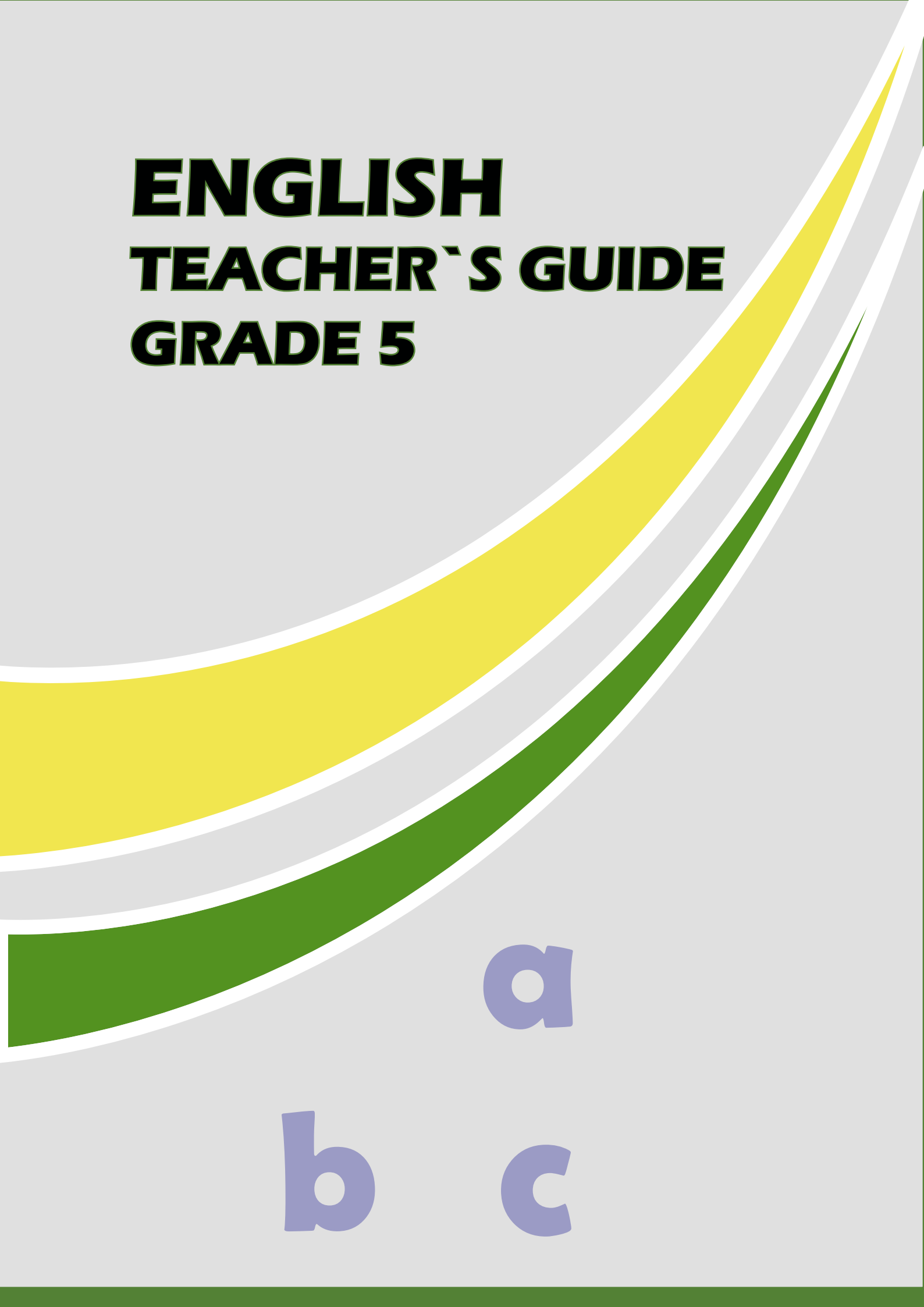


# **ENGLISH**

## **TEACHER`S GUIDE**

### **GRADE 5**



a

b

c

# English for Grade 5

## Teacher's Guide

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## Introduction

**English for Grade 5** is a course comprising a Student Textbook and a Teacher's Guide. It is prepared to be used in all Elementary schools in Ethiopia. It is believed that this new edition satisfies the needs of students, teachers, and parents—not an easy task, by any means—and that the teaching-learning of English becomes an enjoyable and worthwhile experience for the users.

The **Student Textbook** contains ten units on familiar and relevant topics. Each unit consists of six sections: **Listening, Speaking, Reading, Vocabulary, Grammar in Context** and **Writing** in varying orders. The listening sections include pre-, while- and post-listening activities. The pre-listening activities focus on developing students' prediction and anticipating skills using their prior knowledge. They also allow students to be well prepared for the while-listening activities by learning key words that have been employed in the texts. The while-listening activities dwell far more on building students' abilities to extract specific and main ideas of the texts. These activities further aim at helping students to build up their listening for details skills to answer comprehension questions. The post-listening questions are designed in a way to encourage students to use the information they have got from the listening activities in developing other skills. In other words, the post-listening activities connect the section with the other sub-themes of the unit.

The speaking sections similarly comprise activities on various genres of speaking, such as conversation, dialogue, asking and answering questions, debating, role playing, making speech, discussion and reflection and oral reporting. Some pronunciation activities are also included and phonetic transcriptions are given. For further reference for the teacher, the chart of the International Phonetic Symbols is attached at the end of this Guide. The speaking activities are intended to help students learn and use various expressions, develop their fluency and build up their confidence to use the English language. At the same time, students practice the language elements given the respective units.

The reading sections, like the listening sections, include pre-, while- and post reading activities based on lively reading passages. The pre-reading activities are mainly brainstorming and warm up activities. They deal with introducing the topic of the passage and motivating students to anticipate and predict using their prior knowledge. These activities help students be ready to read actively. The while-reading activities focus on making students build up their scanning, skimming and reading for details skills. They include reference and inference questions that enhance the reading comprehension skills of students. The post-reading activities, similar to the post listening activities, focus on building up students' critical thinking based on the information in the text. They strengthen the linkage among the sections and sub-themes.

The vocabulary sections provide students with various activities that allow them to practice various vocabulary learning strategies, such as using context clues, synonyms, antonyms, topic relation, word spider, grouping, etc. The activities are designed to help students build up their word power, which can in turn help them in developing the basic skills.

The grammar sections incorporate comprehensive activities and grammar summaries on a number of grammar topics integrated with the topic theme. These activities are organised in contexts that lay fertile grounds for students to practice English. Different texts and stories create contexts, and at the same time, they are intended to build up students' moral and values.

Writing, the last section in each unit, allow students first to practice writing grammatically correct and meaningful sentences. Then, they make students write cohesive and coherent paragraphs that consolidate what they have learnt across each unit.

The **Student Textbook** is generally designed to capture students' imagination and make lessons a pleasure rather than an imposition. It is full of relevant and attractive illustrations. The Textbook also consists of interesting and thought-provoking activities. Moreover, the activities have been graded and structured in such a way that much collaborative-learning can be done.

The **Teacher's Guide** makes the teachers' task of teaching English much more easier. It contains detailed notes and information about each section of the Student's Text book, suggestions for various activities in class and out of class, lists of structures and vocabulary, possible answers for questions, and much more. So, English language teachers have to use this Guide effectively.

Parents will appreciate that their children are being given the opportunity to learn English using appropriate tools. However, if students are expected to improve their English Language proficiency, the teaching-learning of English should not be confined solely to the classroom. Parents and other relatives may take an active part in helping their children to learn by providing encouragement and a supportive environment at home. Parents and schools are also expected to provide their children with good supplementary books to read, discuss school work, and speak in English when the need arises. Then, it will be the English teacher's role to identify available supplementary materials, inform parents and schools, and creating out of class English language learning opportunities.

# Unit Section One: Holidays

(16 Periods)

## Learning Outcomes

Up-on a successful completion of this Unit, students will be able to:

- introduce themselves in English;
- identify main idea/ specific details of a given listening text;
- comprehend details/ specific information of a written text;
- identify the gist/ main ideas of a reading passage;
- recognize holiday-related words and expressions;
- use holiday greeting expressions;
- use the Simple Present Tense to communicate their ideas;
- describe similarities/sameness with positive degree, "...as... as...";
- use the comparative and superlative forms of one-syllable adjectives to express differences;
- write a short paragraph with comprehensible simple present tense ; and
- argue for or against.



## Section 1: Speaking

### Week 1 Day 1

#### Lesson 1

##### Introduction

*Dear Teacher*

*The activities under this section are designed to facilitate first day interaction amongst students. You may use it as an energizer to start your class. As it has social language elements, encourage students to learn by heart.*

##### Activity 1: Greeting each other

- First greet your students.
- Say the greeting language to them
- Let the students read the language of greeting individually
- Then let each student greet the student next to him/her

##### Activity2:

- Say the language of greeting to the students.
- Advise students to internalize the given language of greeting.
- Allow them stand up and move around the class and greet some other friends.
- A student at least greets five of their friends.
- Then let them go back their seats.



## Activity 3

- First organize students into pairs.
- Say the self-introduction language to them
- You can also show them the self-introduction with a student.
- Then allow them practice the language of self-introduction.
- Let them change roles and repeat the practice.
- Encourage them to have the language by heart.
- If there are new students let students to introduce themselves to him/her.
- Help them to master the language of the self-introduction.

## Activity 4:

- First organize students into groups of three.
- Then allow them practice the language of introducing others.
- Let them change roles and repeat the practice at least three times.
- Encourage them to learn the language by heart.
- If there are new students let students to introduce their partner to him/her.
- Help them to master the language of introducing others.
- Again demonstrate them introducing with others two students.
- Demonstrate them the language points given.



## Section 2: Listening

### Week 1 Day 2

#### Lesson 2

#### Pre-listening Activities

##### Activity 1:

- *This activity is meant to create context for the topic of the listening text*
- Put students into a small group of three
- Let students discuss on the pictures
- Ask students to express their view on the pictures.
- *Let students give varied answers.*

##### Possible answers

1. Picture A New Year, B Yekatit 12 Martyrs monument, C Irrecha , D victory monument
2. Cultural and public holidays
3. Let students report to class

##### Activity 2:

- Before you go to the listening activities, let students pronounce the words with you.
- If students fail to get the meanings correctly, use their mother tongue.
- Don't over emphasize mother tongue.
- Allow them to write the words and their meanings in their notes.
- Use the phonetic transcription and the meanings given to demonstrate the words.

- |                             |                                                     |
|-----------------------------|-----------------------------------------------------|
| • holiday /'hɒlədeɪ/        | a marked day festival                               |
| • celebration /sɪleɪbreɪt/  | marking an important day by doing something special |
| • commemorate /kə'meməreɪt/ | honour                                              |
| • public /'pʌblɪk/          | communal/national                                   |
| • religious /rɪ'lɪdʒəs/     | spiritual                                           |
| • invade /ɪn'veɪd/          | occupy                                              |
| • epiphany /ɪ'pɪfəni/       | baptism                                             |
| • Christmas /               | the birth of Jesus Christ                           |



## While-listening Activities

### Activity 3:

- If you could find any use native like speakers' record for the lesson.
- Your mobile phone could be good for this.
- Before students listen to the text, let them understand the question.

### Answer:

1. *Ethiopia has public, religious and cultural holidays*

## Week 1 Day 3

### Lesson 3

### Activity 1:

- Let students read the questions.
- Check if they are clear about the instruction.
- Tell them how they should answer the questions.
- Then read them the text a little gently and slowly.
- Take pauses in the middle to ease for them take notes.
- If they fail to get the idea, repeat them once.
- Allow students to compare their answers.
- Help them to correct the incorrect Section Ones.

### Possible answers

| No | Correct                  | Incorrect                |
|----|--------------------------|--------------------------|
| 1  |                          | <input type="checkbox"/> |
| 2  |                          | <input type="checkbox"/> |
| 3  |                          | <input type="checkbox"/> |
| 4  | <input type="checkbox"/> |                          |
| 5  | <input type="checkbox"/> |                          |



## Post-listening Activity

### Activity 2:

- Allow students to select a religious or a ritual celebration in their area.
- Organize them into small group of four.
- Guide them on how they should gather information on it using the guide.
- Encourage them to write their report.
- Provide them with language support, for example lack of words.
- Give them a model paragraph if necessary.

## Section 3: Reading

### Week 1 Day 4

### Lesson 4

#### Part I

#### Pre-reading Activity

#### Activity 1

- Let students sit in a group of four.
- Allow them look at the picture.
- Let them take personal note on the picture.
- Arrange each group for reporting their answer.
- If the sitting arrangement is straight, arrange them from left to right or the vice versa.
- If the seats can be circular, arrange them to present clockwise or anti-clockwise.
- Give chance for Section One from each group to report group answer.
- Be aware that there is neither right nor wrong answers to the questions. Accept different answers.
- Pay attention to their interaction in English.



## Possible answers

1. A flowery field in September (Adey abeba)
2. Most likely the environment of the celebration of New Year, the songs, gifts, foods, etc.
3. The interest may vary. Some may not celebrate the Ethiopian New Year.
4. Students may report the New Year in their culture. This is also equally valuable for you.  
So move them to the text.
5. Those who celebrate the holiday may react to this in different way.
6. Accept different answers and lead them to the reading activity.

## While-reading Activities

### Reading process

1. Tell them that reading is individual.
2. Inform them that they should read silently.
3. Let them practice to use sight sense only.
4. To accomplish Activity 2 they should read once only and without stop.
5. Control the lip movements and use of figures for reading.

### Activity 2:

- Let student first answer the questions individually.
- If you think more similar questions could be asked you may add yours.
- Allow them to negotiate on their choices.
- Accept their answers and confirm them with correct answers.

## Answers

1. *c. Enkutatash*
2. *b, 11<sup>th</sup> of September*
3. *a, before the birth of Christ*

### Activity 3:

- Let students read the questions before they go for the second reading.
- Then allow them to read passage again answer the question saying true or false.
- You may ask them to justify some of their answers.
- Let them compare their answers in pairs before they report to the class.



## Answers:

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

## Week 2 Day 1

### Lesson 5

#### Activity 1:

- This activity is meant to help students practice scanning in reading texts.
- Guide them to read only around the indicated paragraph and line to get the answer.
- Encourage them to do it individually first.
- Allow them to compare their answers in pairs.

#### The answers:

1. the Ethiopian new year
2. Enkutatash
3. Queen Sheba
4. The Ethiopian New Year

#### Activity 2:

- This activity is to generate discussion from the text.
- Let first they try to answer the questions individually.
- Then organize them into a group of four or five as conditions permit.
- Then give each Section One minute each to report their answers to the group.
- Lead the group to negotiate on their answers.
- Finally allow a group member to report the agreed up on answers.

#### Possible answers

1. *The leap year is the year which comes after every four years when Pagume is counted six*
2. *When she returned from her visit to King Solomon*
3. *Let students explain the values of a holiday, especially new year and relate it to hoping and planning better*



## Post reading Activities

### Activity 3:

- First organize the students into a group of five for the activity.
- Let them select their group leader and a secretary.
  - The leader coordinates the team.
  - The secretary takes notes for the team for rewriting the report.
- Tell them to select their topics based on the following situations.
- Be aware that this activity requires the availability of different cultural groups in an area.
- Therefore, if this may not be possible in your context,
  - Let them choose , for example, use the Islamic calendar, or
  - Let them choose another ritual or a holiday time in the area.
- Then let them collect information and present their organized information to the next class.
- The presentation could be by a group representative not necessarily the group leader or the secretary.

## Week 2 Day 2

### Lesson 6

#### Part II

#### Pre-reading Activity

#### Activity 1:

- This activity is to brain storm students to raise their interest to read the text.
- Therefore, don't take much time on it.
- Organize students into a small group of three or four.
- Let them discuss on the questions.
- Then ask Section One of the three to respond to the first question.
- Then the remaining members follow that pattern to answer the two questions.
- Accept varied answers **as** much as possible.

#### Possible answers

1. They may vary, e.g. the New Year vs. Meskel
2. They may give different answers, for example, *getting together*, *new clothes*, the songs, gifts, foods, etc.
3. As they are children, they may say cleaning the house, washing clothes and dishes, fetching water and firewood, etc.



## While-reading Activities

### Activity 2:

- Inform them that reading is naturally silent.
- Encourage them to read the passage quickly, without paying attention to the details..
- Let them select the correct answer and allow them to compare their answers.

### Answer:

- b. Ethiopian New Year festivities

### Activity 3:

- Let students do the activity individually.
- Allow them to compare their answers in pairs.
- Let some to report their answers for the class.
- Here give more chance for slow learners.

### Answers:

1. (d)Orthodox Christians celebrate the new year by lighting torches
2. (b) A New Year is usually celebrated by sacrificing animals.



## Activity 4:

- First, advise students to work the answers individually.
- Let them check each other in pairs.
- Allow them to justify their answers by taking information from the passage.

## Answers:

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

## Week 2 Day 3

## Lesson 7

## Activity 1:

- This activity is to train students scanning reading strategies.
- Encourage them to read the sentences around the bold words and phrases.
- Monitor them work the activity first individually.
- Then organize them into pairs to compare their answers.
- Accept the correct answers for confirmation.
- Give more chance for medium learners.

## Answers

1. parents
2. mothers
3. Eve of the New Year
4. Flowers and paintings



## Post-reading Activities

### Activity 2:

- Organize students into small group of four.
- Let them share their views.
- While they are discussing on the answers in hidden select a medium performing student to present answers for the group.
- Ask the selected Section Ones to report the answer.
- Give them the suggested answer for consolidation.

### Possible answers

1. It is the most spending time.
2. Time to dine on delicious foods, gifts, etc.
3. Because Ethiopia has never been colonized.

### Activity 3:

- These are opinion questions n questions.
- Organize student into a group of five to discuss on the issues.
- Tip them with points mentioned under the possible answers.
- Encourage students to generate different opinions related to each question.

### Possible answers:

1. Yes: it is an identity indicator, cultural, a means of togetherness, etc.
2. Social values, respect among celebrants, social bond, etc.
3. **Advantages**
  - *Uniqueness*
  - *Identity, etc.*

### Disadvantages

- *Confusion attributed to using both the local and international*
- *Misunderstandings on appointments, etc.*



## Section 4: Vocabulary

### Week 2 Day 4

#### Lesson 8

##### Word meanings in context

##### Activity 1:

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.

##### Answers:

1. leap = B
2. counted = C
3. holiday = G
4. celebration = E
5. plenty = A
6. elements = D

##### Activity 2:

- Let students work out this individually.
- After that let them compare their answers.
- Accept answers from some students and give them the correct answer.

##### Answers:

1. holiday
2. plenty
3. counts
4. celebration; elements
5. leap



## Activity 3

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.

### Answers:

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

## Activity 4:

- Let students work out this individually.
- After that let them compare their answers.

Accept answers from some students and give them the correct answer.

1. **Answers:**
2. bunch
3. nationwide
4. slaughters

ingredients



## Section 5: Grammar in Context

### Week 3 Day 1

#### Lesson 9

##### i. Simple present tense

##### Affirmative forms

##### • Activity 1:

- The following sentences are taken from the two read passages.
- They are selected to introduce the present simple tense.
- Allow students to read the sentences.
- Call their attention to the verbs in bold by writing them on the blackboard. Ask the students to individually answer the questions under each.
- Organize the students into group of three.
- Allow them to discuss on the questions under each sentence.
- Then let them report their group understanding to their class.

In your input, focus on the meaning of the sentences not on the structure at the moment.

##### Possible explanations:

1.

*The Ethiopian New Year **is** Section One of the public holidays.*

2. What is the Ethiopian New Year? (It happens every year. Repetitive state of fact)

*Now the Julian calendars **are** out of use in most of the countries....*

3. When are the Julian calendars out of use? (Doesn't work now at Present situation)

*The leap year comes after every four years.....*

4. When does the leap year come? (It happens every year. Repetitive state of fact Repetitive action)

*Once every four years, the six hours **add up** to 24 hours and become the sixth day in the leap year.*

5. When does the six hours add up to 24 hours? (It happens every year. Repetitive state of fact Repetitive action)

*The celebration **starts** on the **eve** of the New Year.*



6. What does start on the eve new year? (Habitual action)

*Households dine on delicious foods.*

7. When do the households dine on delicious food?

*Children **collect** flowers or draw pictures of Angeles*

When do children collect flowers or draw pictures of Angels? (Habitual action)

### Activity 2:

- This text was prepared to contextualize the simple present tense.
- First allow the students to read the text and answer the questions that follow in complete sentences.
- Let them do the activity individually.
- After that let them share views on the answers in groups because it may be challenging for pairs.
- Encourage their oral practices.

Give them clues to generate the grammar rule they are learning.

#### 1. Possible answers

2. He usually **supports his** father on bringing home purchased goods.
3. He **washes** his clothes for the holiday after lunch.
4. He I often **goes** to the market place.
5. He supports his mom in carrying the purchased goods.
6. He always **goes** to bed early.
7. They have their breakfast before they go to church.

He does his home works in the evening.

## Week 3 Day 2

### Lesson 10

#### • Activities 1:

- This activity is to help students recognize the change in the subject brings change in the verb forms.
- The task may be challenging for some students, so let students work the activity in pairs.
- Help them see how meaning is expressed using present tense.
- Make sure that they change the noun “I” to “he/she” and “my” to “his/her” and change the verbs in bold accordingly.



- Let the pairs join another pair and form a group.
- Allow them to read the paragraph of each other.
- Let them edit each other.
- In the activity help students to recognize how the present tense in the affirmative form.

Add more examples from the paragraph and demonstrate the structure changes using model sentences.

1. **Answers:**
2. He usually **supports....**
3. He **washes.....**
4. He often **goes...**
5. He **fills** tiered....
6. He always **goes ....**
7. He **studies** and **works....**

They usually **go....**

### Activity 2:

- This activity is similar to the previous activity.
- Use this activity to enhance students' understanding of the present tense.
- This time let them work the activity first individually.
- Then let check their answers in pairs.
- Let them read their paragraph to the class.
- Give them the correct answers for confirmation.

You can also read the paragraph to the class.

### Answers:

The villagers **come** and **prepare** campfire at the center of the village once every year. In the evening everyone **comes** with lighted torches. The eldest of the villagers first **lights** the campfire. He also **prays** for the wellbeing of the community. Then others **make** circle around the campfire and **throw** their torches into the campfire. The youngsters **sing** new year songs. Women **bring** foods and drinks and **serve** all the attendants. A girl **boils** coffee. She **serves** with the coffee. When the fire **burns** down, all the villagers **go** home happily and **prepare** themselves for the best new year on the morrow.



## Activity 3:

- This activity is to stabilize the learned present tense.
- Encourage them to do them individually.
- Encourage them to test themselves.
- You may make it a game where the first finisher with better correct answers could be the winner.
- Give the slow learners priority in accepting the answers.

## Answers:

1. Doctor Gome **love** / **loves** his job.
2. Chala **study** / **studies** ants.
3. A sales person **sells** / **sell** products for a company.
4. Liban and I **work** / **works** on weekends.
5. Volunteers **help** / **helps** people.
6. We **write** / **writes** social science textbooks.
7. Our office **close** / **closes** at 7:00 p.m.
8. Hawi **take** / **takes** classes at the business school.
9. I see, you **walk** / **walks** to work every day.
10. Banks and clinks **start** / **starts** work at 8:00 a.m. every morning.

## Activity 4:

- Use this activity as a lead-in to the grammar summary.
- At this stage make sure that the majority of the students can produce simple present tense affirmative forms with singular as well as plural nouns.
- First instruct them write the sentences individually.
- Organize them into pairs and encourage them to crosscheck the work of partner.
- Accept different sentences from students.
- Give chance to active, medium and slow learners equally.
- Then use the possible answers given and demonstrate the grammar explicitly by using the grammar summary.
- Accept and illustrate any puzzling issue that may be raised from students.



## Possible answers:

**Every morning:** They wash their hands, eat breakfast, etc.

**Every evening:** we eat dinner together, we watch TV

**On Friday afternoons:** They discuss about their performances of the week.

**On Sunday:** They go to church.

## Week 3 Day 3

### Lesson 11

#### Present Simple- Interrogative forms

#### Activity 1:

- Inform students that interrogative part is an extension of the previous lessons.
- Arrange students in pairs and allow them to practice the question and answer.
- Let them change their roles and repeat the practice.
- Give chance for some pairs to present the conversation for the class.
- Show students how the statement forms change to interrogative forms by using the words in bold in the questions.
- Give them Section One more chance to practice the dialogue so that they would sense your demonstration.
- After that ask each pair to generate two more questions and answers from the table.

#### Answers:

1. Yes, they study English on Mondays.
2. No, they don't work together on Tuesdays.
3. Yes, Kelil studies environmental science on Mondays.
4. Yes, they study mathematics on Wednesdays.
5. Yes, Kelil studies social science on Fridays.
6. Yes, they are free on Tuesdays.
7. No, they do not study together.
8. Yes, she is free on Tuesday and Thursdays.
9. Yes, she studies Social science on Fridays.
10. No, they do not study environmental science together.
11. Yes, Kelil is free on Wednesday and Thursdays.



## Activity 2:

- Take the first three questions and their answers to demonstrate the interrogative form summary.

## Week 3 Day 4

## Lesson 12

### Present Simple - Negative forms

## Activity 1:

- Inform students that negative form is an extension of the previous lessons.
- Arrange students in pairs and allow them to practice the question and answer.
- Let them change their roles and repeat the practice.
- Give chance for some pairs to present the conversation for the class.
- Show students how the statement is formed into negative forms by using the words in bold in the answers.
- Give them Section One more chance to practice the dialogue so that they would sense your demonstration.
- After that ask each pair to generate two more questions for which the answers will be in the negative form from the table.
- Show them that the shorten form of *does not* is *doesn't* and *do not* is *don't* and help them pronounce them properly.

### Possible answers:

1. No, she **doesn't study** English on Tuesdays.
2. No, she **does not study** local language on Tuesdays
3. No, **they don't study** mathematics at the same time.
4. No, they **do not study** environment Science on Tuesday.
5. No, they **do not study** social science at the same time.
6. No, they **do not study** environmental science together.



## Activity2:

- This is a pair work activity.
- Let them list down activities they don't do.
- Then let them give their note to their partners.
- Instruct them to ask each other what they don't work.
- Use the following example.

### Student 1:

- I **don't eat** raw meat.
- I **don't drink** alcohol.

### Student 2 uses the above notes.

S2: Do you eat raw meat?

S1: No, I **don't eat** raw meat.

S2: do you drink alcohol?

S1: I **don't drink** alcohol

- Let them take turns to practice the question and answer.
- Use sample some sample questions and answers to elaborate the negative forms.

## Week 4 Day 1

### Lesson 13

#### Positive comparatives, Comparatives and Superlatives adjectives

##### A. Comparisons of equality: ..... *as.....as* ....

### Activity 1:

- Let students recognize that the three students in the picture are equal in everything.
- Let them complete the exercise with as... as structure.
- If they have difficulty to understand the concept, demonstrate them by using the first sentence.
- Let them compare their answers.



- Accept their answers and write them on the blackboard.
- Underline the as...as structure to show them similarities.
- Let students practice the sentences orally.

### Answers:

1. Amenu is as tall as Beka.
2. Tut is as young as Amanu.
3. Beka is as tall as Tut.
4. Tut is as fat as Amenu.
5. Amenu is as tall as Beka and Tut.

### Activity 2:

- Let them complete the exercise with as... as and not as ... as structures.
- If they have failed to use the negative form, demonstrate them by using the first sentence.
- Let them compare their answers.
- Accept their answers and write the negative form on the blackboard.
- Underline the as...as structure to show them similarities.
- Compare the as... as with not as... as for them.
- Focus on the negative form because you have already shown them the positive forms in Activity 3 above.
- Give them detail demonstration using the grammar summary.

### Answers:

1. The blue car is not as fast as the black car (not fast).
2. Chala is not as tall as Goshime (not/ tall).
3. This copy is not as bad as the other Section One. (not/bad)
4. Today it's not as windy as yesterday. (not/ windy)
5. The tomato soup was not as delicious as the mushroom soup. (not/delicious)
6. Grapefruit juice is not as sweet as lemonade. (not/sweet).
7. Silver is not as heavy as gold. (not heavy)



## B. Degrees of Comparison

### Activity 1:

- Allow students to generate as many differences as possible from the picture.
- Don't expect students to use appropriate comparative language.
- Encourage them to utter expressions given under each question.
- Make sure that a sentence needs to have subject and verb.
- Don't try to correct them in terms of comparative adjectives at this stage.
- At this stage they should produce grammatically correct sentences in terms subject and verbs agreement.
- The following are positive comparatives to express differences.
- Write student answers on the blackboard.

### Possible answers:

1. Yes, Goshu... fat./for Goshu is fat
  2. Jifare is tall...
  3. Goshu ... young./for Goshu is young
  4. Jifare ... thin/for Jifare is thin
  5. Goshu. Goshu short..../for Goshu is short
- Give clues to students to construct grammatically correct sentences
  - Underline the comparative adjectives when students produce them correctly:



## Examples:

**Teacher:** Goshu ... (verb) ...fat

**St:** Goshu are... is ?fat.

**Teacher:** Good. Goshu....(another student)....?

**St:** Goshu is fat

**Teacher:** Very nice. Goshu is fat. OK! So Goshu is Fat.... Jifare is thin. (how can we say it?)

Goshu.... Jifare

**St:** Goshu is fat to Jifare.

**Teacher:** Good attempt. Goshu is fatter than Jifare.

**St:** Goshu is fatter than Jifare.

**Teacher:** Good. Goshu is fatter than Jifare. (repeat after me)

**Sts:** Goshu is fatter than Jifare. (Underline the comparative adjectives) make them repeat it for some seconds.

## Activity 2:

- In this activity, help students to generate comparative sentences from the picture to answer the questions.
- Let them generate and write the comparative sentences.
- Let them sit in pairs and compare their answers.
- Accept student answers.
- Give demonstrative feedback if you think students are not crystal clear on using comparative adjectives.

## Answers:

1. No, Jafare is taller than Goshu
2. No, Goshu is fatter than Jifare
3. No, Jifare is older than Goshu.

## Activity 3:

- This activity is to help students use comparative adjectives correctly
- Expect not only grammar correctness but also meaning correctness.
- Let them do the activity first individually
- Then organize them into pairs to compare their answers
- You can also make the activity competitive, like the first finisher with correct answers the most will be the winner



## Answers:

1. This bag is *nicer than* (nice) that Section One.
2. Very old laptops are a lot *bigger than* (big) the new Section Ones.
3. My new table is *smaller than* (small) the old Section One.
4. The distance of my new school is *shorter than* (short) my previous school.
5. Her house is *larger than* (large) mine.
6. That box is *smaller than* (small) the Section One I lost last year.
7. Our dog runs *faster than* (fast) our cat.
8. This suck is *lighter than* (light) that suck.

## Week 4 Day 2

### Lesson 14

#### i. Superlative adjectives

#### Activity 1:

- The questions 1-4 four are included for revising the previous comparative lesson and can be used to lead the students to the comparative lesson.
- Let them give answers as quickly as possible.
- Then proceed to questions 5-9.
- Ask students how Section One is different from the rest two in the picture.
- Allow students to generate as many differences as possible by looking at the three students.
- The sentences may not be appropriate superlative expressions.
- Encourage them to infer the appropriate expressions from the questions.
- Make sure that a sentence needs to have subject and verb.
- At this stage they should produce grammatically correct sentences in terms subject and verbs agreement with some errors in using superlative adjectives.
- Write student answers on the blackboard for demonstration.
- Allow students to make oral practice on the question and answer by taking turns.
- Help them to recognize differentiate between comparative and superlative adjectives using the notes you wrote on the blackboard.



## Possible answers:

1. Endenge is taller than Bethy.
2. Bethy is fatter than Endenge.
3. I think Foziya is shorter than Bethy.
4. Endenge's hair is longer than Bethy's.
5. Endenge is the tallest of all.
6. Foziya is the shortest.
7. Bethy is the fattest.
8. Endenge's hair is the longest.
9. Bethy's hair is the shortest.

## Activity 2:

- In this activity you are exposing students to a wider use of superlative adjectives.
- As a brainstorming allow students to answer the correct/incorrect questions given in the table.
- It is only to show them see kinds of differences.
- Give them feedback and move to Activity 3.

## Possible answers

1. Show your agreement to the statements in the table based on the bio-data listed above.

| No | Statement                        | Correct | Incorrect |
|----|----------------------------------|---------|-----------|
| 1  | All of the students are below 20 |         | X         |
| 2  | They all are equally young       |         | X         |
| 3  | Tufa is the tallest of all       | X       |           |
| 4  | Belete is the eldest             | X       |           |
| 7  | Halima is the shortest           |         | X         |
| 8  | Halima is the youngest           |         | X         |

## Activity 3:

- First let them answer the questions prepared based on the table individually.
- Let them compare their answers in pairs.
- Accept their answers and give them corrections where necessary.
- Let them repeat the question and answer in pairs by taking turns.
- Give chance for three pairs likely active, medium and slow learners to present their practices to class.



## Answers

1. Tufa is the **tallest** student.
2. Petros is the shortest.
3. Hadero is the fattest.
4. Halima is the youngest.
5. Belete is the eldest
6. Halima is the thinnest.

### Activity 4:

- Let them practice Activity 3 orally in pairs again.
- Underline the superlative adjectives in the answers and call students' attention to the use of superlatives.
- Give them chances to present it orally to class.

2.

- Make this activity oral.
- If you think they have not yet mastered on how to use comparative and superlative adjectives give them some model sentences from the table. Allow them to generate as many sentences as possible.
- You can reward claps of hands for a student who constructed the highest number of correct sentences.

Or

3.

- If student face difficulty to generate correct sentences promptly, let them do the activity in writing,
- Let them compare their sentences with partners.
- Give them oral feedback.
- You may go back to 2 above after this activity.

### Activity 5:

- In this activity ask students if they are voluntary to take part in the activity because may be offended of their thinness/fatness/shortness/tallness, etc.
- Orient them that the activity is only to help them practice the language. For example you may ask them “who is the eldest person in this class?” The answer is you, the teacher. Thus the practice becomes more of a fun.
- Any student who may have exceptional concern can be exempted.
- Ask students to answer the questions by comparing a student from the rest students.



## Possible answers

1. X is the shortest student in our class.
2. Y is the fattest student in our class.
3. Z is the biggest of all students.
4. A is the thinnest.

## Week 4 Day 3

### Lesson 15

#### Activity 1:

- Let the students attempt to work in pairs.
- The aim of the practice is to stabilize the grammar (superlative adjectives) and is not to test their knowledge of the concepts. For example, if you think they don't know any of the answers, you can give them the answers beforehand but let them use the grammar and read the sentences to the class.
- Through the practice students may come to know the concepts. Having knowledge of the concepts could be encouraging for them.
- Give them some minutes to work in pairs.
- Then give them corrections where necessary.
- After they adequately practice on the activity, ask them to write the grammar rules they have been practicing.
- Then demonstrate them on the construction of comparative and superlative adjectives using the grammar summary.

#### Answers:

1. the highest mountain b. Mount Everest
2. fastest animal c. the cheetah
3. (longest river) a. The Nile River
4. (widest ocean. a. The Pacific
5. smallest continent). c. Australia
6. largest animal) b. the blue whale
7. coldest place) a. Antarctica
8. closest planet) c. Mercury



## Section 6: Writing

### Week 4 Day 4

#### Lesson 16

- Under this section there are three writing activities.
- You can use the activities flexibly or alternatively.
- When guiding students to write a paragraph, focus on the language items emphasized in each activity.
- Make sure that each student attempts the writing.
- You may also give any Section One as class activity and two as homework.

#### Activity 1: Writing a paragraph using simple present tense

- Allow students to read the jumbled sentences
- Let them put the sentences in the correct order
- Guide them write their paragraphs on the steps they follow to wear other clothes
- Let the students exchange their paragraphs and edit each other
- Let three students (slow, medium and active learners) read their paragraphs to the class
- Give them further corrections and feedback if necessary

##### **Possible correct order**

1. I put on my over wear. 7
2. I wear my underwear. 2
3. I wear my shirt 4
4. I wear my trousers 3
5. I wear my socks 5
6. I put on my shoes 6
7. I put off my night wears 1



### Activity 2: Writing a paragraph explaining a process

- Allow students to read the paragraph
- Ask them consult their parents to find a similar practice.
- Inform them that aim of the activity is to help them practice simple present tense
- Help them prepare outlines
- Guide them write the paragraph using simple present tense
- Let the students exchange their paragraphs and edit each other
- Give chance to selected students to present their paragraphs to class
- Give them further corrections if necessary



# Unit Two: Dry Season

(16 periods)

## Learning Outcomes

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

- identify specific and main ideas from a listening text;
- talk about seasons and the weather;
- identify specific and major ideas of a reading passage;
- answer reference and inference questions on a reading passage;
- use appropriate season and weather-related expressions;
- use present simple to describe habitual actions;
- use future simple to indicate events of the future time;
- use correct comparative and superlative forms of long adjectives;
- write a short paragraph comparing dry season and rainy season.



## Section 1: Listening

### Note!

**Dear teacher, teaching listening skills demands extra efforts. Before you begin to teach listening, you have to refer to a dictionary for pronunciation and meanings of words in the listening text. Besides, you have to rehearse reading aloud the text in order to be sure on your audibility, speed and pace.**

## Week 5: Day 1

### Lesson 1

#### Part 1

#### Pre- listening Activities

#### Activity 1

- Tell students to answer the questions with their partners.
- Motivate them to take part in the discussion.
- Go around and see if they are really doing the discussion in English language.
- Keep this stage brief because students will have broader discussions in the while and post reading activities.

#### Possible Answers

1. Open answers
2. dry season = little rain;      rainy season = having or bringing a lot of rain



## Activity 2

- Tell the students that these words are taken from the listening text.
- Check if they are familiar with the words.
- Help them to pronounce the words.
- Ask the students to guess their meanings.
- Tell the students the contextual meanings of the words.

## Answers

### Phonetic Transcription for pronunciation of the words

- climate /'klaɪmət /
- temperature /'temprətʃə(r) /
- precipitation /prɪ'sɪpɪtəs /
- weather /'weðə(r) /
- bushfire /bʊʃ 'faɪə(r) /
- hemisphere /'hemɪsfɪə(r) /
- tropical /'trɒpɪkl/

1. **climate:-** weather condition of a particular place
2. **temperature:-** the measurement in degrees how hot or cold a place is
3. **precipitation:-** snow, rain etc. that falls
4. **weather:-** the condition of the atmosphere at a particular place and time such as the temperature
5. **bushfire:-** a fire in a large area of rough open ground
6. **hemisphere:-** Section One half of the earth below or above the equator
7. **tropics:-** the area between the two tropics which are the hottest part of the world
8. **tropical rain belt:-** a belt which moves from the northern to the southern tropics



## While-Listening Activities

### Activity 3

- Tell students that you are going to read them the text.
- Instruct them to pay attention and listen to the text.
- Take care about your reading pace
- Read them the text once.
- Motivate them to complete each sentence with an appropriate word

#### Answers

- a. tropics
- b. April to September
- c. bushfires

### Activity 4

- Read the Text again slowly.
- Tell the students to take note if possible while listening.
- Instruct them to write True or False against each sentence.
- Read the Text Section One more time so that the students can check their answers.

#### Answers

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



## Post-listening Activity

**NB.** If you run short of time, you can give this activity as homework.

### Activity 5

- First, advise the students to read the questions carefully.
- Tell them to discuss in pairs the answers to the questions in English.
- Go around the class and help them if they have any difficulty.
- Encourage them to report what they have discussed in Section One.
- Entertain possible answers.
- If you run short of time, you can ask few students at random.

### Possible Answers

- a. May be no flood; may be suitable to do outdoor activities;
- b. There is no farming; there could be a starvation; people may migrate.

## Week 5 Day 2

### Lesson 2

#### Part 2

#### Pre-listening Activity

##### Activity 1

- Ask students to sit in pairs.
- Get them to look at the pictures.
- Check if they know the places.
- Ask them to describe the places.
- Encourage them to guess what the listening text is going to be about this time.
- Ask them what helped them to say what they might have said.
- Push them to answer the pre-listening questions.
- Explain the difference between 'urban' and 'rural'.

### Answers

- a. dry and rainy seasons
- b. dry season
- c. rural areas .... There are cattle, big rivers, and farmers harvesting crops



## While-listening Activities

### Activity 2

- Tell the class to read all the while-listening questions before they start to listen to the Text.
- Tell them to listen to the Text attentively.
- If you find any unfamiliar words in the text, teach them before you read the text to the students.
- As usual, tell them to take a note as much as possible.
- Don't worry about the accuracy but the attempt.
- Read the Text loudly and slowly.
- Tell them to complete the sentences with the correct information as they listen.
- Give them short time to revise their answers.
- Again, read the Text loudly and at this time a bit faster for the second time.
- Allow the students to compare their answers in a group of three.
- Go round and monitor what they are doing.
- Let the students report their answers (few randomly selected Section Ones).

### Answers

- a. dry season and rainy season
- b. October to May
- c. March to May

### Activity 3

- Tell students to get ready to listen to the Text again.
- Advise them to match the phrases under column A with the expressions under column B.
- Ask them to compare the answers with their partners.
- If need be, you may read them for the second time so that they will be able to check their answers.
- Ask them if they have ever heard about the phrases and expressions to check their prior knowledge.



## Answers

1. c      2. A      3. D      4. B

## Post-listening Activity

### Activity 4: Listening to Reflection

- Divide the students into a group of three.
- Tell them to discuss what people do during the dry in Ethiopia.
- Check if each student participates.
- Instruct them to write down their answers and report to the class.
- Section One student in a group may do the reporting.

### Possible Answers

- a. rural school children: look after cattle
- b. rural women: fetch water
- c. farmers: plough land
- d. children in town and cities: help parents

## Section 2: Reading

### Week 5 Day 3

### Lesson 3

#### Pre-reading activities

#### Activity 1

- Introduce the lesson.
- Ask students if they are familiar with the key words taken from the reading passage.
- Encourage them to read the words first on their own, then to a partner.
- Help them with the pronunciation in case they mispronounce the words.
- Remember that you have to check the acceptable pronunciation to a dictionary before demonstrating them in the class.
- Encourage them to guess their contextual meanings.
- Provide the students with the correct contextual meanings.



## Possible Answers

- a. irrigation – a way of supplying land or crops with water by especially constructed channels or pipes
- b. utilize – use something for practical purpose
- c. reliance – confidence or trust
- d. cultivate –to prepare and use land, soil, etc. for growing crops
- e. consume - use
- f. investment – using in Section One to develop business

## While-reading Activities

### Activity 2: Skimming

- Get the students to sit in pairs.
- Make sure if they have the reading material with them.
- Tell them to look at the pictures first.
- Ask them to reflect on the pictures.
- Tell them to read the passage quickly and answer the questions.
- Encourage them to share answers with their partners.
- Insist some of them to read out their answers to the class.
- Give them feedback.

## Possible Answers

*Students may not give accurate answers as they have different exposure to irrigation systems in Ethiopia. So, any opinion has to be entertained. However, the teacher has to further explain what each picture is about if possible by providing examples from real life practices.*

1. The pictures show three different irrigation systems.
2. May be all of them
3. Dry season farming in Ethiopia

### Activity 3: Reading Comprehension

- Encourage the students to read the passage carefully.
- Tell them to say **True** or **False** against each statement.
- Advise them to compare answers with their partners.
- Give them the correct answers by providing supporting evidences from the Reading Passage.



## Answers

- a. False    b. True    c. False    d. True    e. True

## Activity 4: Reading for Reference

- Ask the students to read the passage individually again.
- Tell them to write the answers.
- Advise them to compare their answers with their partners.
- Let some students read their answers loudly to the class.
- Give them the correct answers.

## Answers

- A. Dry season farming
- B. Ethiopia's
- C. The Ethiopian Government
- D. The Ethiopian Government

## Activity 5: Reading for Inference

- Tell the students to read the passage again individually
- Tell them to write answers to the questions
- Encourage them to compare answers
- Give them the correction



## Possible Answers

1. Ethiopia has been using dry season farming for a long time. It is not new.
2. Improves food availability
  - Ensures better pricing
  - Reduces the country's reliance on imports
  - Ensures food security
3. Because there is less production of wheat

## Week 5 Day 4

### Lesson 4

#### Post-reading activities

#### More about seasons in Ethiopia

#### Activity 1

- Ask students what kind of local language they can speak.
- Tell them to call the seasons in their local language.
- Motivate them to tell which months of the year they are.
- Appreciate their use of local language.
- Encourage them to learn more local languages.

## Open

#### Activity 2

- Encourage the students to list down the farming activities that they are familiar with individually during each season.
- Motivate them to report to the class.

Answers may vary

## Activity 3

- Let the students get into a group of four.
- Tell them to write down which season(s) is connected to:
  - ✓ Special festivals
  - ✓ Holidays
  - ✓ Unique plants
  - ✓ Unique crops
- Allow them to read out their answers to the class. Few students may do the reporting if you run short of time.
- Encourage the students to reflect on the connection.
- Appreciate the participation of the students.

## Possible Answers

1. During Summer – ‘Genna’ or Ethiopian Christmas, Ethiopian Epiphany; harvesting
2. In Autumn – ‘Fasika’ or Ethiopian Easter; land preparation for the rainy season
3. In Winter – ‘Buhe’; the land becomes green; farmers saw crops

## Section 3: Vocabulary

### Week 6 Day 1

### Lesson 5

#### Activity 1: Using Words in Sentences

- Tell the students to look at the list of words.
- Remind them that they have studied them in Lesson 3.
- Tell them to refer back to Lesson 3.
- Ask them if they could remember their meanings.
- Ask them to match the words in the box with their meanings. Encourage them also to use dictionary.
- Instruct them to use them in the sentences given.



## Answers

- a. Reliance   b. irrigation   c. investment   d. utilize

## Activity 2: Words Related to Dry Season

- Direct the students to take a look at the list of words.
- Encourage them to pronounce the words.
- Help them with the acceptable pronunciation.
- Tell them to match them with their meanings under B.
- Push them to use a dictionary (this can be done at home or the students may go to a library or use their smartphones if they have them).
- Give them the correct answers.

## Answers

1. c   b. d   c. f   d. a   e. b   f. e   g. g

## Activity 3: Words in Text

- Tell students first to read the words.
- Check if they remember their meanings.
- Let them read the text and complete it with the right words.
- Allow them to compare their answers with partners.
- Give them feedback.

## Answers

- (1)1   (2)2   (3)7   (4)3   (5)4   (6)c   (7)6

## Activity 4: Word Building

- Introduce the lesson.
- Ask students if they could explain what is meant by an 'adjective' or a 'noun'.
- Encourage them to give more examples.
- Ask them to tell the differences among the words in the box.
- Push them to add more words.

## Activity 5: Making Adjectives from Nouns

- Tell students to read the words by themselves.
- Check if they know their meanings.
- If they don't know their meanings, help them.
- Instruct them to complete the sentences using the words.
- Check what they have done.

### Answers

1. smoky
2. cloudy
3. windy
4. muddy
5. Foggy

## Activity 6: Compound Words

- Ask students if they know what is meant by 'compound nouns'.
- Elicit as many answers as possible.
- Tell them to look at the examples.
- Ask them to write similar compound words with their partners.
- Advise them to use a dictionary.
- See what they have done.



**NB. If you run short of time, you can consider this task as homework.**

## Possible Answers

| Base noun | Compound noun |
|-----------|---------------|
| Water     | waterfall     |
| Wind      | windfall      |
| Ice       | icecaps       |
| Sun       | sunrise       |

## Week 6 Day 2

### Lesson 6

#### Activity 1: Antonyms and synonyms

- Refer students to the lesson.
- Find out if they know the meanings of 'synonym' and 'antonym'.
- Remind them that the words are taken from their listening text.
- Tell them to write the synonyms of the words in the list in pairs.
- Check what they have done.
- Give a feedback by way of correction.

## Possible Answers

1. **Antonyms**
  - a. sunny—cloudy
  - b. clear—dark
  - c. light—heavy
  - d. hot—cold
  - e. warm--cool



## 2. Synonyms

- a. sunny----- bright
- b. clear..... fair / bright
- c. light ..... glow
- d. hot..... burning
- e. warm ..... temperate /humid

**NB:** - Other alternatives could be possible but they have to be related to *Dry Season*

## Activity 2: Weather Related Expressions

- Let the students get into a group of three.
- Make the instruction clear to them.
- See if they have made the expressions.

## Possible Answers

Cloudy weather  
Heavy rainfall  
Cold season  
Cool temperature

## Activity 3: Weather Related Expressions in Sentences

- Tell students to make their own sentences.
- Encourage them to compare their sentences and if possible give comments.
- Motivate some of them to read out their sentences.
- At this stage, refrain from giving any comment rather appreciate their attempts.

## Sample Answers

1. I can see a **clear sky**.
2. A **heavy rainfall** is expected today.
3. Some animals don't like **cold season**.
4. It was a **cloudy weather** yesterday.
5. We have a **cool temperature** in the room.



**Activity 4: Word Grouping**

- Ask students to form a group of four.
- Tell them to group the words under the five topic words as shown in the Table.
- Advise them to use a dictionary.
- Closely check what they have done.
- Encourage them to learn the meanings of some of the words they don't know.

**Answers**

| Rain     | Clouds   | Cold      | Wind      | Temperature |
|----------|----------|-----------|-----------|-------------|
| drizzle  | clear    | snowflake | breeze    | warm        |
| flood    | gloomy   | hail      | hurricane | cool        |
| downpour | cloudy   | blizzard  | blustery  | cold        |
| showers  | overcast | sleet     | gale      | freezing    |

**Section 4: Grammar in a Context****Reminder!**

**For each grammar element a Grammar Summary is presented. However, the given summaries might not be sufficient for the students to master the lessons very well. So you are expected to refer further and add important explanations and examples.**



## Week 6 Day 3

### Lesson 7

#### Simple present to talk about habitual actions

#### Activities 1 and 2

- Direct students to look at the example sentences and the text.
- Tell them to pay attention to the verbs in bold.
- Ask them what they have sensed.
- Explain the use of the Present Simple Tense to talk about habitual actions.
- Refer them to the Grammar Summary.
- Remind them to notice the changes for third person singulars and negative forms, and spelling rules.

#### Activity 3: Using the Correct Present Simple Forms

- Let students read the questions first individually.
- Check if they are clear with the instruction.
- Give the time to do the Activity.
- Supervise their work,
- Allow them to compare their answers in pairs.
- Give them feedback.

#### Answers

2. does not do / does    3. meet    4. goes    5. take    6. Does /fly  
7. does not finish    8. tries    9. do not close    10. receives / kicks

#### Activity 4: Rewriting a Text in Third Person Singular

- Allow students to read the Text in pairs.
- Limit the time of reading.
- Tell them to re-write the Text in the 3<sup>rd</sup> person singular/he.
- Focus attention on all the changes in the Text.
- Call out some names at random to read their answers to the class.
- Give an immediate feedback.



## Answers

He is Hassen. He is 12 years old. This is what he normally **does**. He **loves** to walk to the mountain. During the week he **wakes up** early and **goes** for a small walk on the mountain. He usually **goes** there with his elder brother or with his cousin. They **like** to get some fresh air before they **start** their day. They **live** in the country far away from the city. They think that their country life is wonderful because they **are** away from the noise and pollution of the city. They often **walk** for about an hour and then return to their home. After having his breakfast, he always **rides** his bicycle and **arrives** at school at 9:00a.m. This is what he **does** every morning.

## Week 6 Day 4

### Lesson 8

#### Frequency adverbs and time expressions in the present simple

#### Activity 1

- Tell students to form a group of four.
- Order them to look at the examples given.
- Help them to pay attention to the words in bold.
- Refer them to the points stated in the Grammar Summary.

#### Activity 2

- Make sure if students have really understood the use of frequency adverbs and time expressions.
- Tell students to put them in the correct order.
- Ask them if they could think in terms of percentage.
- Give them feedback.



## Answer

- always, usually, often, sometimes, seldom, rarely, and never

## Tip

- always .... 100%
- usually.... 90%
- normally /generally... 80%
- often/frequently.... 70%
- sometimes .... 50%
- occasionally... 30%
- seldom ... 10%
- hardly ever/rarely... 5%
- never... 0%

Source: [www.GRAMMAR.CL](http://www.GRAMMAR.CL) Accessed on 9/2/2021

## Activity 3: How often do you do things?

- In pairs, let the students tell Section One another how often they do things.
- Go round and help them.
- Let some students tell the class.
- Encourage them to speak without any fear.
- Tell them to practice outside the class.

## Answers

1. seldom
2. often
3. always
4. never
5. often

## Activity 4: Sentence Completion

- Tell students to complete the sentences.
- See if they have really done Section One it.
- Give them a feedback.



## Answers

1. is never
2. often clean
3. hardly ever helps
4. am sometimes
5. are usually
6. always arrives

## Week 7 Day 1

### Lesson 9

#### Positions of time expressions in the simple present tense

##### Activity 1

- Instruct the students to read the sentences carefully.
- Tell them to pay attention to the positions of the frequency adverbs in bold.
- Explain them the common positions of frequency adverbs using the Grammar Summary and your own notes.

##### Activity 2:

- Remind students about the possible positions of frequency adverbs.
- Instruct them to underline the correct position.
- Make them compare their answers with partners.
- Let them give reason(s) for their answers.

## Answers

1. He sometimes rides a horse.
2. They are usually late for school.
3. She is always punctual.
4. You never listen to me.
5. We often make mistakes.

## Activity 3

- Instruct students to write true statements about their habits and routines.
- Remind them to use the frequency and time expressions given.
- Help them if they haven't understood.
- Allow some of the students to read out their sentences.

## Example Answers

1. once a week: **I go to the cinema once a week.**
2. Always: **I always eat my breakfast at 7:00 A.M.**
3. every weekend: **Every weekend, I visit my friends.**
4. every Sundays: **We go to church/mosque every Sundays.**
5. never: **She never smiles when we meet.**
6. once a year: **Once a year I renew my I.D.**
7. at 7:30 in the morning: **I listen to news on a TV at 7:30 in the morning.**
8. in September: **We celebrate new year in September.**
9. some times: **I sometimes ride a bicycle.**
10. often: **We often visit our grandparents.**

## Week 7 Day 2

## Lesson 10

### Simple Future Tense

## Activity 1

- This is a brainstorming activity.
- Ask students to form groups of four.
- Advise them to read the sentences carefully.
- Let them reflect what they have understood.



## Activity 2

- **Encourage students to make similar sentences.**
- Explain them more about affirmative/positive, negative and interrogatives /questions forms of the present simple tense.
- Instruct them to read and discuss the Grammar Summary.
- Encourage and help them to do the exercise.
- Check what they have done.
- Give them feedback.

## Answers

2. she / remember / us

- Affirmative: **She will remember us.**
- Negative: **She will not / won't remember us.**
- Question: **Will she remember us?**

3. you / be / in Adama

- Affirmative: **You will be in Adama.**
- Negative: **You will not / won't be in Adama.**
- Question: **Will you be in Adama?**

4. I / buy / bread

- Affirmative: **I will buy bread.**
- Negative: **I will not / won't buy bread.**
- Question: **Will you buy bread?**



## Activity 3: More about Future Simple

- Now students have a better understanding about future simple.
- Motivate them to complete the sentences given.
- Tell them to compare their answers with their partners.
- Closely check what they have done.

### Answers

1) will begin 2) shall send 3) will join 4) will travel 5) shall help 6) will leave

## Activity 4: Text Completion

- Tell students to read the paragraph first to get an overall idea.
- Ask them to complete it.
- See if they have done it correctly.

### Answers

**Will** you have lunch with us tomorrow?(request) “No, I’m afraid, I **won’t** be able to.(doubt),  
“I **will** have to meet my doctor in the morning.(expectation) But I **shall** definitely call you after  
I meet the doctor.”(promise) “You **won’t** forget, I hope.”(refusal)

## Week 7 Day 3

### Lesson 11

#### Comparatives and Superlatives: Two or more syllable adjectives

### Activity 1

- Guide students to look at the pictures and the sentences.
- Tell them to explain on their own before reading the note given.
- Ask them if there is any pattern they might have sensed.
- Enrich their explanation.



## Activity 2

- Tell students to complete the sentences with the comparative forms of the adjectives given.
- Advise them to be careful about their spellings.
- Check their answers.

### Answers

1. quieter than
2. windier than
3. more wonderful than
4. cloudier than
5. rainier than
6. more utilized than
7. more wonderful than

## Activity 3

- Once again update students about comparison.
- Instruct them to complete the sentences with the superlative forms of the adjectives given.
- Give them a feedback.

### Answers

1. the busiest
2. the most rapid
3. the easiest
4. the stupidest
5. the prettiest
6. the most modern

## Week 7 Day 4

### Lesson 12

#### Comparative and Superlative Forms of Three or More Syllable Adjectives

## Activity 1

- Tell students to form a group of four.
- The group members may vary from activity to activity.
- Tell them to look at the pictures and the sentences below the pictures.
- Ask them what they might have sensed.
- Tip them more ideas.



## Activities 2, 3 and 4

- Tell students to complete the sentences.
- See what they have done.
- Check the answers with the students.

## Answers to Activity 2

1. more expensive
2. more interesting
3. more beautiful
4. more important than
5. more efficient

## Answers to Activity 3

1. less tiring
2. less populated
3. less healthy
4. less worried
5. less confusing

## Answers to Activity 4

1. the least
2. the most funny
3. the least hardworking
4. the least expensive
5. the most important

## Week 8 Day 1

## Lesson 13

### Superlative Adjectives

#### Activity 1:

- Remind students some key points of the positive and comparative comparison.
- Inform them to pay attention to the forms of comparison in bold.
- Let them reflect what they have seen.
- Lead them to the next activities.

## Activities 2, 3 and 4

- Tell students to work with their partners.
- They may have a different partner for each activity.
- Follow up their participation.
- Give them feedback.



## Answers to Activity 2

1. the most determined
2. the most difficult
3. the most annoying
4. the most beautiful
5. the most leisurely

## Answers to Activity 3

1. least favorite
2. the least difficult
3. the least efficient
4. the least attractive
5. the least experienced

## Answers to Activity 4

1. dirtiest
2. toughest
3. most exciting
4. windiest
5. most attractive
6. most interesting
7. most expensive

## Section 5: Speaking

### Week 8 Day 2

### Lesson 14

#### Activity 1: Let's Practice Some Sounds.

Check if students really know the words.

- Encourage them to pronounce the words in pairs.
- Assist them in pronouncing.
- Motivate them to add some more words.
- Appreciate their attempts.

#### Activity 2: Talking about the Weather

- Tell them to get into a group of four
- Instruct them to discuss the expressions
- Help them in the discussion

#### Activity 3: Role Playing

- Tell them to practice the conversation with a partner
- Encourage them not to be afraid or feel shy
- Praise their attempts



## Activity 4: Asking about the weather

- Tell them to practice the dialogue with a friend.
- Advise them to pay special attention to the expressions.
- Encourage them to write a similar dialogue.
- Check if they have performed the dialogue.
- Invite their reflection.

## Week 8 Day 3

### Lesson 15

#### Activity 1: Talking about the weather in the past (Simple Past)

- Tell students to discuss the note in groups of three.
- Encourage them to compare the expressions with the Section Ones given in Lesson 18.
- Help them to internalize the expressions.
- Give them chance to produce similar expressions.

#### Activity 2: Making conversation

- Instruct them to look at the short text.
- Tell them to talk about weather in the past in pairs, by taking text as an example.
- Help them to use the right expressions.

#### Activities 3 and 4: Future simple to predict the weather

- Make students form groups of three and discuss the expressions.
- Help them in case there is a problem.
- Encourage them to predict the weather in conversation.
- If they problems, support them by providing appropriate expressions.



## Activity 5: Debating

- Divide the class into two groups, A and B.
- Teach them some expressions they should use when debating.
- Encourage them to debate on the topics given.
- Motivate them to feel free when debating.
- Comment on the performance as a whole.
- Announce the winner.
- You can also reward the winner group, e.g. Winner of the Week! OR Applauding!

## Section 6: Writing

### Week 8 Day 4

#### Lesson 16

##### Activity 1: Writing a Diary

- Find out if students have ever written a diary.
- Explain what a diary is and how important it is.
- Teach them as to how a diary is written.
- Tell them to fill in the blank spaces in Simon's Diary.

##### Answers

- Monday was a rainy day. I couldn't play outside.
- Tuesday was a sunny day. I went to the mountains/lake/park.
- Wednesday was a cloudy day. I went to the cinema.
- Thursday was a windy day. I stayed at home.
- Friday was stormy. I stayed at home.
- Saturday was changeable. I didn't know what to do and where to go.
- Sunday was wonderful at last; I went out to play with my friends.



## Activity 2: Sentence ending punctuation marks

- Brief students about types of punctuation marks with examples.
- Tell them that punctuation marks add accuracy to their writing.

### Answers:

1.

- a) ? - Question mark
- b) . - Full stop
- c) ! - Exclamation mark

2.

- a. (.) A full stop is used at the end of a statement.
- b. (?) A question mark is used at the end of a question/an interrogative.
- c. (!) An exclamation mark is used to show emotion, such as anger, fear, surprise, shock.

**NB. Students can give different example sentences, so entertain as many as you can.**

## Activity 3: Writing a Paragraph

- Tell students to compare both pictures.
- Give them an idea as to how a paragraph is written.
- Ask them to write a short paragraph of 4-6 sentences.
- Advise them to be very careful about their
  - ✓ Handwriting;
  - ✓ spelling ;
  - ✓ use of punctuation marks; and
  - ✓ tense.



## Unit Three: Accidents (16 periods)

### Learning Outcomes

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

- listen to and identify information from talks;
- reflect on their experiences using comprehensible English;
- comprehend details of a given reading text;
- comprehend major ideas of a given reading text;
- use strategies to guess meanings of new words;
- analyze the messages of given dialogues;
- use the Simple Past to describe past incidents;
- use accident-related words in writing and in talks; and
- write a contrast paragraph on the trends of car accidents.

## Section 1: Listening

### Week 9 Day 1

#### Lesson 1

#### Pre-listening Activities

#### Activity 1

*This activity is meant to create a context for the topic of the listening text.*

- Put students into small groups of three.
- Let students talk about the pictures.
- Ask students to express their views on the pictures.
- Let students give varied answers.

#### Possible answers on the pictures:

A: A child affected by fire

B: Insects as well as the toxic insecticide are dangerous to children.

C: An unprotected switch may lead to an accident.

D: Put medicine out of the reach of children!

E: A safe play on swinging materials

F: Playing with sharp materials could be dangerous to children.



## Activity 2:

- These questions are brainstorming questions.
- There is no right or wrong answer in this activity.
- Accept different exposures as much as possible.
- Before you go to the listening activities, let them pronounce the words with you.
- Help students to have a clear understanding of the meanings of the words.
- If you find that some of them are difficult to understand, use actions to show the pains the words refer to.

### Possible answers:

harmful = damaging

poisoning = damaging with toxics

chocking = blocking

joint dislocation = disrupted joint

fractures = cracks

slips = sliding accidentally

## While-listening Activities

### Activity 3:

- You may record yourself or someone with good pronunciation for the listening text.
- If your class is small, you can use your mobile phone to play the talk.
- Before students listen to the text, let them understand the question.

### Answer:

C - Accidents, causes and prevention methods



## Week 9 Day 2

### Lesson 2

#### Activity 1

- Let students read the questions before they listen.
- Check if they are clear with the instruction.
- Tell them how they should answer the questions.
- Then, read/play them the text slowly.
- Take pauses in the middle to allow them to take notes.
- If they fail to get the idea, repeat it once again.
- Let students do the activity individually first.
- Allow students to compare their answers.
- Help them to correct the incorrect ones.

#### Answers:

| No | Correct | Incorrect |
|----|---------|-----------|
| 1  | X       |           |
| 2  | X       |           |
| 3  |         | X         |
| 4  | X       |           |
| 5  |         | X         |
| 6  |         | X         |

#### Activity 2:

- Let students read the questions before they listen.
- Check if they are clear with the instruction.
- Tell them how they should answer the questions.
- Then, read/play them the text at a stretch.
- If they fail to get the idea, repeat it once again in the same manner.
- Let students do the activity individually first.
- Allow students to compare their answers.
- Help them to correct their errors, if any.



## Answers:

| No | Protection methods                   |
|----|--------------------------------------|
| 1  | Keep cooking pots away = C           |
| 2  | Keep away from electrical wires =D   |
| 3  | Put empty bottles in a safe place =A |
| 4  | Avoid stinging insects = E           |
| 5  | Use knives with great care =F        |
| 6  | Play away from long grass =B         |

## Post-listening Activity

### Activity 3:

- Organize them into small groups of four.
- Allow students to look at the “Safety Tips for Kids” and report their observations to their groups.
- Guide them to select safety tips they would use to avoid accidents.
- Encourage them to discuss in detail.
- Let them report their group answers.

### Possible answers:

The safety tips listed in the listening text are possible answers.

## Section 2: Reading

### Week 9 Day 3

### Lesson 3

### Activity 1:

- Let students sit in groups of four.
- Allow them to look at the picture of the bus.
- Let them take personal notes on the picture.
- Allow each group to report their answers.



- Give a chance to one student from each group to report group answers.
- Be aware that there is neither right nor wrong answers to the questions.
- Accept different answers.
- Make sure they interact only in English.

### Possible answers:

1. It might have crashed with another vehicle.
2. It depends on the environment of the students.
3. If students do not have such information, you can use your experience.
4. The answer could be high speed, poor mechanical condition of the vehicles, etc.

### Pre-reading Activity

Pre-teaching vocabulary

### Activity 2:

- Read the text before the lesson and identify more difficult words which you think could affect student reading.
- Give students some two minutes to guess the meanings of the words.
- Accept answers from medium-performing students.
- When you get some roughly appropriate meaning from them, give them the proper meanings given below.
- Then, direct them to the reading activity.

### Possible answers:

accident = coincidence

traffic accident = car accident

pedestrian = walker

vehicle = car

congestion = car crowd

traffic jam = holdup



## While-reading Activities

### Activity 3:

- Again, tell them that reading is an individual activity.
- Inform them that they should read silently.
- Let them do the first reading without stopping and answer the question.

### Possible answers:

- c. Traffic Accidents in Ethiopia.

## Week 9 Day 4

### Lesson 4

### Activity 1:

- Let students read the questions before they go for the second reading.
- Let them do the activity individually first.
- Then, allow them to read the passage again and write the correct order of the paragraphs.
- Let students compare their answers with partners.
- You may ask them for clues to justify some of the arrangements.
- Let them compare their answers in pairs before they report them to the class.

### Answers:

1. Paragraph 2
2. Paragraph 3
3. Paragraph 1

### Activity 2:

- Allow students to read the passage again and answer the questions saying Correct or Incorrect.
- Ask them to correct the incorrect ones.
- Let them compare their answers in pairs before they report them to the class.



## Answers:

1. Correct
2. Incorrect (In Ethiopia most deaths happen to **pedestrians, private car users/ drivers**.)
3. Correct
4. Correct
5. Incorrect (Pedestrians **don't** use zebra roads in Ethiopia.)
6. Correct.

## Post-reading Activity

### Activity 3:

- This activity aims to generate discussion from the text.
- Let students try to answer the questions individually first.
- Then, organize them into groups of four or five.
- Then, give each student one minute to report his/her answers to the group.
- Encourage the group to justify their answers.
- Finally, allow a group member to report the agreed-upon answers.

### Possible answers:

1. The answer may vary based on the environment of the students.
2. Take as many responses as possible.
3. Let the students use the prevention mechanisms for answers.  
They can also tell the class what they learnt from the text for their future safety.

## Section 3: Vocabulary

### Week 10 Day 1

### Lesson 5

#### Activity 1:

- Allow students to do the multiple-choice questions individually.
- Let them compare their answers in pairs.
- Accept answers preferably from slow learners.
- Give confirmation answers to the whole class.



## Answers:

1. b. walkers
2. c. wounded
3. c. sunk
4. a. connected
5. a, overhead
6. a. hitting from back
7. d. cars

## Activity 2:

- Let students work out the sentence completion activity individually.
- Allow them to compare their answers with their partners.
- Accept answers from some students and give them the correct answers.

## Answers:

1. a back-to-back collision.
2. collapsed
3. injured
4. in head-to-head collision
5. are interlinked
6. pedestrians
7. vehicles

## Section 4: Grammar in Context

### Week 10 Day 2

### Lesson 6

#### a. Simple Present Tense: Revision

**Dear teacher,**

*You remember that you have taught students the Simple Present Tense in Unit 1. Here, it is revised to help students understand the differences between the Simple Present and the Simple Past tenses as a lead-in to the grammar lesson in this Unit: the Present Continuous Tense.*



## Activity 1:

- Let students complete the sentences.
- Then, let slow learners report their answers to the class.
- In your input, focus both on the meaning and the structure of the sentences.

### Possible explanations:

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

## Activity 2:

- This activity aims to help students distinguish between the Simple Past and the Simple Present tenses.
- Organize students into pairs.
- Allow them to practice the dialogue orally.
- Give them some brief explanation on the words in bold.
- Then, direct them to Activity 3.

### Activity 3: Now, put the verbs in bold into the table below.

- After they practice the dialogue, let them categorize the verbs into present and past forms.
- Then, let them compare their classification.
- Give them a chance to report their answers.
- Give priority to medium- and low-performing students.
- Give them confirmation answers.



| Simple Present Tense | Simple Past Tense |
|----------------------|-------------------|
| don't know           | happened          |
| don't know           | did happen        |
| Mean                 | Flipped           |
|                      | Was               |
|                      | wouldn't lie      |
|                      | were              |
|                      | Heard             |
|                      | got               |
|                      | didn't            |
|                      | Made              |

- Now, let them try to give their definitions.
- Allow students to compare their answers with their partners.
- If they find it difficult to write their definitions, give them the following as clues.

## Possible answers:

Simple Present Tense: uses the infinite forms of verbs

Simple Past Tense: uses the verb 2 or past forms of verbs

## Week 10 Day 3

### Lesson 7

#### Activity 4:

- This activity is a guided speaking activity to help students produce genuine language in the past tense form.
- Organize the students into pairs to talk about their encounters of accidents.
- If car accidents are not common in the area, you may use other types of accidents like motorbike accidents, fire accidents, flooding, etc.
- Guide them to use the guideline.
- Be aware that the purpose of the activity is to enable students to talk about their experiences using the past tense.
- Use it to consolidate their grammar awareness.



## Week 10 Day 4

## Lesson 8

## b. The Present Continuous vs. the Present Simple

## Activity 1:

This activity is meant to help students distinguish between the Simple Present and the Present Continuous tenses.

- Therefore, first allow them to read the paired sentences in the two columns individually.
- After that, put students in pairs and let them practice the language: student A reads the first column and B reads the parallel sentence in second column.
- Then, ask them to demonstrate how the paired sentences express different meanings.
- Finally, demonstrate the difference using the paired sentences.

| Talking about activities that often happen              | Talking about activities that are happening now                   |
|---------------------------------------------------------|-------------------------------------------------------------------|
| I <b>always read</b> my notes before I go to bed.       | I <b>am reading</b> my notes <b>now</b> .                         |
| My sister <b>often goes</b> to a shop to buy sugar.     | She is going to a shop to buy soap now.                           |
| Michael <b>frequently finishes</b> his class-work last. | But <b>today he is doing</b> his classwork fast to finish first.  |
| My friends <b>occasionally visit</b> museums.           | They are visiting the National Museum now.                        |
| Children <b>seldom ask</b> for help.                    | Listen! The children <b>are crying</b> . What is wrong with them? |
| Muslims <b>never wear</b> shoes inside the Mosque.      | Look there! They <b>are taking off</b> their shoes outside.       |

## Activity 2:

- Let students work in pairs to complete the rules.
- Allow them to report their answers to the class.

1. *We use the Simple Present Tense to describe activities/things that are always true or situations that exist now and may continue to exist in the future.*
2. *We use the Present Continuous Tense to talk about activities or events that are taking place/going on at the time of speaking.*



**The proper definitions:****i. The Present Continuous affirmative form****Activity 3:**

- The purpose of this activity is to expose students to the Present Continuous Tense in context.
- Organize students into pairs and allow them to take turns to practice the dialogue.
- Allow them to change roles and practice the dialogue.
- During the practice, encourage them to pay attention to the structure given in bold.
- Organize the students into groups of four and ask them to draw the pictures of the people in the dialogue. For example:
  - G1: Ujulu
  - G2: Ujulu's father
  - G3: Ujulu's sister
  - G4: Ujulu's mother
- After they have practiced it for some time, give a brief explanation of the meaning of the Present Continuous Tense in the given context.

**Week 11 Day 1****Lesson 9****ii. The interrogative forms****Activity 1:**

- Advise students that the answers should be given in complete sentences.
- Let students do this activity individually first.
- Then, allow the students to compare their answers.
- Allow students to give answers for the whole class.
- Write the answers on the black/whiteboard and underline the Present Continuous forms.
- Give them corrections where necessary.
- Let students repeat the question and answer conversation in pairs. Show them how the question forms are constructed.
- If you think that students are well aware of the grammar/the Present Continuous Tense, you may proceed to teaching them the interrogative form.



## Possible answers:

1. Dad is cleaning our compound.
2. Dad is waiting for the client.
3. He is feeling happy/ He is enjoying himself.
4. No, it is not raining.
5. The mother is preparing spices.
6. Keriat is working hard to finish the work early.
7. Ujulu is cleaning the living room.

## iii. Negative forms

### Activity 2:

- Inform students that the lesson on the negative form is an extension of the previous lessons.
- Put students in pairs and allow them to practice the question and answer.
- Let them change their roles and repeat the dialogue.
- Give some pairs a chance to present the conversation for the class.
- Show students how the affirmative/question forms change to negative forms by using the words in bold in the questions and answers.

## Answers:

1. No, he is not cleaning the room. He is cleaning the compound.
2. No, he is not waiting for a shopkeeper. He is waiting for the client to bring him a fat sheep.
3. No, he is not feeling sad. He is feeling happy.
4. No, it is not raining.
5. No, she is not baking Injera. She is preparing spices.
6. No, she is not cleaning the house. She is washing clothes.
7. No, he is not cleaning the whole house. He is cleaning the living room.
8. No, he is not using brushes. He is using cotton wipers.
9. No, they are not sitting. They are working hard.



## Activity 3:

- Let students compare and edit their answers first.
- After that, check their answers and give them feedback.
- Then, give them a chance to orally practice questions and answers in pairs.
- Let them pay attention to the arrangement of negative markers in the Present Continuous verb forms.

## Week 11 Day 2

### Lesson 10

#### Dear Teacher,

The following activities are free activities for students to use the Present Continuous Tense forms in different contexts.

- Give them adequate time to practice the language.
- During the activities, help students if they run short of words to express the situations.
- Encourage students to ask questions about other things which they did not include in each activity.

#### Activity 1:

- Let students write three sentences based on the pictures individually first.
- Then, let them report their sentences to their partners.
- Give them some model sentences for confirmation.
- Ask more questions to exploit the pictures more detail.

#### Activity 2:

- Let them look at the pictures again and the two sentences for each picture about what is not happening at the moment.
- Organize students into group of four.
- Let a student ask a question on what is not happening.
- Allow the other students give answers in the negative forms.
- You can make the activity a competition.
- A student who answers in negative forms more will be the winner.



## Suggested guide:

Q; Is the man sitting on a stool?

Ans: No, he is not sitting on a stool.

## Week 11 Day 3

### Lesson 11

#### Modal verbs: can and could

#### Activity 1:

- Put students in pairs and practice the dialogue.
- Let them take turns to ask and answer in the dialogue.
- Show them that the meaning of “can” in the sentences refers to *ability* by using sample sentences like:

A: My grandmother is eighty-five, but she **can do** a lot of things.

A: Yes, she **can read**. (Her eyes are still active.)

A: Yes, she **can write** without the help of eye-glasses.

#### Activity 2:

- Help them compare the sentences with those in Activity 1.
- Remind them that ‘could’ in these sentences express ability in the past.
- Encourage them to make similar true sentences about their grandparents.

#### Activity 3:

- Encourage students to answer the questions.
- Call attention to abilities in the present and in the past.



## Week 11 Day 4

### Lesson 12

#### Can/could/may- asking for permission

##### Dear Teacher,

- These activities are meant to introduce students to the use of modal verbs: can/could/may for asking permission.
- At this stage we introduce them to expressions related to permission.
- You can make the lesson more attractive and meaningful if you use games.

##### Activity 1:

- Ask students to read the sentence and tell what they understand.
- Tell them that the three verbs; can/could/may expresses permission with a slight difference.
- Remind them ‘could’ and ‘may’ are more polite.

##### Activity 2:

- Put students in pairs.
- Let them ask each other the following questions and give answers as well.
- Make sure that students answer each with a complete sentence.
- Let them practice the question and answer in pairs.
- Allow medium-performing students to present their practice.
- Show them that “may” in the sentences expresses “permission” by using sample sentences like:

**A:** May I use your pen?

Ans: *Yes, you may or yes, you can.* (permission to use)

**B:** May I see your answer?

Ans: *Yes, you may.* (permission to see it)

**C:** May I go home, teacher?

Ans: *Yes, you may.* (permission to go).



- Add more questions that relate to abilities expected of students of that age in their community and guide students to give their answers. For example:
  - May I sit with you?
  - May I use your mobile? etc.
- Let students practice this again in pairs.
- Ask the more able students to present their practices first.
- Encourage others also to present their attempts.

### Possible answers:

- A. *Yes, you may or Yes, you can.* (permission)
- B. Yes, I can.
- C. Yes, you can.
- D. Yes, you may.
- E. Yes, you can.
- F. Yes, you may.
- G. Yes, you can/could.

### Activity 3:

- Ask students to sit in pairs and practice using can/could....? Or can't/couldn't I ...? May...I? to ask permission using the situation given in their textbook.
- Go around and check their answers.

### Possible answers

1. May/could I call your brother from my phone?
2. Can't you talk to me about your homework?
3. May/could I have some apples?
4. Can't/can you come with us to the cinema?
5. Can/can't we play football outside?

### Activity 4:

- Ask each student to make three sentences using 'can', 'could' and 'may'.
- Go around check if they are doing correctly.
- Then, encourage them to compare their answers with their partner.
- End up your lesson by giving a brief summary about the use of can/can't, may/could based on the note in the student's textbook.



## Section 5: Speaking

### Week 12 Day 1

#### Lesson 13

##### Activity 1:

The purpose of this activity is to help students to talk about accidents they know. Hence,

- Put students in groups of three. Before that ask each student to complete the notes given in their textbook.
- Encourage them to write the type of accident they know, people who were affected by the accident, causes of the accident and effects of the accident.
- When they finish, ask each student to narrate it to their group.
- Finally, randomly select some groups and ask them to report to the whole class.

### Week 12 Day 2

#### Lesson 14

##### Discussion on serious accidents at school

##### Activity 1:

- First, organize students into groups of four and allow them to complete the notes below about an accident.
- Then, instruct them to share and further develop the notes with their group members.
- Allow them to move to other groups if they need more information.
- Finally, let them select the most serious accident to prepare their report on.
- Finally, let them present their group report for a panel discussion on **Minimizing Serious Accidents at School**.



## **Week 12 Day 3**

### **Lesson 15**

#### **Activity 1:**

- Organize students into groups of five.
- Let them select a moderator and a secretary.
- Allow them to discuss the serious accident problem in their area.
- Help them prepare a proposal on how to prevent the accident.
- Finally, let all the groups present their prevention proposal to the class.

#### **OR**

- Organize students into groups of five or seven.
- Help them identify the motion they support from the topic below in their groups. Support them as they list the reasons why they support it or refute the counter arguments.
- Then, prepare a debate session in which they argue against the views of their counterparts.

## **Section 6: Writing**

## **Week 12 Day 4**

### **Lesson 16**

- Organize students into groups of four to make a survey in their class.
- First, help them prepare a list of questions about the causes of car, fire, flood or any other accidents they are going to ask their classmates about based on the guide given. Each student should ask at least five students in the class and gather sufficient information.
- Let them prepare a short report in which they identify the problem and its major causes and mitigation mechanisms.
- Let them present their complete report to you.



**Or**

- Organize students into groups of five and let them conduct another survey on how to control or avoid car or fire accidents around schools.
- Allow them to prepare a list of questions on how to prevent car or fire accidents around schools and ask people in the school, for example, school traffic police, teachers, Red Cross club members, and others.
- Each of the group members asks at least three people and gathers important information.
- Guide them to organize their notes together to produce an advice sheet.
- Finally, let them prepare a short report in which they suggest some possible measures to control car accidents around schools.



# Unit Four: Minerals

## (16 Periods)

### Learning Outcomes

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

- extract specific and main information from listening texts;
- 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;
- make correct active and passive voice sentences in the present simple and continuous tenses;
- use irregular comparatives and superlatives appropriately;
- analyse messages of dialogues and talk about minerals;
- use correct punctuation marks;
- write short paragraphs on uses of minerals.

### Section 1: Listening

#### **Reminder!**

**Dear teacher, please take time to be sure of the pronunciation and meanings of important words in the listening text; rehears to read aloud the text.**



## Week 13 Day 1

### Lesson 1

#### Part 1

#### Pre-listening Activities

##### Activity 1:

- Make sure that students get into groups of three.
- Encourage them to discuss the answers to the questions.
- Check if they have listed down the names of minerals they know.
- See if they can match the names of the minerals with the pictures.

##### Answers:

- Students would give varying responses for. Allow them to reflect as much as possible and tell them to check their answers with the information in the listening text.
  - Let some students read out their list.
- c. A. gold      B. natural gas      C. opal      D. coal      E. emerald
- F. copper      G. tantalum      H. platinum

##### Activity 2

- Introduce the words.
- Help them with the pronunciation of the words.
- Encourage them to guess their meanings.

##### Answers

- renewable:- replaced naturally
- organic:- without artificial chemicals
- metallic:- made of or containing metal
- ferrous:- containing iron

NB: The words against each of these words are antonyms; they have just the opposite meanings



## While-listening Activities

### Activity 3:

- Tell students to listen to the first part of the Text attentively.
- Encourage them to complete the sentences.
- Tell them to compare their answers.

#### Answers

- a) inorganic and solid   b) silver and diamond   c) metallic and non-metallic  
d) ferrous and non-ferrous   e) gypsum and mica

### Activity 4

- Insist students to listen to the Text again.
- Instruct them to put a tick mark against what they have heard.
- Clarify the instruction in case they failed to understand.

#### Answers

- a) -----   b)-----   c) tick   d) tick   e) tick

## Week 13 Day 2

### Lesson 2

#### Part 2

## While-listening Activities

### Activity 1:

- Tell them to listen to the second part of the Text.
- Inform them to answer the questions as they listen.
- In a group of three, they have to compare their answers.
- Supervise their attempts.



## Answers

### Names of minerals

Gold, platinum, opals, emerald, tantalum

### Where they are found

**Gold;** Tigray, Benshangul Gumz, Oromia

**Platinum:** western and northern parts of Oromia

**Opals:** Wollo and North Shoa

**Emerald:** Oromia

**Tantalum:** Oromia

**Copper:** Tigray and Sidama

### Activity 2:-

- Tell students to listen to the Text again attentively.
- Tell them to match A with B.
- They have to compare their answers in groups of three.
- Encourage them to reflect on the ideas in the Text.
- Give them feedback.

## Answers

1. Emerald-H
2. Platinum- G
3. Opals- C
4. Gold – E
5. Natural gas – A
6. Copper –D
7. Tantalum- B

## Post-listening

### Activity 3: Map Reading

- Explain the map to the students.
- Get them into a group of four.
- Tell them to read the Map.
- Ask them to name the region where each mineral is found.
- Check the answers with students.
- Ask some group members to present to the class.



## Answers

1. Small scale gold mine – Tigray
2. Dimension stone mine area --Tigray and Beni Shangul Gumiz
3. Gold at Tulu Kapi - Oromiya
4. Large scale coal mine --Oromiya
5. Kaolin mine --
6. Abiyata soda ash mine--Oromiya
7. Quartz, feldspar and Dolomite Mine--Oromiya
8. Tantalum mine--Oromiya
9. Sakayo gold mine--Oromiya
10. Lege Dembi gold mine --Oromiya
11. Salt production area --Afar
12. Mining license potash--Afar

## Activity 4: Explaining uses of minerals

- Encourage students to discuss other minerals they know.
- Tell them to interview their General Science teacher.
- Advise them to report their answers to the class.
- They have to follow the example.
- Appreciate their attempts.

## Section 2: Reading

### Week 13 Day 3

### Lesson 3

### Pre-reading Activities

#### Activity 1: Brainstorming

- Tell students to answer the pre-reading questions.
- They should not see the Passage.
- Entertain few answers.
- Refrain from commenting on the answers at this stage.



## While-reading Activities

### Activity 2: Reading Pictures

- Tell students to read the passage quickly with understanding.
- They have to do the matching.
- Check what they have done.

### Answers

**Picture A:** energy minerals

Picture B: metals

Picture C: construction minerals

Picture D: industrial materials

### Activity 3: Comprehension

- Tell them to read the passage again and answer the questions.
- Check their answers.

### Answers

1. by minimizing, quarrying, and pumping
2. energy minerals, metals, construction minerals and industrial minerals
3. gold, silver and platinum
4. coal, oil, natural gas and uranium. they are used to produce electricity, fuel for transportation, heating homes and offices and in the manufacture of plastics.
5. to manufacture chemicals, glass, fertilizers and fillers in pharmaceuticals, plastics and paper

### Activity 4: True or False

- Allow students to read the passage silently.
- Tell them to write *True* or *False*.
- Let them compare their answers.
- See what they have done.



## Answers

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

## Week 13 Day 4

### Lesson 4

#### Activity 1: Paragraph matching

- Ask them to sit in pairs.
- Tell them to match the main ideas with the paragraphs.

## Answers

Paragraph 1: c    Paragraph 2: d    paragraph 3: a    paragraph 4: b

#### Activity 2: Major functions of minerals

- Let students read the passage again.
- Individually, tell them to write the functions.
- Allow some of them to read out their answers.
- Entertain other possible answers mentioned in the passage.

## Answers

- **Function 1:** to produce electricity, fuel for transportation, heating of homes and offices, manufacture of plastics
- **Function 2:** manufacturing of concrete, bricks and pipes and building houses and roads
- **Function 3:** manufacturing of chemicals, glass, fertilizers and fillers, plastics and paper
- **Function 4:** as part of human nutrition
- **Function 5:** in cars or for frames of buildings

## Week 14 Day 1

### Lesson 5

#### Post-reading Activities

**NB.** If you don't have enough time in the class, you can set this activity as homework.



## Activity 1: Reading a Diagram

- Make sure if students have formed groups of four.
- Advise them to read the note and the diagram carefully.
- Encourage them to reflect what they have understood from the diagram.

## Activity 2: Text Completion

- Tell students to complete the Text individually.
- Remind them that they have to compare their answers with their partners.
- Ask some of them to read out their answers.
- Give them feedback.

## Answers

1. Oxygen (O) 2. Silicon (Si) 3. Potassium (K), 4. calcium (ca),  
5. sodium (Na), 6. aluminum (Al), 7. iron (Fe) 8. Magnesium (Mg)

## Activity 3:

- Order students to sit in groups of three.
- Ask them if we should care about minerals.
- Guide them to discuss and list down different reasons.
- Tell them not to worry about their English while in discussion.
- Allow them to report their ideas.
- Wrap up the discussion; you may use ideas from the listening and reading texts.

## Possible Answer:

**Sustainability:** The eight elements listed above are the most plentiful. Other elements are rare; we find them less frequently and therefore have a lower overall supply of them.



## Section 3: Vocabulary

### Week 14 Day 2

#### Lesson 6

##### Activity 1: Learning Word Meanings in Contexts

- Students have to sit in pairs.
- Tell them to match the words with their meanings.
- Let them report their answers to the class.
- Give them corrections.

##### Answers

1). h    2). d    3). i    4). c    5). g    6). b    7). f    8). a    9). e

##### Activity 2: Using words in sentences

- Be sure that you can pronounce the words paying attention where to stress; if not check a dictionary and rehears.
- Ask students if they can pronounce the words correctly.
- Check if they know their meanings.
- Tell them to complete the sentences.
- Invite some of them to read out their answers.
- Give a feedback.

##### Answers

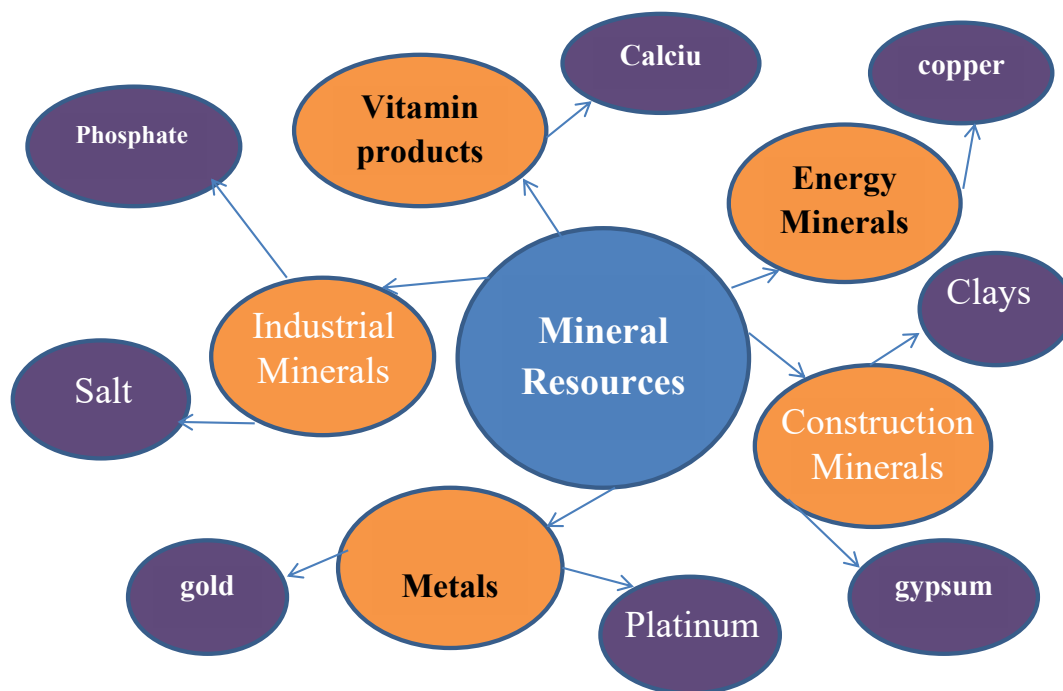
1). precious    2). mining    3). quarrying    4). pumping    5). manufacture    6). extracted

##### Activity 3: Word spider

- Explain a bit what is meant by a word spider and how important it is. *For example, a word spider is Section One strategy to study topic related words.*
- Tell them to fill in the empty ovals.
- Encourage them to add more ovals for related words.
- Check what they have done.



**Possible Answers (Students may give different answers.)**



## Activity 4: Sentence Making

- Motivate students to produce their own sentences.
- Tell them to compare their sentences in a group of three.
- See what they have done.
- Refrain from commenting on their use of grammar or otherwise.

## Week 14 Day 3

### Lesson 7

### Using a dictionary

#### Activity 1:

- Ask students if they use a dictionary and how they use it.
- Tell them to alphabetize the words.
- Show them how we alphabetize words.
- Check and explain the answers.



## Answers

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

## Activity 2

- Make the instruction clear to students in case they did not understand it.
- Tell them to do the activity.
- Ask them to explain their answers.
- Show them how they should do alphabetizing.
- Check if they have really done it.

## Answers

- a). deposits
- b). phosphorous
- c). quarrying

## Activity 3: Compound Nouns

- Ask students what compound nouns are.
- Ask them why the words in the list are compound nouns.
- Explain that compound nouns are formed from two different nouns and give them more examples.
- Tell them to make their own sentences with a partner.
- Listen to their sentences.

## Possible Answers

### 1. Mineral

- mineral water
- mineral deposits
- mineral extraction

### Resources

- . natural resources
- . human resources
- . financial resources



## Section 4: Grammar in Context

### Reminder!

The given summaries presented for each sub-section might not be sufficient for the students to understand the lessons very well. So you are supposed to refer further and add important explanations and examples.

### Week 14 Day 4

### Lesson 8

#### Present Simple – Active and Passive Voice

##### Activity 1

- Let students work in pairs.
- Tell them to read the sentences in both groups.
- Encourage them to compare.
- Ask for their reaction.
- Refrain from explanation at this stage.

##### Activity 2:

- Refer students to Appendix 1.
- Instruct them to complete the sentences.
- Check what they have done.
- Give them feedback.

### Answers

2). am taken    3). are written    4). is produced    5). is made    6). are invited    7). is assigned  
8). is cleaned

##### Activity 3

- Update students with the meaning of active and passive voice.
- Encourage them to rewrite the sentences.
- Supervise what they have done.
- Ask some students to read out their answers to the class.
- Let the class comment on the answers.
- Give them feedback.



## Answers

1. This room **is used** for our guests.
2. The lions at the zoo **are not fed** every day.
3. The bottle **can be opened** with this opener.
4. People **are stressed** by too many emails.
5. I **am not given** any pocket money.
6. Hundreds of tigers **are killed** every year.
7. Rhinos **are protected** by most African governments.
8. We **are not expected** to offer him a job.
9. A lot of homework **is done** in this course.
10. These cars **are not made** in Japan.

## Week 15 Day 1

### Lesson 9

#### Present Continuous Tense – Passive Voice

#### Activity 1:

- Tell students to get into groups of four.
- Advise them to read the sentences and the examples.
- Instruct them to compare with the active forms.
- Ask them for their reactions.
- Explain the basic changes using the Grammar Summary.

#### Activities 2 and 3:

- Let students do the activities.
- They have to compare their answers.
- Check what they have done.
- Let some students read out their answers.
- Give them feedback.

#### Answers to Activity 2

1. is being built
2. is being washed
3. are being fed
4. is not being shown (showed)
5. is being prepared
6. are not being taught
7. is being installed
8. are not being used
9. are being displayed
10. are not being served



## Answers to Activity 3

1. The letter is being written.
2. The flowers are being watered.
3. Books are being sold.
4. The road is being repaired.
5. The holiday is being celebrated.
6. Modern cars are being produced.

## Week 15 Day 2

### Lesson 10

#### More on Present Continuous Tense Passive

##### Activity 1

- Get students to sit in groups of three.
- Tell them to make present continuous sentences following the given examples.
- Let them compare their answers.
- Give them feedback.

##### Answers

3. Flowers are being grown now.
4. The man is being kept in prison right now.
5. Air is being much polluted by smoke at this time of the year.
6. Millions of trees are being cut down on this planet just now.
7. A different camera is being used for this shot.
8. Two films are being shown (showed) in the cinema today.
9. The economy is being driven by consumer spending this year.
10. Nothing is being done about it these days.



## Activity 2: Present simple vs. present continuous

- Get students into a group of three.
- Remind them the structure in both tenses.
- Advise them to be careful about changes in spelling.
- Encourage some of them to read out their answers to the class.

## Answers

1. is spoken
2. are not sold
3. are being shown (showed)
4. are died
5. are being installed
6. is forbidden
7. is being cleaned
8. is being stopped

## Week 15 Day 3

### Lesson 11

#### Comparison - Irregular Comparatives and Superlatives

#### Activity 1:

- Make students form groups of three
- Let them brainstorm what they know about regular comparatives and superlatives.
- Lead them to the notes and examples given and revise important points.
- Take some time and facilitate their discussion on irregular comparison.
- Ask them what they might have sensed in the discussion.
- Remind them that the irregular comparatives and superlatives are few so they have to study them.
- Wrap up the discussion.
- 

## Week 15 Day 4

### Lesson 12

#### Activity 1:

- Follow up the discussion.
- If need be you may come in.
- Comment on the report constructively.



## Activities 2 and 3

- Closely supervise what students are doing.
- Check if they have really internalized the lesson.
- Give them feedback.

## Answers to Activity 2

1. b 2. b 3. b 4. b 5. c 6. c 7. c 8. b 9. b 10. A

## Answers to Activity 3

1. better 2). less 3). worse 4). the worst 5). the least 6). older 7). the oldest

## Week 16 Day 1

## Lesson 13

## More on Irregular Comparatives and Superlatives

### Activity 1: Rewriting comparatives

- Clarify the instruction.
- Tell them to compare their answers.
- Give them feedback.

## Answers

2. Her new school **is farther than** the old Section One.
3. Yesterday, I **played better than** I've ever played.
4. It **is the worst** decision he has ever made.
5. The bank **is farther than the** shop along the street.
6. My results **were the worst** I had thought.

### Activity 2: Mixed Comparison

- Make sure if they have read the Text.
- Check if they have really done it.
- Allow them to compare their answers.



## Answers

| Positive                                                                                  | Comparatives                                                                                                                                        | Superlatives                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• as expensive as</li> <li>• as warm as</li> </ul> | <ul style="list-style-type: none"> <li>• better</li> <li>• warmer than</li> <li>• lighter than</li> <li>• easier</li> <li>• more closely</li> </ul> | <ul style="list-style-type: none"> <li>• Best</li> <li>• the highest</li> <li>• the warmest</li> <li>• the most expensive</li> <li>• the warmest</li> <li>• the lightest</li> </ul> |

## Activity 3

- Tell students to work with their partners.
- See what they do.
- Entertain any doubt on the part of students.

## Answers

| Product Details | Ultra Comfort                          | Snowy Down         | Northern Trek                             |
|-----------------|----------------------------------------|--------------------|-------------------------------------------|
| <b>Cost</b>     | Cost as expensive as the Northern Trek | the most expensive | cost less than the Snowy Down             |
| <b>Warmth</b>   | warmer than the Northern Trek          | the warmest        | wasn't as warm as the other sleeping bags |
| <b>Weigh</b>    | the lightest                           | the heaviest       | lighter than snow down                    |

## Section 5: Speaking

### Week 16 Day 2

### Lesson 14

#### Activity 1: Understanding a Conversation

- Encourage students to practice the conversation taking turns in pairs.
- Tell them not to feel shy.
- See if everyone is practicing.
- Check their answers.

## Answers

- a. Mineral resources   b. Ruth, Jebessa and the Teacher (A)  
c. in the classroom   d. to check if they have revised their lesson   e. yes

### Activity 2: Making a speech

- Help students to form groups of five.
- Make sure that they have elected a group facilitator and a note-taker.
- Tell them to prepare a short talk.
- Advise them to use the expressions given.
- Give time and encourage them to make a speech
- Play the role of a moderator.
- Appreciate their attempts, and reward (e.g. class applauds) the group that performs best.

## Section 6: Writing

### Week 16 Day 3

### Lesson 15

#### Activity 1: Punctuation

- Encourage students to discuss punctuation
- Enrich the discussion
- Show them the punctuation marks
- Tell students how the punctuation marks are important in writing.
- Give them practical examples.

#### Answers

- a. Apostrophe .... ( , )  
b. Colon ... ( : )  
c. Comma .... ( , )  
d. Semi colon ... ( ; )  
e. Inverted commas (quotation marks) ... ( “.....” )

#### Activity 2

- Motivate students to answer the questions and also give examples
- Allow some of them to read out their answers

#### Answers

1. b, h                      2. e                      3. a, c                      4. d, f



## Activity 3

- Tell students to read the Text first.
- Check their answers.

## Answers

*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 16 Day 4

## Lesson 16

### Writing a paragraph

- Ask students what a paragraph is.
- Remind them that they did Section One in the previous unit.
- Encourage them to brain storm with a partner.
- Check if they have used punctuation marks properly.
- Let some of them read out their paragraphs to the class.
- Give constructive feedback.

# Unit 5: Beekeeping (16 periods)

## Learning Outcomes

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

- reflect your experiences about the beekeeping in English;
- listen to and identify general themes;
- listen to and identify detailed information;
- write a comprehensible summary from a given listening text in English;
- reflect on the economic values of beekeeping activities using comprehensible English;
- read and comprehend the gist of a written text;
- read and identify detailed information;
- use beekeeping vocabulary items in context;
- apply expressions of comparison and contrast to describe the three type of bees;
- use the Simple Past to describe past events; and
- write a comprehensible comparison and contrast paragraph.

## Section 1: Listening

### Week 17 Day 1

#### Lesson 1

*NB: This Unit focuses on the theme of “beekeeping”. We hope you are aware that the theme may not be equally familiar to all students across the country. Therefore, you may use your experiences related to bees, beekeeping and honey to familiarize the students with the theme.*

## Pre-listening Activities

### Activity 1:

*This activity is meant to create a context for the topic of the listening text.*

- Organize students into small groups of three.
- Let students talk about the questions.
- Let students give varied answers.

### Possible answers:

1. Narration of students experiences
2. Accept varied answers
3. Accept varied answers
4. **Meanings of words**

queen = empress of bees

beehive = a home of bees

drones = soldier bees

team work = cooperation

colonies = groups

caste = class

## While-listening Activities

### Activity 2:

- The purpose of the activity is to guide students to work on the listening activities. Let the students guess the answers.
- Let them try it themselves first.
- Direct the students to listen and answer the questions.
- After the listening, let them cross-check their answers.
- Accept answers and give feedback.
- Let them rewrite the incorrect sentences correctly.
- Help students in correcting the sentences.

## Answers:

| No | Statements                                        | correct | Undecided | Incorrect |
|----|---------------------------------------------------|---------|-----------|-----------|
| 1  | Honeybees play the same role in producing honey.  |         |           | X         |
| 2  | Worker bees and drones are similar in size.       |         |           | X         |
| 3  | Worker bees and drones work in the same team.     |         |           | X         |
| 4  | All groups of bees do only their set job.         | X       |           |           |
| 5  | Drones are all males.                             | X       |           |           |
| 6  | All bees take part in defending the bee compound. |         |           | X         |

## Week 17 Day 2

### Lesson 2

#### Activity 1:

- Let the students listen to the text again and do the matching.
- Let them cross-check their answers.
- Accept answers and give feedback.

#### Answers:

1. B      2. D      3. C

#### Activity 2:

- Let students listen to the talk again, if you think it is necessary, and take notes on the importance of honey.
- Let students do the activity individually first.
- Allow them to compare their answers with their partners.
- Accept answers from some students and give them the correct answers.

## Answers:

- a. The queen bee mates with drones to reproduce bees.   4
- b. Honeybees are effective in team work.   1
- c. Drones defend the area of the bee colony by stinging the enemy.   3
- d. **Worker bees** do all of the necessary activities within a colony.   2

## Post-listening Activity

### Activity 3

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

## Section 2: Speaking

### Week 17 Day 3

### Lesson 3

**Activity 1:** Sit in groups of four and discuss the “team work” practices of bees. Then, list down what you learn for your group work.

**Activity 2:** In bee colonies each team focuses on specific duties. What do you learn about focusing on a specified task from their practices? Present your report to your class.

- This lesson is devoted to oral practice.
- Organize students into groups and help them how they could do the three activities.
- Allow students to generate more ideas about issues raised under each topic.
- During their discussions, monitor them not to resort to their mother tongues. Give adequate time to each activity so that students will air their views in more detail as groups to their classmates.

## Activities 1 and 2:

- Put students into groups of four.
- Let them list ideas on the importance of team work.
- Guide them to organize their work.
- Allow each group to present its report.

## Suggestions for doing the task:

- Teamwork facilitates learning.
- Inform them that team work does not mean sitting together. It is sharing roles and working for a collective success.

## Section 3: Reading

### Week 17 Day 4

### Lesson 4

#### Pre-reading Activities

#### Activity 1:

- Let students sit in pairs.
- Allow them to look at the picture.
- Let them take personal notes on the picture.
- Give them a chance to chat on the picture.
- Be aware that there are no right or wrong answers to the questions.
- Encourage students to explore their prior knowledge.
- Accept different answers.
- Make sure they interact in English.
- Lead them to read the passage and check their knowledge about bees.
- Encourage students to read through the text regardless of some difficult words.

## Possible answers:

1. They may know the queen and workers.
2. They may run, feel frightened.

Let students read the passage once again and check their answers for the above questions.

## While-reading Activities

### Activity 2:

- Let students read the passage again.
- Allow them to match the type of bees and their major functions.
- Let them cross-check their answers.
- Give chances to three medium-performing students to give answers.
- Give the whole class the answers.

| Column A            |
|---------------------|
| 1. Queen bee    b   |
| 2. Worker bees    d |
| 3. Drone bees    c  |

## Week 18 Day 1

### Lesson 5

### Activity 3:

- Let students read the passage again and do the True/False questions.
- Guide them to work individually first.
- When they finish answering individually, let them cross-check their answers in pairs.
- Ask them to give answers for the whole class.
- Give feedback.

### Answers:

1. true
2. true
3. false
4. false
5. false
6. false
7. true

## Week 18 Day 1

### Lesson 1

#### Activity 1:

- Instruct them to work individually first.
- Encourage them to read the sentences around the bold words and phrases.
- Then, organize them into pairs to compare their answers.
- Give more chances to medium-level learners.
- Give them the correct answers for confirmation.

#### Answers:

1. honeybees
2. for their honey and wax
3. taking pollen grains from plant to plant
4. the reader and the writer
5. beekeeping

#### Activity 2:

- Allow students to read the passage and identify the correct sequence of the sentences according to the passage individually.
- Let them cross-check their answers in pairs.
- Accept answers from medium-performing students.

The correct order of the sentences

b, a, d, c

#### The summary

*Honey bees are mainly kept for their honey. Bees need flowers to produce their food and honey. They pollinate plants, and plants are able to produce seeds. Beekeeping activities involve selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey.*

## **Week 18 Day 2**

### **Lesson 2**

#### **Discussion and reflection**

- Organize students into groups of five.
- Let them choose their moderators and reporters to lead the discussion.
- Help them in clarifying the questions and what is expected of them.
- Inform them to note down their points of discussion for whole class presentation.
- Let each team come to the front and present their answers to the questions.
- Let the moderator give chances to the audience for comments and questions.

#### **Suggested ideas for preparation:**

1. It is obvious that traditional beekeeping is common. Farmers use traditional beehives, and sometimes they collect honey from holes of trees. In rural towns farmers bring unprocessed honey in small amounts to markets. Deforestation has affected their productivity.
2. Beekeeping is not the major activity for farmers. It requires big vegetation and a lot of water but these are scarce in most areas.
3. Allow students to generate detailed ideas from their experiences.

## **Section 4: vocabulary**

## **Week 18 Day 3**

### **Lesson 1**

#### **Activity 1:**

- Allow students to identify the words from the passage individually first.
- Let them compare their answers in pairs.
- Accept answers preferably from slow learners.
- Give answers to the whole class.

## Answers:

1. caring
2. pollinators
3. seeds
4. interdependent
5. hives
6. vegetation
7. dangers
8. populate

## Activity 2:

- Let students do the activity individually first.
- Let them sit in pairs and check their answers in pairs.
- Accept answers from slow learner.
- Give feedback for confirmation.

## Answers:

1. Queen bee
2. Worker bee
3. Drones

## Section 5: Grammar in Context

### Week 18 Day 4

### Lesson 8

#### A. Comparison and contrast

- *The purpose of these activities is to help students practice to express similarities and differences in varied ways.*
- *Activities 1 and 2 are designed to show similarities and differences at sentence level as well as with strings of sentences at paragraph level.*
- *Therefore, demonstrate that comparison shows similarities between two things that are naturally different whereas contrast shows differences between two things that are similar but have some differences.*

- *In addition, show them that similarities and differences can be written at paragraph level separately or can be combined into one paragraph.*

### A. Similarities

#### Activity 1:

This activity aims to introduce students to the concepts of *similarity* and *difference*.

- Let students combine the sentences individually first.
- Allow students to compare their work.
- Then, let some of them report their answers to the class.
- In your feedback, focus on how similarities and differences are shown in the sentences.

#### Answers:

1. Both honey and sugar are sweet.
2. Honey can be used with tea. Similarly, sugar can be used with tea.
3. Honey can be used to make local mead. In the same way, sugar is mixed to make strong mead.
4. Honey is not only used to make cakes but also to bake bread.

### B. Differences

1. Honey is made from flowers but sugar is made from sugarcane.
2. Honey is made by honey bees. In contrast, sugar is produced in factories.
3. Honey is in a liquid form. However, sugar is usually in solid form.

#### Activity 2:

- Let students attempt to develop the sentences into two separate paragraphs in pairs.
- Guide them to follow the given beginning sentence.
- Give them words such as *to begin with*, *in addition*, *furthermore*, *moreover...* or *firstly*, *secondly ... finally* to connect the sentences.
- Ask students to give their answers to the whole class.
- If they find it difficult, show them by writing the second sentences in each paragraph.
- Then, give them time to improve their work and report it again.
- Give them the necessary feedback using the models.

**Possible answers:****Paragraph 1**

***Honey and sugar have some similarities.** Firstly, both honey and sugar are sweet. Secondly, honey can be used with tea. Similarly, sugar can be used with tea. Thirdly, honey can be used to make local mead. In the same way, sugar is mixed to make strong mead. Finally, honey is not only used to make cakes but sugar powder is also used to bake bread.*

**Paragraph 2**

***Honey and sugar have some differences.** To begin with, honey is made from flowers but sugar is made from sugarcane. In addition, honey is made by honey bees. In contrast, sugar is produced in factories. Furthermore, honey is in a liquid form. However, sugar is usually in solid form.*

**Week 19 Day 1****Lesson 9****Activity 1:**

- Let students combine the sentences in pairs using the words in the box.
- Guide them to follow the given beginning sentence.
- Let them use the words in in the box.
- Ask students to give their answers to the class.
- If they find it hard again, show them by writing the second sentences in each paragraph.
- Then, give them time to improve their work and report it again.
- Give them the necessary feedback using the models.

## Possible answers:

|     |           |               |             |          |
|-----|-----------|---------------|-------------|----------|
| all | similarly | to begin with | in addition | moreover |
|-----|-----------|---------------|-------------|----------|

*All bee colonies have some features in common. **To begin with**, they are social insects with marked division of labour. **In addition**, they are endowed with specified roles in the production of honey. **Similarly**, they work together to produce honey as food and store it for their consumption during the winter season.*

## Differences

### Activity 2:

- Let students combine the sentences using words in brackets in pairs.
- Guide them to follow the given beginning sentence.
- Ask students to give their answers to the class.
- If they find it hard again, show them by writing the second sentences in each paragraph.
- Then, give them time to improve their work and report it again.
- Give them the necessary feedback using the models.

## Possible answers:

1. The queen bee is big and visible whereas the worker bees are small in size. (whereas)
2. The queen bee is the only sexually developed female in a colony but worker bees are not sexually developed. (but)
3. Drones are stout male bees that have no stingers. However, worker bees are females and the only bees with a stinger. (however)
4. Drones do not collect food or pollen from flowers whereas worker bees are known for collecting food or pollen from flowers. (whereas)
5. Although the sole role of drones is to mate with the queen, worker bees produce honey food for the colony. (although)

*Honey bees have some differences. Firstly, the queen bee is big and visible whereas the worker bees are small in size. Secondly, the queen bee is the only sexually developed female in a colony but worker bees are not sexually developed. Thirdly, drones are stout male bees that have no stingers. However, worker bees are females and the only bees with a stinger. Fourthly, drones do not collect food or pollen from flowers whereas worker bees are known for collecting food or pollen from flowers. Finally, although the sole role of drones is to mate with the queen, worker bees produce honey food for the colony.*



## Week 19 Day 2

### Lesson 10

#### Comparison and contrast: Guided writing

- The following activity is a comparison and contrast grammar-based guided writing.
- At this stage students should be encouraged to develop their own paragraphs with some input from the teacher.
- The activities are also meant to consolidate the comparison and contrast grammar they have been learning in the two previous lessons.
- Hence, provide the necessary guidance so that they feel successful.

#### Activity 1:

- First, allow students to see the notes given.
- Let students work in pairs.
- Guide them to follow the given beginning sentence.
- Ask students to give answers.
- Show them how the notes could be developed into sentences.
- Then, give them time to improve their work and report it again.
- Give them the necessary feedback using the models.
- Give the grammar explanation using the grammar summary.

#### Model paragraphs

##### *Similarities*

*Bees and wasps have some similarities and differences. Bees and wasps are both members of the Hymenoptera order of insects. In addition, they both are insects. They are also capable of giving painful stings.*

##### *Differences*

*Bees and wasps also have some differences. Firstly, bee colonies are larger in number than wasps. Secondly, bees can sting once in their lives but wasps can sting multiple times. Thirdly, honey bees can attack when provoked, whereas wasps are naturally aggressive predators.*

**You can start as follows:**

*Honey bees and wasps have some similarities and differences. Bees and wasps have some similarities and differences. Bees and wasps are both members of the Hymenoptera order of insects. In addition, they both are insects. They are also capable of giving painful stings. Bees and wasps also have some differences. Firstly, bee colonies are larger in number than wasps. Secondly, bees can sting once in their lives but wasps can sting multiple times. Thirdly, honey bees can attack when provoked, whereas wasps are naturally aggressive predators.*

- After students have finished writing the paragraph, give them a brief explanation on comparing and contrasting and the common words or phrases that are used to contrast based on the grammar summary note indicated in the student's textbook.

## Week 19 Day 3

### Lesson 11

#### The Simple Past Tense: affirmative, interrogative, and negative forms

- This section deals with using the Simple Past Tense in communication.
- In the activities, call students' attention to the changes that are made to verb forms.
- In activity 1, emphasize on the interrogative and statement forms of the Simple Past Tense.

#### a. Affirmative past form

#### Activity 1:

**Read the following dialogue in pairs.**

- This activity is meant to introduce students to the Simple Past form.
- Let them practice the dialogue by changing roles for some time.
- While they are practicing, write the verbs in bold on the blackboard for demonstration.
- Allow some pairs to play the dialogue for the class.
- Then, show them the changes that take place on the infinitive verbs.



| In -<br>fin- | Simple<br>Past |
|--------------|----------------|
| a t -        | attended       |
| talk         | Talked         |
| ask          | Asked          |
| like         | liked          |

## b. Interrogative forms

### Activity 2:

- This activity is meant to introduce interrogative forms of the Simple Past.
- Let them practice the dialogue by changing roles for some time.
- While they are practicing, write the verb arrangements of the question forms in bold on the blackboard for demonstration.
- Allow some pairs to play the dialogue for the class.
- Then, show them the changes that take place on the affirmative past forms when statements are changed to interrogative forms.

| Affirmative forms | Interrogative forms |
|-------------------|---------------------|
| I finished ...    | Did I finish ...?   |
| I completed ...   | Did I complete ...? |
| I washed ...      | Did I wash ...?     |
| I collected ...   | Did I collect ...?  |
| I visited ...     | Did I visit ...?    |

## Week 19 Day 4

### Lesson 12

## c. The Simple Past Tense: interrogative and negative forms

- This activity is meant to introduce students to the negative forms of the Simple Past forms.
- Let students practice the dialogue by changing roles for some time.
- While they are practicing, write the verb arrangements of the negative forms on the blackboard for demonstration.
- Allow some pairs to play the dialogue for the class.
- Then, show them the changes that take place on the affirmative past forms when statements is changed to interrogative forms.

- In your grammar summary demonstration, show them the relationship between the interrogative and the negative forms.
- Use the following for illustration:

1. Did you watch the news last night?

Ans: *No, I didn't watch it.*

2. Did you visit the market this morning?

Ans: *No, I didn't visit the market this morning.*

3. Did you call your mother?

Ans: *No, I didn't call my mother.*

4. Did the bee sting you?

Ans: *No, it didn't sting me.*

5. Did Almaz do well in the the test?

Ans: *No, she didn't do well.*

### Week 20 Day 1

### Lesson 13

#### d. 'Used to'

#### Activity 1:

- 'used to' is used to express a past action that is no longer true.
- Let the students read the text and answer the questions.
- Allow them to cross-check their answers in pairs.
- Let students answer the questions.
- Write the correct answers on the blackboard.
- Underline the 'used to' forms used in the answers.
- Demonstrate the structure and meaning of 'used to'.

1. Not now but they used to have beehives.
2. Not now but they used to harvest honey twice a year.
3. Not now but they used to feed on natural honey.
4. Not now but they used to make candle from wax.

### Activity 2:

- Let students sit in pairs and talk to each other using the notes about their past experiences.
- Then, let them write a paragraph using the notes below and 'used to' individually first.
- Let them compare their attempts.
- Give chances to some students to present their paragraphs to the class.
- Elaborate the function of 'used to' using the grammar summary.

### Sample Paragraph

*My mom used to breastfeed me. She also used to feed me on milk foods. I used to eat very fine potatoes. I used to wear diapers. I used to crawl here and there in our home.*

## Week 20 Day 2

### Lesson 14

#### Modal verbs

### Activity 1:

- Ask students to sit in groups of three and study the sentences given in their textbook questions 1-6. Encourage them to give attention on the modal verbs written in bold.

### Activity 2:

- Inform the students to write what they should do in the situations given in their textbook activity 2.
- Encourage them to use the phrases '**should**' and '**ought to**' to express slight obligation or advice.

Possible answers

- b. I **should/ought to** keep medicines out of the reach of children.
- c. I **should/ought to** hold knives carefully.
- d. I **should/ought to** look left and right before I cross the road.

- e. I **should/ought to** play away from the road or play grounds that have broken bottles.
- f. I **should/ought to** play away from wells and ponds/rivers/lakes.
- 6. I **should/ought to** take medicines based on a doctor's prescription.

### Activity 3:

- Let students read the text which describes the community rules of Dokose villagers individually first.
  - When they read the text, encourage them to pay attention to the rules.
  - When they complete reading it, lead them to complete the sentences with the right modals from the box.
  - Let students compare their answers in pairs.
  - Invite some of the students to read out their complete sentences.
  - Give them feedback.

### Answers:

1. should/ought to
  2. must
  3. should/ought to
  4. has to
  5. should
- When they finish, encourage them to compare their answers with their partner.

## Section 6: Writing

### Week 20 Day 3

### Lesson 15

#### Activity 1:

Let students read the passage.

- When they read the passage, encourage them to pay attention to the words and phrases in bold.
- When they complete reading it, lead them to do Activity 2.
- Let students complete the table individually first.
- Put them into groups of three to discuss the answers.

- Invite some a student to read their list of verbs in the Simple Past.
- Call on other students to read the list of present tense verbs.
- Give another student a chance to read the verbs in the Simple Future.
- Give feedback on each list.
- Alert them to the three tense forms.

## Answers:

| Past     | Present     | Future                |
|----------|-------------|-----------------------|
| made     | are         | will do               |
| settled  | see         | can be justly decided |
| flew     | do not know |                       |
| said     | belongs     |                       |
| replied  |             |                       |
| insisted |             |                       |
| came     |             |                       |

## Activity 2:

- Give students homework to collect information about incidents related to bees and honey or any other stinging insects.
- Inform them to prepare themselves to narrate that to their mates.
- You could also find some related episodes about such insects and narrate to them and ask them to retell the story.
- During the lesson, support students to prepare their narrations to their mates.
- Help them in their preparation to narrate the stories.
- As a model, narrate the story you prepared.
- Then, organize them into groups of four to narrate their stories.
- Give them chances to narrate their stories in their groups.
- Move around and listen to them; encourage them to use English.
- Ask them to select the best story from their group which will be presented to the class.



## Week 20 Day 4

### Lesson 16

#### Activity 1:

- *Before the lesson, identify different rules of your school.*
- *Prepare a talk on the rules for your class.*
- *You may also invite the Principal or Vice-Principal to make the talk in English. During the lesson, let students take notes.*
- *After that, let them compare their notes to add some missing information.*
- *Finally, let each student write a message about the rules of the school to a friend in another school.*
- *Then, allow students to select the best written message from each group to be read to the class.*
- *You may also mark it for them.*

# Unit Six: Water Pollution (16 Periods)

## Learning Outcomes

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

- share their experiences about causes and effects of water pollution;
- listen to and extract specific and detail information from listening texts;
- use various strategies to respond to pre-, while- and post-reading questions;
- provide and use antonyms and synonyms of given words;
- use irregular past verbs correctly;
- express continuous actions in the past with the right past continuous forms;
- apply the simple past and past continuous tenses to express past actions taking place simultaneously;
- offer advice on controlling water pollution;
- use water-related proverbs and sayings in their writing and speech;
- write a short paragraph about a polluted water resource in their area.

## Section 1: Listening

**Dear teacher, note that making the necessary preparation, especially rehearsing the text is always important to teach listening effectively.**

### Week 21 Day 1

#### Lesson 1

#### Pre-listening Activity

**NB: If you think this activity needs more than ten minutes, you can set it as a pre-class task.**

#### Activity 1

- Make sure if students have answered all the questions.
- Ask them to look at the pictures and guess what the listening text is about
- Let them say the words.
- Ask them to tell you the meanings of the words.
- Explain them the meanings of the words.

## Answers

For Questions 1, 2 and 3, students may give different answers.

Question 4:

| Pronunciation                | Meanings                                  |
|------------------------------|-------------------------------------------|
| • Ecosystem /'i:kəʊsɪstəm/   | • <b>ecosystem</b> – environment/ecology  |
| • Contaminate /kən'tæmɪneɪt/ | • <b>contaminate</b> – pollute/infect     |
| • toxic /'tɒksɪk/            | • <b>toxic</b> - poisonous                |
| • Pollutant /pə'lu:tənt/     | • <b>pollutant</b> – contaminant/impurity |
| • Poisonous /'pɔɪzənəs/      | • <b>poisonous</b> – toxic/deadly         |

## While- listening Activities

### Activity 2: Listening for Main Ideas

- Get students ready for listening.
- Make the instruction clear to them.
- Read aloud the text once.
- Give them some time to think and name the pictures.
- Clear any doubt.

## Answers

**Picture 1:** solid waste **picture 2:** rubbish/trash **picture 3:** ships **picture 4:** oil spills **picture 5:** plastic **picture 6:** sewage **picture 7:** industrial waste

### Activity 3: Listening for Specific Information

- Encourage students to listen attentively.
- Check how they compare their answers.
- Reinforce the discussion.

## Answers

a). natural      b). impurities      c). human activities      d). silt from floods      e). environmental



## Week 21 Day 2

### Lesson 2

#### Post-listening Activities

##### Activity 1

- Check the group formation.
- Facilitate the group participation.
- Walk around the class and check if students are working.
- Allow students to read out their answers.

##### Answers

1). c    2). d    3). b    4). a    5). f    6). e

##### Activity 2

- See if students have formed their groups.
- Make sure if they have assigned a facilitator.
- Tip them the duties of a facilitator.
- Supervise the discussion.
- Then ask some students randomly selected groups to present their answers to the class.

##### Possible Answers

1. Yes, it is.
2. Some people throw solid waste to rivers, ditches, etc. ; absence of sewerage, flood
3. It can destroy our properties; it can kill us; it can damage plants and crops

## Section 2: Reading

### Week 21 Day 3

#### Lesson 3

#### Pre-reading Activities

##### Activity 1:

- Encourage students to read the pre-reading questions individually.
- Then answer the pre-reading questions before they read the text.
- Monitor their attempts.
- Listen to some of the answers.

#### Answers

Open ended

##### Activity 2

- Check the correct pronunciation of the words in a dictionary
- Let each student try to pronounce the words.
- Read out the words for them.
- Tell them the contextual meanings of the words.

#### Answers

**Typhoid:** a serious infectious disease that causes fever

**Hepatitis:** a serious disease of liver

**Cholera:** a disease caught from infected water

**Giardia:** water borne disease

**Dysentery:** an infection of bowels that cause severe diarrhea

**Algae:** very simple plants such seaweeds

## While-reading Activities

### Activity 3: Guessing Word Meanings

- Check if students are busy reading.
- Go round the class and see if they list words.
- Help them to guess the meanings of those words.

### Activity 4: Reading for Main Ideas

- See if they are working in pairs.
- Ask them to read out their answers.
- Give them feedback.

### Answers

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

## Weeks 21 Day 4

### Lesson 4

#### Activity 1:

- Ask students read and answer the True/False questions.
- Tell them to compare their answers in pairs.
- Insist them to read out their answers.

***NB: Dear teacher, please remind students that True/False questions are not simple guess but based on evidence supporting or justification from the reading passage.***

### Answers

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

## Post-reading Activity

### Activity 2: Group discussion and reflection

- Tell students to sit in a group of four.
- Insist them to discuss.
- Motivate them to reflect on their answers.

### Answers

1. **Yes /No...** reasons vary
2. That we should take care of our environment (accept other related answers)
3. That they don't have to pollute the environment (accept other related answers)

## Weeks 22 Day 1

### Lesson 5

#### Passage 2

### Pre-reading Activity

#### Activity 1:

- Let them sit in groups of three and discuss the questions.
- Encourage them to write down their answers.
- Students can have different ideas; ask them to read out some of their answers.

### Possible Answers

1. Keep water clean, not to dispose waste to water bodies .
2. That they should manage their waste disposal.

## While-reading Activities

### Activity 2:

- Tell students to read the questions before they read the passage.
- Encourage them to ask if they are unclear to them.
- Check if they have done the answers.

NB: **'Eco-friendly products'** means products which are recyclable, green and sustainable, and harmful to the environment. For example, plastic bags and plastic bottles are not eco-friendly.

## Answers

1. save water; avoid weed killers or herbicides; sewage treatment; using eco-friendly products; collect your trash; minimize the use of pesticides or fertilizers
2. Children
3. Children can save the earth if we help them to understand nature. (Accept other possible answers from students)
4. Students can give different ideas.

## Section 3: Vocabulary

### Weeks 22 Day 2

#### Lesson 6

#### Activity 1: Learning Word Meanings from Contexts

- Remind students to see how the words are used in the sentences.
- Update them how they can guess meanings in a context.
- Advise them to read both the passages.
- Tell them to refer to a dictionary in case they fail to guess the meanings.

## Answers

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

#### Activity 2: Studying Antonyms

- Update students with the meaning of antonyms.
- Advise them to be careful about their spellings.
- Check what they have done.

## Possible Answers

1. 1. clean    2. increase, maximize, enhance    3. illness, sickness    4. help  
5. safe, secure
2. 1. decreases    2. polluted    3. unsafe    4. health    5. harmful

## Activity 3: Compound words

- Remind students how compound nouns are formed.
- Give them some more examples of compound nouns.

## Possible Answers

air pollution, food pollution, environmental pollution

## Section 4: Grammar in Context

**Dear Teacher,**

**Note that the Grammar Summary given for each sub-topic could not be further developed to satisfy the needs of students fully. They may ask you for further explanations and examples. So please read some reference books and prepare more notes, examples and exercises to share with your students.**

## Weeks 22 Day 3

### Lesson 7

## Simple Past Tense with Irregular Verbs

### Activity1:

- Encourage students to tell the differences between the pairs of sentences.
- Ask them to identify the verbs.
- Insist them to tell you some more irregular verbs that they know.
- Explain them the Grammar Summary about irregular verbs.

## Activity 2

- Tell students to read the story carefully.
- Help them unlocking the meanings of some verbs, if difficult.
- Encourage them try appreciate the story.

## Answers

### Regular past verbs

danced

hummed

heard

decided

tired

succeeded

offered

laughed

played

disappeared

excused

walked

### Irregular past verbs

came

kept

were

grew

had

went

was

told

## Weeks 22 Day 4

## Lesson 8

### More on Irregular Past Verbs

#### Activity 1:

- Let them try the activity first individually and then discuss their answers in groups of four.
- Ask them if there is any exceptional question(s).

- See if they compare their answers.
- Give them feedback.

### Answers

(a). found (b). spoke (c). said (d). bought (e). sleep (f). make (g). won  
(h). lose (i). Did (j). taught

### Activity 2

- Tell students to be careful about their spellings.
- Motivate them to pronounce the verbs that are may be unfamiliar to them.
- Ask them to tell you whether they are regular or irregular verbs and why.
- Check if they know their meanings the unfamiliar verbs.

### Answers

(1). blew (2). made (3). drew (4). told (5). taught (6). held  
(7). caught (8). rang, went (9). bought

## Weeks 23 Day 1

### Lesson 9

#### Activity 1: Past Continuous Tense

- Tell them to compare the sentences.
- Motivate them to report the differences to the class.
- Elicit more differences.
- Give them feedback.
- Lead them to the Grammar Summary.

## Week 23 Day 2

### Lesson 10

#### Activity 1: More on the Past Continuous Tense

- Advise students to complete the sentences first on their own.
- Then, instruct them to compare their answers and exchange ideas.
- Give them a feedback.
- Revise them key points about the forms of the past continuous tense.

#### Answers

1. The girls were not / weren't dancing.  
They were singing.
2. Chaltu was not / wasn't reading a newspaper.  
She was reading a book.
3. The teacher was not / wasn't drawing a cat.  
S/he was drawing a tiger.
4. The boys were not / weren't playing football.  
They were playing volleyball.
5. The dog was not / wasn't eating meat.  
It was eating bone.

**Remember it is possible to use personal pronouns...she or he if the animal is treated like a family member.**

#### Activity 2: Question forms

#### Answers

1. Were they running to the school?
2. Was he cutting paper?
3. Were you watching a film?
4. Were they eating grapes?

## Weeks 23 Day 3

### Lesson 11

#### Activity 1: Past Continuous Tense and Past Simple Tense

- Tell students to discuss the sentences in pairs.
- Follow up the discussion.
- Ask them about the verbs in bold.
- Emphasize the key points in the activity.

#### Activity 2

- Let students complete the sentences.
- Tell them to pay attention to the auxiliary verbs.
- Check their answers.
- Finally remind them about the basic difference between past simple and past continuous tenses.

#### Answers

- .....he was washing dish.
- ..... was walking with my friend.
- .... were playing...
- .....was snowing.
- ..... were raining...

#### Activity 3

- First, allow students to make their own sentences independently.
- Then, tell them to compare their answers with their partners.
- Encourage them to debate on the answers.
- Advise them to be careful about their use of punctuation marks.
- Closely, supervise their work.

#### Answers

2. She was writing a letter when I called her.
3. The janitor was sweeping the floor when I saw her.
4. Their mother was working in the kitchen when the children came from school.

5. The teacher was writing on the blackboard when two students arrived.
6. It was raining when the guests arrived.

## Week 23 Day 4

### Lesson 12

#### Activity 1: More on Past Continuous and Past Simple

- Instruct students to form a group of four.
- Monitor the grouping.
- Tell them to be careful about the use of punctuation marks.

#### Answers

1. What were the children doing when you got home?
2. What was Lemessa doing when his father was searching for him?
3. What was the maid doing when Mom came home?
4. What were the farmers doing when it began to rain?

#### Activity 2: The Simple Past and Past Continuous in Story Writing

- Encourage students to read the story first individually.
- Tell them to classify the tenses.
- Then, instruct them to compare their answers in pairs.
- Motivate them to debate on the answers.
- Listen to few students' answers.

#### Answers

##### Simple past tense

passed by  
said  
went  
continued  
came  
found  
saw  
knew

##### Past continuous tense

was hopping  
was taking  
were disturbing

**Weeks 24 Day 1****Lesson 13****Activity 1: Infinitives with 'to' and without 'to'**

- Tell students to read the sentences in pairs.
- See if they are reading.
- Advise them to pay attention to the verbs in bold.
- Ask for their reflection.
- Encourage them to read the notes.
- Give them further explanation supported by examples.

**Activity 2****Answers**

1. can speak 2. to do 3. stay 4. help 5. see 6. to speak 7. to go  
8. ask 9. to have 10. come

**Dear teacher, remind students to refer to Appendix 2 for verbs that are followed with 'infinitive with to'.**

**Section 5: Speaking****Weeks 24 Day 2****Lesson 14**

**Activity 1: Water proverbs and expressions for exchanging ideas or giving advice**

- Tell students to form a group of three.
- Ask them if they are familiar with such English proverbs.
- Encourage them to discuss the meanings of the proverbs.
- Advise them to use proverbs when the need arises.
- Ask them if they know proverbs in their own local languages.

**NB: Proverbs might be difficult, so explain what proverbs are and give similar proverbs using your local language to the students. (ለምሳሌ፡ ከውኃ የወጣ ዓሳ፣ ቀዝቃዛ ውኃ መቸለስ፣ ውኃ የሚያነሳ)**

### Possible Answers

- a. **hold water:** holds some grains of truth
  - b. **like a duck to water:** to be used easily or without any difficulty
  - c. **keep one's head above water:** manage to survive in a difficult situation
  - d. **be in hot water:** to be in trouble
  - e. **pour cold water on:** to criticize someone's idea or plan so much that they are not exciting
1. Try to elicit more and more similar proverbs using a dictionary.
  2. Try to elicit some similar proverbs in the students' own language.

### Examples for No. 1:

- **Water off a duck's back** = without any effect
- **In deep water** = in trouble or in difficulty
- **Water under the bridge** = a mistake that has already happened and cannot be corrected

### Examples for No. 2:

- **ውኃ ቢወቅጡት እምቦጭ** = doesn't bring any change
- **ውኃ ውኃ ይላል** = tasteless
- **ውኃ የሚያነሳ** = something important

### Activity 2: Exchanging ideas

- Encourage students to speak what they would like to say.
- Make clear that each student has to gather information from three students in the classroom.
- Advise them to share the information they have gathered with: family members, friends, or neighbours (role play here if they have to do it in the classroom).
- Give them adequate time.
- Tell them that they can do the same thing even outside of the classroom situation.

## Weeks 24 Day 3

### Lesson 15

#### Activity 1: Giving Advice

- Motivate students to learn the words by heart.
- Tell them to complete the dialogue.
- Encourage them to give advice on different matters with a partner.
- Advise them that they can do the same thing in real life situation.

## Section 6: Writing

### Weeks 24 Day 4

#### Lesson 16

#### Activity 1: Rearranging sentences to make a paragraph

- Tell students to rearrange the sentences first individually.
- Let them compare their arrangements with their partners.
- Ask them what technique they might have used when rearranging.
- Teach them how words or phrases such as: **to begin with**, **secondly**, and **finally** etc. are used ... you may add some more.
- Allow few students to read out their paragraphs to the class.

#### Answers

c, e, d, b, a

#### Activity 2: Writing a descriptive paragraph

- Ask students for their preference: to work individually or with a partner.
- Tell them to follow the steps given.
- Give them sufficient time as it is a survey work.
- Direct them to the sample paragraph.
- Invite them to read their paragraphs to the whole class.
- Appreciate their efforts.

# Unit 7: Good Citizens (16 periods)

## Learning Outcomes

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

- comprehend listening texts for varied purposes;
- use expressions related to citizenship in their oral and written communication;
- synthesise the messages of the reading text for various purposes;
- comprehend meanings of vocabulary items and use them in writing and speaking;
- identify antonyms and synonyms of words related to the theme of the unit;
- use active and passive voice in the Simple Past Tense in proper contexts;
- use active and passive voices with 'by/with' forms;
- communicate in writing using English appropriate to the level; and
- speak in English about topics related to responsible citizenship.

## Section 1: Listening

**Weeks 25 Day 1**

**Lesson 1**

### Pre-listening Activities

#### Activity 1:

- This activity is a brainstorming activity.
- Let students sit in pairs and describe their observation of the picture.
- Allow students express their opinions.
- Accept varied answers for each question.

## Possible answers:

1. They are attending a flag ceremony, planting trees, collecting trash and supporting elders.
2. Yes, they are responsible; they are doing good things.
3. Students would give different responses.
4. *About good citizenship*

## Activity 2:

- Inform the students that the words are taken from the listening text.
- Before proceeding to the listening activities, help students learn the pronunciation of the words. You can rehearse the pronunciation of the words using their phonetic transcription below.

|                                    |
|------------------------------------|
| citizen /'sɪtɪzn /                 |
| citizenship /'sɪtɪzənʃɪp /         |
| care /keə(r) /                     |
| empathy /'empəθi /                 |
| fairness /'feənəs /                |
| freedom /'friːdəm /                |
| honesty /'ɒnəsti /                 |
| irustworthiness /' trʌstwɜːðɪnəs / |
| integrity /ɪn'tegrəti /            |
| respect /rɪ'spekt /                |

Let students discuss the meanings of the words in their local language.

## While-listening Activities

### Activity 3:

- Let students work on their knowledge of the values individually.
- Ask students to inform the class if they know any of these expressions.
- You can tally and show them how much the expression are known by the class students.
- Make them aware that they need to learn these citizenship values because social, economic, cultural and other forms of diversity are reality in the country.
- Give them the meanings of the words given in the parenthesis.
- if students fail to get the meanings correctly, use their mother tongue
- don't over emphasize mother tongue.
- give them time to write the words and their meanings in their notes.

## Activity 4:

- Let students read the notes individually.
- Then encourage them to listen carefully and fill-in the missing information about “Good Citizenship” individually.

### Possible answers:

#### 1. know their rights:

- a. the right to life, the right to privacy,
- b. the right to fair justice**
- c. the right to organise yourself,
- d. the right to vote for you choice**
- e. the right to express yourself.

#### 2. Know their responsibilities

- a. helpful to others
- b. do best for the wellbeing of citizens**
- c. have integrity

#### 3. Good citizens:

- a. are honest, trustworthy and have integrity**
- b. show reciprocal respect to all**
- c. are empathetic and caring to others
- d. enjoy living with differences and celebrate diversity
- e. understand and feel the pain of others
- f. give whatever they have to support others

## Activity 4:

- Aware students to see what they have done, and what they have missed.
- Allow them to listen to the text for the second time and complete their notes.
- Let them be in pairs to compare and further improve their notes.



## Weeks 25 Day 2

### Lesson 2

#### Post-listening Activity

##### Activity 1:

- Explain further the meanings of the values
- Encourage them to complete the checklist with true information about themselves.
- Advise them to use their notes in Section 1.
- Let them compare their responses in pairs.

##### Activity 2:

- Let them form groups of four to develop a list of values and qualities of a good citizen.
- Let each group a poster to display on the class noticeboard.
- Reward two or three groups who prepare very good posters.

## Section 2: Reading

## Weeks 25 Day 3

### Lesson 3

#### Pre-reading activities

##### Activity 1:

- Prepare the students to read and answer the puzzle quickly.
- Tell the student who answers the question first will be the winner.
- Praise the winner; for example, let students applaud for her or him.

**Answer:** Honorable Dr. Abebech Gobena

## Activity 2:

### Possible answers:

- Encourage and follow up students to answer the questions without looking at the reading passage.
- Entertain as many answers as possible from the students and list down them on the blackboard.

### Possible answers:

1. Abebech Gobena
2. Love, affection, happiness, etc.
3. kindness, care, sympathy, respect, etc.

## Activity 3:

- This activity is not a vocabulary lesson, rather it is to clear difficult words which may hinder students during their reading, so you should not take much time on this.
- Let them be in pairs to work out the meanings in English.
- Let them guess the meanings in their language first individually.
- After that you may give them the meanings.

### Answers:

pilgrimage - *religious trip*

drought – *a continuous dry weather, no enough water or rain*

famine - *starvation; shortage of food*

infant - *baby*

fabric - *cloth*

## While-reading Activities

### Activity 4:

1. Let them read the text individually.
2. Monitor them read that they read silently.
3. When they finish reading, ask them which of the answers for Activity 2 they got correctly.

## Weeks 25 Day 4

### Lesson 4

#### Activity 1:

- Instruct students answer the questions first individually.
- Let them join their partner to check their answers.
- Ask them to read out their answers to the whole class.
- Give prior chance to low participating students.
- Then give the correct answers to the whole class.

#### Answers:

1. True
2. False
3. False (cultural reason)
4. True
5. False
6. False
7. False
8. False
9. False
10. False

## Activity 2:

This activity is meant to help students practice to scan reading texts and identify specific information.

- Guide them to read only around the indicated paragraph and line to get the answer.
- Encourage them to do it first individually.
- Allow them to compare their answers in pairs.
- Ask them to give answers at class level.
- Give them the correct answers as feedback.

## Answers:

1. Abebech/ Abebech Gobena
2. in Addis Ababa
3. the time when Abebech went to northern part of Ethiopia; 1973
4. the baby girl
5. the orphans/children

## Activity 3:

- Allow students to do the activity individually.
- Then let them compare their answers.
- Ask students to give answers at class level.
- Give them the correct answers.
- Even if students give correct answers your repetition is essential for confirmation.

## Answers:

1. paragraph 4
2. Paragraph 1
3. Paragraph 2
4. paragraph 3
5. Paragraph 4

## **Section Three: Vocabulary**

### **Weeks 26 Day 1**

#### **Lesson 5**

##### **Activity 1:**

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.

##### **Answers:**

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

##### **Activity 2:**

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.
- In your discussion on the answers, clarify them to distinguish between synonyms and antonyms.

##### **Answers:**

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

## Section 4: Grammar in Context

### Weeks 26 Day 2

#### Lesson 6

##### Activity 1:

- Let students complete the paragraph individually.
- Organise them into pairs to crosscheck their answers.
- Ask medium performing students to give answers.
- Give corrections and feedback and summarize the revision of simple present tense.

##### Answers:

Dr. Gemmechu and Sister Hanna **have** (have) a busy lifestyle. Medicine is not an easy profession. Dr. Gemmechu is a medical doctor at a hospital. He **works** at night, so he **goes** (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Hanna works at a private clinic. She **goes** (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Gemmechu and Hanna also **have** (have) three children. Every morning they all **have** (have) breakfast together at 7:30. That is the only time they get together in a day. Then, the children **go** (go) to school and Hanna **walks** (walk) to her nearby clinic for work. Dr Gemmechu **washes** (wash) the dishes and **cleans** (clean) the house and then **goes** (go) to bed. Really they are a lovely family. They are indebted to Section One another and enjoy their hectic life.

##### Activity 2:

- Let students complete the paragraph individually.
- Organise them into pairs to crosscheck their answers.
- First ask low, medium and high performing students in that sequence.
- Give corrections and feedback and introduce the present passive forms.

**Answers:**

In Ethiopia drinking coffee is a tradition. Any guest **is served** with coffee. It is not a norm to say no to coffee. The Ethiopian coffee **is made** (make) with fresh coffee beans. First, the amount of coffee required for the service **is measured** (measure). Then coffee **is washed** (wash). When it **is washed** (wash) gently, the skin of the beans **is scrubbed** (scrub) off easily. The beans **are roasted** (roast) equally on the flat pan. Then they **are grounded** (ground) into powder with pestle and mortar. Water **is boiled** (boil) in Jebena. The coffee powder is **added** (add) to the Jebena. After a while the Jebena **is taken** (take) off the fire to get settled. Finally, the dark brown coffee **is poured** (pour) to cups and **is served** (serve) with popcorn. It is not a tradition in the society to serve coffee without providing something to eat.

**Weeks 26 Day 3****Lesson 7****Activity 1:**

- Let students do the activities first individually.
  - Then allow them to compare their answers with that of their partners.
- 1.
- First let students read the paragraph.
  - Encourage them to pay special attention to words in bold.
  - Instruct students rewrite the paragraph in the active voice by changing it into the passive voice individually.
  - Let them compare their paragraphs in pairs and discuss on the grammatical change to form passive voice structure.
  - Ask students to present their paragraphs to the class.
  - Give corrections and additional feedback using the model paragraph.

## Example paragraph:

*All students are given lots of treatments by our school nurse. The pulse rate of students is checked up. Anti-pain medicines are prescribed to students having headache. Young students are given health counseling services. Girls are supplied with sanitary pads. The nurse is loved by all the school community.*

## Activity 2:

- Let students read the paragraph.
- Encourage them to pay special attention to the underlined words.
- Let students rewrite the paragraph in the passive voice by changing it into the active voice.
- This time give extra support to low performing students.
- Let students sit in groups and read their paragraphs to their group members.
- Ask them to select the best paragraph in terms of appropriate passive forms for the group.
- Allow the writers to present their paragraphs.
- Appreciate them for their efforts and give additional feedback for the whole class.

## Sample paragraph:

*In our school, we celebrate Teachers' Day as follows. We call it the Second Pa Day. We celebrate it in the month of September. The school community sees it as a way of coming together. We ride away any residual issues of the previous day on the Day. We take it as the Day of forgiveness and unity. During the occasion we can give gifts to Section One another.*

## Weeks 26 Day 4

### Lesson 8

## Activity 1:

- Let students sit in pairs and discuss on the construction of active and passive sentences
- Encourage them to develop rules for them by referring to previous exercises.
- Let them select and present the rules they have developed
- Using their attempts and the Grammar Summary give them the rules on active and passive structure.

## B. Past Simple passive voice

### Activity 2:

- Let students complete the paragraph individually.
- Organise them into pairs to crosscheck their answers.
- First ask low, medium and high performing students in that sequence.
- Give corrections and feedback and introduce the past passive forms.

### Answers:

Two women **were seen** (see) breaking into a house in my village around Shola last night. A man shouted “thief! Thief! Thief!”. The police **were called** (call) and they arrived very quickly. Section One woman **was caught** (catch) immediately. She **was trapped** (trap) by a barbed wire. The other escaped, but she **was found** (find) in the back yard under a shed. Both women **were taken** (take) to the police station where they **were questioned** (question) separately by a police officer. Although they denied of committing the crime, they **were charged** (charge) with burglary.

## Weeks 27 Day 1

### Lesson 9

#### Activity 1:

- First let students sit in pairs to play the roles of the Police Officer and the Witness in the conversation.
- Let them match the words with their synonyms to help them better understand the conversation.
- Make sure that they are clear about the words so that students won't face difficulty.
- Then allow them to practice the conversation in pairs.
- Allow them change roles and practice the dialogue for some time.

## Answers for No. 1:

| No. | A: Word     |
|-----|-------------|
| 1   | madam - D   |
| 2   | catch - C   |
| 3   | Scatter - E |
| 4   | strange - A |
| 5   | Slumped - B |

## Weeks 27 Day 2

## Lesson 10

### Activity 1:

- The aim of the activity is to enable students understand why we need to use passive forms.
- Let the students answer the questions based on the conversation.
- Organise the students into pairs and let them practice the question and answer in pairs.
- Help them recognise the importance of passive forms in communication
- Use these answers to explain the meanings of passive forms to demonstrate the Grammar Summary.

### Possible answers

1. *Not known.*
2. *Unidentified person*
3. *Somebody who was carrying different things.*
4. *He was caught by persons there.*
5. *He was brought to police station by three youngsters.*
6. *They were collected by the witness*

## Activity 2:

- Let students read the paragraph first.
- Encourage them to pay special attention to the underlined words.
- Take the first two sentences and work it for them as examples.
- Let students rewrite the paragraph in the past simple passive form individually.
- Give extra support to low performing students so that they would not get frustrated if they are challenged in the activities.
- Let students sit in groups and read their paragraphs to their group members.
- Ask them to select the well written paragraph with appropriate passive voice forms for the group.
- Allow the writers to present their paragraphs.
- Appreciate them for their efforts and give additional feedback for the whole class.

## Model paragraph

*A letter was written by Ahmed to the police. In the letter Henok was blamed for not paying the money he had borrowed from Ahmed. Henok was summoned by the court to verify the case. The answer was submitted to the court by Henok. The case was examined by the court. Ahmed was asked to call his wittiness. The wittiness was asked to give wittiness on the matter. It was witnessed by the witness that the money was taken by Henok. Henok was ordered by the court to give the money to Ahmed within ten days.*

## Weeks 27 Day 3

## Lesson 11

**Dear teacher,**

Arrange students into a group of three and guide them to play the game with the appropriate passive forms.

**Activity 1:**

**Let students play the following game in a group of three.**

**A.**

- Instruct students form the three two of the group members close their textbooks.
- Let the third student says the active voice sentences orally.
- Advise the two students compete to change the sentences into passive forms.
- The winner is the Section One who says the simple past tense passive forms correctly.
- Give extra support to low performing students so that they would not get frustrated if they are challenged in the activities.
- Let each group present their practice to the class.
- Reward the presenters with hand claps.

**Answers:**

1. Active: He wrote a book about citizenship.
  - a. Passive: A book on citizenship was written by him.
2. Active: The artist painted the cover page green.
  - a. Passive: the cover page was painted green by the artist.
3. Active: They knew it.
  - a. Passive: It was known to them.
4. Active: they sang a citizen development song.
  - a. Passive: A citizen development song was sung by them.
5. Active: He showed it on the cover page.
  - a. Passive: It was shown on the cover page.
6. Active: He loved the writer of the book very much.

**B.**

- Let the second student takes over the reading role.
- Inform him/her that this time he/she reads the passive forms.
- The two compete to say the sentences in the active forms.
- The winner is the Section One who says the most the sentences correctly.
- Give extra support to low performing students so that they would not get frustrated if they are challenged in the activities.
- Let each group present their practice to the class.
- Reward the presenters with hand claps.

**C.**

- Let the third student take the role of reading the passive active sentences in the negative forms.
- Allow the two students compete to say in the simple past tense passive voice negative forms.
- Again the winner is the Section One who correctly says the passive voice negative form correctly.
- Give extra support to low performing students so that they would not get frustrated if they are challenged in the activities.
- Let each group present their practice to the class.
- Reward the presenters with hand claps.

**D.**

- Let the first student say the active sentences in the affirmative form.
- The second student says the sentences in the in the simple past passive voice interrogative form.
- The third students say the sentences in the simple past passive voice negative forms.
- Give extra support to low performing students so that they would not get frustrated if they are challenged in the activities.
- Let each group present their practice to the class.
- Reward the presenters with hand claps.

## Weeks 27 Day 4

### Lesson 12

*The next three activities are grammar consolidation exercises and focus on low participant students.*

#### Activity 1:

- Let students complete the paragraph individually.
- Organise them into pairs to crosscheck their answers.
- Ask low and medium performing students to present their answers.
- Give corrections and feedback for confirmation.
- Then demonstrate the past passive voice forms using the grammar summary.

#### Answers:

Yesterday there was a family get together at our home. All members of our family **were ordered** (order) to arrive at home before 6: 00PM. In our home time **is respected** (respect). My father **always comes** (always come) on time. So, we **have learnt** (learn) to be punctual from him. When we **arrived** (arrive) at home everything was ready. Mom and Dad **were praying** (pray) for our togetherness and blessed the foods and drinks. On such an occasion, we **pray** (pray) together. After we **enjoyed** (enjoy) the food, coffee was served (serve).

Then I **was assigned** (assign) to collect the used utensils for washing. I **washed** (wash) them and **put** (put) them in place. At our home, house chores **are done** (do) all of us in turns. Next time it is to be done by my younger brother.



**Week 28 Day 1****Lesson 13****Passive voice with 'by and with'****Activity 1:**

- Show students how they should complete by illustrating Section One or two of the questions.
- Let students complete the sentences individually.
- Organise them into pairs to crosscheck their answers
- Ask low and medium performing students to present their answers.
- Give corrections and feedback for confirmation.
- Then demonstrate the past passive voice forms using the grammar summary.

**Answers:**

1. The door was opened by the teacher with key.
2. Most American movies are made in Hollywood.
3. Let's get some cake. It is fresh. It was just baked right now.
4. Children are not allowed to see some movies during study time.
5. The meal was cooked by Getie.
6. The car was repaired by the mechanic.
7. Arba Minch is visited by tourists every year.
8. Bread was sliced by my father with knife.
9. The film is watched by millions of people every week.
10. Leadership is studied by my mom.

## Activity 2:

- Show students how they should they give answer by illustrating the first two of the questions.
- Let students complete the remaining questions individually.
- Organise them into pairs to crosscheck their answers.
- Ask low performing students to present their answers.
- Give corrections and feedback for confirmation.
- Then demonstrate the past passive voice with/ without forms using the grammar summary.

## Answers:

1. My car **was stolen**.
2. A decision **has been made** *by the judge*.
3. Coffee **is grown** in most parts of Ethiopia *by farmers*.
4. A new president **has been elected** by voters
5. Both Anyuak and Nuyer languages **are spoken** in Gambella.
6. The Mona Lisa **was painted** *by Leonardo da Vinci*.
7. The Americas **were discovered** *by Christopher Columbus*.
8. The first computer **was built** *by Charles Babbage*.
9. All the trees **were cut**.
10. The rat **was caught** with metal trap.



## Section 5: Speaking

### Weeks 28 Day 2

#### Lesson 14

*Dear teacher,*

*NB: Lesson 14 and 15 are devoted to storytelling. You may set the activities as assignments to give students sufficient time for preparation. Moreover, you need to support and encourage students to do the activities and present their stories to the class.*

#### Activity 1: Storytelling / Talking about someone's biography

- Brief students about storytelling.
- Tell them that a biography is a life history of someone written by another person.
- Explain with examples that stories could be **true** or **imaginary**, and **Abebech Gobe-na's is a true story**.
- Help them to prepare their notes.
- Let them compare and further develop their notes in pairs.
- Remind them that stories are narrated in past tenses.
- Inform them to hearse their stories as much as possible.
- Allow and encourage them to tell their stories.

## Weeks 28 Day 3

### Lesson 15

#### Activity 1:

- Let them read the example story.
- Allow them to reflect their ideas on the story.
- Explain them it is an imaginary story.
- Help them to prepare their notes either by asking their parents, from story books or create their own.
- Remind them to use beginning phrases of storytelling, such as, 'Once upon a time, ....., Many years ago,..., Before many years,..., etc.'
- Allow them to tell their stories to the class; here you may limit the number of storytellers depending on your class size.
- Reward those who perform better; for example, posting their stories on class notice board for others to read it.

## Section 6: Writing

### Weeks 28 Day 4

#### Lesson 16

*NB: The activities in this section are devoted to puzzle writing. Hence give students sufficient time to practice. You can set it as homework.*

#### Activities 1 and 2:

- Explain to the students that a puzzle is a question that is designed to test a person's knowledge, skill, intelligence, etc.; or to test someone's ability to guess.
- Let students do the activities in groups of four, one to ask and the three to compete.
- Instruct the students write the qualities of a classmate/ the best teacher in their school.
- Remind them not to mention the name of their classmate/best teacher.
- Let the other students read and answer the puzzles quickly.

# Unit Eight: Healthcare Facilities

## (16 Periods)

### Learning Outcomes

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

- extract essential information from listening texts;
- give advice on health related problems;
- employ varying reading strategies depending on their reading purposes;
- answer reading comprehension questions;
- identify and use synonyms/antonyms of the given words;
- apply context clues to learn meanings of words in texts;
- form and use health-related compound words;
- use health-related expressions and idioms to talk and write about healthcare facilities;
- construct the active and passive forms of the Simple Past and the Past Continuous tenses;
- identify and use different types nouns correctly; and
- write an argumentative paragraph comparing health with wealth.

### Section 1: Listening

**Attention! Working on the pronunciation and meanings of important words in the text and practicing loud reading to check audibility, pacing and speed is always essential before moving to the listening activities. When it is necessary, you can read aloud the texts twice or three times.**

**Week 29 Day 1****Lesson 1****Pre-listening****Activity 1:**

- Encourage students to look at the pre-listening activities and anticipate what they are going to listen about.
- Tell students to answer the pre-listening questions in pairs.
- Explain to the students if you find any difficult words in the listening text.
- Ask them to read out their answers.

**Possible Answers**

- not being ill or sick; being happy,
- Yes. This is because if we are not healthy, we can't work, play, go to school
- Yes / No (it depends)
- Hospital, clinic, health center, health post or traditional healers to get medical treatments

**Accept other possible answers.**

**Activity 2: Group work**

- Tell students to get into groups of four.
- Monitor the formation of the groups to bring students with differing capacity/gender together.
- Guide them so that they can point out the healthcare facilities in the picture.
- You may need to tip them as to what is meant by 'health care facilities'.
- Encourage them to describe the health care services they provide.
- Entertain each group's reflection.

**Possible answers**

- Health care facilities- hospital, emergency unit, radiology center, blood bank clinic,
- Open ended

## While-listening Activities

### Activity 3: Listening for Specific Information

- Ask students to copy the questions and get ready to listen to the text.
- Get students to do the activity first individually.
- Then, allow them to compare their answers.
- You may need to read the text Section One more time.
- Give them feedback.

#### Answers

1. ...healthcare facilities
2. A birth center .....
3. Blood banks.....
4. ...a clinic
5. Hospitals.....
6. Intensive care units....

### Activity 4: Listening for Details

- Tell students to listen to the Text again.
- Eye contact is important when reading the Listening Text.
- Advise them to refer to their notes.
- Let some of them read out their answers.
- Give a feedback supported by evidence from the Text.

#### Answers

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

## Post-listening Activity

### Activity 5

- See if students get into groups of three.
- Tell them to answer the questions and then report back.
- Constructively, comment on their answers.

#### Answers

Open ended

## Section 2: Speaking

### Week 29 Day 2

#### Lesson 2

#### Giving Advice

##### Activity 1:

##### 1. Conversation practice

- Advise students to form groups of four
- Tell them to practice the conversation
- Encourage them to extend the conversation
- Supervise if they are really conversing

##### 1. Writing a conversation

- Ask students to sit in pairs.
- Tell students to choose a topic.
- Let them brainstorm.
- Remind them that they have to use *should, ought to, had better*.
- Encourage them to feel free while conversing.

##### Activity 2: Giving advice on an incident

- Advise them to read the Text.
- Tell them to answer the questions with their partners.
- Cross check if they answered the questions.

**Possible Answers**

1. Stayed late in the evening, might be tired while driving; might felt asleep; might be unable to see in the dark; his car might have a technical problem etc. or the same is true to the lorry driver
2. I would try to give a first aid and then take him to a hospital
3. Not to stay at work place until late in the evening; lorry drivers should have a limited time to drive

**Activity 3: Debating**

- Organise the class into two big groups and assign representatives.
- Orient them about their roles and on how to begin and end their speaking and be a facilitator.
- Limit the time for each speaker and group.
- Give them some time to brainstorm. If they are going to do it at the spot, or give them as a homework to prepare themselves.
- Tell them how each group is going to be evaluated.
- Tip them some procedures they should follow when debating
- Facilitate the debating.
- Announce the winner based on evidence, if possible reward the winner group like applauding.

**Section 3: Reading****Week 29 Day 3****Lesson 3****Pre-reading Activity****Activity 1:**

- Pre-teach the medical phrases or words listed in the textbook.
- Help them to pronounce these words correctly;
  - ✓ diabetes /ˌdaɪəˈbiːtiːz /
  - ✓ dialysis /ˌdaɪˈæləsis /
  - ✓ radiology /ˌreɪdiˈɒlədʒi /
  - ✓ orthopedics /ˌɔːθəˈpiːdɪks /

- Insist students to answer the questions.
- Listen to some of the answers.
- At this stage, don't say anything.
- After they have read the Passage, let them compare their answers with the information in the Passage.

## Answers

Vary from student to student. Entertain as many attempts as possible.

## While-reading Activities

### Activity 2:

- Let students read the Passage silently at their own pace.
- Limit the time for reading.
- Check what they have dSection One in the matching.

## Answers

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

## Week 29 Day 4

### Lesson 4

#### Activity 1: Listening for details

- Tell students to read the Passage again by their hearts.
- It is advisable if students are taught the meanings of any unfamiliar words or phrases so as to make the reading easier for them.
- Allow them to report their answers.
- Ask them if they can justify their answers by quoting from the passage.

## Answers

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

## Activity 2: Reading for inference

- Remind them as to what is meant by '**reading for inference**'.
- Tell them to write the answers first individually and then compare with a partner.
- Encourage them to justify their answers by referring to the Passage.
- Give them feedback.

### Answers

1. A
2. B

## Activity 3: Reading for reference

- Remind them as to what is meant by '**reading for reference**'.
- Tell them to write the answers first individually and then compare with a partner.
- Encourage them to justify their answers by referring to the Passage.
- Give them feedback.

### Answers

1. Students
2. Patients with diabetes
3. Diabetes education centers
4. Kidneys
5. **orthopedic rehabilitation centers**
6. orthopedic rehabilitation centers

## Week 30 Day 1

### Lesson 5

#### Post-reading Activity

## Activity 3: Reading a diagram

- Tell students to sit in groups of four.
- Tip them as to how we read diagrams.
- Give them a hint.
- Ask them to read the diagram and then write the answers to the questions.
- Allow some of them to read out their answers.

**Answers**

1. Three. Tertiary level, secondary level, and primary level

2. **Tertiary level health care**

- Specialized hospital

**Secondary level health care**

- Generalized hospital
- Specialty center
- Specialty clinic

**Primary level health care**

- Primary hospital
- Health center
- Medium clinic
- Primary clinic
- Health post

3. A health post provides basic health care and family planning in the rural areas.

## **Section 4: Vocabulary**

### **Week 30 Day 2**

#### **Lesson 6**

##### **Activity 1: Contextual Meanings of Words**

- First, let students try to pronounce the words.
- Show them the correct pronunciation (refer to a dictionary).
- Advise them to study and memorize the spellings of the words.
- Check what they have done.

**Answers**

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

## Activity 2: Making Compound Words

- Encourage students to form compound words first individually.
- Then, tell them to compare what they have done.
- Call out the names of students randomly to read out their answers.
- Show them the possible compounds.

### Possible answers

#### 1. Care

- Care assistant
- Care giver
- Care taker
- Day care
- Intensive care
- Skin care
- Hair care

#### Birth

- Birth place
- Birth certificate
- Birth control
- Birth rate

2. Answers vary from student to student (entertain all possible answers)
3. Hospital corners, hospital pass, hospital trust (entertain all possible answers)

## Activity 3: Health-related expressions/idioms

**NB. If you think students should use dictionary, you can give it as homework. So they can use dictionaries at their school libraries, or at their homes if available.**

- Tip students with more explanation regarding 'idioms'.
- Encourage them to make their own sentences.
- See if they have done it.

## Answers

Vary from student to student but entertain all their attempts

### Activity 3: Meanings of Health-related Idioms

- Give students more briefing about the expressions / idioms.
- First, they have to try on their own.
- Next, tell them to compare their answers.

## Answers

1. b      2. g      3. -----      4. a      5. ....      6. ....      7. ....

## Sentence making

Sentences vary but insist each student to read out at least Section One sentence.

## Section 5: Grammar in Context

**Note that the Grammar Summaries given under each sub-section could be very brief. Please provide further notes, explanations and examples if needed.**

## Week 30 Day 3

### Lesson 7

#### Activity 1: Past Simple Passive Voice– Revision

- Refer students to Unit 7.
- Ask them if they could tell you about passive voice in simple past tense.
- Insist them to read the examples careful before doing the activity.
- Revise important changes of past simple active to passive voice.

## Answers

2. The bird cages were not cleaned at all.
3. We were not told what to do about the assignment.
4. A lot of pedestrians were killed in big cities.
5. A lot was done but it was not enough.
6. This laptop was not brought from Japan.
7. Many houses were not saved after the flood last week.

## Activity 2: What happened after a birthday party?

- Investigate if there is any word students do not know.
- Advise them as to how they should rearrange.
- Tell them to check if each sentence makes sense.
- Remind them to use appropriate verb to be.
- Tell them to be careful about spelling changes and capitalization.

## Answers

1. The room was not tidied up.
2. Some sandwiches were left on the table.
3. The waste bin was not emptied.
4. The sofa was stained with coke.
5. Plates and forks were left everywhere.
6. Empty bottles were put under the bed.
7. Some flowers were damaged.
8. The kitchen sink was filled with dirty dishes.
9. Most lights were not switched off.
10. The front door was not closed.

**Week 30 Day 4****Lesson 8****Activity 3: Passive Voice with 'by' and 'with'**

- Update students that this time it is different structure.
- Tell them to read the note and the examples carefully.
- They have to do the activity in pairs.

**Answers**

1. by   2. with   3. by   4. with   5. by   6. by   7. with   8. with

**Week 31 Day 1****Lesson 9****Let's Learn About Nouns****Activity 1:**

- Tell students to try the answers individually first.
- Help them in forming the groups.
- Guide them to discuss their answers in groups.
- Ask few students to speak out their answers.
- Refer them to the note and the examples to check their answers.

**Answers**

1. Nouns are words that refer to a thing, a person, an animal, a place, or an idea
2. Diabetes, disease, education, patients, centers, kidneys, MRI, ultrasounds, bone, ligament (entertain other nouns not mentioned here)
3. A. names of persons  
B. names of places  
C. names of things  
D. names of ideas

## Activity 2

- First, let students try on their own.
- Then, tell them to compare their answers with their partners.

## Answers

| Names of Persons                                                                                 | Names of Places                                                                                                  | Names of Things and Ideas                                                                                      |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Silfen</li> <li>• Fatuma</li> <li>• Mohammed</li> </ul> | <ul style="list-style-type: none"> <li>• Countryside</li> <li>• River</li> <li>• Town</li> <li>• Road</li> </ul> | <ul style="list-style-type: none"> <li>• Water</li> <li>• Jar</li> <li>• Story</li> <li>• Schooling</li> </ul> |

## Activity 3:

- First, let the students categorize the nouns.
- In groups of three, they have to compare their answers.
- Oversee what they have done.

## Answers

| Proper Nouns                              | Common Nouns                                   |
|-------------------------------------------|------------------------------------------------|
| a. Thomas, Helen                          | a. Human, female, , boy, girl, women           |
| b. Black Lion Hospital                    | c. blood bank, health center, clinic, hospital |
| d. Awash River, Lake Tana,                | c. lake, ocean, sea, dam                       |
| e. Minilik II Preparatory School, Merkato | f. school, market,                             |
| e. platinum, hurricane                    | e. water, food, mineral,                       |
| f. September, Monday                      | f. days, months, years, hours                  |
| g. Ethiopia, Asmara                       | g. country, nation, region, town               |

## Activity 4: Sentence Writing

**Answers** vary but let some students read out some of their sentences.

## Week 31 Day 2

### Lesson 10

#### Countable and Uncountable Nouns

##### Activity 1: Identifying Countable and Uncountable Nouns

- Explain the difference between countable and uncountable nouns using the illustration and the Grammar Summary given in the textbook.
- Supervise them while they are working on the activities.

##### Answers

| Countable Nouns | Uncountable Nouns |
|-----------------|-------------------|
| Drivers         | Butter            |
| Candidates      | Glue              |
| Exercises       | Bread             |
| People          | Water             |
|                 | Juice             |
|                 | oil               |

##### Activity 2

- Tell students to write the matching first on their own.
- Then, they have to compare their answers.
- Provoke discussion among the students.

##### Answers

1. climate   2. school   3. travel   4. a mass   5. natural substance   6. food

##### Activity 3: 'How much' or 'How many'

- Explain to the students when to use 'how much' and 'how many'
- Walk around and support them while doing the activities.

## Answers

a. many   b. much   c. much   d. many   e. many   f. much   g. much

## Week 31 Day 3

### Lesson 11

#### The Plurals of Nouns

#### Activity 1

- Allow students to sit in pairs.
- Advise them to read the note.
- Let them discuss how the plurals are formed.
- Encourage them to report their answers.

## Answers

- Refer to the note

#### Activity 2: Finding errors

- Explain the instruction to students (if necessary).
- Check if they have discovered the errors.
- Ask them to read out their answers.
- Give them feedback.

## Answers

Scarfs,   themsefs,   calfs,   thieves

**Week 31 Day 4****Lesson 12****Activity 3: Irregular Plurals****Answers**

- a. Children    b. teeth    c. mice    d. halves    e. oxen    f. moose    g. fish    h. feet  
i. sheep    j. persons

**Week 32 Day 1****Lesson 13****Activity 1: How Nouns are Used**

- Tell students to form groups of four.
- Tell them not to see the note.
- Help them in case there is a problem.
- Finally, let them refer to the note to check their answers.

**Answers**

Refer to the note given next to the activity.

**Activity 2****Answers**

1. Subject    2. Direct object    3. Direct object    4. Indirect object    5. Subject    6.  
Indirect object

**Activity 3**

- Check if students discuss the sentences.
- Let them tell their functions.
- Reinforce their answers.

**Answers**

- a. noun      b. verb

**Activity 4: Noun or verb?****Answers**

1. a. verb      b. noun
2. a. verb      b. noun
3. a. noun      b. verb
4. a. noun      b. verb
5. a. noun      b. verb
6. a. noun      b. verb
7. a. noun      b. verb

**Week 32 Day 2****Lesson 14****Activity 1: Basic Noun-Verb Agreement**

- Let students explain if the sentences make sense.
- Encourage them to give reasons for their answers.
- Refer them to the note.
- Tell them to self-correct.
- Give students feedback.

**Activity 2**

- Give then brief explanation on subject-verb agreement with third person singular and plural nouns.

**Answers**

1. want, chooses      2. are      3. like, do      4. explain

**Activity 3: Sentence completion**

- See if students have completed the sentences.
- Encourage them to compare their answers with a partner.
- Ask a few of them to read out their answers.

## Answers

1. are    2. are    3. do    4. were    5. have    6. are    7. was

## Activity 4

## Answers

1. are .... planes    2. is.....are.....apples    3. are.....dishes    4. are..... watches    5. is....are....ice cream.

## Week 32 Day 3

## Lesson 15

### Activity 1: The Possessives of Nouns

- Let students report what they have understood.
- Reinforce their answers.

## Answers

*All of them show possession but tell students why.*

### Activity 2: Possessive forms of singular nouns

- Tell them how a possessive is formed with singular nouns.
- Remind them that it is different for plural nouns.

## Answers

1. mayor's    2. country's    3. player's    4. store's    5. pilot's    6. boss's

### Activity 3: Possessive forms of plural nouns

- Encourage students to tell what differences they can see between the singular and plural nouns.
- Ask them to explain the some of the unique answers, e.g. men's.

## Answers

1. guests'    2. friends'    3. doctors'    4. men's    5. mice's    6. sheep's    7. fish's    8. brothers'    9. teachers'    10. geese's

## Activity 4

### Answers

1. Bears' 2. Jerry's 3. Voters' 4. Astronauts' or astronaut's 5. Louis's
6. children's 7. Milky's

## Section 6: Writing

### Week 32 Day 4

### Lesson 16

#### Activity 1: Argumentative Paragraph

- Make sure that students sit with their friends.
- Remind them what is meant by a paragraph.
- Update them about the idea of argumentation.
- The picture may help them to generate ideas.
- Follow up the discussion closely.
- Let some students report their answers to the class.
- Ask students to read the sample argumentative paragraph and discuss how it is presented.

#### Activity 2

- Encourage students to write a similar paragraph using the given topics.
- Give them some hints, for example, you may give them the beginning sentence.
- Tell them to be very careful about their handwriting, use of tenses (it is preferable if they use simple present tense), use of punctuation marks, and use of capital letters.
- If students find the topics difficult, you may give them simpler and more familiar Section Ones that interest most students.
- Advise them to write the first draft, show it to somebody for editing, and then write the final Section One
- Collect their works and mark them; give value to them.

# Unit Nine: Living With Differences (16 Periods)

## Learning Outcomes

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

- anticipate topics they are going to listen about;
- identify specific and major ideas from a listening text;
- talk about similarities and differences of people in a positive way;
- read and comprehend written texts for various purposes;
- identify synonyms and antonyms for given words;
- learn and use new words in sentences and paragraph writing;
- use the Present Perfect Simple Tense forms correctly;
- identify the differences between the Present Perfect Simple and the Past Simple tenses;
- talk about their identities and stories; and
- produce paragraphs and posters that can demonstrate 'unity in Diversity'.

## Section 1: Listening

### Week 33 Day 1

#### Lesson 1

##### Pre-listening activity

**Activity 1:** Answer the following questions in pairs.

- Let students reading the pre-listening activities.
- Encourage them to do the activities.
- Let them anticipate what they are going to listen about.
- Encourage to express their ideas freely.
- Give them feedback.

**Answers:**

1.d    2. b    3. A    b. c

##### Activity2:

- Remind students that knowing the meaning of key words would help for better understanding.
- Encourage them to say the words loudly
- Help them to pronounce the words correctly.
- Let them write the words in their exercise books and guess their meanings.
- Explain the meanings of the words if they find it difficult.
- 

##### Meanings

- neighbourhood – locality, community, area
- merchant - trader, businessman
- garment - clothing
- aggressive – violent, distractive
- innocent – blameless,
- rituals – ceremonies, services

## While-listening Activities

### Activity 3:

- Allow them to read the question before listening.
- Remind them to listen attentively.
- Read out the text for the first time.
- Let them see which questions they can answer.
- Read out the text for the second time.
- Let students check if the answer correctly.

### Answers:

- a. sex \_\_\_\_ ☐ \_\_\_\_
- b. religion \_\_\_\_ ☐ \_\_\_\_
- c. nationality \_\_\_\_ ☒ \_\_\_\_
- d. wealth \_\_\_\_ ☒ \_\_\_\_
- e. ethnicity \_\_\_\_ ☐ \_\_\_\_
- f. hobbies \_\_\_\_ ☒ \_\_\_\_
- g. abilities \_\_\_\_ ☒ \_\_\_\_
- h. education \_\_\_\_ ☐ \_\_\_\_
- i. work \_\_\_\_ ☐ \_\_\_\_
- j. physical \_\_\_\_ ☒ \_\_\_\_
- k. behaviour \_\_\_\_ ☐ \_\_\_\_

## Post-listening Activity

### Activity 4:

- Organise students into groups of four.
- Check that if students have new group members.
- Tell them to look at the pictures carefully.
- Let them talk about what they see on the faces of the people in the pictures.
- Encourage them to reflect on the sayings/texts in the pictures:
  - ✓ WE'RE DIFFERENT, WE'RE THE SAME.
  - ✓ AND WE'RE ALL WONDERFULL.
  - ✓ It's OK to be Different!
- Encourage group representatives to report their ideas.
- Entertain different ideas.

## Possible answers:

- People have a number of differences, but we all human beings.
- Though individuals are different, each has his/ her abilities, values, qualities, etc.
- Difference is normal and natural.

## Section 2: Reading

### Week 33 Day 2

### Lesson 2

#### Pre-reading activities

#### Activity 1:

- Arrange students in pairs and discuss on the questions.
- Let them give answers.
- Give them chances at random to read out their answers.

## Possible answers:

1. factors such as age, sexual orientation, religion, beliefs, ethnicity, race, language, family structure, culture, gender identity, political orientation, social status, and economic status.
2. Age, abilities, religion, (possibly- ethnicity, culture and languages)
3. Open ended – (understanding and accepting differences)
4. Unity in Diversity can help people to live in harmony and peacefully.

#### Activity 2: Reading pictures

#### Question No. 1.

- Let students form groups of with new members.
- Ask them read the pictures carefully and identify the differences and similarities.
- Ask them what they learn from the pictures.

## Possible answers:

- The able ones are supporting the disabled to participate;
- Differences would help to support each other and to become stronger.

2. Encourage students to express their thoughts.

## While-reading Activities

### Activity 3:

- Remind them to read the questions before reading the passage.
- Let them read the text individually.
- Follow-up if they are reading and trying to answer the questions.
- Allow them to compare their answers in pairs.
- Give corrections and feedback.

### Answers:

1. Advantages of Unity in Diversity:
  - ✓ It gives opportunity for exposure
  - ✓ It allows to build up tolerance in people;
  - ✓ It enhances quality of teamwork;
  - ✓ It reduces the chances of riots and disturbances.
2. People tend to know one another.
3. People with differences live together peacefully.

## Week 33 Day 3

### Lesson 3

#### Activity 1:

- Tell students to read the questions.
- Let them reread the passage answer the questions.
- Allow them to compare their answers in pairs.
- Give them feedback.



## Answers:

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

## Activity 2:

- Guide students to identify the words and phrases in the passage.
- Remind them to read forward and backward to find the answers.
- Let them compare their answers in pairs.
- Check whether they have got the correct answers.

## Answers:

1. Unity among individuals with differences
2. Many types of individuals
3. Think globally and act locally.
4. Understanding that differences are normal and natural
5. Unity in Diversity

## Post-reading Activity

## Activity 3:

- **Let them form groups of four and discuss the question in terms of these three points.**
  - a. in their family,
  - b. in their school, and
  - c. in Ethiopia.
- **Follow up that they are running their discussion in English.**
- **Allow them to use their local language if necessary.**

## Section 3: Vocabulary

### Week 33 Day 4

#### Lesson 4

##### Activity 1:

- Let students find out where and how the words are used in the passage in pairs.
- Help them to figure out the meanings and do the matching.
- Give them correction.

##### Answers:

1. D    2. C    3. A    4. F    5. H    6. E

##### Activity 2:

- Let students to refer back to the passage and find out the words.
- Remind them antonyms are opposite words.
- Give them feedback

##### Answers:

1. c    2. d    3. g    4. b    5.e    6.a

## Section 4: Grammar in Context

*NB: This section comprised different aspects of Present Perfect Simple Tense forms. This tense might be confused with Past Simple Tense and to some extent it is also confuses with Present Simple Tense. Therefore, you should make much efforts to enable students distinguish these differences in your demonstration we believe that we provided you with adequate exemplary activities*

**Week 34 Day 1****Lesson 5****The Present Perfect Simple Tense: Affirmative Form****Activity 1:**

- Let students read the sentences in pairs identify the verbs in the sentences.
- Allow some students to express their ideas.
- Brief them that the sentences are in the Present Perfect Simple tense.

**Activity 2:**

- Encourage students to do the activity individually.
- Ask them to compare their answers in pairs.
- Give them correction.

**Answers:**

1. have finished
2. has written
3. have eaten
4. has brought
5. have made
6. has gone
7. have cleaned

**Activity 3:**

- Ask students to read the question and that they are clear with the instruction.
- Guide them to use the beginning phrases and the right punctuation marks.
- Encourage and support them while they write their sentences.
- Allow some students to read out their sentences.
- Focus on low participants.

**Week 34 Day 2****Lesson 6****Present Perfect Simple Tense: Negative Form****Activity 1:**

- Organize students into groups of four.
- Guide them to compare the sentences and find out the differences.
- Let them reflect their ideas.
- Explain that the first sentences are affirmative while the second sentences are negative.

**Activity 2:**

- Instruct students to do the activity individually.
- Remind them the Present Perfect Simple negative form is formed with 'haven't' or 'hasn't'.
- Allow them to compare their answers in pairs.
- Give them correction.

**Answers:**

1. Sara hasn't played the piano.
2. The guests haven't enjoyed their stay at our home.
3. The maid hasn't broken the glasses.
4. You haven't taken the exam.
5. We haven't watered the flowers.

**Activity 3:****Answers:**

1. Their teacher has not come on time.
2. Students have not got clear instruction about the exam.
3. Most of the students have not finished the exam.
4. Especially, Kelil has not done the second part.
5. Jitu has not been happy about the disorganized lesson.

## Week 34 Day 3

### Lesson 7

#### Present Perfect Simple Tense: Interrogative Forms

##### Activities 1, 2 and 3:

- Organize students into pairs.
- Guide them to compare the sentences and find out the differences.
- Let them reflect their ideas.
- Explain that the first sentences are affirmative while the second sentences are interrogative or questions.
- Explain that the question form of the Present Perfect Simple Tense is formed by putting the verb 'have/has' at the beginning.
- Remind them to begin with a capital letter and end with a question mark.
- Let them compare their answers, and allow some to reflect.
- Give them corrections.

##### Answers for Activity 2:

1. B      2. C      3. B      4. C      5. C      6. A      7. C

##### Answers for Activity 3:

1. **Have** you **painted** the kitchen door?
2. **Has** your brother **done** the shopping?
3. **Has** Gelana **touched** a spider?
4. **Has** my father ridden on a horse?
5. **Has** Oppai **asked** his parents to pay for his education?
6. **Have** you **written** the letter?
7. **Has** Selam **turned off** the TV?
8. **Have** you **flown** in a helicopter?
9. **Has** she **broken** the window?
10. **Have** you **cooked** for your friends?

**Week 34 Day 4****Lesson 8****Activity 1:**

- Encourage students to do the activity first individually, and then to compare in pairs.
- Give them corrections.

1. Hasn't Tigist come back from Canada?
2. Haven't we cleaned the room? (The desk is dirty).
3. Haven't they understood the instruction? (They look confused.)
4. Haven't I told you about my sister?
5. Hasn't the exam paper been marked?
6. Hasn't the teacher missed classes so far?

**Activity 2:**

- Let students have new partners and read the example dialogue carefully.
- Ask them to reflect on the verb forms in the dialogue.
- Make and encourage them to practice the dialogue.
- Brief them on the grammar focus.

**Week 35 Day 1****Lesson 9****Activity 1:**

- Make the instruction clear for them.
- Let students do the activity individually.
- Provide them support if they need.
- Give them feedback.
- After completing the activities, let them read the Grammar Summary.
- Give them a brief summary about the formation of the Present Perfect Simple Tense using the given note.

## Answers:

1. Have you had breakfast?
2. Has Tigist come back from Canada?
3. Have we cleaned the room? (The desk is dirty).
4. Have they understood the instruction? (They look confused.)
5. Have I told you about my sister?
6. Has the exam paper been marked?
7. Has the teacher missed classes so far?

## Week 35 Day 2

### Lesson 10

#### Present Perfect Simple Tense (*I have done*) vs. Past Simple Tense (*I did*)

##### Activity 1:

- Facilitate the group formation.
- Guide them to compare the sentences in each pair and find out the differences.
- Let them reflect on the underlined verbs.
- Brief them that the first sentences in the pairs are in Present Perfect Simple while the second sentences are in the Simple Past Tense.

##### Activity 2:

This activity is to help students to recognise different grammar items and the meanings attached to them.

- Let students read the passage carefully paying attention to the grammar aspects.
- Encourage and follow up them to do the activity.
- Allow them to compare their answers and give them corrections.
- Encourage them to read the Grammar Summary and raise questions if there are points not clear to them.

## Answers:

| Paragraph No. | Present Perfect Simple | Simple Past |
|---------------|------------------------|-------------|
| 1             | Have ... ever given    | destroyed   |
|               | hasn't stopped         | happened    |
|               |                        | tore        |
| 2             | have seen              | became      |
|               | have known             | met         |
|               | have been married      | did         |
|               | has never done         | was         |
|               | could have prepared    |             |
|               | have loved             |             |
|               | have cherished         |             |

## Week 35 Day 3

### Lesson 11

#### Activities 1 and 2:

- Let them do the activities in pairs.
- Call their attention to the uses of the Present Perfect Simple and the Past Simple tenses
- Ask them to read out their answers.
- Give them feedback.

#### Answers for Activity 1:

1. has done
2. has rained
3. have lived
4. has eaten
5. studied
6. bought
7. has slept

## Activity 2:

### Answers:

No.2. Do you know how many people have walked on the moon?

- Do you know how many people walked on the moon?

No.3. Call an ambulance! Kidist broke her leg.

- Call an ambulance! Kidist has broken her leg.

No.5. The earth has been formed about 4,500 million years ago.

- The earth was formed about 4,500 million years ago.

## Week 35 Day 4

### Lesson 12

#### Time preposition

*Dear teacher,*

*There are many types of prepositions in English. From these, in these sessions, we help students to practice only 'at, on and in'. The table is prepared to give ample chance for students to practice on the prepositions. Therefore, you can exploit the information in the table to make students adequately practice the prepositions.*

#### Activity 1: Pair Work

- Let students explore their experiences on recording their diary.
- Then organise the students into pairs practice to practice the question and answer.
- First let them practice on the given model questions and answers before they move to creative practices.
- Give chance to some pairs to present the conversation.

### Answers:

1. He got his degree at 12:00 Noon.
2. He went to school in September
3. He went to school in September.
4. He went to school in 1999.
5. He completed primary school on Friday
6. He graduated from a college at 12:00 at noon.

## Activity 2:

- Let students prepare the five questions individually first.
- Guide them use the information in the table creatively so that the respondents may miss the answers.
- Then organise them into pairs to improve and practice their question and answers.
- After that reorganise them into groups of four to ask each other the question and answers in a competitive form.
- Then instruct them to take turns to ask each other and the respondents refer to the table to give the answers.
- Inform them that the winner is the Section One who uses more appropriate prepositions in his/her answers.
- Allow some groups present to present their practices.
- In the presentation focus on the use of proper prepositions, (*at, in and on*).

## Activity 3:

- Let them answer the questions individually.
- Organise them into pairs to practice the question and answer.
- Let ask the questions and ask students give answers to the questions for the whole class.
- Give feedback on the use of prepositions.

## Answers:

1. He went to school in 1999 in September, on Monday at 9:00 AM.
2. He completed primary school at 3:30 pm on Friday in 2007.
3. He got married at 4:00 pm on Sunday on June 12 in 2021.
4. He started job at 8:00 AM on Tuesday in May in 2017.
5. He completed school on Wednesday in July in 2012.\_

## Activity 4:

- **Guide students to complete the table**

## Week 36 Day 1

### Lesson 13

*Dear teacher,*

*The following activities are meant to consolidate the lesson on prepositions which students have been learning. Therefore, in your guidance, pay attention to medium and low performing students.*

#### Activity 1:

- Allow students prepare their paragraph individually
- Let them sit in pairs and exchange their paragraphs and edit the use of prepositions
- Allow some of the students to present for the whole class
- Give corrections and feedback

#### Model paragraph

*I was born on Friday July 21<sup>st</sup> in 1998 at 5:00 pm. I went to school on Monday September 13<sup>th</sup> in 2005. I attended preschool at ...*

#### Activity 2:

- Let students complete the sentences with the correct preposition(s).
- Then allow low performing students to give answers but mix with active students
- Give feedback where necessary

#### Answers:

1. They work **at** night.
2. Our meeting is **on** Monday in the afternoon.
3. The meeting starts **at** 3:00 pm.
4. We sleep **at** 9:30 **in** the morning **on** Saturday.
5. Class starts **at** 8:30 **in** the morning.
6. We study **at** night. (Compare with *we study in the night*)
7. The library is open **at** eleven o'clock **at** night.
8. I will have lunch **at** 12:00 and coffee at 1:00 every day.
9. She goes to bed **at** 1:00 a.m. **on** Friday and Saturday.
10. We have a break **at** 10:30 and go back to class **at** 10:45 every morning.

## Activity 3:

- Let students complete the dialogue first individually.
- Then allow them to correct each other in pairs.
- Instruct them to practice the dialogue in pairs.
- Give chance to some pairs to present for the whole class.
- Give feedback where necessary.

## Answers:

**Gedamu:** Hi. Balli

**Balli:** Hey, Gedamu! How about coffee sometime? I'm free **in** the morning **on** Thursday.

**Gedamu:** I do have class **in** the morning. How about **at** 2:00?

**Balli:** Sorry. I'm not free then, I want to watch football. It starts **at** the same time.

**Gedamu:** How about **on** Saturday?

**Balli:** I'm very sorry. I'm very busy **on** Saturdays.

**Gedamu:** Why not **on** Sunday **in** the afternoon?

**Balli:** Sure that sounds great. How about **at** 2:00 **on** Sunday?

**Gedamu:** Great. See you then.

**Balli:** Take care

## Activity 4:

- Let students correct the jumbled words into correct order individually then let them give answers at the whole class level.
- Give corrections where necessary and summarize the lesson using the grammar summary.

## Answers:

1. They need to work on holidays.
2. He wants to have lunch at 1:00 pm.
3. You need to work until 7:00 pm.
4. We want to watch the game in the night.
5. I prefer to do my homework in the evening.

## Section 5: Speaking: Celebrating Diversity in the Classroom

**NB:** This section is designed to help students practice oral English. Therefore, they should be given adequate time to prepare themselves. Here you, the teacher, will play a pivotal role in organising groups, creating team spirit and providing the necessary language inputs. You may use the given topic flexibly. You can modify in such a way that it fits your classroom situation.

### Week 36 Day 2

### Lesson 14

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

- Let students sit in groups of four and discuss the activity.
- Guide them to organise their ideas focusing on important points
- Follow up and facilitate their group activities

#### Activity 2:

- Let them choose the best story of their group.
- Allow them to tell their best stories to the class.
- Reward all groups with applauding.

**Week 36 Day 3****Lesson 15****Events to celebrate diversity in the classroom****Activity 1:**

- Let them to form new groups of four and discuss the pictures.
- Ask them what they have learned from the pictures.
- Let them reflect the diversity in their classrooms.
- Ask them if they celebrate similar events in their schools.
- Allow them to report their ideas to the class with a representative.

**Activity 2:**

- Instruct students to form new groups of five.
- Let each of them identify an area of their own cultural traditions to share with their group members.
- Remind students to collect essential information, stories, objects, clothes, etc. that can help them make their stories more interesting.
- Encourage them to demonstrate.
- Finally, let them prepare a mini exhibition that can show their diversity..

**Section 6: Writing****Week 36 Day 4****Lesson 16**

*This section focuses on group writing project. Students are expected to generate and organise ideas in groups. Therefore, you should facilitate on the use of languages learnt in the unit in their writing. As the activity needs sufficient time for preparation, you can set it as an assignment and you should follow up their progress.*

### Activity 1:

- Organise students into groups of four and ask them to identify an area of their culture or heritage.
- Guide them on how to collect ideas from parents and elders.
- Remind them to follow the given guideline.
- Help them to discuss, share and organize their ideas.
- Instruct them to write their paragraphs, OR to prepare the posters individually.
- Let them have peer correction on their paragraphs.
- Help them to compile their paragraphs into a group portfolio. Or to organize it as a group poster.

# Unit Ten: Assistive Technology

## (16 Periods)

### Learning Outcomes

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

- employ various strategies to comprehend listening text for different purposes;
- describe different symbols of assisting technologies;
- talk about advantages and disadvantages of some assistive devices;
- use different strategies to answer reading comprehension questions;
- work out meanings of given words using context clues;
- identify the antonyms and synonyms of words related to assistive technology;
- use the Simple Future Tense to predict future plans;
- use the Present Continuous and Past Continuous Passive Voice;
- use personal pronouns correctly; and
- write a well-organised descriptive paragraph about an assistive device.

### Section 1: Listening

#### **Remember!**

**Dear teacher, as in the preceding units, you need to make the necessary pre-teaching listening preparations: reading the listening activities thoroughly, practicing the pronunciation and learning meanings of key words, rehearsing the text. Rereading the text for the third, sometimes for more, could be necessary.**

## Weeks: 37 Day 1

## Lesson 1

## Pre-listening Activities

## Activity 1: Key Words in the Listening Text

- Prepare students to get ready for the Listening Text.
- Rehearse the pronunciation of the words.
- Introduce the lesson.
- Find out if they know the words.
- Help them with the pronunciation of the words.
- Together with students, unlock the meanings of the words.

| Pronunciation                  | Meanings                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------|
| assistive /ə'sɪst /            | ○ assistive - <i>supportive</i> ,                                                           |
| disability /ˌdɪsə'bɪləti /     | ○ device - <i>tool, equipment</i>                                                           |
| equipment /ɪ'kwɪpmənt /        | ○ disability - <i>deficiency, incapacity</i>                                                |
| modify /'mɒdɪfaɪ /             | ○ equipment – <i>apparatus, tool</i> ,                                                      |
| impairments /ɪm'peəmənt /      | ○ modified - <i>improved, reformed</i>                                                      |
| hardware /'hɑːdweə(r) /        | ○ adapted - <i>adjusted</i>                                                                 |
| software /'sɒftweə(r) /        | ○ impairments – <i>loses, deficiencies</i> ,                                                |
| accessibility /ək'sesə'bɪləti/ | ○ hardware - <i>real objects, tools and equipment such as white cane, wheel-chair, etc.</i> |
| inclusive /ɪn'klʊːsɪv /        | ○ software - <i>data, audio texts</i> ,                                                     |
|                                | ○ accessibility – <i>availability, convenience, user friendliness</i>                       |
|                                | ○ inclusive – <i>comprehensive, wide ranging, all-encompassing</i> ,                        |



## Activity 2: Sharing Ideas

- Let students sit in pairs and answer the questions.
- Tell them to write their answers in their exercise books.
- Call the names of some students at random and ask them to report their answers to the class.
- Appreciate their attempts and provide them with more inputs.
- Tell them to check their answers later with the information in the text.

## Possible answers

1. Assistive technology is any **equipment**, or device that provides support for a child with a disability.

For Questions 2 and 3, students may give varying responses; entertain all the possible answers.

## While-Listening Activities

### Activity 3:

- Make sure that students are ready to listen to the Text.
- Tell students to take notes (what matters is their attempt)
- Read out the Text slowly (on average speed).
- Be careful about your pronunciation and pacing.
- Encourage some of them to read out their answers to the class.
- Give them correction.

**Answers:** Sentences mentioned in the Text are: **a**, **c**, and **f**.

## Week: 37 Day 2

## Lesson 2

### Activity 1:

- First, let students try the matching individually.
- Then, tell them to compare their answers.
- If need be, read them the Text once again after they have done the answers.
- Give them a feedback.

## Answers

1. c      2. i      3. d      4. a, f      5. e      6. h      7. g

## Post-listening Activity

### Activity 2: Reading Symbols

- Check the group formation.
- Closely supervise the discussion if it is in English.
- Tell them that proficiency can be obtained gradually.
- Guide them to relate the names with the pictures and the type of disabilities.
- Appreciate their efforts.

## Answers

1. Open ended but encourage as many different attempts as possible.
- 2.

| Hearing impairments                                                                                                                                                                                                                                                   | Visual impairments                                                                                                                                           | Physical disability                                                      | Limited hand function                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Volume Control Telephone</li> <li>• Sign Language Interpretation</li> <li>• Assistive Listening System</li> <li>• Telephone type writer (TTY)</li> <li>• The Information Symbol</li> <li>• Closed Captioning (CC)</li> </ul> | <ul style="list-style-type: none"> <li>• Access to low Vision</li> <li>• Audio Description</li> <li>• Braille Symbol</li> <li>• Visually Impaired</li> </ul> | <ul style="list-style-type: none"> <li>• Accessibility Symbol</li> </ul> | <ul style="list-style-type: none"> <li>• Accessible Print</li> </ul> |

## Section 2: Speaking

Weeks: 37 Day 3

### Lesson 3

#### Activity 1: Dialogue: Advantages and Disadvantages of a Mobile Phone

- Let the sit in groups of three
- Tell students how a dialogue is important for them.
- Explain to them what is meant by 'role play'.
- Encourage them to take a role (leave the choice to them).
- They can improve the ideas.
- They shouldn't necessarily memorize the sentences.
- Advise them not to be worried about making errors at this stage

#### Activity 2: Playing a Game: What do/can mobile phones do?

- Let students find new partners.
- Guide them to read the instruction and the example and be clear about the game.
- Encourage them to take turns.
- Allow some pairs to play the game in front of the class.
- Praise the winners.

## Section 3: Reading

Week: 37 Day 4

### Lesson 4

#### Pre-reading Activities

#### Activity 1: Picture-discussion

- Ask students to sit in groups of four.
- Tell students as to how we can discuss (describe) pictures.
- Advise them to look at each picture critically.
- Elicit as many possible descriptions as possible.

- Tell them to feel free about their English.
- Listen to their Reports.
- Summarize the students' Reports.

### Possible Answers

- A. There are a number of children with various physical disabilities who need support to attend education.
- B. In the classroom there could be students with disabilities. So teachers should all to participate equally; creating inclusive classroom environment.
- C. Children can support their friends with disabilities.

### Activity 2: Learning Words in Context

- Find out if students can pronounce the words correctly.
- Remember when we say we know a word, it means we know its pronunciation, its spelling and its meaning.
- Tell your students to keep this in their minds all the time.
- Ask some of the students to try to pronounce.
- Teach them the acceptable pronunciation of each word.
- You have to refer to a dictionary for their phonetic transcriptions.
- Check if they know their meanings.
- Encourage them to guess their meanings.
- Tell them the contextual meanings of the words.

### Possible Meanings

1. **Recreational:** Activities people do for enjoyment.
2. **Achievement:** successfully done
3. **Institutionalization:** organised system
4. **Impairments:** physical or mental condition not working correctly
5. **Premature:** happening before the normal or expected time
6. **Disparities:** a difference connected with unfair treatment

## While-reading Activities

### Activity 3: Reading for main ideas

- First, make sure if students are familiar with the topic itself.
- Allow each student to read the Passage independently and quickly.
- Ask them to write down their answers.
- See if they have written the answers.
- Check if they are comparing their answers.
- Give them few minutes to compare their answers.
- Ask them to tell you what techniques they have used to trace the answers.
- Give a feedback.

### Answers

- a. It employs greater physical and mental functions.
- b. It reduces costs for educational services and supports.
- c. It supports children to access and enjoy their rights and do things they value.

## Week: 38 Day 1

### Lesson 5

#### Activity 1: Reading for Specific Information

- Monitor the situation if they are reading silently by their hearts.
- Check if they are comparing with their partners.
- Allow them to exchange ideas for few minutes.
- Ask some of them to read out their answers.

### Answers

1. the user ; the user's environment.
2. self-image, self-esteem and sense of self-worth
3. educational services and individual supports.
4. children with and without disabilities
5. their rights

## Post-reading Activity

### Activity 2: Information Transfer

- Let students try to answer on their own first.
- Instruct them to compare the information and the questions carefully.
- Then, tell them to compare their answers.
- Encourage them to explain why the device is different from the others.
- Elicit different possibilities.
- Give them a feedback.

### Answers

1. a). talking book player      b). head phone      c). communication board      d). walk-  
ing frame      e). magnifier      f). amplified telephone
2. **The device is different from the others because:**
  - a. Talking book player is for visual impairment while others are for mobility.
  - b. Head phone is for hearing impairment but others are for cognition.
  - c. Communication board is for communication while the others are cognition.
  - d. Walking frame is for mobility but others are for vision impairment.
  - e. Amplified telephone is for hearing but others are for vision impairment

## Section 4: Vocabulary

### Weeks: 38 Day 2

### Lesson 6

#### Activity 1: Working with words

- Ask students if they could tell you the meanings of the words.
- Encourage them to pronounce the words.
- Let them give the synonyms of the words.
- You may need to remind them what a 'synonym' and an 'antonym' are once again.

- Let some of the students read out their answers.
- Give them a feedback.

## Possible Synonyms

1. Independence = freedom
2. Mobile= movable /portable
3. Reduce = decrease/ lessen
4. Barriers = obstacles/problems/ blockade /difficulties
5. Linked = connected /related

## Activity 2: Antonyms

- Remind students about the meaning of ‘antonyms’.
- Allow them to compare their answers.
- Listen to their answers.
- Elicit as different answers as possible.
- Give them a feedback.

## Possible Antonyms

2. Mobile - fixed, immobile
3. Reduce - increase, make bigger
4. Barriers - without problems
5. Linked - separated, disconnected

## Activity 3: Sentence completion

- Ask students to quickly look the words listed in activity-1.
- Tell them to complete the blank spaces based on these words.
- Tell them that they may need to change the forms of the words.
- Elicit the answers.

## Answers

1. ...linked ....
2. ...independence .....
3. ...mobile.....
4. ...reduce...barriers

## Activity 4: Sentence making

- Ask students to pronounce the words.
- Check if they know their meanings.
- If they don't know their meanings, tell them.
- Allow some of them to read out their answers.
- Appreciate their attempts.

### Example sentences

1. Students are expected to **provide** evidence for their answers.
2. We have to **empower** women to fight for their rights.
3. Daniel's **inclusion** in the Team is advantageous.
4. I think you are doing the **right** thing.

## Week: 38 Day 3

### Lesson 7

#### Let's learn more about compound nouns

#### Activities 1 and 2:

- Make sure if students have really understood 'compound nouns'.
- Check if they have written compound nouns.
- Give them further explanation that compound words can be written as Section One word, as two words or hyphenated.

Students' answers for Activity 1 vary but entertain all the possible attempts.

#### Activity 2: Hyphenated compound nouns

##### Possible Answers

Self-control, self-study, self-motivated, self-promotion, self-analysis, self-aware, self-assertive, self-assessment

**Activity 3: Sentence making**

- Once again, check if students have internalized the idea of ‘hyphenated compound nouns’.
- See if they have used appropriate punctuation marks and capitalization in their sentences.
- Give them some time to compare their sentences.
- Allow some of them, to read out their sentences.
- As usual, appreciate their efforts.

**Example sentences**

1. We need to develop the ability to **self-control** when we get angry.
2. Students should get **self-study** materials.
3. At the end of the semester, students need to carry out **self-assessment**.
4. She is always a **self-motivated** student. She works hard without encouragement.
5. The advertisement was full of **self-promotion**.

**Section 5: Grammar in Context****Weeks: 38 Day 4****Lesson 8****Future Simple Tense –Revision****Activity 1: Predicting the future**

- Update students with future simple.
- Check if they have done Section One the activity.
- Ask some of them to read you their answers.
- Give them constructive feedback.

**Answers**

1. will earn    2. will travel    3. will meet    4. will adore    5. will not have
6. will serve    7. will anticipate    8. will not be    9. will be    10 will happen only

## Activity 2

- Tell students to read the questions carefully.
- Help them if there is anything unclear to them.
- Supervise if they are commenting on Section One other's work while comparing.
- Let few students read out their answers.
- Summarize the activity's intention.

### Possible Answers (entertain other possibilities)

1. I will visit my grandmother tomorrow.
2. I will eat injera with wat for dinner this evening.
3. I will watch a film this weekend.
4. I will wear a jacket tomorrow.
5. I will take a shower when I get home.
6. I will have a big toy for my birthday.
7. I will meet my old friend this weekend.
8. I will eat bread with milk for breakfast tomorrow.
9. I will go to a beach on my next vacation.
10. I will write a letter to my friend this evening.

## Activity 3: Planning the future

- Encourage students to think about their future.
- Tell them to plan something realistic.
- Go around and help them while they are writing.
- Provoke a discussion among them.
- Allow some of them to read out their sentences.

### Example Sentences (entertain all the possible attempts)

1. I will a member of a reading club.
2. I will visit at least Section One historical place.
3. I will have my own private room.
4. I will be a much better footballer.
5. I will study Section One local language.

**Week: 39 Day 1****Lesson 9****Activity 1: Using 'be going to'**

- Direct students to read the conversation.
- Tell them to pay attention to the phrases in bold.
- Encourage them to explain the difference between 'will' and 'be going to'.
- Motivate them to try despite the challenges.

**Activity 2:****Answers**

1. is going    2. will come    3. am going to visit    4. will    5. will    6. will    7. am going to  
8. won't    9. am going to    10. will    11. am going to

**Week: 39 Day 2****Lesson 10****Future Simple – Passive Voice****Activity 1:**

- Update students with the idea of 'active' and 'passive' voice.
- Make sure if they are really comparing the sentences.
- Encourage them to predict.

**Answers**

Vary from student to student but refer students to the note. Give them further explanation.

## Activity 2

- Update students with the idea of 'active' and 'passive' voice.
- Make sure if they have formed groups of three.
- Assist them in comparing the sentences

## Answers

1. The issue will be considered at next week's meeting.
2. The trophy will be presented after the speeches.
3. The information will not be announced until next week.
4. A new car will be produced for the coming new year.
5. You will be told when you should come to school.

## Activity 3

- Let students try to rearrange on their own first.
- Advise them to reread their sentences to see if they make sense.
- They have to compare their answers.
- Closely supervise what they are doing.

## Answers

1. I will be blamed for the problem.
2. The game will be demonstrated for the children.
3. The procedure will be explained to me.
4. The building construction will be demolished by the company.
5. The clothes will be washed next Friday.

## Week: 39 Day 3

## Lesson 11

### Present Continuous Passive Voice – Revision

#### Activity 1:

- Help students to tell the changes
- Elicit all the attempts.

## Activity 2

### Answers

1. The document is being photocopied.
2. The car is being repaired.
3. Photographs are being taken.
4. The dishes are being washed.
5. The tests are being corrected.
6. Rice is not being cooked at the moment.
7. The walls are not being painted.
8. The dishes are not being done.
9. Is the matter being looked into?
10. Is the incident being investigated?

## Activity 3

### Answers

1. The bed rooms are being cleaned.
2. The car is being washed.
3. The cows are being milked.
4. A picture of him is being taken.
5. A poem is being written...
6. Football is not being played.
7. A tie is not being worn.
8. Is the party being prepared?
9. Is the meeting being talked about?
10. Are the flowers being watered?

**Week: 39 Day 4****Lesson 12****Activity 1**

- Let students to form groups of three.
- Update them with the idea of past continuous tense active and passive.
- Tell them to be careful about the changes in the use of punctuation marks.
- Check if they have really used appropriate punctuation marks including capital letters.
- Ask them to tell you the difference between present continuous and past continuous passive forms.
- Give them a feedback.

**Answers**

2. The guitar was being played.
3. A film was being watched.
4. Their wheelchair was being repaired.
5. Dinner was being eaten.
6. The gate was being painted.
7. A poem was being read.
8. Bags were being carried.

**Activity 2: Active and passive voice: All Tenses**

- Tell students that this Activity is a bit challenging and has to be approached carefully.
- Check if they are capable of identifying the tenses they have studied.
- You may need to highlight some key points about the tenses.
- Give them adequate time to compare and discuss their answers.
- Allow some of them to read out their answers.
- As usual, give them a feedback.

**Answers**

1. I think these cars are being made in Japan.
2. Our window was smashed.
3. The walls are being decorated.
4. Less money is being spent.

5. The wall was being built.
6. This food is sold.
7. I am given pocket money.
8. Students are being shown (showed) pictures.
9. Pictures are being shown (showed) .....

## Weeks: 40 Day 1

### Lesson 13

#### Personal Pronouns

##### Activity 1

- Closely follow up while students are reading both texts.
- Ask them what differences they can see.
- Explain to them that it is all about 'pronouns'.
- Try to lay fertile ground for the subsequent discussion about 'pronouns'.

##### Activity 2

##### Answers

1. them    2. I    3. her    4. him    5. us    6. your    7. her    8. It    9. you
10. he

##### Activity 3

- Students have to write the answers first on their own.
- After that, tell them to compare and discuss their answers.
- Encourage them to justify their answers.
- Assist them in the discussion (sometimes you may come in)
- Give them a feedback.

##### Answers

1. their    2. my    3. his, it    4. her    5. they    6. it    7. mine    8. their

**Week: 40 Day 2****Lesson 14****Activity 1: Compound Personal Pronouns**

- Ask students to tell you what 'personal pronouns' are.
- Tell them to pay careful attention to the underlined words.
- Encourage them to explain how they differ from other pronouns they have studied.
- Refer them to the short note given in their Text book

**Activity 2****Answers**

1. ourselves      2. themselves      3. myself      4. yourself      5. ourselves      6. themselves  
7. himself / herself

**Activity 3: Text completion**

- First, tell students to read the Text silently individually.
- Check if there is any uncommon word(s) they don't know.
- Let them write the answers individually.
- Then, they should compare and discuss the answers in groups.
- Allow few students to read out their answers to the class.
- Give a feedback.

**Answers**

1. her    2. she    3. herself    4. Her    5. her    6. She    7. she    8. her

**Week: 40 Day 3****Lesson 15****Activity 1: Possessive Pronouns and Contractions (Short Forms)**

- Motivate students to tell you the correct sentences.
- Ask them to give reasons.
- Appreciate their attempts.
- Refer them to the note.
- Give them a feedback.

## Answers

1. B      2. B      3. B

## Activity 2

### Answers

1. their      2. You're      3. her      4. They're      5. it's      6. Your      7. He's

## Activity 3

- Explain the words 'incorrect' and 'error' to students.
- Let them try the Activity individually.
- If need be, they can compare their answers.
- Invite few students to read out their answers to the class.
- Encourage them to justify their answers.
- Give a feedback.

### Answers

1. **They're** going swimming in Lake Tana.      **Correct**
2. Ask them if **its** late to buy a bus ticket.      **it's**
3. **He's** always late for the class.      **Correct**
4. The sign indicates that **it's** dangerous to travel at night.      **Correct**
5. Take **you're** time on paragraph writing section of the test as .      **your**
6. The soldiers grew concerned as **their** water supply decreased.      **Correct**
7. The bear scratched **it's** back on a tree.      **its**
8. Let me introduce you with my uncle, Gizachew. **His** is a driver.      **He**
9. Some of the food has lost **its** flavor.      **Correct**
10. Are these **they're** books or ours?      **their**

## Section 6: Writing

Weeks: 40 Day 4

### Lesson 16

#### Activity 1: Writing a descriptive paragraph

- To begin with, brief students with the idea of ‘descriptive paragraph’.
- Encourage them to read the sample paragraph.
- At the same time, tell them to compare the paragraph with the picture.
- Insist them if they could describe the picture in their own English.
- Ask them what they might have felt.
- Elicit more and more reflections.
- Tell them your own reflection by way of a feedback.

#### Activity 2

- Advise students to think about a device that they are interested in and familiar with.
- Ask them to describe it. You need to provide them some descriptive words.
- Tell them that they should write the first draft and may be show it to somebody for comments.
- Warn them that they should be very careful about their:
  - ✓ Handwriting
  - ✓ Spellings
  - ✓ Tense
  - ✓ Use of appropriate punctuation marks, and
  - ✓ Capitalization
- Preferably, they can use ‘simple present tense’ as it is a description.
- Again, tell them to include their impression about the device if possible.
- Finally, let the some ‘best’ descriptions be read out to the class as models.

## Transcripts of Listening Texts

### Unit 1: Holidays

#### Listening Text

#### *Holidays in Ethiopia*

*Students, today I am going to tell you about holidays in Ethiopia. Ethiopia is a diverse country and celebrates different holidays. These holidays can be classified into public, religious and cultural. The public holidays are national holidays, such as the Victory of Adwa and the Victory Day, also known as Patriots' Day. The Victory of Adwa is celebrated on March 1 every year to commemorate the victory of Ethiopians over the Italian invading forces in 1896 near the town of Adwa. The Victory Day or Patriots' Day is celebrated on May 5 every year to commemorate the victory of Ethiopians over Italians invaders for the second time in 1945 during World War II.*

*The religious and cultural holidays are also celebrated at national level. The religious holidays are related to the Christian, Islam and indigenous faiths. Examples of such holidays are Maskal, Good Friday, Easter, Eid al Fiter, Eid al Adeha, Moulid and Irecha. Some Ethiopian holidays, for example, Ethiopian New Year, Christmas and Epiphany have both religious and cultural features.*

*Nations and nationalities of Ethiopia also have their own cultural and religious holidays which they celebrate at their respective society level. For example, the people of Oromia celebrate Irrecha, the Thanks Giving Day, and the Sidama celebrate the Fitche Chembelala as their New Year.*

## Unit Two: Dry Season

### Listening Text Part 1

#### Dry season

*The dry season is a yearly period of **low rainfall** in the **tropics**. The **weather** in the tropics is dominated by the **tropical rain belt**, which oscillates from the northern to the southern tropics over the course of the year. The tropical rain belt lies in the southern **hemisphere** roughly from October to March. During this time the northern tropics experience a dry season in which **precipitation** is more rare, and days are typically sunny throughout. From April to September, the rain belt lies in the northern hemisphere, and the southern tropics experience their dry season.*

*The dry season is characterized by its low **humidity**, and some watering holes and rivers drying up. Because of the lack of these watering holes, many **grazing** animals are forced to migrate due to the lack of water and feed to more fertile spots. Because of the lack of water in the plants, **bushfires** are common during the dry season. During this time, agricultural operations are impossible without **irrigation**. Some farmers move into cities to look for jobs and get additional income to support their family.*

(Source: Adapted from <https://journeysbydesign.com>)

## Unit Two: Dry Season

### Listening text Part 2

#### Dry Season in Ethiopia

*Ethiopia experiences two main climate seasons - a **dry season** (October-May) and a **rainy season** (June-August). The period from December to February can be classified as Ethiopia's 'winter' season when the overall climate is a little cooler than during the rest of the year. From March to May, temperatures are on the rise again.*

*However, differences in altitude tend to add a number of variations, both in terms of temperatures and rainfall. Lowland areas usually see hotter temperatures than in the Highland regions, which cover a great deal of Ethiopia. Here, weather conditions are noticeably cooler and there are also generally higher levels of rainfall to be expected.*

*(Source: Adapted from <https://journeysbydesign.com>)*

## Unit 3: Accidents

### Listening Text

*Students, today I am going to talk to you about accidents at home and at school, their causes, effects and protection methods.*

*An accident is something harmful incident that takes place unexpectedly. Accidents can take place anywhere, at home as well as at school. Most accidents in the home include falling objects, falls, cuts, burns, choking, and poisoning. Accidents in the home can be caused by fire, hot water, broken bottles, and drinking poison. These accidents may result in major complications like broken bones, heavy bleeding, failure to breathe, unconsciousness, or even death.*

*The most common accidents at school may result in head injuries, twists, joint dislocations, fractures or broken bones. Most of these accidents in schools are often caused by playgrounds, equipment, slips, falls, and trips.*

*However, all accidents can be prevented. Therefore, in order to protect yourself and others from accidents in the home and in school, you should:*

- *Keep away yourself from fires and hot materials.*
- *Keep away from electrical wires, plugs, sockets or switches*
- *Use knives with great care.*
- *Avoid broken bottles.*
- *Only take medicines when given by an adult.*
- *Play only on well- maintained playground*
- *Avoid playing with plastics and metals*
- *Use school equipment properly with the help of your teachers.*

## Unit Four: Minerals

### Listening text Part 1

#### *Mineral Resources of Ethiopia*

*Minerals are non-renewable natural resources. They are mostly inorganic and solid in nature. There are also few organic materials, like silver, gold and diamond in the earth's crust. So far, more than thousands of minerals are recognised but only some of them are common.*

*Minerals are classified into two major types namely metallic and non-metallic. Metallic minerals exhibit luster in their appearance and consist of metals in their chemical composition. These minerals are potential sources of metal. Examples of metallic minerals are manganese, iron ore and bauxite. Metallic minerals are divided into **ferrous** and **non-ferrous** metallic minerals. Ferrous metallic minerals contain **iron** while non-ferrous metallic minerals do not contain iron.*

*Non-metallic minerals either show a non-metallic luster or shine in their appearance. Non-metallic minerals do not contain extractable metals in their chemical composition. Examples of non-metallic minerals are limestone, gypsum, and mica.*

*(Adapted from allaboutETHIO.com 2021)*

## Unit Four: Minerals

### Listening Text Part 2

#### Mineral Resources of Ethiopia

*Ethiopia has plenty of mineral resources. The proven **deposits** include industrial minerals, coal, precious metals and metals. So far, more than twenty three minerals are identified as commodities for investment. Let us see where some of these minerals are found.*

***Gold** is found mainly in three regions: Tigray, Benishangul Gumiz and Oromia. Ethiopia's gold deposits cover about 18% of the country. But the Assosa gold deposit could easily put Ethiopia in the top five gold producing countries in the world. **Platinum** deposits are found in places called Yubdo and Sirba Abay, in the western and northern parts Oromia.*

*Precious, fine and black **opals** are now being mined in Ethiopia, under the names "Wello" or "Ethiopian Opals". The best and most abundant opals are found in Ethiopia's Wollo, Amhara region, in the north of the country. Opals are also found in the North Shoa region, known as "Mezezo or Shewa Opals".*

***Emerald** is found in an area close to the gold town of Shakiso in Oromia, southern part of Ethiopia. The beauty of the Shakiso emeralds is exceptional. Ethiopia is already the sixth biggest producer of **tantalum** in the world Adola in Oromia, southern Ethiopia is the most exciting region for tantalum.*

*Significant **copper** reserves are identified in Sidama region, southern part of Ethiopia. Copper is also found in the Tigray region, which is in the northern part of the country. The Ogaden basin in the Somali Regional State is believed to hold massive reserves of **natural gas** and **crude oil**. However, blocks attributed to oil are located throughout Ethiopia, in the northeast, southeast and southwest of the country.*

*In general, Ethiopia has many untapped resources of minerals. However, currently mining in Ethiopia is mainly controlled by low skilled, small scale miners utilizing low technological machineries and inputs.*

*(Adapted from allaboutETHIO.com 2021)*

## Unit 5: Beekeeping

### Listening Text

Honeybees are social insects and live in **colonies**. Although they look similar, they have differences. They are classified into queen, workers and drones. Each of these has clear division of labour. Each group works on specific duties. This means every bee team works a specific job. We can learn the importance of **teamwork** from their group activities. In addition the distinct division of labour shows that each team focuses on a specific duty. This teaches us on the importance of **focus** to succeed in a given activity.

From a bee colony the first important bee is the queen. Her function is reproduction. In a normal context, she is the only reproductive female in the colony.

The second group is the worker bees. They are the smallest of the bee **castes** anatomically, but are by far the most numerous group. **They** do all of the necessary tasks within a colony including secreting the wax to be used in the hive, and to form it into honeycombs.

The third groups are drones and are the male bees. They defend the area of the colony by stinging the enemy which dare to affect the honey compound. The other function of a drone is to **mate** with emerging queens and fertilize young bees.

## Unit 6: Water Pollution

### Listening Text

#### Causes of Water Pollution

Water pollution has various causes. The major sources of water pollution are caused by humans. We **pollute** water bodies through various activities like agricultural activities, chemicals from industries, etc. In this essay, you will listen about the major causes of water pollution.

The first is **industrial waste** from different factories. When industrial waste like chemicals, metals, toxins, etc. mix with water, it increases the acidity of the water which is not good for the water **ecosystem**.

The second is the **waste disposal**. When we dispose of sewage, garbage, and other waste material into the water bodies, it releases various **pollutants** in the water. The harmful chemicals, toxins, etc. from these pollutants get dissolved with water. These chemicals turn the water into **poisonous** which is very **toxic** for the plants and animals underwater.

The third major causes of water pollution are **agricultural activities**. Farmers use different **pesticides** and **fertilizers** for agricultural purposes. The pesticides and fertilizers enter into water bodies through rainwater. When chemicals from these pesticides & fertilizers dissolve with water, it destroys the aquatic ecosystem.

The fourth is through **acid rain**. Water pollution is directly affected by air pollution. When the level of sulfur dioxide increases to higher levels then it causes acid rain. When this acid rain **precipitates** on different water bodies, it turns the water into acidic. The acidic water changes the entire chemistry of the water causing the death of water animals like fishes.

The fifth is through **Oil spills**. The oil spill is one of the big reasons to cause water pollution. When a huge amount of oil spilled in the ocean from the oil tanker, it **contaminates** a wide area in the ocean.

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

## Unit 7: Good citizenship

### Listening Text

#### Good Citizenship

*Good citizenship is expressed through the activities of good citizens. A citizen is a member of a group. You can be a citizen of more than one place. For example, you are a citizen of your neighbourhood, your class, your school, your state and your country.*

*Good citizens know their rights and responsibilities. A right is a freedom that is practically protected for each and every individual citizen. If you are a citizen of a country you have the right to life, the right to privacy, the right to fair justice, the right to organise yourself, the right to vote for your choice and the right to express yourself. Citizens are not only given rights but also responsibilities. Good citizens are people who make choices that are helpful to others. They do their best for the wellbeing of their fellow citizens. By being responsible, good citizens' help make their communities a better place to live, work and play.*

*Good citizens are many things. They are honest and trustworthy and have integrity. They equally show reciprocal respect to all; and they are empathetic and caring. They treat others with dignity. They enjoy living with differences and celebrate diversity. They understand and feel the pain of others and give whatever they have to support others. In other words, they treat others how they want to be treated. They choose to do kind things for others and help take care of their communities. They always stand with EQUALITY, FAIRNESS and JUSTICE. You do have a choice. Will you choose to be a good citizen?*

## Unit 8: Healthcare Facilities

### Listening Text

#### Healthcare Facilities

*A **healthcare facility** is, in general, any place where we can get healthcare services. Healthcare facilities encompass a wide range of types, from small and relatively simple medical clinics to large, complex, and costly, teaching and research hospitals. However, in this text, you are going to listen about only four types of healthcare facilities: **birth centers**, **blood banks**, **clinics**, and **hospitals**.*

***Birth centers** are healthcare facility for childbirth that focuses on midwifery model. They aim to create a birth environment that feels more comfortable to the mother. Birth centers allow for a cost-effective, family inclusive birth.*

*Blood can't be manufactured-only donated. So **blood banks** work to build the supply for patients who need it. They allow donors to donate blood and platelets. Blood banks also store and sort blood into components that can be used most effectively by patients.*

*A **clinic** is a healthcare facility for diagnosis and treatment of outpatients. There are many types of clinics and clinics cover a lot of ground in healthcare. For example, you could visit a dental clinic to have a toothache investigated, a physical therapy clinic to recover from an athletic injury, or a pediatric speech therapy clinic to help your child overcome an articulation disorder.*

***Hospitals** are the ultimate “catch-all” healthcare facility. Their services can vary greatly depending on their size and location, but a hospital's goal is to save lives. Hospitals typically have a wide range of units that can be loosely broken into intensive care and non-intensive care units.*

***Intensive care units** deal with emergencies and the most serious illnesses and injuries. Patients with imminently life-threatening problems go to hospitals. Non-intensive care units include things like childbirth, surgeries, rehabilitation, step-down units for patients who have just been treated in intensive care and many others.*

*(Source: Adapted from General Health Sciences, by Brianna Flavin, 2018)*

## Unit 9: Living with Differences

### Listening Text

#### Living with Differences

In our **neighbourhood**, in Bakke town, there are a husband and a wife called Ahmed and Workwoha. They got married before twenty-five years. Ahmed is a **merchant** and has a big **garment** shop. All youngsters and elders in our village call him 'Ahme', a shortened form of his name, to show their love and respect to him. He is very kind and generous. He also participates in every social activity in our village. Ahmed is from Guragae background, but he speaks Guragaegna and Afan Oromo very well. He has learnt Afan Oromo while making business with the Oromo people of the area.

All the villagers call Workwoha "Itiye" which means my elder sister. Workwoha is Amhara. She speaks Amharic and a **comprehensible** Afan Oromo. She is also a merchant; she makes and sells 'teji' a local alcoholic drink made from honey and water. She is a little bit **aggressive** but open and **innocent**. Ahmed is a Muslim but Workwoha is an Orthodox Christian. Both are sociable. They interact with all people: the poor and the rich, the young and the old, women and men politely. They are respected by the community and are invited to settle **disputes** in families.

Ahmed and Workwoha have two children, a boy called Firomsa and a girl called Fenet. Firomsa is a banker and Fenet is a teacher. Fenet is a Protestant Christian while Firomsa seems to be affiliated to 'Wqeffata' because he enjoys attending **rituals** such as 'Irrecha'.

One day, when we celebrated the Ethiopian New Year holiday, Ahmed told us the secret behind their **intact** marriage and family. He said, "You know, I am a Muslim and Workwoha is an Orthodox Christian. But we got married and formed family life. Our children also have different religions." Ahmed added, "We have got all what we have including our children here. We brought up them here in peace, so they belong to this community. That is why we have given them the Oromo names. Firomsa means 'someone who creates relation amongst different groups'. Fenet means 'on our own interest'. Afan Oromo becomes their first language. Above all, we have learnt how to live with differences in peace from this community."

(Hailemariam Kekeba (PhD))

## Unit Ten: Assistive Technology

### Listening Text

#### Assistive Technology

**Assistive** technology is any item, piece of **equipment**, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Assistive technology can be bought, **modified** or **adapted**.

*Assistive technology can be something very simple and low-cost such as pencil grips or text highlighters. Or it can be something high level, such as a computer station with speech-to-text tools. For example, they can be **mobility devices** such as **walkers** and **wheelchairs**. It can also be **hardware**, **software**, and peripherals that assist people with disabilities in accessing computers or other information technologies. For example, people with **limited hand function** may use a keyboard with large keys or a special mouse to operate a computer. People who are blind may use software that reads a text on the screen in a computer-generated voice. People with low vision may use software that **enlarges** screen content. People who are deaf may use a text telephone, or people with speech **impairments** may use a device that speaks out loud as they enter text via a **keyboard**.*

*Students with disabilities can help themselves through assistive technology. For example, **text-to-speech** software can read aloud digital or printed texts. This is beneficial as students are more likely to understand text when unfamiliar words are read to them. Similarly, **speech-to-text** software can assist students with hearing **impairments**. This software transcribes spoken word into computer text. Voice recognition software can improve word recognition, spelling, and reading comprehension skills for students with learning disabilities.*

*Moreover, assistive technology can support teachers. It helps to make teaching and learning accessible to all students. Teachers can use assistive technology to support students with different learning needs within an inclusive learning environment.*

*(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)*

## International Phonetic Symbols

### Phonetic symbols

used in the dictionary



#### Consonants

|    |       |         |   |        |         |
|----|-------|---------|---|--------|---------|
| p  | pen   | /pen/   | s | so     | /səʊ/   |
| b  | bad   | /bæd/   | z | zoo    | /zu:/   |
| t  | tea   | /ti:/   | ʃ | shoe   | /ʃu:/   |
| d  | did   | /dɪd/   | ʒ | vision | /ˈvɪʒn/ |
| k  | cat   | /kæt/   | h | hat    | /hæt/   |
| g  | got   | /ɡɒt/   | m | man    | /mæn/   |
| tʃ | chain | /tʃeɪn/ | n | no     | /nəʊ/   |
| dʒ | jam   | /dʒæm/  | ŋ | sing   | /sɪŋ/   |
| f  | fall  | /fɔ:l/  | l | leg    | /leg/   |
| v  | van   | /væn/   | r | red    | /red/   |
| θ  | thin  | /θɪn/   | j | yes    | /jes/   |
| ð  | this  | /ðɪs/   | w | wet    | /wet/   |

#### Vowels and diphthongs

|    |        |             |    |       |           |
|----|--------|-------------|----|-------|-----------|
| i: | see    | /si:/       | ʌ  | cup   | /kʌp/     |
| ɪ  | happy  | /ˈhæpi/     | ɜ: | bird  | /bɜ:d/    |
| ɪ  | sit    | /sɪt/       | ə  | about | /əˈbaʊt/  |
| e  | ten    | /ten/       | eɪ | say   | /seɪ/     |
| æ  | cat    | /kæt/       | əʊ | go    | /ɡəʊ/     |
| ɑ: | father | /ˈfɑ:ðə(r)/ | aɪ | five  | /faɪv/    |
| ɒ  | got    | /ɡɒt/       | aʊ | now   | /naʊ/     |
| ɔ: | saw    | /sɔ:/       | ɔɪ | boy   | /bɔɪ/     |
| ʊ  | put    | /pʊt/       | ɪə | near  | /nɪə(r)/  |
| u  | actual | /ˈæktʃuəl/  | eə | hair  | /heə(r)/  |
| u: | too    | /tu:/       | ʊə | pure  | /pjʊə(r)/ |

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

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