

# English for Ethiopia

# Student's Book

## Grade 5

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## Acknowledgments

This newly prepared English Curricular Materials for Grade 1 to 8 were prepared by the Ministry of Education of the FDRE on the behalf of educational bureaus of regional states in Ethiopia to own common national minimum learning competencies in English as a foreign language for Ethiopian school children and share similar elementary school English language syllabi and a common English language pedagogical approach and methodological principles and techniques to address core national priorities and meet requirements of English for Ethiopia. Given the mandate of Oromia Education Bureau (OEB) in managing and administering the curricular and instructional matters of primary school structure in the regional state, the Bureau adapted the nationally prepared English curricular materials to meet the contextual and cultural background of students in Oromia with focus on inclusiveness, sensitivity to diversity and instructional friendliness to promote active learning and easy students' engagements in activities designed. In sum, the purpose of the adaptation of the nationally prepared English curricular materials at Oromia Education Bureau is to excel instructional effectiveness and make students' learning participatory through contextualizing contents and activities close to students' experience while meeting national minimum learning competencies and syllabi requirements in teaching English at Elementary schools in Ethiopia.

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# English for Ethiopia

## Grade 5

### Student Book

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# UNIT ONE

## HOLIDAYS



### Learning Outcomes

Upon a successful completion of this Unit, students will be able to:

- Talk about their holiday experiences in English.
- Identify the specific details of the given short listening text.
- State the main idea of the given short listening text on a holiday.
- Use holiday-related vocabulary items to describe holiday activities and events.
- Apply holiday expressions while greeting each-other on holidays.
- Use simple future tense to describe (future intentions) what they want to buy for a holiday.
- Use simple present to describe holiday activities, house chores and events.
- Produce a short paragraph on how (processes) a certain Ethiopian holiday is celebrated.
- Argue for or against over-spending on holidays.

## Section 1: Listening

### Week 1 Day 1

#### Lesson 1

**Activity 1:** Look at the pictures below with your classmate and answer the questions.

1. What do you see in the pictures?
2. What are these pictures about?
3. Can you guess what you are going to listen to about?



Picture A



Picture B



Picture C



Picture D

**Activity 2:** Before you listen to the text, repeat these words after your teacher and your teacher will tell you their meanings.



holiday  
celebration  
commemorate

public  
religious  
invade

**Activity 3: Listen to the text and circle the major idea of the listening text.**

- A. The history of Ethiopian holidays.
- B. Ethiopia has different public, religious and cultural holidays
- C. Nations and nationalities have similar religions/ holidays.

**Week 1 Day 2**

**Lesson 2**

**Activity 1: Listen to the text again and circle the letter of your answers.**

- 1. In Ethiopia, all holidays are national holidays.  
A Correct                      B. Incorrect
- 2. All religious holidays are celebrated on the same day  
A. Correct                      B. Incorrect
- 3. The religious holidays are also celebrated at national level.  
A. Correct                      B. Incorrect
- 4. Ethiopian Peoples, Nations and Nationalities Day is public holiday.  
A. Correct                      B. Incorrect
- 5. Nations and nationalities celebrate their own holidays.  
A. Correct                      B. Incorrect

**After you finish, discuss the answers with your classmate. Then, correct the incorrect ones.**

**Week 1 Day 3**

**Lesson 3**

**Activity 1: Summarizing the Main Idea**

List the main points of the listening text and based on main points write a summary

**Activity 2:** In groups of four, select a religious or a cultural holiday celebrated in your area. Discuss about the holiday you choose using the following guide. Then report it to your class.

- The name of the holiday or ritual (Ashenda/Ashediye, Buhe, Fitcha Chambalala, Irreecha, Ivangadi, etc)
- When it is celebrated (date, month, season)
- Why it is celebrated (end of rainy season, pray for rain, new year, Thanks giving etc)
- How the people celebrate it (food, clothes, materials, ritual tools etc)

## Section 2: Speaking

### Week 1 Day 4

#### Lesson 4

#### Expressing Holiday Best Wishes

**Activity 1:** In pairs, practice the following conversations.

- A. Good Morning  
 B. Good morning  
 A. Happy Holiday!  
 B. Happy Holiday to you too  
 A. Hello  
 B. Hello  
 A. Happy New Year!  
 B. I wish you also a Happy New Year!



#### Expressions for Holiday Best Wishes

- Happy Holiday!
- Happy Holiday to you
- Happy New Year!
- I wish you also a Happy New Year!
- Wish you a happy holiday
- Happy new year to you!

**Activity 2:** Greet your teacher and express him/her holiday best wishes.

**Week 2 Day 1****Lesson 5****Expressing what you do during Holidays**

**Activity 1: Be in pairs and study the example given below with your friend.**

**Then, practice expressing things you do during Holidays.**

**Question1: What** do you do during holidays?

**Response:** During holidays, I dine with the entire family.

**Question 2: What** do you eat during holidays?

**Response:** I eat -----

**Question3: What** do you wear during holidays?

**Response:** I wear -----clothes.

**Question4: What** do you drink on holidays?

**Response:** I drink-----

**Activity 2: Debating on Holiday Expenses**

**Form a group of four students and support or oppose the following statement.**

Do we need to spend much of our resources (money, time, etc) for celebrating holidays?

List down your points of argument and then, present your ideas and debate with the other groups.



## Section 3: Reading

### Week 2 Day 2

#### Lesson 6

**Activity 1:** First, look at the pictures below and answer the questions below. Then, share your ideas about the pictures to your classmates.



**Picture 1**



**Picture 2**



**Picture 3**



**Picture 4**

1. What have you seen in the picture?
2. What comes to your mind when you see these pictures?
3. What activities of the New Year celebrations are interesting to you?
4. How do you support your parents during New Year celebrations?

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

### **The Celebration of New Year in Ethiopia**

In Ethiopia New Year is celebrated nationwide every year on September 11<sup>th</sup>. The preparation for the New Year celebration starts before the holiday. It is considered as one of the most spending times for many households. They need money to buy animals like ox or sheep and chicken for sacrifice on the day. Parents are also expected to buy clothes for the entire family members and, if possible, to renew homes and furnish their houses with new furniture and goods. In addition, giving gifts on New Year is also a part of the celebration. Moreover, mothers need money to purchase different ingredients and kitchen utensils for preparing delicious foods for the holiday.

Ethiopian people, nations and nationalities have their own New Year occasions and celebrate it according to their own calendar. For example, the Oromo people **celebrate** Irreecha to thank God for the blessings and mercies they have received throughout the previous year. During Irreecha millions of Oromo and other peoples **gather** and **give** thanks to God and **ask** for peace, togetherness or **harmony**, and reconciliation. It marks the end of the summer rainy season and the coming of the new winter season.

Similarly, the Fitcha Chambalala is the New Year for the Sidama people. Every year in September, the Wolaita People celebrate Gifaata. The Wolaita welcome the New Year and say goodbye to the old one at this festivity. Sera is also a new year for the Alaba people, whereas Ashenda or Ashendiye is a new year for Tigray and Amhara people. Food has a significant place in Ethiopian New Year celebrations, as it does in many other holiday celebrations around the world. As a result, most New Year's Eve celebrations include cultural songs, drinks, and delicacies.

*Modified and Adapted by Wondimu Tegegne(PhD)*

**Activity 2: Now read the passage quickly and choose the main idea of the passage the following:**

- A. Expenses for the Ethiopian Mew Year
- B. Ethiopian New Year festivities
- C. Foods for the New Year Celebration

### Week 2 Day 3

### Lesson 7

**Activity 1: Choose the correct answer based on the information in the reading Text. Write the answers in your exercise book.**

1. When is the Ethiopian New Year celebrated?
  - A. 12<sup>th</sup> of October
  - B. 11<sup>th</sup> of September
  - C. 14<sup>th</sup> of September
  - D. 11<sup>th</sup> of January
  
2. The Sidama people celebrate the ----- as their New Year
  - A. Fitcha Chambalala
  - B. Gifaata.
  - C. Ashendiye
  - D. Sera
  
3. Which statement is true according to the passage?
  - A. Ethiopian, nations and nationalities have no their own New Year
  - B. Giving gifts on New Year is not a part of the celebration
  - C. In Ethiopia the New Year is celebrated nationwide

**Activity 2: Read the passage again and write true or false according to the information given in the passage. Compare your answers with that of your friends.**

1. The preparation for the New Year celebration starts before the holiday.
2. Food has a significant place in Ethiopian New Year celebrations.
3. The New Year celebration is considered as one the most spending times for many households
4. Irrecha marks the end of the summer rainy season and the coming of new winter season.
5. Ethiopian people nations and nationalities have their own New Year Celebration

**Activity 3:** Look at the words in bold in the passage. What do they refer to? The first has been done for you as an example.

1. **It** (paragraph 1, line 2). **It** refers to New Year
2. **They** (paragraph 1, line 3)
3. **...their...** (paragraph 2 line 1)
4. **...they...** (paragraph 2 line 3)
5. **It...** (paragraph 2, line 6)

## Week 2 Day 4

### Lesson 8

**Activity 1:** Answer the following questions using the information from the passage. Share your answers to your classmates.

1. What can you say about the expense for New Year celebration?
2. What makes the New Year celebration funny and joyful?
3. Why the Oromo and Other Ethiopian people celebrate Irreecha as a New Year?

**Activity 2:** Based on the information in the passage above write down your opinions about the following questions. Discuss your answers in groups of three.

1. Should we celebrate holidays? Why? Why not?
2. What are the advantages and disadvantages of celebrating New Year?
3. How should we celebrate holidays?

## Section 4: Vocabulary

### Week 3 Day 1

### Lesson 9

**Holiday-related vocabulary in a context**

**Activity 1:** The words in Column A are taken from the reading text. Match them with their contextual meanings given under Column B.



Column A	Column B
1. Occasions	A. sufficiently
2.purchase	B. Events
3.celebration	C. Tasty
4.plenty	D. festivity
5.delicious	E. Fun
	F. celebration

**Activity 2: Use the words in column "A" above to fill in the blank spaces**

1. I really enjoy celebrating any \_\_\_\_\_.
2. There are \_\_\_\_\_ of flowers in our school garden.
3. She \_\_\_\_\_ different ingredients for the holiday
4. In a holiday \_\_\_\_\_, the cultural elements demonstrate diversity of a given community.
5. I eat \_\_\_\_\_ food during holidays

**Activity 3: The following words are taken from the reading text. Complete the sentences below by putting the correct word from the words in the box.**

Celebrate	Gifts
Nationwide	Sacrifice

1. Some cultural holidays are celebrated \_\_\_\_\_ while some others are celebrated by a particular community.
2. Many people need money to buy animals for \_\_\_\_\_ on the holiday.
3. Giving \_\_\_\_\_ on New Year is also a part of the celebration
4. Ethiopian people nations and nationalities \_\_\_\_\_ their own New Year.

**Words that collocate with holidays**

**Activity 4: Write sentences using words that collocate with holiday. The first one has been done for you as an example.**

1. Annual holiday: Irreecha is an annual holiday
2. Holiday song: \_\_\_\_\_.
3. Holiday clothes : \_\_\_\_\_
4. Holiday food : \_\_\_\_\_
5. Holiday travel : \_\_\_\_\_



## Section 5: Grammar in Context

### Week 3 Day 2

#### Lesson 10

##### Simple present tense

**Activity 1:** The following sentences are taken from the reading text. pay attention to the words in bold and answer the questions.

*The Ethiopian New Year is one of the public holidays.*

- What is the Ethiopian New Year?
- A. *The celebration **starts** on the **eve** of the New Year.*
  - What does every household do together on the eve of the new year?
- B. *Households **dine** on delicious foods.*
  - When do the households dine on delicious food?
- C. *During Irrecha millions of Oromo and other peoples **gather** and **give** thanks to God*
  - What do the Oromo people do during Irrecha?

**Activity 2:** Read the following text and answer the questions that follow in complete sentences. Write your answers in your exercise book.

Dear friend,

I am writing this letter to inform you how I help my parents on holidays. Well, I usually **support** my father in bringing home purchased goods and animals in the morning. Then I **wash** my clothes for the holiday after lunch. You know... in our culture a holiday **is** very important and mothers also need our help during holidays. I often **go** to the market place and **support** my mom in carrying the purchased goods. We usually **go** home late in the evening. Therefore, the eve of a holiday is tiresome and I **feel** tired. So, I always **go** to bed early.

For me the day of the holiday **is** my breathing day. In the morning, we have our breakfast and go to church. After church service, we usually **go** home and **enjoy** get-together with our neighborhoods. Since the next day **is** most probably a school day, in the evening I **study** and **work** on my home works. These **are** my routine activities on holidays.

1. What does the speaker do on the eve of holidays in the mornings?
2. What does he do during the lunch?
3. What does he do in the afternoon?
4. Why does he go to the market with his father?
5. At what time does he go to bed to sleep?
6. What does the family do on the holiday before they go to church?
7. When does he do his home works?

**Now, sit in group of three and ask each other and give answers. Practice it orally.**

What tense is used? How did you know?

### Week 3 Day 3

#### Lesson 11

**Activity 1: Now change the pronoun "I" to "he/she". Read the paragraph to your friend. The first sentence is done for you as an example.**

Well ... **he** usually **supports** his father by bringing home bought goods and animals home in the morning. After that I **wash** my clothes for the holiday after lunch. You know... in our culture a holiday **is a** very important day and mothers also need our help during holidays. I often **go** to the market place and **support** my mom on carrying bags. We usually **go** home late in the evening. The eve of a holiday is tiring and I **feel** tired. So, I always **go** to bed early. For me the day of the holiday **is** my breathing day. In the morning, we have our breakfast together and go to church. After church service, we usually **go** home and enjoy together with my family. Anyway, since the next day is a school day, in the evening I **study** and **work** on my home works. These **are** my routine activities on holidays.

#### Instruction

Again, change the pronoun "I" into "he or she".

What change did you make to the following?

1. *I usually support.... He supports...*
2. *I wash.....*

3. *I often go...*
4. *I fill tiered....*
5. *I always go ....*
6. *I study and work....*

**Activity 2: Circle the correct form of the verb to complete each sentence.**

**Do this activity individually.**

1. In the morning, I usually **support/supports** my father in bringing home purchased goods
2. I **wash/washes** my clothes for the holiday after lunch.
3. These **are/is** my routine activities on holidays.
4. During holiday, we **enjoy/enjoys** together with our neighbors
5. As the eve of a holiday is tiresome, I **feel/feels** tired.
6. Yommiyyu **love / loves** Birth day celebration.
7. Hamde **study/studies** after the holiday celebration.
8. During holiday, volunteers **help/helps** poor people

**Compare your answers with that of your classmates**

**Grammar summary**

Simple present tense:

I/we/you/they + infinitives

**or**

he/she/it+ infinitives with “s” or “es”

add [s] to the verbs:

close = closes cover = covers

ask = asks

add [es] to verbs ending in [-sh], [-ch], [s] and [x]

wash = washes

teach = teaches

accuse = accuses

relax = relaxes

change [y] to [i] and add [es] to verbs ending in constant [y]

carry = carries

copy = copies study = studies

We often use simple present tense to describe habits.

**Week 3 Day4****Lesson 12****Simple Future Tense**

**Activity 1 A:** The following sentences are related to holiday celebration. Study the sentences by paying attention to the words in bold.

1. This year, **we will celebrate** Ashendiye with my friends
2. I **will do** my best to help my family during holiday.
3. My sister **will cook** delicious food for the holiday.

Note that the words in bold indicate an action that will happen in the future

**Activity 1B:** Read the following sentences and underline the words that show future action or plan. Write your answers in your exercise book.

1. During Holiday celebration, I will not eat raw meat
2. After we celebrate the holiday, we will be back to school.
3. My father will buy us new clothes for the holiday.
4. I will study hard after the holiday
5. My mother will decorate our house for the holiday.

**Activity 2:** In groups of four, study the following sentences. Then, answer the questions that follow.

- a. Farah *will complete her homework after the holiday.*
- b. Farah **will not complete her homework after the holiday.**
- c. **Will Farah complete her homework after the holiday?**

**Note that sentence 'a' is affirmative/positive, sentence 'b' is negative and sentence 'c' is interrogative/question forms of simple future tense.**

Now make similar simple future sentences using the given words. The first has been done for you as an example.

1. they / call / us/for the holiday
  - Affirmative: They will call us for the holiday
  - Negative: They will not/ won't call us for the holiday.
  - Question: Will they call us for the holiday?

2. she / remember / us/on the holiday

Affirmative: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

3. you /be/ in Adama for the holiday celebration.

Affirmative: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

4. 4. I / buy / bread

Affirmative: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

## Grammar Summary

### The simple future tense

Structure Affirmative/positive sentences

Subject + will/shall + main verb + (object) e.g., My uncle will come tomorrow.

Negative sentences

Subject + will/shall + NOT – main verb + ( object) .e.g., My uncle will not/won't come tomorrow.

Interrogative sentences

Helping verb + subject + main verb + object . e.g., Will my uncle come tomorrow?

### How to Use 'will' and 'shall'

“Will” and the negative form “will not” or “won't” is a modal auxiliary verb. It is followed by the infinitive without ‘to’.

Note: “will” is often abbreviated to ‘ll in spoken English:

“I’ll leave later.” “He’ll leave later.”

Simple future tense is used to indicate events of the future time:

To express future as a fact – will be/shall be

To talk about things which we think or believe will happen in the future, we use ‘will’.

Note that we can use ‘shall’ instead of ‘will’ for first person singular ‘I’ when we:

describe future action very formally.

## Activity 3: More about Future Simple

Complete the sentences with the future simple form of the verbs in the brackets. Then, compare your answer with your friends.

- The holiday celebration\_\_\_\_after an hour. (begin)
- I\_\_\_\_you an email tomorrow for the holiday. (send)



3. Terfassa \_\_\_\_\_ his family to celebrate holiday next month. (join)
4. I \_\_\_\_\_ you to complete the assignment after we celebrate Irrecha. (help)

## Section 6: Writing

### Week 4 Day 1

#### Lesson 13

##### Writing a short descriptive paragraph

**Activity 1:** The following sentences describe how Atete is celebrated by women. The sentences are not in the correct order. Rearrange them into a correct order to write short descriptive paragraph.

- A. *The Atete celebrant prepares non-alcoholic drink, powder and tools for making porridge.*
- B. *On the holiday women come together and prepare porridge and drink the drink and sing songs in praise of the Goddess.*
- C. *Atete is celebrated usually in the winter by women.*
- D. *It is celebrated to praise Atete Goddess which gives health and wealth.*

**Activity 2:** The next sentences describe how campfire is celebrated by villagers. The sentences are not in the correct order. Write a short descriptive paragraph by reordering and joining the sentences.

- A. *The eldest of the villagers first lights the campfire.*
- B. *The villagers come and prepare campfire at the center of the village once every year.*
- C. *When the fire burns down, all the villagers go home happily and prepare themselves for the best new year.*
- D. *Then others make circle around the campfire and throw their torches into the campfire.*

**Activity 3:** Select a religious or a ritual holiday celebrated in your area. Then, describe how it is celebrated in 4-5 paragraphs.

# UNIT TWO

## DRY SEASON



### Learning Outcomes

**Upon successful completion of the unit, learners will be able to:**

- identify specific and main ideas from a listening text
- reflect on activities they do during the dry season.
- argue for or against the statement on seasons.
- identify specific and major ideas of a reading passage;
- answer reference and inference questions of a reading passage;
- guess the meanings of words related to dry season of the year from a given text
- identify the synonyms of dry season-related words.
- utilize simple future to describe the weather forecast of towns of Ethiopia.
- employ comparatives and superlatives to describe dry season related incidents/episodes/phenomenon.
- use simple present to describe as to what happens during the dry season.
- employ simple past to describe the previous two weeks weather reports of towns/cities.
- write a comparison paragraph of 3-4 sentences on weather report towns/cities.

**Week 4: Day 2****Lesson 1**

**Activity 1:** You are going to listen to a short text entitled *Dry Season in Ethiopia*. Before you listen to the text, discuss the following questions with your classmates.

1. What do you know about dry season?
2. What are the major characteristic of the dry season?
3. What activities do you perform during the dry season?
4. What is the difference between dry and rainy seasons?

**Activity 2:** Before you listen to the text, answer the following questions in pairs.

- a. What main climate seasons does Ethiopia have?
- b. What type of season do the pictures below indicate?
- c. Are they in urban or rural areas? How do you know?



**Picture 1** (Source: <https://journeysbydesign.com>)



**Picture 2** (Source: <https://journeysbydesign.com>)

## Section 1: Listening

**Activity 3:** Now your teacher is going to read you the listening text. As you listen complete the sentences below with the correct word.

- a. In general, Ethiopia has \_\_\_\_\_ seasons.
- b. The main climate seasons Ethiopia experiences are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- c. The dry season in Ethiopia is from \_\_\_\_\_ to \_\_\_\_\_ month.
- d. During the dry season, \_\_\_\_\_ are common.
- e. Drought or lack of water causes harm to \_\_\_\_\_ and \_\_\_\_\_.
- f. \_\_\_\_\_ is when the sky is so clear and the sun shines the brightest.

**Activity 4:** Listen to the text again and write whether the following statements are *True* or *False* on the dashes.

1. Dry season is characterized by low rainfall and low humidity. \_\_\_\_\_
2. Farmers do not harvest their crops during dry season time. \_\_\_\_\_
3. During the dry season, days are typically cloudy. \_\_\_\_\_
4. In Ethiopia the dry season has long been used to develop crops \_\_\_\_\_
5. During dry season, lowland areas have hotter temperatures than the Highland regions \_\_\_\_\_

### Week 4: Day 3

#### Lesson 1

**Activity 1:** Listen to the text again and match the phrases under 'A' with the right expressions under 'B'.

‘A’	‘B’
1. Autumn Season	A. June to August
2. Dry Season	B. March, April and May
3. Spring Season	C. The harvest season
4. Summer Season	D. winter season

**Activity 2: Reflection on Listening you have listened about Dry Season in Ethiopia. Form a group of three students, and discuss about things you like or hate about the dry season in Ethiopia.**

1. What things do you like about the dry season in Ethiopia?

Three things I like about the dry season are \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

2. What things do you not like/hate about the dry season in Ethiopia?

Three things I do not like about the dry season  
are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Section 2: Speaking

### Week 4 Day 4

#### Lesson 3

**Let's Practice Some Sounds.**

**Activity 1: These words are common when we talk or write about seasons and weather. With your classmate take turns and say them loudly. Add as many similar words as you can.**

Sunny dry cloudy	rainy snowy smoky	foggy smoggy
------------------------	-------------------------	-----------------

Have you noticed that 'y' at the end of the above words is pronounced as a vowel?

**Again, practice pronouncing the following words with a friends. Add as many words that start with 'y' as you can.**

Yes Yesterday Year	You Young Yellow	Your Youth Yield
--------------------------	------------------------	------------------------

Note that at the beginning of these words, 'y' functions as a consonant sound.



**Activity 2:** In a group of four, discuss the following expressions. Your teacher will help you.

### Talking about the Weather

#### Grammar Summary

We usually use *it is* when we talk about the weather.

This is normally: **It is + adjective** OR **It is + verb-ing**

**It is + adjective** = A description of the weather

- **It's** sunny today.
- **It's** hot and humid today.

We can also say:

**It is a + adjective + day** (or morning/afternoon/night)

- **It's** a fine day.
- **It's** a windy afternoon.

**It is + verb-ing** = This type of weather is happening now.

- It's drizzling outside.
- It's snowing.
- Take an umbrella; it's raining.

## Week 5 Day 1

### Lesson 4

**Activity 1:** Now, in a group of three discuss what people can do during dry season. Write down your ideas and report to the class.

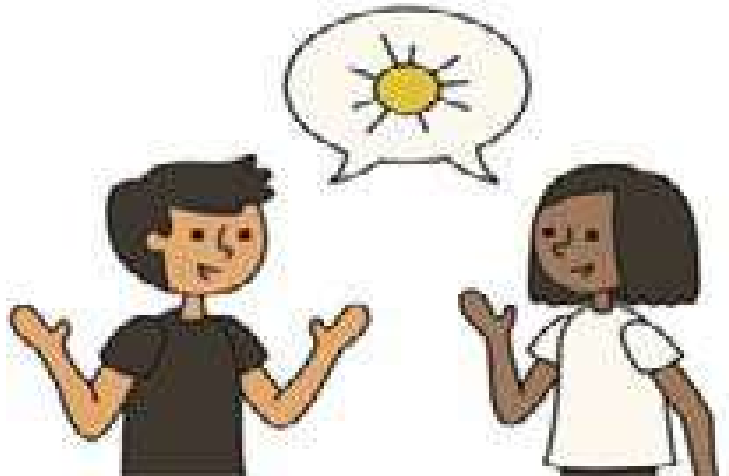
- A. Rural children
- B. Rural women
- C. Farmers
- D. Children in towns and cities

**Activity 2:** Be in a groups of three and discuss what happens to your surrounding during the dry season. Jot down your ideas and present your answer to the whole class.

## Week 5 Day 2

### Lesson 5 Role Playing

**Activity 1:** With a friends, practice the following conversation.



**Student A:** What is your favorite weather?

**Student B:** I enjoy sunny weather.

**Student A:** Why do you like this kind of weather?

**Student B:** When it is sunny, the sun is shining and I feel excited. I can ride a bike/a horse or go for a walk in such weather. What is your favorite weather?

**Student A:** I prefer drizzly weather.

**Student B:** Why do you like this kind of weather?

**Student A:** When it is drizzling and the sky is overcast, I feel relaxed and forget about my everyday problems. I can listen to music or watch my favorite film in such weather.

### Asking about the weather

We can ask about the weather by saying:

- What's it like out (side)?
- How's the weather today?
- What's the temperature?
- What's the weather forecast?
- What's the forecast for tomorrow?

**Activity 2:** Practice the following dialogue with a friend. Then, try to write a similar question and answer dialogue.

**Student A:** What is the weather like today?

**Student B:** It's very hot and sunny. It's 32<sup>o</sup> C. It's like the world is boiling.

**Student A:** It's a lovely day! We can enjoy some fair weather!

**Student B:** What about going to the river? /Let's go to the river.

**Student A:** That's a good idea! / That sounds great!

### Week 5 Day 3

#### Lesson 6

##### Debating

**Activity 1:** The whole class will be divided into groups A and B to debate on the following topics. Assign 5 representatives to debate on your behalf. Have a short discussion to identify important points. Then, your representatives can use the ideas while debating.

*Group A: Sunny weather is better than rainy weather.*

*Group B: Rainy weather is better than sunny weather.*

## Section 3: Reading

### Week 5 Day 4

#### Lesson 7

**Activity 1:** The following words are taken from the text you are going to read. Say them out correctly and then guess their meanings.

<b>A. Irrigation</b>	<b>D. Cultivate</b>
<b>B. Utilize</b>	<b>E. Consume</b>
<b>C. Reliance</b>	<b>F. Investment</b>

**Activity 2:** In a group of three, look at the pictures below and quickly to answer these questions.

1. What do the pictures show?
2. What are the differences among the three pictures?
3. Which of these methods are practiced in your area?



### Dry Season Farming in Ethiopia

Dry season farming is often described as crop production with **irrigation** or water dripping during a dry season. **It** is practiced usually in regions that receive at least 20 inches (50 cm) of annual rainfall, and **utilizes** the moisture stored in the soil from the rainy season.

Ethiopia has a long history of dry season farming. Dry season farming has been used for years to **cultivate** crops like cotton, maize, sesame, sugar-cane, vegetables and fruits around the Afar Region, along the Awash Basin.

Dry season farming improves food availability and ensures better pricing all year long. **It** also helps to reduce the **country's reliance** on imports as a way of ensuring food security. Dry season farmers can contribute significantly to the country's economic development through exporting crops. For example, wheat is a crop that is cultivated in Ethiopia, and yet a major portion of the wheat **consumed** in Ethiopia is imported from other countries. However, the production of wheat can be increased by several millions of tones through dry season farming. In recent times, the Ethiopian government has increased its participation in dry season farming. Such **investments** can increase agricultural productivity and ensure Ethiopia's food security.

**Activity 3:** Decide if the following sentences are *True* or *False* and write your answers in your exercise book.

- \_\_\_ a. Dry season farming is practiced in places that receive much rainfall.
- \_\_\_ b. Farmers can produce all types of crops during dry season.
- \_\_\_ c. Dry season farming is a new practice in Ethiopia.
- \_\_\_ d. Dry season farming can help to improve food supply.
- \_\_\_ e. We can decrease food imports by expanding dry season farming.

**Activity 4:** With your friend, read the text again and find out what the words in bold stand for or refer to.

- A. The word **It** in Paragraph 1, line 2 \_\_\_\_\_
- B. The word **country's** in Paragraph 3, line 2 \_\_\_\_\_
- C. The word **its** in Paragraph 3, line 9 \_\_\_\_\_
- D. The word **It** in Paragraph 3, line 10 \_\_\_\_\_

**Activity 5:** Answer the following questions first individually. Then, compare your answer with your classmates.

1. What is the main idea of the reading text?
2. What do you understand when the writer says, "*Ethiopia has a long history of dryseason farming.*"?
3. What are the advantages of dry season?
4. Why do we import the major portion of the wheat we consume?
5. What crops are cultivated in the dry season farming?

## Week 6 Day 1

### Lesson 8

#### More about seasons in Ethiopia

**Activity 1:** Ethiopia has four seasons: Spring, Summer, Autumn/Fall and Winter. List some major farming activities that are done during these seasons in Ethiopia? Report your answers to your class.

**Activity 2:** Seasons in Ethiopia are also connected with holidays and special festivals, or with unique plants and crops to grow. In a group of four, list down such unique features of each season and report to your class.



For example, in Spring,

- Ethiopian New Year's Day - September 11
- Finding of the True Cross (Meskel) Holyday - September 27
- Yellow flowers blooms and covers the mountains.
- Most of the land is covered with crops and appears green.

**Activity 4:** With your friend, read the text again and find out what the words in bold stand for or refer to.

## Section 4: Vocabulary

### Week 6 Day 2

#### Lesson 9

**Activity 1:** You have studied the meanings of these words in Lesson 7, Activity 1 above. Now use them to complete the sentences below.

**irrigation cultivate utilize reliance consume investment**

- \_\_\_\_\_ on food aids is an obstacle for development.
- Farmers use \_\_\_\_\_ to cultivate dry season crops.
- Increasing \_\_\_\_\_ on dry season farming can help to maintain food security.
- If we \_\_\_\_\_ our water resources well, we can produce more.

**Let's learn more words related to dry season**

**Activity 2:** First, practice to pronounce the words under Column 'A'. Then, use a dictionary to match them with their meanings in Column 'B'. Your teacher will help you.

'A'	'B'
1. arid	a. hot and dry
2. semiarid	a. dried
3. scorching	b. very dry
4. parched	c. partly dry
5. desiccated	d. continuous dry climate
6. drought	e. an area with little or no rain
7. desert	f. very hot

**Activity 3:** Use the correct words or expressions from the above table to complete the text below. Compare your answers with your classmates.



Deserts and steppes comprise the regions that are characterized by dry climates. These are \_\_\_\_\_ (1) and \_\_\_\_\_ (2) areas that have three main characteristics:

very low precipitation, high evaporation rates that typically exceed precipitation and wide temperature swings both daily and seasonally. The lowest rainfall occurs in arid or \_\_\_\_\_ (3) areas where precipitation averages less than 35 cm (14 inches) per year. Some deserts have years with no rainfall at all. The \_\_\_\_\_ climate makes the earth \_\_\_\_\_ (5) by the sun. Semiarid or steppe regions receive slightly more rainfall than deserts. They can receive up to 70 cm (28 inches) per year. These regions usually have \_\_\_\_\_ (6) climate and experience \_\_\_\_\_ (7).

## Week 6 Day 3

### Lesson 10

#### Synonyms of Words Related to Dry Season

**Activity 1:** The following words are used in the listening and reading texts. With your classmate, find their synonyms of the underlined words from the sentences below. The first is done to you as an example.

**Example:** The dry season is a yearly period of low rainfall in the tropics.

In this sentence, the synonym of the dry season is low rainfall.

2. Hot is a situation in which the temperature is extremely high.
3. Drought is a climatic condition in which there is no water.
4. Arid is climatic conditions that characterize the dry season.
5. The temperature is warm or hot during the dry season.
6. The dry season is usually bright and sunny.

**Write the synonyms for the words listed 2-6 above.**

**Activity 2:** Match words related to Dry Season under column A with their synonyms under Column B

‘A’	‘b’
__ 1. Sunny	A. Glow
__ 2. Clear	B. Burning
__ 3. Light	C. Fair / bright
__ 4. Hot	D. Bright
__ 5. Warm	E. Humid

## Week 6 Day 4

### Lesson 11

**Activity 3:** Identifying and grouping words related to dry season

The following are words related to dry and rainy seasons. In a group of four, group them under dry and rainy seasons.

**Words related to dry and rainy seasons**

- |              |                   |              |
|--------------|-------------------|--------------|
| 1. clear sky | 5. freezing       | 10. snow     |
| 2. cold      | 6. gloomy         | 11. sunny    |
| 3. drought   | 7. High temporary | 12. warm     |
| 4. flood     | 8. hot            | 13. rainfall |
|              | 9. mud            | 14. sunshine |

Dry season related words	Rainy season related words
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

**Section 5: Grammar in Context**

**Week 7 Day 1**

**Lesson 12**

**Simple present to talk about habitual actions**

In Unit One, you learnt about affirmative, negative and interrogative forms of the simple present tense. In this unit, you will study about the function of simple present tense.

**Activity 1: Read the following short texts. What is the tense of the verbs written in bold?**



Ethiopian farmers usually **grow** vegetables, maize and cotton with irrigation. My father is a farmer. He **prepares** his farm land during the dry season and he **saws** during the rainy season.

Have you noticed that the verbs *grow*, *prepares*, and *saws* are all present simple; and the verbs *prepares* and *saws* are in the third person singular?

### Grammar Summary

As we can see in the above examples, we use the simple present tense **to talk about things that happen continually**, like every day, every week, every month, or every year. We also use the simple present tense for anything that happens often.

#### Note:

In the present simple 3rd person singular (he, she, it), add -s, -es, or -ies to the base form of the verb.

- To regular verbs just add an -s,  
Examples: travel - travels, give - gives, play- lays
- To verbs that end in s, ss, sh, ch, x, and o, add an -es;  
Examples: wash-washes, mix-mixes, go-goes
- To verbs end in 'y' after a consonant (any letter that isn't a vowel), change the 'y' to 'I' and add -es.  
Examples: study-studies, fly-flies



## Simple Past to describe about the weather

### Activity 2: In a group of three discuss the notes below.

We use **it was** when we talk about the weather in the past. This is normally: **It was + adjective** OR **It was + verb-ing**

**It was + adjective** = A description of the weather in the past

- **It was** sunny yesterday.
- **It was** hot and humid last week.
- **It was** cold yesterday. We can also say:

**It was a + adjective + day** (or morning/afternoon/night)

- **It was** a fine day.
- **It was** a windy day in the afternoon.
- **It was** a nice day last Sunday.

**It was + verb-ing** = That type of weather was happening for a period of time.

- It was drizzling outside.
- It was snowing the whole week.

## Asking about the weather in the past

- What was the weather like yesterday?
- Was the weather fine last week?
- Was it snowing the whole week?

### Activity 3: Look at the short text about what the weather liked and what Daniel did yesterday.

*Yesterday, the weather was sunny. I went out of home at 8:30. I walked in the park. Then I swam in the lake. I studied and played football with my friends*

**Now with your friend, take turns to talk about:**

*What was the weather like last week? What did you do?*

## Week 7 Day 2

### Lesson 12

#### Predicting the weather in the future

**Activity 1:** Complete the following sentences with appropriate form of a verb

1. It \_\_\_\_\_ **rain** later in the afternoon(**is/will**)
2. It is -----**to rain** this evening (**going/are**).
3. The afternoon----- mostly sunny with **clear skies**. (**Is be/will be**)
4. The rain ----- **last** all afternoon(**are/will**)
5. The weather man ----- **give** us the forecast for today ( **is/will** )
6. There -----**to be** high temperature this afternoon (**are/ is going**)

**Activity 2:** In a group of three discuss the expressions below.

When we talk about the weather in the future, we use *it will or will be*.

This is normally: It + will + weather verb + future time OR It + will + be + weather adjective+ future time

It will rain in the afternoon. It will snow tomorrow.	Future with weather verb
It will be rainy tomorrow. It will be snowy tomorrow.	Future with weather adjective


**Activity 3:** In a group of three, try to predict tomorrow's weather by considering today's weather.

## Section 3: Reading


### Week 7 Day 3

### Lesson 14

**Activity 1:** Fill in the blank spaces with the correct words from the box to write correct sentences about the weather in the past and complete Simon's Diary. Then, report your answers to the whole class.

M\_\_nd\_\_y 


M\_\_\_\_\_ was a \_\_\_\_\_ day. I couldn't \_\_\_\_\_ outside.

Tu\_\_sd\_\_y 


T\_\_\_\_\_ was a \_\_\_\_\_ day. I went to the \_\_\_\_\_.

W\_\_\_\_\_ was a \_\_\_\_\_ day. I went to the \_\_\_\_\_.

We\_\_ne\_\_ day 

T\_\_ursd\_\_y 

T\_\_\_\_\_ was a \_\_\_\_\_ day. I stayed at \_\_\_\_\_.

Fr\_\_d\_\_y 

M\_\_\_\_\_ was a \_\_\_\_\_ day. I couldn't \_\_\_\_\_ outside.

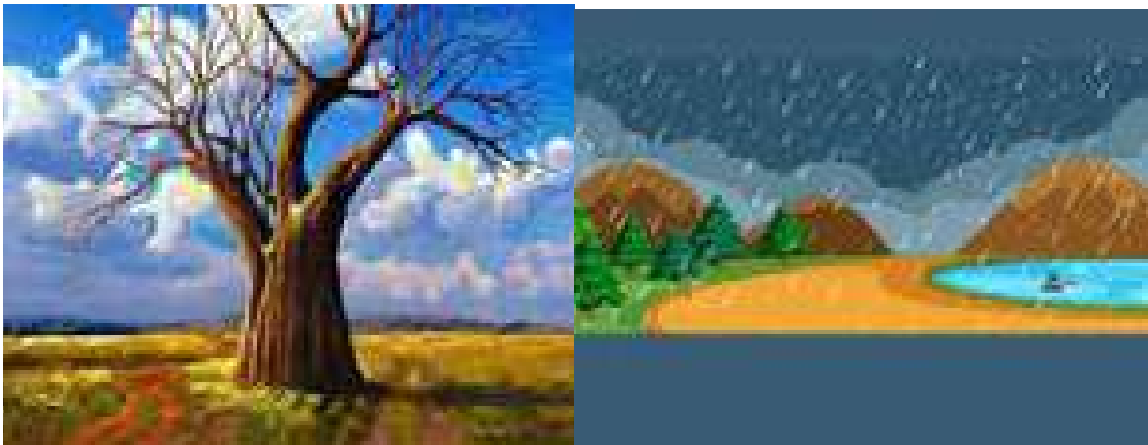
S\_\_t\_\_rday 

T\_\_\_\_\_ was a \_\_\_\_\_ day. I went to the \_\_\_\_\_.

W\_\_\_\_\_ was a \_\_\_\_\_ day. I went to the \_\_\_\_\_.

S\_\_nd\_\_y 

T\_\_\_\_\_ was a \_\_\_\_\_ day. I stayed at \_\_\_\_\_.



*During the dry season there is much more sunlight. In the rainy season there is much rainfall....*

# UNIT THREE

## ACCIDENTS



The illustration should clearly show children playing football in the asphalted road lead to car accident. The picture should be changed. The designer should indicate clear sign of accident.

### Learning Outcomes

Upon a successful completion of this unit, learners will be able to:

- Reflect their experiences of accidents
- Identify and summarize the details of a listening text
- Analyze the messages of the given dialogues.
- Argue for or against on issues related to the causes and effects of accidents
- Examine the details and the major ideas of a given reading text.
- Explain the writer's opinion and relate the author's idea with their lives.
- Use accident-related words in their paragraph writing and speech.
- Understand the meanings of new words related to accidents
- Employ simple present to describe the effects of accidents.
- Use simple past to describe an accident which they have experienced/ saw/heard
- Ask and give responses to **what** questions

- Compose five related sentences on traffic rule to be used to decrease the casualties of car accidents
- Write five related sentences on the causes and effects of car accidents in Ethiopia

## Section 1: Listening

**Week 7 Day 4**  
**Lesson 1**

**Activity 1:** Sit in a group of four and look at the pictures below. Then, describe what you see in the pictures.

A



B



E.



D



E.





**Activity 2: Discuss the following questions in a group of three students**

1. What is an accident?
2. Have you ever had an accident?
3. Have you ever tried to stop an accident from happening?
4. Have you recently saw/heard any accident? What type of accident was it?
5. Guess the meanings of the following words. They are used in the listening text you are going to listen to.

Harmful  
joint dislocation

chocking  
fractures

poisoning  
slips

**Activity 3: Listen to a text once again and answer the following questions.**

**What could be an appropriate title for the text?**

- a. Accidents
- b. Accidents in the home on children
- c. Accidents in the home and prevention methods
- d. Accidents in the rural areas

**Week 8 Day 1****Lesson 2**

**Activity 1: Listen to the text again and identify whether the following statements are correct or incorrect.**

No	Statement	Correct	Incorrect
1	Accidents could happen unintentionally		
2	All accidents may not cause injuries		
3	Accidents can take place only at home		
4	Poisoning is a planned accident		
5	All accidents cannot be prevented		

**Now correct the incorrect statements according to the information given in the text and compare your answers with your classmate.**

**Activity 2:** Listen to the text one more time and match the causes of accidents under column A with their protection methods under column B.

No	“A” Causes of accidents	“B” Protection methods
1	Broken bottles	A. Keep cooking pots away
2	Hot water	B. Keep away from electrical wires
3	Loose plugs	C. Put empty bottles in a safe place
4	Sharpened blades	D. Play away from long grass
5	Drowning	E. Use knives with great care

**Activity 3:** Listen and cross out sentences which you have not heard from the listening text.

1. Which one of the following is not stated in the listening text in order to protect yourself and others from accidents in the home and in school?

- A. You can play with plastic and metallic materials.
- B. Only take medicines when given by an adult.
- C. Play with broken bottles.
- D. Keep away yourself from fires and hot materials.
- E. Play only on well- maintained playground.
- F. Use knives with great care.

**Activity 4:** Summarizing the main ideas of the listening text

List down the main points of the listening text and based on the points write a 2-3 sentences summary.

**Activity 5:** What should children do to avoid accidents? Use the information from the listening text and the pictures below to answer this question.



## Section 2: Speaking

### Week 8 Day 2

#### Lesson 3: Dialogue

##### Activity 1:

Be in pairs and taking turns practice the given dialogue.

- A: When did the accident happen?  
B: It happened on Sunday, April 23, 2022.  
A: What did it cause?  
B: It caused much damage on people and properties.  
A: What caused the accident?  
B: Careless driving caused it.

**Activity 2:** List down the expressions you practiced in the dialogue on accident.

**Activity 3:** *First, individually complete the notes below about an accident. Then, prepare yourself to narrate it to your group. Your teacher will guide you as to how you should tell your story.*

- The type of accident \_\_\_\_\_
- Person/s affected by the accident \_\_\_\_\_
- The cause of the accident \_\_\_\_\_
- The effects of the accident \_\_\_\_\_

### Week 8 Day 3

#### Lesson 4

**Activity 1:** Select a chairperson and a secretary and discuss about a serious accident in your school or in your area. Suggest possible ways of preventing the accident. Then, post what should be done on your class notice board or your school notice board.



### Activity 2: Debating

Work in groups of five. In your group, identify the idea you support from the topics below. List the reasons why you support it. Then, conduct a debate on the idea.

1. Pedestrian death is due to drivers' carelessness.
2. Old cars are the major cause of car accidents.

## Section 3: Reading

### Week 8 Day 4

### Lesson 5

**Activity 1:** Look at the picture and tell your friend what you feel about the situations.



1. What do you think happened to the car?
2. Do accidents happen in your area?
3. Tell your classmates about car accidents you have seen or heard about.
4. What do you think are the causes of car accidents in your area?

**Activity 2:** The following words are used in the text you are going to read.  
In a group of three, guess their meanings.

accident vehicle	traffic accident congestion	pedestrian traffic jam
---------------------	--------------------------------	---------------------------

- a. Poor roads in Ethiopia
- b. Lack of knowledge about traffic rules
- c. Traffic accidents in Ethiopia.
- d. Traffic accidents in the USA.

Although road traffic accidents are the major global public problems, most of them occur in poor countries including Ethiopia. **Pedestrians** and passengers of commercial vehicles are the most vulnerable in Ethiopia. In contrast, in the developed countries crashes involve primarily privately owned vehicles. In this case, the private drivers are the main car occupants who get **injured** or killed. In the United States of America, for instance, car drivers' account for 60% of the deaths while in Ethiopia, they account for only 5%. This implies that in one **crash** the number of people who get killed or injured in Ethiopia is about 30 times higher than it is in the US.

The major causes of road traffic accidents are five. One is poor road network. The roads are not many in number and are not adequately **interlinked**. Secondly, people lack knowledge about road traffic safety. Pedestrians who walk on traffic roads do not use zebra crossing, and do not follow pedestrian rules. On the other hand, some drivers drive with maximum speed. Although most drivers drive at very high speed, the roads are not wide to serve two or more cars at once. As a result, two cars that come from opposite sides are prone to **head-to-head collision**. Some drivers are so poor in using hind mirrors that when driving backwards, they could face **back-to-back collision**. The seats of some cars are not made to seat travellers' back-to-back. Hence, they may encounter back-to-back collision. Thirdly, Ethiopia uses a mixed traffic flow system. This means that people, animals and cars use the same roads. Finally, the poor condition of most of the **vehicles** is another problem. Most of the cars are old. They move slowly and also break anywhere on the roads. This creates traffic jams. Traffic jams in turn lead to car accidents.



Therefore, in order to solve these problems, Ethiopia has to construct more roads. It should develop a strong traffic safety law and strictly enforce it.

## Week 9 Day 1

### Lesson 6

**Activity 1: Read the passage again quickly and identify the paragraph which talks about the following points**

1. The causes of traffic accidents \_\_\_\_\_
2. The need for more roads in Ethiopia \_\_\_\_\_
3. The vulnerability of pedestrians to car accidents: \_\_\_\_\_

**Activity 2: Read the text silently and identify the incorrect statements according to the information given in the text.**

1. The passage is about car accidents in America.
2. In Ethiopia, most deaths happen to private car drivers.
3. There are fewer car accidents in the USA than there are in Ethiopia.
4. Ethiopia has a poor road network.
5. Pedestrians use zebra crossings in Ethiopia.
6. Old cars are often used in Ethiopia.

**Correct the incorrect statements and write them in your exercise book.**

**Activity 3: In a group of four, discuss the following questions and report your answers to the class.**

1. What are the other types of accidents that are common in your locality?
2. What problems do these accidents have ?
3. How can accidents be prevented?

## Section 4: Vocabulary

### Week 9 Day 2

#### Lesson 7

**Activity 1: Choose the most appropriate meaning for each word according to the information given in the text.**

1. pedestrians
  - a. runners
  - b. walkers
  - c. jumpers
  - d. toddlers
2. injured
  - a. bandaged
  - b. fleshed
  - c. wounded
  - d. killed
3. interlinked
  - a. connected
  - b. detached
  - c. woven
  - d. Over passed
4. head-to-head collision
  - a. overhead crash
  - b. face to face crash
  - c. up-side down crash
  - d. all
5. back-to back collision
  - a. hitting from back
  - b. hind attack
  - c. back move
  - d. none
6. vehicles
  - a. motors
  - b. carts
  - c. bicycles
  - d. cars, buses or trucks

**Activity 2: Now use the words to complete the following sentences.**

vehicles	back-to-back	collision	interlinked
head-to-head	injured	pedestrians	

1. The two ships were in a \_\_\_\_\_. The big one directly hit the small one.
2. She was slightly \_\_\_\_\_ in a road accident.
3. The truck and the bus had a \_\_\_\_\_ as the truck driver was not able to control the truck moving back.
4. Many rivers are \_\_\_\_\_ with the canal system.
5. Two \_\_\_\_\_ were injured when the car skidded.
6. This road is allowed only for motor \_\_\_\_\_.

## Section 4: Grammar in Context

### Week 9 Day 3

### Lesson 8

#### a. Simple Present Tense: Revision

**Activity 1:** Complete the following sentences with the appropriate forms of the verbs in brackets.

1. I \_\_\_\_\_ at a bank. (work).
2. She \_\_\_\_\_ with her parents. (live)
3. Cows \_\_\_\_\_ on grass. (feed)
4. He \_\_\_\_\_ a handsome salary. (earn)
5. Amina \_\_\_\_\_ to be a singer. (want)
6. Jitu \_\_\_\_\_ delicious cookies. (make)
7. Gete and her husband \_\_\_\_\_ in Sabbata. (live)
8. Rashid and Ahmed \_\_\_\_\_ to play card games. (like)
9. Sophia \_\_\_\_\_ two languages very well. (speak)
10. Tame and Haile \_\_\_\_\_ for a walk every evening. (go)

**Activity 2:** Practice the following dialogue in pairs. Pay attention to the expressions in bold type.



- A: What happened in our village today?  
 B: You **don't** know what happened?  
 A: I **don't**. What happened?  
 B: There **was** a car accident.  
 A: Oh, really?  
 B: I went out early; I didn't **know**.  
 A: **Was it** a serious delete?  
 B: Well, both cars **collided** but it was not serious.  
 A: Very good. I am happy.  
 B: The news **didn't** report any death.  
 A: Again I'm glad that everyone **was** okay.  
 B: Me too.

**Activity 3:** Look at the verbs in bold type. Which ones are present and which ones are past? Write your answers in the Table below.

Simple Present Tense	Simple Past Tense

*Compare your answers with that of your friend. Tell the differences.*

**Activity 4:** Think of an accident you have heard about or seen in the past and tell your partners about it using the following note:

- When and where it happened.
- What damage it caused.
- What harm it brought to the people?

## Week 9 Day 4

### Lesson 9

#### Modal verbs: can and could

**Activity 1:** In pairs, practice the dialogue below.

- A: My grandmother is eighty-five years old, but she **can do** a lot of things.
- B: **Can** she still **read** without eye glasses?
- A: Yes, she **can**.
- B: **Can** she **write** without eye glasses as well?
- A: Yes, she **can write** without glasses.
- B: **Can** she **walk** outside without support?
- A: Yes, she **can go** shopping by herself.
- B: **Can** she **drive** her car?
- A: No, she **cannot drive** her car.
- B: **Can** she **eat** popcorn?
- A: Oh, yes. She **can eat** popcorn.
- B: What a strong grandma!
- A: I am glad, she is still strong!

Now, can you tell your partner what any member of your family can do? Take turn.

**Activity 2: Compare the following sentences with the sentences in the above dialogue. What difference have you observed?**

1. My grandma **could** speak three languages before she was sick.
2. She **could** dance very well when she was young.
3. Before two years, she **could** walk much.
4. She **could** read without eyeglasses.

**NB. In the above dialogue, 'can' expresses ability in the present while 'could' expresses abilities in the past.**

Now tell your partner what you grandparents could do in the past, but cannot do now.

**Activity 3: Answer the following questions about yourself. Then, ask your partner.**

- A: Can you play football?
- B: Can you play volleyball?
- C: Could you ride a bicycle when you were a baby?
- D: Can you climb a tree?
- E: Could you talk when you were two years old?
- F: In Grade 4, could you talk in English?

**Week 10 Day 1****Lesson 10****Modal Verbs: 'should' and 'ought to'**

**Activity 1:** In groups of three, study the following sentences.

**Pay attention to the verbs in bold type.**

1. When you collect honey from the hives, you **should be** careful not to be stung by bees.
2. You **should not** disturb in the class.
3. I **should visit** my parents more often.
4. We **should not** spend our time unnecessarily.
5. You **ought to** come early; otherwise you can miss the test.
6. If I were you, I **should** leave early tomorrow.

**NB.** In these sentences, 'should' and 'ought to', express slight obligation or advice.

**Activity 2:** Write what you should do in the following situations. Use phrases from the list below. The first is done for you as an example.

1. When climbing trees
  2. When you cross a road
  3. When using knives
  4. When there are broken bottles on walk ways or play grounds
  5. When taking medicines
1. **I should climb trees carefully.**
- a. climb trees carefully.
  - b. keep medicines out of the reach of children.
  - c. hold it carefully.
  - d. look left and right before you cross the road.
  - e. play away from the road or the play grounds.
  - f. play away from wells and ponds/rivers/lakes



**Section 6: Writing****Week 10 Day 2****Lesson 11**

**In a group of four, make a survey in your class.**

- a. Prepare a list of questions about the causes of car, fire, flood or any other accidents you are going to ask your classmates.
- b. Ask at least five students in your class and gather sufficient information.
- c. Prepare a short report in which you have identified the problem and its major causes. Use the following as a guide. Present the report to the class in writing.

Type of accident: \_\_\_\_\_ The major cause/s: \_\_\_\_\_

Disaster it has brought: \_\_\_\_\_

**Week 10 Day 3****Lesson 12**

**Now form new groups of five and conduct another survey on how to control or avoid car accidents around schools. Follow the following guideline:**

- a. Prepare a list of questions on how to prevent car accidents around schools to ask people in your school.
- b. Each group member asks at least three people and gathers important information.
- c. Organize your notes together.
  - Prepare a short paragraph in which you suggest some possible measures that should be taken to control accidents around schools.
  - Collect information from the following sources:
    1. school principals \_\_\_\_\_
    2. teachers \_\_\_\_\_
    3. students \_\_\_\_\_
    4. school traffic police officers \_\_\_\_\_
    5. school clubs \_\_\_\_\_
    6. Any other possible source

# UNIT FOUR

## MINERALS



### Learning Outcomes

- Upon successful completion of this unit, students will be able to:
- Reflect on their experiences of uses of minerals and their importance
- Listen and extract specific and main information from listening texts
- Analyze and grasp the meanings of the dialogue
- Prepare and conduct a debate on mineral resources 'renewability.
- Identify major sections of a reading passage;
- point out major ideas and details of a reading passage;
- read maps and pictures to write summaries
- use context clues to learn meanings of new words;
- Explore the dictionary meanings of the given words.
- Use word to speak about the importance of mineral resources.
- Use comparatives and superlative to contrast two mineral resources.
- Make contrasts using adverbs and adjectives.
- Compose a descriptive paragraph of 5 sentences on the importance of mineral resources.

## Section 1: Listening

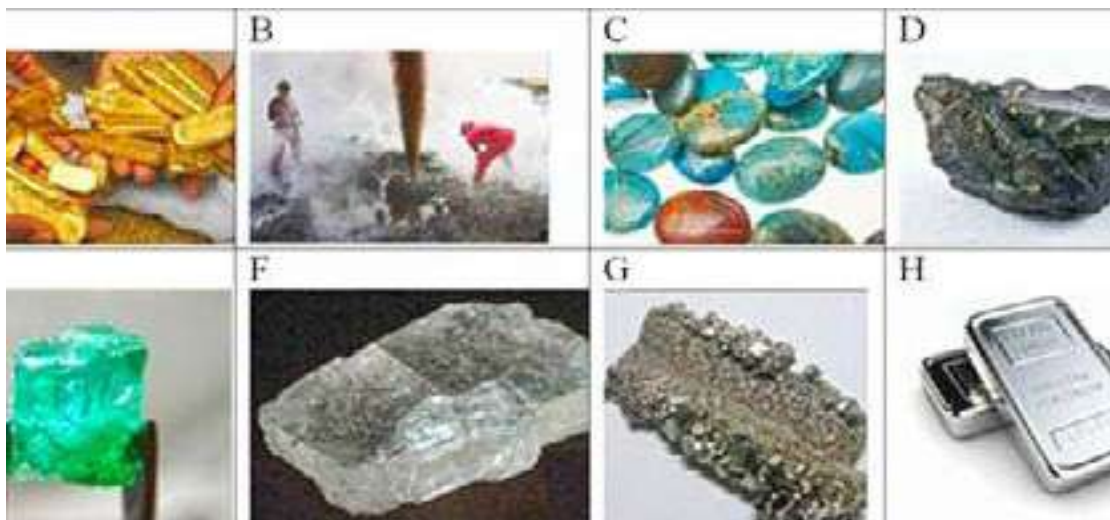
### Week 10 Day 4

#### Lesson 1

**Activity 1:** You are going to listen to a text about *Mineral Resources of Ethiopia*. Before you listen to the text, discuss these questions in groups of three.

- a. Have you ever heard or read about minerals? What are minerals?
- b. List down the names of minerals you know.
- c. Can you match the names of the minerals with the pictures A-H below?

copper	tantalum	natural gas	platinum
gold	coal	opal	emerald



**Activity 2:** The following words are used in the text you are going to listen to. Do you know their meanings? What is the difference between the words in each pair?

- a. renewable - non-renewable
- b. organic - inorganic
- c. metallic - non-metallic
- d. ferrous - non-ferrous

**Activity 3:** Now, listen to the first part of the text attentively and complete the following sentences with the right information. Then compare your answers with those of your friend.

1. Minerals are mostly \_\_\_\_\_ and \_\_\_\_\_ in nature.

2. Examples of a few organic minerals are gold, \_\_\_\_\_ and \_\_\_\_\_.
3. The two major types of minerals are \_\_\_\_\_ and \_\_\_\_\_.
4. Metallic minerals are divided into \_\_\_\_\_ and \_\_\_\_\_.
5. Examples of non-metallic minerals are limestone \_\_\_\_\_ and \_\_\_\_\_.

**Activity 4: Listen to the text again and underline the sentences you hear in the text.**

- a. Minerals are renewable natural resources. \_\_\_\_\_
- b. There are many organic minerals. \_\_\_\_\_
- c. Metallic minerals are potential sources of metal. \_\_\_\_\_
- d. Non-ferrous metallic minerals do not contain iron. \_\_\_\_\_
- e. Limestone, gypsum and mica are examples of non-metallic minerals. \_\_\_\_\_

### Week 11 Day 1

#### Lesson 2

**Activity 1: Listen to the second part of the text. While you listen, answer the questions below. Then, compare your answers in groups of three.**

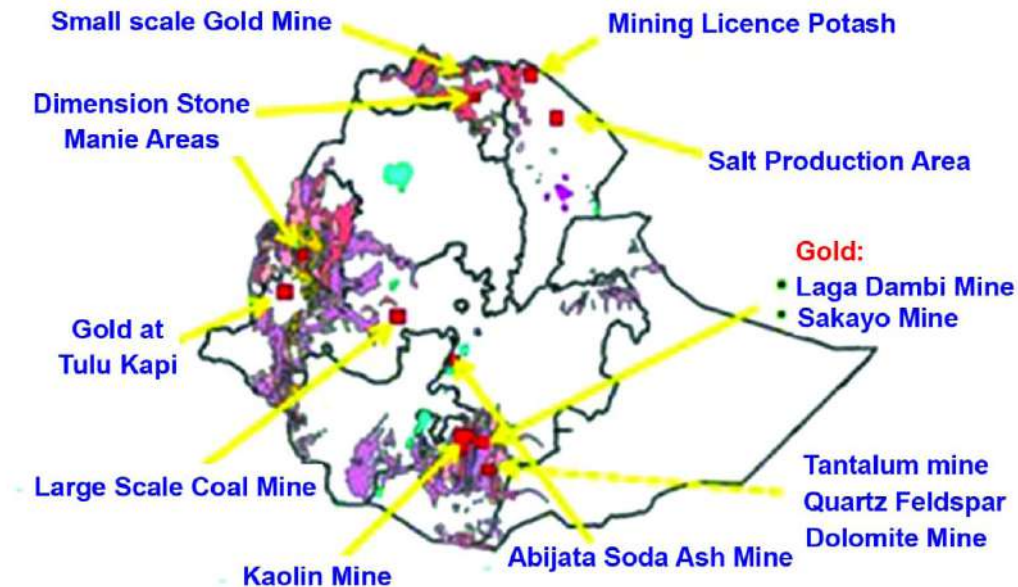
- A. Write the names of the minerals mentioned in the text.
- B. Write down where the minerals are found in Ethiopia.

**Activity 2: Listen to the text again and match the minerals under Column 'A' with their areas of deposit in Column 'B'. Then compare your answers with your list of answers to Question 1b above.**

Minerals	Areas of Deposit
_____ 1. Emerald	A. Ogaden basin, Somali Region
_____ 2. Platinum	B. Adola, Oromiya Region
_____ 3. Opals	C. Wollo, Amhara Region
_____ 4. Gold	D. Sidama Region, Southern Ethiopia
_____ 5. Natural Gas	E. Benishangul Gumuz, Oromiya and Tigray regions
_____ 6. Copper	F. Kafa, South West Ethiopia
_____ 7. Tantalum	G. Yubdo and Sirba Abay, Oromiya Region
	H. Shakiso, Oromiya Region
	I. Jimma, Oromiya Region

**Activity 3:** This map shows some of the mining areas in Ethiopia. In groups of four, read the map carefully. Then, name the region where each mining area is found.

### *Mining Areas in Ethiopia*



(Source: Mappr.com 2021)

**Activity 4:** In a group of three, discuss the uses of the minerals you know and report your ideas to the class. You may ask your Environmental Science teacher. The first is done to you as an example.

**Example:**

Gold is a precious metal. It is used for making jewelries.



## Section 2: Speaking

### Week 11 Day 2

### Lesson 3

#### Understanding a Conversation



**Activity 1:** In groups of three, take turns and play roles in the following conversation.

- A: Rahel, we discussed the uses of mineral resources **yesterday**, didn't we?  
 B: Yes, Miss. We studied about the types and uses of minerals.  
 A: That's great. Could **you** please mention some of the house objects that are made from minerals?  
 B: Certainly, Miss. For example, cooking pans, cups, stoves and window glasses are made from minerals.  
 A: What else, Jebessa?  
 C: Electronics such as mobile phones, computers and television sets are also made from various minerals.  
 A: Do you think minerals are important to our body?  
 C: Of course, Miss. Our body needs vitamin products to function properly.  
 A: Thank you, Rahel and Jebessa. You've revised the important points.  
 B: My pleasure, Miss.

**Activity 2:** Answer the questions based up on the above conversation.



- a. What is the dialogue about?
- b. How many people are participating in the dialogue?
- c. Who are participating in the dialogue?
- d. Where are they?
- e. Why do you think the teacher is asking the students?
- f. Do you think the students have good knowledge of minerals?

### Week 11 Day 3

#### Lesson 4

#### Making a speech

**Activity 1:** Make groups of five. Assign a facilitator and a note-taker. Then, prepare a three-minute talk for your classmates on *Non-renewable Minerals in Ethiopia*. Your facilitator or note-taker will make the speech to your classmates.

**When you make the talk, remember the following:**

- a. Stand properly and look at the audience.
- b. Be sure that your voice is audible.
- c. Start your talk by greeting your classmates.  
*Good morning my classmates.*  
*Good afternoon class.*  
*Hello/Hi, my classmates*
- d. Use introductory phrases, such as:
  - Today, on behalf of my group, I'm going to talk about ...
  - Now, representing my group, I'm going to tell you about...
  - In my talk, I'm going to tell you about...
- e. When you finish your speech, don't forget to thank your classmates for listening.

*Thank you for listening!*

*That's what we have. Thank you for listening to my speech.*

**Activity 2: Debating**

Sit in groups of five- seven students. In your group, identify the idea you support from the topics below. List the reasons why you support it. Then conduct a debate on the idea.

1. Renewable minerals are more important than non- knowable ones.
2. Non- renewable minerals are more important than renewable ones.

## Section 3: Reading

**Week 11 Day 4****Lesson 5**

**Activity 1: Be with your friend, answer the following questions.**

1. What are economic minerals?
2. Are minerals necessary for our health?
3. Should we mine all minerals at once?

**Activity 2: Read the text quickly. Then, match the types of economic minerals in the box with the pictures and compare your answers with those of your classmate.**

construction minerals  
industrial minerals

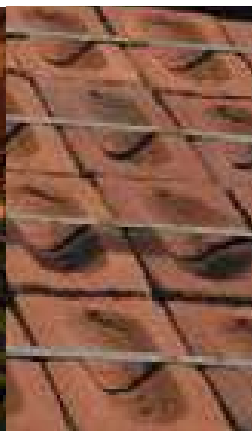
energy minerals  
metals



Picture A



Picture B



Picture C



Picture D

## Uses of Mineral Resources

Ethiopia produces a wide range of economic minerals including metals, minerals, rocks and solid and liquid hydrocarbons. Economic minerals are **extracted** from the earth by **mining, quarrying and pumping**.

Economic minerals **are classified** based on their uses into energy minerals, metals, construction minerals and industrial minerals. **Energy minerals are used** to produce electricity, fuel for transportation, heating for homes and offices and in the **manufacture** of plastics. Energy minerals include coal, oil, natural gas and uranium. **Metals** have a wide variety of uses. For example, iron (as steel) **is used** in cars or for frames of buildings; copper is used in electrical wiring; and aluminum is used in aircraft and to make drink cans. Precious metals such as gold, silver, and platinum are used in jewelry and mobile phones. **Construction minerals include** limestone; marble; sandstone; sand and gravel; brick clay; and **crushed rock aggregates**. They **are used** in the manufacture of concrete, bricks and pipes and in building houses and roads. **Industrial minerals are non-metallic** minerals used in a range of industrial applications including the manufacture of chemicals, glass, fertilizers and fillers in **pharmaceuticals**, plastics and paper. Industrial minerals include salt; clays; limestone; silica sand; phosphate rock; talc; and mica.

In addition, minerals are common in **vitamin products**. They are an important part of human nutrition. Iron, manganese, selenium, and calcium all provide day-to-day nutrients that our body needs in order to function. Foods that are full of micronutrients (or vitamins and minerals) can help strengthen cells, fight against harmful viruses, and boost the immune system.

In general, minerals serve as the **backbone** for economic and **infrastructural** development of the country. They are also very decisive for our health.

*(Adapted from “Mining sector in Ethiopia” in 2014/15 EITI Report)*

**Activity 3: Read the passage again quickly and answer the following questions.**

1. What are the three ways of extracting minerals?
2. List the major classifications of economic minerals.
3. What are the precious metals that are used for making jewelries?
4. Mention some examples of **energy minerals** and explain their uses.
5. For what purposes do we use industrial minerals?

**Activity 4:** Now read the passage silently and decide if the following statements *are True or False*. Write your answers and compare them with those of your classmates

1. All minerals are economic minerals. \_\_\_\_\_
2. Economic minerals are classified based on their uses. \_\_\_\_\_
3. Industrial minerals are metallic minerals. \_\_\_\_\_
4. Vitamins and minerals can only help our body to develop the immune system. \_
5. The main use of minerals is for the economic development of a country. \_\_\_\_

### Week 12 Day 1

#### Lesson 6

**Activity 1:** In pairs, read the passage quickly and match the main ideas with the numbers of the paragraphs.

Paragraphs	Main Ideas
Paragraph 1	a. Nutritious values of minerals
Paragraph 2	b. Emphasizing socio-economic uses of minerals
Paragraph 3	c. Introducing economic minerals
Paragraph 4	d. Types and uses of economic minerals

**Activity 2:** Reread the passage and list the five major uses/functions of the mineral re-sources.

Function 1: \_\_\_\_\_

Function 2: \_\_\_\_\_

Function 3: \_\_\_\_\_

Function 4: \_\_\_\_\_

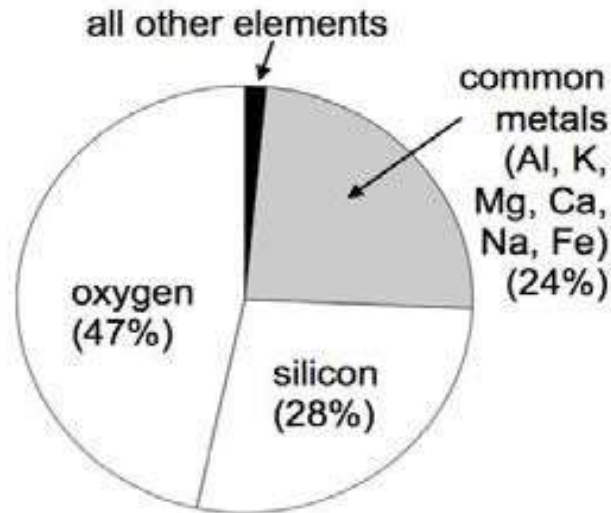
Function 5: \_\_\_\_\_

## Week 12 Day 2

### Lesson 7

#### Reading a Diagram

**Activity 1:** In groups of four, read the following note and the diagram carefully. Report what you understand from the diagram to your class.



#### Note: Symbols of minerals

O = Oxygen C = carbon Si = Silicon  
 Al = Aluminium K = Potassium  
 Mg = Magnesium Ca = Calcium  
 Na = Sodium Fe = Iron  
 Cl = Chlorine

**Activity 2:** Complete the text with the right information from the diagram.

Then compare your answers with your classmate's.

Minerals are composed of elements. Eight elements make up the majority of the Earth's crust and mantle. As you can see in the diagram, \_\_\_\_\_ (1) is the most common mineral; \_\_\_\_\_ (2) is the second, and \_\_\_\_\_ (3), \_\_\_\_\_ (4), \_\_\_\_\_ (5), \_\_\_\_\_ (6), \_\_\_\_\_ (7), and \_\_\_\_\_ (8) make up the other six. These elements can combine in a variety of ways to make different minerals.

**Activity 3: In groups of three, list possible answers to the question below:**

*Why do we care about minerals?*

## Section 3: Vocabulary

**Week 12 Day 3**

**Lesson 8**

**Activity 1: Learning word meanings in context**

The words on the left are used in the passage and they are written in bold. In pairs, match them with their meanings on the right.

Words from the passage	Their meanings
1. extracting	a. major support
2. mining	b. very expensive
3. quarrying	c. to make water, gas, air, etc. move in a specified direction
4. pumping	d. digging into the ground for minerals
5. manufacture	e. basic structures and facilities
6. precious	f. process of providing and receiving food
7. nutrition	g. producing goods in a large scale
8. backbone	h. to take or get something out
9. infrastructure	i. extracting stones such as granite, clay stone, etc. from the earth



**Activity 2: Using words in sentences**

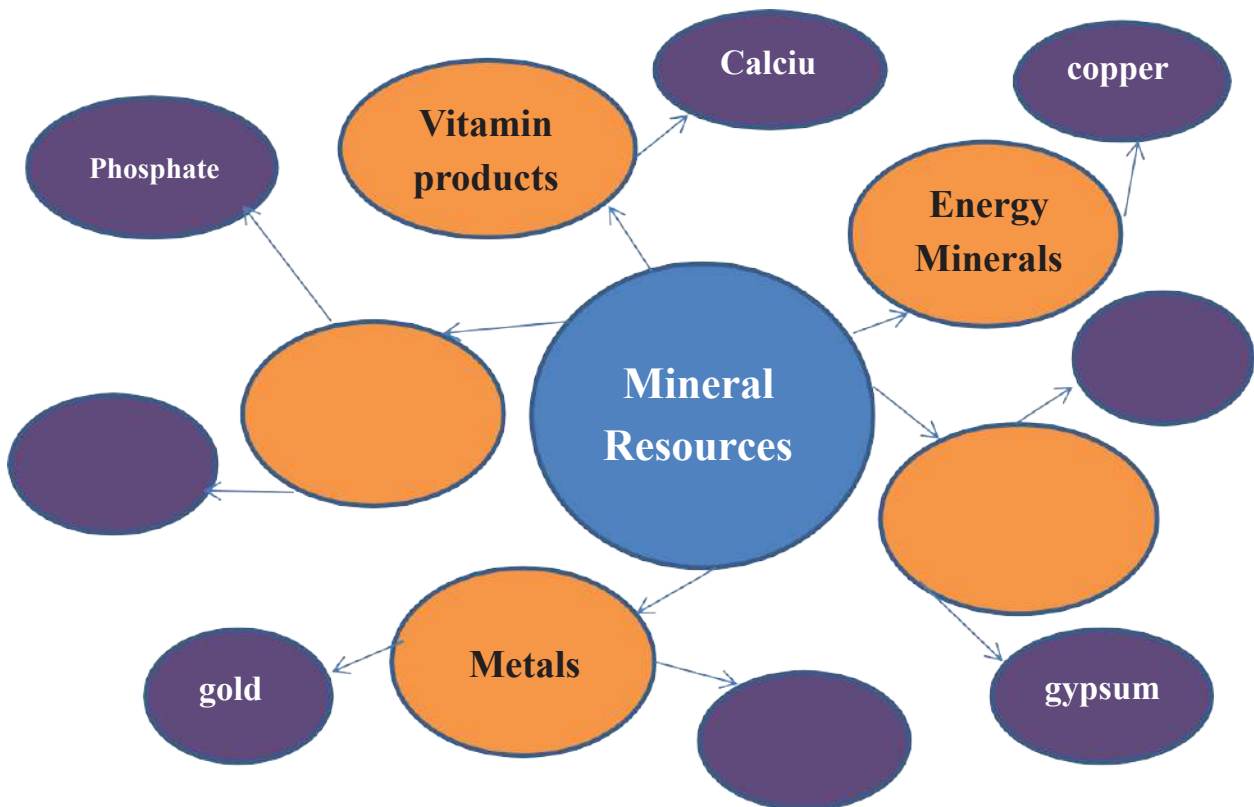
The words in the box are taken from the listening and reading texts. Use them to complete the sentences below.

mining	extracted	quarrying
manufacture	pumping	precious

1. Gold is a \_\_\_\_\_ metal that is used for making jewellery.
2. The mineral deposits in Ethiopia give wide opportunities for \_\_\_\_\_ companies.
3. The people are \_\_\_\_\_ the hillsides to extract granite.
4. Mineral resources such as gas oil, crude oil and water are extracted through.
5. Factories \_\_\_\_\_ goods such as shoes, cars, mobile phones, etc.
6. Vitamin products are usually \_\_\_\_\_ from different minerals.

**Activity 3: Word spider**

A word spider shows topic-related words. Fill in the empty ovals with the right words from the passage. You can also add as many ovals as you can.



**Activity 4:** Make as many sentences as you can from the word spider. Compare your sentences in groups of three.

*Examples:*

- Gypsum and limestone are construction minerals.
- Calcium can be found in vitamin products.

## Week 12 Day 4

### Lesson 9

#### Using the dictionary

**Activity 1:** How fast can you use a dictionary? Test yourself by putting the words in each group alphabetically. This will help you find words in a dictionary quickly and easily.

- gold, diamond, silver, platinum, iron, inorganic
- minerals, manganese, mica, mining, metals, manufacture
- organic, opal, precious, ferrous, tantalum, selenium

**Activity 2:** Put a circle round the word which is NOT in alphabetical order.

- aluminum, deposits, calcium, energy, emerald, gypsum
- limestone, phosphorus, nutrition, uranium, vitamin
- pumping, renewable, resources, quarrying, rocks

**Activity 3:** Compound nouns such as: *mineral resources*, *energy minerals*, *construction minerals* and *industrial minerals* are frequently used in the listening and reading texts.

Have you noticed that these nouns are formed by combining two nouns?

1. Now, write as many similar compound nouns as you can that can go with *mineral* and *re-sources*. You can use a dictionary.

**Examples:**

- mineral acid
- mineral salts
- classroom resources
- material resources

2. In pairs, make your own sentences using some of the words from your list for Question No.1.

**Example:** Classroom resources include teaching-learning materials in a classroom.

## Section 4: Grammar in Context

### Week 13 Day 1

#### Lesson 10

#### Comparison - Irregular Comparatives and Superlatives

**Activity 1:** In groups of three, discuss the following notes and examples.

In Units One and Two, you studied about regular comparatives and superlatives.

#### *Remember:*

- We use 'as + adjective/adverb + as' to talk about similarities.
- Comparatives are used to compare two things or two people.
- Superlatives are used to compare more than two things or two people.
- To form regular comparatives and superlatives, you need to know the number of the *syllables* in the adjectives or adverbs. *Syllables* are like «sound beats».
- The spelling of some adjectives or adverbs changes.

**Look at these examples of regular comparative and superlative forms.**

as tall as	not as clever as	the cleverest/the most clever
Soft	softer than	the softest
Nice	nicer than	the nicest
Big	bigger than	the biggest
Happy	happier than	the happiest
Famous	more/less famous than	the most/least famous
expensive	more/less expensive than	the most/least expensive

Also, look at these example sentences:

- Iron is **as hard as** diamond.
- Zinc is **softer** than copper.
- Diamond is **the hardest** of all the minerals.
- Rhodium is **the most expensive** metal in the world.

However, all comparatives and superlatives do not have regular forms. Look at the following students with their results of an English exam



Student A had a **good** score, but Student B scored **better** than Student A. Student C scored **the best**.

### Grammar Summary

With **irregular adjectives and adverbs**, the **comparative and superlative forms** are not created in the same way as the regular ones, so they should be learned by heart.

The most commonly used irregular adjectives are:

Adjectives	Comparatives	Superlatives
bad/badly	worse	worset
far (distance)	farther	farthest
far (extent)	further	furtherest
good/well	better	best

little	less	least
many	more	most
much	more	most
old	elder/older	eldest/oldest

**Note:** 'badly' and 'well' are adverbs.

## Week 13 Day 2

### Lesson 11

#### Irregular Comparatives and Superlatives

**Activity 1:** In groups of three, discuss the comparison in the following sentences, and report to the class.

1. The clinic is **as far as** the school, but the market is **not as far as** the clinic and the school.
2. Bilisuma is a **good** swimmer, but Chombe is **better**.
  - Sosina is **the best** swimmer I know.
3. Do you think volleyball is better than tennis?
  - Your football team is the best team in the country.
4. My Amharic is worse than my English.
  - My worst subject is physical education. I hate it.

**Activity 2:** Circle the letter of the right form to complete the sentences correctly. Compare your answer with a friend.

1. The weather is \_\_\_\_\_ than last week. It's so windy!
  - a. the worst
  - b. worse
  - c. bad
2. My house is \_\_\_\_\_ from school than yours.
  - a. far
  - b. farther
  - c. further
3. Yomille earns \_\_\_\_\_ than Shelemo.
  - a. much money
  - b. more money
  - c. the more
4. This book is \_\_\_\_\_ than the last one I read.
  - a. the best
  - b. better
  - c. good
5. Blen scored \_\_\_\_\_ than Solomon in the test.
  - a. few
  - b. least
  - c. less

6. That's the \_\_\_\_\_ chocolate cake I've ever eaten!  
a. better                      b. good                      c. best
7. Seada won the \_\_\_\_\_ prizes in the competition.  
a. much                      b. more                      c. most
8. Of all the sisters, she has the \_\_\_\_\_ patience.  
a. less                      b. least                      c. lose
9. You are the \_\_\_\_\_ driver I know!  
a. bad                      b. worst                      c. worse
10. Tute ran the \_\_\_\_\_ of all the children.  
a. farthest                      b. far                      c. most far

**Activity 3: Complete the sentences with the most appropriate comparative or superlative form of the adjective/adverb given in brackets.**

1. I'm (good) \_\_\_\_\_ now than yesterday.
2. She's got (little) \_\_\_\_\_ money than you, but she doesn't care.
3. St. George played (bad) \_\_\_\_\_ than Ethiopian Coffee yesterday.
4. Two days ago, the weather was (bad) \_\_\_\_\_.
6. Who got (little) \_\_\_\_\_ score in the previous test in the class?
7. Let me introduce you to my (old) \_\_\_\_\_ brother.
8. Who is (old) \_\_\_\_\_ of the players in your school team?

**Week 13 Day 3**

**Lesson 12**

**More on Irregular Comparatives and Superlatives**

**Activity 1: Rewriting comparatives**

For each question, complete the second sentence so that it means the same as the first. Use no more than three words. No. 1 is done as an example.



1. His latest book is not as good as his first one.  
**His first book is better than his latest one.**
2. Her old school was closer than the new one.  
**Her new school \_\_\_\_\_ the old one.**
3. I've never played better than I did yesterday.  
**Yesterday, \_\_\_\_\_ I have ever played.**
4. He has never made such a bad decision.  
**It \_\_\_\_\_ decision he has ever made.**
5. The bank is at the very far end of the street.  
**The bank is \_\_\_\_\_ the shop along the street.**
6. I didn't think my results would be this much bad.  
**My results \_\_\_\_\_ I had thought.**

### Mixed Comparison

**Activity 2:** Read the text below. List out the positive, comparative and superlative forms in the table below. Then compare your answers with a partner.

#### The *Best* Sleeping Bag



I needed to buy a new sleeping bag for a winter camping trip, so I went to a camping store and compared three different brands of sleeping bags: Ultra Comfort, Snowy Down, and NorthernTrek. I wanted to look at each sleeping bag very carefully. For winter camping, the Snowy Down had **the highest** rating. But in some ways, the other two sleeping bags were **better**. Of the three sleeping bags, the Snowy Down was **the warmest**, but it was also **the most expensive**. The Northern Trek costs **less than** the Snowy Down, but it was just **as expensive as** the Ultra Comfort. The Ultra Comfort was **warmer than** the Northern Trek, but the Northern Trek was **lighter than** the Snowy Down, so it was **easier** to carry. Finally, I decided not to get the Northern Trek for camping outside. It wasn't **as warm as** the other sleeping bags. We were having a mild winter, so I didn't need **the warmest** kind of sleeping bag, so I looked more closely at **the lightest** sleeping bag, the Ultra Comfort. That's the one I chose.

Positive	Comparatives	Superlatives

**Activity 3:** Work with a partner and complete the table with the right information from the text.

Product Details	Ultra Comfort	Snowy Down	Northern Trek
Cost	costs as much as the Northern Trek		
Warmth		the warmest	
Weight			

## Section 6: Writing

### Week 13 Day 4

#### Lesson 13

##### Punctuation marks

In Unit Two, you studied sentence ending punctuation marks: full stop (.), question mark (?), and exclamation mark (!). Now, you are going to learn about punctuation marks that are used in and between sentences.

**Activity 1:** Match the punctuations in Column 'A' with the right marks under Column 'B'.

'A'	'B'
a. apostrophe	;
b. colon	:
c. comma	,
d. semicolon	“...”
e. inverted commas	,

Note that **commas** are used in various purposes, such as:

1. to separate items in a list;
2. to separate the name of the person being spoken to from the rest of the sentence;
3. before 'yes' and 'no' in the beginning of a sentence;
4. when additional information is inserted into a sentence.

**Activity 2: Match the examples below with the uses of a comma listed above**

- a. Yes, Kebede Michael wrote many books about Ethiopian proverbs.
- b. Birds, bees, squirrels, fish and butterflies can fly.
- c. No, I can't fly without wings.
- d. The bat, a mammal, flies in an expert fashion.
- e. Singitan, did you know that squirrels can fly?

**Activity 3: Put the right punctuation mark in the following short text.**

**What are minerals**

Minerals are vital resources for construction manufacturing and energy industries The sustainability of minerals should be maintained without causing environmental damage Mineral sustainability issues affect everyone who uses mineral products This includes anyone who lives in a house constructed from stone bricks or concrete drives a car or rides a bicycle uses a road or railway or consumes electricity

**Week 14 Day 1**

**Lesson 14**

**Writing a paragraph**

Write a paragraph of 4 - 6 sentences on how minerals such as water, salt, and gas oil are important in our homes. Follow the following steps.

- First make notes with a partner.
- Then, write your paragraphs individually.
- Finally, compare your paragraphs.
- Check that you have used the right punctuation marks.

**Example Notes:****Water**

- For drinking
- Sanitation - washing our body, clothes, cleaning our house, washing utensils...
- Growing vegetables

**Begin your paragraph like this.**

In our homes, we use water for different purposes... \_\_\_\_\_

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# UNIT FIVE

## BEEKEEPING



(Source: beeculture.com, accessed on 11/20/2021)

### Learning Outcomes

Upon a successful completion of this unit, you will be able to:

- Reflect your experiences about the beekeeping farming in English
- Listen to and identify the general themes and specific details of listening text;
- Talk about the economic values of beekeeping activities in English;
- Read and comprehend the gist of a written text;
- Read and identify specific details;
- Use bees' body part-related words to describe bees.;
- Apply expressions of comparison and contrast to describe the three bee types;
- Use comparison and contrast words and phrases while comparing the queen with the worker bees;
- Utilize words related to a bee to complete the given text;
- Use simple present to describe the activities of the bees;
- Use the auxiliary —can to describe the acts of a bee;
- Write a short paragraph of five sentences on how the bees make honey.



## Section 1: Listening

**week 14 Day 2**

### Lesson 1

**Activity 1:** look at these pictures and answer the questions that follow in a group of two.



1. What do you know about bees?
2. Do you think all types of bees have the same roles?
3. Have you ever collected honey from a beehive?
4. Have you ever been stung by bees?
5. Can you guess what you are going to listen to?



**Activity 2:** The following words are used in the text you are going to listen to. With a classmate, guess the meanings.

queen	beehive	drones	
teamwork	colonies	castes	mates

**Activity 3:** Listen to the text again. Then put a tick (☐) in the box to show your agree- ment, or (X) to show your disagreement.

No	Statements	Correct	Undecided	Incorrect
1	All honeybees play the same role in producing honey.			
2	Worker bees and drones are similar in size.			
3	Worker bees and drones work in the same team.			
4	All groups of bees do not cross their set job boundaries.			
5	Drones are all males.			
6	All bees take part in defending the bee compound.			

**Week 14 Day 3**

**Lesson 2**

**Activity 1:** Listen to the text for the third time attentively and match the types of bees in Column A with their major activities in Column B. Then, compare your answers with those of your classmate.

Column A	Column B
1. Queen Bees	A. Fertilize unfertilized eggs.
2. Worker Bees	B. Produce fertilized eggs in the colony.
3. Drone Bees	C. Mate the queen bees.
	D. Perform every task in the colony.
	E. Do not have any task to do.

**Activity 2:** The following sentences are taken from the listening text. But they are not in the correct sequence as they appear in the text. Listen to the text again and rearrange them in the order they come in the text.

- The queen bee mates with drones to reproduce bees. \_\_\_\_\_
- Honeybees are effective team workers. \_\_\_\_\_
- Drones defend the area of the bee colony by stinging the enemy. \_\_\_\_\_
- Worker bees do all of the necessary activities within a colony. \_\_\_\_\_

**Activity 3:** Now, using the above sentences, write the summary of the text.

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## Section 2: Speaking

### Week 14 Day 4

### Lesson 3

**Activity 1:** Sit in groups of five and choose a group facilitator. Then discuss about the “teamwork” of bees and what you learn. Then let your facilitator make notes and report your ideas to the class.

**Activity 2:** In bee colonies, each team focuses on specific duties. What do you learn from their practices? Discuss with a friend how you can practice the experience in your classroom. Then share your ideas with your class.

**Activity 3:** Discuss the functions of the body parts of the bees. The first two are done for you as an example: Write your answer on your exercise book.

**Examples:**

- (1) A bee uses its wing to fly.
- (2) A bee uses its paws to collect pollen (powder from flowers).

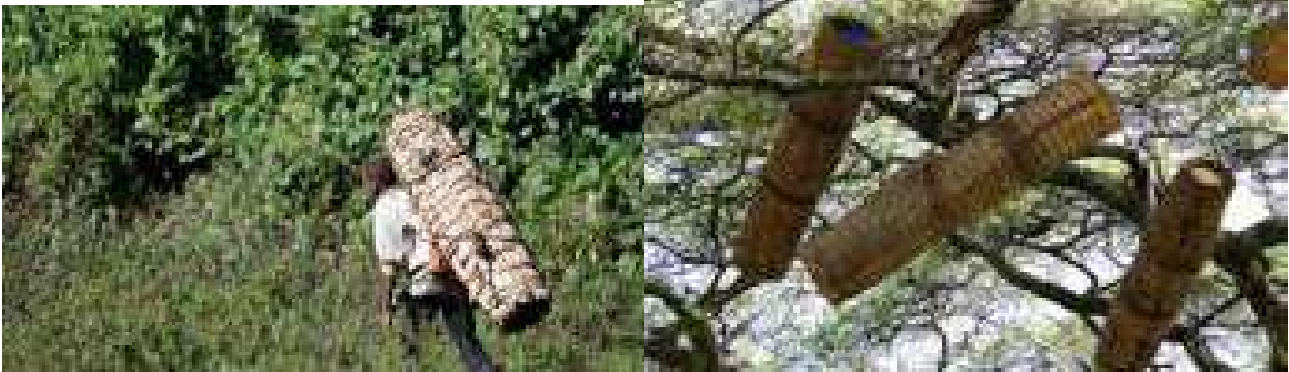
## Section 3: Reading

### Week 15 Day 1

#### Lesson 4

**Activity 1:** Be in a group of three and discuss what you see in these pictures.

Then, answer the following questions.



1. What do you know about beekeeping?
2. What do you know about the behavior of bees?
3. Tell your partners about your experience with bees and their honey.

**Now read the text once and check your answers to the above questions.**

## **Beekeeping**

Beekeeping is a practice of caring for colonies of honeybees. Beekeepers raise and care for honeybees for agricultural and commercial purposes. Honeybees are mainly kept for their honey. They are also kept for other products such as wax. On top of all these, they are needed for their service as pollinators.

Bees live on flowers of plants. They need plants to produce their food and honey. While searching for food, they take pollen grains from plant to plant. Through **this** process, plants are able to produce seeds. Therefore, there is a natural biological interdependence between bees and plants. That means one cannot exist without the other. This does not mean that bees are the only pollinators. Pollination can take place by wind and other animals and insects. However, it means human beings need both plants and bees. Therefore, if we want to have more honey products, we need to preserve our natural vegetation. If we want to preserve our natural forest, we have to work hard on beekeeping.

Beekeeping is classified under farming activities. **It** involves selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey. Therefore, beekeepers construct and clean hives, induct wild swarms, split colonies, collect honey, and ensure the over-all health of the hive.

Firstly, beehives should be placed near a source of water like a river, stream, lake, dam or natural or man-made ponds. The area should have adequate vegetation, such as coffee, sunflower, mangoes, oranges, bananas and other wild flowering plants. The site should be fenced to protect bees from people and animals.

Bees can be kept in traditional as well as in modern hives. The traditional hives are ineffective in protecting the hives from danger. They are also less productive. However, the modern hives are safe and good for producing neat and large amounts of honey.

To **populate** bees, you may capture a newly-settled swarm around a branch of a tree, but make sure you wear protective clothing or gloves. You may use smoker but be careful not to damage both the bees as well as the hives. Collect the honey on a wide pan and gently brush the bees back into hive.

(Source: Technical Centre for Agricultural and Rural Cooperation (CTA) and Samuel Emmett McGre-gor <https://www.britannica.com/topic/beekeeping>)

**Activity 2:** Read the passage again and decide whether the following sentences are True or False. Then, compare your answers with those of your classmate's.

1. Bees are generally divided into three colonies (True/False)
2. Beekeeping is an agricultural activity (True/False)
3. The passage suggests that bees are the only pollinators of plants (True/False)
4. The worker bees are very small in number. (True/False)
5. Worker bees are capable of producing fertilized eggs. (True/False)
6. Drones are smaller than workers.(True/False)
7. Bees cannot be organized to produce honey without the queen (True/False)

## Week 15 Day 2

### Lesson 5

**Activity 1:** Read the indicated paragraphs and identify what the words in bold type stand for in the passage.

1. "... **They** are also kept for .... (Paragraph 1, line 2) \_
2. "On top of **all these**, they are needed for ... (Paragraph 1, line 3) \_
3. "... **this** process ... (Paragraph 2, line 2) \_\_\_\_\_
4. "If **we** want to preserve .... (Paragraph 2, line 8) \_\_\_\_\_
5. "... **It** involves .... (Paragraph 4, line1) \_\_\_\_\_

Now compare your answers with those of your classmate's.

**Activity 2:** The following jumbled sentences, if put in the right order, summarize the passage. Rearrange them and then write a paragraph which summarizes the reading text.

- a. Bees need flowers to produce their food and honey.
- b. Honeybees are mainly kept for their honey.
- c. Beekeeping activities involve selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey.
- d. Bees pollinate plants and plants are able to produce seeds.

**Week 15 Day 3****Lesson 6****Discussion and reflection**

**Activity 1: Form groups of five, elect a facilitator and reporter, discuss on the following questions and report your discussion results.**

1. In your listening and reading lessons you learnt about things related to beekeeping. In your opinion, which form of honey farming is common in your area - traditional or modern? Why?
2. Do you think beekeeping is a major activity in your community? Why/Why not?

## Section 4: Vocabulary

**Week 15 Day 4****Lesson 7**

**Activity 1: Find the words that have similar meanings with the following words and phrases. The paragraph numbers are given for easy reference.**

1. handling with great attention (Paragraph 1): \_\_\_\_\_
2. cross-fertilizers (Paragraph 1): \_\_\_\_\_
3. kernels or grains or fruits (Paragraph 2): \_\_\_\_\_
4. inter-reliance (Paragraph 2): \_\_\_\_\_
5. bee homes or spots (Paragraph 3): \_\_\_\_\_
6. flora (Paragraph 4): \_\_\_\_\_
7. hazards (Paragraph 5): \_\_\_\_\_
8. inhabit (Paragraph 6): \_\_\_\_\_

**After you finish, compare your answers with those of your classmate's.**

**Activity 2: Sit in pairs and read each description and write the types of the bees described.**



- a. I am the mother of the colony. My abdomen is very long. I lay more than 1,200 eggs everyday. Who am I? \_\_\_\_\_
- b. I do all the work in the hive. I clean, feed, build, fan, guard, and forage. Who am I?
- c. I have extra-large eyes and a stout abdomen. I do not have a stinger or pollen baskets and I cannot gather flower nectar using my tongue. I am a male bee. Who am I? \_\_\_\_\_

## Section 5: Grammar in Context

### Week 16 Day 1

#### Lesson 8

##### A. Comparison and contrast

**Activity 1: Combine the following sentences under 'a' and 'b' using the words in parentheses.**

##### a. Similarities

1. Honey is sweet. Sugar is sweet. (both)
2. Honey can be used with tea. Sugar can be used with tea. (similarly)
3. Honey can be used to make local mead. Sugar is mixed to make strong mead. (in the same way)
4. Honey is used to make cakes. Sugar powder is used to make cakes. (not only ... but also)

##### b. Differences

1. Honey is made from flowers. Sugar is made from sugarcane. (although)
2. Honey is made by honey bees. Sugar is produced in factories. (in contrast)
3. Honey is in a liquid form. Sugar is usually in solid form. (however)

**Activity 2: Develop the above sentences into two separate paragraphs. The beginning sentences have been written for you. Use words such as to begin with, in addition, further- more, moreover... or firstly, secondly ... finally to connect your ideas in both paragraphs.**

**Paragraph 1**

*Honey and sugar have some similarities. Both honey and sugar are sweet.*

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**Paragraph 2**

*Honey and sugar have some differences, too. Honey is made from pollen grains of flowers while sugar is made from sugar cane.*

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**Week 16 Day 2****Lesson 9**

**Activity 1:** Use the words in the box to write the similarities of all bees stated in the notes below. The first sentence has been done for you as an example.

all	similarly	to begin with
in addition	moreover	

- Bee colonies have some common features.
- Bees are social insects with marked divisions of labor.
- Bees are endowed with specified roles in the production of honey.
- They work in teams on specific tasks but the outcome is honey.

Now write a paragraph describing similarities using the above notes. You can start as follows:

*All bees in a colony have some features in common.*

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## Differences

**Activity 2:** Join the following paired sentences using the words given in the brackets and write a paragraph. In this task, pay attention to the relationship between the two sentences. The paragraph is started with a sentence.

1. The queen bee is big and visible. The worker bees are small in size. (whereas)
2. The queen bee can produce a bee colony. Worker bees cannot produce bees. (but)
3. Drones are male bees that have no stingers. Workers are females and the only group with a stinger. (however)

*Honey bees have some differences.*

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## Week 16 Day 3

### Lesson 10

#### Comparison and contrast

**Activity 1:** Compare and contrast bees and wasps. Use the following notes to write the comparison and contrast paragraph.

*Similarities:*

*They both:*

- are insects
- can make honey
- sting
- Differences:
  - bee colonies are larger in number than wasps;
  - bees sting once only but wasps can sting multiple times;
  - honey bees can attack when provoked; wasps are naturally aggressive.

**You can start as follows:**

Honey bees and wasps have some similarities and differences.

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**Activity 2: Fill in the sentences below using appropriate verb from the pairs given in the bracket**

1. All honeybees \_\_\_\_\_ play the same role in producing honey (Can/are)
2. Honey bees \_\_\_\_\_ attack when provoked (are/can)
3. All bees \_\_\_\_\_ take part in defending the bee compound (Can/will)
4. Worker bees \_\_\_\_\_ produce unfertilized eggs (is/can)
5. Bees -----store honey and pollen to serve as food for their young (Can/will).

**Activity 3: Complete each sentence choosing the correct option**

1. Bees (be) found on every continent except for Antarctica.  
A. is    B. are    C. am
2. Bees (feed) on nectar and pollen, the former primarily as an energy source and the latter primarily for protein and other nutrients.  
A. fed    B. feeds    C. feed
3. A bee (differ) from closely related groups such as wasps by having branched or plume-like setae  
A. differs    B. differed    C. differ
4. Most solitary bees (nest) in the ground in a variety of soil textures and conditions  
A. nests    B. nest    C. nested
5. Tropical bees (has) several generations in a year and no diapause stage.  
A. have    B. had    C. has

## Section 6: Writing

### Week 16 Day 4

#### Lesson 11

**Activity 1: Read the following story individually. Pay attention to the words and phrases in bold.**

### Aesop's Fable of the Worker Bee, the Drone, and the Wasp

One day, some worker bees **made** a honeycomb in the hollow trunk of an oak. They **settled** nearby to rest. Then, the drones from their hive **flew** by. The drones **said**, "We made that honey comb. It belongs to us."

"You did not make that honeycomb," **replied** the worker bees. "You know very well that you did not. We made it."

The drones **insisted**, "That honeycomb belongs to us and we are going to have it."

So the worker bees said, "Let us go together and see what the wasp has to say about whose honeycomb it is." The worker bees and the drones **flew** in a big swarm to the wasp's nest. When the wasp **came** outside to see what the buzz was all about, the bees all talked at once about their dispute.

"You worker bees and drones," said the wasp, "**are** so much alike in shape, color, and sound that I cannot easily tell you apart. Surely, I cannot tell which of you I have seen building the honeycomb in the oak tree. But I think the matter **can be justly decided**. Each group of you, the workers and the drones, must go to a hive in which there is no honey, and build up a new honeycomb. The group that makes a honeycomb and honey like that found in the oak tree is the owner of the tree comb."

"All right," said the worker bees, "we **will do** it! Let's go!"

But the drones said, "We **will have** nothing to do with such a plan."

So the wasp said, "I see the worker bees **are** ready to make another honeycomb. But the drones don't want to do it. That must be because the drones do not know how! Surely, they did not make the honeycomb in the oak tree. It belongs to the worker bees."

The drones buzzed away with anger for they knew the wasp was right. They didn't know how to make a honeycomb at all. And the worker bees happily flew back to the oak tree.

(Source: <https://www.uua.org/re/tapestry/children/home/session3/aesop>)

**Activity 2:** Write a descriptive paragraph of 5-6 related sentences on how bees make honey. (You may refer to books, or ask people who keep bees.)

**Activity 3:** Now, sit in groups of three and tell a similar story or an incident related to bees to your group members. After that, select the best one you would like to write as a story. In your group, write the story. Ask your teacher to support you with appropriate words if necessary. Then, put that on your class notice-board so that all students can read it for you.

Start as follows

First: \_\_\_\_\_

Second: \_\_\_\_\_

Third: \_\_\_\_\_



# UNIT SIX

## WATER POLLUTION



(Source: <https://www.earthreminder.com/water-pollution-essay-for-kids/> 11/09/21)

### Learning Outcomes

**After completing this unit successfully, students will be able to:**

- Share their experiences about causes of water pollution;
- Listen for detailed information and for general themes ;
- Respond to the questions from the listening text;
- Speak about the major water sources in their area;
- Match the sub-heading of each paragraph to the paragraph where it is found;
- Identify the meanings of inferences as used in the reading passage;
- Analyze the reference questions that are developed from the reading text;
- Use water related proverbs and expressions while speaking about polluted water;
- Explain the synonyms and antonyms of words related to water pollution
- Use correct forms of verbs in the active and passive sentences;
- Use the correct forms of simple present and simple past to complete a given text; and
- Write a paragraph of six sentences on one of the given effects of water pollution.

## Section 1: Listening

### Week 17 Day 1

#### Lesson 1

**Activity 1:** You are going to listen to a text. Before you listen to the text, answer the following questions.

1. Have you heard about water pollution?
2. What are the causes of water pollution?
3. Look at these pictures and explain what the pictures are about.



(Source: Yohannes H, Elias E., 2017)

4. The following words are taken from the listening text. Thus, guess their meaning in groups of three students.
  - ecosystem
  - contaminate
  - pollutant
  - poisonous
  - toxic

**Activity 2:** Now, listen to the text about the Causes of Water Pollution attentively. As you listen, write the causes of water pollution that match with what is shown in the pictures given below.

sewage

oil spill








rubbish/ trash

solid waste

plastics

ships

industrial waste

 <p>1. _____.</p>	 <p>2. _____.</p>	 <p>3. _____.</p>
 <p>4. _____.</p>	 <p>5. _____.</p>	 <p>6. _____.</p>
 <p>7. _____.</p>		

Source: Guizab art, Nov, 10, 2019

## Week 17 Day 2

### Lesson 2

**Activity 1:** Listen to the text again and match each cause of water pollution under column A with its respective description under column B.

A. Causes	B. Description
<ol style="list-style-type: none"> <li>1. livestock excrement</li> <li>2. toxic chemicals</li> <li>3. insecticides</li> <li>4. dumping</li> <li>5. household garbage</li> <li>6. pollutants</li> </ol>	<ol style="list-style-type: none"> <li>a. the act of throwing dangerous substances</li> <li>b. chemicals used for killing insects</li> <li>c. farm animals' solid waste matter</li> <li>d. poisonous chemicals</li> <li>e. a substance that contaminates air and water</li> <li>f. waste food, paper, etc. ... that we throw away</li> </ol>

**Activity 2:** Make groups of five and select a facilitator and a reporter. Then, discuss the following questions and the reporter will present your answers to the class.

1. What do you feel about water pollution?
2. Reflect on the major lessons you can learn from the listening text to keep clean the rivers in your area.

## Section 2: Speaking

### Week 17 Day 3

#### Lesson 3

#### Water related proverbs and expressions for exchanging ideas or giving advice

*Proverbs are short well-known sentences or phrases that state a general truth about life or giving advice.*

There are a number of *water related proverbs and expressions* in English which we can use when we exchange ideas or give advice.

**Activity 1:** Study the meanings of the following examples of water related proverbs in groups of three. Then, explain meanings of the proverbs that follow it.

- *A fish out of water* = No life any more
  - *Blood is thicker than water* = Blood relationship is stronger than any other kind of relationships.
1. Don't make waves.
  2. Don't wash your clothes in public.
  3. It is like drinking a glass of water
  4. It is raining cats and dogs.
  5. Be in hot water.
  6. Pour cold water on.
  7. Find similar water related proverbs or expressions in English and explain their meaning to your classmates.

**Activity 2: Discussion on water sources** Gather information from three of your classmates to answer the following and other related questions. Then, share your ideas with the whole class.

- What water sources are there in your village or town?
- How clean are those water sources?

### Week 17 Day 4

#### Lesson 4

**Activity 1: Discussion on causes of Water pollution** Form a group of three and discuss on the following questions on the causes of water pollution. Then, share your ideas to the whole class.

- Is water pollution a problem in your area? Why?
- Who pollutes the water resources and how?

### Giving Advice on How to Prevent Water Pollution

So far, you have learnt about the causes of water pollution. Now you need to advise others on how to prevent water pollution.

When we want to advise someone, we can use *should*, *ought to* or *had better*.

- You should dispose of house wastes properly.
- We ought to treat the water with chemicals.
- Factories should not release toxic acids to rivers.

**Activity 2: Play the role of 'B' to offer advice to 'A'. Use the words in brackets.**

A: The water is not clean to drink. What shall we do?

B: \_\_\_\_\_(boil)

A: In my village, some people dispose of their house wastes to the nearby river.

B: \_\_\_\_\_(use waste bins)

A: I am suffering from diarrhea. It might be the water I drank this morning.

B: \_\_\_\_\_ (go to clinic)

A: The plastics we carelessly throw away are polluting our water resources.

B: \_\_\_\_\_ (collect and recycle)

## Section 3: Reading

### Week 18 Day 1

#### Lesson 5

**Activity 1:** Before you read the passage about *Effects of Water Pollution* below, try to answer the following questions. Then, compare your answers with those of your classmate's.

- What will happen if people drink polluted water?
- Does water pollution affect animals in water bodies?
- Can plants be affected by water pollution?

**Activity 2:** The following words are used in the reading text. Thus, try to say them correctly and guess their meanings.

typhoid hepatitis cholera giardia dysentery algae

Now read the passage quickly and answer the questions that follow it.

### Effects of Water Pollution

Water *pollution* has a lot of **harmful effects** on human health and the environment. First, when we drink polluted water, **it** causes various health problems such as **typhoid, hepatitis, cholera, giardia, and dysentery**. Sometimes, these **health problems may become disastrous** if the level of **pollutants** is very high in the water.

Second, our **ecosystem** requires proper balance for a healthy environment to live peacefully. The ecosystem gets affected even if a small change occurs. Water pollution affects the environment. **It** is a very big environmental



problem. It affects the entire balance of the ecosystem. Due to water pollution, the level of pollutants increases significantly in the water bodies and the **aquatic** animals like fishes die, unfortunately.

Third, there are various chemicals that pollute water bodies like rivers, ponds, and lakes. When these chemicals get dissolved with the water, a huge amount of **algae** grows in the water. **This** algae growth covers the upper surface of the water bodies. Due to extreme algal bloom, the level of oxygen decreases in the water, which affects the ecosystem under the water.

Fourth, the food chain gets highly affected by water pollution. Water animals like fishes and shellfishes **consume** the pollutants present in the water. When **these animals** are eaten by other big water animals, then the pollutants get transferred. This process continues and eventually affects humans also when they consume these polluted fishes. In this way, water pollution spoils the entire food chain.

(Source: <https://www.earthreminder.com/water-pollution-essay-for-kids/11/09/21>)

**Activity 3: Reading for main ideas** Read the passage again quickly and match the sub-headings with the number of the paragraphs. You may mention a paragraph more than once. Share your answers among a group of three members.

Sub-headings	Paragraphs
1. Illnesses from polluted water	• Paragraph 1
2. Effects of chemicals polluting water bodies	• paragraph 2
3. Effects on human health	• paragraph 3
4. Effects on the food chain	• paragraph 4
5. Effects on the environment	
6. The relationship between ecosystem and healthy environment	

## Week 18 Day 2

### Lesson 6

**Activity 1: Now read the passage again individually and decide if the statements below are True or False.**

1. Water pollution affects only human beings. \_\_\_\_
2. The entire ecosystem can be negatively affected by water pollution.
3. According to the passage, a healthy ecosystem depends upon clean environment.
4. The level of oxygen increases in the water when a lot of algae blooms.
5. The complete food chain can be spoiled by water pollution. \_\_\_\_\_

### Reference and Inference Questions

**Activity 2: Look at the following bold typed words in the passage. Then, explain what the words refer to. The first has been done for you as an example.**

The pronoun 'it' in Paragraph 1, line 2 refers to **polluted water**,

1. The pronoun 'we' in Paragraph 1, line 2 refers to-----
2. What does the pronoun 'it' in Paragraph 2, line 3 refers to-----
3. 'This' in Paragraph 3, line 3 refers to-----
4. 'these animals' in Paragraph 4, line 4 refers to-----
5. **What do we mean by harmful effects?**
6. **these health problems may become disastrous** is to mean-----

**Activity 3: In groups of four, discuss the following questions and report your answers to the class.**

1. What lesson(s) have you learned from reading the passage?
2. What can you tell your family and neighbors about the effects of water pollution?
3. What measures can children take to prevent water pollution?

## Section 5: Vocabulary

### Week 18 Day 3

#### Lesson 7

**Activity 1: Learning word meanings from contexts** The words in Column 'A' are taken from the reading text. Match them with their meanings in Column 'B'. You may refer back to the text.

'A'	'B'
1. pollutants	a. used water and waste substances
2. sewage	b. Harmful/devastating
3. aquatic	c. contaminants
4. consume	d. eat/use
5. disastrous	e. water/sea
6. discharge	f. to avoid; to get rid of

#### Activity 2: Studying antonyms related to water Pollution

A. Write the opposite meanings of these words taken from the reading passage.

1. polluted \_\_\_\_\_
2. decrease \_\_\_\_\_
3. health \_\_\_\_\_
4. harmful \_\_\_\_\_
5. unsafe \_\_\_\_\_

B. Use the most appropriate word from the above list to complete each sentence. Then, compare your answers with a classmate.

1. When the level of oxygen in the ocean \_\_\_\_\_, the ecosystem under the water will be affected.
2. \_\_\_\_\_ water can affect humans, plants and animals in water bodies.
3. When the level of pollutants increases, water bodies become \_\_\_\_\_ the aquatic animals like fishes.
4. Drinking polluted water can cause problems such as cholera, typhoid and dysentery.
5. Water pollution can have a number of \_\_\_\_\_ effects on human health and the environment.

**Activity 3:** The word 'water pollution' is a compound word formed from two words - 'water' and 'pollution'. Write other compound nouns with 'pollution'.

*Example:* noise pollution

## Section 5: Grammar in Context

### Week 18 Day 4

#### Lesson 8

#### The Simple Past with Irregular Verbs

**Activity 1:** In a group of three, compare the following pairs of sentences. Pay attention to the verbs written in bold type.

- A: He **talks** to his friend every day.  
B: He **talked** to his friend every day.
- A: I **use** a pencil in my exercise book.  
B: I **used** a pencil in my exercise book.

Have you noticed that the verbs in turn A are in the Present Simple Tense while the verbs in turn B are in the Past Simple Tense?

Remember:

In Unit Five, you learned that the Past Simple form of regular verbs is formed by adding **-ed** or **-d** to the end of a verb in the Present Tense.

However, we can't just add **-ed** or **-d** for irregular verbs; instead, the whole verb changes or has the same form of the infinitive. Look at these examples:

- I **see** my friends at school.
- I **saw** my friends at school.
- She usually **sleeps** for hours.
- She **slept** for hours.
- He **cuts** the trees.
- He **cut** the trees yesterday.

**Activity 2: Choose the correct verb form for each sentence.**

- I \_\_\_\_\_ (find/found) your lost dog this morning where people dump wastes.
- She \_\_\_\_\_ (speak/spoke) too softly. I couldn't hear her because of the noise.
- We went shopping and I \_\_\_\_\_ (buy/bought) organic vegetables.
- Did you \_\_\_\_\_ (sleep/slept) well last night despite the heavy rain?
- Mom (teaches/taught) us ways of waste management.

**Activity 3: Put the verbs in brackets in the Simple Past form. Compare your answers among your group of three. The first is done for you as an example.**

**Example:** I (draw) a picture of polluted water.

I **drew** a picture of polluted water.

- My teacher (**tell**) me about the causes of water pollution.
- Yomille (**clean**) her environment to reduce water pollution.
- We (**watch**) a movie about health effects of drinking polluted water.
- Sultan (**swim**) in the unpolluted river.
- The Doctor (**warn**) everyone not to drink polluted water.
- Amanuel (**notice**) the solutions to reduce water pollution.
- I (**suffer**) from stomach ache due to the polluted water I drank.

**Week 19 Day 1****Lesson 9*****Using Active and Passive Voice to talk about Water Pollution*****Activity 1: Change each of the sentences in active voice to passive voice. Number 1 is done for you as an example. The beginnings of the sentences are suggested for you.**

**Active:** Pollution contaminates all our drinking water.

**Passive:** All our drinking water is contaminated by pollution.

- People should separate all household waste.
  - All household waste \_\_\_\_\_
- Factories mustn't dump toxic chemicals into rivers and lakes.
  - Toxic chemicals \_\_\_\_\_

3. Water pollution affects human beings in many ways.
  - Human beings \_\_\_\_\_
4. We should reuse plastic bags to reduce water pollution
  - Plastic bags \_\_\_\_\_
5. Dr. Yomiyyu listed several environmental issues in his Environment Day speech.
  - Several environmental issues \_\_\_\_\_
6. Water pollution has caused a serious environmental problem around the world.
  - A serious environmental problem around the world \_\_\_\_\_

### Activity 2: Change the following passive sentences into active voice.

The first is done for you as an example

**Passive:** Chemicals are **being overused** by some farmers in their crops.

**Active:** Some farmers **are overusing** chemicals in their crops.

1. Several harmful effects are produced by polluted water.
2. Cholera and typhoid are produced by direct sewage into river.
3. The discovery non-polluting car would improve the economy.
4. Water pollution will affect specific regions in different ways.
5. Water pollution should be protected by most African governments.

*Have you noticed that the verbs in the first group of sentences are in the Simple Present Pas- sive Voice? Also, have you seen that the sentences in the second group of are in the Active*

### Grammar Summary

#### Present Simple Passive Voice

The Present Simple Passive Voice is formed by using the **present verb 'to be' (am, is, are) followed by the past participle of the verb.**

Only verbs which take an object (transitive verbs) can have passive forms.

When we change active voice into passive voice, the object of the active sentence becomes the subject of the passive.

Here are some more examples:



- A. Our teacher **tells** Tadesse to be punctual. (active voice)  
Tadesse **is told** to be punctual by our teacher.
- B. We **use** different cars for transportation.  
Different cars **are used** for transportation.
- C. Farmers **grow** 'teff' in many parts of Ethiopia.  
'Teff' is grown in many parts of Ethiopia.
- Note that, sometimes, mentioning the actor may not be essential or it can be un- known.

## Section 6: Writing

### Week 10 Day 2

#### Lesson 10

**Activity 1: The following sentences are all about effects of water pollution.**

**Rearrange them to make a paragraph.**

- Finally, chemicals and heavy metals from industrial and municipal wastewater pollute waterways.
- Secondly, waterborne diseases caused by pollution are major causes of illness.
- Water pollution has a lot of effects on human health and the environment.
- To begin with, any harm to healthy ecosystems can affect the relationship among organisms.
- In this paragraph only three of them have been discussed.

**Activity 2: Write a short descriptive paragraph. You may do this activity individually or in pairs. Use the following steps.**

- Select a polluted water resource in your area.
- Ask questions to be answered in your paragraph (such as: what it is; where it is; how polluted it is; what effects it has on the neighborhood, and what should be done).
- Write all the information on a piece of paper.
- Revise and proofread it.
- Write your final draft. You can refer to the sample paragraph below.
- Read it to your classmates.

**Sample paragraph**

I am living in a small town known as Tewa. Near our village there is a big river called Bulbula. We swim and wash clothes there. People also use Bulbula for irrigation. We also take our cattle to Bulbula River. However, Bulbula is now polluted with chemicals disposed of from a leather factory opened at the side of the river. The water has become dirty and smells bad. We do not go to the river for washing anymore; the cattle do not drink the water, either. Now, we are discussing the problem with our teachers. We are going to talk to the factory owner not to dispose of the waste to the river.

# UNIT SEVEN

## GOOD CITIZENS



### Learning Outcomes

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

- Speak about what they think are the qualities of good citizens;
- Listen to get detailed information about good citizens;
- Associate themes of paragraphs with paragraph numbers;
- Guess out the meanings of reference questions from the reading passage;
- Identify antonyms and synonyms of words related to good citizens;
- Use citizenship-related expressions in their oral and written description of good citizens;
- Apply the simple present in their descriptions of the qualities of decent citizens;
- Communicate orally with their peers on three themes well-behaving citizens of a population;
- Write six related sentences on the qualities good citizens.

## Section 1: Listening

### Week 19 Day 3

#### Lesson 1

**Activity 1:** Be in pairs and look at the pictures. Then answer the questions that follow.

1. What are the children doing?
2. Do you think they are good citizens? Why?
3. Which of these activities do you do?
4. From these pictures, can you guess the topic of the listening text?



**Activity 2:** The following words are used in the listening text you are going to listen to. Say them aloud correctly and then, guess their meanings.

- |                        |                  |
|------------------------|------------------|
| • Citizen/ citizenship | • honesty        |
| • integrity            | • responsibility |
| • trustworthiness      | • empathy        |
|                        | • fairness       |

**Activity 3:** First, read the notes below, and then listen to the text about “Good Citizen- ship”. While listening, fill in the missing information to complete the outline.

1. Good citizens know their rights, and
  - a. the right to life, the right to privacy,
  - b. \_\_\_\_\_,
  - c. the right to organize,
  - d. \_\_\_\_\_, and
  - e. the right to express themselves,
2. Know their responsibilities:
  - a. be helpful to others
  - b. \_\_\_\_\_, and
  - c. have integrity
3. Have a good relationship with others:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_, and
  - c. give whatever they have to support others

**Activity 4:** Listen to the text again and check if you have completed the outline correctly. Then, compare and improve your notes with classmates.

### Week 19 Day 4

#### Lesson 2

**Activity 1:** You have listened to the following “good citizenship” values in the text. Put a tick ( ) or (X) against the values you practice. Compare your answers with those of your classmate’s.

No	Good Citizenship Values	I practice
1	caring and empathy	
2	Fairness	
3	honesty and trustworthiness	
4	understanding others	
5	appreciating diversity	
6	Integrity	
7	reciprocal respect	
8	taking responsibilities	
9	respect for human dignity	



**Activity 2:** In groups of four, list out the values and qualities of a good citizen. Then, prepare a poster; write the names of the group members at the bottom, and post it on your class noticeboard. You can use ideas from your notes in Lesson 1.

## Section 2: Speaking

### Week 20 Day 1

#### Lesson 3

##### Activity 1: Story telling about someone's biography

1. Prepare notes to talk about the life history of Abebech Gobena. Revisit the listening section for more information. Compare and improve your notes with a partner.
2. Now, using your notes, tell your classmates about Abebech Gobena.

**You may begin like this:**

*Today, I'm going to tell you about Abebech Gobena. Abebech Gobena, also called the Ethiopian Mother Teresa, was born in 1938, in a small rural village called Shebel. ....*

.....

Remember: When you tell a story about a person who passed away, you should narrate it in the past tense.

##### Activity 2: Talking about good citizens

Be in pairs and tell to a friend how much you:

- tell the truth.
- care for other
- respect the rights of yourself and others
- perform civic duty
- obey the law

In which of the above descriptions of good citizens you are good at?



## Section 3: Reading

### Week 20 Day 2

#### Lesson 4

**Activity 1: Answer the following questions before you read the text.**

1. What characteristics do you expect from good citizens?
2. Are you responsible for what you do and say?
3. How can you become a good citizen?

**Activity 2: In a group of three, look at the picture below and answer the questions.**



1. Do you know the woman with eye glasses?
2. Describe the picture in your own English.

**Activity 3: The following words are used in the text you are going to read. Guess the meanings of the words in groups of three.**

pilgrimage drought famine infant fabric fabric

**Activity 4: Now read the following passage and answer the questions that follow.**

### An Exemplary works of Abebech Gobena

Abebech Gobena was born on Oct. 20, 1935, in Oromia National Regional State North Shoa, Gerar Jarso Woreda Torben Ashe Kebele in a Village Called Shebel Abo. Her father was killed during the Second Ethio-Italian War, from 1936 to 1941. Therefore, **she** was **raised** by her grandparents until the age of nine. At the age of 10, she was married without her **consent**, but she ran away to Addis Ababa, the capital of Ethiopia. **There**, she managed to get basic education and later worked as a quality controller at a coffee and grain company. She started living a better urban life, got married again, this time voluntarily.

However, her new way of life emerged when she was returning from a **pilgrimage** to the holysite of Gishen Mariam in South Wello, about 300 miles north of Addis Ababa in 1973. **At thattime**, the area was severely struck by drought, and people were dying of famine. Abebech's heart was broken and she was profoundly affected by the situation she saw there.

She came across a woman who appeared asleep and **her infant** daughter was trying to suckle at her breast. Abebech **handed out** the little she had, a loaf of bread, and a few litters of water. But Abebech realized that the mother was dead. Without thinking further, Abebech picked the baby girl up, wrapped her in a piece of cloth and took **her** home to Addis Ababa.

Nevertheless, Abebech was not satisfied with that. She returned to the area the next day with more food and water and brought home 20 more orphans with her. However, her husband was not happy with her deeds and gave her a **challenge** to choose either their marriage or the children. Abebech chose the children. She sold her jeweler to have money to feed **them** and made clothes for them using fabrics from her dresses. For a period of time, she was forced to live with the children in what she described as 'a chicken shed'. In spite of all the challenges she encountered, with hard work, innovative **fundraising**, and aid from different organizations, she built an orphanage that served thousands of children, providing shelter, sustenance and schooling. She also built a number of schools and dug water wells for different communities, a hospital for women and children, and vocational training centers for youngsters.



Her charity works enabled her to earn the title, “Mother Teresa of Africa”. She became a renowned humanitarian across the world. She won many international awards and got an honorary doctorate degree from Jimma University. Regrettably, she passed away due to complications from COVID-19 on July 4, 2021, at the age of 86.

*(Source: Adapted from Wikipedia, the free encyclopedia and The New York Times, Aug.04,2021)*

### Week 20 Day 3

#### Lesson 5

**Activity 1:** Read the passage again and decide if the statements below are

**True or False. Compare your answers with those of your classmate's.**

1. Abebech was probably from a farming family.
2. Her father was killed during the first Ethio-Italian War.
3. Abebech experienced forced marriage in Addis Ababa.
4. Abebech's grandparents were not kind to her; they forced her to get married at the age of 10.
5. Abebech went to Gishen Mariam to attend a religious service.
6. Abebech started an orphanage because she wanted to get money from donors.

7. Abebech was heartbroken to see a dead mother breast-feeding her child.
8. Abebech brought a total of 21 orphans from the famine-struck area.
9. Her second husband divorced Abebech because he didn't love her.
10. Abebech died of old age.

**Activity 2: Write what the words in bold type refer to in the passage.**

1. "...**she** ..." (Paragraph 1, line 4) \_\_\_\_\_
2. "**There**, ..." (Paragraph 1 line 6) \_\_\_\_\_
3. "**At that time**,..." (Paragraph 2, line 3) \_\_\_\_\_
4. "...**here**..." (Paragraph 2, line 9) \_\_\_\_\_
5. "... **them**..." (Paragraph 3, line 5) \_\_\_\_\_

### Week 20 Day 4

#### Lesson 6

**Activity 3: Reading for main ideas Identify the paragraphs that discuss each of the following ideas and compare your in a group of three pairs.**

1. Abebech's success in life: \_\_\_\_\_
2. Abebech's childhood life: \_\_\_\_\_
3. How Abebech began her humanitarian mission: \_\_\_\_\_
4. Abebech's marriage and her duties at the orphanages: \_\_\_\_\_
5. The charity works of Abebech: \_\_\_\_\_

**Activity 4: Be in groups of three and discuss on the following questions**

- Discuss the characteristics of good citizens you have heard from the listening text and relate it to yourself/your family.
- Mention a man/a woman whom you call as a good citizen in your village.

## Section 4: Vocabulary

### Week 21 Day 1

#### Lesson 7

**Activity 1: Match the words in Column A with their antonyms given in Column B.**

Column A	Column B
1. raised (Paragraph 1)	A. gave, offered
2. consent (Paragraph 1)	B. brought up
3. handed out (Paragraph 2)	C. question; request
4. infant (Paragraph 2)	D. collecting financial support
5. challenge (Paragraph 3)	E. at personal will, agreement
6. fundraising (Paragraph 4)	F. new-born, baby, kid

**Activity 2:** Match the words in Column A with their antonyms given in Column B

Column A	Column B
1. consent (paragraph 1)	A. agreement, support
2. hand out (paragraph 2)	B. uncover
3. challenge (paragraph 3)	C. profitable business
4. wrap (paragraph 3)	D. against one's will
5. charity (paragraph 5)	E. take
	F. financial support
	G. requirement

### Week 21 Day 2

#### Lesson 8

Simple Present and Simple Past to describe about the characters of good citizens

**Activity 1:** Complete the following sentences with the appropriate forms of present simple given in the bracket.

- Poachers (to kill)\_\_\_\_\_ hundreds of tigers every year.
- Volunteers (to help)\_\_\_\_\_ people, which is an example of good citizens.
- Singitan(to speak)\_\_\_\_\_ both Afan Oromo and English
- In general, I (to believed)\_\_\_\_\_ that all people can live in peace.
- They (to work) in teams on specific tasks and the outcome is rewarding.

**Activity 2:** First, read the following text carefully. Then, complete it with the PresentSimple forms of the verbs given in brackets.



The nurse in our village (1) \_\_\_\_\_ (**give**) lots of treatments to all students. She (2) \_\_\_\_\_ (**check**) up the pulse rate of patients. She also (3) \_\_\_\_\_ (**prescribe**) anti-pain medicines to students with headache. She (4) \_\_\_\_\_ (**give**) health counseling services to young students. She (5) \_\_\_\_\_ (**treat**) the teachers, too. All members of the school community (6) \_\_\_\_\_ (**loves**) the nurse.

## Week 21 Day 3

### Lesson 9

#### The Simple Past

**Activity 1: Change the following sentences into Simple Past forms. The first is done for you as an example.**

**Example: The artist (paint) the cover page green.**

**The artist painted the cover page green.**

1. He (write) a book about citizenship.
2. The students (learn) about the qualities of good citizen.
3. They (sing) a citizen development song.
4. We (learn) punctuality from our father and mother.

**Activity 2: Read the following paragraph and underline the verbs in the simple past forms.**

Jawar wrote a letter to the police. He blamed Ahmed for not returning the money he borrowed. The court summoned Ahmed to verify the case. Ahmed submitted his answers to the court. The court examined the case. It asked Jawar to call his witnesses. The court asked the witnesses to give witness on the matter. They witnessed that Ahmed took the money. The court ordered Ahmed to give the money back to Jawar within ten days.

**Activity 3: Complete the following paragraph with the appropriate forms of verbs given in brackets**



Two women\_\_\_\_\_ (see) breaking into a house in my village around Shola last night. A man shouted “Thief! Thief! Thief!” The police\_\_\_\_(call) and they arrived very quickly. One of the women\_\_\_\_\_(catch) immediately. She \_\_ (trap) by a barbed wire. The other escaped, but she\_\_\_\_\_later (find) in the back-yard under a shed. Both women\_\_(take) to the police station where they\_\_\_\_(question) separately by a police officer. Both of them denied committing the crime.

## Section 6: Writing

### Week 22 Day 1

#### Lesson 11

**Activity 1:** Sit in groups of three and select a classmate who shows qualities of good citizenship. Without mentioning her/his name, write a puzzle describing her or him. Read out your puzzle to your classmates and ask them to identify her/ him. If you can describe her or him clearly, your classmates can identify her/him easily.

**Activity 2:** Ask students at your school and find out the best teacher in your school. Write notes why he is the best teacher. Then write a short puzzle to be posted on your class notice board. Then your classmates can read it and find out who the best teacher is at your school.

# UNIT EIGHT

## HEALTHCARE FACILITIES



### Learning Outcomes

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

- *Speak about their experiences of health care facilities;*
- *respond to listening questions prepared from a text;*
- *Read a reading text for various purposes such as for specific details and for responding to reference questions in the reading passage;*
- *Identify synonyms and antonyms of words related to health facilities;*
- *Use a dictionary to find collocating words for words related to health facilities;*
- *Use health care-related expressions in their oral and written description and arguments of health care services;*
- *Apply the simple present and simple past in their descriptions of health care services;*
- *Use health related idiomatic expression to describe health-related activities;*
- *Use idiomatic expressions while writing sample medical prescriptions;*
- *Debate on health related issues through speaking and writing;*
- *Write an argumentative paragraph of on health related issue.*

## Section 1: Listening

### Week 22 Day 2

#### Lesson 1

**Activity 1:** You are going to listen to a text about *Healthcare Facilities*. Before listening, answer the following questions. Then, share your ideas with classmates.

- What do we mean when we say a man/woman is healthy?
- Should we care about our health? Why?
- Have you ever been sick before? If so, how did you feel?
- In your area, when people are sick, where do they usually go? Why?

**Activity 2:** In groups of three, list out the healthcare facilities you see in the picture. What health care services do the facilities provide?



(Source: [Rasmussen.edu/degrees/health-sciences/blog-11/09/2021](https://www.rasmussen.edu/degrees/health-sciences/blog-11/09/2021))

**Activity 3:** Now listen to the text and fill in the blank spaces with words related to health care facilities.

1. Any place where healthcare services are provided is called \_\_\_\_\_.
2. \_\_\_ provide more comfortable birth environment to mothers.
3. \_\_\_ store and sort blood into components.
4. A healthcare facility for diagnosis and treatment of outpatients is called \_\_\_\_\_.
5. \_\_\_ provide all types of healthcare services.
6. \_\_\_ deal with emergencies, most serious illnesses, and injuries.

**Activity 4: Listen to the text again and decide whether the following statements are**

*True or False. Write your answers in your exercise book.*

1. Any healthcare facility can provide all healthcare services.
2. Birth centers provide a cost-effective, family-inclusive birth.
3. Blood banks manufacture and supply blood to patients.
4. People with serious illnesses and injuries can be treated at clinics.
5. Hospitals are the highest level of healthcare facilities.
6. The healthcare services hospitals provide can vary greatly depending on their size and location.

**Week 23 Day 3**

**Lesson 2**

**Activity 1: Be with your friend and summarize the author's ideas in your own words.**

**Activity 2: In groups of three, answer the questions below and report your answers to the class.**

1. List the healthcare facilities in your area.
2. Explain the services they are providing. You can ask health professionals there if necessary.
3. Report your answers to your classmates.

**Section 2: Speaking**

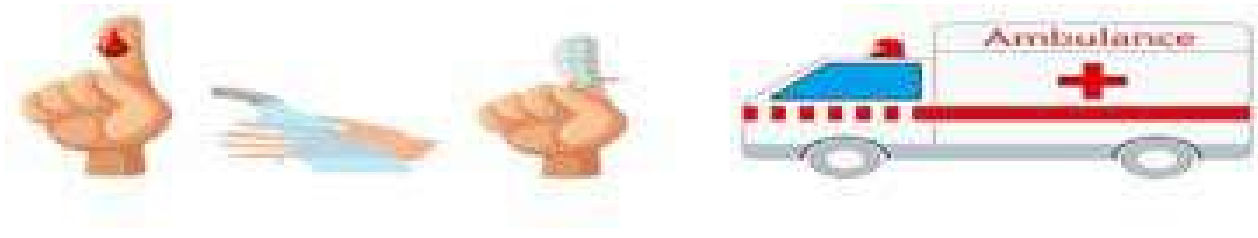
**Week 22 Day 4**

**Lesson 3**

**Giving Advice**

**Activity 1: Role-play**

- A. In groups of four, practice the conversation below. Take turns to play the roles of A, B, C and D.



- A: Ouch... I've cut my finger! It's bleeding. What shall I do?  
 B: You **should** wash it carefully with boiled water.  
 C: You **ought to** put a bandage on it.  
 D: I think you **had better** go to the clinic.

**B:** Now write a similar conversation, choosing an illness from the list below. You can also use your own ideas. Then, take the roles and practice your conversation.

headache	fever	toothache	back pain
broken leg	a bad cold	sore throat	sore eyes

## Week 23 Day 1

### Lesson 4

**Activity 1: Idiomatic proverbs and expressions related to health** Be in groups of three and study the following health related proverbs and expressions. Pay attention to how they can be used in speech or writing.

#### 1. Alive and Kicking

- **Meaning:** In good health despite health problems
- **Example:** *I had surgery last winter, but I'm **alive and kicking!***

#### 2. An apple a day keeps the doctor away

- **Meaning:** Eating healthy foods will keep one from getting sick (and needing to see a doctor)
- **Example:** *Have an apple for a breakfast, instead of those chips. **An apple a day keeps the doctor away, after all.***

#### 3. Back on one's feet

- **Meaning:** Physically healthy again

- **Example:** *My mother is **back on her feet** after being sick for two weeks.*

#### 4. Go Viral

- **Meaning:** Begin to spread rapidly on the Internet
- **Example:** The third album of Hacalu Hundessa, *Maal Mallisa* has started to **go viral**.

#### 5. Have one foot in the grave

- **Meaning:** To be near death (usually because of old age or illness)
- **Example:** *My uncle is very sick and **has one foot in the grave**.*

**Activity 2:** Guess the meaning of the following health related proverbs in groups of three and then, construct short sentences using the proverbs.

#### 1. At death's door

- **Meaning:** \_\_\_\_\_
- **Example:** \_\_\_\_\_

#### 2. Bitter pill to swallow

- **Meaning:** \_\_\_\_\_
- **Example:** \_\_\_\_\_

#### 3. Go Under the Knife

- **Meaning:** \_\_\_\_\_
- **Example:** \_\_\_\_\_

#### 4. Green around the gills

- **Meaning:** \_\_\_\_\_
- **Example:** \_\_\_\_\_

#### 5. Sick as a Dog

- **Meaning:** \_\_\_\_\_
- **Example:** \_\_\_\_\_

## Week 23 Day 2

### Lesson 5

#### Activity 1: Dialogue

Be in group of two and study the dialogue between a doctor and a patient. Then, play roles in reading the dialogue.



A: When did it (the headache) start?

B: It was yesterday.

A: Have you taken a pain killer?

B: No, I did not.

### Activity 2: Debate on Health Matters

You class, let you be into two groups: Group A and Group B, and debate on 'Health is better than wealth, one of you (Group A) agreeing with the idea and the other (Group B) disagreeing with the idea.

Before, the debate, each group should choose 5 representatives to present the group's ideas. Have a short discussion and generate important ideas for the debate. Finally, the representative will present the ideas of each group.

## Section 3: Reading

### Week 23 Day 3

#### Lesson 6

**Activity 1:** In groups of three, answer these questions.

1. Have you ever heard or read about these healthcare facilities?
2. What health care facilities are available around your village/school?
3. What healthcare services do you think the health care facilities give?

**Activity 2:** Now, read the passage quickly and match the healthcare facilities under column A with the services they provide under column B.

A. Healthcare facilities	B. Services they provide
<ol style="list-style-type: none"> <li>1. Diabetes education centers</li> <li>2. Dialysis centers</li> <li>3. Imaging and radiology centers</li> <li>4. Orthopedic rehabilitation centers</li> </ol>	<ol style="list-style-type: none"> <li>a. To treat kidney diseases</li> <li>b. To deal with bones and muscle health issues</li> <li>c. To manage diabetes and make lifestyle adjustment</li> <li>d. To have diagnostic imaging services</li> <li>e. To services to communities affected by natural or human-made disasters</li> </ol>

Some people may not think about *healthcare facilities* unless they are ill. But healthcare is **essential** and it's important to know more about the facilities. So, in this Section **you** are going to learn about four more types of healthcare facilities.

*Diabetes education centers* are one of the most important healthcare facilities. Patients with diabetes need to manage the disease. **They** need to make lifestyle adjustments to keep the disease from becoming **life-threatening**. Since diabetes is so **widespread**, diabetes education centers help patients to manage their disease and to help people at risk of diabetes to avoid it, if possible. Diabetes education centers typically offer classes, education, and support to groups. **These facilities** also provide a variety of resources to help patients manage their diabetes and live as complication-free as possible.

Another important healthcare facility is *dialysis centers*. Patients with kidney disease often need regular **treatments** of dialysis. Dialysis is a process that filters and cleans the blood **artificially** - the work functioning kidneys normally take on. When kidneys aren't able to filter the blood the way **they** are supposed to, patients might need dialysis as often as three times a week to avoid serious **complications**.

*Imaging and radiology centers* are also other key healthcare facilities. These facilities offer **diagnostic** imaging services to patients. Diagnostic imaging includes CT scans, ultrasounds, X-rays, MRIs (magnetic resonance images) and more. When hospitals and clinics have imaging centers, **outpatient** facilities help keep costs lower and allow more convenient scheduling for patients. Hospital facilities will likely handle imaging for urgent cases, such as an MRI for a brain injury. But any imaging that can be **scheduled** in advance, such as ultrasounds to **monitor** a pregnancy, could take place at any imaging center.

There are also **orthopedic rehabilitation centers** for people dealing with bones and muscle health issues. For anyone with **chronic** back or joint pain, **these** are the types of healthcare facilities to visit. Apart from offering pain relief, physical therapists in orthopedic centers diagnose and come up with an excellent treatment plan for every patient. **These facilities** deal with many things, including therapy for people recovering from injuries or with **disabilities**. You will find treatment, rehabilitation, and prevention of various bone, ligament, tendons, joints, and muscle-related problems.

*(Adapted from Healthcare Business Today Team, 2019)*

**Week 23 Day 4****Lesson 7**

**Activity 1: Read the text again silently. Then, decide whether the following sentence are *True* or *False*.**

1. The incidence of Diabetes decreases as the number of diabetes education centers increases . \_\_\_\_\_
2. Dialysis is a natural process that filters and cleans the blood. \_\_\_\_\_
3. People with kidney diseases might need dialysis to avoid serious complications.
4. Hospital facilities offer only MRI for brain injury. \_\_\_\_\_
5. Anyone with chronic back or joint pain can visit an orthopedic rehabilitation center.
6. Healthcare is so important that every person needs to know about the facilities.

**Activity 2: Reading for inference Read the text again and choose the correct answer to complete the sentences.**

1. In the first paragraph, the writer gives \_\_\_\_\_ .  
 a. advice      b. information      c. warning
2. The purpose of Paragraphs 2 - 5 is \_\_\_\_\_ .  
 a. giving instructions      b. informing      c. entertaining
3. What do we mean by qualities of good health care centers?

**Activity 3: Reading for reference**

**What do the words and phrases in bold refer to in the passage?**

1. '...you...' (in Paragraph 1, Line 3) \_\_\_\_\_
2. 'They...' (in Paragraph 2, Line 2) \_\_\_\_\_
3. 'These facilities...' (in Paragraph 2, Line 7) \_\_\_\_\_
4. '...they...' (in Paragraph 3, Line 5) \_\_\_\_\_
5. '...these...' (in Paragraph 5, Line 3) \_\_\_\_\_
6. **These facilities** (in Paragraph 5, Line 6) \_\_\_\_\_

## Section 4: Vocabulary

### Week 24 Day 1

#### Lesson 8

**Activity 1:** The words on the left are taken from the reading passage. With a friend, match them with their meaning on the right. Refer to a dictionary if you find them difficult.

Words from the passage	Their meanings
1. essential ____	a. lasting for a long time
2. threatening _____	b. further development of an illness
3. widespread _____	c. identifying the nature of an illness
4. treatment ____	d. extremely important
5. complication ____	e. a person who goes to a healthcare but stays at home
6. diagnostic _____	f. likely to harm or destroy
7. outpatient _____	g. a thing done to relieve or cure an illness
8. chronic _____	h. distributed over a large area
	i. the condition of being in good health

#### Activity 2: Making compound words

*The word healthcare is used in this Unit very frequently. Have you noticed that it is a compound word formed from 'health' and 'care'? Similarly, we combine the word 'child' and 'birth' to form 'childbirth', 'head' and 'ache' to form 'headache'.*

1. **Make as many compound words with 'care' and 'birth' as you can. You can use a dictionary.**

*More examples:*

**Childcare/ carefree                  birthday**

2. **Make your own sentences using at least four of the compound words you have made.**

*Example:* I am suffering from a severe **headache**.

Write at least 5 words that go with the word 'hospital'. You may refer to a dictionary.

*Example:* a hospital doctor

## Week 24 Day 2

### Lesson 9

Idiomatic expressions refer to word combinations that have a different figurative meaning from the literal meanings of the phrase or each word.

#### Activity 1: Health-related expressions/idioms

1. With a friend, study the following examples.
  - a. *Take (someone's) pulse* = to measure the heart beats
  - b. *Sick in bed* = remain in bed while being sick
  - c. *Take a sick day* = being absent from work and still receive pay
  - d. *Take a turn for the better* = to start to improve or get well
2. Use two of these expressions to make your own sentences.

#### Activity 2: Match the health-related expressions/idioms on the left with meanings on the right. Compare your answers in groups of three.

Health-related Expressions/Idioms	Their Meanings
<ol style="list-style-type: none"> <li>1. alive and kicking</li> <li>2. health farm</li> <li>3. die in one's bed</li> <li>4. at death's door</li> <li>5. on one's feet</li> <li>6. sick at heart</li> <li>7. catch one's breath</li> </ol>	<ol style="list-style-type: none"> <li>a. so ill that one may die</li> <li>b. still living, in good health and active</li> <li>c. to stop breathing for a moment</li> <li>d. completely recovered from illness</li> <li>e. feeling great disappointment, fear or unhappiness</li> <li>f. to die of old age or illness</li> <li>g. a place where people go to improve their</li> <li>h. health by eating certain food, exercise, etc.</li> </ol>

3. Make three sentences using any of these health-related sentences.

*Example:* Your grandma is alive and kicking.

## Section 5: Grammar in Context

### Week 24 Day 3

### Lesson 10

### Simple Present and past to describe Health related Issue

**Activity 1: Fill in the spaces with the correct form of the verb in simple present tense. The first question is done for you as an example.**

- He (take) \_\_\_\_\_ good care of his health.

**He takes good care of his health.**

1. Yomiyu (work) \_\_\_\_\_ at Adama general Hospital
2. Roman (want) \_\_\_\_\_ to be a medical doctor
3. Karimu (go) \_\_\_\_\_ for a health walk in the morning
4. Huluke (make) \_\_\_\_\_ delicious and healthy foods
5. She (catch) \_\_\_\_\_ a cold every winter.
6. Roza (take) \_\_\_\_\_ medicine when she is sick.
7. They (goes) \_\_\_\_\_ to school on foot to keep their health.

**Activity 2: Complete these sentences using appropriate form of the given verbs. The first is done for you as an example.**

1. Ambulances (is/are) used to transport very ill person to health facility center.  
Ambulances **are** used to transport very ill person to health facility center.
2. Corona and cancer (is/are) serious chronic diseases.
3. Eating an apple (is/are) very good for health.
4. Diabetes and sweet candy (do/does) not get along.
5. A lot of people (has/have) died of Corona virus last year.
6. The children, as well as their mother, (is/are) sick.
7. She (has/had) a headache yesterday.
8. We (wants/want) to go to the clink with Mom.
9. She always (choose/ chooses) hospital when she is sick.

**Activity 3: In groups of three, read the following paragraph. Then, list the words or phrases that show simple past tense.**



Once there was a beautiful little girl called Sifan. Her mother was called Fatuma. She was also beautiful. Sifan and her mother were living in the countryside. One morning, Sifan and her mother went to the nearby river to fetch water. Fatuma carried a big jar. Sifan carried a small jar, but it was too big for her. As a result, the beautiful little girl slipped on the road and broke her leg and her jar. Her elder brother, Mohammed, who was living in the nearby town, heard the story. He took Sifan with him and she began schooling there. Now, Sifan is a teacher and she is helping many girls to pursue their learning.

The words or phrases that show simple past	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

## Section 6: Writing

### Week 24 Day 4

### Lesson 11

#### An Argumentative Paragraph

**Activity 1:** With a friend, look at the picture below and read the sample paragraphs. Then, discuss the differences between the two paragraphs. What is position of each writer?



*A Village vs. a City*

**Sample Paragraph 1**

*Villages may have local clinics or health centers, but cities often have multiple hospitals and doctors specializing in even rare conditions. In a city, ambulances and fire trucks may take only minutes to arrive at the scene. In villages, getting to a hospital in an emergency may take a lot of time. Therefore, cities are much better than villages to live in. We can easily access healthcare facilities.*

**Sample Paragraph 2**

*I prefer to live in a village. Villages are relatively clean and not crowded. So the chance for epidemic diseases is less. There is less water and air pollution in villages; we can breathe fresh air. Also, as there are fewer cars in villages, there are fewer accidents. Nowadays, health centers at villages have ambulances to take people with serious illnesses to the nearby hospitals. For all these reasons, I believe that living in villages is better than living in cities.*

**Activity 2:** Using the sample paragraphs in Activity 3, write a short paragraph on one of the following topics.

‘Health is better than wealth.’

OR

‘Wealth is better than health.’

# UNIT NINE

## LIVING WITH DIFFERENCES



(Source: Different Faces of Ethiopia, Local Guides in Ethiopia, Accessed on 11/16/2021)

### Learning Outcomes

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

- Identify main ideas of a listening text;
- Identify the main ideas of the reading text
- analyze the synonym of words related to living with differences ;
- examine the antonyms of words related to living with differences ;
- talk about the importance of living with differences
- use appropriate adjectives of good manner in sentences
- past habitual actions to express past actions happened
- hold a debate on the theme of the unit
- write a summary of a reading text with seven sentences.

## Section 1: Listening

### Week 25 Day 1

#### Lesson 1

**Activity 1: Before you listen to a text, be in groups of three and answer the following questions.**

1. How do you think people differ from each other?
2. What benefits do people get when they live together with differences?
3. What if, we all were exactly alike? What if, everyone spoke the same language, had the same religion, etc.?

**Activity 2: The following words are used in the listening text. Be in groups of three and practice saying them correctly. Then, guess their meaning.**

- neighborhood
- aggressive
- innocent
- rituals

**Activity 3: Listen to what your teacher reads for you and give short answers to the following questions.**

1. How do the young and elder people show respect to Ahmed?
2. How did Ahmed learn Afan Oromo?
3. To what social activities are Ahmed and his wife invited by their village people?
4. Why does the writer say *Firomsa seems to be affiliated to 'Waqeffata'*?
5. What did Ahmed learn from the Oromo people?

**Activity 4: Now, be in groups of three and answer the questions below.**

1. Write the summary of the listening text (Ahmed's family) with 5 sentences.
2. What is your opinion about the theme of the listening text?
3. What is the message of the story you have listened to?

## Section 2: Speaking

### Week 25 Day 2

#### Lesson 2

##### Celebrating Diversity in the Classroom

##### Activity 1: Celebrating our diversity: sharing our identities and telling our stories

Form a group of three and learn about each other. Take turns to share with your classmates:

- your name;
- who gave you your name and why;
- how your name is linked to your language, culture or religion; and
- how your name is connected to your identity.

**Activity 2: Go round the class and ask your classmates the benefits people would get from living together with their language, culture and religion differences, the ways individuals differ from each other and find answers why people learn differently.**

### Week 25 Day 3

#### Lesson 3

##### Activity 1: Debate

Be in groups of five and have a hot debate on the topic ‘unity and diversity reduces the chances of riots and disturbances’

## Section 3: Reading

### Week 25 Day 4

#### Lesson 4

**Activity 1: In a group of three students, discuss the following questions.**

1. What factors does diversity recognize?
2. What types of cultural diversity are there in your classroom?
3. Have you ever heard about ‘Unity in Diversity’? What does it mean to you?
4. What advantages does it have?

**Activity 2:** In groups of three, discuss the similarities and differences among the students in the following picture. Then, answer the questions that follow.



Now, read the passage carefully and answer the following below.

### Unity in Diversity

**Unity in Diversity** is a concept which **signifies** unity among individuals who have certain differences among them. These differences can be on the basis of culture, language, ideology, religion, group, class, ethnicity, etc. People have consistently shown **this praiseworthy behavioral** most everywhere on Earth. **The concept** has certainly resulted in the ethical and moral **evolution** of humanity.

**Unity in Diversity has a number of advantages.** First of all, following Unity in Diversity implies an interaction between many types of individuals. These individuals will probably have certain differences among **them**. This would occur also in workplaces, schools, public places, etc. Most



**noteworthy**, working with diverse people **provides an opportunity for exposure** to varied experiences. Furthermore, this interaction would build up **tolerance** in people. Hence, people would respect the opinions of others.

**Unity in Diversity** certainly **enhances** the quality of teamwork. This is because people would develop trust and social **bond** for mutual success. As such, the coordination and cooperation becomes very efficient. Consequently, the rate of completion of projects significantly increases. In the world of business, a new principle is being followed. This principle is to think globally and act locally. The reason for using **this principle** by companies is to bring people together from different social and cultural traditions. This principle is certainly a **victory** for promoting the concept of Unity in Diversity. As a result, now days, more and more companies are doing business in different regions of the world.

The concept of Unity in Diversity has now become an effective tool in solving various social problems. This is possible as diverse people tend to know one another. Consequently, they come to understand differences are normal, and **this** increases mutual respect among the people.

Unity in Diversity is very useful for a culturally diverse country. Above all, the concept of **it** allows people of different religions, cultures, castes, etc. to live together peacefully. The belief of Unity in Diversity certainly reduces the chances of **riots** and **disturbances**.

**Activity 3: Read the passage again and decide whether the following statements are True or False.**

1. Unity in Diversity emphasizes certain similarities among people.
2. There are no differences among individuals within a family.
3. Unity in Diversity makes coordination and cooperation among people very efficient.
4. Unity in Diversity is useful for diverse people, not for diverse countries.
5. Unity in Diversity is a global experience.

**Activity 4: Re-read the passage and match what the words written in bold in the passage and what they refer to under column B.**

Column 'A'	Column 'B'
1. '...these..' paragraph 1 line 2	A. Understanding that differences are normal and natural
2. '...them...' (Paragraph 2, line 3)	B. Unity in Diversity
3. '...this ...' (Paragraph 4, line 1)	C. The principle 'think globally and act locally'
4. '...this...' (Paragraph 5, line 2)	D. Unity among individuals with differences
5. '...it...' (Paragraph 6, line 1)	E. Many types of individuals

### Week 26 Day 1

#### Lesson 5

**Activity 1:** Now, read the passage carefully once again and answer the following questions. Then share your answers with your friend.

1. What are the major advantages of 'Unity in Diversity'?
2. How can unity in diversity help to solve various social problems?
3. What is the most important benefit of unity in diversity?

**Activity 2:** Show your agreement or disagreement with the following statements. Tell a student sitting beside you why you agree or disagree.

No	Statements	Agree	Disagree
1	Diversity is beauty.		
2	Diversity makes life interesting.		
3	Diversity gives us strength.		
4	Diversity inspires unity.		

**Activity 3:** In groups of three, discuss how the concept of 'Unity in Diversity' works:

- a. in your family,
- b. in your school, and
- c. in Ethiopia

## Section 4: Vocabulary

### Week 26 Day 2

#### Lesson 6

**Activity 1:** The words in Column A are used in the reading passage. With a partner, match them with their meanings in Column B.

‘A’	‘B’
1. signifies	A. development, growth, advancement
2. praiseworthy	B. unrests, conflicts
3. evolution	C. remarkable, important, significant
4. noteworthy	D. shows, indicates
5. tolerance	E. success, triumph
6. victory	F. exemplary, admirable, worth
7. riots	G. conflicts, instabilities, disorders
8. disturbances	H. acceptance, patience

**Activity 2:** The words under column A are taken from the passage. Find their antonyms(opposites) from the list given under column B.

‘A’	‘B’
1. diverse	a. violent
2. human	b. harmful
3. advantage	c. alike
4. useful	d. animal
5. mutual	e. individual, personal
6. peaceful	f. dissimilar
	g. disadvantage

## Section 5: Grammar in Context

### Week 26 Day 3

### Lesson 8

**Activity 1:** Fill in the following sentences with appropriate word from the box.

Responsible

kind

Respectful

polite

Diplomat

well-mannered

Sociable

loyal

1. Robsan is a \_\_\_\_\_ student who forgives and helps others.
2. Children in our family are always \_\_\_\_\_ to their elders.
3. I lately realized that how \_\_\_\_\_ Ahmed is. He is a polite and well-behaved man.
4. Tola always tries to establish good relationship with people. He is \_\_\_\_\_.
5. \_\_\_\_\_ citizens work hard to defend their country.
6. Singitan is so \_\_\_\_\_ for what she has been assigned to.

**Activity 2:** Read the sentences below and try to grasp their meaning. Pay attention to the underlined phrases.

1. I use to ignore our differences as our differences make life interesting.
2. Our school use to encourage us to appreciate our differences.

**Activity 3:** Complete the sentences below to express your present habitual action that you do to strengthen your unity with classmates.

1. I use to participate \_\_\_\_\_
2. I use to borrow \_\_\_\_\_
3. I use to help \_\_\_\_\_
4. I use to encourage \_\_\_\_\_

## Week 26 Day 4

### Lesson 9

**Activity 1:** Discuss the meaning of the following sentences in a group of three. Pay attention to the underlined part of the sentences.

I used to think the poor and rich cannot live together.

I used to say there is no unity in difference.

**Activity 2:** put the correct form (... use to do.../... used to do...) based on the context of the sentences.

1. People \_\_\_\_\_ travel long ways on foot to visit each other to make their relationship long lasting. But now days, they use transportations.
2. I \_\_\_\_\_ say people cannot live together with their differences. But now, I have understood that diversity strengthens unity.
3. Shito \_\_\_\_\_ propagate that differences are causes of conflict among people before she took part in a national conference on multi-nationalism.
4. Amensisa \_\_\_\_\_ celebrate differences in valuing his classmates' culture.
5. I \_\_\_\_\_ invite my classmates to every holiday.
6. I \_\_\_\_\_ preserve my ancestors' culture of resolving conflict.

**Activity 3:** Write three sentences about what you usually do with '*...use to do....*' '*...used to ...*' to express past habitual action.

## Section 6: Writing

### Week 21 Day 1

#### Lesson 10

**Activity 1:** In groups of four, choose one area of your culture or heritage to focus on and talk to your family members or elders in your village about it. Sit together and discuss to identify important points for your paragraph writing or to prepare a poster.

Then, individually, write a paragraph of six sentences and combine all of your work into a group portfolio that celebrates diversity! Or prepare a picture that can be part of your group poster.

**You may add more information and use the guideline below.**

The topic/issue: \_\_\_\_\_

Who celebrates it \_\_\_\_\_

When it is celebrated \_\_\_\_\_

Where it is celebrated \_\_\_\_\_

How it is celebrated in the community: \_\_\_\_\_

How important it is: \_\_\_\_\_



# UNIT TEN

## ASSISTIVE TECHNOLOGY



### Learning Outcomes

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

- Use words to complete listening questions.
- Rearrange events they have heard in the listening text
- Talk about the advantages and disadvantages of assistive technologies.
- Pronounce key technology-related words and expression used in the listening and reading texts.
- Match themes of paragraphs with paragraph numbers.
- Summarize the major themes of the reading passage
- Identify the antonyms of the given words related to assistive technology
- Identify synonyms of the given words related to assistive technology
- Guess the meanings of words related to assistive technology
- Utilize the past continuous tense to describe continuous actions happened in the past.
- Use present continuous passive to express on-going activities of assistive technology.
- Write a paragraph of eight sentences on one of assistive technology materials.

## Section 1: Listening

### Week 27 Day 2

#### Lesson 1

**Activity 1:** You are going to listen to a text about *Assistive Technology*. Before you listen to the text, answer the following questions with your classmate.

1. Have you heard of assistive technology?
2. Is there any student with disability in your class?
3. Does she/he use a supportive device? What kind?

**Activity 2:** These words are used in the listening text. Try to say them out aloud and then, guess their meanings.

- assistive
- technology
- wheelchair
- impairment
- disabilities

**Activity 3:** Now, listen to the text attentively. Then, write the letter of the statement you have heard in the text.

- a. Assistive technology is anything that enhances the functional capabilities of children with disabilities.
- b. All assistive devices are expensive.
- c. There are both **hardware** and **software** technologies that assist people with disabilities in accessing computers.
- d. Schools should produce assistive devices.
- e. Able-bodied students do not need to worry about assistive technology.
- f. Assistive technology supports both teachers and students.

### Week 27 Day 3

#### Lesson 2

**Activity 1:** In a group of three, study the technology related issues stated in the following table. Then, listen to the text again and match the learning disabilities on the left with the assistive devices on the right. You may have more than one answer.

Learning disabilities	Assistive technology devices
1. mobility difficulties ____ 2. disabilities in accessing information technology ____ 3. limited hand function ____ 4. blindness ____ 5. low vision ____ 6. deafness ____ 7. speech impairment ____	a. text-to-speech software b. text telephone c. wheelchairs and walkers d. keyboard with large keys e. software that enlarges screen content f. computer-generated voice software g. a device that speaks out loud h. speech-to-text software i. hardware, software and peripherals

**Activity 2: Reading symbols**

1. In groups of three, look at the following symbols of assistive technology and answer the questions below.
  - a. Have you ever seen these kinds of symbols before? Where?
  - b. What do the symbols mean?
  - c. What kinds of disabilities can be supported with such devices?
2. List out the names of the symbols under the headings in the table below.

Hear- ing im-pair- ments	Visual impair- ments	Physi- cal dis- ability	Limit- ed hand function



Access to Low Vision



Accessibility Symbol



Audio Description



Telephone Typewriter (TTY)



Volume Control Telephone



Sign Language Interpretation



Assistive Listening Systems



Accessible Print



The Information Symbol



Closed Captioning (CC)



Braille Symbol



Visually Impaired

[Source: <https://www.open.edu%2Fopenlearn%2Feducation-development%2Fassitive-technologies-and-online-learning>]

## Section 2: Speaking

### Week 27 Day 4 Lesson 3

#### Activity 1: Dialogue:

#### Advantages and disadvantages of a mobile phone

Form groups of threes and read the following dialogue carefully.  
Then, take a role to practice the dialogue.

**Selam:** Hi, Zekarias. Does a mobile have any advantages?

**Zekaias:** Yes, it does.

**Selam:** Can you tell me one advantage?

**Zekaias:** We can use it to do our homework

**Tullu:** Does it have any other advantage?

**Zekarias:** Yes, we can play games with it.

**Selam:** That's very interesting.

**Tullu:** We can also use it to text to one another.

**Zekarias:** A mobile phone has also disadvantages. **Selam:** Can you tell us some of the disadvantages?

**Tullu:** Some children spend a lot of time on mobile phones; so they can be addicted.

**Zekarias:** That means they don't have time to do their homework; they don't study and they don't read.

**Selam:** That is very bad.

**Tullu:** Yes. We should use mobile phones wisely.

**Activity 2: Role-play: What do/can mobile phones do?**

**In groups of three, take turns to ask and answer questions quickly about mobile phones. Use words from the list below. You may add your own ideas.**

- make calls
- send voiced messages
- send text messages
- receive voiced messages
- receive text messages
- take photos
- record voice
- record videos
- play films/music
- make calculations

**Examples:**

**Student A:** Can mobile phones make calls?

**Student B:** Yes, they can.

## Section 3: Reading

### Week 28 Day 1

#### Lesson 4

**Activity 1: Before you read the text about *Assistive Technology for Children*, discuss the following pictures in groups of four.**

1. What do you see in the pictures?
2. What kinds of disabilities do you see in the pictures?
3. Do you think disabilities can be assisted? How? If no, Why?
4. What do you do to help children with disabilities?

### Children Using Assistive Devices



### An Inclusive Classroom



**Happy children run to school together!**





**Activity 2:** These words are used in the reading text. Say out the words correctly first and then, guess their meanings. Your teacher will help you.

- recreational
- achievement
- institutionalization
- impairments
- premature
- disparities

**Activity 3:** Now, read the following passage quickly and list out the three major benefits of assistive technology. Share your answers with your friends.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

### Assistive Technology for Children



When assistive technology is appropriate to **the user** and the user's environment, it is a powerful tool to increase **independence** and improve participation. **It** helps individual children become **mobile**, communicate more effectively, see and hear well. **It provides** the means of access to fully participate in educational, social and recreational opportunities. Assistive technology **empowers** greater physical and mental function. **It, therefore, impacts** on self-image, self-esteem, and a sense of self-worth by facilitating the participation and **inclusion** of children with disabilities

in all aspects of life. By improving access to education and increasing achievement in school, assistive technology can have positive social and economic effects on the lives of children with disabilities.

Assistive technology also **reduces** costs for educational services and individual support. It reduces costs when it supports early childhood development and educational achievement, and avoids repetition of learning missed due to educational **barriers**. Assistive technology further reduces costs by supporting independent functioning and access to healthcare, instead of personal support services, and independent community living, instead of **institutionalization**. Assistive technology may reduce the need for formal support services. It also reduces the time and physical burden for caregivers. It prevents falls, injuries, further impairments and **premature** death.

Moreover, assistive technology supports children to access and enjoy their rights and do things

they value. It bridges disparities between children with and without disabilities. Generally, benefits in areas such as health, mobility, education and participation have been **linked** to the use of assistive technology.

*(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)*

## Week 28 Day 2

### Lesson 5

**Activity 1: Read the passage silently and fill in the blanks with the right information.**

1. Assistive technology enhances independence and participation when it fits to \_\_\_\_\_ and \_\_\_\_\_ .
2. By facilitating the participation and inclusion of children with disabilities, assistive technology helps to build up their \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_
3. Assistive technology also reduces costs for \_\_\_\_\_ and \_\_\_\_\_
4. Assistive technology narrows the difference between \_\_\_\_\_ and \_\_\_\_\_
5. Assistive technology allows children with disabilities to access and enjoy \_\_\_\_\_ like any other humans.

**Activity 2:** In a group of three, answer the following questions based on the information given in the table.

- A. Circle the different device in each category.**
- dressing stick, toilet seat, talking book player, feeding robot
  - headphone, task lists, adaptive toys, smartphones with audio recorder
  - communication board, automatic reminder, timer, picture calendar
  - screen reader, Braille chess, white cane, walking frame
  - leg or hand splint, tricycle, magnifier, corner chair
  - sound emitting balls, audio recorder, amplified telephone, eye glasses
- B. Explain how the device is different from the others.**

Assistive technology for children	
Category	Example products
Mobility	<ul style="list-style-type: none"> <li>walking stick, crutch, walking frame, manual and powered wheelchair, tricycle</li> <li>artificial leg or hand, leg or hand splint, clubfoot brace</li> <li>corner chair, supportive seat, standing frame</li> <li>adapted cutlery and cooking utensils, dressing stick, shower seat, toilet seat, toilet frame, feeding robot</li> </ul>
Vision	<ul style="list-style-type: none"> <li>eyeglasses, magnifier, magnifying software for computers</li> <li>white cane, GPS-based navigation device</li> <li>Braille systems for reading and writing, screen reader for computer, talking book player, audio recorder and player</li> <li>Braille chess, balls that emit sound</li> </ul>
Hearing	<ul style="list-style-type: none"> <li>headphone, hearing aid</li> <li>amplified telephone, hearing loop</li> </ul>
Communication	<ul style="list-style-type: none"> <li>communication cards with texts, communication board with letters, symbols or pictures</li> <li>electronic communication device with recorded or synthetic speech</li> </ul>

Cognition	<ul style="list-style-type: none"> <li>• task lists, picture schedule and calendar, picture-based in instructions</li> <li>• timer, manual or automatic reminder, smartphone with adapted task lists, schedules, calendars and audio recorders</li> <li>• adapted toys and games</li> </ul>
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(Adapted from *Assistive Technology for Children with Disabilities: A discussion paper*, UNICEF & WHO, 2021)

**Activity 3: Answer the following questions based on the information you have read in the text**

1. Summarize the main ideas of the reading text
2. Will you support children with disability? How?

## Section 4: Vocabulary

### Week 28 Day 3

#### Lesson 6

#### Working with words

**Activity 1: The following words are used in the reading text and they are written in bold. Write their synonyms your friend.**

1. independence (Paragraph 1, line 2) \_\_\_\_\_
2. mobile (Paragraph 1, line 3) \_\_\_\_\_
3. reduces (Paragraph 2, line 1) \_\_\_\_\_
4. barriers (Paragraph 2, line 4) \_\_\_\_\_
5. linked (Paragraph 3, line 4) \_\_\_\_\_

**Activity 2: Now, write the antonyms of the above words. The first one is done for you as an example.**

1. Independence - *dependence*

**Activity 3:** Use the correct word from those listed in Activity 1 to complete the sentences below. You may need to change the word form.

1. Children’s educational achievements are \_\_\_\_\_ with the kind of support they are provided.
2. Most young people want \_\_\_\_\_ from their parents.
3. This classroom is especially designed for children who are less \_\_\_\_\_
4. Children with physical disabilities use wheelchairs to \_\_\_\_\_ the \_\_\_\_\_ that prevent them from walking.

**Activity 4:** The following words are also used in the reading text. Make your own sentences using them.

*provide    empower    inclusion    right*

**Week 28 Day 4**

**Lesson 7**

**Compound nouns**

**Activity 1:** Look at the following examples of compound words written as one word and two words. Then, list as many similar compound nouns as you can in the box below.

You may use a dictionary.

Written as one Word	Written as two words
<ul style="list-style-type: none"> <li>• Wheelchair</li> <li>• eyeglasses</li> <li>• smartphone</li> <li>• Tricycle</li> </ul>	artificial leg supportive seat feeding robot toilet seat hearing aid amplified telephone hearing loop

Written as one word	Written as two words

In this Unit, you have come across hyphenated compound nouns.

**Examples:**

- self-image
- self-esteem
- self-worth

**Activity 2: Make a list of as many similar hyphenated compound nouns with 'self' as you can. You can use a dictionary.**

**Examples:**

- self-respect
- self-confidence
- self-evident

**Activity 3: Make sentences using at least five of your hyphenated compound nouns. Be sure to use the right capitalization and punctuation marks. Compare your sentences in groups of three.**

**Example:**

- A self-respecting doctor never refuses to treat a sick person.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Section Five: Grammar in Context

### Week 29 Day 1

#### Lesson 8

#### The Future Simple Tense: Revision

**Activity 1: Predicting the future: Put the verbs into the correct form (Future Simple). Use 'will' and the verbs in brackets. Compare your answers in pairs.**



Junedin asked a fortune teller about his future. Here is what she told him:

1. You \_\_\_\_ (buy) a toilet seat.
2. You \_\_\_\_ (travel) with the wheelchair around the school.
3. Everybody \_\_\_\_\_ (adore) children with disability.
4. Many people \_\_\_\_\_ (help) visually impaired students in crossing the road.
5. Life \_\_\_\_ (be) easy if you use assistive technology.

**Activity 2: Read the questions below and answer them using the Future Tense. Then, compare your answers.**

1. What will you do to help children with disabilities?
2. Will you use paper turner while presenting your assignment?
3. Will you repair your wheelchair this weekend?
4. What will you feel about people with hearing impairment?
5. What will you do when you see students with disability?

**Activity 3: Plan your future: Write five sentences about what you plan to do next year for disabled students in your school. You may start like this:**

I **will** collect money to make the school compound supportive to students with different types of disabilities.

## Week 29 Day 2

### Lesson 8

#### Using 'be going to'



**Activity 1: In pairs, read the one-turn exchanges between Musema and Ayantu. Pay attention to the underlined future verbs.**

- A. **Musema:** Are you free tomorrow, Ayantu?  
**Ayantu:** Sorry, I'm going to help my friend with walking problem.
- A. **Musema:** Oh! I haven't got enough money to buy assistive devices for students with disabilities.  
**Ayantu:** Don't worry. You will buy them some other time.
- B. **Musema:** What does the teacher want the keys for?  
**Ayantu:** He's going to open the special toilet room for the students using wheelchair.

**Activity 2: Study the following sentences and pay attention to 'be going to' used. Examples:**

- I am going to buy artificial leg
- Jemila is going to visit her brother who became disabled by a car accident this week.
- We are going to save money to buy a device that speaks out loud.
- My father is going to wash my wheelchair next weekend.

**Activity 3: In pairs, complete the following sentences with 'will' or 'be going to', which-ever is more appropriate.**

1. A: I'm moving to a house conducive for my disability.  
 B: I\_(come) and help you.
2. A: Have you got any plans for tomorrow?  
 B: Yes, I\_\_\_\_\_ (visit) my grandfather with eye sight problem.
3. A: Why is she fixing her wheelchair?  
 B: She\_\_\_\_\_ (use) it this week.

## Week 29 Day 3

### Lesson 9

#### The Present Continuous Passive: Revision

In the previous units, you studied the Active and Passive forms of different tenses. Now, let's

revise the Present Continuous Passive.

**Activity 1:** With a partner, study the following sentences. Discuss the changes from Active to Passive voice.

Active: **Anatoli** is using a wheelchair.

Passive: **A wheelchair** is being used by **Anatoli**

Active: **Kedija** is mending **the crutch**.

Passive: **The crutch** is being mended by **Kedija**.

Active: Are **the children** opening **their gifts**?

Passive: Are **the gifts**  
being opened?

**(now)Remember:**

Present Continuous Passive - *Something is being done (by someone) at the moment.*

Affirmative	Subject + am / is / are + being + past participle
Negative	Subject + am / is / are + not + being + past participle
Question	Am / Is / Are + subject + being + past participle...?
Negative question	Isn't/Aren't + subject + being + past participle...? Or Am/Is/Are + subject + not + being + past participle... ?

**Activity 2:** Write the verbs in the Present Continuous Passive.

**Example:**

**Active:** They are repairing the speech converter machine.

**Passive:** The speech converter machine is being repaired by them.

1. Someone is photocopying the document.

The document \_\_\_\_\_

2. Someone is taking a photograph of disabled student.

A Photograph the disabled student \_\_\_\_\_

3. The teacher is not marking the tests as her hand was broken last week.

The tests \_\_\_\_\_

4. He is supporting his disabled sister in cleaning the dishes.

His disabled sister \_\_\_\_\_

5. The school authorities are discussing about the problems of students with disabilities.

The problems of students with disabilities \_\_\_\_\_

6. The police is investigating the car accident that hit many people.

The car accident \_\_\_\_\_

### Week 29 Day 4

#### Lesson 10

**Activity 1: Form three of three and rewrite the following sentences in the Past Continuous Passive. The first is done for you as an example.**

1. We were discussing about disability.

*Disability was being discussed by us.*

2. He was repairing the wheelchair. .

3. She was converting a speech to a text.

4. I was repairing their wheelchairs.

5. Bilise was using assistive technology during the meeting.

**Activity 2: Write the verbs in the Present Continuous Passive****Active and Passive voice: All Tenses****Activity 3: Change the Active Voice to Passive Voice and compare your answers in a group of three.****A. Active:** Children with visual impairment access information on the Internet.**Passive:** *Information is accessed on the Internet.***B. Active:** He adopted a new assistive technology.**Passive:** a new assistive technology was adopted.

1. I think they are making life simple for the deaf.

Life \_\_\_\_\_.

2. Someone stole walking stick last night.

My walking stick \_\_\_\_\_.

3. They are making the classroom supportive to students with disabilities.

The classroom \_\_\_\_\_.

4. People are spending less money on assistive devices.

Less money \_\_\_\_\_.

5. Special shops sell assistive technologies.

Assistive technologies. \_\_\_\_\_.

**Section 6: Writing****Week 30 Day 1****Lesson 11****Writing a descriptive paragraph****Activity 1: Read the following sample paragraph describing an assistive device called 'Walker'.**

### *A Walker*

A walker or walking frame is a tool for people with physical disabilities. It helps them to maintain balance or stability while walking. A walker consists of a frame that is about waist high, approximately twelve inches deep and slightly wider than the user. Walkers are also available in other sizes, such as for children or for heavy people. Modern walkers are height-adjustable. The front two legs of the walker may or may not have wheels. The wheels are attached depending on the strength and abilities of the person using it. It is also common to see caster wheels or glides on the back legs of a walker with wheels on the front.

**Activity 2: Now, write a similar descriptive paragraph consisting of 6 to 8 sentences.**

- You can take any assistive device that people with disabilities use commonly in your area.
- Take any assistive device you know very well. Or
- Choose one of the following assistive devices:
  - a. Brail
  - b. White cane
  - c. Computer
  - d. Hearing aid
  - e. Wheelchairs
  - f. Screen reader



## Appendix 1: List of Irregular Verbs

List of Irregular Verbs (Source:  
English-hilfen.de)

No	Base Form	Past Simple (V2)	Past Participle (V3)
	Abide	abode	abode/abided
	Arise	arose	arisen
	Awake	awoke	awoken
	Be	was/were	been
	Bear	bore	born(e)
	Beat	beat	beaten
	Become	became	become
	Begin	began	begun
	Bend	bent	bent
	Bet	bet	bet
	Bind	bound	bound
	Bite	bit	bitten
	Bleed	bled	bled
	Blow	blew	blown
	Break	broke	broken
	Breed	bred	bred
	Bring	brought	brought
	Broadcast	broadcast	broadcast
	Build	built	built
	Burn	burnt/burned	burnt/burned
	Burst	burst	burst
	Buy	bought	bought
	Can	could	... (been able)
	Catch	caught	caught
	Choose	chose	chosen
	Cling	clung	clung
	Come	came	come
	Cost	cost	cost
	Creep	crept	crept
	Cut	cut	cut
	Deal	dealt	dealt
	Dig	dug	dug
	Do	did	done
	Draw	drew	drawn
	Dream	dreamt/dreamed	dreamt/dreamed
	Drink	drank	drunk

Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Fly	flew	flown
Forbid	forbade	forbidden
Forget	forgot	forgotten
Forgive	forgave	forgiven
Freeze	froze	frozen
Get	got	got
Give	gave	given
Go	went	gone
Grind	ground	ground
Grow	grew	grown
Hang	hung	hung
Have	had	had
Hear	heard	heard
Hide	hid	hidden
Hit	hit	hit
Hold	held	held
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt	knelt
Know	knew	known
Lay	laid	laid
Lead	led	led
Lean	leant/leaned	leant/leaned
Learn	learnt/learned	learnt/learned
Leave	left	left
Lend	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
Light	lit/lighted	lit/lighted
Lose	lost	lost
Make	made	made
May	might	...
Mean	meant	meant

	Meet	met	met
	Mow	mowed	mown/mowed
	Must	had to	...
	Overtake	overtook	overtaken
	Pay	paid	paid