After the discussion is over, ask them to go through the passage with blank spaces for few minutes. Then, let you read the passage two times with different speeds or tune to them if you have the video-recorded passage. At this time, tell them to listen to the passage and fill in each space with the correct word or phrase that they hear individually.

A Punctual Student

Punctuality is a habit of attending a task on time. In a wider sense, it's a habit of doing things at the right time. Punctuality is the key to get **success** in everyone's life. Enough has been said and written about the **milestone** benefits of punctuality. Time conscious people understand punctuality not only just because it is a valuable behavior but also because it lets them live a stable, secured and self- confident life that can be a role model in the community. Consequently, top people in the field of business, sports, politics and arts are always punctual and that is always visible in their everyday activities.

When we link the matter with students' life, it is of many **benefits**. First, if a student is punctual, she/he gains respect and social acceptance from all members of the school community. Second, punctual students free themselves from conflicts that may result from failure to meet deadlines for submitting assignments or reports. If you have promised to study something or complete an assignment before or on time but were unable to do so, then you essentially

Listening : A Punctual Student

break the promise. On the other hand, if you submit the assignment on or before time, then your class teacher and classmates will see you as a student with **integrity**.

Third, punctuality gives students the **head start** they need in life and plays a very vital role in increasing their academic success. Punctuality serves as their own **crest** that symbolizes their discipline, strictness, time management skill and commitment to success. Fourth, punctual students develop a sense of self-confidence and **stamina**. Because of this, everyone feels confident that if such students are given responsibilities either when they are at schools or join the world of work, they will discharge it efficiently and effectively. Fourthly, punctuality is just one of the several requirements to live a **disciplined** life. Once students become punctual in all of their daily dealings, it will help them kick away laziness and negative attitude from their life. It also has a chain reaction on other aspects of their life as it helps them become better citizens. In general, when students **inculcate** the benefits of punctuality in their mind and always strive towards its implementations, they always plan in advance, evaluate progress, work hard to be clear about what they want from life.

After the listening is over, give them two-to- three minutes to check their answers. Then, ask them to be in pairs and conduct peer corrections. Finally, first elicit the correct answers from them and then give confirmation to the correctly answered questions and give feedback if you find errors

Answers for the blank spaces in the above listening passage

- | | | | | | |
|---|------------------|---|-------------------|---|--------------------|
| 1 | <i>success</i> | 4 | <i>integrity</i> | 7 | <i>stamina</i> |
| 2 | <i>milestone</i> | 5 | <i>head start</i> | 8 | <i>disciplined</i> |
| 3 | <i>benefits.</i> | 6 | <i>crest</i> | 9 | <i>inculcate</i> |



Activity 3.3

Get them form a group of four, discuss the questions and report their answers to the whole class. Finally, wind up the discussion by giving them your reflections.

Suggested Answer:

- 1 *Under most circumstnces, our culture does not give due attention to proper time utilization.*
- 2 *parag 1: Punctuality is a respect we hve had for any sort of task we are expected to accomplish*
parag 2: The benefits of punctuality in students' life especially when they are in lerning institutions.
parag 3 :The benefits of punctuality in students overall life.

3.2 Speaking

3.2.1 Pronunciation

Practising Pronouncing the Vowels: [æ] [ʌ] and [ə]

First, pronounce the list of words given in the textbook correctly and then ask the whole class, chorus and individual students respectively to repeat after you.



Activity 3.4

Ask students to choose the word which has consisted of the vowel sound given into the square bracket.

Answers

- 1 *charity* 2 *discover* 3 *fire*

Speaking

Study the phonetical transcription of the diphthongs and the consonants and pronounce them loudly to your students and let them say out after you. If you hear wrong pronunciation, ask the students in that row to repeat after you. Finally, select few students and ask them to repeat the sounds after you.

3.2.2 Expressing Personal Thoughts and Beliefs



Activity 3.5

First, let you discuss the short explanation what “**belief**”, “**thought**” and “**knowledge**” are based on the note given in the students’ textbook. Then ask them to express their beliefs and thoughts about different things being in pair. After that, ask them to do the activity by taking the part of Momina and Farah.

Answers: No close-ended answer to the spaces in the dialogue but if “**believe**” is used, the idea or the view is supported by evidence, “**think**” is to express opinions and “**know**” is to express the information we have had in our mind



Activity 3.6

Just as in activity 3.4 above, no close-ended answers to this activity. Get them express their beliefs, thoughts or knowledge about the three different statements

3.2.3 Using “so” and “neither”



Activity 3.7

Let them study how “**so**” and “**neither**” are used in the conversation carried out between Emily and John individually and then let them read the short note given next to the conversation and jot it down into their notebooks. Finally, let them complete the blank spaces in the conversation conducted between Bejiga and Hirut using the correct form of “**so**” and “**neither**”.

Answers

- 1 *so has mine*
- 2 *so does is my father*
- 3 *neither do I*
- 4 *neither does mine*
- 5 *so does Hana*

3.3 Reading: Punctuality**Activity 3.8**

Ask students to be in a group of four and discuss the following questions based on their background knowledge. After they have discussed and come up with agreement, let them report the result of their discussions to the whole class through one of the group members and then give your reflections so as to motivate them to read the passage and get more information. Having done this, give your reflection on their answers and prepare them for further reading.

1. Is it always important to be on time?
2. Are you usually on time, in time or late? Why?
3. What do you think this passage is about?

**Activity 3.9**

1. Get them read the passage individually and silently and write the main idea of paragraph one and two in full sentences.

Answers:(open ended)

2. Let them read the main ideas taken from paragraph three and four and then write their own two or more supportive details

Answers:(open ended)

When they write the main ideas of paragraph I and II, let them first read both paragraphs once again, make short notes and then write the main idea of each paragraph in their own words.

Vocabulary

In writing supportive details to paragraph three, give them a hint that they are expected to give additional information using the transitional devices such as **moreover, furthermore, besides, also, not only ...but also** and to paragraph four they need to add contrasting ideas using the transitional devices such as **though, even if, regardless of the fact that, despite, in spite of, etc.**

- let them read the neighbouring sentences and write what the phrase “**life skill**” refers to.
- let them infer to the passage and explain the attitude of the writer.

Hint: The writer has been frustrated by the proverb “**yehabesha ketero**” as it is an expression that shows that Habesha people are negligent to punctuality



Activity 3.10

Allow students to form groups, discuss each item and report their answers to the whole class.

3.4 Vocabulary



Activity 3.11

Let the students re-read the passage and find out words that have the same meaning as the phrases listed here below from the passage.

Answers

- not to delay* ___ *promptitude*
- old way of saying* ___ *platitude*
- overlook or make something less important* ___ *undermined*
- highly important* ___ *milestone*
- connected or linked to* ___ *alignment*



Activity 3.12

Ask them to read the neighbouring sentences that are around each word and guess its contextual meaning

Answers

- 1 *level-headed* ___ *giving fair decision*
- 2 *conscious* ___ *being aware of the situation or surrounding*
- 3 *procrastination* ___ *not respecting time of an appointment*
- 4 *stamina* _____ *enduring strength and energy*

3.4.1 Word Formations: Derivations



Activity 3.13

Firsts, ask students to find out the derivations from a dictionary and fill in the blank spaces individually. On the next day, ask them to be in pairs and give correction to each other's work. Finally, elicit answers from the students and give corrections if you find errors.

Answers

I. Noun to Verb

	Noun	Verb
1	advice	advise
2	report	report
3	examination	examine
4	revision	revise
5	repetition	repeat
6	production/produce	produce
7	clarification	clarify
8	maintenance	maintain

II. Adjective to Verb

No	Adjective	Verb
1	pronounceable	pronounce
2	maximum	maximize
3	sensitive	sensitize
4	reasonable	reason
5	definitional	define

III. Adjective to Noun

No	Adjective	Noun
1	dangerous	danger
2	childish	children
3	national	nationalization
4	confident	confidence
5	functional	function



Activity 3.14

Get them do the activity in the class and check answers from each other

Answers

NB: The bolded words in the parentheses are suggested answers

Instructions: *Fill in the blank space with the correct form of the word given in parentheses*

1. Currently, the biggest ___ (**national**/nationalism) issue is protecting the country from terrorism and foreign invasions.
2. _____ (confidential/**Confident**) people always talk freely what they feel wherever they go.
3. Ato Forsido is good at reasoning when he argues with people but sometimes he shows _____ (child/**childish**) behavior that is not expected of him.

4. Tufa is expected to _____(reporting/**report**) the performance of the company with _____(reasonable/reasoning) data ahead of the next week meeting.
5. Our English teacher asked us some English letters that are not easily _____(**pronounceable**/pronunciation) for most Ethiopian students on the final____(**examination**/examine)
6. I could pronounce the word “antidisestablishmentarianism” after a long process of _____(**repetitive**/repeated) trial-and-error.
7. The chairperson finally figured out that _____(**maximizing**/maximize) the number of participants in the meeting can be ____ (danger/**dangerous**) as the chance to catch COVID 19 is still high.
8. The newly installed duplication machine has not yet been_____(function/**functioning**), so we should look for another one.

3.4.2 Phrasal Verbs



Activity 3.15

First, ask students to read each sentence and find out the contextual meaning of each phrasal verb individually. If they have difficulty, let them use a dictionary and find out its meaning. Then, give them chance to discuss their answers with their partner. Finally, give them correction with further examples

Vocabulary

Answers (The suggested answers are given into the parentheses)

1. Most government employees could not **get on by** their own monthly salary, so they are seen running here and there to get a part time job. (lead life self-sufficiently)
2. When the discussions in a meeting are boring and disorganized, I often prefer to **get away** as my anger grows faster and faster. (leave the place)
3. When I began to write my essay, no idea could come to my mind. Nevertheless, I decided **to get along** until essential ideas came to my mind. (continue with patience)
4. I have the belief that he has been my closest and intimate friend but currently he is attempting to attack me in a hidden way. I did not want to take a revenge though it is easy to **get back at him** (respond equivalently)
5. I have a plan to write his biography but due to time constraints, I have not yet made it practical. This year, however, after passing through different ups and downs, I **got around to** it. (made it practical)
6. Now, it is difficult to discuss the matter with you as I am busy with a variety of activities. Hopefully, I will **get back to** you next week. (meet again)
7. We have given them repetitive supports but still they could not **get behind** their theses. (complete on time)
8. If you want to improve your writing skill, the first thing expected from you is to **get ideas down** on a sheet of paper as they are. It will be improved after continuous editing and reviewing. (write it in black and white on a sheet of paper)

3.5 Grammar

3.5.1 Adverbs of Time and Frequency



Activity 3.16

Ask students to use the time adverbs given in the box below and fill in the spaces in the dialogue individually and then let them discuss the answers in small groups. If they have difficulty, support them.

after	while	when	ago	often	how often
for a long time	until	before	seldom	as soon as	

Tenkir: _____ 1 do you visit the historical and cultural heritages in Ethiopia?

Dendir: Eh....I visit such places very _____ 2 as I am always busy with different activities; moreover, I don't have money for transportation and accommodations.

Tenkir: The same is true with me. I visited Sof Umer Cave about ten years _____ 3.

Dendir: You see, I lived in the town nearby this cave _____ 4; however, I had not attempted to visit it. Now, I am regretting seriously.

Tenkir: I always think to visit different places _____ 5 I finish my work. Of course, sometimes I plan to visit especially religious places _____ 6 I engage myself into the day's work. As I have already told you, my most serious problem is shortage of time I have had.

Dendir: Last week, one foreigner came to me and asked me the places

Grammar

I have visited _____7 I was sitting and relaxing in a park. For the time being, I could not say a word to him _____8 he finishes his idea.

Tenkir: This is a question that foreign tourists _____9 ask Ethiopians _____10 they come to this country. The main reason is they have strong appreciation for different attractions in Ethiopia.

Answers

- | | | |
|--------------------------|-----------------|----------------|
| 1 <i>How often</i> | 5 <i>after</i> | 9 <i>often</i> |
| 2 <i>seldom</i> | 6 <i>before</i> | 10 <i>when</i> |
| 3 <i>ago</i> | 7 <i>while</i> | |
| 4 <i>for a long time</i> | 8 <i>until</i> | |

3.5.2 Adverbs of Manner

Ask students to be in pairs, write down the sentences given below into their notebooks and then try to identify the **adverbs of manner** based on their background knowledge or by referring to any materials. Finally, ask them to copy down the note given in the textbook into their notebooks and then give them explanation supported by examples.

**Activity 3.17****Answers**

1. The artist's lovely speech that he delivered in a **lovely manner** in the new stadium inspired many citizens to join the army and protect the country from humiliation and fragmentation.
2. I was to punish him but I changed my mind when he approached me in a **friendly way**.
3. He speaks English **like** native speakers. Has he ever lived in English speaking countries?

4. It is good to listen to them **patiently** when people speak to you **angrily**.
5. Yesterday I was not happy with your work but today you have done it **well**.
6. Ribka studied all the subjects so **hard** that she stood first among all grade ten students.
7. His report reached me **late**, so I could not read it **deeply** and give comment on it.
8. Lazy students always arrive at schools **late**. One of the reasons might be their problem to wake up from their bed early.
9. Why do some people want to behave **as if** they were the only people to decide on others' life?
10. Though Kolcha gave me his brotherly advice in a **brotherly way**, there are things that he has not taken into consideration.



Activity 3.18

Ask students to use their dictionary and write the adverb form of the adjectives given at the left hand side individually into their notebooks. Then, ask them to construct their own sentences.

Answer

	adjective	Adverb
1	slow	slowly
2	sad	sadly
3	loving	lovingly
4	loud	loudly
5	soft	softly
6	cozy	cozily
7	angry	angrily

8	hasty	hastily
9	noisy	noisily
10	good	well
11	hard	hard
12	late	late
13	fast	fast
14	straight	straight
15	surprize	surprisingly



Activity 3.19

Get them into a group of four and write sentences that describe their everyday habits and read out their sentences to the whole class. Finally, give them comments.



Activity 3.20

Ask the students to insert the correct preposition (**on, in, before, ahead, behind**) in the spaces given in each sentence below individually

Answers (given in brackets)

- 1 *She is backward _____ her studies. (in)*
- 2 *Do you believe ___ diversity? (in)*
- 3 *Guess what I have ___ my hand? (in)*
- 4 *___ the whole, what you have done is important for our future work. (On)*
- 5 *You should save some money ___ condition that you get sick unexpectedly.*
- 6 *___ principle, work is life. (In/On)*
- 7 *Reading is a language skill that enables you to accumulate knowledge. Writing, _____ the other hand, is a language skill that enables you display the amount of knowledge you have stored. (on)*
- 8 *_____ you give opinions, it is highly important to think twice. (Before)*

- 9 *If a man succeeds _____ achieving something, some people say that there is a woman _____ him. In my opinion, however, she is in front of him or at side of him. (in)*
- 10 *When I drive to Addis, my colleague was ___ me. After a while, however, he disappeared for unknown reason. (ahead of)*
- 11 *One of my friends has written an excellent book ___ the title "Qualities expected from Modern Humans" (on)*
- 12 *Koticha is ___ the time. He told us a year ago that the present evets would emerge as social problems. (ahead of)*

3.6 Writing



Activity 3.21

Ask the students to read the short notes given on paragraph writing in general and narrative paragraph writing in particular. Then give them an account of explanation with few examples. Finally, ask them to write their paragraph and submit it to you for evaluation.

Unit Four

Tourist Attractions

Unit Objectives

Upon the completion of this unit, the students will be able to:

- ✓ *listen to descriptive texts from spoken sources and make out the most essential ideas*
- ✓ *describe and discuss location of tourist sites in Ethiopia.*
- ✓ *pronounce the diphthong [θ] and [ð] consonant sounds intelligibly*
- ✓ *explain either their agreement or disagreement to others' opinions or views*
- ✓ *read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize their information*
- ✓ *use a word-attack skill, increase their vocabulary store and use the newly learnt words in their communication*
- ✓ *derive different forms of words that represent different parts of speech and use them in their communication correctly*

- ✓ *apply phrasal verbs that are attached to the verb “get” and use them into their both spoken and written English*
- ✓ *familiarize themselves with the rules and uses of definite future actions, indefinite pronouns, clauses of result and apply them in constructing accurate sentences*
- ✓ *use apostrophe, eclipse and quotation marks in different written works correctly.*
- ✓ *write different reports that revolve on different matters*

4.1 Listening: Giving Information for Tourists



Activity 4.1

First, let them be in pairs and discuss the questions given below for few minutes and then report their answers to the whole class. Finally, give them your reflections on the answers and move on to the next listening lesson.

1. Have you ever visited any new place in your life? If your answer is “yes”, what kind of important information can you give to other tourists?
2. Look at the first row of the table given below. You have been provided with different tourist attraction sites in Ethiopia. Fill in the second row with the tourist attractions that tourists visit. The first one is done as an example for you.

Listening: Giving Information for Tourists

Harar	Lalibela	Gondar	Axum	Bale	Arba Minch
Old walls					

3. Can you list down other tourist attraction sites in Ethiopia? Describe the location and the important things that can be visited.

**Activity 4.2**

After you are certain that the students are ready to listen to the passage, give them few minutes to go through the questions that they answer during the while-listening stage. Then, let them listen to the passage and answer the questions individually by writing into their notebooks.

Listening Passage for Unit 4

The outstanding tourist attractions in Ethiopia include superb sceneries, rich heritages and historic buildings. Several historians confirm that the country is considered as Africa's most fascinating and varied site with its both tangible and intangible tourist attractions. It is one of the world's first great civilizations; the only African country never to lose its independence; a country whose ancient cultures and magnificent landscapes reflect an extraordinary past that has left an indelible mark on the people and their colorful festivals. Ethiopia is a country of great antiquity with diversified well preserved historical traditions with fascinating stelaes, churches, mosques and castles to witness an attractive cultural diversity of eighty-five nationalities and their various ceremonies, festivals and rituals. The remarkable natural resources such as parks, caves and land escapes are also the other gifts that the country is endowed with. Because of this, a large number of foreign tourists call the country by the nick name "tourist paradise".

Listening: Giving Information for Tourists

Our country has a large number of historical heritages with remarkable living evidences. For the time being, however, let us learn two of them. First, the Afar Region, where tremendous findings have been registered in the effort to search human evolution and origin is one of the tourist frequented areas in Ethiopia. The most spectacular discovery of Lucy, (a 3.2 million years old hominid) in 1974, paved the way for more achievements in the study of human origin. The recent achievement with the discovery of “**selam**”, which means, peace in English”, is a fossil 150,000 years older than Lucy, is another testimony for the importance of the region for the study of human origin. Third, the rock-hewn churches of Lalibela which are found in Amhara Regional State are the other magnificent tourist destinations. These churches were cut out of a living rock during the time of king Lalibela, who ruled Ethiopia from his capital, Roha, now Lalibela. The churches are 11 in number, located in three groups. The Lalibela churches were caved in the 12th and 13th centuries.

Answers

1. What are the different types of tourist attractions in Ethiopia?

superb sceneries, rich heritages and historic buildings

2. What are the remarkable historical resources that mark the vibrant cultures of different nationalities in Ethiopia?

fascinating stelae, churches, mosques and castles

3. Where should a tourist go if he/she likes to visit ancient archeological evidences about human origin and evolution? Mention two of them

Afar Regional State

4. What makes the Lalibela hewn Churches most fascinating as compared to other churches in Ethiopia?

They were cut out of a living rock during the time of king Lalibela



Activity 4.3

After the students have identified tourist attraction sites that have not been mentioned in the passage, let them write few sentences that help tourists know about them and how to arrive there. Having done this, let them exchange the information that they have written with another group sitting next to them and give comments to each other. Then, allow them to report their final information to the whole class. Finally, give your reflections and move on to the next lesson.

Sample Information to Tourists:

Mountain Garamuleta

- Located in Oromia Region, eastern Hararge Zone, Kurf Chelle Woreda
- It is to the right hand side of Haromia town
- It is at a distance of about 60 kms from Hara town
- Its height or elevation is 3405metres
- At its summit, we find wild animals such as bushduck, deer and nyalla

4.2 Speaking

4.2.1 Pronouncing the Plural Marking Morphemes [–s] and [–z]



Activity 4.4

First, list down few plural nouns pronounced as [–s] and [–z] on the blackboard and then pronounce them correctly and loudly to the whole class and then let the students repeat after you. After checking that the students are able to pronounce the plural markers clearly, give them clarification when they pronounce the plural marker as –z and –s. Then, let them pronounce the plural markers

in the words written in bold in each sentence being in pairs. Move around each row of students and check how the lesson is going on.

1. Dogs are honest animals.
2. Books are major sources of knowledge.
3. Donkeys are not stronger than horses.
4. Seas are bigger than lakes
5. Hyenas are scavengers

Answers

- | | | | | | |
|---|-------|---|-----|---|------|
| 1 | .-s/z | 3 | z/z | 5 | .z/z |
| 2 | -s/z | 4 | z/s | | |

4.2.2 Revision: Pronouncing Interdental Voiced and Voiceless Sounds [θ] and [ð]



Activity 4.5

First, let students pronounce each word in the parentheses to their partner and correct each other if errors have occurred. Then, tell them to listen to you when you read a sentence which consists of one of the words given into the parentheses and write that word into their notebook. Finally, give corrections to the whole class by writing the word on the blackboard. Do not forget that if possible let you first elicit correct answers from the students themselves.

The words in the parentheses are the following: (*team/theme*), (*taught/ thought*), (*Their/there*), (*ticket/thicket*), (*mouth/mouse*)

1. The (*team/theme*) in the essay has reminded me about my own experience when I was a grade 9 student.
2. I (*taught/ thought*) that conflicts are resolved through dialogue.

Speaking

3. (Their/There) opinions are so wonderful that we all accepted them without any reservations.
4. The (ticket/thicket) in the forest torn my clothes .
5. The (mouth/mouse) near the table is a gift from my friend.

Answers:

- | | | |
|------------------|------------------|----------------|
| 1 <i>team</i> | 3 <i>Their</i> | 5 <i>mouse</i> |
| 2 <i>thought</i> | 4 <i>thicket</i> | |



Activity 4.6

First, discuss the meaning of the expressions given in the textbook with the students and how to use them in different sentences with examples. Then, let them ask each other different questions being in pairs. Move around each group and give comments where necessary.

Answers: No close-ended answers. Check whether each student is asking a relevant question and how she/he has used each expression.



Activity 4.7

In the form of homework, get the students think of any event that they remember. Let them jot down the most important ones into their notebooks and let them practise giving oral reports using the expressions given in the table. Finally, when they come to class, let them form small groups and present their reports using the expressions discussed above. At this time, follow up how each student is reporting the events and give her/his comments if you think necessary.

4.3 Reading: Tourism



Activity 4.8

Before the students read the passage, let them discuss the following questions in a group of four

1. Do you think that tourism has important contributions in the overall development of a country? How? Discuss briefly.
2. Can you name the main tourist attraction sites in Ethiopia? Which one do you want to visit if you are given opportunity by any individual or organization? Why?
3. The following words have been used in the passage. Discuss their meaning with the help of your teacher: **hospitality, hard currency, consumables accommodation,**

After they have discussed the above questions in their groups, let them report the result of their discussions to the whole class. After they have done this, let you reinforce the results of their discussions through oral explanations.



Activity 4.9

Ask the students to read the passage silently and individually and answer the questions that have come after it individually by saying true or false. After they give their answers, it is important to ask them for explanation why they could decide true or false.

Answers

- | | | |
|----------------|----------------|---------------|
| 1 <i>True</i> | 3 <i>False</i> | 5 <i>True</i> |
| 2 <i>False</i> | 4 <i>True</i> | |

4.3.1 Extracting Main Ideas from a Paragraph**Activity 4.10****Writing the gist**

Ask the students to re-read the passage and examine the idea that is in focus in each paragraph. They can identify it, for example, by looking at those ideas explained repeatedly or examining the ideas presented emphatically. In the same way, let them re-read the passage and write the main idea (gist) of paragraph 2, 3 and 4 in their own words individually. Finally, ask them to read out their answers to the whole class and then give them corrective feedbacks.

Example

Paragraph I: These days tourism is considered as an important economic sector which has got serious attention by developing countries as a means to support the hard currency they earn from agricultural exports

No close-ended answers. Accept any answer that you think is essentially wraps up the whole information in the passage

4.3.2 Inference Questions**Activity 4.11**

As readers, one of the language skills that students need to develop is inferencing. Sometimes writers do not make everything clear to their readers as they have the belief that readers must be left free to examine and interpret ideas in their own way. Thus, readers are expected to work out the

hidden or inbuilt ideas by critically thinking the deep-inside intension of the writer. When they develop such skill, they read not only to comprehend ideas or messages of the writer that have been expressed vividly but also the indirect ones that are understood by examining the text thoroughly. Accordingly, ask students to read the passage and infer the meaning of the following sentences.

1. On the basis of the writer's view, why should developed countries do not give more attention to the tourism sector than the developing ones?
2. How those people who have been engaged in the agricultural activities can also take part in the community tourism?

Answers

- 1 *Developed countries mainly export heavy machines and processed items instead of raw agricultural products which hardly enable them earn sufficient hard currency. Or you can accept different answers that sound logical*
- 2 *Continue working on the second question and get your students infer to the passage and explain the meaning.*



Activity 4.12

Ask students to think of any natural resource/ heritage in their surrounding and write remedial solutions that help to protect it from different hazards in the form of a paragraph. Then, let few students from some groups read out their paragraph to the whole class. Finally, let the class give comments on each paragraph.

4.4 Vocabulary



Activity 4.13

Motivate the students to read the passage once again thoroughly and work out the synonym of the words given here below individually. For more clarity, let them use a dictionary. Then, ask them to sit in pairs and give corrections to each other. After you have done this, ask them to tell their answers to the whole class. Finally, give them confirmation for the correct answers and corrective feedback if they make errors.

Answers (open to other alternatives if sound reasonable)

- 1 *hospitality* (par 1, line 3) ----- **kindness or courtesy in welcoming guests, tourists or strangers**
- 2 *hard currency* (par 1, line 14) ___ **A currency that is not likely to depreciate suddenly in value**
- 3 *vital* (par 2, line 1) ___ **absolutely necessary**
- 4 *incorporated* (par 2, line 4) ___ **included, comprised, contained**
- 5 *professionals* (par 2, line 9) ___ **possessing distinctive qualification**
- 6 *welfare* (par 2, line 13)- ___ **wellbeing, being protected**
- 7 *consumables* (par 3, line 6) ___ **things that people use up and finish**
- 8 *revenue* (par 3, line 7) ___ **income**
- 9 *indispensable* (par 4. line 1) ___ **essential**
- 10 *accommodations* (par 4, line 15) ___ **agreeable or acceptable services such as bedrooms, food.....**
- 11 *overwhelming* (par 4, line 16) ___ **great in number**
- 12 *brigands* (par 4, line 25) ___ **bandit; armed thief**

**Activity 4.14**

After the students have constructed their own sentences using the words to which they have found out synonyms, let them exchange their sentences with their partner and give corrections to each other. Finally, ask few students to read out the sentences that they have constructed and give them corrections where necessary

**Activity 4.15**

NB: The answers are given into the parentheses

- ___ 1. The word “**them**” (par 1 line 5) refers to ___ (**tourists**)
- ___ 2. The phrase “**due to these**” (par1, line 10) refers to ___ (**the multidimensional benefits of tourism**)
- ___ 3. The word “**their**” (par 1, line 16) refers to ___ (**developing countries**)

4.4.1 Word Formations**Activity 4.16**

Discuss the different ways of forming words in English with a variety of examples. Then, ask them to look for many more words either from a dictionary or other thesaurus individually. Finally, ask them to construct meaningful sentences using the noun+noun pattern of compound nouns formation.

**Activity 4.17**

Follow the procedures explained in activity 4.16 above

**Activity 4.18**

Follow the procedures explained in activity 4.16 above.

4.4.2 Practising Phrasal Verbs with “get”



Activity 4.19

Ask students to find out the meaning of the phrasal verbs given in the table and study their meanings individually. Then, let them construct their own sentences using each of them. If they have difficulties, help them.

4.5 Grammar

4.5.1 Using “be+going to+ infinitive” and “will”



Activity 4.20

1. a) I will take the entrance exam to a university next year.
2. b) I have passed Grade Twelve School Leaving Examination successfully; I am going to take entrance examination to join a university.
3. a) The tourist industry is suffering from the economic downturn due to COVID19; therefore, Dafersha is **going to start** another job outside Arba Minch town.
b) Dafersha **will start** another job outside Arba Minch town.

Answers:

- 1 a) *It is my intention to take the entrance exam next year though preconditions have not yet fulfilled for me.*
b) *Preconditions have been fulfilled, so the chance to take the exam is very high.*
- 2 a) *Finding a job at Arba Minch is difficult for Defersha due to the prevalence of COVID 19; thus, he decided to look for another job outside the town.*
b) *Defersha has intention to start a new job even if the preconditions have not yet fulfilled for him.*

**Activity 4.21**

First, let the students examine the meaning differences of the two sentences constructed with “be+going to” and “will”. Having done this, let students read the dialogue and fill in the blank spaces with the correct form, that is, either be+ going to or will. Having done this, let them come into small groups and give corrections to each other. Finally, let them report their answers to the whole class and give them corrections if you find errors.

Answers

- | | | | | | |
|---|-------------------------|---|--------------------|---|------------------------|
| 1 | <i>am going to call</i> | 3 | <i>going to be</i> | 5 | <i>am going to buy</i> |
| 2 | <i>will go</i> | 4 | <i>will go</i> | | |

4.5.2 Present Continuous Tense**Activity 4.22**

After each student has written three of the sentences in present continuous tense, go round each row of students and give support where necessary. Then, ask them to jot down the note given on page 82 into their notebooks and give them further oral explanation supported by additional examples.

**Activity 4.23**

Ask them to examine and explain why the present continuous tense is used in the short text given and then let them report their answers to the whole class. Finally, give them further explanation supported by different examples.

Grammar

4.5.3 Indefinite Pronouns “some” and “any”



Activity 4.24

Get students read the text, examine why either “some” or “any” is used being in pairs. After listening to their answers, give them further oral explanation accompanied by examples. Finally, let them do the next activity.



Activity 4.25

- | | | | | | | | |
|---|-------------|---|------------|---|-------------|---|------------|
| 1 | <i>some</i> | 3 | <i>any</i> | 5 | <i>any</i> | 7 | <i>any</i> |
| 2 | <i>any</i> | 4 | <i>any</i> | 6 | <i>some</i> | 8 | <i>any</i> |

4.5.4 Clauses of Result



Activity 4.26

Let students come together into small groups, identify the result clauses and finally ask them to tell the whole class how so.....that and such....that are used. Finally, discuss how the rules are used with different example sentences.



Activity 4.27

Give them few minutes to copy down the questions into their notebooks and then let them insert either “such” or “so” in the blank spaces. Finally, get them give correction being in pairs. If the students have difficulty, give them support.

Suggested answers:

- | | | | | | | | |
|---|---------------|---|---------------|---|---------------|----|-----------|
| 1 | <i>So</i> | 4 | <i>so</i> | 7 | <i>so</i> | 10 | <i>so</i> |
| 2 | <i>so</i> | 5 | <i>such a</i> | 8 | <i>such a</i> | | |
| 3 | <i>such a</i> | 6 | <i>so</i> | 9 | <i>such</i> | | |

4.6 Writing

4.6.1 Report Writing



Activity 4.28

First, let you discuss what report is and the important guidelines that help students write a good report. Then, ask them to analyze the sample report given in the textbook. For example, the setting, the major events, the purpose of the report , the major characters and the like. Finally, ask them to write their own report on the place that they have visited for the first time following the model.

4.6.2 Punctuations



Activity 4.29 and 4.30

Initially, let the students attempt to use apostrophe in the sentences written into the dialogue and then, let them discuss their answers being in pairs. Finally, give them corrective feedback accompanied by explanations and examples. Follow the same procedure for activity 4.30.

Unit Five

Honey Processing

Unit Objectives

Upon the completion of this unit, the students will be able to:

- ✓ *listen to expository texts from spoken sources and make out the most essential ideas*
- ✓ *describe different processes that are important in making or manufacturing something*
- ✓ *read books, factual articles, magazine, etc., analyze their themes or other essential features in literatures and personalize the information into their life*
- ✓ *use a word-attack skill, increase their vocabulary store and use the newly learnt words into their communication*
- ✓ *list out those words which are formed through clipping and blending and use them into different sentences*
- ✓ *apply phrasal verbs that are attached to the verb “get” and “give” and use them into their both spoken and written English*

- ✔ •practice further using present simple tense active and passive voices in their communications
- ✔ familiarize themselves with subject-verb agreement rules and use them in constructing correct sentences
- ✔ differentiate the use of “make” and “do” and use them into their own sentences correctly

5.1 Listening: Honey Processing



Activity 5.1

Before the students listen to the passage, in a group of three, allow them look at the pictures drawn in the textbook, examine the work divisions among bees and describe the process they undergo to make honey. After doing this, discuss the meaning of the following words to make the listening clearer for them: *adulterate, proboscis, nectar, foraging and honey-comb.*

NB: Please don't forget to urge visually non-impaired students to support visually impaired students by describing the picture to them orally



Activity 5.2

Now, read the passage or get students listen to the audio tape-recorded text and answer the questions by saying **true** or **false**

Listening Passage for Unit Five

Honey is a sweet substance having therapeutic value which can be adulterated very easily with cheap sweeteners. There are many choices when it comes to sweeteners. However, no other sweetener has as many varieties as honey. It contains water which is the

Listening: Honey Processing

second major constituent of honey varying from 17-20% depending upon the botanical origin, geographical region, etc. Hence the flow property of honey has become one of the important parameters that determine its quality. Organic honey is the honey that is produced from completely organic sources beginning from the plant that the bee needs to collect nectar or honey dew from to the water that the bee gets and uses in the formation of honey to the bee itself, to the bee keeper and to her/ his way in feeding the bees and treating them from mites and actions in the hive medium. Honey is pure, all natural, and is the first sweetener known to human. Honey is made when a bee changes the composition of nectar by adding moisture and enzymes. The product is then stored in bee combs and covered with bees wax. Honey comes in many shapes, colors, and has a variety of flavors. Different types of honey come from different types of bees. Honey is made by passing through the process described below.

In the process of making honey, first the worker bee finds a good source of nectar and sucks up the nectar using its proboscis from the inner part of the flower mostly by visiting more than 100 flowers on one foraging trip. The nectar, along with a little bit of honey bee saliva, is stored in a special sac called a honey stomach. Back at the hive, bees known as house bees wait for the foragers to return. The worker bees pass the nectar to the waiting bees so they can really start the honey-making process. As the nectar is chewed and passed from bee to bee, enzymes change its PH and other chemical properties. Some water is removed from the honey while it is passed from bee to bee. However, bees use two other methods for drying out the honey. For one, they will spread the honey over the honeycomb. This process increases the surface area and allows for more water evaporation. Bees will also fan their wings near the honey to increase airflow and evaporate even more

Listening: Honey Processing

liquid. Eventually, the honey will have a water content of about 17-20%, down from a whopping 70%. The final step in the honey-making process is storage. The honey is deposited into the cells of the honeycomb, where it will stay until the bees are ready to eat it. To keep the honey fresh, each cell is capped with beeswax.

1. _____ There are better sweeteners than honey in economically developed countries.
2. _____ The amount of water in all types of honey is equal.
3. _____ Bees suck up the nectar using their proboscis
4. _____ When bees chew the nectar, they produce enzyme that changes the chemical
5. _____ property of the honey
6. _____ Bees spread the honey on the honey-comb to increase its sweetness.

Answer

- | | | | | | |
|---|--------------|---|-------------|---|--------------|
| 1 | <i>False</i> | 3 | <i>True</i> | 5 | <i>False</i> |
| 2 | <i>False</i> | 4 | <i>True</i> | | |



Activity 5.3

Ask the students to do a small research in pairs, for example, by interviewing individuals concerned and write a short text that explains the status of Ethiopian farmers honey production and write recommendations that can improve the current honey production practices.

Suggested Answer:

The activity can be done in different ways. However, ask students to think seriously how Ethiopian farmers can get modern beehives, plant trees that can produce flowers abundantly for bees and the care that should be taken when farmers harvest honey.

5.2 Speaking

5.2.1 Practising Pronouncing Vowels and Diphthongs



Activity 5.4

First, list down words with different vowels and diphthongs and then let them say out after you. In the same way, ask the students to identify the word which has consisted of the sound in square bracket from the alternatives given in the parentheses

1. Which word has [i] sound? (height/meat)
2. Which one of the words has [ə] sound? (about/salary)
3. Which one of the following words has [æ] sound (lactose/father)
4. Which word has [oi] sound? (destroy/oil)
5. Which word has[ʌ]sound? (cover/cotton)

Answers

- | | | | | | |
|---|--------------|---|----------------|---|--------------|
| 1 | <i>meat</i> | 3 | <i>lactose</i> | 5 | <i>cover</i> |
| 2 | <i>about</i> | 4 | <i>destroy</i> | | |

5.2.2 Describing Processes



Activity 5.5

First, ask the students to read the short text that describes the process involved in preparing datt'a (cultural food of Wolaita community) and look at the transitional devices used to join the sentences. Having done this, get students sit into a group of four, study the role of the queen, drone and worker bees and then play the role each type of bees plays in the processes of honey making. Remind them also that when they describe the process, they can use expressions such as: **first, second, having done this, the next step is, then, don't forget, it is important to** and the like.

5.3 Reading: The Importance of Honey



Activity 5.6

Before the students read the passage, discuss the questions given here below being into a group of four. Then, ask them to report the results of their discussions to the whole class.

1. How often honey is included into the diet you eat in your family? Why?
2. Do you remember any occasion that you have relieved from different health-related problems and got improvement after eating honey?
3. List down the benefits of honey to human health from what you have heard from others or you have read



Activity 5.7

After they have reported the results of their discussions to the whole class, give reflections orally and allow them to read the passage individually and answer the questions that follow it by choosing the correct answer among the possible alternatives given based on the information contained in it.

Answers

1 A 2 B 3 B 4 B 5 A

5.4 Vocabulary



Activity 5.8

First, inform them to look at each word given at the left hand side from the passage. Then, let them work out the contextual meaning of each word individually. After each student has done this, let them form a group of three and give corrections to each other. Finally, let you conduct whole class discussions.

Vocabulary

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 H | 5 F | 7 C |
| 2 D | 4 E | 6 G | 8 B |

5.4.1 Word Formations: Blending and Clipping



Activity 5.9

It is common to use the clipped forms of different words especially in spoken English. Thus, ask students to find out the clipped forms of the words given in the table below and fill in the spaces individually. Finally, give them explanation and more example words

Answers

	Blended Word	Clipped Word
1	advertisement	ad
2	alligator	algae
3	examination	exam
4	gasoline	gas
5	gymnasium	gym
6	influenza	flue
7	laboratory	lab
8	mathematics	math
9	telephone	phone
10	refrigerator	fridge
11	university	varsity
12	professor	prof

5.4.2 Phrasal Verbs



Activity 5.10

Having a good deal of knowledge about phrasal verbs, as discussed in each preceding unit, is very essential to make their communication more successful than ever before. In this unit also let them practise using the phrasal verbs such as **get together, get up, give away, give in , give out,**

give up, go about, go after, go ahead, go along with into their own different sentences. Finally, allow them to sit into a group of four and discuss the sentences that they have constructed using the phrasal verbs given in bold



Activity 5.11

For further clarity, ask students to read the short text given below and work out the contextual meanings of the phrasal verbs written in bold being in pairs. Finally, elicit answers from them and give corrections if you find errors.

Students in some schools are used to celebrating a **get together** party when they meet in the school for the new academic year. On the day they celebrate this event, most students **get up** from their bed early in the morning since they want to prepare themselves properly for the celebration. In some schools, the management bodies have not been encouraging such celebrations as they have the belief that this type of celebration may not include those students from economically weak families. They are of the view that such students may not have money to contribute for the successful undertakings of the event. Nowadays, however, since almost all school managements have come to recognize it as an important culture that has lots of positive contributions in enhancing the cooperative skills of the students, they are **giving in** and even in some schools they are supporting them materially and financially to motivate students **go ahead** with the tradition.

Answers

- 1 *a small informal social gathering*
- 2 *stop sleeping and arouse from the bed*
- 3 *cease to stop*
- 4 *proceed/continue*

Grammar

5.5 Grammar**5.5.1 Simple Present Active and Passive Sentences****Activity 5.12**

Ask students to read the text and look at the underlined passive verbs in the text and then let them write the pattern of the tense being in pairs. Having done this, explain to them how active sentences are converted to passive voices with examples.

**Activity 5.13**

One of the uses of a passive voice is to describe different processes. Now, get them read how the process of Ethiopian coffee making is described in the paragraph and then let them describe the processes of making any other sort of Ethiopian traditional dish or drink in small groups. Finally, collect their description, evaluate it and give it value.

**Activity 5.14**

Ask each student to copy down the statements given below into their notebooks. Then, let them convert into passive form individually, discuss their answers with their partner and finally give them feedback accompanied by explanations.

Answers

1. People speak English everywhere in the world.
English is spoken everywhere in the world.
2. I have not seen such type of a lion so far.
Such type of a lion has never been seen so far (by me)
3. You ought to take photographs before you live.
Photographs ought to be taken before you leave.
4. Our father does not let us watch films.

We are not allowed to watch films (by our father)

Or: Films are not allowed to be watched.

5. We had better do our homework before we leave for playing.

Our homework had better been done before we leave.

6. Students need to upload information into their cell phone.

Information needs to be uploaded into the students' cellphone.

7. Neither of the children draws this picture.

This picture is drawn by nether of the students

8. Experiments prove scientific discoveries.

Scientific discoveries are proved by experiments.

9. The smoke fills the room every morning.

The room is filled with smoke every morning.

10. The students have been reading their notes in the library for an hour.

Their notes have been being read in the library for an hour

5.5.2 Subject-verb Agreement



Activity 5.15

Get them into a group of four, read the short text given below and examine how the subject has agreed with each verb and finally let them state the different rules of subject-verb agreement they have observed in each sentence. Finally, let them copy down the notes into their notebooks and give them further explanations with additional examples.

Answers (Look at the bolded words or phrases)

Cooperation as one of the Twenty-first Century Skills

Cooperation is **one of the skills** important for the twenty-first century

Grammar

success in life. Either your activities in schools or **interaction** in your family **needs** cooperation and working collectively. **Everyone** in this world has **their** own limitations and thus each limitation is covered by someone else who has affiliation with him or her. One of the examples we can cite as an example is group or pair work that students undergo in learning different lessons in schools or universities. **Working in groups**, together with personal effort, **has** always been proved that it is excellent way of learning anything new. Not only cooperation but also **creativity and flexibility are** other skills that are essentially required to keep oneself abreast of the time. Here what should be capitalized is that not simply the creative skills of a person, **her/his flexibility** in learning from others and improving oneself from time to time **is** of great importance. The other worth mentioning point is that if you decide to develop these skills, it is important to do small scale pieces of research and commit yourself to the goal you have already set. In this case courage and determination not to give up hope **plays** a significant role in taking you to the world of success.



Activity 5.16

Ask them to underline the correct verb from the alternatives given in parentheses to complete each sentence individually. Then ask them to form small groups and discuss their answers.

Answers

- 1 *A ream of duplicating paper and a tube of ink _____ (cost/costs) four-hundred Ethiopian birr.*
- 2 *A pair of green socks _____ (is hanging/are hanging) from the back of the car.*
- 3 *Either the meat on the table or the eggs in the basket _____ (smell /smells) fresh.*
- 4 *One of the guests who _____ (have arrived/has arrived) late _____ (is/are) Lemma.*

- 5 *The director, together with some of the teachers, _____ (are/is) visiting the staff member admitted to a hospital.*
- 6 *All students, except Sophia, _____ (do not take/does not take) alcohol.*
- 7 *Quite unfortunately, fifty percent of these materials _____(come/ comes) from China.*
- 8 *The number of questions that he would set _____(need to/needs) to be limited to ten.*
- 9 *Neither of your opinions (are/is) reasonable to change our attitude towards the reconciliation.*
- 10 *None of the direction lights of my car _____(has required have required) maintenance.*

5.5.3 Using “do” and “make”

Sometimes it is difficult to use the verbs “do” and “make” with the correct noun for most of our students. The only thing you should do is to study the list of words that are followed by both verbs and use them in your different communication settings correctly when/where they are necessary.



Activity 5.17

Put either “ *make* ” or “ *do* ” before the nouns given here below. Example: *do* your best, business, the cleaning, a course and *make* an occasion, arrangement, attempt, change, comment

Answers

- | | |
|---------------------------------|------------------------------|
| 1 make <i>occasion</i> | 5 make <i>Offer</i> |
| 2 make <i>impression</i> | 6 do <i>Gardening</i> |
| 3 make <i>Effort</i> | 7 make <i>Demand</i> |
| 4 make <i>comment</i> | 8 make <i>Duty</i> |

Writing

- | | | | |
|----|--------------|----|---------------|
| 9 | do a course | 15 | make noise |
| 10 | make Change | 16 | make progress |
| 11 | make attempt | 17 | do degree |
| 12 | make gesture | 18 | do homework |
| 13 | do business | 19 | make movement |
| 14 | make damage | 20 | make guess |

5.6 Writing

5.6.1 Writing a Topic Sentence for a Paragraph



Activity 5.18

First, ask students to read the note given in the textbook for few minutes individually. Then, ask them to explain what a topic sentence is. Having done this, write a paragraph of few sentences and ask them to identify the topic sentence. Finally, let them write the topic sentence to each of the paragraphs given below in their own words.

Answer

Some people say that activity-limited students are incapable of doing things like others.

(optional answers that sound logical are accepted)

1. _____

However, it is an overwhelming defeat and humiliation for Italians' Army. On the first day of March, 124 years ago, traditional warriors, farmers and pastoralists and women defeated a well-armed Italian army in the northern town of Adwa in Ethiopia. The town of Adwa is located in Northern Tigray, closer to the

southern border of Eritrea. The battle between Ethiopia and Italy took place in the mountainous terrain of the area. The outcome of this battle ensured Ethiopia's independence, making it the only African country never to be colonized. Adwa turned Ethiopia into a symbol of freedom for black people globally. It also led to a change of government in Italy. Adwa still stands as witness to what ordinary Africans can do when they come together as farmers, pastoralists, women and rural people, workers and artists.

2.

Not at all. We all activity limited students can do better than others in the class. You know, what matters is not your activity limitation but what you do about it. If you work hard, you will be what you want to be. That is the way I see things. A blind person can do anything she/he wishes though confronting the challenges needs much more effort than others. In conclusion, I have the belief that the fate of the any activity limited person is in the hands of her/himself.

There are a variety of means of transportation in Ethiopia (accept options)

3.

The common ones are lorries, pack animals, buses, cars, trains and aero planes. Farmers in Ethiopia transport produces to urban people by donkeys or horses and they also buy goods from towns and take to their destination using these animals. Of course, these days,

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since modern roads have been built in several part of the country, people use cars as means of transportation. Transport promotes trade and contributes to the healthy economic growth. Ethiopia's means of transportation are not only limited to the ground it also uses air and sea transport to export and import different goods which are important for different purposes.

Catherine Ndreba is one of the successful athletes in Kenya. (accept any closer answer)

4.

.....
.....
Catherine Ndreba's success is also very surprising to many of the sport loving community. She started running at school where she had to train before and after class. After leaving school, she joined the prison service, which allowed her to continue training and running races and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her thirteen international races. In 1997, took time off to have a baby but she has been running ever since and has achieved even greater international success. In 2000 and 201, she won both the Boston and the Chicago Marathons and set a new world Marathon record. In the 2004 Olympics, she won a silver medal and in the world championships she won gold in 2003 and silver two years later. Ndreba says she owes much of her success to her husband who has supported her throughout the career and has taken much of the responsibility for looking after their children.

5.6.2 Dictation



Activity 5.19

Give a short orientation about the benefits of listening to a text and writing it down on a sheet of paper orally. After you have done this, ask your students to be ready, listen to you and write down each sentence in the text correctly. After the students have finished the dictation, ask students to be in pairs and give correction on each other's written text. Give them guideline that they have to consider during their corrections. For example, writing word clearly, correct use of punctuations, accuracy of spelling and other important surface features.

How Do Bees Make Honey?

The honey bee is a social insect. It is a fly known to man for its usefulness from olden times. The bees are found mostly in tropical countries. Honey starts as flower nectar collected by bees, which gets broken down into simple sugars stored inside the honeycomb. The design of the honeycomb and constant fanning of the bees' wings causes evaporation, creating sweet liquid honey. Honey's color and flavor vary based on the nectar collected by the bees. Honey bees are mostly vegetables feeders. Adults chiefly lie upon honey while the young ones are fed with pure pollen mixed honey and water. Bees thrive best in the forests and garden. They live in hives. Bee-hives are made of the wax produced by them. In a hive, there are several parallel combs which are divided into hexagonal shaped cells. The cells are divided for various purposes like storing honey, for living and laying eggs. Bees construct their hives in safe place like under-caves of building or the hollow of trees or on their branches. In these hives several thousands of bees live together in a highly organized and discipliner manner. They are industrious,

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hardworking and extremely busy. They live harmoniously and work for the common good of the colony.

In a colony there are three types of bees namely queen or the fertile female, drone or males and workers and workers or sterile females. The queen bee's function is to lay eggs and increase the number of bees. The male bees do not do any work expecting mating with queen. The numbers of workers bees are very much greater than the others. They attend all duties of food collection like bringing nectar from the flowers. They tend the young and serve the male and queen bees. They produce wax to build the hives skillfully. They guard the queen and the hive from the enemies. The colour of the bee is usually brown or black. It has a small body with tiny head. The head has a pair of eyes, two antennae, a trunk to suck and a sting to attack the enemy. It has two tiny legs in the front and four sturdy legs in the middle and hind parts. It has two pair of wings. There are bees like flying and humming bees other than honeybees. The honey bees move in swarms and make several thousand trips to bring honey from the distant places to the hive. They collect nectar from each and every flower by sucking it with their trunk.

Unit Six

Migration

Unit Objectives

Upon the completion of this unit, the students will be able to:

- ✓ *listen to expository texts from spoken sources and extract specific information*
- ✓ *examine the existing realities in the country (Ethiopia) in particular and Africa in general in connection to migration and reflect the possible solutions that mitigate the plight*
- ✓ *use the words they learnt from the listening passage into their everyday communications*
- ✓ *pronounce the vowels and the diphthongs [æ], [ɜ] [ə], [j] , [ei] and [ai] in different words correctly and make your communication clear*
- ✓ *talk about the root causes of migration and its negative effects with particular reference to the Ethiopian context*
- ✓ *read, infer, analyze and evaluate different information from different texts*
- ✓ *familiarize themselves with the selected words from the passage and use them in expressing themselves when/ where the situation require of them*

- ✓ *practise how to form different compound words with hyphens and prepositions and use them correctly into their communications*
- ✓ *apply phrasal verbs that are attached to the verb “go” and use them into their both spoken and written communications*
- ✓ *familiarize themselves with clauses of purpose and use them in constructing correct sentences*
- ✓ *summarize a longer text following the guidelines discussed*
- ✓ *interpret the data on different graphs and share information with others*
- ✓ *acquaint themselves with the spelling rules of “-ei” and “-ie” and pluralization with “-ies”.*

6.1 Listening: Ethiopians Abused on the Gulf Migration Route



Activity 6.1

1. Before they listen to the passage, let them get into a group of five, read the flow of Ethiopian migrants from the graph carefully and explain what it implies to them they see it in light of the country’s national pride
2. Have you heard or read any story that narrates about the hardships Ethiopian migrants undergo especially in the Middle East countries? What measures do you think can convert this worst scenario into past history



Activity 6.2

Now, right after they have discussed the above points and reported the results of their discussions to the whole class, let them go through the passage given into their textbook with blank spaces for few minutes individually. Having done this, let them listen to the audio recorded or the text that you are going to read to them and fill in the blank spaces with the correct word or phrase

NB: please take care not to read the bolded words or phrases since they are answer that the students fill in to the blank spaces by listening to the passage

1. According to Human Rights Watch report (2018), Ethiopians, who are undertaking the perilous journey by boat across the Red Sea or Gulf of Aden, encounter exploitation and torture in Yemen by a network of trafficking groups. They also encounter with abusive prison conditions in Saudi Arabia before being forcibly deported back to Addis Ababa. Authorities in Ethiopia, Yemen, and Saudi Arabia have taken few measures to curb the violence the migrants face or to reduce abuses perpetrated by their own security forces. “Many Ethiopians who hoped for a better life in Saudi Arabia face unspeakable dangers along the journey, including death at sea, torture, and all manners of abuses,” said Felix Horne, senior Africa researcher at Human Rights Watch. According to the interview the above organization conducted with humanitarian workers and diplomats working on Ethiopians’ migration-related issues, about **260,000** an average of 10,000 per month, were deported from Saudi Arabia to Ethiopia between

Listening: Ethiopians Abused on the Gulf Migration Route

May 2017 and March 2019 and the deportation has continued up to the present despite the worst life still they lead in their own country.

2. As the data from the interview indicate eleven of the interviewees out of twelve confirmed that those migrants who had been deported to Ethiopia were found engaging themselves into **illegal economic activities** such as smuggling and trafficking networks that are regionally linked across Ethiopia, Djibouti, Somalia's semi-autonomous Puntland state, the self-declared autonomous state of Somaliland, Yemen, and Saudi Arabia. Traffickers outside of Ethiopia, particularly in Yemen, often use violence or threats to put the migrants' family members or their contacts into stressful situations. In his further explanation, one of the respondents said, "There were one hundred-eighty people on the boat, but twenty-five died. The boat was in trouble and the waves were hitting it. It was overloaded and about to sink so the broker picked some out and threw them into the sea."
3. Those who had arrived in Yemen, as the interviewees explain, almost all Ethiopian migrants were captured by traffickers. They were physically assaulted and were compelled to **extort payments** from family members or contacts in Ethiopia or Somalia. In many cases, the relatives of the captives **sold assets such as houses or land** to obtain the ransom money. After paying the traffickers or escaping, the migrants eventually made their way north to the Saudi-Yemen border, crossing in rural and mountainous areas. At this time, the Saudi border guards fired at them, **killed and injured others**

crossing at the same time and that they saw dead bodies along the crossing routes.

Answers

The words or phrases written in bold are answers that would be filled in the blank spaces



Activity 6.3

First ask the students to form a group of five, allow them to read the question very well, conduct a small scale research and report their findings to the whole class. Follow up the presentation of each group and give it value based on clear criteria.

Suggested Criteria in Evaluating the oral report that the students present

relevance of the content, credibility, organization of ideas, language use and voice audibility

6.2 Speaking

6.2.1 Pronunciation

I. Practising Pronouncing Vowels: [æ], [ɜ], [ə], [j] and Diphthongs [ei] and [ai]



Activity 6.4

Before you come to class, practise pronouncing the vowel given in each word very carefully and then ask students to be ready to listen to you or the video record. Having done this, ask them to repeat the sounds after you or the video sound. After that, check how the students in each row are pronouncing each vowel sound. If you find errors, stop them and give corrections. Finally, ask them to refer to a dictionary and add more words with the vowels and the diphthongs given above.

[æ] as in bath [bæθ], jacket [dʒækt]	[j] as in yet [ju:], science [sajəns]
[ɜ:] as in girl [gɜ:rl], her [hɜ:], work [wɜ:k], learn [lɜ:n]	[ei], as in day [d ei], bay [bei], say [sei]
[ə] as in action [ækʃən], after [æftə], animal [ænəml]	[ai] as in time [taim],life [laif], wife [waif]

II. Talking about Causes and Effects

In advance, let you discuss what cause and effect are for few minutes. After you have done this, write two sentences that show cause and effect relationships.

For example:

- A. *Tikdem is a very good family manager.*
- B. *Every family member comparatively leads a happy life.*

Tikdem is a very good family manager; **therefore**, every family member comparatively reasonably leads a happy life.

Having done this, ask them many more connecting devices that are used to join causes and effects. After you have done this, ask them to construct different sentences using the connectors.



Activity 6.5

Ask the students be in pairs, read the dialogue given below and fill in the blank spaces with correct answers (cause or effect). Make sure that there is no clear-cut answer to the spaces. Therefore, you can accept any meaningful answer as long as the meaning is clear. For example:

Ubang: Do you think that flexibility is important to have a quality life style in the modern world?

Belaineh: Yes, of course because if you are a flexible person, you adjust yourself with the existing realities so that your decisions become dependent on current evidences.

Reading: Migration in Ethiopia

Ubang: I hear sometimes people saying flexibility erodes the firm stand of a person that help her/him cope with challenges

Belaineh: Not at all. You see flexibility and having fickle position are different. As you understand, when you are flexible, your decisions fit into the realities to your access. Consequently,

You have to analyze the existing real situations and readjust your decisions

6.3 Reading: Migration in Ethiopia



Activity 6.6

As usual, ask students to discuss the questions given below in the form in a think-pair and share mode

1. A number of economists have been witnessing that Ethiopia is a country with rich natural resources that have not yet been utilized for a number of reasons. Contrary to the above fact, the number of Ethiopian irregular migrants is growing from time to time alarmingly. We also hear that they have been facing different challenges that go up to losing their lives. As students, what possible solutions do you suggest to change the existing controversial scenario?
2. Do you think that all graduates from universities should be employed in governmental organizations? Why?



Activity 6.7

Encourage the students to read the passage carefully and individually and then answer the questions that come next to it in full sentences.

Vocabulary

Answers

- 1 *The major causes of immigration for Ethiopians are lack of decent livelihood, political violence, ecological degradations, drought and human right abuses*
- 2 *The emigrants travel irregularly and do not have legal status when they reach Saudi Arabia.*
- 3 *Both of them are mainly caused due to challenges to get job in the country.*
- 4 *No. (There are many reasons. Let you listen to different answers and accept them as long as they are reasonable)*
- 5 *If the young are supported to create job and governmental and non-governmental organization expand job opportunities, it is possible to utilize the natural resources and expand job opportunities.*



Activity 6.8

First, ask students to form a group of five and then ask them to discuss both questions and report their answers to the whole class. When they do this, listen to them and give comments where necessary.

6.4 Vocabulary



Activity 6.9

Let the students look for each word from the passage and work out the contextual meanings of each word and then construct their own sentences using each of them

NB: *There is no single correct answer. If the answer gives sense, accept it*

Answers

- 1 *abuses (par 1, line 5) _____ treat badly*
- 2 *livelihood (par 1, line 9) _____ bread and butter*
- 3 *imposed (par 1, line 21) _____ compel to behave in a certain way*

- 4 *constraint* (par 2, line 6) _____ *something that retards the movement of something*
- 5 *ironically* (par 3, line 4) _____ *indirect meaning*
- 6 *unprecedented* (par 3, line 6) _____ *unceasable*
- 7 *compatible* (par 3, line 10) _____ *that go together*
- 8 *desperation* (par 3, line 15) _____ *become hopeless*
- 9 *smuggling* (par 3, line 18) _____ *an economic activity without legal taxation*
- 10 *endowed* (par 4, line 5) _____ *gifted*

6.4.1 Word Formations

I. Word Compounding with Hyphen



Activity 6.10

Before you begin to teach how compound words are formed with hyphen and preposition, refer to different grammar books and familiarize yourself with many of them. Then write few of them and explain by supporting with different examples. Having done this, ask students to consult different reading materials, take notes and then do the activities individually.

Answers

- | | | |
|-----|-----|-----|
| 1 B | 3 B | 5 B |
| 2 A | 4 C | |

II. Prepositional Compounds



Activity 6.11

Encourage students to look up the meaning of the prepositional compounds given below from a dictionary and construct their own sentences individually. Try to do the first one as an example for them. Finally, get them conduct peer corrections.

Vocabulary

after life, back dates, back ground, by pass, down stairs, fore head, in group, in service

- afterlife –life that continues after death

Example: Devoted spiritual people prefer their afterlife to the comfortable life they lead in this world.

- backdate-make effective from an earlier date

Example: The salary increase that is expected to be effective in June has been backdated to January.

- back stairs: *_a secret and may be unfair*

Example: There are occasions that I accept irracionale decisions due to backstairs influence.

- background: *The scenery or space behind the main objects or people in a view, a picture or a photograph*

Example: A big tree backgrounds the picture of the meeting participants.

- bypass: *avoid e by going around*

Example: I sometimes take a bypass when the traffic movements on the main road are very congested.

- In-group: *a group with which one feels a sense of solidarity or community of interests*

Example: Wondimu is indebted to the in-group financial support that he got when he was ill.

- In-service: *during work time or a piece of work that we do along with the other*

Example: Those teachers who cannot attend their education in the regular university's' programs, upgrade their academic status by attending in the in-service programs.

III. Using Phrasal Verbs in Communication



Activity 6.12

In the form of homework, ask students to use a dictionary, work out the meaning of each phrasal verb and fill in the blank spaces with the correct phrasal verb individually.

Answers

- | | | |
|--------------|-------------|----------------|
| 1. go round | 5. go for | 9. go down |
| 2. go down | 6. go over | 10. go back |
| 3. go in for | 7. go ahead | 11. get into |
| 4. go beyond | 8. go away | 12. go back on |

6.5 Grammar

6.5.1 Present Perfect, Simple Past, and Past Perfect



Activity 6.13

In the form of homework, let them refer to grammar books, their previous grammar lesson in Grade Nine or refer to the note given below and do the activity individually and come back to class. After they have done this, let them be in pairs and conduct peer corrections being in a group of three. Finally, elicit answers from the students and give corrections where necessary.

Answers

NB: The bolded tenses in the parentheses are answers

Momina ____ **1 (was/has been)** born of a family of middle economy. Her parents _____ **2 (have lived/lived)** in Bedeno town for more than forty years. They produced eight children and seven of them have started to live by their own. She is the youngest child in the family. They _____ **3 (sent/have sent/had sent)** her to school when she had turned eight. She continued her primary school education with good result up to grade eight.

Grammar

One day, while she was going to the river to fetch water, she _____
4 (**heard/had heard**) that her niece, Kedo, has come back from Jidda to her family to pay a visit. After she _____ 5 (**had put/ has put**) the water pot on the ground, she immediately ran to her niece's house. As soon as she arrived there, she found Kedo with expensive and beautiful clothes and fresh complexion. They discussed so many things for hours and departed. On the next day, Kedo _____ 6 (**went/has gone**) to Momina's parents house to continue their discussions. Momina welcomed her warmly, prepared traditional food, "dailo" and tasty coffee. After the invitation was over, they began to discuss their future life. Momina asked Kedo how she could lead this kind of luxurious life. Kedo explained her the way she left her birth place, Bedeno, communicated a broker, reached Saudi Arabia and hired in one of the richest person's house in Jidda. All the family members are so religious and Allah fearing people that she _____ 7 (**had not faced/has not faced/faced**) any sort of problem up to now. They were considering her as if she were their own daughter.

Having heard everything about her life in Jidda, Momina asked Kedo how she can leave for Jidda and lead such type of life. Though Momina was a good student academically and did not have economic problem, she _____ 8 (**preferred/ has preferred**) to leave for Jidda and start to lead more luxurious life to passing her time on her education. Accordingly, Kedo told her to steal money that will be paid for a broker and used for other purposes and meet her after two days. Momina broke in her father's box, took a good deal of money and _____ 9 (**began/has begun**) her journey with Kedo to Dire Dawa. No sooner than they _____ 10 (**had arrived/ have arrived/arrived**) there than the broker Knocked on the door of their room in the hotel. He is a smart broker who involves in many activities. Kedo introduced Momina to the broker and then she left

them alone to discuss different things freely. They ____ **11 (kept on/have kept on)** their discussions for hours. Momina was so happy thinking the future bright future she will face in Jidda. After they _____ **12 (finished/have finished/had finished)** their discussions, the broker asked Momina to give him 30,000 birr to settle different payments for her journey and stay the night with him. He further told her that if she does these two things, he will make life a bed of rose for her. After thinking for some minutes, she discussed the matter with Kedo. She _____ **13 (thought/has taught/had thought)** for few minutes and told her to accept his requests. She also convinced her by telling her that he is an honest person who has succeeded in changing the life of many girls like her from different places. If she does not respond positively to his question, her future plan cannot be successful. Accordingly, Momina gave him the money he asked her, stayed the night with him and lost her virginity. They went on staying together for many more days without taking any contraceptive pills.

The days _____ **14 (have gone/went/had gone)** but no sign of journey to Jidda. Momina now ____ **15 (has finished/finished/had finished)** her money, lost her virginity and feeling a sense of pregnancy. Now things have become complicated and asked Kedo about their journey. She looked at her fiercely and shouted at her” Keep quiet”. This is the place where I _____ **16 (have worked/worked/had worked)** for the last ten years. Let me assure you that I _____ **17 (have never seen/had never seen/did not see)** Jidda with my eyes so far. I have been pretending as if I were there to draw your attention. The broker will find a job for you somewhere here in Dire Dawa and you work as a house maid.” Momina screamed and told her that she has nausea and does not feel comfortable after she eats food. Kedo laughed with her and told her that based on her own experience, she _____ **18 (has**

Grammar

already been/hade already been) pregnant. Weeping bitterly asked Kedo what she should do. Kedo smilingly responded to her “ If this is the case, you can go back to Bedeno and give a birth to a new baby and enjoy with it” Kedo shouted loudly again and cursed the day on which she was born and left the room hurriedly. She did not come back. Oh, the helpless Kedo!

Using the prepositions **at, in or of**

Let them refer to any grammar book ,make notes and use the correct preposition to fill in the blank spaces in the text given below. If they have difficulties, let them refer to the note given after the activity.

6.5.2 Using Different Prepositions



Activity 6.14

Answers

Have you ever thought that Ethiopia will be **at** _____ (1) war? I heard the outbreak of the war **at** ___ (2) 6 a.m. in the morning. The war broke out **in** _____ (3) October, 2020. It reminds me _____ **of** (4)the humanitarian and property losses whose effects have still been observed **at** _____ (5)Kara Mara battle field. If you get the chance to go to Jigjiga, you could observe many unforgettable sacrifices paid during the war that took place between Ethiopian and Somali soldiers **in** ___ (6)1969 E.C. I went to Jigjiga **at** _____ (7)Ethiopian Christmas in 2000. When I arrived **at** _____ (8)Kara Mara **at** _____ (9)lunch time **in** ___ (10) the mid-day, I could see many remnants that witness the bloody war that took place between Ethiopian and Somalian soldiers forty-four years back. As I arrived **at** _____ (11)the hill **in** _____ (12)the afternoon, I was unable to get off the bus and take photographs. My nephew, who arrived at the place **at** ___ (13)sunset, however, could do it. In the same way,

currently war is going on _____ **in** (14) the northern part of the country. War has become the dominant part of the country's history. May this country have better thinkers who believe in the war that takes place around tables?

Using the prepositions of place and direction: **at, behind, below, beside, after, around, between, by, from, down,, inside, near, into, next to, outside, towards**



Activity 6.15

Follow the procedure used for *Activity 6.14* above.

Answers

- 1 *Why do you sit **at** _____ 1 the desk while you can sit on the chair next to it?*
- 2 *Merima always likes to sit **among** _____ 2 her friend, Teshome, in the classroom so that she can easily discuss anything and solve problems.*
- 3 *Feyisa has lots of money **in** _____ 3 the drawer. Ask him to lend you some.*
- 4 *Our teacher gave the test papers out to us **at** _____ 4 the end of the class, so we did not have time to get corrections.*
- 5 *Hadgu always rides his bicycle **down** _____ 5 to the town quickly to bring his child from school.*
- 6 *Before you give opinions, it is important to look **into** _____ 6 the case and decide what to say.*
- 7 *Zazotie always sits **between** _____ 7 Almaz and Roman but her sister Zebenay sits **among** _____ 8 Firew, Teshome and Alayu.*
- 8 *_____ **After** 9 you finish doing your exam, it is a must to check your answers once again.*
- 9 *In the country-side children sit **by** _____ 10 the fire at night and listen to stories from older people.*

Writing

- 10 *The temperature of the day has gone below _____ 11 zero degree Celsius; many people decided to stay indoors.*

6.5.3 Adverb Clauses of Purpose



Activity 6.16

First, let the students discuss what a purpose clause is and the words that they use to introduce it. Then, give them a short explanation with example clauses. Finally, let them construct clauses of purpose and give correction to each other.

6.6 Writing

6.6.1 Revision: Summary Writing



Activity 6.17

Get the students form a group of three. Give them few minutes to read the note given in the text book and then give them detailed explanation orally. Next, let them read the original text and the sample summary very carefully. Finally, ask them to summarize the text given in the text book following the guidelines.

NB: *Make sure that summary writing is not a single moment activity. Ask them to read different literatures and summarize intermittently*

6.6.2 Interpreting Graphs



Activity 6.18

Conduct a short discussion what a graph is, how it is read and data are analyzed. Then let them analyze the data given on the graph using the expressions given here below: **The number of late comers increases/ decreases, rises, grows, the pattern I notice in the graph is.....The difference betweenand is, A probable reason for this is.....**

As we observe on the graph, the number of late comers.....declines; fluctuates, gently, gradually, slightly, steadily; suddenly, sharply, dramatically

Bottom of Form

6.6.3 Spelling Rules



Activity 6.19

First, write a number of words that consists of “-ei” and “ie” and ask them to identify the correct one and write rules. After you have done this, ask them to copy down the rules given in the textbook into their notebooks and study them carefully. Finally, let them do the activity given below. Finally, go round each row of students and check their answers.

NB: The bolded words are correct answers.

1. Ato Teklay has been an honest and positive person. Nowadays, however, he has been caught doing lots of (**mischiefs**/mischeifs)
2. Tiruwork was so hungry that she stood up and (**seized**/siezed) the man furiously.
3. Nowadays asking for a (**receipt**/reciept) after buying any item or getting any service is one of the basic requirements from a genuine citizen.
4. Have you ever (recieved/**received**) any message from your boss about your progress?
5. I am neither rich nor poor but I am always self (**sufficient**/sufficeint).
6. You should always check your (wieght/**weight**); otherwise, you will face a serious health problem.
7. Tsedale has less interest for (foriegn/**foreign**) products.

Writing

8. We Ethiopians do not have any tolerance when anyone attempts to trespass up on our (**sovereignty/soverniegnty**).
9. What are main (**species/speceis**) of lion?
10. (**Neighbours/Niebours**) have important roles in strengthening mutual life if they are mature and resourceful.

Unit Seven

Branding Ethiopia and National Identity

Unit Objectives

By the end of this unit, the students will be able to:

- ✓ *listen to an expository and descriptive text by a speaker*
- ✓ *read an expository and descriptive text (factual articles)*
- ✓ *construct an understanding of texts by assembling and making sense of words in context*
- ✓ *demonstrate information reading or expository reading*
- ✓ *use a variety of text-attack –skills (skimming, scanning ,intensive reading)*
- ✓ *pronounce English vowel and consonant sounds intelligibly.*
- ✓ *orally describe a production process*
- ✓ *identify different word formation components*
- ✓ *enrich Knowledge of vocabulary from. texts and dictionary work*
- ✓ *learn about phrasal verbs*

Writing

- ✓ *write/speak clearly and accurately using a range of elements of grammar*
- ✓ *Compose paragraphs ,prepare written presentations and personal writings*
- ✓ *describe in English persons writing about their physical features, age, dress, what they do, etc.*

Branding Ethiopia

Commencements,

Dear teacher, bringing listening into the classroom, we have to remember that our learners are performing this work in a second language; this means that there is automatically more strain on their listening brains, more language work to be done, and often confidence issues in weaker listeners as the message flies past from the speakers.

These important considerations mean that you are expected to scaffold listening activity in most situations where students will be hearing something for the first time.

Thus, before you start making happen the listening skill instruction, help students connect what they already know with what they will hear in the audio story by asking questions about their personal experiences with the topic.

7.1 Listening

7.1.1 Ethiopia: the Land of Origin



Activity 7.1

- A. Instruction: Now, before they listen to the passage, get them discuss the following questions in pairs:
1. Are you familiar with the geography and climate of Ethiopia?
 2. Why do some people describe Ethiopia as “Thirteen Months of Sunshine?”
 3. Why is Ethiopia called the “land of origin”?
- B. Ask each group to report the results of their discussions and finally give your _____ reflections to the whole class.
- C. Give them few minutes to go through the questions that ask them what to do during the _____ while listening activity

Ethiopia is a landlocked country in northeast Africa that shares borders with Kenya, South Sudan, Sudan, Eritrea, Djibouti, and Somalia. A land of extremes with fertile grasslands, expansive deserts, peaceful lakes, and massive valley, it hosts one of the sources of the Nile River but also the world’s hottest settlement (Dallol). The largest continuous mountain range in Africa, the Simien, contrasts sharply with the barren volcanic wasteland of the Danakil Depression in northeastern Ethiopia. The highest peak of the Simien, Ras Dashen, stands over 4,500 meters (14,763 ft) above sea level, while the lowest parts of the Danakil reach 125 meters (410 ft) below.

The geology of northeast Africa is dominated by two of Africa’s biggest geological structures: the African Rift Valley and the

Listening

Mozambique Belt. The African rift zone is a geologically young feature that is still active and responsible for massive basalt plateaus that make up most of Ethiopia's highland. The zone is also responsible for the low-lying volcanic depression in Afar. The Mozambique Belt is the exposed root zone of an ancient mountain range (550 Ma) that once formed the core of the Pangaea continent. It has been subjected to immense stresses, pressures, and temperatures during its long and complex formation.

Ethiopia has a population of more than 105 million makes it the second most populous nation in Africa, next to Nigeria. The capital of Ethiopia is Addis Ababa, located in the central highlands, with more than 2.7 million inhabitants. Ethiopia is regarded as one of Africa's political centers, and it hosts many important organizations in its capital. The African Union, United Nations Economic Commission for Africa and many others are all based in Addis Ababa.

Ethiopia is known as "the land of origins," where many important archeological and paleontological milestones have been uncovered. The earliest human ancestors were discovered in the Afar Depression in northeastern Ethiopia, with Lucy (*Australopithecus afarensis*) the most famous of them all. She was long considered the first hominid, but more recent discoveries have unearthed even older skeletal remains (*Ardipithecus*, or *Ardi*) that may belong to another genus. Throughout history, Ethiopia has been an important territory in northeastern Africa. Ancient kingdoms were based there, many of which dominated trade around the Horn of Africa and thus between Asia and Europe. Probably the most famous is the Kingdom of Aksum in northern Ethiopia, which is considered to have been the equal of Rome, Persia, and China around 2,000 years ago.

- D. If it is you, read the listening passage two times: During the first time, slowly and during the second time a bit faster.
- E. When you read, glimpse at the students and observe what each student is doing. If you see a special behavior, write it down into your notebook after you _____ have finished reading the passage. It will help you control such problems when you teach the same skill another time.
- F. Give them time to check their answers
- G. Give feedback preferably by eliciting answers from the students themselves and then give corrections if you find errors.
- H. Allow them to work out the post-listening activity if possible right as the while – listening activity is over.



Activity 7.2

- 1 *Northeast Africa*
- 2 *Kenya, South Sudan, Sudan, Eritrea, Djibouti, and Somalia.*
- 3 *Ras Dashen and Denakel Depression*
- 4 *the African Rift Valley and the Mozambique Belt*



Activity 7.3

- 1 *Nigeria*
- 2 *The African Union, United Nations Economic Commission for Africa*
- 3 *Afar Depression in northeastern Ethiopia*
- 4 *Many important archeological and paleontological milestones have been uncovered. You can provide other important discovery of the country, if any.*

Answer for the True/False Items

1. False 2. False



Activity 7.4

Let students discuss on the following points, and please accept any relevant ideas.

1. Why do we say that Ethiopia is a landlocked country? Has it always been landlocked?”
2. Can we make our cultural and historical values more modern than before?
3. How can we make Ethiopian coffee more acceptable and unique/brand in the world market?

7.2 Speaking

7.2.1 Revision: Pronouncing [æ], [ə] and [j] Vowels

Instruction of short and long vowels

Give the students a short explanation about the time length that they need in pronouncing the short and long vowel. Having done this, encourage them to come up with different words which have short and long vowels for the next class and pronounce them to each other in a group of three. Finally, ask them to write different words with short and long vowels as many as possible.

Dear teacher, you are expected to provide students some oral questions; depending upon the instruction, check to what extent students filled the blank spaces with their own sentences.

**Activity 7.5**

Make students to pronounce the underlined words in sentences 1-6 after you.

1. The **carpenter** spent a **fantastic** holiday with his friend
2. Mr. Aberra is a **manager** of a **charity** organization.
3. You better be a producer rather than only a **consumer**.
4. The **firm** is **economical** in using **consumables**.
5. My **tenure** in the university changed my attitude.
6. Would you like to **continue** with your **education**?

**Activity 7.6**

Dear teacher , please guide the students inline with the instruction given in the student textbook to pronounce words taken from the dictionary.

1. [æ], _____
2. [ə], _____
3. [j], _____

**Activity 7.7**

- | | | | | | | | |
|---|----------|---|----------|---|----------|---|----------|
| 1 | <i>c</i> | 3 | <i>e</i> | 5 | <i>b</i> | 7 | <i>f</i> |
| 2 | <i>d</i> | 4 | <i>a</i> | 6 | <i>g</i> | 8 | <i>h</i> |

Summary on Vowels and Diphthongs**A. Vowels**

Consonant sounds are mostly articulated via closure or obstruction in the vocal tract; however, vowel sounds are produced with a relatively free flow of air, and they are all typically voiced. To describe vowel sounds, we consider the way in which the tongue

Speaking

influences the shape through which the airflow must pass. To talk about a place of articulation, we think of the space inside the mouth as having a front versus a back and a high versus a low area.

B. Diphthongs

We regularly create sounds that consist of a combination of two vowel sounds, in addition to single vowel sounds. These are known as diphthongs and are of course, symbolized by the combination of their elements. When we produce diphthongs, our vocal organs move from one vocalic position [a] to another [ɪ] as we produce the sound [aɪ], as in Hi or Bye.

The movement in this diphthong is from low towards high front. Alternatively, we can use movement from low towards high back, combining [a] and [ʊ] to produce the sound [aʊ], which is the diphthong repeated in the traditional speech training exercise [haʊ, braʊ and kaʊ]. In some descriptions, the movement is interpreted as involving a glide such as [j] or [w], so that the diphthongs we are representing as [aɪ] and [aʊ] may sometimes be seen as [aj] or [aw].

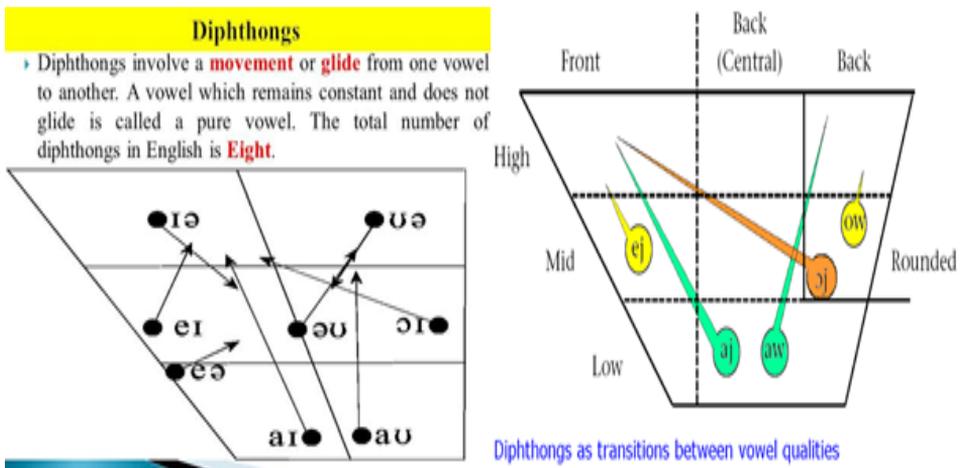


Fig Diphthongs

C. Pronouncing the Diphthongs: [ei] and [ai]

Let students practice sounds using reference dictionary

7.2.2 Revision: Expressing Opinion: Agreement and Disagreement

Dear teacher, give your students an account of explanation what an opinion is and those expressions essential in giving opinions. Then, write a sentence that invites the students to give different opinions.

Agreement and disagreement expressions are often used in daily life. It is used when people want to show agree and disagree opinion about something. Please make students to work on the issues mentioned in their text book and on the issue they want to discuss on; let them share their opinions either in agreement or disagreement. They can interact each other as a listener and speaker alternatively.

Students also can recognize and develop three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation,
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building),
3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In this way, you can assess to measure how competent the students in using the words and phrases of agreement and disagreement. It will be assessed by counting how often they use the expressions when giving opinion on a problem topic.



Activity 7.8

Instructions: *The dialogue below is between two students, Abebe and Metelo. let students read it carefully and write an appropriate opinion that shows agreement or disagreement in the blank spaces*

Abebe: As far as I am concerned, war is always a backward approach to solving a problem.

Metselo: *In my opinion,* _____

Abebe: What do you think of the ever lighting victory Ethiopia achieved over the Italian Army?

Metselo: *As I see,* _____

Abebe: That is an interesting point but I am of the opinion that though we fought courageously and defeated the Italians' troops, we have never defeated poverty so we are still under the influence of the developed countries.

Metselo: _____

Metselo: Yes, of course. I agree with you but sometimes I think that the patriotic achievements should not be limited only to defeating war but also conquering hunger and famine.

Abebe: _____.

Metselo: I agree with you but from my point of view, if people first achieve their freedom, _____ the SACRIFICE that they pay for economic progress is not beyond control.

Abebe: _____

Metselo: Neither do I.

Abebe: *I am busy with my assignments. Let us stop our discussion here and meet next time*

Metselo: _____

**Activity 7.9**

Dear Teacher, get the students practice giving opinions either by agreeing or disagreeing to any topical issue as frequently as possible. The beliefs is that when they do this they enhance their skills of idea generation and sharing among their groupmates. To the best of your capacity, try to check the students' level of idea generation and utilization of different expressions from time to time using different strategies.

**Activity 7.10**

Let the students debate on the current/topical issues/notions either they choose or you propose to speak upon; then, help the class on their ways they forward.

Giving Suggestions/Advice

There are many ways to provide suggestion and pieces of advice to someone. Accordingly, give your students different opportunities through which they practice giving suggestions and pieces of advice on different matters to each other.

What about/How about ... + Base form + ING

Look at the following examples:

1. What about going to the library this afternoon?

_____ -

2. What about going to build other hundred (100) water dams in Ethiopia for its fast development?

Why + Negative

3. Why don't we go to the farm tomorrow?

Speaking

Imperative: Let's + Base Form

4. Let's go to the market now!

Could

5. We could visit Harar next week.



Activity 7.11

Let the students make their own dialogue being in pair on different issues and make speech to their class mates using the dialog on the ttextbook. And you can provide reflections on their activities.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



Activity 7.12

Dear Teacher, let the students be in pairs/small groups and give as many pieces of advice as they can by using the expressions should, ought to and had better.

1 _____

2 _____

3 _____

- 4 _____
- 5 _____
- 6 _____

Describing places, people and objects

Describing Things



Activity 7.13

Let students be in pairs and describe the pictures given in the textbook using the adjectives mentioned below.

Words Adjectives to Express Likes of a person for a Place	Attractive, Beautiful, Calm, Charming, Enchanting, Fascinating, Fresh, Homey, Inspiring, Peaceful, Vibrant, Magical, Majestic, Contemporary, Modern, Ancient, Quite, Traditional, exciting, huge, popular
Words to Express Dislikes of a person for a Place	Boring, Ugly, Senseless, Crowded, Deserted, Dull, Expensive, Horrifying, Terrible, Stormy, Shanty, and etc.



Activity 7.14

Dear teacher, please get students be in pairs, read the description given below and add some more descriptions from their own background information. Note that before the students begin to describe the picture, let you discuss the modifying words about the Ethiopian Airline's three colored flag with different example sentences.

7.3 Reading

7.3.1 Part I: Ethiopia Through Writers' Eyes



Activity 7.15

Before the students begin to read the passage, allow them to discuss the questions given below in pairs for few minutes and ask them to report the result of their discussions to the whole class. Finally, give them reflections on the whole results of the discussions in the form of summary.

1. Do you know the old boundary of Ethiopia?
2. What do you understand when the Holly Bible in the old testament says, Shem, Kush, Ham, Aethiopia, and Ityopis?



Activity 7.16

Dear teacher , let you accept any alternative answers that the students provide as long as they are with sound reasoning.

Answers

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



Activity 7.17

Dear teacher, let students be in pairs and discuss the two questions. Finally, let few students come out to the front of the class and explain the results of their discussions.

7.3.2 Part II: Ethiopia's Properties Inscribed in the World Heritage List



Activity 7.18

Dear teacher, let students discuss on the following question and you can offer open ended answers from the articles.

1. What are heritages?
2. Mention some of the Ethiopian heritages registered in UNESCO and describe one of them.
3. Predict what the reading text is about from the illustrations given below



Activity 7.19

Dear teacher, please help students in giving clarification about the short reading paragraphs and make them answer the open ended questions, 1-5. Accept any valuable answers based on the reasons they present.

1. Explain the ideas of the first paragraph of the passage.
2. When do you think that Harar Jugol city was formed and why it is said to be a sacred city?
3. The Konso Cultural Landscape is characterized by _____.
4. What are the benefits of the Konso terraces? _____.
5. Why could heritage be an individual, group and national identity? _____.

7.4 Vocabulary

Vocabulary teaching cannot be limited to the activities in the classroom. Different happenings help us teach different vocabularies. When students learn a word incidentally, they never forget it throughout their life. Thus, it is advisable to use different situations and teach different vocabularies.

Unless, indicated students should be encouraged to work out the meanings of new vocabulary in context. Guidance is given in both the Students' Book and the Teacher Guide for doing this. In addition, all students should have access to a good dictionary and they should be encouraged to use this on a regular basis.

Part I:



Activity 7. 20

Matching answers:

- | | | | | | |
|----|---|---|---|----|---|
| 1. | I | 4 | F | 7. | B |
| 2. | H | 5 | D | 8. | A |
| 3. | G | 6 | C | 9. | E |

Part II:



Activity 7.21

Dear teacher, as long as all students may not come with their dictionaries, please help them while they are doing their vocabulary exercises. Also accept any related answers inline with the reading comprehension questions.

1. Sacred city (Paragraph 1): _____
2. fortified (Paragraph 1): _____

3. Vicinities (Paragraph 1): _____
4. Shrines (Paragraph 1): _____
5. Spectacular (Paragraph 2): _____
6. Retain (Paragraph 2): _____
7. Summits (Paragraph 2): _____
8. contoured (Paragraph 2): _____

7.4.1 Word Formations: Prefixes and Suffixes

Discuss what prefixes are in English and how they can change the meaning of the base word. Then ask students to tell you different prefixes from their own experience if possible with their meaning. Finally, summarize the discussion with examples.

Example: Prefix and Suffix are common in English and their correct use can help enhance the language skills and deal with the unknown vocabulary easily.



Activity 7.22

I. Prefixing

No.	Root word	New Word	No.	Root word	New Word
1	Moral	<u>immoral</u>	7	Design	redesign
2	Write	rewrite	8	Wise	unwise
3	Weigh	outweigh	9	Necessary	unnecessary
4	Classify	declassify	10	Polar	bipolar
5	Management	mismanagement	11	Annual	biannual
6	Expected	unexpected	12	Fix	prefix

Vocabulary

II. Suffixing



Activity 7.23

Remind the students of the work they did in earlier classes with word families and suffixes, where a suffix often tells you which part of speech a word is. Ask for examples of suffixes, and a definition of the word suffix. Then say this lesson is about prefixes. With the class, read through the prefix information box and elicit further examples of words with in-, im-, un- and dis -. Get the students to realise and formulate that by adding these prefixes to e.g. a verb

or an adjective, we give that verb or adjective its opposite meaning, e.g. impossible is the opposite of possible, and disappear is the opposite of appear. Give students few minutes and let them write words that go with the suffixes that have been listed into their textbook if possible with their meaning. Then, discuss their meaning with examples as well as mentioned below.

-ship, -ment, -less, -fully, -er, -tion, -ness

No.	Root word	New Word	No.	Root word	New Word
1	joy	joyfully	7	mercy	merciful
2	tall	taller	8	inform	information
3	happy	happiness	9	leader	leadership
4	manage	management	10	mad	madness
5	kind	kindness	11	beautiful	beautiffulness
6	slow	slowness	12	care	careful

7.4.2 Revision: Using Phrasal Verbs in Communications

Once you've introduced students to phrasal verbs, design activities where the class uses the verbs in their own sentences. Write a phrasal verb on the board. Then give the students time to write 1 or more sentences using that phrasal verb properly.



Activity 7.24

Let students individually look up the meaning of the phrasal verbs given below from a dictionary and then fill in the blank spaces with the correct phrasal verbs (1-11).

go on	go in	go into	go off	go over	go down
go out	go through with	go up	go for	go with	

1. The lights in our schools _____ as we were working in the laboratory.
2. Aster _____ the nursing school after completing her high school.
3. I can't believe he _____ the divorce.
4. I want to _____ with this plans with you again
5. Which of these ties _____ my suit?
6. The football game _____ for another 30 minutes.
7. I think I will _____ black coffee. What do you like to have?
8. Currently, the price of food _____ at alarming rate
9. The food smells and it _____ me _____.
- 10 I want to _____ with my friends for a picnic.
- 11 It is cold outside. Shall we _____?

7.5 Grammar

7.5.1 Conditional Sentences

Student should be give brief description on conditional sentences writing different conditional sentences on the blackboard. In the same token, students also should write different conditional sentences on their exercise

Grammar

books and discuss in the classroom. Thus, Help students to identify the differences between *Type zero infinitive*, *'If' type 1*, *'If' type2* and *'If' type 3*.



Activity 7.25

Dear teacher, please consider the proposed answers, and pay attention in case, there may be alternative answers.

Answers (proposed)

- | | | | | | |
|---|-------------------|---|-----------------|---|--------------------|
| 1 | <i>would find</i> | 4 | <i>had been</i> | 8 | <i>would have</i> |
| 2 | <i>would have</i> | 5 | <i>wants</i> | | <i>been bumped</i> |
| | <i>been</i> | 6 | <i>will see</i> | | |
| 3 | <i>will get</i> | 7 | <i>had been</i> | | |



Activity 7.26

Let students be in pairs and complete the clauses given below with the correct condition. Accept any alternative answers without any exception that matches the nature of the sentences.

1. If I had gone to Addis Ababa, _____.
2. If you always revise your daily lessons, _____
3. Hadgu would have gained lots of money provided that he _____,
4. If we add wate to acid, it _____ but if we add acid to water, _____.
5. Had the employees had the courage to tell him his weaknesses, _____.
6. If I were _____, I would be the first to join our defense army.
7. we could have a better chance if _____.
8. If you are a cowardly person, _____.

7.5.2 Reported Speech



Activity 7.27

Students are expected to have awareness on direct and reported speeches. Thus, dear teacher, let the students trigger their previous knowledge or experiences on the form and use of the direct and indirect speeches and answer the questions mentioned in their textbook.



Activity 7.28

Help students to change the direct speech into reported/ indirect speech. Let student construct the speeches and discuss on the issues paying due attention to ‘use’ and ‘form’.

Instructions: Dear teacher, let the students convert the following direct speech sentences into reported speech.

1. Ojulu said, “I enjoy swimming at the Baro River.” _____.
2. Senait said, “I am reading the short story written by the famous Ethiopian writer.” _____.
3. “We knew your family,” said the boys. _____.
4. John said, “I am an English.” _____.
5. She said, “I have never seen a shark in my life.” _____.
6. “I met him two years ago,” the hostess said. _____.
7. She said, “I will be in Jigjiga tomorrow.” _____.
8. “We visited Aksum last year,” the tourists told my brother. _____.

7.6 Writing

7.6.1 Writing an Argumentative Essay



Activity 7.29

Let the students discuss the questions into small groups. Go around each row and give them support where you find necessary. Finally, give them detailed explanations accompanied by examples



Activity 7.30

First, give them chance to read the passage silently and individually. After they have read the passage, ask them to form small groups and discuss how the writer has presented his point of argument by supporting the equal share of job in Awuramba community. In addition, ask them to discuss how this experience should be transferred to other parts of Ethiopia.



Activity 7.31

Let students read the phrases given in the table and put an 'X' mark. Then, let them discuss their responses in groups. After they have finished their discussions, ask them to use the results of their discussions and write an essay of five paragraphs at home. On the following day, collect the essays give out to the whole class and ask them to carryout peer corrections. Note that before they begin to conduct the peer corrections, give them clear guidelines that help them give values to each component of the essay: content (subject matter), organization of ideas(flow of ideas), language use(grammar, diction, etc) and mechanics(punctuations, capitalization, spelling and layout).

No.	Descriptions	Female	Male
1	Home shopping		
2	Cleaning Home		
3	Domestic repairing		
4	Family managing		
5	Take children from home to school		
6	Children care giving		
7	Helping children with homework		
8	Playing with children		



Activity 7.32

Interpreting graphs and writing an essay is one of the important skills that students should develop. Accordingly, ask them to study the data given in the table in pairs and then write out argumentative essay of five paragraphs. Finally, give chance to conduct self-corrections by following the procedures presented in activity.

Unit Eight

The Healing Power of Plants

Learning Objectives:

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

- ✓ *Listen to a variety of texts with upper intermediate level understanding and use them for different purposes*
- ✓ *Interact in English medium in varied communication situations with comprehensible grammar*
- ✓ *Read medium level reading resources independently and comprehend contents*
- ✓ *Use vocabulary at medium level appropriateness during interaction*
- ✓ *Use comprehensible grammar with minor errors in communication situations*
- ✓ *Structure and write a paragraph using a topic sentence and supporting ideas*
- ✓ *Write and communicate with readers with comprehensible language*

8.1 Listening:**Preventing Communicable Diseases
Using Traditional Medicine****Activity 8.1**

Dear teacher , please make the class to discuss on the following questions in a group of three and then the representative report their answers to the whole class.

1. Do you know the names of the plants and spices in the pictures?
2. Do you imagine that in your family and community people use them for medical purpose?
3. Can you mention some of their medicinal values?
4. Apart from curing illnesses, what other values do herbs have?





Activity 8.2

Dear teacher, please read the listening text entitled, “Traditional Medicine” two times for your students in the speed which they can follow and comprehend the passage. Also make the students listen to each paragraph very carefully and take the most important specific information and finally they are expected to write the main idea of each paragraph in their own English.

Traditional Medicine

Traditional Medicine is widely used in developing countries by 80% of the population in Africa to meet their primary health care needs. The use of Complementary and Alternative Medicine is also increasing rapidly in developed countries. Many factors contribute to the widespread use of Traditional Medicine , some of which are: accessibility, affordability, faith in the system, desire to have alternative system of medicine with a safer natural base, and growing economic importance.

On the other hand, there is increasing demand for evidence of safety, efficacy and quality of Traditional Medicine (TM) products and practices. Unfortunately, evidences, which support the claims of TM, are limited. In addition to efficacy and safety issues, the growing herbal market and its great commercial benefit has posed a threat to biodiversity. Moreover, there is a need for protecting and preserving the indigenous and traditional knowledge of TM. The above shortcomings and concerns have given rise to issues related to policy; safety, efficacy and quality; access and rational use.

In order to address the above issues and maximize the potential of Traditional Medicine as a source of health care, WHO has developed a four-year strategy and released it during its Fifty-fifth World

Health Assembly. The strategy provides a framework for action for WHO and its partners. The specific objectives of the strategy are to support member countries to: 1. Integrate TM with national health care systems, as appropriate, by developing and implementing national Traditional Medicine policies and programs; 2. Promote the safety, efficacy and quality of TM by expanding the knowledge base on TM, and by providing guidance on regulatory and quality assurance standards.



Activity 8.3

Answers

1. *True*
2. *True*
3. *True*



Activity 8.4

Dear teacher, please allow students to discuss the questions given in the textbook being into small groups and then ask them to report the results of their discussions. Finally, give them your own reflections.

8.2 Speaking



Activity 8.5

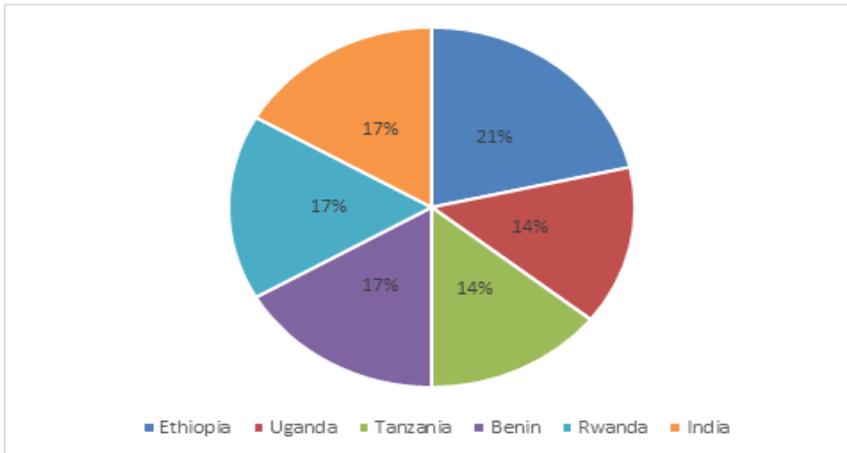
Strong- strongly

Let students discuss on contrasting issues, one part strongly believes that there will be cures for all diseases in the future; and another part deviates that there won't.



Activity 8.6

Let the students the following pie chart to practice speech on the developing world population who use Traditional Medicine. Please, make any correction at the spot when the students commit errors.



Fig

Example: *Twenty-one percent of Ethiopian people use Traditional medicine when they feel sick.*

- 1 *Twenty-one percent of Ethiopian people use Traditional medicine when they feel sick.*
- 2 *Seventeen percent of Indian people use Traditional medicine when they feel sick.*
- 3 *Seventeen percent of Rwandan people use Traditional medicine when they feel sick.*
- 4 *Seventeen percent of Benin people use Traditional medicine when they feel sick.*
- 5 *Fourteen percent of Tanzanian people use Traditional medicine when they feel sick.*
- 6 *Fourteen percent of Ugandan people use Traditional medicine when they feel sick.*

**Activities 8.7**

Students make situations to make dialogue on making and responding to apologies. Let you make them situations in giving some vocabularies and phrases rounding the classroom.

A: _____

B: _____

A: _____

B: _____

Students are expected to make discussions on matters mentioned 1-2. Let students be motivated to generate their opinions freely.

A: _____

B: _____

C: _____

D: _____

E: _____

**Activity 8.8**

Answers

No	Answers	No.	Answers
1	b	6	c
2	a	7	d
3	d	8	b
4	c	9	c
5	b	10	d

**Activity 8.9**

Make students in pair and practice passing instruction to each other; in between check to what extent students participate in the activities.

A: _____

B: _____

A: _____

B: _____

**Activity 8.10**

Students should participate in punctuating two short paragraphs. The corrected paragraphs are as follow:

Text I

People travel more today than at any time in history. More and more peoples are traveling by air; space Planes are being developed, which will be able to travel at five times the speed of the sound, however, planes like this will use Huge amounts of fuel and may damage the atmosphere.

Text II

Many governments are worried about the pollution, which is caused by petrol driven cars and Lorries. Traffic fumes are often a serious problem in big cities; these fumes can damage people's health, as the result, the petrol companies have developed a clear type of petrol which does not lead. Electronic cars are also being built, these do not produce any exhaust fumes in the future, most forms of land sea and air transport will use less fuel.

8.3 Reading: the Traditional Medicine: Moringa Olifera



Activity 8.11

Before the students begin to read the passage, allow them to discuss the questions given below in pairs for few minutes and ask them to report the result of their discussions to the whole class. Finally, give them reflections on the whole results of the discussions in the form of summary.

1. What is in the picture about?
2. Of what importance are plants to us?
3. Name some herbals which can be used for both food and medicine..
4. Which medicine do you prefer? The modern or traditional? Why?



Activity 8.12

First, let the students go through the questions from the passage individually and briskly and then allow them to come back to the passage, read silently and answer the questions that have been given after it in full sentences. After they have finished doing the questions, ask them to give their answers orally to the whole class. Then let the whole class listen to the

Reading: the Traditional Medicine: Moringa Olifera

answers from each student and give comments where necessary. Finally, elicit corrections from the students themselves and then give your own corrections if you find errors.

1. How people benefit from Moringa Oleifera both in terms of prevention and healing?
2. What are some Ethiopian traditional medicinal plants that serve as nutrients and medicines?
3. How Moringa Olifera is considered a complete food ?
4. List the different parts of Moringa Olifera medicinal plants that can be used as nutrient and medicine?
5. What are the three non-governmental organizations advocate Moringa as natural nutrition for the tropics?



Activity 8.13

Make students to re-read the passage in the textbook once again very carefully and let them write the main idea in each paragraph, 1-5, in a complete sentence

1. ‘Shiferaw’, has several health benefits that are one of the reasons why it is named the “Miracle Tree” and the “Tree of Life” in many cultures.
2. Moringa is considered a complete food that contains all of the essential Amino Acids required for a healthy body.
3. In developing tropical countries, Moringa trees have been used to combat malnutrition.
4. “25 grams daily of Moringa Leaf Powder will give a child” the following recommended daily allowances.
5. Moringa contains the acute cancer remedy, anti-cancer compounds (phytochemicals) that help stop the growth of cancer cells.

8.4 Vocabulary



Activity 8.14

Answers

No	Answers	No	Answers
1	C	6	A
2	G	7	F
3	H	8	B
4	I	9	D
5	J	10	E

8.4.1 Types of Word Formation Processes



Activity 8.15

There are many ways words can be formed in English language; Let students be oriented about the English word formations; and then, let the **students divide the following words into small units (morphemes) as example given below**

I. Compound words

1	replaces = re place s,	befriended = be friend ed	psychology = psych ology
2	retroactive = re tro act ive,	televise = tele vise	endearment, en dear ment
3	changeable = change able	unreconstructed = un re construct ed	mistreatment = mis treat ment
4	previewer = pre view er	misleads = mis lead s	holiday = holy day

II. Backformation



Activity 8.16

Give further orientation to your students about word derivation in English language and then ask them to use their dictionary and write the correct derivation of the words given in the table .

No.	Noun	Verb
1	administration	administer
2	recognition	recognize
3	registration	register
4	remedy	remedy
5	abduction	abduct
6	absorption	absorb
7	advisor	advice
8	orientation	orient

8.4.2 Phrasal Verbs



Activity 8.17

Students are expected to make their own sentences using the examples on Phrasal Verbs in the following table. Then make some of the students read their answers to the class; Also correct errors, if any, they commit.

No.	Phrasal Verb	Meaning	Example
1	come about	happen/occur	Can you tell me how the accident come about?
2	aim at	to target.	The magazine is aimed at teenagers.
3	big up	exaggerate the importance.	He bigs himself up all the time.

4	care for	like.	I don't care for alcoholic drinks; I prefer water.
5	carry on	continue.	Carry on quietly with your work until the expected results come.
6	back away	retreat or go backwards.	_____
7	add up	to make a mathematical total.	_____
8	come around	change one's mid	_____
9	come away	become separated from	_____
10	come along	accompany	_____
11	come back	return	_____



Activity 8.18

Make students choose the correct form of a phrasal verb from the box to replace the words in *italics* in the sentences below. Put the verbs in the correct tense.

work out get up turn off put on go out take off wake up

1. I *stopped* sleeping early this morning.
2. My son *has stopped* sleeping and always gets out of the bed at 7 a.m.
3. Gifty *removes* her jacket as she arrives at home.
4. Sitina *donned* her coat and left the house quickly.
5. The woman *left* the house for a social activity with her neighbour.
6. She *does* physical exercise every day in the morning.

7. Is the computer turned on? Will you please **stop it working** by pressing the button?

Answers:

- | | | | | | |
|---|-----------------|---|------------------|---|--------------------|
| 1 | <i>woke up</i> | 4 | <i>put on</i> | 7 | <i>turn it off</i> |
| 2 | <i>got up</i> | 5 | <i>went out</i> | | |
| 3 | <i>took off</i> | 6 | <i>works out</i> | | |

8.5 Grammar

8.5.1 Quantifiers

Quantifiers are adjectives and adjectival phrases that give approximate or specific answers to the questions “How much?” and “How many?”



Activity 8.19

Please, make students to choose **much, many, little, few, some, any** to complete each sentence in the following items.

Answers:

- | | | | | | |
|---|--------------------|---|------------------|---|--------------------|
| 1 | <i>a) much</i> | 3 | <i>a) little</i> | 5 | <i>c) a lot of</i> |
| 2 | <i>a) a lot of</i> | 4 | <i>b) many</i> | | |

8.5.2 Clauses of Reason



Activities 8.20

A- Join the following sentences using **because of, because, since, and as**. You can use more than one connector.

- _____ it was dark and rainy, I couldn't see the road signs well.
- _____ the kitchen was flooded, we had to go to a restaurant to eat our lunch.

3. I cannot lend you any money _____ I am broke
4. The flight was delayed _____ the severe weather..
5. _____ they do not have schedule to study their lessons today, let the children go to a picnic.

Answers:

- | | |
|------------------------------|---------------------|
| 1 <i>Because , Since, As</i> | 4 <i>because of</i> |
| 2 <i>Since, Because</i> | 5 <i>As, Since</i> |
| 3 <i>because, as, since</i> | |

B- Make the students rewrite the following sentences using the connector given in _____ brackets.

1. Paul was an hour late. He missed the train. (because)

2. I borrowed your lawn mower. You weren't using it. (as)

3. We had no electricity during the storm. We had to use candles. (so) _____
4. He needed a good mark. He studied hard for the test. (Since) _____
5. It's raining. We have decided to stay at home. (As)

8.5.3 Tense

Revision: The present perfect tense



Activity 8.21

Answers

1. b 2.b 3. c 4.a 5.d



Activity 8.22

Get students read the text carefully and individually. Then, ask them to explain why the writer has used this tense. Having done this, ask them to write their own experience that narrates the visit that they have paid to any place using this tense.

Any action or an event that started in the past is completed recently or as the time of speaking is often expressed in present perfect tense. Moreover, it describes an action that began in the past and is still going on just as the time of speaking.

Examples:

1. I have just listened to the conversation;now I want to react to it in my own way(I have finished listening to the conversation recently)
2. We have cleaned our house for an hour. (still we are cleaning it)

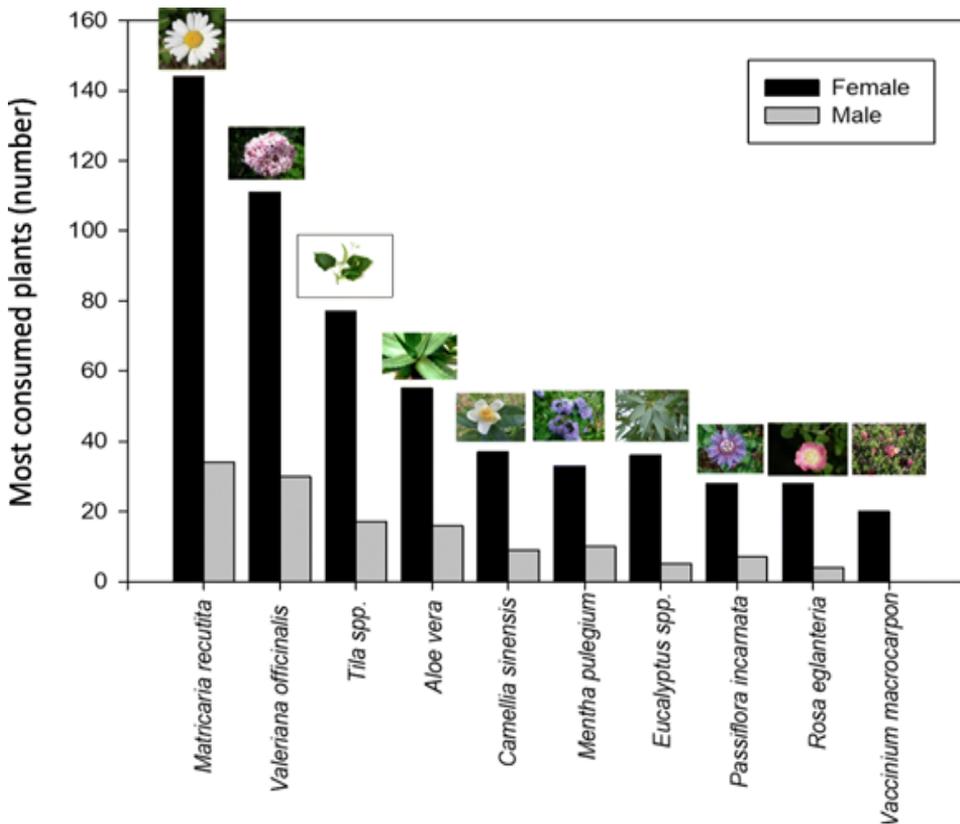
8.6 Writing

Writing is one of the focal areas in teaching English language in our context, due to the fact that students can't do their academic tasks without equipping themselves with these skills. Therefore, enhancing their writing skills with the help of step-by-step activities is one of the requests of the day. In writing a good paragraph or essay, a good deal of knowledge on sentence connection is very essential; because unless ideas are joined coherently, readers can't get meaning. Therefore, dear teacher, please help your students while interpreting the bar graph at which the traditional medicines are utilized.

Activity 8.23

Let students be in pair/ group and discuss on the following words of how people use traditional Medicines at different rates

1. Interpreting Graphs: useful graph vocabulary – increase, rise, grow, climb; decrease, drop, fall, decline; fluctuate, stable; gently, gradually, slightly, steadily, suddenly, sharply, dramatically.
2. Students are expected to describe the bar graph how much the herbal medicine are used in the world. Dear teacher, please help students to produce paragraphs using the mode mentioned under here.





Activity 8.24

Dear teacher, please help your students while they compose a three paragraphed essay about the utilization of medicinal plants mentioned in the bar graph in the text. Let them also to use a peer evaluation process so as to write error free essay. In the meantime, you can use the chance to evaluate your students' writing.

Medicinal Plants Consumptions

Introduction

The bar graph compares the 10 most consumed medicinal plants by the population of Autonomous Community of Madrid in Spain by both male and female consumers. The most popular medicinal herb used was Matricuriarecutita. This utility was also done by male consumers. The bar graph shows that the Matricuriarecutita used by male increased and lowered down by female.

Body

Conclusion

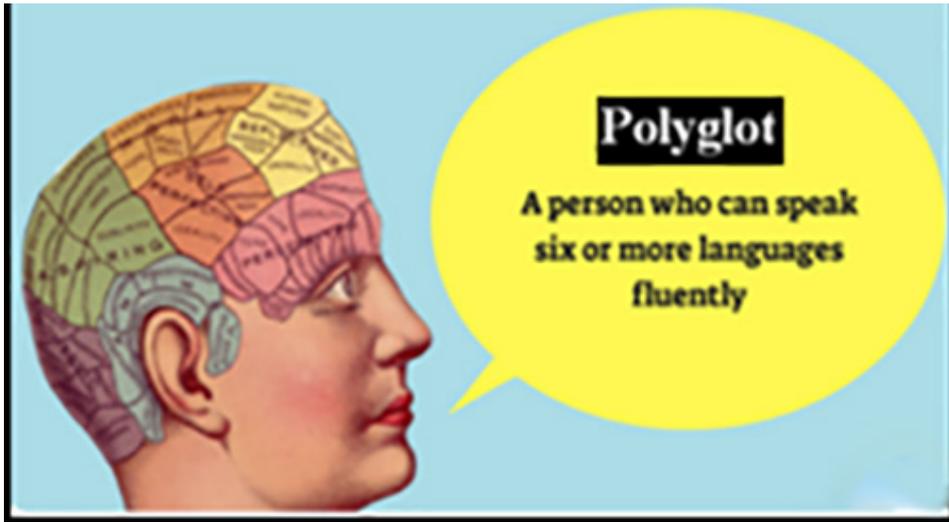
Unit Nine

Multilingualism

Unit Objectives

Upon completion of the lesson, students will be able to:

- ✓ *listen to an expository and descriptive texts, analyze and synthesize meanings*
- ✓ *pronounce English vowel and consonant sounds intelligibly.*
- ✓ *describe orally the values of herbal plants.*
- ✓ *read an expository and a descriptive text (factual articles/ academic text) on polyglotism and explain how language is important for social interactions and co-existence*
- ✓ *work out the meaning of different words from the passage and use them in their communication*
- ✓ *express their wishes using appropriate form of the language*
- ✓ *use punctuation marks in their appropriate places*
- ✓ *correctly punctuate dialogues, and sentences.*
- ✓ *identify different word formation processes and use the correct form in different sentences*
- ✓ *summarize different texts*
- ✓ *write different letters for different purposes*



9.1 Listening



Activity 9.1

Dear Teacher, please ask the students to discuss the following pre-listening questions. Encourage them to reflect on the questions.

Instruction: *before they listen the text about a young polyglot, get them in pair and answer the following questions*

1. Can you guess the meaning of the word ‘polyglot’ depending on the pre-fix ‘poly-‘?
2. What kind of people are said to be polyglots?
3. How do polyglots differ from monolinguals and multilinguals?
4. Have you ever met people who are polyglot?
5. How do you relate polyglot people and multicultural country like Ethiopia? What are the advantages?
6. How do you see yourself? Are you monolingual, bilingual or polyglot?

A Young Polyglot

Some people pick up a little Hebrew before their bar mitzvahs (commandments), or learn Spanish from their mothers, or can speak some Japanese from a semester abroad.

Timothy Doner, 16, is not one of those people. In the late 2009, after studying for his bar mitzvah, he decided he wanted to learn modern Hebrew, so he continued with his tutor, engaging in long dialogues about Israeli politics. Then he felt eager to learn Arabic, so after eighth grade he attended a summer program for college students at Brigham Young University. It took him four days to learn the alphabet, he said, a week to read fluidly.

Then he dived into Russian, Italian, Persian, Swahili, Indonesian, Hindi, Ojibwe, Pashto, Turkish, Hausa, Kurdish, Yiddish, Dutch, Croatian and German, teaching himself mostly from grammar books and flash card applications on his iPhone apart from a more formal study of French, Latin and Mandarin at the Dalton School in sophomore.

Then last March, during spring break, Timothy did something that changed the process of his language study. In his family's apartment in the East Village, he made a video of himself speaking in Arabic and uploaded it onto YouTube, with subtitles in English. The response was scarce but excited, mainly from people in the Middle East: Way to go, Tim! He followed with more videos, each adding viewers, until his Pashto (Afghan language) video, posted on Dec. 21, had 10,000 views in two days.

Suddenly, Timothy had people to talk to in all his languages — not just native speakers, but also people like himself, who were

Listening

interested in language for its own sake, a small but lively subculture of language geeks or programming, one made possible only by the Internet.

In the meantime, he said, his language pursuits have not interfered with his social life, though none of his peers share his intense interest. He has e-mail and Skype friendships with people around the world, in a variety of languages.

“I don’t want people to think I’m not normal, or that I see myself in a different light from them,” he said. “I’m not a very serious school nerd. I’m not motivated in math. I found my talent. I’m not obsessive (compulsive). It’s a way of coping with stress.”

(Partly adapted from the New York Times by John Leland, 2012)



Activity 9.2

Dear teacher, now students are going to listen a text entitled ‘A Young Polyglot’. First, let them copy down all the statements into their exercise books. Then ,they choose ‘true ‘if the statement is correct and ‘false’ if it is incorrect listening to your reading.

Answers

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



Activity 9.3

Answer (Correct order): 2, 4, 1, 3

Listening and completing a profile



Activity 9.4

Answers:

16 years of age, Hebrew, multilingual, YouTube, and subculture of language geeks.

9.2 Speaking

Interviewing



Activity 9.5

Dear Teacher, please allow students to identify those students who are bilinguals and polyglots, let them interview how each of them could learn more than one language and report their findings to the whole class.

9.3 Reading



Activity 9.6

Before students read the passage detail, let them try to answer the following preliminary questions in pair relying on their prior knowledge about multilingualism. Please accept any relevant answers.

1. How do you define the term ‘multilingualism’ depending on the prefix ‘multi-‘? What kind of people are said to be multilingual?
2. Are you monolingual, bilingual or multilingual? Do you remember the previlages that you have got becuae of speaking more than one languages or the situations in which you have been disadvantaged?
3. In your classroom, what type of language speakers, that is, monolinguals, bilinguals or polyglots account the largest number?

Reading

4. Do you think that being multilingual advantageous or disadvantageous for multicultural countries like Ethiopia? Mention as many advantages and disadvantages as you can (if any). Exchange answers with your partner. for multicultural countries like Ethiopia? Mention as many advantages and disadvantages as you can (if any). Exchange answers with your partner.



Activity 9.7

Ask the students to discuss the following pre listening questions. Encourage them to reflect on the questions.

- | | | |
|---------|-----|-------------------|
| 1 C | 4 B | 7 Multi-lingual's |
| 2 D | 5 D | 8 Multi-lingual |
| 3 C | 6 3 | |
| 9 _____ | | |



Activity 9.8

Let students find words/phrases that are synonymous with each of the words/phrases given below.

1. Mother-tongue (sub-topic 1) _____
2. Many languages (sub-topic 2) _____
3. Change (sub-topic 3) _____
4. People speaking only one language (sub-topic 4) _____
5. Permits (sub-topic 5) _____



Activity 9.9

Ask the students to discuss the following post reading questions. Encourage them to reflect on the questions. Accept any relevant/thoughtful answers from the students.

1. As you may know Ethiopia is a multicultural country. How do you see the economic, social and political advantages of being multilingual?
2. Do you think that the community has adequate willingness and readiness to learn different local languages to become multilingual? Explain why?

9.4 Writing

9.4.1 Revision: Writing Summaries and Formal Letters



Activity 9.10 Writing note and prose summaries

Let students write a note summary and prose summary as the example provided in their textbook. Dear teacher, please encourage students to accomplish the activities individually and get together to discuss on their note and prose summaries.

A. Note summary

The Cognitive Benefits of being Multilingual

1. A better innate understanding of how language works
 - A. Better understanding of things like grammar, conjugations, and sentence structure
 - B. _____
 - C. _____, etc.

Writing

2. Less mental decline in old age

A. _____

B. _____

C. _____, etc.

3. A more efficient and better developed executive control system in the brain

A. _____

B. _____

C. _____, etc.

4. Greater cognitive flexibility and problem-solving skills

A. _____

B. _____

C. _____, etc.

5. Improvements in learning abilities

A. _____

B. _____

C. _____, etc.

B. Prose summary**The Cognitive Benefits of being Multilingual**

9.4.2 Letter Writing



Activity 9.11

Let you encourage student to produce formal letter to the following two government offices.

1. Write an application letter to the Director of Consumer cooperative market stabilizing supervisor.
2. Write a letter to the Police Commissioner complaining about the noise at night in a hotel in your neighborhood.

9.5 Grammar

9.5.1 Revision: Conditional Sentences

Expressing wishes



Activity 9.12

Dear teacher, help students to do activities as given below: Let them write three example of conditional sentences of theirs own to express wishes.

3. _____
4. _____
5. _____



Activity 9.13

Dear teacher, lists of conditional sentences are given below. Let students identify potential wishes according to the task mentioned in their textbook.



Activity 9.14

Dear teacher, One of the clauses of each of the following imaginary conditions is missing. Please make students complete the missing clauses with their own ideas. Then, accept any ideas they attempted to provide

Grammar

in their writing activities also requested to provide them feedbacks in correcting any errors they commit

1. If I were the teacher, _____
2. If my father was a midwife, he _____
3. I would kill the snake if I _____
4. What would you do if you _____?

5. Articles: Definite and Indefinite Articles

9.5.2 Articles: Definite and Indefinite Articles



Activity 9.15

Dear teacher, please make students practice with different kinds of article in addition to the activity mentioned in their textbook.

9.5.3 Tenses: Simple Present, Simple Future and Simple Past

I. The Simple Present Tense



Activity 9.16 - Activity 9.24

Dear teacher, let students have awareness of what do they do every morning. Students are expected to write down five sentences. Number one has been done as an example.

Note: Dear teacher let your students practice all exercises mentioned in an umbrella of tense (Activity 16 up to Activity 9.24), and support them with expected hardship they may encounter in their all attempts. Thank you!

9.6 Vocabulary



Activity 9.25

Make students to produce their own sentences using the language words they prefer, even out of the context/words mentioned in their textbook.

9.6.1 Word Formations: Borrowed Words



Activity 9.26

Dear teacher , Let students mention as many borrowed English words used in Amharic words as you can that are currently being used directly or in modified forms. Thus, let students be in group of four members and discuss on the issue mentioned in their textbook and report to the whole classes turn by turn.

9.6.2 Phrasal Verbs



Activity 9.27

Let students come up with the meanings of the following phrasal verbs and discuss their answers in context. You can make them busy in practicing extra activities on the issues.

Refer to a dictionary and construct meaningful sentences using the phrasal verbs listed below:

have on

hear up

head back

help out

head for

hit on

head toward

held against

hear about

hear of

Unit Ten

Digital Versus Satellite Television

Unit Objectives:

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

- ✓ *Listen to a variety of texts with upper intermediate level understanding and use them for different purposes*
- ✓ *Interact in English medium level proficiency in varied communication situations with comprehensible grammar*
- ✓ *Read medium level reading resources independently and comprehend contents*
- ✓ *Use vocabulary at medium level appropriateness during interaction*
- ✓ *Use comprehensible grammar with minor errors in communication situations*
- ✓ *Structure and write a series of paragraphs to develop essays*
- ✓ *Write and communicate with readers with a minimum comprehensible language*

10.1 Listening



Activity 10.1

Dear teacher, you are going to make students listen to a passage entitled, “Is television Harmful to Children?” Before students listen to the passage, let them discuss the following questions in a group of three and report their answer to the whole class through their group representative.



1. Do you watch TV? How often?
2. What kinds of programs do you like to watch on TV? Why?
3. Do you think that watching television has harmful effect on your health?
4. Can you list down words or phrases you may come across in the listening text?



Activity 10.2

Read the listening text aloud twice and make sure that the students are comfortable with your reading speed. Ask the students to discuss the following pre reading questions. Encourage them to reflect on the questions. Accept any relevant/thoughtful answers from the students.

- 1 *They talk more while listening to television. Children are easily influenced and will often model what they see/ You may accept any other responses.*

Listening

- 2 *True*
- 3 *The National Television Violence Study was started in 1996-97.*
- 4 *The opposite of hero is villain/loser.*
- 5 *Alpha State is a situation that children remain completely immobile while viewing television programmes. This situation may affect the children's physical abilities of nobilities.*
- 6 *Some people believe that watching TV may create a chance for family to be together, watch a programme and spend quality time mutually.*
- 7 *Some scholars believe that watching TV is educational and can expose viewers to different cultures and current events. As a result, these situations can help to develop critical thinking. It can also teach important values and help develop learning skills.*
- 8 *Educational programmes, such as Barney and Sesame Street.*

Is Television Harmful to Children?

Television can be found in almost every home in America and because many children are always in front of them, a great debate has arose. Concerned parents have long felt that children are exposed to excessively graphic, violent, sexually explicit and misleading images on television. This kind of exposure is negatively affecting our children's young and impressionable minds. The entertainment industry disagrees with this claim and states there is not enough evidence to prove otherwise.

One reason, this is true is recent studies show that children, age two through eighteen, spend more time watching TV than any other activity, with the exception of sleeping. What our children see on Television today is very different from that of several decades ago.

From a young age, we teach our children not to talk to strangers yet we are allowing strangers into our home through television viewing, children are easily influenced and will often model what they see;

this is why age is an important factor to consider when children are watching television. Young children cannot differentiate between what is real and what is not; because of this, they become vulnerable to what is shown to them on TV, frequently adopting the attitudes and behaviors portrayed. Some researchers have found that exposure to television violence can desensitize children and make them more aggressive.

In many homes, television viewing is unsupervised. The amount of violence shown in television program has increased tremendously just within the past few years. According to the National Television Violence Study, 1996-97, the way TV violence is portrayed encourages children to learn aggressive behavior. The way violence is portrayed on television raises concerns that watching too much TV can lead to desensitizing and an altered concept of violence and its place in the world. It has been found that the more a viewer, especially a young one, can personally identify with a character, hero or villain, he or she is more likely to be influenced by their behavior. The more physically attractive a character is, the more likely a child is to model its actions, whether good or bad.

Other negative effects are disinhibition, the bystander effect and fear. Disinhibition is when a person has a reduced ability to restrain themselves in an impulsive situation. For example, viewers who watch a model rewarded for performing violently in the media are more likely to experience a disinhibition effect and behave in a similar manner. But when violence is punished in the media portrayed, the aggressiveness of viewers is likely to be inhibited.

Watching television can lead to other problems as well. Watching television is a passive event. Children remain completely immobile while viewing. This is also known as the Alpha State. The Alpha State has also been linked to children's obesity. The so called

Listening

“couch potato” evolves when the viewer consumes more calories than he or she burns. Since watching television is a passive event not many calories are used.

Opponents of this viewpoint argue that watching television creates family togetherness. It is a chance for everyone to gather, watch a programme and spend quality time together. This can be true provided the program you are viewing is appropriate to all ages. Television can also be educational and can help develop critical thinking by exposing the viewer to different cultures and current events. It can also teach important values and help develop learning skills.

Educational programmes such as Barney and Sesame Street have long been recognized for being intellectually engaging. Besides, viewing television can be intellectually stimulating, giving the viewer a good cognitive workout. This may be true for older viewers and adults but that is not the case for young children, because of their underdeveloped cognitive ability.

NB: Ask the students to discuss the following post-reading questions. Encourage them to reflect on the questions. Accept any relevant/thoughtful answers from the students.



Activity 10.3

Dear teacher, make the students summarize the listening text as mentioned in the following items. Accept any noble notions raised by the students.

1. Write down major summary from the text you have listened to. _____
2. What do you want to add more to the above listening text? Tell to your classmate. _____

10.2 Speaking



Activity 10.4

Dear Teacher, make students to be in pair to respond to compliments mentioned in student text book. Let them use the following complaint words/adjectives mentioned in the table.

In English also, you can give compliments in different ways. Study the following expressions

<i>you're beautiful!,</i>	<i>you're handsome!</i>	<i>you're awesome!</i>	<i>you're cool!</i>
<i>you're brilliant!</i>	<i>you smell good!</i>	<i>you have a heart of gold!</i>	

1. Look at an object your classmate possessed and compliment him/her for it.
2. Appreciate how your friend uses his or her time for a study. Ask about his experiences and successes.
3. In your homeroom, taste a food or drink your family member prepared and praise for it.

10.3 Reading



Activity 10.5

Ask the students to discuss the following pre reading questions. Encourage them to reflect on the questions. Accept any relevant/ thoughtful answers from the students.

1. Do you know types of televisions before? What are they? Discuss with your partner.
2. What equipment can you name from a television?

Vocabulary



Activities 10.6

Dear teacher, let the students read the passage in the textbook and answer the comprehension question. please correct any mistake the create.

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

10.4 Vocabulary



Activity 10.7

No.	Answer	No.	Answer
1	H	7	B
2	I	8	C
3	J	9	D
4	K	10	E
5	L	11	F
6	A	12	G

10.4.1 Phrasal Verbs



Activity 10.8

Dear teacher, let students practice varieties of phrasal verbs given in the textbook so as to be good at the vocabulary related to language entities.

No	Verbs	Prepositions	Meanings	Example
1	Hold	of	postpone	Please hold off your assignment.
		on	wait	Please hold on the ring until I phone you.
		out	resist	He holds out to accept modern slavery.
		up	support	My father held up the book so he could see the cover

2	Take	back	to receive or accept something that you previously sold	I took back my sheep which I sold it.
		after	resemble a parent	Whom do you resemble/ take after, your father or your mother?
		into account	consider as the main issue	The report does not take into account the problems of people who do not speak English
		part in	join in an activity; be involved	Please take part in environmental protection.
		up	Become interested	I'm not very good at foot ball. I only took it up recently.
		over	to control position	The political party won the election and experienced a military takeover in 2021.
		down	take part	I took down the address.
		on
		away

10.5 Grammar

10.5.1 Comparing and Contrasting Ideas



Activity 10.9

Dear Teacher, please make students to practice different grammar connectors for both comparing and Contrasting ideas mentioned in their textbook.

Grammar

- | | | | | | |
|---|------------------------|---|------------------------|---|---------------------|
| 1 | <i>and/even though</i> | 3 | <i>due to</i> | 6 | <i>than</i> |
| 2 | <i>but /that</i> | 4 | <i>as beautiful as</i> | 7 | <i>nevertheless</i> |
| | | 5 | <i>although</i> | 8 | <i>However</i> |



Activity 10.10

Dear teacher, let students practice different questions mentioned under this activity

- 1 *The equipment was expensive; however, it was unreliable.*
- 2 *My uncle has a lot of money; on the other hand, he does not want to buy any furniture.*
- 3 *This department must reduce expenditure; likewise, it needs to install new computers.*
- 4 *Sales of the new car were poor; in contrast, they were heavily advertised.*
- 5 *I am well now; despite, I do not feel strong.*
- 6 *She has never come here; yet, I invited her many times.*

10.5.2 Modal Auxiliaries: (ought to, should, must, have to, need to, can, will)



Activity 10.11

Students are expected to practice how to give advices and interrogate for helps being in groups as well as in pair. Please dear teacher, let students practice words and phrases of advices mentioned in their textbook.



Activity 10.12

Let students explain being in pair to write as many sentences as they can using must and have to. In the mean time, they may ask your help to correct their work.

**Activity 10.13**

Encourage students to be in a small group and write as many sentences as they can using *can* and *could*

10.5.3 Direct and Indirect Object**Activity 10.14**

Let students practice writing sentences on direct and indirect objects using the verbs from the table mentioned in the textbook.

10.5.4 Transitive and Intransitive Verbs**Activity 10.15**

Let students be in pairs and write five sentences using intransitive verbs and another five sentences using transitive verbs.

10.6 Writing**10.6.1 Re-arranging Sentences of a Paragraph****Activity 10.16**

Sentence Re-arranged in a paragraph

- | | | | | | | |
|-----------|--------------|-------------|-------------|-------------|-------------|-------------|
| A. | 1. C | 2. E | 3. D | 4. A | 5. F | 6. B |
| B. | 1. 2. | 2. 1 | 3. 4 | 4. 5 | 5. 3 | |

Writing

10.6.2 Punctuations

Please provide your students with more opportunities to identify the punctuation marks in the written sentences they encounter in day to day life. Also it is better if the students are not overload with so many punctuation marks. Let them master what is prescribed for the grade. They will gradually be familiar with other items.

Encourage students maintain a check list for mechanics of writing whenever they engage in writing activities. This will help them to be more attentive in using mechanics of writing. In the long run the use of mechanics of writing will be a practice.

Dear teacher, let the students practice different language punctuations and rewrite the two paragraphs given in their textbook.

**Activity 10.17**

1. C 2. D 3. B 4. D 5. A 6. B 7. C 8. D 9. A 10. B

**Activity 10.18**

Please , encourage students to rewrite two wrongly punctuated short paragraphs in the appropriate punctuation forms.

Answers:**Text I**

People travel more today than at any time in history more and more. People are traveling by air space. Planes are being developed which will be able to travel at five times the speed of the sound. However, planes like this will use huge amounts of fuel and may damage the atmosphere.

Part II

Many governments are worried about the pollution which is caused by petrol driven Cars and Lorries. Traffic fumes are often a serious problem in big cities. These fumes can damage people's health. As the result the petrol companies have developed a clear type of petrol which does not lead electronic cars are also being built. These do not produce any exhaust fumes. In the future most forms of land sea and air transport will use less fuel.

10.6.3 Confusing Words



Activity 10.19

Let students practice multitude English language words and answer the question given in their textbook under confusing words 1-11.

No.	Answer	No.	Answer
1	A	7	B
2	A	8	B
3	A	9	B
4	A	10	B
5	B	11	B
6	A		

10.6.4 Writing an Expository Texts



Activity 10.20 and 10.22

Teacher, first, let you discuss the important points about an expository text. Especially, the different techniques used to develop this type of text with examples. If you can, give students short notes that can give them further information. Having done this, ask them to come up with

Writing

different expository paragraphs written through different techniques. In the classroom, allow them to further discuss each paragraph that they have brought. Then, allow them to discuss what a conclusion is and its purposes. Next, let them write out a meaningful conclusion to the paragraph given in the textbook. Finally, ask them to select their own title on the most frequently used drugs in their locality/Ethiopia and write a paragraph that contains a well-constructed conclusion individually.

Regarding the expository essay writing part, give them chance to discuss the purpose of an introduction, body and conclusion. After you have done this, motivate your students to write a variety of expository essays on a variety of titles.



Activity 10.22

Teacher, first, let you discuss the important points about an expository essay. Especially, the techniques used to develop this essay with examples. If you can, give them short notes that can give them further information. Having done this, ask them to come up with different expository essays written through different techniques. Finally, ask them to select their own title, write an expository essay individually and carry out peer-corrections.
