

ENGLISH FOR ETHIOPIA TEACHER'S GUIDE



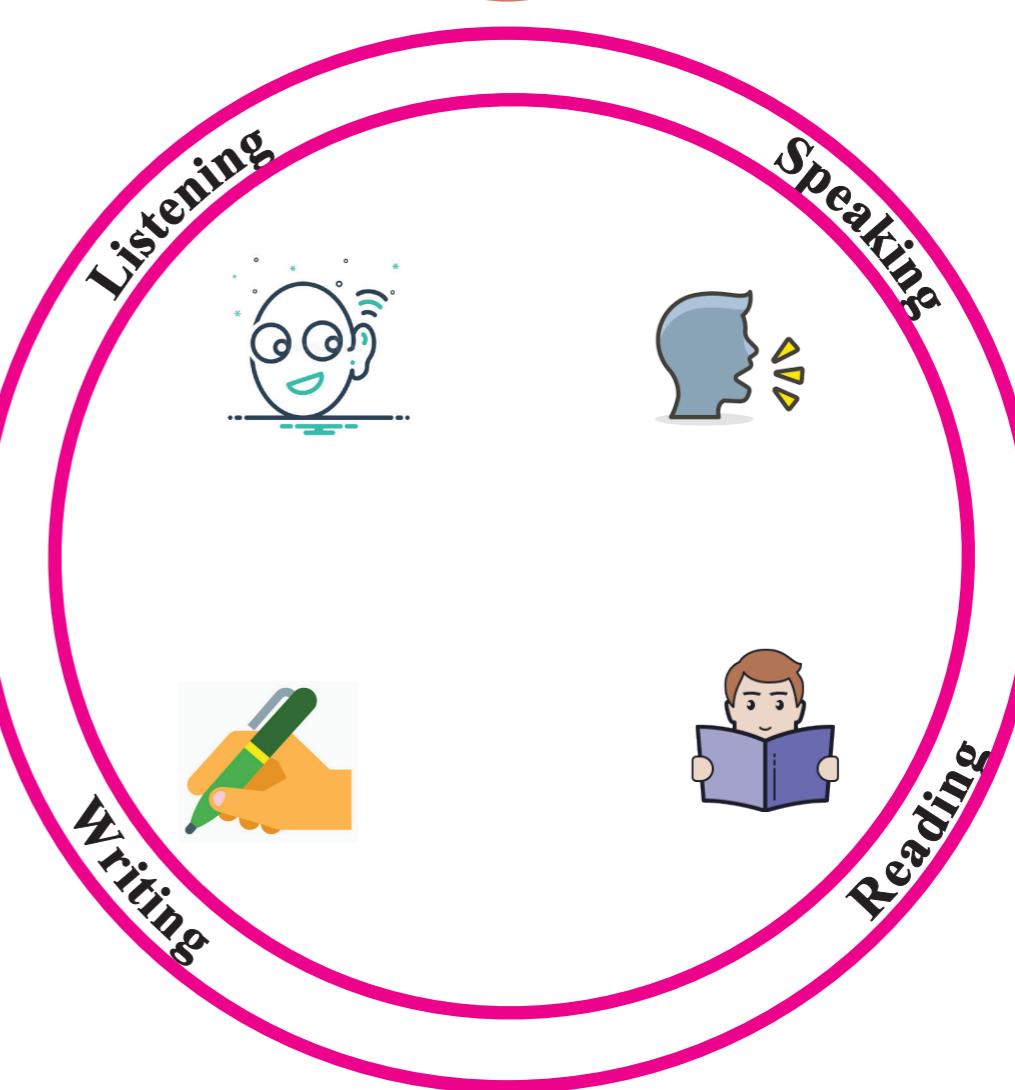
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

ENGLISH FOR ETHIOPIA

TEACHER'S GUIDE



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English for Ethiopia

Teacher's Guide

Grade 7

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Teacher's guide

English for Ethiopia grade 7 students' textbook has 10 units which comprise of both macro and micro language skills. The material commences with listening, and followed by speaking, pronunciation, reading, vocabulary, grammar and writing sections. Each unit is supposed to be covered in 16 periods corresponding lessons. At the beginning of the textbook, the unit's objectives are briefly stated. Those objectives are prepared in line with the syllabus stating the minimum learning competencies expected of grade 7 students. Hence, there is a need to assess if students achieve or develop the skills to fulfill at least the minimum learning competencies as they are supposed to go beyond this threshold level.

The listening texts are here in the teacher's guide and you are supposed to read to students after you let them to work the pre-listening activities every time you have listening periods. However, after pre-listening questions, give students some time (3 to 5 minutes) to read the while listening questions found in the textbook to have some understanding about the nature /type questions and of responses expected of them. Then, read the listening text two times. In the first listening, encourage students to listen attentively to understand the gist of the story/general idea or central idea of the story and in the second listening, let them to write responses to the while reading or listening comprehension questions. Give them some time to share their responses with their partners to check their answers. Then, make a whole class discussion on the correct answers before you move on the next post-listening activities that help students relate what they have learned or listened to their own similar experiences so as to assimilate the idea in-depth. This activity leads to production skills: speaking and writing.

To master these basic language skills and other competencies such as critical thinking, problem solving, creative thinking, innovation, collaboration, communication and other related competencies, you as a teacher focus on adding your own creativity to the ones presented in the textbook to address the diversified needs of students in the classroom. As much as possible, make the class enjoyable for all students regardless of any differences (such as capabilities, disabilities, language, readiness level, sex, age, culture etc.) that they have to cater their specific needs in the inclusive classroom to promote diverse skills, indigenous knowledge using learner-centered approach.

It has been evidenced in different studies that teachers usually focus on the average learners, but all (gifted, academically poor and those having special needs) should also have the right to be treated equally. Thus, first, try to identify your students' first through observation or by asking oral and written questions and try to modify activities to fit for them. If the activities are beyond some students' level of competency, present them in a simplified form. If they are very easy for a few

gifted students, enrich the activities in order not to let these students idle and always supportive of others in the classroom. They should get something from each not to be bored. Therefore, the activities can be adjusted in a way that suits to visual, auditory, kinesthetic or interpersonal or intrapersonal etc. learners' need. Hence, your scaffolding should also be varied and encourage collaboration in the classroom so that academically better students can support the low achieving classmates. For special needs students, the book writers suggest that it is good if you assist them to address their needs just like the rest of the students in the class. For example, the adjustment could be substituting listening and speaking activities with reading and writing for the deaf students. Also, identify those who have had hearing problems and let them sit in the front.

In this teacher's guide of grade 7, there are 10 units with 16 lessons each. Each unit consists six sections: listening, speaking, reading, vocabulary, grammar and writing. The procedures you follow, methods of delivery and assessment mechanisms for all the macro and micro skills as well as possible answers for each activity are presented.

Dear teacher, the purposes of each section and what you are expected to do in each section are stated as follows.

Listening

The purpose of the listening activities is to help students develop their ability to listen well and become more independent learners. In the listening sections students need to understand the purpose of a listening task by employing appropriate strategies. In each unit the listening activities are composed of three phases- the pre listening, while listening and post listening. The pre listening phase is where teachers help students prepare to listen through activating their schemata. In other words teachers should help students bring their background knowledge about the issues in the listening texts. This can take the form of brainstorming questions, pre teaching key vocabulary and describing the purpose for listening. The while listening phase is where teachers help their students focus on the listening text. The tasks in this phase are meant to develop students' abilities to listen for general and specific information as well as to comprehend what they hear. Different comprehension questions are included to realize this goal. The post listening phase is intended to help students reflect on what they heard of. It is where students relate what they have learnt from the text with their experiences. Tasks in this phase require the use of speaking and writing skills where in the meantime students are encouraged to be involved in higher order thinking skills. Students are given opportunity to exchange information, summarize idea, solve problem and handle discussion. Such activities are sought to promote critical and creative thinking.

Speaking

The speaking section entail activities like dialogue practice which models the focus language item and expressions, discussion, debates, role-play, presentation etc. The included dialogues, for instance are important in that they have a tendency to mirror interactions with the real world. 'Discussions' as speaking activities are also included to promote the learners to share their beliefs, standpoints towards various kinds of topics of the theme of the unit. Role-play activities help the students practice in groups. It also helps the teacher to see how well the students communicate through language. So teachers are advised to include more of such activities through providing a familiar situation to role play, discuss and debate as such activities are essential to the development of communicative competence which is one of the competences the curriculum sought to achieve.

In almost all units, the second part of the speaking section is devoted for the teaching of pronunciation. The pronunciation teaching in this part consists of several elements much wider than sounds of consonants and vowels. It includes the elements of rhythm and intonation, which support the communicative process. In facilitating pronunciation activities teachers need to consider that:

- The goal is to gain sufficient pronunciation skills so that the quality of pronunciation will not inhibit communication.
- The emphasis of instruction is on teaching pronunciation communicatively.

Also, note that, in foreign language teaching, it is often stated by scholars in the field that teachers often do not feel qualified to teach pronunciation due to insufficient training in this area. To curb such problem there are free on line guides developed. If you have access to internet using these guides will be helpful. One of which is

[‘www.englishpronunciationguid.weebly.com’]

Reading

The reading section in each unit is intended to develop students' reading skills. Pre reading, while reading and post reading stages are incorporated. Pre-reading has the purpose of activating students' knowledge and motivating them to read. The activities in this phase can help students to be more prepared for what they are about to read. Brainstorming, discussion in small groups, use of pictures and titles to predict the reading issues are included. The while reading stage is where teachers help students focus on aspects of the text and understand it better. In this stage students are encouraged to use their cognitive and metacognitive skills through different tasks. Hence comprehension questions, group discussion, and inferential questions activities are incorporated. Post-reading stage is meant to help students understand what they read further. Students are ex

pected to go beyond simple reading of information. To this effect, activities that ask students to summarize, reflect, question and solve problems are included. Hence teachers are advised to encourage students to use the new information with their real life situation.

Vocabulary

Vocabulary is central to the student's language development and communication skills. Knowledge of vocabulary affects the students' abilities to understand and use words appropriately during the language skills that the syllabus focuses [listening, speaking, reading, and writing].

In the vocabulary sections, words which are considered to be new and important for the students are selected from the reading passage. This is so mainly as teaching vocabulary is critical for the comprehension of texts. These words are introduced and presented for further practice. But teachers are expected to select other important words which relate with the unit theme and supplement the lessons.

While dealing with the lessons of the vocabulary sections, teachers should introduce the new vocabulary in a variety ways depending on the students' ability; make it available for recall in their students' minds, and practice it in a relevant and engaging way.

One of the important ways for teachers to do so, for instance, is to present vocabulary items in a context. In the text book, the reading passages are one context. And the exercises in the vocabulary section are for the practice of the target word. Yet, teachers are encouraged to provide additional contexts and multiple opportunities. For the students to practice on new words giving vocabulary instruction is important.

Teachers should include the following components of effective ways of teaching vocabulary:

- Explicit teaching of appropriate vocabulary words which includes an easy-to-understand definition presented directly to students along with multiple examples of the target word, and brief discussion opportunities, and checks for understanding.
- Multiple exposures to same words in varying contexts (speaking/listening, reading, writing)
- Provide scenario for the students to generate new sentences using the targeted vocabulary and this time they will support their sentences with the text and working with a partner or small group to analyze and discuss how they use the words in sentences.

Grammar

In the syllabus and the text book considerable level of importance is given for the teaching of grammar. It is noted that knowing more about grammar will enable learners to build better sentences in their speaking and writing performances. A good knowledge of grammar helps learners

to communicate clearly and in understandable manner with the language. To achieve this, grammar instruction provides learners with a better improvement.

The grammar section in the textbook is intended to teach the structure of the language. The activities are meant to help students to be aware of the language structure and its function. The teachers are expected to systematically teach the language structure so as to help students use the language in their communication either spoken or written.

The presentation, in many of the units attempts to follow an inductive approach where by the rule is inferred through some form of guided discovery and teacher gives the students a means to discover the rule for themselves. This enhances students' active engagement in the lesson and promotes student centered approach. As English is a foreign language in Ethiopia, it is expected that students do not have a base in the language: and hence the grammar section includes lessons and activities to explicitly teach the language structure and use. In dealing with the lessons, yet, teachers are expected to guide students to discover the rules prior to the explicit teaching.

The practice activities in almost all lessons entail to teach grammar through context. This is so to help the students see how the language works in sentences and paragraphs. Teachers, with this regard need to provide more contexts to make use of the target grammatical structure in communication.

Writing

In the teaching of writing, when students are granted time to write and process their thoughts, they develop a way to analyze their thinking. Also, writing is an effective way of reinforcing/ consolidating the language students have already been studying, that is, it is a good way to practice grammar structures and it helps learners to recycling and looking up new vocabulary too.

The writing sections of the textbook entails both guided and free writing practice activities. There is also a focus on teaching punctuation as the writing ' micro skill'. Guided writing is an essential component which provides an additional supported step towards independent writing. Through the guided writing activities, the teacher is expected to support the students during the different stages of the writing process. In the free writing part, students are given an open-ended activity that allows them to come up with their own ideas. That is an area where students are provided with opportunity to creatively use the language.

In some units, there are lessons which require using process approach to writing. For this, teachers are advised to teach through explicit and direct instruction. Explicit and direct instruction sug

gests teaching students specific components of the writing process; in addition, teachers are advised to provide practice modeled strategy so that the students can observe a strategy being used, practice the strategy on their own.

Some considerations when teaching writing:

- Writing is somewhat a complex task, and it is the area in which learners need to be offered adequate time to develop their writing skill.
- Since students are so different with their writing abilities, it is important for the teacher to find time to meet with students in small groups or individually to identify the students' strengths and weaknesses. Knowing which areas to target for will allow teachers to support the area in which they could benefit the most.

UNIT 1: LIVING IN RURAL AREA

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

The purpose of pre-listening is to elicit as much information as possible from the students, so encourage them to talk in English and to share experiences. Here, pre-teach the following key words before you read the story to the class as they are important/key to understand the overall idea of the listening text.

Teach the following key words

Countryside-rural area

Fed up- bored

Trip-journey or long walk

Bullock(s)- a male domestic bovine animal that has been castrated and is raised for beef.

Fence- a barrier, railing, or other upright structure, typically of wood or wire, enclosing an area of ground to prevent or control access or escape.

Sign-a public notice that advertises something or gives information a stop to prevent from danger

A peaceful walk in the country side

I am Melaku. I am 17 years old. One day, I was completely fed up with the lockdown! Nowhere to go, no body to visit. The school was closed, so I decided to take a trip out into the country side. I knew it would be safe-no need to worry about masks and physical distancing out in the wilds. I decided to go out about a thirteen mile long walk in the country side and had a quite adventure. I set off with a pack of sandwiches and a large bottle of water. I walked for miles, through woods, over streams, over hills and fields. I did not see another soul. However, about six miles into the walk, I came across a big problem. There were bullocks in the field I had to cross. I counted twenty-three bullocks and they were crowding round the path I would have to take. I looked for an alternative route-there was not one. There was a deep ravine on one side, and barbed wire fences to the other, so I could not go back-my father would be waiting for me at the walk and I had no mobile connection. I sat down, wondering what to do and frustrating. The bullocks began jumping and nudging up against the fence. It was hopeless. At the moment, I saw a woman approaching. She was tiny, with short grey hair. She had a big stick that she was using to help her

walk. She was approaching the bullock filed. I shouted: 'Hey, there are hundreds of bulls in there!' She replied that she was going through that field. She asked if I wanted to follow her and she reassured me that I should be alright as long as I did not fall down. I wanted: 'You will be alright!' She went through the gate and into the field. The bullocks began bellowing and crowding round her. I was scared! She swung her stick at them and amazingly they turned and ran away. As they reached the bottom of the field, I took my chance. I ran faster than Haile Gebresellasie across the field! The woman just took her time. I thanked her over and over. I was so relieved. I thought she was so brave! She told me it was nothing: she was a farmer and not scared of bullocks! I continued my walk, whistling and thinking about a nice big dinner when I got home. After a while, I saw another fence. As I approached it, I noticed a sign. It said, Be aware of the bull. Then, I saw a huge animal with huge horns. It was looking at me! I looked around for my female Gandalf, but she had gone in the opposite direction. I saw her, a tiny dot in the distance. There was nothing to be done. I would have to go through that field. Did I say a walk in the country side would be safe? Ha! Well, here I go...

Instruction for the teacher

- * Let the students read the questions for three, four minutes.
- * Tell them to listen attentively when you read the text to get the gist.
- * Read the text for the second time.
- * Give them time to share their ideas.
- * Ask students randomly to respond to the questions.
- * Tell them the correct answers.

While listening answers (for Activity1.2)

1. Because of the lockdown (which is due to COVID-19 or the pandemic).
2. He planned to walk for about thirteen miles.
3. A pack of sandwiches and a large bottle of water.
4. They were jumping and nudging.
5. He saw a woman approaching in the field.

Activity 1.3 (Possible answers)

1, 3, and 4 are sentences that are found in the listening texts.

Lesson 2

Post-Listening

- Motivate them to relate the text with their own similar experience.
- Let them evaluate story to reflect what they have learned or understood from the story.
- Tell them that although a walk in the country side is good and seems peaceful, it is not always safe. They may encounter different wild animals hiding in forests.
- Ask them if they have similar or different experiences.
- Encourage them to predict what would happen to the narrator or the writer at the end. They may predict the story to have a good or bad ending and give them feedback.

SECTION TWO: SPEAKING

Lesson 3

Talking about Preferences

Activity 1.5: The purpose of this activity is to practice the dialogue given while paying due attention to the conjunctions but, on other hand so, and whereas.

- Let the students practice the dialogues while noticing the distinction between life in urban and rural areas and the use of appropriate contrasting devices.

Activity 1.6: The purpose of this activity is to encourage students to talk about the why people prefer or not prefer to live in rural and urban areas.

- Motivate them to use the expressions when they talk about preferences.
- Praise them for their efforts.

Points to Remember

There are certain conjunctions or linking devices used to express differences or contrasting ideas. Contrasting ideas are those that express difference between people or things that are being compared. These include yet, even so, on the other hand and whereas to talk about differences or contrasting ideas.

We use yet as an adverb to refer to a time which starts in the past and continues up to the present. We use it mostly in negative statements or questions in the present perfect. It usually comes in end position as in the example below

The teacher hasn't covered unit one **yet**. Sometimes, **yet** as a linking device can be used to express contrast which is synonym with a stronger '**but**'.

Ethiopia is a poor country, **yet** there are so many wealthy people.

The new house was small **but even so**, it was about three times the size of the old house.

I had a terrible headache, **but even so** I went to the class.

There are a lot of spelling mistakes; **even so**, it's quite a good essay.

I prefer to live in the country side **while** my sister likes the city life.

The price of eggs is rising, **while** the price of milk has stayed the same.

I don't really want any more work in this summer. **On the other hand**, I like to get extra money.

In the second speaking section, let the students write the reasons why people prefer to live in the city or in rural areas using appropriate expressions.

Lesson 4

In this lesson, students are expected to pronounce /θ/ and /ð/sounds from the poems, separate words and tongue twister activities.

Pronunciation Practice

- * Organize the students in pairs
- * Let them to read the poems while noticing the underlined letters which represent /θ/ /ð/ sounds in sentences.
- * Encourage students to identify and pronounce the two interdental sounds in English: voiced and voiceless interdental fricatives [ð, θ] which appear in the initial, middle and end sounds
- * Encourage students to read the poems in pairs acting as a mother and a child.
- * Check how to pronounce each word before the class and read correctly the words
- * Let them to say the words having /θ/ and /ð/ sounds
- * Say the words in activity 1.10 to identify /θ/ and /ð/ sounds
- * Identify students who may face problems and let them to pay attention to these sounds from different exercises given in the textbook.
- * Encourage them to practice tongue twisters in activity 1.11 individually, in pairs or in chorus.

Tongue twisters

A tongue twister is a sequence of words or sounds that are typically difficult to pronounce quickly and correctly. Say tongue-twisters out loud and let the students to pay attention to the words having /θ/ and /ð/ sounds.

The tongue twisters can be practiced individually, in pairs or chorus in class after you say the words and phrases given them first. You have to be aware that the first groups given below have /θ/ and the second /ð/ sounds.

First group

- * Teeth
- * Healthy teeth
- * Healthy teeth in the mouth
- * Healthy teeth teething in the mouth

Second group

- * Thigh
- * Thick thigh
- * Thy thick thigh
- * Thy thick thigh in a pie

SECTION THREE: READING

Lesson 5

Pre-reading

Activity 1.12

- * Let them to notice the pictures showing rural and urban life
- * Encourage them to guess what the next passage will be about from the pictures and the title

While reading

Activity 1.13: Answers for true/false questions

1. True
2. False
3. False

Activity 1.14: Answers for multiple choice questions/reading comprehension.

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

Lesson 6**Post-reading**

Activity 1.15: Note that: Similar to post-listening stage, in the post-reading stage or in this activity, your purpose is to check students' accurate comprehension of the text and to help students understand texts further to critically analyzing what they have read by relating the text with their own similar situations. Hence,

- * Identify students who are from rural area or who know rural area better and those from urban area
- * Mix them in different groups.
- * Choose a representative to report and what they have talked about the advantages and disadvantages of living in rural and urban areas/towns.

SECTION FOUR: VOCABULARY**Activity 1.16: Vocabulary matching-Guessing the meanings of words**

1. C
2. A
3. E
4. G
5. F
6. B
7. D

SECTION FIVE: GRAMMAR

Simple Present Tense

Lesson 7

Activity 1.17:

- Begin the grammar lesson with the short text given.
- Students should read the text given and respond to the questions given.
- Encourage them to identify the activity of the family in the story.
- Let them complete the table with activities of the family members mentioned in the story.
- Write the following verb forms used in the text on the black board, and underline the verbs in bold to notice the form of simple present tense
- Ask them what kinds of commonalities they notice from the verbs presented.
- Round the class and give clues and help them to point out the verbs.

They **wake up** very early every day.

She **gets up** earlier than anyone else in the family.

She **prepares** breakfast for the family.

After breakfast, Ato Gebeyehu and Belete **go out** to the field to work on the farm.

They **fetch** water from the river and **feed** the animals.

- After you write some of the verbs on the blackboard such as wakes up, cooks, prepares, go, plough, feed etc. tell them that they have commonalities. There are bare infinitives or the first verb form or verb 1 (such as go and plough) and bare infinitives plus 's' in words like wakes up, cooks, prepares and helps. Ask them what they say about the form of simple present tense.
- Tell them that in the above sentences, the simple present tense has been used to express the daily routines.
- Finally, tell them that the form of simple present tense is subject plus bare infinitive (V1) except third person singular subjects or pronouns (he, she and it). When the subject is third person singular, that is he, she or it, the verb takes either 's' or 'es' depending on the type of verb to make the subject agrees with the verb.
- Tell them the exceptional verbs such as cry, study, carry that end with 'y'. When 'y' is preceded by consonant letter, 'y' will be changed into 'i' and add 'es' to form singular.

- This kind of grammar presentation is said to be inductive way of teaching grammar. This way of presenting grammar begins with provision of grammar activities in context or providing specific examples and it moves on forming rules or extracting general rules from the examples. Hence, it is good to expose students to different examples by brain storming them to talk about what they do every day, on the weekends etc. In order to achieve this purpose, the second activity (a boy's daily routine) will give students more opportunity to understand the very important use of simple present tense before they construct their own sentences.

Lesson 8

- Organize students in small groups
- Let the students see Mikiyas's routines (the pictures) before and after school and write what he does by underlining the verbs.
- Encourage them to write sentences having subjects and verbs describing Mikiyas's activities by paying attention to the action verbs such as wakes, washes etc.
- Round the group and check that everyone writes sentences and understands the activity
- Praise them when they try to construct sentences.
- At the end, show sample sentences at the end on the blackboard for both **activities 1.18 and 1.19.**

Lesson 9

- * Get input from the students first about the uses of simple present tense from their prior uses of simple present tense from their prior knowledge (as they learned in the previous grade levels).
- * Strengthen students ideas and explain some uses of simple present tense paying due attention to habitual action, universal truth and scheduled future actions.

Activity 1.20

Let them write what they do every day using simple present tense based on the example given

Lesson 10

Possible answers for activity

Activity 1.21: In this activity, students are expected to complete the paragraph with the correct form of the verbs (in simple present tense) in parentheses.

Obang and Achal live in a big city of Ethiopia and **have** a busy lifestyle. Obang is a doctor at a hospital. He **works** the whole day, so he **goes** to work at 8:00 a.m and comes home at 7:00 p.m. His wife Achal works at a bank. She **goes** to work at 8:00 a.m and comes home at 6:00 p.m. They don't see each other a lot during the day. Obang and Achal also **have** two children, Kak and Okello. Every morning they all **have** breakfast together at 7:30. Then, Kak and Okello **go** to school, and Obang and Achal **go** to work. In the evening, all of them **come** home. Obang and Achal **prepare** dinner for the family. Obang usually **helps** the kids **do** their homework. Then, the family **eats** dinner. After that, Achal **washes** the dishes, and then they all **go** to bed. Obang and Achal **have** a busy schedule during the week, but on weekends they relax with their kids.

Lesson 11

Activity 1.22: Possible answers to complete the blank spaces with the correct form of the verbs in parentheses.

Abdi: What time does the train leave?

Bikila: It **leaves**(1. leave) at seven o'clock.

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

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

Abdi: What time does the session **begin**(begin)?

Bikila: It **begins**(begin) at 9.00.

Activity 1.23: Read and complete the paragraph with appropriate words.

- Let the students read the text given and fill any appropriate words that make sense
- Inform them to use the verbs in the correct form of simple present tense

Possible answers

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

Lesson 12**Activity 1.24:**

- This activity helps students to practice the use and forms of simple present tense in a communicative way.
- Tell them to be in pairs.
- Encourage them to fill appropriate words to complete the conversation.
- Accept as many appropriate words as possible that can be possible.
- Provide them the following possible answers and encourage their efforts

Possible answers

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

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

Pawlos: Thank you for taking the time. Now, the first question: What do you do?

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

Pawlos: How long have you been doing this?

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

Pawlos: Are you married?

Alemayehu: Yes, I'm.

Pawlos: What does your wife **do**?

Alemayehu: She is a teacher.

Pawlos: What does she **teach**?

Alemayehu: She teaches Mathematics.

Pawlos: Where does she **teach or work**?

Alemayehu: She **teaches or works** a primary school in Bahir Dar.

Pawlos: Do you have any children?

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

Pawlos: **Do** you watch films?

Alemayehu: Yes, I do.

Pawlos: What types of films do you **watch**?

Alemayehu: I usually watch Romantic films.

Pawlos: Do you exercise?

Alemayehu: Yes, I do.

Pawlos: How often **do** you exercise?

Alemayehu: I **exercise** at least four times a week.

SECTION SIX: WRITING

Lesson 13

Activity 1.25: about steps in coffee preparation

- Sit the students in small groups.
- First, inform them that these are some of the major steps we usually follow to prepare coffee and the steps are mixed up
- Encourage them to order the number.
- Let them add subject and object and use the verbs given in between.
- Motivate them to write simple sentences describing the steps in coffee preparation based on the example provided.
- Let them read the sentences and praise their trial.

Activity 1.26:

- Let them work in small groups.
- Motivate them to use appropriate words from the given ones to complete the paragraph.
- Let them think about the possible activities of people in the city and country life.
- Assist them by giving clues or telling the answer for the first two words.
- Provide them feedback.

City Life Vs Country Life

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

Lesson 14

Describing Oneself

Possible answers for activity 1.27 to complete the paragraph with appropriate words.

1. quiet	2. fresh	3. feeding	4. cattles
5. foot	6. garden	7. fetch	

Activity 1.28

- Let students describe themselves particularly focusing on what they do daily.
- Encourage them to use conjunctions to combine words.
- Ask them to give feedback to their partners by exchanging their ideas.

Lesson 15

Activity 1.29:

1. Ask them to be in small groups and to rewrite the paragraph by adding comma.

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

2. Before you directly teach about the uses of comma, ask them why they added comma in the paragraph given in question number 1. Then, teach the grammar spot.

Comma Usage

Most punctuation problems are comma-related because of the important role commas play in providing readers with guidance on how a sentence is organized and is to be read to understand the writer's intended meaning. Hence, it is good to teach the most important purposes of comma, but first encourage them to reflect some uses of comma with examples as they might have prior knowledge about it.

Lesson 16

Answers for activity 1.30

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

Activity 1.31:

- Encourage them to use comma in the appropriate place in the paragraph given below
- Tell students to try the activities by themselves and then to share their ideas
- Round the class and give appropriate feedback.

Possible places where comma could be incorporated

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

UNIT 2: HISTORY OF CALENDAR

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 2.1

Possible answer for the riddle

The words in a bold are essential to understand the overall meaning of the riddle given. These words are big tree, which refers to year, 12 branches correspond to the 12 months, 30 nests are for 30 days and seven birds are for seven days.

- ▶ A riddle is given that let students to think critically
- ▶ Motivate the students to guess what the riddle means
- ▶ Tell them that the words in bold are essential to understand the central idea of the riddle
- ▶ Give them a clue that the riddle is related to time
- ▶ After you let students to think critically, tell them the possible answer
- ▶ Encourage them to look at the title of the listening text and to predict words that could be related to the text

History of the Ethiopian Calendar

The Ethiopian calendar gets its origin to the ancient Egyptians and the Coptic traditions of Alexandria. The Ethiopian scholars call calendar, baherehasab. It is also known as Abu Shaker, a name adopted from an Egyptian Deacon who modified the Egyptian calendar to fit the needs of the Coptic Christians in Egypt in the thirteenth century of the Common Era. The Ethiopian Orthodox Tewahedo Church incorporated the traditions of the Egyptians in the Ethiopian calendar, which is indeed uniquely Ethiopian. The Ethiopian calendar has some resemblance with now abandoned Julian calendar, which was a modified ancient Egyptian calendar designed by the order of Julius Ceasar in 46 Before the Common Era. Gregory XIII further modified the Julian calendar and passed a decree to all the Catholic faith followers to switch to a calendar that bears his name: Gregorian calendar was adopted in 1582. The Ethiopian calendar divides the total number of days into thirteen months. The year begins in September. Twelve months are assigned thirty days and the thirteenth month has five or six days, depending upon the leap year. The need for a calendar arises from a need to calculate and determine the daily, weekly, monthly and yearly schedule of prayers, fasting and holidays. It is also needed to calculate and assign an astronomic event like abeqte, a lunar cycle in relation to the sun that takes place once every nineteen years. It is indeed remarkable for the Ethiopians to develop and maintain their own conception of time for over 2,000 years.

While-Listening

- ▶ Ask students to copy the listening comprehension questions in their exercise books and give them 2 to 3 minutes to read the questions.
- ▶ Encourage students to read and pay attention to instructions and to write correct for true sentences and wrong for false sentence. This is to help them notice instructions for the future during tests and examinations.

Activity 2.2: Possible answers for true/false questions

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

Activity 2.3: Answers for short answer questions

1. an Egyptian Deacon
2. Twelve months
3. For over 2,000 years

Lesson 2

Post-Listening

Activity 2.4

- ▶ This activity helps relate the text to their own similar situations so that they can develop their speaking or writing skills besides listening.
- ▶ Encourage them to talk about the benefits of calendar for human practices
- ▶ Give them a clue that calendar is essential for human activities like farming as farmers engage in different activities at different times
- ▶ Let them talk about what they have understood about the historical development of the Ethiopian calendar
- ▶ Encourage them to discuss the scenario: what will happen if there is no calendar

SECTION TWO: SPEAKING

Lesson 3

- It is good if you give the question as a home take task before the lesson so that students are required to ask elderly people if there is special way of counting days years, months or days in their locality
- After they collect information, let them report to the class and you may give marks to their presentation

Reminder:

Before you teach this section, give students homework ahead of time to collect information about different local calendars and to write about it to talk in English in the next class. Tell them to ask their parents, grandparents or any person from their surrounding that they believe they can give them information about local calendars people use in their locality as different cultures have different ways of counting days and months although we have commonalities. You can give them an instance about the case of Fichee-Chambalaallawhere the Sidamapeople or the localities celebrate and considered as the beginning of the New Year. You can ask students who are from this community or other places that do not have their own unique way of counting years, months or days to ask people about this Fichee-Chambalaalla. When they come next period, ask them to report (if possible, individually or give them a chance to the majority of students who believe they have somewhat different ways of counting years, days and months).

Activity 2.6:

- Inform the students that the purpose of this activity is to let them expand their critical reflection using the riddles related to counting days, months and years.
- Let them be in pairs and take turns to ask and respond to the riddles.
- Encourage students to use think critically to solve the riddles.
- Tell them that these kinds of activities are important to develop their creativity, critical thinking and problem solving skills
- Give them some 10 to 15 minutes to share ideas in small groups
- Round and give them clue that the riddles are related to time/calendar
- Give them the following possible responses

Possible answers

1. This could be because he/she was born in Pagume 6 as the person may celebrate his/her birth day waiting for every 4th year.
2. They were born in different time zones on different days.
3. Genet was 21; her parents were 63 at the time of wedding. Today, she is 42, and her parents are 84.

PRONOUNCIATION: [b] [p] and [f] [v] minimal pairs**Activity 2.7:**

- * Tell the students that the words in the table are different only in one sound and due to this, they have different [b] [p] and [f] [v] sounds
- * Read the words and tell them to say after you
- * Ask students randomly to say the words
- * Praise them when they attempt to pronounce correctly

SECTION THREE: READING**Lesson 4****Pre-Reading****Activity 2.8:**

- * Brainstorm students to relate the reading text with listening
- * Ask them to look at the picture and to talk about any differences they observe about the Arabic and Geez numerals
- * Encourage them to think of differences between the Ethiopian and European calendar in terms of counting yeras, days etc before they start reading
- * Tell them to share their ideas with their partners
- * Ask oral questions

While-reading

- First, read the passage to the whole class loudly and give students a chance to reads each word, makes intonation and stresses on certain words.
- Select a few better students to come to the front of the class and read out the passage loudly. In order to respond to the questions following the reading, encourage everyone read the passage individually and silently and answer the questions from the passage concurrently.
- Walk around each group and check the students' participation in the discussion.
- Encourage their attempts to respond to questions and self and peer-correction.

Answers

Activity 2.9: True/false

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

Activity 2.10: Short Answer

1. eight (seven) years
2. seven, eight, nine or ten days

Activity 2.11: Finding evidences from the passage

1. They are different both in years and days.
2. The time zone in Ethiopia is East Africa Time (EAT) (UTC+03)

Lesson 5

Post-Reading

- Organize the students in small groups preferably mixed ability groups.
- Ask them to reflect what they felt about the ideas presented in the reading passage.
- Encourage them to write a short summary on the similarities and differences between Ethiopian and Gregorian calendar in three to four sentences.
- Give them clues to remember what they read before to write a summary.
- Assist and give them constructive comments.

SECTION FOUR: VOCABULARY

Activity 2.13: Guess the meanings of the following words from the reading passage.

1. a year occurring once every four years , which has 366 days; the extra day
2. additional period
3. to be named after someone
4. vary
5. falling behind

Activity 2.14

- Tell them to work first by themselves to complete the paragraph
- Tell them that the words given can be used more than once
- Inform them that the words rise and set as well as dawn and dusk could be used interchangeably in some cases in the context given
- Then, ask them to compare their answers with someone who sits beside them.
- Check their responses and make a whole class discussion.

Possible responses

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

SECTION FIVE: GRAMMAR

Lesson 7

Simple Past Tense

Activity 2.15:

- * Start the grammar lesson by asking questions.
- * Ask students to write what they did yesterday first individually and then to share their ideas in pairs.
- * Ask them randomly: what did you do yesterday/on the weekend etc.?
- * Write some sentences on the blackboard and let them to notice the verb forms.
- * You may also ask them to compare what they do every day (simple present), and what they did a day before (simple past).
- * For example, every day, I go to toilet. I wash my face. I eat three times a day.
- * But, yesterday, I washed my clothes. I went to the church/mosque. I ate my lunch at half past twelve. Etc
- * Let the students write what they did last weekend (Saturday and Sunday) based on the example given
- * Encourage them to read the sentences and to underline the verbs
- * Encourage peer and self-correction.
- * Praise them when they try to construct their own sentences

Activity 2.16:

- Let the students read the text about the Gregorian calendar
- Encourage them to work in pairs and read the sentences to the group and underline the verbs.
- Motivate them to identify the type of past verb so they may identify verbs like: **was**, **became** etc. as irregular and corrected, obtained as irregular verbs.
- Show them at the end the kinds of past verbs presented in the text as shown below in bold:

The Julian calendar year of 365.25 days **was** too long since the correct value for the tropical year is 365.242199 days. This error of 11 minutes 14 seconds per year **amounted** to almost one and a half days in two centuries, and seven days in 1,000 years. Once again the calendar **became** increasingly

out of phase with the seasons. From time to time, the problem **was placed** before church councils, but no action **was taken** because the astronomers who **were consulted** doubted whether enough precise information was available for a really accurate value of the tropical year to be **obtained**.

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

Lesson 8

- Explain the form of simple past tense with examples
- Show them that the majority of verbs are regular which have regular or fixed form while some of the verbs are irregular that do not have fixed rules
- Explain the forms in negatives and questions.
- Encourage students to read other reference grammar books to identify the verbs

Activity 2.17: Answers

1. asked	6. met
2. Did	7. were
3. did not	8. Did
4. did	9. visited
5. knew	10. did not

Lesson 8

Explain the uses of simple past tense to express different past actions including in conditional sentence type II. This condition is used to express dreams, unreal situations and things that are unlikely to happen in conditional sentence type II. Tell them that conditional sentences are three types (type I, II and III) and each type has two parts: the if/dependent or subordinate clause and the main/independent or principal clause. You should tell them that the tense in the if and main clause

in each of the conditional types is different as in:

1. If I **study** hard, I **will** score a better grade in English. (Type I, if clause, subject plus v1 or s/es or simple present and main clause, will/can plus v1(simple future))
2. If I **studied** hard, I **would score** a better grade in English. (Type II, if clause, subject plus v2 or simple past and main clause, would/could... plus v1(present conditional))
3. If I **had studied** hard, I **would have scored** a better grade in English. (Type III, if clause. subject plus had+v3 or past perfect and main clause, would/could... plus v3(perfect conditional))

You may tell them meaning differences such as in type I, they have the probability to get a better grade if they work now and in the future, so if the condition fulfills, they have a chance to get what they want if not, the opposite might be true. However, in the case of conditional sentence type II although the tense in the if-clause is simple past, it is not a real past tense it is a subjunctive and the meaning is they know that they do not read rather simply imaginary so that it is unlikely to get what they wished. In the case of type III, students do not have chances to read and get things back because it talks about a completed action in the past. It is an impossible condition and what is left is regret as the meaning is past that is they did not read in the past so that they did not get a better grade in English.

However, having the highlights focus on giving few common examples about conditional sentence type II. Here give them examples focusing on the form which is simple past.

1. If I **were** a bird, I would fly. (But I know that I am a human being so, I can't fly)-the reality is different. It is just a dream.
2. If I **had** money, I would give you. (but I don't have money)
3. If I **had** your phone number, I would call you. (but I don't have your phone number)
4. If you **came** to my birth day party, we would have a lot of fun. (but you don't come to my birth day party)

Lesson 10

Activity 2.18:

- ▶ Assign students to work in pairs
- ▶ Give them an example like where were you at this time yesterday and tell them that I was at home, in the library etc.
- ▶ Encourage them to fill the blanks first and then to ask each other

Activity 2.19:

- ▶ Similar to activity 2.19, ask them to be in pairs and to write their responses to the questions using simple past
- ▶ Student one may ask when did you last see a cinema and the other may say I saw a cinema last weekend.
- ▶ Encourage them to use past verbs and feel free to respond to the questions

Lesson 11

Activity 2.20: Possible answers to complete the conversation.

Abdi: Were you at Derartu's birthday party yesterday?

Kidist: Yes, I **was**.

Abdi: **was** it good?

Kidist: Well, it **was** ok.

Abdi: **Did** you enjoy it?

Kidist: Yes, there **were** lots of friends.

Kidist: How about you? **Did** you like it?

Abdi: Yes, I liked it.

Kidist: **Was** Fatuma there?

Abdi: No, she **wasn't**. And where **were** you after the party? Why **weren't** you there?

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

Activity 2.21: Putting am/is/are or was or were possible answers

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

Lesson 12**Activity 2.22:**

- Let them compare simple present that they learnt in unit one with simple past
- The comparison helps them to know more about these two tenses
- Encourage them to work in small groups
- Tell them to pay attention to third person singular subjects and to see the right form of the verbs
- Give them feedback

Possible Answers

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

Activity 2.23

Activity I: Suggested answers

1. travelled	6. swam
2. stayed	7. ate
3. is	8. was
4. played	9. eat
5. went	10. stay
	11. sleep
	12. enjoyed

Lesson 13

- Let the students read the text about Abebe Bikila
- Assign them to work in pairs
- Encourage them to read and complete the tables given
- Praise their efforts
- Discuss the answers with the whole class

Activity 2.24: Table Completion (answers)

Time	Things happened
In 1960	Abebe Bikila won the first Olympics in Rome
In 1964	He won the Olympic marathon again in Tokyo
In 2000	The Asics Corporation of Japan voted Abebe as impressive runner in the twentieth century.
In 1932	Abebe was born.
In 1973	He died.

SECTION SIX: WRITING

Lesson 14

Activity 2.25

- ▶ Organize the students in small groups
- ▶ Communicate the objectives with them
- ▶ Tell them that the purpose is to complete the paragraph with appropriate sentences that go together with the main idea given
- ▶ Encourage students to read Yordanos's schedule
- ▶ Ask them what points could be incorporated to finish her schedule
- ▶ Give them examples if they get confused

Activity 2.26:

- ▶ Let them finish the given topic sentence based on Yordano's schedule
- ▶ Tell them that this time, they are supposed to write their own plan-what they planned to do last week
- ▶ Round the class and encourage them to use simple past as they write about the past
- ▶ Give them comments
- ▶ Ask some groups to read their plans.

Lesson 15

Activity 2.27:

Colon

- ▶ Brain storm students about their previous knowledge about colon
- ▶ Explain few important uses of colon with examples
- ▶ Encourage them to add more examples
- ▶ Praise them when they try to answer your questions

Lesson 16

- ▶ Let the students practice working the activities about colon in pairs and small groups
- ▶ Check them that they are all engaged
- ▶ Give them the possible answers for all the activities given below

Activity 2.28 Answers

1. The friends I play with are as follows: Jemal, Nabil and Seyoum.
2. My alarm clock is set for 2:30 p.m.
3. There are four parts to a plant: roots, stem, leaves and flower.
4. You know what to do: practice.
5. The dentist said I had to: “brush twice daily and floss as often as possible.”

Activity 2.29: Answers

Possible places to use/insert colon

The Ethiopian and the European calendars differ in two ways: years and days. In Ethiopia, there are thirteen months: September, October, November, December, January, February, March, April, May, June, July, August and Pagumen. The thirteenth month is unique: it has either six or five days. The hours of the day in Ethiopia are not named and divided in the same way as in the European. For example, the European says, 12:00 a.m. when it is actually 6 at midday. In the Ethiopian evenings are considered parts of the next day. The 7(8) years difference in the calendars is described according to the teachings of the Ethiopian Orthodox Church. The Ethiopian Christians didn't base themselves on historical facts to decide the date on which Jesus was born: they used ages mentioned in many parts of the Holy Bible.

UNIT 3: ROAD SAFETY

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 3.1:

- ▶ Let the students share their feelings in groups of four before they listen to the text.
- ▶ Encourage them to discuss the questions in groups based on their prior experiences and the picture.

Road Accidents

Every year, thousands of road users are injured or killed in road accidents. While it is bad enough on ordinary days, the accident rate increases during festive seasons when lots of people crowded the roads in their rush to go home. For families involved in accidents, the festive season can turn out to be a tragedy instead of a joy.

The causes of accidents are many, but mainly they are due to human error. Recklessness, negligence, excessive speeding, poor driving skills, breaking of traffic rules and overloading contribute to the occurrence of accidents. Go to any housing estates and one can see underage children speeding around on motorcycles. They do not wear safety helmets and sometimes there are three or four of them on a motorcycle built for two. The law is ignored and the adults are to blame for allowing these young children to risk their lives. The behavior of adults is no better. Grown up but reckless road users are aplenty on our roads. Road courtesy is almost non-existent. Mechanical problems and road conditions can also cause accidents, for example, brake failure, tyre blowout, bad weather and traffic overcrowding.

The prevention of road accidents depends largely on the attitude of road users. They must respect the traffic laws such as keeping within speed limit, using safety helmets and belts and keeping their vehicles in roadworthy condition. They must also acquire and practice safe driving skills. There should be more awareness campaigns aimed at inculcating good driving habits. When road users ensure their vehicles are road worthy, respect the law and think about their safety as well as that of others, then the number of fatalities can be reduced.

In short, a change of attitude for the better is required of road users. As long as they persist with their present bad road habits, the incidence of road accidents can only worsen.

While-Listening

Note that: After the pre-listening activities, read the text twice for the students, and tell them to take notes to answer specific information from the listening text.

Activity 3.2: Possible answers

1. True
2. True
3. True

Activity 3.3: Possible answers

1. Road users are people who use roads to go from one place to another such as drivers, motorcyclists and pediatricians
2. Because they allow young children to risk their lives.
3. Many things contribute to the occurrence of road accidents such as carelessness, negligence, excessive speeding, poor driving skills etc.

Lesson 2

Activity 3.4:

Post-listening

- * Let the students relate the listening text they heard with their own similar situations
- * First give them time to write what they feel about the questions individually
- * Then, tell them to share their ideas in pairs or small groups
- * Round them and ask them to talk more about road accidents-to understand the seriousness of road accidents
- * Give them time to reflect and make whole class discussing paying due attention to their roles in reducing car accidents.

SECTION TWO: SPEAKING

Lesson 3

Activity 3.5. Dialogue about road accidents

- * Assign students in pairs
- * Tell the students to read the dialogues ahead of the class and to rehearse the dialogues
- * Encourage them to act out the dialogues

Lesson 4

Activity 3.6:

- * These lesson give students the chance to develop their speaking skills
- * Give the students time to read the dialogues
- * Assign students in pairs with someone else-it could be from the other row
- * Let them act out the dialogues in pairs
- * Tell them to pay attention to the messages of the dialogues too
- * Encourage them to act like the people in the dialogues and act out as a traffic police and a rider
- * Motivate them to make it look like real
- * Praise their efforts

Lesson 5

Activity 3.7:

- * Organize them to be in groups of four
- * Let them to describe the pictures based on the questions following the pictures

Answers

1. They are crossing the road.
2. a. The red traffic colour means stop
b. the yellow traffic colour means hurry up/ready to go
c. the green traffic colour refers to go
3. We can cross the road (as a pediatrician) when the red light is on because the cars stopped, but as a driver we have to cross the road when the green light is on.

Activity 3.8:

Reporting

- * Give this activity as homework
- * Tell them to ask or interview at least 10 people in their locality about car accidents in Ethiopia
- * Tell them to take notes and to rewrite it in report forms
- * Their report should include concerns like the seriousness of car accidents, people's fate after car accidents and what to do to prevent car accidents.
- * Give them time to report in front of the class

PRONUNCIATION PRACTICE

Activity 3.9

- * Explain that there are letters that may not be pronounced
- * Let the students say after you the words given in activity 3.9.
- * Tell them that the words given have silent 'k' and 'l' sounds
- * Give them the chance to say the words and sentences
- * Tell them not read the letters k and l in those words
- * Encourage them to think of other words having silent letters

Activity 3.10

- * Let them read the sentences loudly by paying attention to the words in bold.
- * Ask them to identify the silent letters in the words written in bold

Activity 3.11

- * Let the students construct sentences using the words
- * Tell them to work in pairs
- * Encourage them to identify the silent letters in the words given
- * Motivate them to read the sentences
- * Assist them to pronounce the words correctly with silent l and k
- * Praise their efforts

SECTION THREE: READING

Lesson 7

Pre-Reading

Activity 3.12:

- * Let them discuss in small groups about the questions and help them to define road safety.
You may define road safety as a method of preventing *road* users from being killed or seriously injured. It is about keeping ourselves safe from any possible road accidents while we walk around the road. The road safety rules teach us how to behave or act when we want to cross the road or when we drive vehicles.
- * Give them some time to look at the pictures and to judge who drives safe
- * Encourage their ideas with justifications

While reading

Before you let students read silently and independently, read the passage aloud/ to the whole class and instruct students to read each word, makes intonation and stresses on some words and evaluate how each student reads some difficult words, and give them time for self and peer correction. Then, select few students to come out to the front of the class and read out the passage loudly.

Activity 3.13

Possible answers

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

Activity 3.14:

1. 21% to 25%
2. Prohibition of cell phones, making conversation behind the wheel, driving without seatbelt and not using a motorcycle helmet etc.

Activity 3.15:

Post-reading

- Organize them in small groups
- Tell them to focus more on their road safety practice
- Motivate them to judge themselves as road user and to talk about whether they follow traffic rules
- Probe them what advantages do they get by keeping traffic rules
- Let them to talk about the remaining questions
- Give them time to reflect to the whole class

SECTION FOUR: VOCABULARY

Lesson 9

- * Encourage the students to read the passage once again and look for meaning of the words in bold from the context
- * Motivate them to work in pairs and to share their responses

Activity 3.16: Guessing meanings from the context (Possible answers)

1. **Road traffic crash**- a traffic collision/ a motor vehicle collision or car accident that occurs when a vehicle collides with another vehicle
2. **Victims**-refers to people who have been injured or killed by accident
3. **Vehicle**-refers to things like ca and lorry
4. **Lion share**- the largest portion
5. **Injuries**-wounds
6. **Seatbelt**- a belt that fastens around you when you are travelling in a vehicle and holds you in your seat
7. **Fatalities**-death or people who lost their lives resulting from a car crash
8. **Prohibition**- legal prevention of taking alcoholic beverages
9. **Helmet**- protective head coverings that motorists wear to reduce the risk of serious head and brain injuries
10. **Drivers' license**- a document permitting a person or a driver to drive a vehicle.

SECTION FIVE: GRAMMAR

Lesson 10 and 11

Activity 3.17

- * Let them read the sentences
- * Tell them that the sentences have infinitives and gerunds
- * Encourage them to underline the words: to improve, to wear and driving
- * Tell them that the words need and forget are usually followed by infinitive and stop by gerund
- * Explain infinitive and gerunds with examples
- * Encourage them to remember words followed by gerunds
- * Let them to notice the examples given and explain the points

Lesson 11

Activity 3.18 (Possible answers)

1. He admitted **cheating** on the test.
2. You should avoid **eating** too much meat.
3. Please, consider **selling** your house if you need money.
4. I detest **waking** up when it's dark outside.
5. She denied **leaving** the taxi without paying.
6. I enjoyed **lying** on the beach all day.
7. We finished **writing** our assignments before noon.
8. I don't mind **doing** homework.
9. My colleague kept **complaining** all the time.
10. I took my umbrella. I didn't want to risk **getting** wet.

Lesson 12

- * Explain general points about when to use infinitive with out to
- * Support your points with examples given
- * Explain that some words can be followed by both infinitives and gerunds
- * Encourage them to participate

Activity 3.19: Possible Answers

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

Activity 3.20: Possible Answers

1. being 2. winning 3. to find 4. losing 5. to finish 6. to buy 7. to get

Lesson 13

Activity 3.21: Possible Answers

1. listening 2. staying 3. walking 4. visiting
5. swimming 6. learning 7. reading 8. coming

Activity 3.22: Possible answers

1. He wanted to be an astronaut when he was younger.
2. to buy 3. to do 4. to start 5. to help 6. to eat

SECTION SIX: WRITING

Lesson 14

- * Let them to sit in small groups
- * Tell them to choose a chair person and a secretary
- * Communicate the objectives of the activity and tell them that the purpose is to rearrange the jumbled sentences
- * Inform them that the paragraphs have sentences that are mixed up, so they need to rearrange to make them meaningful
- * Give them an example that the first sentence in the first paragraph is “ I witnessed a very dangerous accident”
- * Check them to do the rest based on the example
- * Let the secretary rewrite the paragraphs and report or read them
- * Praise their efforts
- * Provide them the right order

Activity 3.23: Possible order of ideas

Order ideas logically to make paragraphs.

1. I witnessed a very dangerous accident. There was one railway crossing which was not secured with a railway gate. The rider was supposed to see for the train. A man was driving a car with his children. The train crashed into the car and scrapped the car till a metre or two. The volume of the music was so high that he won't be able to recognize that a train was arriving from the other side. It was my summer vacation and I went to Addis Ababa to visit my grandparents. The riders were supposed to see for the train
2. The number of deaths and injuries due to road accidents are increasing from time to time. Road

accidents have been and will continue to be one of the greatest health hazards. We have to do something to address the issue of road accidents. We are all responsible. They must be cautious especially on wet roads and pedestrian crossing. There are many causes of road accidents, but personally, I think the most important factor which contributes more to road accidents is the irresponsibility of the drivers. Drivers must at all times abide by the safety regulations of the road and most importantly they take care to the speed limits or stick to a speed which will allow one to stop on a safe distance. Another reason is the condition of roads: the poor infrastructure of road designs, which lead to accidents. Hence, there are many reasons for accidents to happen, but the main work is how to overcome this problem? What can we do?

Lesson 15

- Ask them when to use capital letters before you explain
- Encourage them to write capital letters on the blackboard by leaving the first letters and proper nouns uncapitalized
- Explain briefly some other uses of capital letters
- Tell them to use it only when it is appropriate

Activity 3.24: Possible Answers

1. Samuel went to USA.
2. Asnakech likes coffee; I prefer tea.
3. Look out! She screamed.
4. My friend from Hawassa can speak three languages: Amharic, Sidama and English.
5. I have planned to read English today.
6. She went to Axum last Friday.
7. Please give me a glass of water.
8. He asked, "What time is it?"

Activity 3.25: Possible Answers

- Let them be in small groups
- Encourage students to read the letter that Eleni wrote and to add capital letters where it is appropriate

Dear Friends,

I hope you are well. I am sitting in a café in front of Papayrus hotel in Bahir Dar. The weather is nice but hot. Everybody knows that Bahir Dar is a hot town. It is also known in its tourist attraction

place. Many visitors come here to visit Lake Tana and the monasteries. Last Monday, I also went to the lake to see one of the monasteries called the UraKidaneMihret monastery with my aunt who came from America and I really enjoyed it very much. I hope one day you may also come to Bahir Dar and I will show you different places.

Write to me soon.

Yours,

Eleni

Lesson 16

Activity 3.26: Possible Answers

1. Many of Hailu's friends think he has a boring daily routine, but Hailu likes it. He always gets up at six o'clock every morning and says, "Good morning" to his wife, after breakfast, he arrives at work around seven-thirty. He works in a garge. It is located in Adama. After work, he says, "Good-bye" to his boss, Ato Gezahegn and then comes home. On weekends, he likes to play with his son Ayanaw and his daughter Abebech. May be Hailu's routine really is a little boring, but he enjoys it!
2. Crossing the street when you are a blind person is a real challenge on a daily basis. Among the many existing solutions, Accessible Pedestrian Signals (APS) represent the best option to secure and facilitate the crossing for visually-impaired and blind people. AnAPS is an integrated device that sends an audio signal to indicate to pedestrians if they can cross the road safely. This device allows blind pedestrians to cross the road at the right time; more quickly and safely while maintaining their orientation throughout the crossing. Accessible Pedestrian Signals (APS) to emerge in the 1970s in the United States and have since largely evolved to adapt to their environment and their users. APS are known by different names around the world such as: acoustic signals, audio-tactile signals, audible pedestrian signals, audible traffic signals, audible pedestrian traffic signals or audible crossing indicators. From a legal point of view, the APS must comply with local laws of each country.

Unit 4: ENDEMIC ANIMALS IN ETHIOPIA

SECTION ONE: LISTENING

Walia ibex (*Capra walie*) belongs to different order, family and genus. The genus *Capra* includes several forms of wild goats (bezoars, turs, markhors, and ibex). In spite of the fact that all *Capra* species can interbreed in captivity, the systematic of the genus *Capra* remains unclear. Based on morphological characteristics, some authors considered Walia ibex to be a subspecies of *Capra ibex* and/or *Capra nubiana* while others consider it to be a separate species which is currently accepted. In addition, molecular studies using mitochondrial and nuclear DNA and ecological niche modeling analysis revealed that the two species are different. Regarding their behavior and reproduction, Walia ibex is a medium-sized mountain ungulate, with chocolate brown coat color and showing a marked sexual dimorphism. It is crepuscular mammal living in herd of 5-10; however, females are more solitary than males outside of the breeding seasons. In contrary to other ibex species, Walia ibex seems to breed throughout the year. This may be possible because of the lack of temperature seasonality in the tropical Semien Mountains, producing no environmental costs to individuals that breed year-round. But Peak sexual activity between males and females is observed between the months of March - June overlapping with the short rut season. Walia ibex individuals reach sexual maturity at the age of one year. Gestation period is about 150 - 165 days and female gives birth one, sometimes two kids per birth. The maximum life expectancy is up to 15 years.

Concerning habitats and feeding, currently, the greatest concentration of Walia ibex is found in Semien Mountain National Park, northern Ethiopia mainly along 25 km of the northern escarpment between Adarmaz Camp and Chennek Camp. The Walia ibex lives on steep cliffs in regions characterized by rocky mountain, gorges, outcrops and loose stony screes. Walia Ibex is both a grazer and a browser. In fact, it utilizes a wide variety of grass and shrub material in its diet. Walia ibex feeds a wide variety of shrubs and herbs, including Giant Heath, Giant Lobelia, the spiny, creepers and lichens and various grasses.

Lesson 1

Pre-Listening

- Ask students to be in small groups
- Let them see the picture and guess the name of the animal
- Encourage them to describe what kind of animal is Walia Ibex it, where it lives and their overall experience
- let them to talk in English and to have some idea about Walia Ibex
- which is one of the endemic wild animals in Ethiopia that lives specifically in Simen Mountains.
- Hence, motivate them to talk and share them what you know about the animal.
- Then, as usual, read the passage twice
- Encourage peer correction before you tell them the correct responses for the while listening questions

While Listening Activities Possible Answers

Activity 4.2

1. It is different because Walia Ibex seems to breed throughout the year.
2. The maximum life expectancy is up to 15 years.
3. The highest number is found in Semien Mountains.

Activity 4.3: Short answer

1. March and June
2. one year
3. 150-165 days
4. rocky mountain, gorges, outcrops and loose stony screes
5. shrubs and herbs

Lesson 2

Post-listening

- * Give them home work to refer to different sources (books, older people or web sites)
- * Tell them that after they read or ask people, they should make or take notes
- * Give them some time to discuss with the remaining questions in the class
- * Assign some members of the group to report
- * Encourage the groups to work together and to report
- * Praise when they report and write their parts

SECTION TWO: SPEAKING

Lesson 3

Activity 4.5:

- * Let students describe Walia Ibex in front of the class one by one. This helps to develop their creativity and confidence to speak in front of the audience.
- * Encourage them to add what they knew or heard before about Walia Ibex.

Activity 4.6:

Let them in pairs

- * Using the information given in the table encourage them to talk about the places and the unique features of the given animals.
- * Ask randomly what makes the Red Fox unique? Where does it live kind of questions
- * Motivate them to ask and to respond or to talk about each animals with their partners
- * Praise their efforts

Lesson 4

Pronunciation

For your information, the sound /ŋ/ is a **velar, nasal consonant**. To produce this sound:

- Touch your soft palate (the soft part of the roof of your mouth) with the back of your tongue.
- Let air flow out of your nose.
- Your vocal cords should vibrate.

The sound /ŋ/ is

- Found in words listed in the student's textbook and other similar words. Read the words and encourage them to say after you or after better students who can possibly pronounce the words correctly say the words.
- Give them a chance to say the words and the sentences having different words of /ŋ/ sound in chores and individually.

/ŋ/ sound is also found in suffixes ending with "-ing."

For example,

- **Progressive verbs:** I was sleeping. You are cooking.
- **Gerunds:** Sleeping is good. Writing is hard.
- **Present participial adjectives:** The movie was exciting. This class is boring.

SECTION THREE: READING

Lesson 5

Pre-reading

Endemic Wild Animals in Ethiopia

- * Encourage students: to predict what the reading text will be about by looking at the pictures
- * Motivate them to talk in English about the various endemic animals, where they live etc. from they knew before

While reading

- * Ask all students to read the passage before class, but specifically assign six students to read a paragraph about the story of each animal in front of the class turn by turn.
- * Help them if they mispronounce words.
- * Then, let the whole class read silently and independently to answer the while reading activities.
- * It would be more realistic if you bring pictures of these animals and give students to talk about them.

Activity 4.11: True/False(Possible Answers)

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

Activity 4.12: Guessing Pictures (Possible Answers)

Picture 2 Gelada Baboons

Picture 3 The Mountain Nyala

Picture 4 The Ethiopian wolf

Picture 5 Walia Ibex

Picture 6 Menilik Bushbucks

Activity 4.13: Table Completion (Possible Answers)

Lists of Endemic Wild Animals in Ethiopia	Where they live
The Ethiopian Wolf	Bale Mountains
Walia Ibex	Simen Mountains
The Mountain Nyala	Bale mountain park
The Bale Mountain Vervet	thick bamboo forests of the park
Menilik Bushbucks	Ethiopian highlands
Gelada Baboons	Simen Mountains

LESSON 6

Post-reading

- * Encourage students to talk about why the benefits of having these endemic animals in Ethiopia as a tourist attraction place
- * Let them to make it specific and talk about the advantages for the local community
- * Encourage them to talk about how much these animals are protected. Take an instance of the burning incident in Simen Mountain a few years ago and give them a chance to talk about the disadvantage of this kind of incident for the existence of endemic animals like Walia Ibex that live in the area.
- * Motivate them to report the result of group discussion to the whole class.

SECTION FOUR: VOCABULARY

LESSON 7

Give them a chance to read the reading passage once again

Tell them to find out similar words in the reading passage that have similar meaning from the given once.

Then, motivate them to read the dialogue and to guess the meanings of the words in bold from the context

Activity 4.15: Finding Synonyms(Possible Answers)

1. landscape
2. endemic
3. endangered

4. habitat
5. fame
6. inhabitant
7. huge

Activity 4.16: Guessing meanings from the context (Possible Answers)

1. **extinct**- no longer existed
2. **conserve**- protect
3. **in danger**-in a situation in which something bad or harmful may happen
4. **greed**-selfish desire for something
5. **hunting**-the activity of searching or chasing wild animals
6. **prevent**-stop or keep something from happening

SECTION FIVE: GRAMMAR

Lesson 8

PREPOSITIONS

Activity 4.17:

- * Give them time (3 minutes)to read and notice the prepositions from the given short text before you directly teach them about prepositions.
- * Tell them that words like **of, onto, to and in** are prepositions that are found in the paragraph

Activity 4.18:

- * Organize them in groups of three
- * Ask them to write their own sentences using prepositions
- * Give them time to read their sentences before you give a brief explanation about what prepositions are, examples and uses.

Lesson 9

Prepositions answer key

Activity 4.19: (Possible Answers)

1 about 2 by 3 from 4 in 5 about 6 on 7 in 8 for 9 to 10 out of

Activity 4.20: (Possible Answers)

1.in 2.next to 3.over 4.on 5.besides 6.in-front of 7.On

Lesson 10**Activity 4.21:Activity 2: Arranging Sentences with prepositions(Possible Answers)**

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

Activity 4.22:

1. in 2. at 3. in 6. with 7. in 8. on 9. in 10. of

Lesson 11**Activity 4.23: (Possible Answers)**

Ato Jebessa is a school teacher. He is **from** Jimma. He lives **in** Addis Ababa, but he works in Adama. Every Monday**to** Friday, he leaves home **at** 7.00 **in** the morning and drives 99 kilometer **from** Addis Ababa **to** Adama. He teaches English **from** 9.00 **in** the morning **to** 3.30 **in** the afternoon, and then he leaves school. He arrives home **at** 7:30**in** the evening as the traffic is very crowded. Ato Jebessa works **in** Adama five days a week, and he teaches English **in** private schools **in** Addis Ababa **on** the weekends.

SECTION SIX: WRITING

Lesson 12

Writing Supporting details

- * Before you let students write supporting sentences, tell them what paragraph is
- * Explain a few points about topic and supporting sentences.
- * Encourage them to be in small groups and to study the sample paragraph having topic sentence and supporting sentences

Note that: A topic sentence is a sentence that carries out the main or the central idea of a paragraph while a supporting sentence as the indicates supports or gives more information about the topic sentence by explaining or giving detail examples. In writing, a paragraph, students need to identify these two concepts.

Activity 4.24: (Possible Answers)

- * Give them some time to read and identify the main point or topic sentence and supporting sentences alone
- * Let them sit in small groups and discuss
- * Encourage them to share their ideas and give comments to their group mates
- * Round the class and give comments, praise them

Main point: People lie for different reasons

Supporting details:

1. Supporting detail: to avoid hurting someone's feelings
2. Supporting detail: to avoid a fight, argument
3. Supporting detail: to fit in when they listen to a boring person
4. Supporting detail: to avoid spending more time with someone

Lesson 13

Main point: There are different national parks in Ethiopia for wild animals to live in.

Supporting details:

1. Supporting detail: Simien Mountain
2. Supporting detail: Bale National Park
3. Supporting detail: Omo National Park

Lesson 14

- * Organize them in small groups
- * Let students think about ideas that go with the main ideas such as good father, enjoy playing foot ball etc
- * Tell them to write supporting details that could possibly justify why their father is a good father, why English is their favorite subject etc
- * Give them clues to think of characteristics of a good father such as being caring, loving person
- * Mix different groups to share ideas
- * Assist them and praise their efforts
- * Let them read to the class and give comments and possible supporting details for each topic sentence

Lesson 15

- * Give them 5 to 7 minutes to read the text
- * Ask them to put hyphen in the appropriate place

Activity 4.26: Possible places to put hyphen

Spotted Hyena

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

- Explain briefly the most important uses and places of hyphen by adding your own examples and encourage students to be in pairs and to write examples where we put hyphens.

Lesson 16

Activity 4.27: (Possible Answers)

1. Gemechu has a three-year -old child.
2. There are fifty-five students in this class.
3. They need to co-operate to each other.
4. The ex-president of the university has been appointed as director of National Election Board.
5. Gebremariamwill be home after school between 3:30-4:00 PM.
6. My teacher told me to have in-depth knowledge.

7. He re-sent the message as it failed to deliver.
8. The teacher had to de-escalate the tension on the play-ground.
9. The teacher follows learner-centered approach of teaching.
10. I came here to re-sign the petition.

UNIT 5: DAIRY

SECTION ONE: LISTENING

The Status of Ethiopian Dairy Farming

With a population of about 110 million people, Ethiopia is the second-most populous country in Africa. This is a huge market opportunity for milk and milk products. Ethiopia has one of the highest cattle populations in Africa, estimated at 60 million heads. Although camels, goats, and to a lesser extent sheep, are used as milk animals about 90% of milk comes from cows. Unfortunately, milk production and consumption is very low. This is because of different factors.

For example, in rural areas, the animals used by smallholder farmers are local breeds which aren't selected for milk production. And animals are managed in a traditional way. Mostly they depend on natural pasture with no supplementary feeds and that the quantity of milk is low, so milk is mainly used for household consumption, not marketed and any surplus is usually converted into butter and sold in local markets.

The situation is very different in more urban areas where farmers use crossbred, as well as high grade, dairy animals. They have access to artificial insemination, use more intensive systems, concentrate feeds and have access to animal health services. But these farmers account for only 1% of the dairy cattle population in the country. They supply milk to consumers in major urban centres, mainly through the informal market, though some is also sold to processing plants. But because this system uses such a tiny proportion of the dairy cattle population, milk supply is low.

The country produces about billion liters of milk per year. Per capita consumption is very low, estimated at about 20 liters, though rising consumption levels in Addis Ababa have brought it to about 40 liters.

The Food and Agriculture Organization recommends that the per capital consumption of milk to be about 200 liters, meaning 22 billion liters of milk is required. At the current production rate, there's an annual shortage of about 18 billion liters.

There are some challenges that the sector face. The first is that local breeds provide about 1.5 liters per cow per day, but in developed countries like United Kingdom(UK), the average cow produces about 25 - 30 liters. The local breeds used in Ethiopia also have a short lactation length of about 150 days. Ideally for improved dairy breeds it is about 305 days.

Lesson 1

Pre-listening

- Organize students in three or four groups
- encourage them to see what is in the pictures
- Gather any information that they have about what dairy farming is and you can explain also few points in order to guide them. You may explain that just like any other types of farming, dairy farming is a type of agriculture that is focused on producing milk.
- Try to elicit as much information from students as possible regarding the current situation of dairy farming in Ethiopia as they might know something from their prior experience.
- Assess the students' performance based on their oral responses

While listening

- Tell them to read the questions for 2 to 3 minutes before you start reading the listening text.
- Give them instructions to listen carefully each paragraph in the text and make short notes which will be later used to write specific and essential information from each paragraph
- Motivate them to pay attention to what they have listened and read the text twice.
- Tell them that in the first reading, they should simply listen carefully to understand the gist or the main idea of the listening text and second listening, they should start writing responses on their exercise books.
- Observe if students have serious difficulties in paying attention while the reading is going on.
- Then, give them some time to exchange their exercise books and to share ideas about the correct answers with their partners and have a whole class discussion with the correct answers.

Activity 5.2:(Possible Answers)

1. Ethiopia
2. cows
3. low
4. billion
5. Animals in rural areas are not selected for milk production.

Animals are managed in a traditional way, and they are not well-nourished.

6. 305 days

Lesson 2

Post-listening

- Ask students why people in their area rare cows, camels and goats in their life
- Give students' homework to interview people (this is an extended activity) in their localities especially those who have cows or camels and ask them about the basic requirements to carry out dairy farming and report to the class.
- Give them clues or add points like in order to have a good dairy farming, besides having cows/animals and food, adequate places equipped with materials such as swing over milking parlors which helps cows to feel comfort and not to hurt and milked easily is essential.
- Give them time to report to the class
- Praise their efforts

SECTION TWO: SPEAKING

Lesson 3: Debate

Activity 5.4:

- Let students discuss the brain storming questions based on the picture given about debate.
- Tell them that students are conducting debate and the chairperson leads the debate
- Ask their own experience about taking part in debate

Activity 5.5: Debate

- Elicit information from students about what debate is about; their experience rules etc. and explain the points stated below before carrying out the debate.
- Prior to the debate session, encourage students to collect all the essential evidences from experts or written documents and conduct their debate under the titles,
- “Ethiopian Cows are more important than the Hybrid ones.”
- “Indigenous Ethiopian chickens are more important than genetically modified chickens.”
- Before the students conduct the debate, discusses what a debate is, major procedures essential in conducting debate, how to prepare oneself for debate and the like.
- After the students have developed their awareness about debating, give them time to prepare them themselves.

- Divide the students into groups of 6, three supports and three of them will be against the issue.
- Tell them that what matters is not the topic, but the way they convince people and to do that they need to collect evidences and read about how the indigenous cows is differentiated from the hybrid ones in terms of quality or quantity of milk, food consumption, resistance to diseases etc. broadly and they may narrow the topic to what they want specifically.
- They should prepare and rehearse the main points before presentation or jot down the main points and refer only the essential points to talk. Encourage them to avoid word for word reading and they should take turns to speak.
- Inform the students that they argue for an issue not with the person or the students in the opponent groups.
- You may assign a chair person from the group who may introduce the speakers, manage time and announce the winners.

Points to Remember

Debate is a discussion or argument involving opposing viewpoints. It is a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers.

In a debate, usually, there are two teams, each consists of two or three speakers. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate. In general, in a debate, the following are essential:

- Listen attentively.
- Be respectful and supportive of peers.
- Speak only when recognized by the moderator/chair person.
- Use grammatically correct language.
- Speak clearly, slowly, and loud enough to be heard by the audience.
- Speak with passion and excitement.
- You may bring some brief notes, but you may not read them.
- Maintain good eye contact with the audience/classmates and teacher.

Lesson 4: PRONOUNCIATION

Activities **5.6 to 5.10** basically focus on giving students the opportunity to practice pronouncing long and short[u] vowels sound. You have to know that (u) has oo sound.

- Refer to dictionary on how to pronounce those words listed in the text to teach the correct pronunciations for the students as a model person.
- Let them say the words and sentences after you.
- Get students read out the words with the above vowels in different sentences turn by turn.
- Encourage them to add oo sounds or to write their own words they know having short and long (u) sounds.
- You can add your own examples such as book, zoom, soon etc.
- Particularly in activity 5.10, encourage them to write their own words that have the long /u:/ and short /u/ sounds

SECTION THREE: READING

Lesson 5

Pre-reading

- * It is a stage where you motivate students to get ready for the reading and do assessment of students' prior knowledge.
- * Ask the types of animals that we get milk from.
- * Ask them if they know how milk is processed in their locality
- * Let them encourage to talk about how a certain factory processes milk and sells milk products

While reading

- * Read the passage to the whole class loudly to model the right pronunciations
- * Select a few students to read (particularly those who have reading difficulties) and check how he/she reads words, makes intonation and stresses etc.
- * Get the whole class to read independently and silently for better comprehension to answer comprehension questions

Activity 5.12: (Possible Answers)

1. Poor
2. There is an increase in milk demand and consumption and capacities for improvements are available.

Activity 5.13: Reference Questions (Possible Answers)

1. Ethiopia
2. Demand, consumption and packing
3. Ethiopia
4. Insufficient raw milk supply

Lesson 6**Post-reading**

- * Give students opportunity to relate the text to their own day to day real life situations.
- * Let them to gather information about the extended activity given which is “Ethiopia is the first in Africa in its livestock resource, yet it is the first in importing milk products from other countries which have less number of livestock.” Explain them that this is a paradox and let them to report the solutions.
- * Encourage them to write about how dairy farming or producing milk in large amount benefits the country.
- * Give them a chance to read their reports and paragraphs
- * Give them constructive comments

SECTION FOUR: VOCABULARY**Lesson 7**

- Encourage students to read the passage once more to find out the meanings of words in bold.
- Ask them to construct their own sentences using the words given which are from the reading passage.
- Let them compare their answers with their partners
- Motivate them to comment on their peers sentences
- Give them constructive feed back

Activity 5.15: (Possible Answers)

Activity 1: Guess the meanings of the words in bold as they are used in the passage.

1. farm animals like cows
2. a consumer's desire to purchase goods
3. people who purchases goods and services for personal use
4. wrapping
5. physical work
6. raw milk
7. It refers to the process of collecting sperm cells from a male animal and manually depositing them into the reproductive tract of a female.

Activity 5.16:

- Encourage students to construct meaningful sentences using the words given in their textbook.

SECTION FIVE: GRAMMAR

Lesson 8

Activity 5.17:

- * Start with the dialogue given
- * Let them act out the dialogue or practice the conversation in pairs.
- * Ask them what they think the grammar session will be about paying attention to the understand the verb forms: going to +v1 or will +v1 so as to understand the form and uses of future tense in context from the dialogue given.

Activity 5.18:

- Tell them to read the given example
- Ask them to write their own immediate and future plans based on the given example.

Lesson 9

- Explain the uses of going to by giving different examples
- Add your own examples or ask students to add more.
- Tell them the form: be+going to, where be refers to the verbs to be and in present tenses, they substitute: is, am and are. “is” is used with singular subjects (he/she/it), am for the pronoun I and are for plurals, we/you and they.

Activity 5.19: (Possible Answers)

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

Lesson 10

- Give them also a brief lecture on use of will by providing different examples including its forms.
- Every time they work on the activities, encourage them to self-assess and self and peer correction.

Activity 5.20 Possible Answers

1. I am going to
2. are going
3. will
4. are getting
5. will be
6. are seeing (meaning meeting)
7. is going to
8. will
9. are going
10. is not going to

Lesson 11**Activity 5.21: Possible answers**

1. Am going to
2. Is going to
3. Will
4. Will
5. Am going to
6. Won't
7. Am going to
8. Will
9. Will, yes, I will
10. Am going to

Activity 5.22: Suggested Answers

1. am going to write
2. I will turn
3. A) is coming, B) are coming
4. will help
5. are going to swim

SECTION SIX: WRITING

Lesson 12

Writing an outline

- This section basically focuses on producing outlines.
- Explain the essence of outlining prior to developing paragraphs briefly using the notes as a guide
- Let them read the sample critically

Lesson 13

Activity 5.23:

- * Let students think about the best teacher they admire
- * Ask them to think of why they admire him/her
- * Tell them to jot down points that indicates why they like teacher X or Y better than the others
- * Inform them to put their ideas just like the once given in their textbook
- * Make them in small groups and share ideas
- * Encourage them to learn from others and to comment their friends papers
- * Give them feed back
- * Praise their efforts

Lesson 14

- * Organize them in small groups-probably three different groups
- * Give each group three different questions given in their textbook
- * Ask them to write outlines
- * Check them how they write
- * Form different groups by taking students from each group

- * Tell them to share what they write in each group
- * Make sure a representative from each group is available
- * Tell them to report

Activity 5.25:

- * Ask them to think of any interesting topics that may have an idea
- * Tell them to write out lines
- * Encourage them to read to the class

LESSON 15

Exclamation Mark!

Activity 5.26, 5.27

- * Let them read the text given
- * Encourage them to circle the exclamation mark (!)
- * Ask them to talk about the use of exclamation marks
- * Let them write a few examples
- * Explain why and how to use this punctuation mark with brief examples given.

Activity 5.28: Suggested Answers

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

Lesson 16

Activity 5.29:Suggested Answers

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

Damn you! We've got to all stop it!" She was screaming.

2.“Mind that log! Shouted Yosina. “What did you say?”, replied Tseganesh. “I said,” be careful!

But it was too late. There was aloud scream from the wood. “Oooww! My foot, my foot! How do you know when you've broken a bone Yosina?” Yosina ran into the wood to try and find Tseganesh. “Tsegil! Tsegil! Where are you?” “I'm over here Tsegil. Tseganesh shouted, Help!Help!” Yosina eventually found Tseganesh lying by the big log. “You stupid! I told you to be careful. Why didn't you look where you were going!” “What are we going to do?”

Activity 5.30:

- * Remind them that exclamation mark is used to express different emotions
- * Tell them to assume that the people on the pictures are saying different things as given in the example
- * Encourage them to write what do people say in English when they get shocked, angry, surprised etc
- * Explain the instruction briefly
- * Tell them that there are many answers for the same question and similar responses for different but related situations
- * Assist them

Activity 5.30: People sayings to situations. You can use different expressions.

(Possible Answers)

1. What a shock!
2. You have made me angry! What a rude man you are! .
3. Ooh! Wow!
4. How dare you do this!Why!
5. Watch out! Be careful!

Activity 5.31:

- * Get them to be in pairs
- * Ask them to think about what people or they themselves say while watching football matches or winning a completion and other scenarios given
- * Tell them to write appropriate expressions
- * Remind them to use exclamation marks in the right place
- * Give them comments

- * Praise their efforts

Activity 5.31: Suggested Answers (A number of options are possible)

1. Bravo! Fantastic goal!
2. Surprise!
3. Oh, my God! My goodness! That's horrible!
4. You won it! You did great!
5. What a horror!

UNIT 6: LAND CONSERVATION

SECTION ONE: LISTENING; FURROW

Lesson 1

Pre-Listening

Activity 6.1

Get students to look at the picture of furrows and:

1. Ask them to sit in pairs and talk about if they have seen this kind of place in their area
2. Let them talk about what a furrow is and the uses of furrow
3. Make students to talk with a partner about what can be included in the listening text based on the title and the picture

Possible answer for the pre-listening questions

1. Optional answer
2. A furrow is a long narrow trench or row.
3. The furrow is used to enable farmers to avoid weeds easily and to make irrigation simple.
4. Optional answer

Read the following listening text and let students do the while listening activities.

Furrow

A furrow is a long narrow trench or row. Planting in furrows allows for more uniform rows in gardening or irrigation. The rows enable farmers to avoid weeds easily and to make irrigation simple. Moreover, irrigation furrows have the ability to help maintain soil moisture and to improve water use during periods of drought. Farmers use furrows to protect land.

In the operation of furrow irrigation systems, the soil infiltration rate is extremely important. If the infiltration rate is excessively high, the depth of water entering near the furrow is much greater than at the field's end. Furrow irrigation is only practical if the soil water rate is high enough. Management procedures must be adjusted to the field conditions at the time of irrigation in order to operate a furrow irrigation system efficiently.

While- listening

Activity 6.2

1. Ask students to copy the diagram in the student's book into their exercise book
 - Tell them to listen to the dialogue and fill in the diagram with correct information
 - Move around and assess their answers.
 - Get students to sit in pairs and compare their answers.
 - Praise the effort of the students and write the correct answer on the board.
2. Get students to Copy the questions in the student's book in their exercise books.
 - Let students Listen to the dialogue again and write their answers for questions 1 and 2
 - Let students sit in pairs and compare their answers to the two questions.
 - Move around and assess their answers.
 - Ask some students to share their answers. Praise their efforts and write the answers on the board.

Get them to make corrections in their exercise books.

Answers to the while listening questions

Activity 6.2.

1. The uses of rows or furrows are: a. to avoid weeds easily b. to make irrigation simple c. to help maintain soil moisture d. to improve water use during periods of drought.
2. Copy the questions in your exercise book. Listen to the dialogue again and write your answer.

A. Using furrows B. In gardens and irrigation

Post-listening

Activity 6.3

1. Tell students to think of other techniques of protecting land and:
 - A. let them be in pairs and describe the techniques of protecting land they know.
 - Praise their efforts and
 - B. Get them to sit in groups of four and:
 - share the techniques they know to their group members.
 - move around and assess their answers.
 - get some students to report the points in the discussion to the whole class.
 - praise for their efforts.

Possible answers for Activity 6.3

1. Techniques of protecting land could be

- Planting trees
- Contour plowing
- Terracing

Lesson 2**SECTION TWO: SPEAKING****Expressing Opinion, Pronunciation****Activity 6.4; Expressing Opinion**

1. Get students to study the dialogue

- Get them to act out the dialogue sitting in pairs.
- Move around and assess their efforts.
- Praise them for their efforts and

2. Ask students to prepare a similar dialogue sitting in pairs.

- Tell them to include opinion starters like in my opinion, I think and the like in the dialogue they prepare.
- Get them to sit in groups of four and act out their dialogue with their partner taking turn.
- Move around and assess their efforts.
- Allow some students to act out their dialogue in front of the class.
- Praise them for their efforts.

Lesson 3**Activity 6.5; English Pronunciation of /ɪ/ (I) and /i:/ (EE)**

A. Tell students that they will practice the pronunciations of /ɪ/ (I) and /i:/ (EE) vowel sounds

- demonstrate to your students the correct mouth position when pronouncing /i:/ / (EE) and /ɪ/ (I) as explained below:

► /i:/ / (EE)

This is a tense vowel, and requires the following:

- tense (facial) muscles
- lips spread, with a smile
- tongue higher in mouth

- muscles in throat constricted

► /ɪ/ (I)

This is a lax vowel, and requires the following:

- relaxed (facial) muscles
- jaw slightly drops (NO smiles)
- tongue relaxed
- muscles in throat are not tense

B. Tell your students that if they are unsure about how/where their tongue should be, they can do the “finger test” to check for placement. Let them place their index [pointer] finger in their mouth, angled upward so it’s on the roof of their mouth. If they make the EE sound, they should feel pressure on their finger because their tongue is pushing up onto it. If they make the I sound, they should not feel this pressure because their tongue should not be touching their finger.

Practice, practice, practice! Make them continue practicing these sounds individually until they actually feel a difference in the two.

1. Then move onto reviewing the individual words with /i:/ (EE) vowel sounds.

- Get students to say the words after you.
- Get students to be in pair and read the words taking turn.
- Move around and check if students pronounce words correctly.
- Get students to read the words for the whole class and give feedback.

2. Ask students to practice /ɪ/ (I) vowel sounds

- Get students to say the words after you.
- Get students to be in pair and read the words taking turn.
- Move around and check if students pronounce words correctly.
- Get students to read the words for the whole class and give feedback.

Activity 6.6: Get students to copy the words and the table in the students' book in their exercise books

- Tell students to sit in pairs and write the words with /ɪ/ sounds in the left side of the column and the words with /i:/ sounds in the right side of the column
- Move around and check if students write the words in the right column
- Get some students to read the words in each column for the whole class and give feed back.

Answer for activity 6.6

Words with /ɪ/ sound	Words with /i:/ sound
ill fill hip itch live lick sin tick	feel heap each leave Leak scene teak

Lesson 4

Sentence Practice:

When learners are focusing on the sounds alone, it can be quite easy once they get comfortable. So add the challenge, and make it more natural and realistic by practicing the words in sentences with a combination of other sounds.

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

- Get students to listen when you are reading the sentences with the /i:/ or /ɪ/ sound.
- Let the students read the sentences after you.
- Get students to sit in pairs and read the sentences taking turn.
- Move around and assist students if they are challenged.
- Ask some students to read the sentences with the /i:/ sound.
- Praise their efforts and give feedback.

SECTION THREE: READING

Land conservation

Lesson 5

Pre-reading

Activity 6.8. Ask students to look at the three pictures and:

- A. Discuss in groups of four about the differences among the three pictures.
- B. Get them to discuss which picture attracts them

While-reading questions

Activity 6.9: possible answer for matching main ideas

Paragraph	Main idea
2	Techniques of land conservation
3	Benefits of land conservation
1	Definition of land conservation

Activity 6.10: Get students to decide if the statements about land conservation are true or false based on the clues from the pictures and the topic of the reading text.

- Ask students to sit in pairs and compare their answers.
- Get some students to tell their answers to the class
- Praise for their efforts and give feedback.

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

Activity 6.11. Ask students to copy the words that ask references in their exercise books.

- Get them to do the questions individually.
- Tell them to sit in pairs and compare their answers.
- Move around to assist and check students' progress.
- Ask some students to tell their answers to the class.
- Praise their efforts and give feedback.

Answer

1. they (paragraph 2, line 1) refers to **lands and their natural resources**
2. it (paragraph 2, line 3) refers to **restoration**
3. it (paragraph 3, line 2) refers to **pollution**
4. they (paragraph 4, line 3) refers to **conserved lands**

Activity 6.11. Ask students to copy the matching questions from the student's book into their exercise books.

- Ask students to do the matching activities individually.
- Get students to sit in groups of four and discuss the answers for the matching activities.
- Ask some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Answer

Lesson 6

Activity 6.12: Match the pictures with the benefits of conserved lands

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

Activity 6.13: Ask students to read the passage silently and complete the sentences.

- Get students to do the questions individually.
- Get students to check their answers in pairs.
- Allow some students to tell their answers to the whole class.
- Praise students' effort and give feedback

Possible answer

1. Land conservation
2. Nondestructive or mild methods or mild
3. Restoration
4. Water

Post-reading**Activity 6.14: Ask students to sit in groups of four and discuss the consequences if people do not care for the land they work on, how farmers can conserve the productivity of their land.**

- Get them to discuss in groups of four lead by one of the members.
- Move around and assess their answers while doing the activity.
- Get one of the students in each group to report the decision of their group to the whole class.
- Praise their efforts and give feedback.

Answer for the post reading question is optional

SECTION FOUR: VOCABULARY**Lesson 7****Activity 6.15: Ask students to copy the matching activity in their exercise books.**

- Get them to match the words in column 'A' with their meaning in column 'B' as used in the passage individually.
- Move around and assess their answers while doing the activity.
- Allow students to sit in pairs and compare their answers.
- Get some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

1. Possible Answer for meaning related questions

1. h 2.g 3.d 4.e 5.a 6.b 7.c 8.f

Activity 6.16: Ask students to copy the sentence completion activity in their exercise books.

- Get them to complete the sentences using the appropriate words written in bold in the passage.
- Move around and assess their answers while doing the activity.
- Allow students to sit in pairs and compare their answers.
- Get some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answers

1. Recreation 2. Remediation 3. Contaminated 4. restoration 5. Reinforces

Lesson 8**Synonyms and Antonyms**

Explain that synonyms and antonyms are useful to know because they improve reading and writing skills. Inform students that it is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings. Tell them that by learning antonyms, students learn the logical opposites of important words, thus enhancing their overall command of language.

Activity 6.17: Ask students to tell whether each pair of words in their text books is synonyms or antonyms.

- Tell students to do this activity individually.
- Get them to sit in a group of four and discuss their answers.
- Move around and assist groups if necessary.
- Allow some students to tell their answers for the whole class.
- Praise their efforts and give feedback.

Possible answer

1. Antonym 2. Synonym 3. Antonym 4. Antonym 5. Antonym 6. Antonym
7. Antonym 8. Synonym 9. Antonym 10. Synonym 11. Antonym 12. Antonym

SECTION FIVE: GRAMMAR

Countable and uncountable Nouns

Lesson 9

Activity 6.18: Ask students to list five countable nouns with a partner.

- Move around to check if students are doing well and assist them if need be.
- Get them to sit in groups of four and check whether the listed nouns are countable.
- Allow some students to tell countable nouns to the whole class.
- Praise their efforts and give feedback.

Answers are optional

Lesson 10

Activity 6.19: Get students to copy the activity in their exercise book.

- Ask students to identify if the nouns underlined are countable or uncountable.
- Get students to sit in pairs and check their answers.
- Allow some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible answer

1. Countable	2. Uncountable	3. Uncountable	4. Uncountable
5. Uncountable	6. Uncountable	7. Countable	8. countable

Lesson 11

Units of uncountable nouns

- Explain the units of uncountable nouns written on student's text books.

- Give the following examples

◊ A slice of bread	two slices of bread
◊ A piece of information	three pieces of information
◊ A cup of water	five cups of water
◊ A blade of grass	six blades of grass

Activity 6.20: Get students to copy the activity in their exercise book

- Ask students to decide if the sentences are correct or incorrect.
- Get students to sit in pairs and check their answers.
- Allow some students to tell their answers to the whole class.

- Praise their efforts and give feedback.

Possible answer

A. Correct B. Incorrect C. Incorrect D. Incorrect E. Incorrect

One of, all of, most of, none of**A. Explain with examples that:**

- One of is always used with plural countable noun and followed by singular verbs
- A few of is always followed by plural verbs since it is always used with plural verbs.
- All of, most of, some of, and none of can be used with both countable and uncountable nouns.
- Get students to remember the following patterns:

1. All, some, most, many, little, & few + noun: All students are in class.
2. All of, some of, most of, many of, little of, & few of + [determiner] + noun: All of the students are in class.

B. Give examples like:

One of my friends is from Italy.

A few of my friends are from Italy.

Most of my friends are from Italy.

All of my friends are from Italy.

Some of my friends are from Italy.

None of my friends are from Italy.

Activity 6.21: Get students to copy the activity in their exercise book

- Ask students to complete sentences
- Get students to sit in pairs and check their answers.
- Allow some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible answers

1. None of the books	2. None of us	3. Some of it
4. None of them	5. Some of them	6. All of it

SECTION SIX: WRITING

Lesson 12

Paragraph Writing

Elicit what a paragraph is; the elements of a formal paragraph and an outline of paragraph writing

Activity 6.22: Get students to read the paragraph about “ My Summer Vacation Plans”.

- Ask students to practice outlining a paragraph based on the given form
- Get students to sit in groups of four and discuss on how they should organize the outline of the paragraph.
- Let representatives of some groups read the outline to the whole class.
- Praise their efforts and give feedback.

Possible Answer

Topic sentence: This year, I've planned a relaxing summer vacation for myself.

A. Supporting Idea:

- waking up late in the morning
- discovering each day as if it were Sunday

B. Supporting idea:

- attend the music class

C. Supporting idea:

- regular riding

Concluding sentence: I'm really looking forward to my summer vacation.

Activity 6.23: Get students to copy the outlines on their exercise books.

- Ask students to write the paragraphs based on the outlines.
- Get them to compare their paragraphs in pair.
- Ask some students to read their paragraphs to the whole class.
- Praise their efforts and give feedback

Possible answer

A. An excellent Job

An excellent job is one that is near to home. To begin with, the distance is short. The travel will save you time and money on gas. Second, nearness to work allows employees to walk or cycle to work. A walk or a bike ride is a great way to get some exercise. Additionally, walking or bicycling

to work is good for the environment. To conclude, the best job is one that is close to home.

Outline B: major health risks associated with smoking

There is a number of major health risks associated with smoking. It is common knowledge that smoking causes cancer. Smoking has also been connected to other lung diseases such as emphysema and bronchitis. Smokers are also more likely to develop heart disease later in life. Generally, smoking is a dangerous habit and should be avoided.

Lesson 13

Activity 6.24: Ask students to write a paragraph about “The Uses of Water”

- Get students to outline for the paragraph writing in pair
- Ask them to write the paragraph individually.
- Get students to compare their paragraphs in pair.
- Allow some students to read their paragraphs to the whole class.

Since the paragraphs are based on the outlines, there could be a variety of paragraphs.

Lesson 14

Uses of comma

Get students to copy the revision activity in their exercise books.

- Get students to do the activity individually.
- Move around and assist students to do the activity.
- Ask them to compare their answers in groups of four.
- Allow some students to read their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answer for the revision questions

1. Punctuate the following sentences using comma

1. The contractor testified that the house was completed, and that the work had been done properly.
2. The old man wore worn clothes, old shoes, and dirty hats.
3. December 7, 1941 will never be forgotten.
4. Chala was born on May 7, 1955, and his best friend was born exactly two months later on July 7, 1955.
5. November 11, 1988 people of my village planted trees in the nearby mountain.
6. We used to live at Kebele 3, Bahirdar, Ethiopia but we have moved to Kebele 18, Gondar, Ethiopia.

7. He replied, "I have no idea about what you mean."
8. "When" Zertihun asked, "will you return my book?"

Lesson 15

Give brief explanation about the uses of comma with different examples

Lesson 16

Activity 6.25: possible answers for the use of comma when it is used to separate parenthetical elements in different scenarios.

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

Activity 6.26: Punctuate the following sentences using comma to address someone directly, to introduce a question tag, or to interject in the middle of a thought.

Possible answer

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

UNIT 7: VOLUNTEERISM

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 7.1: Get students to look at the picture in students' book and:

- Get them to sit in pairs and describe what they see in the pictures
- Write the words such as: Abebech Gobena, Caregivers, orphanage on the board and ask students to tell to their partners which word represents which picture
- Get students to talk about what could be included in the listening text

Abebech Gobena's humanitarian organization

The organization of the humanitarian, Abebech Gobena, runs a large number of aid projects in a poor district of the capital Addis Ababa. The heart of the project is the orphanage. There, a lot of boys and girls find material supply and care. Caregivers are with the children, raising them as mothers. A trained caregiver in psychology assists the children with mental challenges. Over the years, more facilities have been opened around the orphanage.

The school of the organization is attended not only by the children from the orphanage, but also by several children from the surrounding neighborhoods. Only children from poor families are accepted.

The children in the home also receive extra teaching in order to ensure their success at school. The tutors teach the children not only technical knowledge, but also how to do homework together and how the children can support each other. In addition, particularly poor children receive a free lunch every school day. For the pupils, this is the main meal of the day and the guarantor for school attendance and school success.

While-listening

Activity 7.2: Ask students to copy the while listening questions before they listen to the text.

- Get students to read the sentence completion questions before listening to the text.
- Ask students to listen to the text and complete the sentences.
- Let them sit in pairs and compare their answers
- Allow some students to read their answers to the whole class.
- Praise for their efforts and give feedback.

Possible answers for the sentence completion questions

A.Humanitarian B. Orphans C. Addis Ababa D. Care-takers E. Facilities

Activity 7.3: Ask students to copy the activity in their exercise books write the correct word or phrase.

- Get students to read each question before they listen to the text.
- Ask students to listen to the text and write their answers.
- Let them sit in pairs and compare their answers.
- Allow some students to read their answers to the whole class.
- Praise them for their efforts and give feedback.

Possible answers

1.humanitarian, 2.poor 3.tutors 4. Free lunch 5.orphanage

Lesson 2

Post-listening

Activity 7.4: Get students to answer the questions below

1. Ask students to retell the story of the humanitarian organization to their partner in their own words.
 - Move around and provide assistance if need be
 - Ask some students to retell the story to the whole class.
 - Praise them for their efforts and give feedback.
2. Allow students to talk in groups of four about the following:
 - What would have happened to the orphans of the organization if the organization stopped assisting them?
 - Tell to your partner what you feel about Abebech Gobena's humanitarian organization.
 - Get representatives of each group to tell to the whole class about the suggestions of their group.
 - Praise their effort and give feedback.

SECTION TWO: SPEAKING

Lesson 3

Activity 7.5: Get students to read the characteristics of the three persons and complete the table.

- Allow them to talk about the characteristics of the three persons.
- Get them to list the characteristics of each person in phrases individually.
- Move around and assist students who are in need.
- Let students sit in pairs and compare their answers.
- Allow some students to tell their answers to the whole class.
- Praise them for their efforts and give feedback.
- Possible answer for describing the characteristics

person	Characteristics
Anguach	generosity of spirit, enjoys helping others, uses positive language express gratitude and thanks, true to herself, follows her true nature
Zerihun	never shares or gives anything, constantly asking for favors, worried about his own, no care for others
Ayele	Takes joy for the suffering of others, has zero empathy, views sympathy and empathy as weaknesses, cares about only himself and his own self-interest, takes pleasure in the act of killing

Activity 7.6: Get students to sit in pairs and talk about the characteristics of the persons they like and they dislike most with reason.

- Move around and assist students who are in need.
- Allow some students to tell to the class about the person in the description they like most and they dislike most with reasons.
- Praise them for their effort and give feedback.

Ask students to play a role sitting in groups of three acting as Anguach, Zerihun and Ayele.

- Explain the life of the old woman to students.
- Get students to share the role.
- Encourage students to act out the role.
- Move around and assist those who are in need of your help.

- Allow some groups to play the role in front of the class.
- Praise students for their effort and give feedback.

Lesson 4

Pronunciation of /ə/ or Schwa vowel sound

A. Explain your students what /ə/ or Schwa vowel sound is in saying:

- that /ə/ or Schwa vowel sound is an English vowel sound.
- In the International Phonetic Alphabet it's written as /ə/.
- The schwa /ə/ is a vowel sound found in weak or unstressed syllables in English pronunciation.
- It sounds like a weak 'uh' sound eg. 'carrot' is pronounced /'kæ.rət/ KA.ruht.

B. Demonstrate on how the schwa /ə/ vowel sound is produced.

- with a neutral mouth position
- with the tongue flat
- with the jaw mid
- with the lips relaxed and unrounded.

Activity 7.7: Practice the pronunciation of /ə/ or schwa sound when it is spelt with any of the 5 English vowel letters <a, e, i, o, u>.

- Get students to say out the words in the table of students' book after you.
- Ask them to say out the words taking turn with a partner
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback

Lesson 5

Activity 7.8 :Ask students to copy the words in the table of students' book in to their exercise books.

- Get them to underline the letters in the words that has /ə/ sound
- Allow them to compare their answers sitting in pairs.
- Ask some students to tell their answers to the class
- Praise them for their efforts and give feedback

Possible answer for activity 7.8

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

Possible answer for activity 7.9

A. autumn. D. color F. vegetable G. dessert
 I. church J. girlfriend K. nurse L. daughter

Lesson 6

A. Give brief explanation on how Schwa or /ə/ sound is used in function Words.

- Tell students that preposition, conjunction, auxiliary verbs and articles are among the function words.
- Explain them that many function words are pronounced with a schwa sound when weak, and a different vowel sound when strong:
- Get students to say out the sentences in the three examples after you.
- Allow students to sit in pairs and practice saying out sentences taking turn.
- Move around and assist students who are in need.
- Let some students say out the sentences to the whole class.
- Praise them for their efforts and give feedback.

Example 3: Example sentences with /ə/ vowel sounds

forget /fə'get/ focus /'fou.kəs/ today /tə'deɪ/

Don't forget to focus on today.

second /'se.kənd/ occurred /ə'kə:d/ region/'ri:.dʒən/

It's the second time it occurred in the region.

Activity 7.10: Ask students to copy the activity in the students' book in their exercise books.

- Get students to identify words with /ə/ vowel sounds in the sentences and read the sentences with correct pronunciation individually.
- Let them sit in pairs and check their answers; and then, say out the sentences taking turn.
- Move around and check if students are doing well.
- Allow some students to say out the sentences for the whole class.
- Praise them for their efforts and give feedback.

Possible answer for activity 7.10

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

Activity 7.11: Get students to identify words with/ə/ vowel sounds in the paragraph of student's book.

- Ask students to listen to you when you read the paragraph.
- Get them to identify words with/ə/ vowel sounds in the paragraph of student's book individually.
- Allow them to sit in groups of four and discuss their answers and read the paragraph taking turn.
- Move around to give help if there is a need.
- Ask some students to read the paragraph.
- Praise their efforts and give feedback.

Answer for activity 4

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

SECTION THREE: READING

Lesson 7

Pre-Reading

Activity 7.12: Get students to look at the pictures of the helpless people in their book.

- Ask students to make a prediction about what will be included in the passage based on the title and the pictures.
- Let students talk with a partner about the helpless persons in the pictures.
- Get students to make a list of what they will do for the helpless persons if they live in their area.

While- reading

Activity 7.13: Get students to read the passage silently and match the paragraphs with their main ideas.

- Get students to sit in pairs and compare their answers.
- Allow some students to read their answers to the whole class.
- Praise them for their effort and give feedback.

Answers for activity 7.13

Match the paragraphs with their main ideas.

Main ideas	paragraphs
a. making new friends and contacts	1. d
b. the definition of voluntarism	2. a
c. opportunity to practice and develop social skills	3. b
d. connect community and make it a better place	4. c

Possible answer for activity 7.14: what do the following words in the passage refer to?

- 'Others' paragraph 1, line two refers **to people**
- 'it' paragraph 1, line two refers to giving **to others**
- 'you' paragraph 2, line two refers **to readers**
- 'it' paragraph 3, line three refers **to volunteering**

Lesson 8

Post Reading

Activity 7.15; Discuss the following questions with your partners

Make students sit in groups of four and discuss their answers for questions 1-3.

- Move around and check the points raised in the group discussion
- Let representatives of each group report the result of their discussion to the class.
- Praise them for their efforts and give feedback.

SECTION FOUR: VOCABULARY

Lesson 9

Activity 7.16: Get students to copy the activity in their exercise book

- Get students to find words from the passage that have similar meaning to the given words as used in the passage.
- Allow them to talk with a partner about their answers.
- Move around and provide help for those who need.
- Let some students read their sentences to the whole class.
- Praise them for their efforts and give feedback

Possible answer for activity 7.16

1. advantage/ benefit
2. encouraged / stimulated
3. fight/ combat
4. promise/ commitment
5. increase/ boost
6. Links / ties
7. above-mentioned/ aforementioned

SECTION FIVE: GRAMMAR

The past perfect tense

Lesson 10

A. Get students to look at the picture and read what the people in the picture say.

- Give brief explanation about the use of the simple past and the past perfect tense based on the context given in the students' book.
- Get students to use the table in the students' book to compare the uses of the simple past and the past perfect tense
- Allow some students to reflect what they understand about the difference between the simple past and the past perfect tense to the whole class.
- Praise their effort and give feedback with examples.

Activity 7.17: Get students to copy the activity in their exercise books., and fill in the blanks using past perfect tense.

- Let them do the activity first individually.
- Get them to sit in pairs and compare their answers.
- Allow some students to their answers to the whole class.
- Praise the students for their efforts and give feedback.

Answer for activity 7.16

1. had ploughed	2. had studied	3. Had already scored	4. had taken
5. had had	6. had lost	7. had already left	

Lesson 11

Activity 7.18: Get students to construct their own sentences using past perfect tense.

- Let students read the situations and write sentences using the words in brackets.
- Get them to compare their answers with their partners' answers.
- Move around and assist students whom you think are in need.
- Allow some students to read their sentences to the whole class.
- Praise the students and give feedback.

An 1. You went back to your home town recently after many years. It wasn't the same as before.

(It / change / a lot)

It had changed a lot.

2. Somebody lent me an old book on Ethiopian history. I didn't know it. (I / not / hear / about it / before)

I had not heard about it before.

3. We invited Ribka to take a picnic with us last weekend, but she couldn't come. (She / arrange / to visit her grandparents/ in the countryside)

She had arranged to visit her grandparents in the countryside.

4. You went to the cinema last night. You got to the cinema late. (The film / already / start)

The film had already started.

5. Last week I swam in Lake Langano. It was my first time to swim in a lake. (I / not / swim /in a lake / before)

I had not swam in a lake before.

Activity 7.19: Ask students to copy the questions in their exercise books and fill in the correct form of simple past or past perfect tense.

- Get them to compare their answers sitting in pairs.
- Move around to assist students who want your help.
- Allow some students to read their answers to the class.
- Praise the students and give feedback.

Answer for Activity 7.19

1. had / had suffered 2. arrived/ had burnt 3. Did not hear/ had lost 4. got/ understood/ had cheated 5. did not tell/ had won 6. found/ had thought 7. had asked/ spoke

- On the basis of the time line, explain that the past perfect tense is used to express completed action before another past action begins.
- Illustrate the uses of the past perfect tense with a variety of examples.
- Get students to write their own sentences based on the indicated uses of the past perfect tense and get some students to read their sentences to the whole class.

SECTION SIX: WRITING

Lesson 12

Concluding Sentence

Briefly explain:

- What concluding sentence is,
- What concluding sentence starters are, and
- A step-by-step guide on how to write a concluding sentence based on the short note on students' book.

Activity 7.20: Get students to do the activity individually.

- Move around and assist students when they do activity 1.
- Allow them to sit in groups of four and discuss their answers.
- Let some representatives of groups report the decision of their group to the class.
- Praise them for their effort and give feedback.

Possible answers of activity 7.20:

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

Lesson 13

Briefly explain the characteristics of a good concluding sentence based on the note given in students' book.

Activity 7.21: Get students to do the activity individually.

- Move around and assist students when they do activity 2.
- Allow them to sit in groups of four and discuss their answers.
- Let some representatives of groups report the decision of their group to the class.
- Praise them for their efforts and give feedback.

Possible Answer for activity 7.20

1.. a (uses a transition word) 2. a-(restates the topic sentence)
3. a (restates the topic sentence) 4. a (uses a transition word) 5. 3 (statement that sums up the paragraph)

Lesson 14

Colon and semicolon

Give brief explanation about the differences between the uses of colon and semicolon.

- Support your explanation with examples

Activity 7.22: Ask students to copy the activity in their exercise books.

- Get students to sit in pairs and do the activity together.
- Move around and assist students.
- Allow some students to tell their answers.
- Praise them for their efforts and give feedback.

Possible answer for activity 7.21

1. Insert colon or semi-colon in the following sentences where necessary

1. Belaynesh failed her English test; nevertheless, she was able to get a good job.
2. I took my umbrella; it looked like it was going to rain.
3. There are two things about him that drive me crazy: his music and his cooking.
4. This is what I told him: "Buy yourself a bicycle, so that you don't have to borrow mine!"
5. The USA has a very large land area; Canada is even larger.
6. I bring everything I need to class every day: my pens, my books and my dictionary.

Lesson 15

Activity 7.23: Get students to write situations why colon is used in each sentence.

- Ask students to sit in groups of four and discuss the answers of the questions.
- Get them to give reasons for their answers.
- Move around and assist groups.
- Allow some students to tell their answers with reason to the class.
- Praise them and give feedback.

Possible answer for Activity 7.23

Write the situations why colon is used in each sentence

1. The ratio of cows to the total number of animals that she treated is 3:4. (ratios)
2. He wanted to see three cities in Ethiopia: Addis Ababa, Hawassa, and Bahirdar. (introduce a list)
3. I usually eat lunch around 1:30 in the afternoon. (time)
4. The main character in the movie said: "Play hard. Work harder." (introduce quotation)

5. Never forget this point: think before you speak. (restates the other clause)
6. I wake up each day around 8:30. (time)
7. The dog trainer gave us this instruction: "Love your dog and she will love you." (introduce quotation)
8. The alarm clock is set for 7:30. (time)
9. The ratio of apples to the total amount of fruit in this shop is 3:4. (ratio)
10. This house has everything I need: two bedrooms, a kitchen, and a garage. (to introduce a list)
11. There are two choices at this time: run away or fight. (introduce a list)
12. I have a doctor's appointment at 10:00. (time)

Lesson 16

The situations in which we use semi-colon.

Activity 7.24: Give brief explanation about the situations in which we use Semicolon based on points in the students' book.

- Support your explanation with examples.
- Get students to copy the activity in their exercise books.
- Ask students to do the activity individually.
- Let them check their answers sitting in pairs.
- Move around and assist students.
- Allow some students to read out their answers to the class.
- Praise them and give feedback.

Possible answers for Activity 7.24

1. To separate independent clauses
2. To separate independent clauses
3. The use of conjunctiva adverb to clarify relationship
4. The use of conjunctiva adverb to clarify relationship

Activity 7.25 Get students to choose the sentences with the proper punctuation mark.

Possible answer for activity 7.24

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

UNIT 8: FITNESS

SECTION ONE: LISTENING

Listening Text

Bruce Lee – Legendary Martial Artist

Bruce Lee was a well-known figure who had a lasting impact on fitness. When it comes to fitness, Bruce Lee was much ahead of his time. He was known as the great Chinese movie star who strove to bring Kung Fu to the masses. Dumbbells were said to be in every room of his house, and he is qualified with a few workouts. Dumbbell is a short bar with a weight at each end.

Bruce Lee had a strong understanding of fitness and nutrition. He stated that eating junk food (food of little value) prevented the body from attaining its full potential.

Bruce Lee wrote several books, but Tao of JeetKune Do is his most valuable literary effort. It explained his martial art and training theories.

Lesson One

Pre-listening

Activity 8.1: Get students to look at the pictures on student's book and the activities that follow.

1. Get students to sit in pairs and match the words in the students' book with the pictures they represent.
2. Ask students talk with their partner about what could be included in the listening text Move around to assist students and to check their involvement in the activity.

While-listening

Activity 8.2; Listen to the listening text and answer the following questions.

Ask students to copy the table and complete the information in the table.

- Get students to compare their answers
- Move around and check the involvement of students in the activity.
- Let some students read their answers to the class
- Praise them and give feedback

Possible answer for activity 8.2

Nationality of Bruce Lee	Chinese
Bruce Lee was known as	figure who had a lasting impact on fitness
Bruce Lee's lasting impact	On fitness
Bruce Lee had a strong understanding of fitness and	Nutrition
Bruce Lee's literary effort	Tao of JeetKune Do

Activity 8.3: Ask students to listen to the text again to do the ‘true or false’ questions.

- Let them sit in pairs and compare their answers
- Allow some students to read their answers to the whole class.
- Praise for their efforts and give feedback.

Possible answer for activity 8.3

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

Activity 8.4: Get students to listen to the text for the third time to do the sentence completion activity.

- Ask students to sit in groups of four and discuss on their answers.
- Move around to check the involvement of students in the activity.
- Allow some students to read their answers to the class.
- Praise them for their effort and give feedback.

Activity 8.4. Listen to the passage again and complete the following sentences.

1. Bruce Lee was much ahead of his time in fitness
2. Bruce Lee used Dumbbell for his fitness workouts.
3. Bruce Lee' book explained his literary effort and training theories.
4. Bruce Lee was a legendary martial artist.

Lesson 2

Post-listening

Activity 8.5: Get students to sit in groups of four and discuss the questions that follow.

- Get students to discuss what they know about Bruce Lee
- Ask students to discuss on:

- what would have happened to Bruce Lee if he had not got balanced diet
- What efforts are required to achieve fitness
- What contributions fitness has to the citizens of our country
- Move around and check if groups' members are actively participating in the discussion.
- Ask some students to tell their answer to the class.
- Praise their effort and give feedback.

SECTION TWO: SPEAKING

Lesson 3

Debate

Activity 8.6: Argue for or against the proposition “Fitness can be achieved by all people”

- Get students to sit in groups of five.
- Inform students that they are going to argue for or against the proposition “Fitness can be achieved by all people”
- Get each group to select a chair person.
- Ask students to arrange two students who argue for the proposition and two students against the proposition in each group.
- Move around and assess students' argument.
- Use your checklist and evaluate the progress of students.

Lesson 4

Pronunciation of the /ɔ/ sound

Activity 8.7: practice the pronunciation of /ɔ/ sound in different position (beginning, middle or end).

- Get students to say out /ɔ/ after you.
- Ask students to sit in pair and say out /ɔ:/ taking turn.
- Tell students how they produce the English vowel sound /ɔ/ in saying
- To produce the ɔ sound, put your tongue low and at the back of your mouth and lightly push your lips together while making a long voiced sound.

Activity 8.8: Get students to choose the words which contain the sound ɔ .

- Ask them to sit in pairs and compare their answers
- Ask some students to read out the words to the class.

Lesson 5

Homophones with Vowel Sound ɔ

Activity 8.9: Practice pronunciation of the homophones listed in the students' book.

- Get students to read the homophones after you.
- Get them to sit in pairs and read out the homophones taking turn.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to read the homophones to the class.
- Praise them for their efforts and give them feedback.

Activity 8.10: Read the following sentences and underline the words with /ɔ/ sounds.

- Ask students to copy the sentences in their exercise books.
- Get them to underline the words with /ɔ/ sounds in each sentence.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for Activity 8.10

- The young girl wanted to get a horse.
- We need some soy sauce.
- He is my favorite author.
- We have a daughter.
- Laura likes going to school.
- I was born in February.

Activity 8.11: Read the following paragraph and underline words with /ɔ/ sounds.

- Ask students to copy the paragraph in their exercise books.
- Get them to underline the words with /ɔ/ sounds in each sentence.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.11

Laura and Paul went to a shopping mall. Laura wanted to buy a shirt, but it was too short. On their way home, they saw a small lost dog. They remembered their parents taught them to always help animals, so they stopped. The dog was coughing, so they gave it some water. They also bought some dog food to feed it. The dog was very happy and was hitting the ground with its paws, making funny sounds. Laura and Paul thought that the dog was very cute, and bonded with it right away. In the end, they decided to take it home and keep it as a pet.

SECTION THREE: READING**Lesson 6****Pre-reading****Activity 8.12: Ask students to look at the pictures and talk about in pairs about:**

- What they understand from the pictures.
- What reasons they have about their needs to be physically fit and
- What they can do to be physically fit.

While-reading**Activity 8.13: read the passage and answer the questions given below.**

1. Ask students to copy the questions and answer:

- why fitness is linked with attractiveness
- what the advantages of physical fitness are
- what the role of skeletal muscle is in doing exercise
- what the key aspects of well-rounded fitness are
- get students sit in groups and discuss the answers for the questions
- move around and record the progress of the students
- allow some students to tell their answers to the class
- praise for their efforts and give feedback

Activity 8.14: Get students to do the matching activity individually first

- Ask students to compare their answers sitting in pairs
- Move around to assist those who need your help
- Get students to tell their answers to the class
- Praise their efforts and give feedback

- Ask them to compare their answers in pair.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.13

1. Answers are optional
2. Answers for the matching activity

Answer for activity 8.14

1. Paragraph 1: C
2. Paragraph 2: D
3. Paragraph 3: B
4. Paragraph 4: A

Lesson 7

Post Reading

Activity 8.15: Ask students to copy the post reading questions and do the questions first individually.

- Ask them to sit in groups of four and discuss their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answers to the post listening activity are optional.

SECTION FOUR: VOCABULARY

Lesson 8

Activity 8.16: Ask students to write meanings of spark, boom, well rounded, well-being, aerobic, anaerobic, and release as used in the passage.

- Get students to copy the words in their exercise books.
- Ask them to write their meanings based on the context of the passage.
- Allow them to talk with a partner about their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.16**Sparked - generated****Boom- flourishing****Well rounded – experienced****Well-being - health****Release - relief**

2. Get students to write their own sentences using the words in activity 8.16

- Get them to sit in groups of four and take turns to read their sentences to the group.
- Move around and assist students; use your check list to follow up the progress of students.

The answer for activity 8.16 is optional

SECTION FIVE: GRAMMAR**Lesson 9****Tag questions**

Ask students to look at the pictures and study how tag questions are constructed from the conversations.

- Get students to identify the statements, the tag questions and the responses from the conversations.
- Let students identify the helping verbs that are used to construct tag questions based on the given examples from students' book.
- Ask students to read the sentences in the table given in the students' book and talk about negative and positive tag questions
- Get students to tell the class examples of tag questions.
- Give explanation about tag questions as follows:

Use tag questions when you already know about what you ask someone, but just want/need to make sure that whether the listener agrees and knows about it or not.

Remember:

- If the verb form of a sentence is positive, the tag question should be negative.
- If the verb form of a sentence is negative, the tag question should be positive.
- A comma is used before the tag question starts.

Structures:

- ▶ positive sentence + comma + negative tag question
- ▶ Negative sentence + comma + positive tag question

Activity 8.17: Ask students to copy the incomplete sentences into their exercise books, and write tag questions with the appropriate tenses

- Get students to check their answers in pairs.
- Let some students read their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

1. She is collecting stickers, Isn't she?
2. They often watch TV in the afternoon, don't they?
3. You have cleaned your bike, haven't you?
4. John and Max like Math, don't they?
5. Our team played very well yesterday, didn't it?
6. Mary didn't do her homework last Monday, did she?
7. The car isn't in the garage, is it?
8. Plants do not pollute the environment, do they?

Lesson 10

Tag Question with Imperatives

Activity 8.18: Get students to complete the imperative sentences with the appropriate question tags.

- Ask students to complete the activity individually.
- Get them to sit in pairs and check their answers.
- Let some students read their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.18

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

Lesson 11

Tag questions with Indefinite Pronouns

- Ask students what the indefinite pronouns are.
- Get students to sit in pairs and write three tag questions with indefinite pronouns.
- Ask some students to read their sentences to the class.
- Praise them for their efforts and give them feedback.

Explain the rules with examples given in the students' book:

Activity 8.19: Get students to write tag questions for the sentences with indefinite pronouns

- Ask students to copy the questions.
- Get them to sit in pairs and do the questions together.
- Get them to sit in groups and discuss their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.19

1., isn't it?	2. ,hasn't it?	3. ,aren't they?
4. ,don't they?	5. ,shouldn't they?	6., didn't they?

Activity 8.20: Ask students to complete conversations with appropriate tag questions

- Get them to do the activity first individually.
- Allow them to compare their answers in group.
- Move around to check the progress of students.
- Ask some students to read their answers to class.
- Praise them for their effort and give feedback.

Answer for activity 8.20

1., were you?	2. ,does she?	3. ,did it?	4. ,can't you?	5. ,will they?
6. , aren't there?	7. ,shall we?	8. , aren't I?	9. ,hasn't he?	10. , will you?

Lesson 12

Activity 8.21: Get students to make their comments and use tag questions in their sentences.

- Make them sit in groups of four and do the activity together.
- Move around and record their progress
- Get some students to tell their answer to the class.
- Praise them and give feedback

Possible answer for activity 8.21

1. It is expensive, isn't it?
2. The game is great. Isn't it?
3. You have your hair cut, haven't you?
4. she has a good voice, hasn't she?
5. It does not look right, does it?
6. The bridge is not very safe, is it?

SECTION SIX: WRITING**Lesson 13****Unity in Paragraph**

Explain students what paragraph unity is.

Activity 8.22: Questions on the basis of paragraph

- Get students to read the paragraph and answer the questions.
- Ask them to sit in groups of three and discuss their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer to activity 8.22

1. The first sentence is the topic sentence because it states the main idea-the human body
2. All the sentences except sentence 8 are supporting sentences because they give different examples about the qualities of Lema.
3. Sentence 9 is a concluding sentence because it restates the topic sentence.
4. Sentence 8 is not related to the topic sentence, so
5. The paragraph is not unified.

Lesson 14**Activity 8.23: Get students to read each paragraph and identify a sentence that is not related to the topic sentence.**

- Ask them to sit in pairs and talk about their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.23

1. Sentence 3
2. Sentence 3
3. Sentence 4
4. Sentence 4 are not related to the topic sentences of each paragraph

Lesson 15**Apostrophe Rules for Possessives**

Write three sentences that lack apostrophe on the board.

- Get students to sit in pairs and correct the sentences.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Explain the uses of apostrophe with examples

Activity 8.24: Ask students to rewrite sentences with the appropriate use of apostrophe

- Get students to sit in pairs and compare their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.24

1. Can you pass me the pens please?
2. I need some more books for college.
3. The children's faces are dirty.
4. The man's beard is very long.
5. Its nearly time to go home.
6. The other students are really happy.
7. Sometimes the teachers are strict.
8. I hope it's not going to be too cold this winter.
9. The computers are broken.
10. Her legs are very hairy.
11. Iam going home now.
12. You are a great person.
13. I can't do my homework.

Lesson 16

Apostrophe Rules for Joint and Separate Possessives

Activity 8.25: Ask students to use apostrophe to make the paragraph meaningful

- Get students to sit in groups of three and do the activity together
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer for activity 8.25

Bitew and Aster have two beautiful children. Alemu is nine and Chaltu is seven. Bitew and Aster's house has two floors. The children's rooms are upstairs, and the parents' bedroom is downstairs. Chaltu's room is always clean while Bitew's room is always messy. Chaltu's sports teams all have games. The family members are trying to get everything done with only Chaltu's car. Today, they've been to school, practice, rehearsal, the grocery store, and the business's office. Mind you, they aren't finishing their work yet. They'll be busy until late tonight and, tomorrow, they'll do it all again.

UNIT 9: SELF-EXPRESSIONS

SECTION ONE: LISTENING

Listening Text: The Benefits of Self-Expression

When assessing the importance of self-expression, there are three great benefits that will assist us in the rest of our life. It may feel strange at first, even unnatural, but the benefits outweigh the strangeness.

The first benefit of self-expression is to assist us learn to listen to our intuition or feeling. The first step in learning to listen to our feeling is to start listening to small voice that is trying to guide our emotion. Feel each emotion, no matter what it is, without any self-judgment. Your emotions are simply what they are, and there aren't any wrong emotions; there may be only wrong ways that we've learned to react to them. So, quiet yourself and allow yourself to feel because you can't express yourself if you don't know what you're feeling.

The second benefit is that self-expression enables us acknowledge our feelings. By self-validating and honoring our feelings, we can learn to seek answers from within us, rather than always looking outside ourselves for solutions. In reality, all we need we already have inside of us. Acknowledging our feelings might seem very frightening at first because we feel helpless. That's okay. That feeling of helplessness will go away once our mind realizes there isn't really any need for fear.

Learning to adjust on how our body reacts to our emotions is the third benefit of self-expression. Body awareness is very important in learning to express ourselves, as it is one of the best ways to judge our comfort level. If a part of our body tenses up, consciously relax it. Use our new awareness to find what works for us in terms of expressing yourself, both emotionally and physically.

Lesson 1

Pre- listening

Activity 9.1: Get students to look at the pictures on student's book and work in pairs.

- Get students to sit in pairs to describe the pictures that demonstrate:, people with different self-expressions .
- Let students find the meanings of one to one communication, group discussion, and public

discourse based on the pictures on student's book.

- Ask students what benefits of self-expression they are expecting to listen to

While-listening

Activity 9.2: Get students to listen to the text and match the ideas with the orders they are explained in the text

- Let students do the activity individually.
- Make them sit in pairs and talk about their answers
- Move around and assist students, use your check list to assess students' improvement
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.2

Ideas	order
A. Assisting to learn to listen to our feelings	2
B. Learning to adjust on how our body reacts to our emotions	4
C. The three great benefits of self-expression	1
D. Enabling to acknowledge our feelings	3

Activity 9.3: Ask students to listen to the text again and say "true" if the statement is correct and "false" if it is incorrect.

- Let them sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.3

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

Lesson 2

Post-listening

Activity 9.4: Ask students to sit in groups of three and discuss how they practice the idea of self-expression in their family and in their class.

- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Open-ended

SECTION TWO: SPEAKING

Self-expression

Activity 9.5: Ask students to read the information about themselves in the table.

- Get them to sit in pairs and talk about themselves based on the information in the table.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to talk about themselves to the class
- Praise them for their effort and give feedback.

Answer _ Optional

Lesson 3

Pronunciation of the vowels [ai]

Get students to say out the words in the table after you

- Get students to read out the words with a partner taking turns.
- Ask students to read out the words after you.
- Explain them how the English [ai] sound is produced as follows:

To produce the sound /ai/, open your mouth. Spread your lips as you are producing the sound, and move your tongue and your jaw up.

Activity 9.6: Ask students to copy the table and the words in different vowel sounds in their exercise books.

- Get students to read the words and group them into /ai/ sound, /i/ Sound and /i:/ Sound in the table.
- Ask them to sit in pairs and check their answers.
- Let them read out the words in the table taking turn.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to read the grouped words in the table.
- Praise them for their effort and give feedback.

Answer

/words with /ai/ sound	Words with /i/ Sound	Words with /ei/ sound
Knight,night, cycle, ancient	pig, ship	Porcelain, campaign, weight

Activity 9.7 :Ask students to listen to you when you read the paragraph, and underline the words with the sound /ai/.

- Ask students to copy the paragraph in their exercise books.
- Get them to listen to you when you read the passage, and underline the words with /ai/ sound.
- Get them to sit in pairs and check their answers.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Aynalem was from a rich family in Bahirdar, but she did not want to be seen as a special person. She had the latest mobile, but she never felt proud of it. She was always eager to visit the islands in Lake Tana. One day she decided to ask her father to visit the islands and pass a night at one of the islands of Lake Tana.

SECTION THREE: READING

Lesson 4

Pre-reading

Activity 9.8: Get students to discuss the questions below the pictures in the students' books

While- reading

Activity 9.9: Ask students to copy the sentences into their exercise books and decide if the statements are 'True' or 'False'.

- Ask students to do the activity individually.
- Allow them to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.9

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

Activity 9.10: Get students to read the statements in the table in the students' book ,and indicate using tick (✓) if the statements are benefits or ways of self – expressions.

- Ask students to copy the table in their exercise books.
- Get them to give their answers individually.
- Make them sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' listening skills.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Statements	Benefits of self-expression	Ways of self-expression
1. It is possible for people around us to know who we are if we are able to express ourselves.	✓	
2. Expressing ourselves isn't exactly easy, so having ways to improve our self-expression is very important.		✓
3. True self-expression is a reflection of how honest we are to ourselves and to the people around us.		✓
4. Mindfulness helps us to become calmer and to adjust with our inner voices.	✓	
5. Self-expression is in need when we want to communicate an important message,	✓	

Lesson 5**Post-Reading****Activity 9.11: Ask students to sit in groups of three and discuss on ways of improving self-expressions.**

- Get them to discuss the ways they use to improve their self-expressions, and the expressions their parents use when they communicate with family members.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Open-ended

SECTION FOUR: VOCABULARY

Lesson 6

Ask students to **read the sentences** from the reading passage, and choose the synonym for the words written in bold.

- Inform students what synonyms are with examples.

Activity 9.12: Get students to read the words written in bold in the passage and match their meanings with the words listed.

- Allow students to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.12

Match the words written in bold in the dialogue with their synonyms written below.

1. Manifestation: expression
2. reproduction: reflection
3. say: mean
4. method: approach
5. needs : desires
6. companions: partners
7. politely: respectfully
8. meaning: message

SECTION FIVE: GRAMMAR

Lesson 7

ACTIVE and PASSIVE VOICE

Active and passive voice in the simple present tense

Ask students to read the descriptions of the dam and the examples sentence that show the uses of active and passive voice.

- Ask students to sit in pairs and talk about the form of passive verbs based on the descriptions and the example sentence.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Lesson 8

Ask students to read the example sentence about:

- the situations when a passive verb is used.
- 'agent' and 'object' in relation to active and passive
- Get each student to write two active sentences of their own.
- Allow them to sit in pairs and change their sentences into passive.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Lesson 9

Negative and questions

Get students to study the form of active and passive simple present verbs in the affirmative, negative and question (from the table in student's book)

- Ask students to sit in pairs and identify the helping verbs used in the affirmative, negative and question passive and active sentences
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell to the class the helping verbs used in the affirmative, negative and question passive and active sentences
- Praise them for their effort and give feedback.

Activity 9.13: Ask students to put the verbs in the brackets into simple present active or passive.

- Let them sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.13

1. a) covers b) is covered
2. a) are fired b) resign
3. a) does not bother b) am not bothered
4. a) are they called b) do you call
5. a) grow b) is grown

Lesson 10**Activity 9.14: Ask students to complete sentences using the verbs in the box individually**

- Allow them to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for activity 9.14

1. is made
2. are shown.
3. is found
4. is surrounded
5. are overtaken
6. are held

Activity 9.15: Ask students to write question passive sentences using the situations given.

- Get them to do the activity first individually.
- Allow them to sit in groups of three and discuss their answers
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Possible answer for activity 9.15

1. How much is this television bought?
2. How are mountains formed?
3. What is silver used for?
4. How many languages are spoken in Ethiopia?
5. How often election is held in Ethiopia?

Activity 9.16: Ask students to copy the paragraph into their exercise books.

- Let them complete the paragraph using active or passive simple present tense.
- Get them to sit in groups of three and discuss their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Mobile phones are used widely in our day-to-day lives. They give us the freedom to communicate anywhere and at anytime. The latest mobile phones are incorporated with features like MP3 players, high resolution camera, high sound quality, 3G technology and the list goes on. The latest mobile phones have become a hit among all classes of people from kids to teenagers to adults. These phones are considered as style statement and give a sophisticated touch to your profile.

SECTION SIX: WRITING**Lesson 11****Descriptive writing****Activity 9.17: Ask students to sit in pairs and list adjectives that describe people.**

- Get students to sit in groups of four and categorize their lists of adjectives into physical and personality description of people.
- Move around and assist students, use your check list to assess students' progress.
- Ask representatives of each group to report the group's answer to the class.
- Praise them for their effort and give feedback

Activity 9.18: Sit in groups of three and play a “who is it game” taking turns.

- Get students to study the adjectives that describe the physical appearance of people in the student's book.
- Ask students to sit in groups of three and play the 'who is it' game.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Activity 9.19: Ask students to write a paragraph that describes the physical appearance of a person whom they know very well.

- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and read the paragraphs they wrote.
- Praise them for their effort and give feedback

Lesson 12**Activity 9.20: Ask students to study the adjectives that describe human beings and write a paragraph about one of their family members.**

- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and read the paragraphs they wrote.
- Praise them for their effort and give feedback

Lesson 13**Likes and dislikes****Activity 9.21: Ask students to read the two paragraphs and list the words that describe likes and dislikes in the two paragraphs.**

- Get students to sit in pairs and talk about words that describe likes and dislikes.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and read the words that describe likes and dislikes in the two paragraphs.
- Praise them for their effort and give feedback

Activity 9.22: Get students to write two short paragraphs; the first describing their likes, and the second describing their dislikes.

- Get students to sit in groups of three and read their paragraphs taking turn.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and read their paragraph
- Praise them for their effort and give feedback

Lesson 14**Activity 9.23: Ask students to copy the incomplete paragraph about likes and dislikes.**

- Get them to sit in pairs and complete the paragraph using the given words in the box.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to be in front of the class and read their paragraph
- Praise them for their effort and give feedback

Possible answer

I like going shopping with my friends but don't like shopping with my family. I go shopping once a month on Saturdays. Every week I do the house work. I don't like doing the housework but someone has to do it. My husband likes doing the housework, so he helps me. I like watching TV in the evening and the weekends but I can't watch TV in the morning. I am too busy.

Lesson 15**Uses of capital letter in writing****Activity 9.24: Ask students what they know about the uses of capital letter in writing**

- Get them to sit in groups of three and discuss the uses of capital letter in writing.
- Move around and assist students, use your check list to assess students' knowledge of capital letters in writing.
- Ask some students to tell what they know about the uses of capital letter
- Praise them and give feedback.

Give brief explanation about uses of capital letter with examples

Lesson 16

Activity 9.25: Ask students to read the uses of capital letter in students' book.

- Get them to sit in pairs and to capitalize the initial of words that need capitalization
- Move around and assist students, use your check list to assess students' knowledge of capital letters in writing.
- Ask some students to tell what they know about the uses of capital letter
- Praise them and give feedback.

Answer for the above activity

1. I go to school on Monday.
2. Anna and Sandra play basketball on Tuesdays
3. Jerusalem is the capital city of Israel.
4. Tamara has birthday in October.
5. Tom lives in America.
6. Sara and I are from England.

Activity 9.26: Ask students to copy the two paragraphs in their exercise books

- Ask students to do the activity individually.
- Allow them to sit in groups of four and discuss on the initial of the words that should be capitalized in the two paragraphs.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer for the above activity

Nobody knows when, or precisely where, surfing originated. Captain Cook, a British Sea Captain and explorer, was the first European to witness surfing in Hawaii in the late 1770s.

When the Missionaries from Scotland and Germany arrived in 1821, they discouraged Hawaiian surfing because they believed it was displeasing to god. By the 20th century, surfing, along with other traditional practices, had all but disappeared.

UNIT 10: COMPUTER DEVELOPMENT

The Role of Information Technology in Agriculture

The utilization of computers along with other telecommunication equipment is called information technology (IT). Among the sectors that utilize IT is agriculture. Agriculture is a major sector which is vital for the survival of modern man. IT integrated farming has the possibility to give higher yields as compared to the traditional farming we are used to. Some of the roles of information technology in the agricultural sector include: improved productivity, good post-harvest practices and value addition of farm produce, and improved decision making by the farmer.

Farmers need information on latest varieties, changing weather patterns, crop production techniques and improved agronomic practices for them to produce. Information technology plays a vital role in ensuring the farmers get access to this information, regardless of their agro ecological location. Through IT, farmers in Africa are able to read what farmers in other areas of the globe are doing. Through this gained knowledge, the farmers improve their farming skills thus improved farming which eventually result to high yields.

Most farmers after good crop husbandry get a lot of crop yields. Information technology has provided the avenue where farmers are able to see and learn about latest post-harvest handling and storage techniques used in other countries, thus they learn and also utilize them. This helps to reduce the losses of their crops.

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 10.1: Get students to look at the pictures on student's book.

- Get students to sit in pairs to describe the pictures that demonstrate different types of computers.
- Ask students which computer they want to have and why.
- Ask students why the agricultural areas in the picture are covered with well grown crops.
- Get students to guess what could be included in the listening text using the pictures in the students' book.

Get students to sit in pairs and talk about:

- which computer they want to have
- why the agricultural areas are covered with well grown crops.
- if there can be a relationship between agriculture and Information Technology (IT)
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

While-listening

Activity 10.2: Get students to listen to the listening text and identify the main idea.

- Ask them to sit in groups of four and share their ideas about the main idea of the text
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Possible answer for the above question

Enabling farmers to use information technology could improve agronomic practices and enhance crop production.

Activity 10.3: Get students to listen to the text again and order the given ideas according to they are stated in the text

- Get them to sit in pairs and compare their answers
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Possible answer for the above question

2,1,3

Activity 10.4: Get students to decide if statements are 'true' or 'false'

- Ask students to read the 'true' or 'false' statements before they listened the reading text for the second time.
- Let them listen and do the questions individually.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

As homework, get students to collect different information on the contributions and disadvantages of a computer, bring them to class

Possible answer

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

Lesson 2

Post Listening

Activity 10.5: Ask students to sit in groups of four and discuss the 2 questions in the students' book

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

SECTION TWO: SPEAKING

Lesson 3

Activity 10.6: Ask students to sit in groups of four and discuss on:

- How Ethiopian farmers can use IT to boost their agricultural production
- What would they do with IT to boost their agricultural production if they were modern farmers
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Lesson 4

Pronunciation of /æ/ and /ei/

Ask students to read the words in the table of the students' book and practice the pronunciation of the words in pairs and act out practices B and C

Lesson 5

Activity 10.7: Get students to read the sentences with /æ/ and /ei/ sounds in the students' book and underline the words with /æ/ sound once and those with /ei/ sound twice.

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer for activity 10.7 the underlined words are words with /æ/ whereas words written in bold are words with /ei/

1. Can Alemu tape his cap to his cape?
2. Dawit will ban his tacks for the sake of pain.
3. Debre Markos has rain, but lacks a lake.
4. Gemechu will tap the cane with his hat.
5. We sat at the lake in the rain.
6. The madman hates the on tacks.
7. Dawit's job is to raise the gate.
8. Pack the bag and take the bait.
9. The rain will make Dendir late today.

Lesson 6

Activity 10.8: Ask students to read the paragraph and list the words with /æ/ or /ei/ in the table of students' book.

- Ask students to copy the table in their exercise books.
- Get them to read the paragraph and write words with /æ/ or /ei/ sounds in the table of their exercise books.
- Allow them to read the paragraph after you two times.
- Make them sit in pairs and check if the words in the two tables are written with /æ/ or /ei/ colon correctly.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer for activity 10.8

paragraph	Words with /æ/	Words with /ei/
one	Had, ran, back, can, asked, dad,	Play, lake, day, made, hay, same, they, rain, hail, play, games, stay, said, late

SECTION THREE: READING

Pre-reading

Lesson 7

Activity 10.9: Ask students to look at the pictures of different types of computers in different eras.

- Get them to talk about the uses of computer based the knowledge they get in the IT subject.
- Get students to guess what the passage will be using the photographs and the topic of the passage as clues.

While reading

Activity 10.10: Ask students to answer the questions about the first paragraph before they read the second paragraph and compare their answers sitting in pairs.

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Activities 10.11, 10.12, 10.13: get students to do these activities individually

- Get them to compare their answers
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer for activity 10.10

1. Charles Babbage
2. In 1830
3. Vannevar Bush
4. in 1939
5. Conrad Zuse

Answer for activity 10.11

1. Colossus
2. Mark I
3. ENIAC

Answer for activity 10.12

1. transistorized computers
2. the development of the microprocessor and the evolution of increasingly smaller but powerful computers.

Answer for activity 10.13

1. In 2000
2. In 2010
3. The increasing screen size on some smartphones

Lesson 8

Activity 10.14: Ask students to read the passage again to answer the reference questions

- Get students to copy the reference questions in their exercise books.
- Ask them to do the reference questions individually.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

1. Differential analysis
2. colossus
3. ENIAC
4. UNIVAC
5. Second – generation machines
6. PDA
7. Tablets
8. Smartphones

Post Reading

Activity 10.15: Ask students to sit in groups of four and discuss the advantages and disadvantages of computer.

- Ask some students to report their answers to the class.
- Praise them for their effort and give feedback

SECTION FOUR: VOCABULARY

Lesson 9

Get students to tell you what synonym means.

- Praise them for their efforts
- and give brief explanation about synonym with examples.

Activity 10.16: Ask students to do the matching activity

- Ask students to write the words in their exercise books.
- Get them to match the meanings of words they copied with the meanings of words written in bold in the passage.
- Get them to sit in pairs and compare their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.16

Match the words written in bold in the passage with their synonyms written below.

- a. constructed: built
- b. marketable: commercial
- c. tasks: operations
- d. network : web
- e. be successful: succeeded
- f. accomplish: perform
- g. deep seated : rooted

SECTION FIVE: GRAMMAR**Lesson 10****Present perfect tense**

Ask students to study the situation and the examples about the present perfect tense.

- Get them to read the situation about Tumsa in the box in students' book.
- Ask them to sit in groups of four and discuss when the writer uses simple past and past perfect tense
- Ask them to read the examples and discuss being in group of four on the difference between the uses of simple past and past perfect tense
- Move around to assist students and to record the progress of students in the check list.
- Ask students to tell the class what they learn about the uses of the past perfect tense from the situation and the examples
- Praise them for their efforts and give feedback

Activity 10.17: Ask students to write different sentences using the phrases in the table from students' book

- Ask students to sit in pairs and read sentences using the phrases in the table.
- Get students to write ten sentences based on the phrases in the table.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer**Open ended**

Lesson 11

Activity 10:18: Ask students to complete the paragraph using the form of the present perfect tense

- Ask students to copy the paragraph in their exercise books.
- Get them to complete the paragraph individually.
- Make them to sit in pairs and compare their answer.

Possible Answer

During this school term, my class has done many things. We have written many compositions. We have modeled handcrafts for sale. We have also learnt how to paint good pictures and to write letters.

Activity 10.19: Get students to read the game and let them play the game.

Activity 10.20: Ask students to read the situations and complete the sentences using the present perfect tense using the verbs given in the box.

- Ask students to sit in pairs and complete the sentences
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

- Her performance has grown a lot.
- It has shrieked the wall.
- My bag has stolen.
- Akelo has broken her leg.
- Oil price has got up.
- It has stopped.

Activity 10.21: Ask students to complete the sentences using the present perfect tense based on the phrase given in the parentheses in the students' book

- Ask students to copy the questions in their exercise books.
- Get them to do the activity individually.
- Get students to sit in pairs and check their answer.
- Let them talk about the situation each sentence convey.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.21

1. Have you seen it anywhere? 2. I have forgotten. 3. He has not replied.
4. It has already finished. 5. The weather has changed. 6. You have not signed.
7. He has not decided yet. 8. He has already gone.

Lesson 12

Activity 10.22: Ask students to read the situations and complete the sentences with just, already or yet.

- Get students to copy the questions in their exercise books
- Ask them to do the questions in pairs.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.22

1. I am afraid she has gone out. 2. I have not finished. 3. No, I have done it.
4. Have you found a house? 5. I have not decided yet. 6. No, she has come back.

SECTION SIX: WRITING**Lesson 13****Because, But and Or**

Active 10.23: Get students to sit in a groups of four and discuss how “Because, But and Or” are used to join sentences.

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to report the decision of their group to the class.
- Praise them for their efforts and give feedback

Answer**Open ended**

Activity 10.24: Get students to read the three sentences in the students' book and answer the questions that follow.

- Get them to sit in groups of three and discuss the answers for the questions:
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

- But is used to join opposite ideas; because is used to introduce a dependent clause that serves as a reason; or is used to join ideas related to choice.
- The comma is used in sentence one before 'and' because comma is used before coordinating conjunction to combine independent clauses.

Activity 10.25: Ask students to join the pairs of sentences written in the students' book into one using but, or, or because.

- Ask students to copy the sentences in their exercise books.
- Get students to combine the pairs of sentences using but, or, or because.
- Let students sit in pairs and compare their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.25

- Chala was happy because she won the competition.
- You want to play football, or you want to play basketball.
- She liked him, but she did not want to marry him.

Activity 10. 26: Ask students to construct their own sentences using "because", "but" and "or",

- Get students to sit in pairs and compare their sentences.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer**Open-ended****Lesson 14**

Activity 10.27: Get students to complete the paragraph in the students' books with 'but', or 'or'.

- Ask students to copy the paragraph in their exercise book.
- Get them to complete the paragraph with 'but', or 'or'.
- Allow students to sit in pairs and compare their answer.
- Move around to assist students and to record the progress of students in the check list.

- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.27

I get up at half past eight in the morning. I am hungry, but there isn't any food in the kitchen. I want milk, cereals and orange juice. Then, I go to the shop, but when I get there it's still closed. I go back home and into the kitchen. There's some juice and brown bread. But I don't like grapefruit juice or brown bread! This is not a good morning, so I go back to bed until the shop opens.

Lesson 15

Semi-colon

Ask students when the semi-colon is used.

- Allow students to sit in groups of three.
- Get them to discuss about the uses of semi-colon.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Activity 10.28: Ask students to read the sentences in the students' book, and state the reasons for using semi-colon in each sentence

- Get students to sit in groups of three and discuss the reasons for using semi-colon in each sentence.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback
 - o Inform the uses of the semi-colon in explaining that the semi-colon is used:
 - o To separate two independent clauses.
 - o Before conjunctive adverbs that join two independent clauses.

Answer for activity 10.28

For questions 1 to 4, the semi-colon is used to separate two independent clauses. For questions 5 and 6, the semi-colon is used before conjunctive adverb to separate two independent clauses.

Activity 10.29: Get students to use a semi-colon in the appropriate place to combine the independent clauses in the students' book.

- Ask students to copy the questions under activity 3.
- Get them to do the activity individually
- Allow them to sit in pairs and check their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer for activity 10.29

1. I want to wear the red shirt; my favorite color is red.
2. Janie easily got an A on the test; she studies very hard.
3. I hope I get a lot of presents; today is my birthday.
4. The war is imminent; the armies are ready.
5. I am really tired; however, I cannot get to sleep.
6. I am wearing a sweater and a jacket; still I am cold.
7. Our mission seemed impossible; nevertheless, we tried our best to accomplish it.

Lesson16**Activity 10.30: Get students to determine whether each sentence needs a comma or semicolon, and ask them to explain why that punctuation mark best completes the sentence.**

- Ask students to copy the questions in their exercise books.
- Get them to complete the sentences using the appropriate punctuation mark (comma or semi-colon).
- Make them sit in pairs and check their answer and talk about why they use coma or semi-colon to complete each sentence.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer for activity 10.30

1. When the islanders started fighting amongst themselves, the monkeys took control.
Why? To separate dependent clauses and independent clauses
2. The islanders were weary of fighting; consequently, the monkeys faced little resistance.
Why? Before conjunctive adverb to combine two independent clauses

3. As soon as the monkeys were in charge of Fire Island, things began to change.
Why? To separate dependent clause from independent clause
4. David was afraid of Tiny, the leader of the monkeys, because David had heard things.
Why? To separate modifiers from the modified
5. Tiny demanded all kinds of crazy things from the islanders; this troubled them greatly.
Why? To separate two independent clauses
6. The islanders had lost their spirit for fighting; furthermore, no one wanted to provoke Tiny's anger.
Why? Before conjunctive adverb to join two independent clauses.
7. David, however, had had enough.
Why? Conjunctive adverb to separate words in an independent clause.
8. David was offended by Tiny's law; he didn't want to eat his shoes or wear tacos on his feet.
Why? To join two independent clauses
Why? To separate two independent clauses

Activity 10.31: Ask students to edit the paragraph in the students' book using comma or semi-colon taking their uses into consideration.

- Ask students to write the paragraph in their exercise books.
- Get students to use either comma or semi-colon to complete the paragraph.
- Get students to sit in groups of three and discuss their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer for activity 10.31

In an area where it was led by Azage, a group of monkeys came into view. This group of monkeys destroyed the crops of the villagers. Since the leader of the village was not willing to organize the villagers, Dawit took the commitment to organize some strong people and remove the monkeys. Dawit talked to Hailu, the strongest man in the village, and Hailu couldn't wait to help. Hailu led Dawit to Chaltu; she was excited to join the effort. Chaltu introduced David to Belachew, the rock thrower, and Belachew was ready for action too. Now that Dawit's team was assembled, it was time for them to take down the monkeys.