



English for Ethiopia

Student Textbook

Grade 8 Book 1

International Consultant:

Mary W. Spor, PhD

National Consultants:

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

Authors:

Abebe Asfaw

Alemseged Haddis

Askalu Kifle

Badima Belay, PhD

Birhanu Bekana

Ejeta Negeri

Editor:

Balew Bogale, PhD



Federal Democratic Republic of Ethiopia
Ministry of Education

Acknowledgments

The book was produced with financial and technical support of the American People through the United States Agency for International Development (USAID) in collaboration with the Ministry of Education, Regional States Education Bureaus and READ TA Project. The printing expense is covered by the General Education Quality Improvement Programme (GEQIP II).

The Ministry of Education wishes to thank the American people and individuals and groups who were directly or indirectly involved in writing, reviewing and publishing this student textbook and the accompanying teacher's guide.

Copyright 2017 © FDRE, MoE



ISBN: 978-99944-2-670-6

Table of Contents

Unit 1	Plans	1
	Study Plan	1
	My Future Plans	10
Unit 2	The City and the Countryside	19
	City versus Countryside	19
	Facilities in the City and in the Countryside	29
Unit 3	Sports	37
	Types of Sports	37
	Ethiopian Athletes	47
Unit 4	Health Issues	57
	Sexually Transmitted Diseases (STDs)	57
	Say ‘No’ to Drugs	65
	Life Skills	74
Unit 5	Plants and their Uses	84
	Flowers	84
	Fruits and Vegetables	95
	Plants for Healing	106
Unit 6	Coffee	117
	The Economic Value of Coffee	128
	Coffee Specialities in Ethiopia	137

UNIT 1

Plans

Week 1 Study Plan

Week 1

Day 1

1. Word Study

Blending

Blend the following word parts. Then, read the words to your partner and differentiate the stressed and unstressed syllables.

Examples:

- | | | |
|-----------------|---|------------|
| a. suc-cess-ful | → | successful |
| b. man-age-ment | → | management |

1. dif-fi-cult → _____
2. pres-sure → _____
3. im-port-ant → _____
4. ner-vous-ness → _____
5. real-is-tic → _____

2. Reading Comprehension

Pre-reading Activity

Before you read the text, 'A Study Plan', look at the picture and discuss the questions in pairs.

1. What do you think are the students in the picture doing?
2. How do you organise/plan your time for studying?
3. Why is it important to have a study plan?



While reading Activity

- A. Fill in the table below with the activities Halima does from Monday to Friday after class and share your answers with the whole class.**

No.	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					

A Study Plan

A study plan begins with effective time management. Good time management can help students of all ages use their time efficiently for their studies. For many students, time management is a difficult endeavour that can be affected by delays, interruptions or incidental activities. These disturbances can negatively affect students' engagement and cause them unnecessary pressure and nervousness. Creating a realistic and effective study plan is an important task that can reduce students' stress. Therefore, every student needs to have his/her own study plan.

Halima's Study Plan

My name is Halima. I am a grade 8 student. I want to study hard and pass my grade 8 exams with good results. To do this, I am going to develop an effective study plan. To prepare my study plan, first, I set goals. Secondly, I prepare a schedule. Thirdly, I arrange a place to study. Fourthly, I identify what I need to study. Finally, I prioritize my subjects, and allocate my free time and reserve time to non-academic activities.

From Monday to Friday, I regularly attend classes. After classes, my first duty is doing my homework. On Mondays I study English and my mother tongue and read newspapers. On Tuesdays, I study mathematics and biology. On Wednesdays, I read

social studies, physics and chemistry. On Thursdays, I do my English homework, study civics and ethical education and biology. On Fridays, I review the readings in my chemistry, mathematics and physics textbooks. On Saturdays and Sundays, I spend my time helping my family, washing my clothes, checking my homework, revising my lessons and preparing my school materials for Monday.

B. In pairs, discuss and answer the following questions based on the reading text and write your answers in your exercise book.

1. What does a successful study plan need?
2. What methods does Halima use to prepare her study plan?
3. What does Halima do on Saturdays and Sundays?
4. When does Halima study English?
5. What does Halima do on Wednesdays?

Post-reading Activity

Write your own study plan and share it with your partner.

Week 1

Day 2

3. Vocabulary

A. The following words are taken from the reading text. Read them and match the words under Column A with their synonyms under Column B. Write the answers in your exercise book.

A	B
1. regularly	A. task
2. pressure	B. decrease
3. endeavour	C. normally
4. duty	D. attempt
5. reduce	E. stress

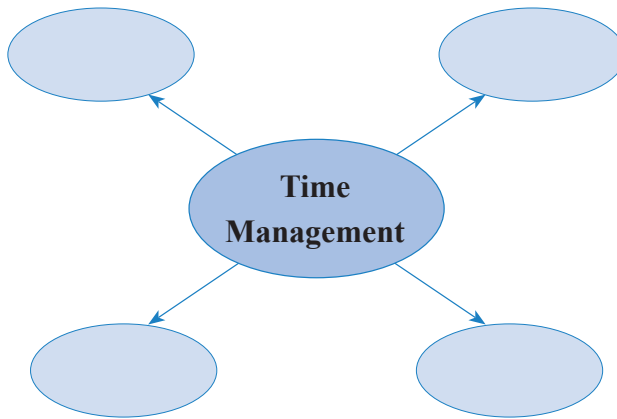
B. Find the equivalent words from the reading text for the following meanings and write your answers in your exercise book. Share your responses with your partner.

1. utilization (para.1) _____
2. arrange the most important things first (para.2) _____
3. disturbances (para.1) _____
4. a feeling of worry and anxiety (para.1) _____
5. practical (para.1) _____
6. activities not related to learning (para.2) _____

4. Listening

Pre-listening Activity

A. What do you expect to learn from the listening text?



B. Discuss the following questions in groups before you listen to your teacher reading a text about time management.

1. What does time management mean?
2. Why do we need to manage our time?
3. Have you ever talked about time management with friends? Explain your answers.

While listening Activity

Your teacher will read a text about time management. Listen carefully and answer the following questions.

1. What is the importance of time management?

2. List the personal planning tools we must have for time management.
3. How can we eliminate disruptions and time wastage?
4. What do we need to do for effective time management?

Post-listening Activity

What have you learned from the listening text about time management? Reflect your ideas to the class.

Week 1

Day 3

5. Speaking

A. Read the expressions Halima used to talk about her study plan.

1. I am going to prepare my most effective study plan.
2. I am going to list all the subjects I need to study...

B. In pairs, ask what your partner is going to do in his/her study plan.

6. Grammar

- Using 'going to'
- Simple present tense

Using 'going to'

A. Study the words in bold in the following dialogue and explain to your teacher how 'going to' is used in questions and statements.

Helen: Hi, Askale. Who **are you going** to spend the weekend with?

Askale: Well... **I'm going** to spend it with my family.

Helen: What **are you going** to do with your family members?

Askale: **I'm going** to help them.

Helen: How **are you going** to help them, Askale?

Askale: Oh! **I'm going** to help them with the household chores, such as washing clothes and cleaning houses. How about you, Helen?

Helen: Well..... **I'm going** to visit my friends at the weekend. Do you have any more plans?

Askale: Yes, Helen, **I am going** to spend time with my friends, too.

Using Simple Present Tense

B. Copy the following incomplete sentences into your exercise book and write the correct forms of the simple present tense of the verbs in brackets. Then, read the sentences to the class.

Example:

Ottoro _____ the art gallery. (visit)

Ottoro visits the art gallery.

1. Hard-working students _____ their time properly. (manage)
2. A mechanic _____ cars. (repair)
3. The school year _____ in September. (begin)
4. A baby _____ when it is hungry. (cry)
5. The earth _____ around the Sun. (rotate)

C. Identify and reread sentences in simple present tense from the reading text. Write at least five similar sentences of your own. Then, read your sentences to a partner.

Grammar Spot

I. Using 'going to'

- A. We use 'going to' to express the future when we intend to do something or have decided to do something but did not arrange it. It is just an intention.

Example:

A: The windows are dirty

B: Yes, I know. I'm **going to** clean them later. (Which means, I have decided to clean them, but I haven't arranged to clean them.)

- B. We also use 'going to' to make predictions.

Example: Watch out! You are going to break the glass.

II. Simple Present Tense

The simple present tense is one of the several forms of present tense. It is used:

- to express habits, general truths, repeated actions or unchanging situations or wishes

Example:

Addis Ababa **is** a big city. (General truth)

She **works** in a restaurant. (Unchanging situation or repeated action)

- to give instructions or directions

Example:

You walk straight, then turn left.

- to express fixed arrangements, present or future

Example:

Your exam starts on Monday.

Week 1**Day 4****7. Reading Fluency**

Your teacher will read aloud the text, ‘A study plan’ to you. Listen to the way he/she reads and take turns to read the text aloud with your partner.

8. Vocabulary

In groups, discuss the contextual meanings of the words and complete the sentences with appropriate words.

affects	duties	requires	eliminate	techniques
distinction	wastage	valuable		

Example:

Lack of proper planning _____ students’ success.

Lack of proper planning affects students’ success.

- To _____ time wastage, we must use our time effectively.
- Time is _____ ; everybody must use it properly.
- The _____ between Africa and Ethiopia is that Africa is a continent whereas Ethiopia is a country.
- Teachers have _____ and responsibilities to shape their students.
- Different students have different study _____.
- Scoring good marks _____ studying hard.
- Good time management reduces _____ of time.

Week 1

Day 5

9. Writing

Writing Conventions

Steps of Writing

- A. Read the following two paragraphs in groups and discuss the differences you notice between them. Then, report your discussion points to the class.**

A

I am Biftu. I always wake up at 6:00 am. I call my classmate, go to the toilet, eat my breakfast and wash my face. I prepare all my school materials for the day. I walk to school for about ten to fifteen minutes on foot. These are all my morning activities.

B

I am Biftu. I always wake up at 6:00 am. I first go to the toilet. After that I wash my hands and face and eat breakfast. I check all my assignments and homework and I prepare all my school materials for the day. Then, I walk to school for about ten to fifteen minutes. These are all my morning activities.

Note: When we write a paragraph, we should follow the steps of writing. They include thinking, planning, drafting and checking.

Writing Composition

- B. Individually, write a paragraph about your daily activities.**

Week 2 My Future Plans

Week 2

Day 1

1. Word Study

Segmenting

Segment the following words into syllables (word parts).

Examples

- a. alignment = a-lign-ment (a three syllable word because there are three stressed vowels)
- b. mechanic = mech-an-ic (a three syllable word because there are three stressed vowels)

1. concentrate → _____
2. imbalance → _____
3. particular → _____
4. documents → _____
5. architecture → _____

2. Reading Comprehension

Pre-reading Activity

- A. In a group of three, discuss and list things you plan to do in the future. Then, share your list of plans to the group
- B. What do you think is the girl in the picture doing?



While reading Activity

A. While reading the text, answer the following comprehension questions.

1. What is Aman doing currently?
2. How does Aman plan to help farmers in the future?
3. List Aman's future plans.
4. What will Aman do after he has earned his first degree?
5. What does Aman want to study at university?
6. Why does Aman not want to study medicine at university?

My Future Plans

We all, as young people, should have our own plans in life. Right from when we are at school, we need to have clear ideas about what we are going to be or going to do. We may think of being a good farmer, a nurse, a shopkeeper, an artist, a teacher, a scientist, a mechanic, a doctor, or a plumber.

Such a plan helps us to put our ideas together and concentrate on working towards particular aims and goals. Let's think of our plan as a living document that will change and grow with us. By keeping our plans in focus, we will always know whether we are in alignment with our goals, whether any actions or steps we take fit into our plan. We know that many of our classmates who have written down **their** plans for the future, but some of them do not have any plans at all. Aman, a grade 8 student, is a young learner who has written plans for his future endeavours. Below is Aman's story.

Aman's story

Today, I am going to tell you all about my future plans. First of all, I want to complete my grade 8 with excellent grades. My **goal** is also to continue to work hard in my studies in order to be successful in both grades ten and twelve. When I complete my grade twelve education, my dream is to study mechanical engineering in one of the universities in our country. Actually, my first choice would be medicine, but people say it takes many years to complete.

When I finish my first degree in mechanical engineering, I will work in a manufacturing plant where I can produce new **machines** and **repair** used ones. Specifically, I would like to **produce** good tractors for our farmers. **It** is part of my plan to help farmers in our country to use more **modern** methods of farming like tractors.

However, for now, I am only focusing on studying hard all the subjects taught in grade eight. Unless I master all the subjects at this grade level, it will be difficult for me to score the highest grades in high school and fulfil my dream of becoming a mechanical engineer.

B. What do the following words refer in the text?

1. We (paragraph 1, line 1) _____.
2. their (paragraph 2, line 5) _____.
3. it (paragraph 4, line 3) _____.

Post-reading Activity

In groups, discuss the following questions.

1. Which of Aman's future plans match your own?
2. Develop your own future plans and compare them with your partner's.

Week 2

Day 2

3. Vocabulary

A. The words in the box are taken from the reading text. Complete the sentences that follow using the appropriate words in the box.

produce	machines	goals	repair
plumber	intend	modern	endeavour

1. We must _____ the broken desks before class begins.
2. Nowadays, _____ support human beings in farming.
3. A _____ repairs water pipes.
4. Using _____ technology can make communications easier.
5. What do you _____ to do in the future?
6. Our schools should _____ students with well-rounded personalities.
7. People who set _____ will have better opportunities to become successful.

B. The following words are taken from the reading passage. Group them based on their meaning relationship.

specific	plan	concentrate	fit
dream	aim	align	
focus	particular	goal	

Example: dream - plan

1. _____
2. _____
3. _____
4. _____

4. Listening

Why Do We Need to Plan for Future Life?

Pre-listening Activity

In your groups, discuss what you intend to plan for your future life. Then, reflect your ideas to the class.

While listening Activity

Listen to your teacher while he/she is reading the passage, ‘Why do we Need to Plan for the future?’, and write the answers to the comprehension questions.

1. What is planning?
2. How far into the future should we plan?
3. Why is it difficult to do something without having a plan?
4. Why is planning important for students?
5. Planning makes people make mistakes. True or False?

Post-listening Activity

In groups, discuss how you think your future plans can help you achieve your goals, and share the points of your discussion to the whole class.

Week 2

Day 3

5. Speaking

Talking about future plans

A. Read the following expressions.

1. If I study hard, I will pass my grade 8 exam with good results.
2. If I score good results in my exams, I will attend high school.
3. If I attend high school, I will work hard to attend preparatory school.
4. If I attend preparatory classes, I will score good results to join university.
5. If I attend university, I will study medicine.

B. In groups, talk about your future plans using the above expressions as a guide to explain your own goals or plans.

6. Grammar

Probable Condition

A. Match the if clauses in Column A with their main clauses in Column B.

A	B
1. If I come late to class,	a. I will ask to be excused.
2. If she has no book,	b. they will avoid wasting time.
3. If you eat fruits and vegetables,	c. I will lend her mine.
4. If you help the poor,	d. you will be healthier.
5. If they plan their time,	e. you will be blessed.

B. Complete these sentences with the correct main clauses.

1. If I come on time, I _____
2. If you don't have a future plan, you _____
3. If she studies hard, she _____
4. If I pass my exams, I _____
5. If it rains tomorrow, I _____

Simple Future

Fill in the blanks with the correct form of the verbs in brackets using 'will' or 'shall.'

Examples:

1. She will attend high school next year.
2. I shall be 16 years old next year.

1. I _____ my homework after dinner. (do)
2. You _____ successful if you work hard. (be)
3. We _____ for clarification where we find it difficult. (ask)
4. They _____ late for class, if they don't hurry. (be)
5. It _____ sunny tomorrow. (be)
6. Hagos and Kadija _____ with us next week. (come)

Grammar Spot

Conditional type I (probable condition):

- It is about future possibilities
- It has two parts (if-clause and main clause)

Example:

If they study hard, they will pass the exam. (The first clause is the if clause and the second clause is the main clause)

- In the 'if' clause we use a present simple tense verb form, whereas in the main clause we use a simple future tense verb form.
- When the 'if' clause comes at the beginning of a sentence, it will be followed by a comma, but if it comes at the end no comma is needed.

Example:

If we plan well, we will perform better.

Our teachers will be happy if we participate in the class.

Simple future

Simple future tense refers to a time later than now and expresses facts or certainty. It is used:

- To predict a future event. **Example:** It will rain tomorrow.
- To express willingness. **Example:** I will do it.
- In the negative form, to express unwillingness

Example: The baby won't eat his breakfast.

- with the pronoun 'I' and 'We' in the interrogative form, to make an offer/suggestion

Example: Shall we go home?

Week 2

Day 4

7. Reading Fluency

- A. In pairs, take turns to read, ‘Aman’s Story’ with appropriate pronunciation, speed and expression.
- B. Write down words you found difficult to read or pronounce in the reading text, and practise pronouncing them with your teacher.

8. Vocabulary

In groups, discuss their meanings and complete the paragraph with appropriate words.

efficiently	post	series
resources	wish	regularly

I’m a grade 8 student. My mother often advises me to use my time (1) _____ as I’m going to take the national exam at the end of the year. She often provides me with different (2) _____ like reference books, exercise books and others. Due to this, I’m motivated to plan a (3) _____ of tasks that I need to carry out. I often (4) _____ these tasks on paper in a place where I can see (5) _____ so that I don’t forget them.

Week 2

Day 5

9. Writing

Writing Convention

When we write a paragraph, we should consider three main elements (parts).

1. **Topic sentence** - It contains the main idea of the paragraph.
2. **Supporting sentences** - These are sentences which describe or explain the main idea of the paragraph.
3. **Concluding sentence** - This is the last sentence of the paragraph; it summarises or draws a conclusion to the ideas of the paragraph.

Identify the topic sentence, supporting sentences and concluding sentences in the following text.

Planning is necessary for different reasons. First of all, it helps people to budget their time, energy and money. Second, it encourages people to list down all the activities to be done. The other importance is that it will give a chance for prioritizing and dividing the time for those activities. Moreover, it helps to reduce worries that may result from lack of proper planning. In general, planning is an important aspect of one's future development.

- A. Topic sentence: _____.
- B. Supporting sentences: _____.
- C. Concluding sentence: _____.

Writing Composition

Write a paragraph about your plans for the future. Use the future verb tense and the probable conditional forms.

UNIT 2

The City and the Countryside

Week 3 City versus Countryside

Week 3

Day 1

City versus Countryside

Blending Syllables

1. Word Study

Read the word parts (syllables) and blend them. Then, read the blended words. Look up their meanings in a dictionary.

Examples

pol-lut-ing → polluting

scen-ery → scenery

1. en-ter-tain-ment → _____

2. con-di-tion → _____

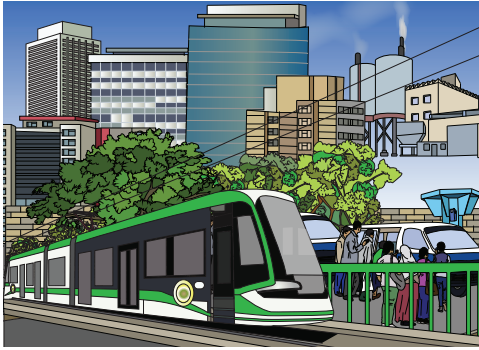
3. dis-ad - van- tage → _____

4. op-por-tun-ity → _____

2. Reading Comprehension

Pre-reading Activity

In groups, look at the two pictures below and discuss the questions that follow.



1. What do you observe in the two pictures?
2. What differences do you notice between the two pictures?
3. What do we call a person who writes poems?

Read the poem entitled ‘City versus Countryside’ silently.

City versus Countryside

There is no way we can compare
The country and the city life;
There is a difference in the air,
Where peace replaces city **strife**;

In the city where the colours run dry,
In the country where the farmers grow **rye**,
In the city where there are **fees**,
In the country where beauty is free.

In the city where there are loud crowds,
In the country where you can watch clouds.
In the city where you **camp out** in your room,
In the country where you have fun.....

In the city where there are **polluting** cars,
In the country where you can see stars.
In the city where your deal is **sealed**,

In the country where you are **healed**.

In the city where you say **later**,

In the country where you can see the water.

In the city where space is **tight**,

In the country where you hold hands in the moonlight.

The peace of life is more **serene**;

Although the **chores** do never end;

Our very thoughts the air will clean,

As nature soon becomes a friend.

(Source: Slightly adapted from Haley, MeRae, 14)

While reading Activity

A. Write the answers to the following questions based on the poem.

1. What are the differences between the city and the countryside as expressed in the poem?
2. What does the first line of the poem indicate?
3. Which place do you think the poet is more interested in? Why?
4. Which stanza expresses the high number of people in the city?
5. What does the expression, “*In the city where space is tight*” mean?

B. The following phrases are extracted from the poem. Read the phrases and categorize them under city and countryside.

watching clouds	tight space	hold hands in the moonlight
see the water	beauty is free	clean air
growing rye	camping in the room	friendly nature
polluted air	loud crowds	
you can heal		

Countryside	City

Post-reading Activity

In pairs, discuss the following questions.

1. Do you agree with what the poet (writer) says? Why? Why not?
2. In pairs, compare life in your village or town with what is in the poem.
3. Where do you want to live, in a city or in a countryside? Why?

Week 3

Day 2

3. Vocabulary

A. The following words are taken from the poem, 'City versus Countryside'. In a group, discuss the contextual meanings of the words and complete the sentences that follow.

rye	fees	sealed
chores	crowds	later
polluting	serene	strife

1. Your certificate will be invalid unless it is officially _____.
2. In cities, traffic are _____ the air with chemicals they produce.
3. Some private schools ask for higher _____ for the services they provide.
4. Big cities are characterized by large _____ of people.
5. I have no time at present; please come _____.
6. There is greater _____ in the city than in the countryside.
7. The countryside is a relatively _____ place when compared to the city.
8. _____ is a type of grain that looks like barley.
9. Nowadays, both females and males share household _____ equally.

4. Listening

Pre-listening Activity

In your groups, discuss the advantages of living in the city and living in the countryside. Share your answers to the class.

While listening Activity

Listen carefully to the text and list the advantages of living in a city and the disadvantages of living in the countryside.

Advantages of living in a city	Disadvantages of living in a countryside

Post-listening Activity

- A. In a group, list and discuss some of the advantages and disadvantages of living in your village or town.
- B. Compare what you have listed with the ideas expressed in the listening text.

Week 3

Day 3

5. Speaking

Describing and Comparing Places

- A. Take turns with a partner to read the following dialogue.

Bezawit: Hi, Tadesse. Can you tell me the most interesting thing about the countryside?

Tadesse: Sure. There are a lot of interesting things in the countryside.

Bezawit: What are some of them?

Tadesse: Well... the countryside is an area with less crime.

Bezawit: Do you mean cities are full of crimes and the countryside is free of crimes?

Tadesse: Actually, I do not mean that. What I want to say is that the countryside is less dangerous than the city.

Bezawit: Well... I think there is nothing the countryside lacks, is there?

Tadesse: Yes of course. There is a lot we lack in the countryside. For example, we do not have proper restrooms.

Bezawit: What do you mean? Don't you have places to rest?

Tadesse: Not that. What I mean is that people urinate just by the roadsides or in farms. They also defecate by a roadside because there are no modern toilets and septic tanks.

B. In pairs, describe your own area and compare it with any other places you know.

6. Grammar

Comparison

Degrees of Comparison:

- Simple or Positive degree
- Comparative degree

A. Simple or Positive Degree

Look at the following examples and join the sentences using “as...as”/ “not as...as”

Example:

- Aster is strong. Her father is strong, too.
(Aster is as strong as her father **OR** Her father is as strong as Aster.)
- Life in the countryside is cheap. Life in the city is not cheap.
(Life in the city is not as cheap as life in the countryside)

OR

(Life in the city is not so cheap as life in the countryside.) Both sentences have the same meaning.

1. He has a large farm. She has an equally large farm.
2. Ariyet is 15 years old. Her brother, Ujulu, is 17 years old.
3. Activity 1 is difficult. Activity 2 is more difficult.
4. This box is heavy. That box is just the same weight.
5. The air in the city is polluted. The air in the countryside is fresh.

B. Comparative degree

Look at the following example and make complete sentences using the comparative forms of the words in brackets + than.

Example:

This book is more interesting. That book is less interesting.

(This book is more interesting than that book.) **OR**

(That book is less interesting than this book.)

1. Addis Ababa is (big) Bahir Dar.
2. Class rooms are (wide) bed rooms.
3. My sister is (tall) I am.
4. Travelling by plane is (good) travelling by train.
5. The population in the countryside is (little) the population in the city.

Grammar Spot

1. Simple or Positive degree

- *as...as* is used to show that two things, animals, objects or people are the same or equal in height, weight, size, etc.
- *not as...as* is used to show that two things, animals, objects or people are not the same or equal in height, weight, size, etc.

2. **Comparatives** - are used when we compare two things, objects, animals or persons of different height, edge, size, etc. The word 'than' is used when we make comparatives.

Regular adjectives with one syllable add -er in comparatives. Single final consonants are doubled before the -er. Adjectives ending in 'e' add only -r

Example: cold → colder, hot → hotter, fat → fatter, fine → finer

Two syllable adjectives ending in '-ful' and '-re' do not add -er. Instead, they are preceded by the word more.

Example: careful → more careful, obscure → more obscure

Two syllable adjectives ending in -y, change the y into i before adding -er.

Example: lovely → lovelier, pretty → prettier, holy → holier,
funny → funnier.

Adjectives with three or more syllables add 'more' in comparatives.

Example: intelligent → more intelligent, beautiful → more beautiful

Irregular adjectives do not follow the above rules.

Example: good → better, bad → worse, little → less, much → more

Week 3

Day 4

7. Reading Fluency

Your teacher will read you aloud the poem, ‘City versus Countryside’. Listen and notice the way he/she reads the text. Then, With a partner take turns to read the poem aloud.

8. Vocabulary

Complete the following sentences with appropriate contextual words in the box below.

theatre	huge	crime
various	skyscraper	monument
gallery	opportunity	robber
company	park	relaxed
scenery	public	

1. There is a _____ new building next to the bank.
2. A _____ is a building built to remember famous persons or events.
3. An international _____ is interested to invest in our country.
4. There is a new art _____ next to our school.
5. One can see _____ factories in a city.
6. There is insufficient availability of _____ services in the countryside.
7. In this town, car _____ is becoming difficult to find.
8. Is there a higher incidence of _____ in the city than in the countryside?
9. The mountain _____ is most attractive.
10. You are so busy, but you manage to look _____.

Week 3

Day 5

8. Writing

Writing Convention

Paragraph Quality

In the past two weeks, you have learned the steps of paragraph writing and elements of a paragraph writing. In this lesson, you will learn two qualities of a good paragraph.

Qualities of a Good Paragraph (unity and coherence)

- A good paragraph is a group of related sentences which have unity and coherence and has one main idea
- Unity of a paragraph means all sentences in a paragraph discuss one main idea.
- Coherence is the technique of making words, phrases and sentences move smoothly and logically from one to another.

Read the following paragraph about a school uniform and discuss the questions below.

1. Does the paragraph have unity?
2. Is it well linked with cohesive devices?

As a uniform is a compulsory school item, we students all need to wear it. We can buy ready made uniforms or we can get them done by tailors. I used to study hard for my future success. When I needed a school uniform, first my mother and I visited the fabric store and purchased the materials. People asked me how old I am. The fabric was taken to the tailor. The three parts of the uniform were sewed by the tailor. The buttons were added to the shirt and the vest. A zipper was sewed in the skirt. The uniform was then, delivered to our house so that I could wear it to school on the first day. My height, waist and shoulders were measured in order to cut the fabric for my uniform.

(Slightly adapted from Grade 8 English for Ethiopia, 2008)

Writing Composition

Write a paragraph about the area in which you live focusing on what you like or dislike about it.

Week 4 Facilities in the City and in the Countryside

Week 4

Day 1

1. Word Study

Segmenting

Prefixes (un-, mis-, -im-, dis-, in-)

Read the words and segment them into a prefix and a root word. Then, read the segmented word and check if there are changes in meaning.

Examples		
disadvantage	=	dis-advantage
unavailable	=	un-available
discontinue	=	dis - continue
invaluable		in-valuable

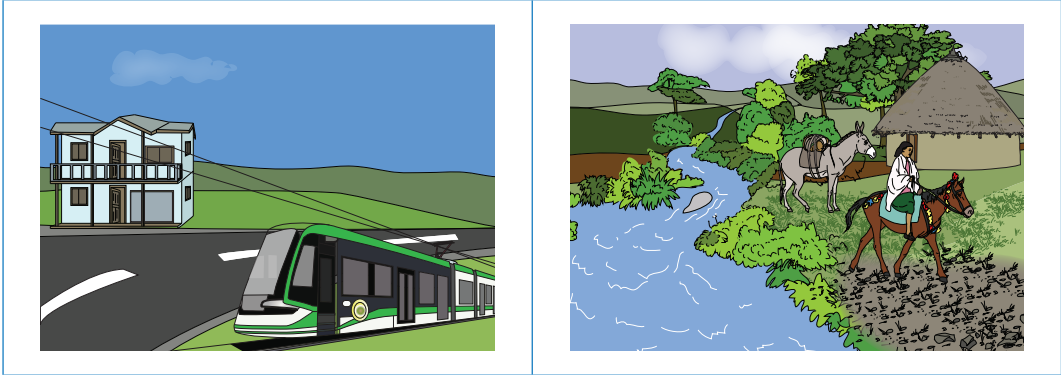
1. unfortunate = _____
2. inexpensive = _____
3. impossible = _____
4. misunderstand = _____
5. disapprove = _____

2. Reading Comprehension

Pre-reading Activity

In your groups, discuss on the following questions.

1. Tell what the facilities in the pictures below are used for and where they are mostly found.
2. Predict what the reading text is about from the illustrations.



While reading Activity

Individually, answer the following questions based on the reading text. Write your answers in your exercise book.

1. Explain the ideas of the second paragraph of the passage.
2. Why is that countryside people are less exposed to diseases such as asthma and bronchitis?
3. Which paragraph discusses the greater opportunity for work in cities?
4. What does the last paragraph talk about?
5. What function do indigenous trees have?
6. What facilities are only available in the city?
7. Explain the ideas of the fourth paragraph.
8. What does the word 'them' in the last sentence of the third paragraph refer to?

Facilities in the City and in the Countryside

The place where we live **affects** our lives greatly. Some people prefer and argue that cities are the best places to live in because they provide so many advantages. In

contrast, others think that the countryside is the best place in which to lead a good life.

It is true that cities **offer** so many opportunities and advantages that are unavailable in the countryside. For instance, modern transportation and **communication** systems are better in cities compared to those in the countryside. In cities, people have access to many different transportation systems and the latest communication technology. Moreover, cities provide better health facilities - hospitals, education centres, shops, etc. Though these are important for a better life, unfortunately people living in the countryside tend not to have enough of these facilities.

Most of the factories, government offices, and manufacturing industries are situated either in or close to cities. Hence, people have many more job **opportunities** in cities than in the countryside. Besides, in some parts of the countryside, schools or colleges are not **equipped** with **facilities** such as **laboratories**, libraries, and other specialist areas. In cities, citizens have so many entertainment options, such as going to the theatre, an art gallery, a museum, or other recreational areas. However, people in the countryside may have only a radio, and a TV set to entertain **them** in their leisure time. It is also **difficult** for **them** to visit modern recreational areas such as parks.

On the other hand, the countryside offers many **invaluable** advantages which are **less** available in the cities. First of all, people living in a countryside can get fresh air and water more easily than people living in a city. On top of these advantages, indigenous trees with wide shade can provide them with an open air meeting hall. There is no **extreme pollution** in the countryside. As a result, people living in the countryside are less **exposed** to diseases such as asthma and bronchitis. They also have a better chance of getting fresh food items, such as vegetables and fruits collected directly from the garden. On the **contrary**, people living in the cities consume **stored** fruits and vegetables. The population density in the countryside is much lower than in the city.

Although both the countryside and the city have facilities, there is a need to create a balance by providing modern facilities to the countryside and encouraging cities to have more open spaces to offer their residents some of the natural advantages of the countryside.

Post-reading Activity

In a group, list and discuss available facilities in your areas. Then, reflect them to the whole class.

Week 4

Day 2

3. Vocabulary

- A. Find words that have similar meanings with the following words in the reading text. Write your answers in your exercise book and reflect them to your teacher.**

provide	influences
chances	employment
great	vulnerable
opposite side	

- B. The words in the box are taken from the reading text. Complete the following sentences using the most appropriate word in the box.**

communication	equip
invaluable	stored
laboratory	facilities
pollution	

- We must do more to protect our environment from _____.
- Teachers must _____ their students with necessary skills.
- Chemistry and biology classes need _____ facilities.
- The new job will give us _____ experience.
- The fruits are stale because they have been _____ for a long time.
- Radio is commonly used as a means of _____ in the countryside.
- Modern _____ are more readily available in cities than in the countryside.

4. Listening

Pre-listening Activity

Discuss the following questions in your groups.

1. What changes are you observing in the city and the countryside nowadays?
2. What amazing things can you tell us about the village/town where you live?

While listening Activity

Your teacher will read you a text titled ‘My Observation.’ Listen carefully and answer the following questions.

1. What will happen when people move to cities?
2. Why is the writer of this text worried about the city?
3. Where was the writer born and brought up?
4. Why is the writer thankful for the development of technology?
5. Changes are only observed in cities nowadays. Do you agree? Why? Why not?

Post-listening Activity

Using the experiences you have gained from the listening text, work individually to list or find out the changes you have observed in your living place/areas. Share your answers with your teacher.

Week 4

Day 3

5. Speaking

Debating

Form groups and debate for or against the following motion. Your teacher will explain to you the procedures for conducting the debate.

- “Life in a city is better than life in the countryside.”

6. Grammar

Conditional Type II (Improbable Condition)

A. Write the following sentences putting the verbs in brackets into the correct form.

Example:

1. If he worked in the factory, he would change things. (But he doesn't work in a factory)
2. If I spoke English very well, my job would be easier. (But I don't speak English very well)
3. If I were you, I would study hard. (But I am not you)

1. If I went to the countryside, I _____ my grandparents. (visit)
2. What would you do if you _____ late to class? (come)
3. What questions _____ if you met an environmental scientist? (ask)
4. If I _____ a friend who smoked cigarettes, I would advise him to stop. (have)
5. You _____ your English if you read more English books (improve)

B. Write four sentences of your own using conditional sentences type II.

Grammar Spot

Verb form

Conditional Type II (improbable/unlikely/imaginary conditions)

If-clause	main clause
past simple	would/could/might/should + infinitive

Use

- It refers to the present or future.
- It can be either an improbable or an unlikely condition.

Week 4

Day 4

7. Reading Fluency

- A. Your teacher will read aloud paragraphs two and three of the text, ‘Facilities in the City and in the Countryside’. With a partner, read the text aloud. Take turns to read and listen to each other. Keep on reading until your teacher tells you to stop. Then, list five words you found difficult to pronounce and ask your teacher for advice on pronunciation.

8. Vocabulary

- A. The following words are taken from the listening text. Match the words under Column A with their meanings in Column B.

A	B
1. migrating	A. someone who works with you
2. observe	B. notice/watch
3. indigenous	C. moving from one place to another
4. delightful	D. pleasing/attractive
5 flourish	E. originating in a specific area/country
6. principal	F. grow/develop well
7. colleague	G. main

- B. Find the meanings of the following words in a dictionary, and make sentences using them.

congestion	latest	fresh air
furniture	garment	bronchitis
premature	consume	gallery

Week 4**Day 5****9. Writing****Writing Convention****Types of Paragraph**

In groups of three, read and discuss what type of paragraph each one is: descriptive, expository, narrative or argumentative. Then, share your ideas to the whole class.

- A. To make tea, you can follow the following simple steps. First, find the necessary ingredients and materials such as tea, spice, sugar, water, tea pot, cups, etc. Then, boil the spice in water for 5-6 minutes. Next, add the spiced boiled water to the required amount of tea. Finally, add sugar to taste and drink it.
- B. There was a robber who robbed many shops in the city. He killed many people and stole their property. Then, the police arrested him and the court sentenced him to death. The robber asked the court to allow him say something before his death. When he got permission, he said that when he was a child, he used to steal corn and grain. He added that his family encouraged him instead of advising him not to do so. He explained that if his family had given him better advice, he wouldn't have become a robber.
- C. Sara is an attractive girl. She has a beautiful face. Her eyes are large and her eye brows are well shaped. Her thick hair reaches down to her shoulders. She has a long pointed nose and white teeth.
- D. Some people say that chewing *chat* is important. They believe that it helps them to work better. However, I disagree with this idea. This is because chewing *chat* gives people false sensations. People can become addicted and fail to use their natural talent for work.

Writing Composition

Write an argumentative paragraph in favour of living either in the city or in the countryside.

UNIT 3

Sports

Week 5 Types of Sports

Week 5

Day 1

1. Word Study

Segmenting

Prefixes and suffixes (-ly, -ion, un-, dis-)

- A. Read the words and segment/separate their prefixes and suffixes. Then, read the segmented words and their prefixes and suffixes.

Examples

- | | | | | |
|------------------|---|-------------|---|-----|
| a. disability | → | dis-able | + | ity |
| b. participation | → | participate | + | ion |

- undoubtedly → _____
- addiction → _____
- hourly → _____
- disapprove → _____

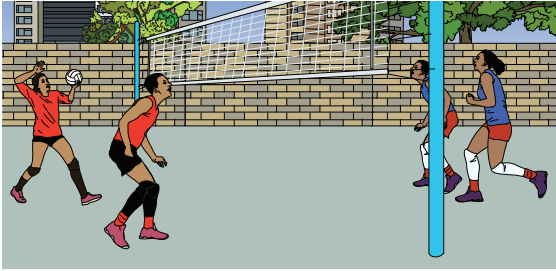
- B. What are the meanings of these words? What did you notice? Is there any change in meanings due to the prefixes and suffixes? Discuss with your teacher.

2. Reading Comprehension

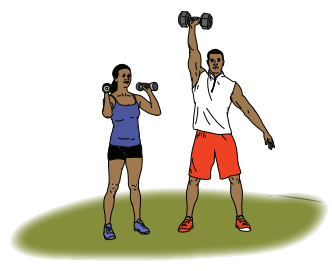
Pre-reading Activity

With your partner, discuss the following questions.

1. Have you ever participated in sports? Which ones?
2. Name the different types of sports you see in the pictures below.
3. What is your favourite sport?



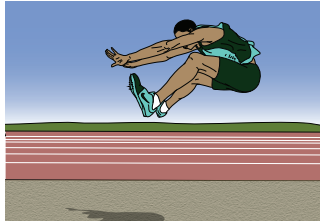
A



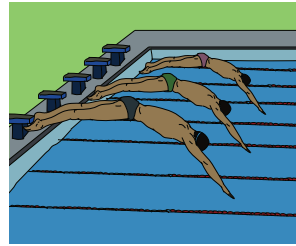
B



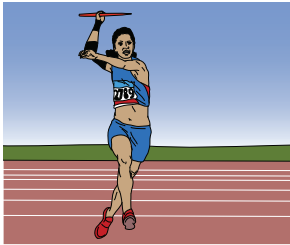
C



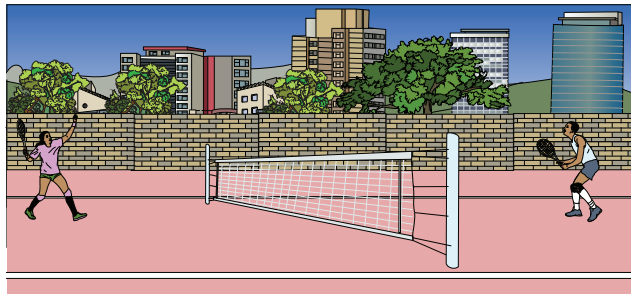
D



E



F



G

Reading Comprehension

While reading Activity

Answer the following questions based on the reading passage.

1. What are the most popular sports mentioned in the passage?
2. What do we call a game played at a field by two teams with curved sticks?
3. How many sports were recognised internationally by 2014?
4. What are some of the benefits of sports?
5. What is the most popular sport in the world? How many supporters is it said to have?
6. Which sport did the writer mention as Ethiopia's favoured? Why?
7. According to the text, there could be more sport types than web sources record. Why is this so?
8. They are very useful.... 'They' in paragraph 5, line 2 refers to _____.

Types of Sports

There are different types of sports played throughout the world. According to one reliable internet source, in 2014 about 400 sport types were internationally recognised. Other sources have registered over 700 types of sport that are played around the world. Undoubtedly, there could be more sport types than the web sources have recorded since there are new sports being developed every day and because there may be many unknown regional, national and international sports.

Some of the sports we know today include: table tennis, basketball, chess, football, arm wrestling, body building, volleyball, baseball, boxing, indoor games, ground tennis, ice climbing, auto racing, swimming, and athletics. Among these sport types, football, basketball, volleyball, athletics and field hockey are probably of the most popular sports in the world.

Football, with over 4 billion followers, is the most popular sports worldwide. It is also one of the most accessible sports in the world. Basketball and volleyball are equally considered to be the second most popular sports. These two sports are also very popular in our schools and towns in Ethiopia. The peculiar nature of volleyball is that it can be played on various surfaces including hardwood floors inside a gymnasium. As its name suggests, beach volleyball is traditionally played

on a sunny, sandy beach, but it can also be played on an artificial sandy surface more or less anywhere.

Furthermore, athletics consists of many sporting events including running various distances and field events such as the long jump, the high jump, the discus and the shot put. Athletics events are the highpoint of the Olympic games as they are the most watched games during the Summer Olympics. In Ethiopia, athletics, especially long distance running, is a beloved sport and it is considered one of our country's most favoured sports. Finally, field hockey, a popular game played on a field by two teams with curved sticks and a small hard ball, is similar to the traditional Ethiopian 'Genna' game.

In general, sports are popular sources of entertainment in improving one's physical and mental abilities. They are very useful for the growth and development of the community as well as individuals. This might be why different people prefer different types of sports.

Post-reading Activity

With your partner, list the sport types people in your area participate in, and discuss how these sports are played and why they are popular. Write your discussion points in your exercise books and share them with other groups.

Week 5

Day 2

3. Vocabulary

A. The following words /phrases are meanings of words in the reading text in different paragraphs. Read the text and find the appropriate word.

1. officially known (Para.1) . _____
2. available / found (Para 3). _____
3. cultural (Para 4) _____
4. comprises (Para 4). _____
5. choose (Para 5) _____

4. Listening

Pre-listening Activity

In a group, discuss the following questions before you listen to the listening text.

1. What is the most popular sport in your area?
2. What is the importance of sports?

While listening Activity

Listen carefully while your teacher read the text, ‘Popularity of Sports’, and answer the following questions.

1. What sports are mentioned in the text?
2. Why do people participate in sports?
3. Where is the cheaper place to watch sports, at home or at a stadium?
4. “Sport can only be played by physically fit people.” Do you agree with this idea? Support your answer with evidence from the text.

Post-listening Activity

In a group, discuss the popular sports in your town or village based on the experience you gained from listening to the text.

Examples: weight-lifting, high-jump, swimming, javelin, horse riding.

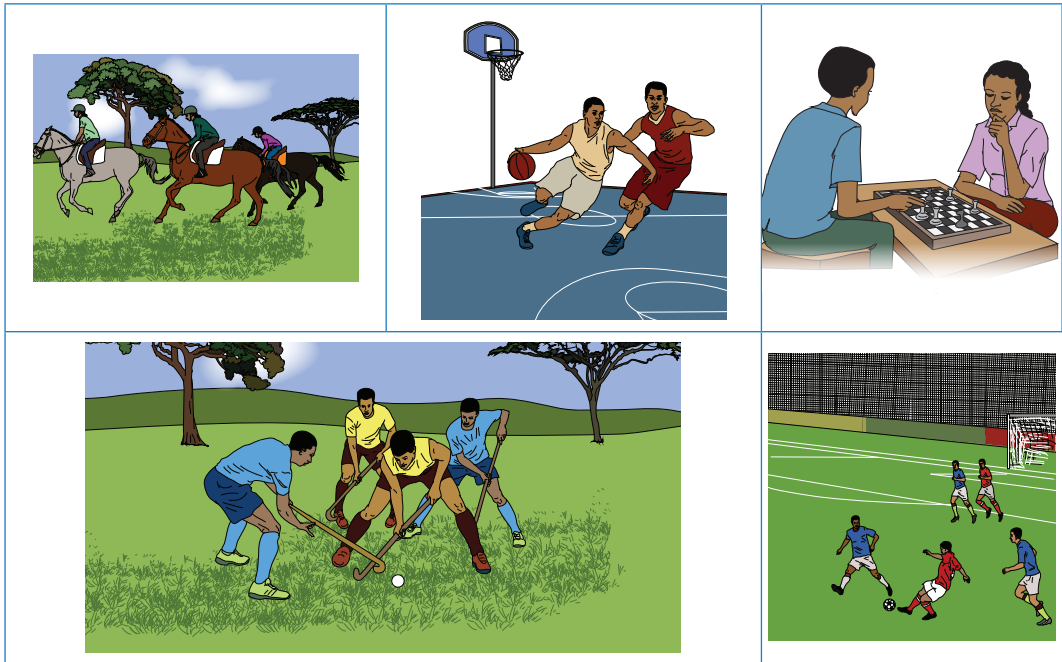
Week 5

Day 3

5. Speaking

Talking about Sports: Likes and Dislikes

1. With your partner, look at the sport types in the picture and discuss what they are and why people play them.
2. Then, take turns to talk about the kind of sport you like most. Why do you like it?



Example:

I like football because

6. Grammar

Personal pronouns

Look at the following examples.

- (We, They, He, You) like playing football → He likes playing football.
- Some people do sport as (his/ her/their/ your) career. → Some people do sport for their career.
- (We/Her/She/They) favourite sport is swimming. → Her favourite sport is swimming.
- (We/ They/ I/ She) should go by (him, her, them, our)-self/selves. →
 - a. She should go by herself.
 - b. We should go by ourselves.
 - c. They should go by themselves.
 - d. I should go by myself.

A. Copy the dialogue into your exercise book, and fill in the gaps with the correct pronouns from those given in brackets.

Hewan: Do you know all those people, Dawit?

Dawit: Yes, _____ are all my friends. (we, you, them, they)

Hewan: Who is the person in the corner with them?

Dawit: _____ is my friend. (Her, Him, She, You)

Hewan: Why are they here?

Dawit: My sister invited _____. (they, their, them, these)

Hewan: Who won the gold medal in athletics?

Dawit: It was one of my relatives. I met _____ yesterday. (them, us, him, you)

B. Fill in each blank space with the correct personal pronoun (them, its, they, she, her, it, mine, yours, our, me, ourselves, his).

Example:

Do you know the boys? Yes, I know them.

1. How much are the two books? _____ are fifty eight Birr.
2. Do you like swimming? Yes, I like _____.
3. Have you seen Hawi and Martha? No, I haven't seen _____.
4. We don't ask for help. We can do it by _____ selves.
5. Please, don't make _____ carry heavy things. She is not strong enough.

Grammar Spot

Personal Pronouns

Personal Pronouns are words that are used instead of nouns. They can be used as subject pronouns, object pronouns, possessive adjectives, possessive pronouns and reflexive pronouns. Study them in the table below.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns	Reflexive pronouns
I	me	my	mine	myself
we	us	our	ours	ourselves
you	you	your	yours	yourself (yourselves)
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
they	them	their	theirs	themselves

Week 5

Day 4

7. Reading Fluency

- A. With a partner, read aloud the text ‘Types of sport’. Take turns with your partner and continue reading until your teacher tells you to stop.
- B. Were there any words you found difficult to understand while you were reading? If so, identify the words and ask your teacher to explain them.

8. Vocabulary

- A. Complete the following sentences using appropriate words from the list below.**

equipment	undertaken	nowadays
disabilities	leisure	encouraged
beneficial	prefer	recreational

1. He bought several pieces of sports _____.
 2. Students with _____ should be supported in their studies.
 3. The teacher _____ his/her students to study hard.
 4. There are private _____ areas in the town.
 5. Where does Bontu spend her _____ ?
 6. A balanced diet is _____ to health.
 7. Which do you _____, coffee or tea?
 8. Sports fans are increasing _____ in Ethiopia.
 9. Our school teachers have _____ action research in sports training.
- B. Match the words in Column A with their meanings in Column B. Write your answers in your exercise book.**

A	B
1. adapted	a. taking part in an activity or event
2. recreation	b. solely/completely
3. participation	c. changed to suit someone's needs/for a specific purpose
4. purely	d. several different things or sorts of the same thing
5. variety	e. the state of being relaxed/at ease and free from pain
6. comfort	f. activity done for enjoyment or relaxation

Week 5

Day 5

9. Writing

Writing Conventions

Using transitional words (Agreement/Addition/Similarity)

As parts of speech, transitional words are used to link words, phrases or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up perfect relationships within the text. Some of these words include: *in the first place, not only... but also, as a matter of fact, again, in addition, then, thus, like, as, too, moreover, as well as, together with, likewise, similarly, furthermore, and additionally.*

Writing Composition

Complete the following paragraphs by putting appropriate words and phrases.

Why do some people do sports?

People give several reasons for participating in sports. In the first place, (1)_____. They do not want to be (2)_____. Some men go to the gymnasium regularly because (3)_____. Likewise, some women go to the gymnasium regularly because (4)_____. Furthermore, there are other people who do sport because it is their job. They are professional athletes or footballers. Footballers need to (5)_____. Motorbike racers ride their bikes on the circuit almost every day because (6)_____. Perhaps some of them don't even enjoy it very much. Certainly, it is best if athletes do (7)_____. That means sport is their ideal job.

Week 6 Ethiopian Athletes

Week 6

Day 1

1. Word Study

Blending

Suffixes (-ship, -ing, -ics)

Read the following root words and their suffixes. Then, blend them and read the blended words.

Example:

rhythm	+	ic	→	rhythmic
train	+	ing	→	training
friend	+	ship	→	friendship






1. champion + ship → _____
2. athlete + ics → _____
3. ask + ing → _____
4. relation + ship → _____

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

1. What do you know about the legendary athletes in the pictures below? Tell which type of athletics they are known for.
2. What does 'legendary' mean.

				
Derartu Tulu	Mamo Wolde	Fatuma Roba	Abebe Bikila	Miruts Yifter

While reading Activity

A. Copy the following table into your exercise book. Then, complete the table while reading the text.

Name of the athlete	Track event	Country where the competition was held	World record	Year
Tirunesh	15 kms		46:28	
Kenenisa			13:17:09	
Haile		Dubai	2:04:53	
Meseret	5,000m			2009

Ethiopian Athletes

Since the second half of the 20th century, Ethiopian athletes have been participating and winning in major international competitions. One of these athletes is the **legendary** Abebe Bikila, whose career in athletics gave humanity **lasting** images of triumph, humility and victory.



His effort in running barefoot on the cobbles of Rome in 1960 and winning the most **prestigious** of all competitions is a historical event not only for Ethiopia but also for Africa. Other Ethiopian athletes such as Mamo Wolde, Miruts Yifter, Derartu

Tulu, and Fatuma Roba are among the world famous athletes who inspired most of the successful Ethiopian athletes following them. Included among the athletes inspired by these prominent figures are: Haile Gebresilassie, Kenenisa Bekele, Meseret Defar and Tirunesh Dibaba.

Haile Gebresilassie is one of the greatest Ethiopian athletes. He won the Berlin Marathon four times consecutively and also had three straight wins at the Dubai Marathon. For example, in 2008, he won the Dubai Marathon with a record time of 2:04,53. Haile broke 61 Ethiopian national records ranging from 800 meters to the marathon and set 27 world records.

Kenenisa Bekele is **renowned** for his ability to accelerate very quickly at the end of a long distance race. Kenenisa won two gold medals at the 2009 world championship held in Berlin, Germany. His double victories in 5,000m (13:17:09) and 10,000 (26:46:31) made him the second man to take both long distance gold medals at the same world championships, next to Miruts Yifter (the gear shifter) another great athlete. He is famous for making and breaking his own athletics records. He achieved major successes at running both the 10,000 meters and the marathon.

Meseret Defar is a wonderful athlete who won two Olympic gold medals in the 5000m in Athens in 2004 and in 2012 in London. In 2009, she won a 5,000m race in Berlin, Germany setting a new world record of 14:24:37. In 2007, she was recognised for her outstanding performances as IAAF world Athlete of the year.

Tirunesh Dibaba is another famous athlete. She was once described as ‘the flying princess’ and ‘the sprinter’ by commentators. She broke the world record for 15km in Nijmegen, the Netherlands on 15th November 2009 and clocked 46:28. She was also the reigning 5,000m and 10,000 Olympic champions in Beijing, 2008.

B. Answer the following questions based on the information from the reading passage.

1. What are Tirunesh’s nicknames?
2. In which races was Tirunesh the reigning champion?
3. Where did Abebe Bikila run barefoot?
4. Who was recognised as the world athlete of the year in 2007?

Post-reading Activity

In groups, talk about athletes in your community or other Ethiopian athletes who are not described in the above reading text. Who are they? What are they known for?

Week 6

Day 2

3. Vocabulary

A. Complete the sentences below using the vocabulary items in the word list.

participate	competitions	champion	a lot of money
vigorous	winning	legendary	renowned
team			

- Athletes who win medals often receive _____ which helps them to improve their living condition.
- Ethiopian athletes have achieved outstanding results in international _____.
- Ethiopian athletes have been successful because of their good _____ spirit to win medals.
- Kenenisa Bekele is _____ for his ability to accelerate very quickly at the end of long distance races.
- After _____ races, Ethiopian athletes carry the national flag high and run around stadiums.
- Athletes must start their training early if they want to _____ in international competitions.
- Athletes are required to do _____ training before they participate in any competitions.
- Ethiopian athletes have become _____ heroes of international competitions.

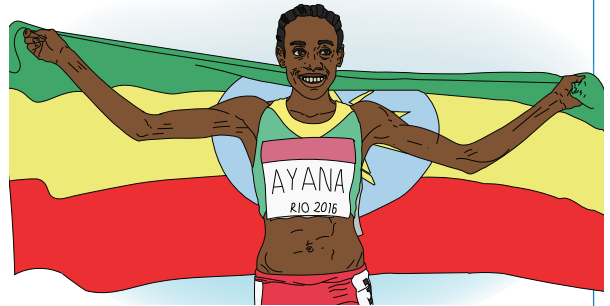
B. Match the sports words in Column A with their meanings in Column B

A	B
1. sprinter	a. practise
2. remote	b. someone who runs a short distance at top speed
3. race	c. very far away
4. prizes	d. supporters
5. fans	e. awards
6. training	f. speed competition
7. triumph	g. respected and admired
8. prestigious	h. achievement or victory

4. Listening**Pre-listening Activity**

In pairs, discuss the following questions.

1. What do you know about this person?
2. Which competitions has she won?

**While listening Activity**

While your teacher reads the text about athlete Almaz Ayana aloud, listen attentively and answer the following questions.

1. When was Almaz born?
2. In which city did Almaz break a new 10,000 metres Olympic record?
3. When did Almaz win her first bronze medal in 5000 metres event?
4. What did she win in Marrakech in 2014?

5. In which year did Almaz record the fastest time for the 10,000 metres event?
6. By how much time did Almaz improve the 10,000 metres world record at the 2016 summer Olympics?

Post-listening Activity

Discuss the following questions in a group and reflect your ideas to your teacher




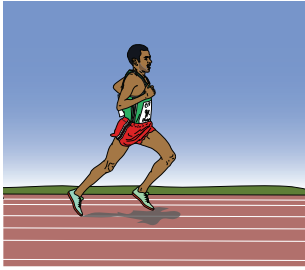
1. Who is your favourite athlete? Why?
2. What makes him/her successful?

Week 6 Day 3

5. Speaking

Talking about People

In your groups, describe the following Ethiopian athletes. In your description, consider their competitions, medals they won, where they participated, personal records, etc.

 <p>Workinesh kidane</p>	 <p>Gete Wami</p>
 <p>Gebregziabher Gebre mariam</p>	 <p>Sileshi Sihin</p>

6. Grammar

Relative Pronouns

- A. Complete the sentences with appropriate relative pronouns: who, whom, whose, that, which.**

Example

- Usain Bolt is a well known Jamaican Athlete who/that won many gold medals in 100 meters race.
- Usain Bolt, who is a Jamaican Athlete, has won many gold medals in 100 meters race.

1. Football, _____ is a popular sport, is liked by most people in the world.
2. Almaz Ayana, _____ won gold in 10,000 metres in Rio De Janeiro, set a new world record.
3. Tirunesh Dibaba is one of the athletes _____ I want to meet.
4. The athlete _____ I like most came yesterday.
5. Haile G/sellase, _____ name is known across the world, is a legendary Ethiopian athlete.
6. The book _____ she gave me as a present is very interesting.

- B. Combine the following sentences using correct relative pronouns and write the combined sentences in your exercise books.**

Examples

1. What is the name of the athlete? He won the race.
What is the name of the athlete who won the race?
2. This is Lensa. You met her yesterday.
This is Lensa whom you met yesterday.
3. She took part in training. The training was heavy.
She took part in training which was heavy.
4. I have a friend. Her sister is an athlete.
I have a friend whose sister is an athlete.

1. I have met the athlete. He won the Olympic gold medal last year.
2. Abebe Bikila won the 1968 Rome marathon. He ran barefoot.
3. This is Ashamo. I met him on holiday a year ago.
4. We saw a girl. Her hair came down to her waist.
5. Have you seen Berhane's new car? She bought it last month.
6. I bought a book. It might interest you.

Grammar spot

Relative Pronouns

- They include: *who*, *whom*, *whose*, and *that* which are used to refer to people and *which*, *that* and *whose* which refer to things/ animals.
- They can join clauses together like conjunctions.
- They can be subjects or objects of clauses (except 'whose').
- 'Whose' is used to show possession.
- When a relative pronoun refers to the object of a sentence, it can be omitted.

Example:

The man whom/who/that/-/ you met is the manager of the organization.

The man you met is the manager of the organization.

	Subject	Object	Possessive
For persons	who/that	whom/who/that	whose
For things	which /that	which /that	whose

Week 6

Day 4

7. Reading Fluency

Listen carefully while your teacher will read the first three paragraphs of the text, 'Ethiopian Athletes'. Then, taking turns practise reading the paragraphs aloud.

8. Vocabulary

The following words are taken from the listening text about athlete Almaz Ayana. Complete the sentences with appropriate words according to the context.

senior	championship	beats	stadium
record	compete	event	

1. The women's 100m _____ will be followed by the men's 200 meters.
2. To set a new _____, athletes need to do heavy training.
3. Ethiopian athletes have held the _____ in long distance running for many years.
4. All athletes _____ for the gold medal.
5. The _____ athletes usually advise the junior ones about how to win a race.
6. She always _____ me at tennis.
7. Thousands of the football supporters have entered the _____ to watch the match.

Week 6

Day 5

9. Writing

Writing Convention

- A. When we write a friendly letter, we need to include certain elements. These include: writer's address, date, greeting, body, farewell, signature and writer's name.

B. In groups, discuss and label the elements of a friendly letter below. Then, report your answers to the class.

Tsehay Chora Primary		
School		
P.O. box 80		1
Addis Ababa		
24th Nov, 2016		2

Dear Kedja, | 3

I was happy to see your letter after such a long time. Thank you very much. It seems that you are worried about my present progress. To tell you the truth, I am doing well in my studies. I have a strong motivation and intention to be promoted to grade 9 with good results.

My second intention is to be a famous athlete like Tirunesh, Almaz, Meseret and other Ethiopian women athletes. For this reason, I always wake up early in the morning and do short exercises. I train on the track every day after school.

I think it is good idea for you to work hard in your studies and do some training every day as well. This will help both of us to become educated athletes in the future.

Please, tell me your ideas regarding this in your next letter and let me have your latest news.

Yours	5
Elili	6
Elili	7

Writing Composition

Write a friendly letter in reply to Elili’s letter. Don’t forget to include the necessary parts of a friendly letter you’ve learnt.

UNIT 4

Health Issues

Week 7 Sexually Transmitted Diseases (STDs)

Week 7

Day 1

1. Word Study

Blending

Blend the suffixes with the words. Then, read the blended words.

Examples

- | | | | | | |
|----|------|---|------|---|----------|
| a. | home | + | less | → | homeless |
| b. | love | + | d | → | loved |

- immune + ity → _____
- trans + mit → _____
- infect + ious → _____
- job + less → _____
- guide + d → _____

2. Reading Comprehension

Pre-reading Activity

In your groups, discuss the following questions.

- List some of the diseases you know.
- How are these diseases transmitted from one person to the other?

3. Which of these diseases are sexually transmitted?

While reading Activity

Answer the following questions based on the information from the reading text.

1. How is HIV transmitted from one person to the other?
2. What are cold sores?
3. Which diseases are caused by bacteria and which ones are caused by virus?
4. According to the reading text, people who are virgins, or who haven't had sex may still become infected by HIV/AIDS. How can this happen?
5. What does the text tell you about the dangers of STD?

Sexually Transmitted Diseases (STDs)

Sexually **Transmitted** Diseases (STDs) also known as Sexually Transmitted Infections (STIs), are diseases that can be passed from one person to the other through sexual interactions. There are many different STDs in the world. HIV, herpes, gonorrhea, and chlamydia are among the most commonly known sexually transmitted diseases.

HIV, (Human Immunodeficiency Virus), is one of the most dangerous sexually transmitted diseases. It has no known cure. HIV attacks the **immune** system, making the victim prone to infections. When the Immune system is destroyed by HIV, the person is said to have Acquired Immunodeficiency Syndrome, or AIDS. HIV can be transmitted through unsafe sex or direct contact with blood and other infected body fluids. It can also be transmitted through childbirth (from the mother to the child). People who are virgins, or who have previously engaged in safe sex practises can still be infected with HIV, through sharing drug needles with HIV infected people or from contact with needles or sharp objects which have recently been in contact with HIV infected blood.

Herpes Simplex Virus (HSV) is the most common STD. It, like HIV, is a virus that can be transmitted through sex, and direct contact with infected blood and body fluids. Unlike HIV, herpes isn't **fatal**, nor does it reduce the effectiveness of the immune system. Herpes causes occasional **outbreaks** known as cold sores, which are open sores on the skin in the area of the original infection, usually around the mouth or the genitals.

Similarly, gonorrhoea which is a **bacterial** infection is also transmitted through sex. It may also infect other locations, such as the eye or throat. Like all bacterial infections, it may be treated with **antibiotics**. Not all people with gonorrhoea show acute **symptoms**. In people who do have symptoms, painful urination is the most common one. In women, both gonorrhoea and chlamydia can spread to the uterus and fallopian tubes, causing pelvic Inflammatory disease.

The best way to protect oneself completely from acquiring sexually transmitted diseases is to remain **abstinent**. The next best ways to protect oneself from sexually transmitted diseases are not to have **unprotected** sex, and not to have sex with strangers. Besides, one should always refrain from sharing drug needles with others.

Post-reading Activity

In a group of three, discuss the following question.

1. There is an English proverb which says, "Prevention is better than cure". What do you understand from this saying?

Week 7

Day 2

3. Vocabulary

Read the passage and use context clues to determine the meanings of the words in Column A. Then, match the words in Column A with their meanings in Column B.

A	B
1. transmit	A. not protected/not using a condom
2. immune	B. spread from person to person
3. fatal	C. not allowing oneself /refraining from
4. outbreak	D. resistant to/exempt from a disease
5. symptoms	E. signs of diseases
6. abstinent	F. sudden occurrence of a disease
7. unprotected	G. deadly, causing death

4. Listening

Pre-listening Activity

Discuss the following questions with a partner before listening to the text.

1. Is it possible to prevent sexually transmitted diseases? If so, how?
2. Which is better? Preventing a disease or curing it? Why?
3. Why are people reluctant to talk about HIV?

While listening Activity

Answer the following questions saying 'True' or 'False' based on the listening text.

1. Mothers can infect their children with HIV.
2. Communities are usually willing to help families affected by HIV.
3. Only sexually promiscuous people can contract HIV.
4. The treatment for HIV has unpleasant side-effects.
5. Not many people with HIV go on to develop AIDS.
6. World wide cooperation is needed to prevent HIV.

Post-listening Activity

Discuss the following questions in small groups and report your answers to your teacher.

1. Why do people sometimes not seek treatment for HIV?
2. What can be done to support people living with HIV?
3. What is your community doing to support people living with HIV and their families?

Week 7

Day 3

5. Speaking

Doctor-Patient Dialogue

A. Take turns with a partner to act out the following dialogue.

Doctor: Well, Mulu, I have completed my examination and I am happy to say it is not serious.

Mulu: Don't you think you should take an x-ray?

Doctor: I don't think it is necessary for this kind of illness.

Mulu: What kind of disease do I have?

Doctor: It is a sexually transmitted disease.

Mulu: Can I be cured?

Doctor: If you listen to my advice carefully, I am sure you will be fine soon.

Mulu: What should I do?

Doctor: Take these antibiotics every eight hours for five days.

Mulu: Thank you doctor.

Doctor: You're welcome.

- B. In pairs, create your own situation and play the role of a doctor and a patient**

6. Grammar

Simple Past Tense

- A. Rewrite the following paragraph using the simple past forms of the verbs in the brackets**

I can't forget what _____ (1. happen) to me yesterday. I _____ (2. wake) up too late. It _____ (3. be) because I _____ (4. forget) to set my alarm the night before. Next, I _____ (5. rush) to school without even having my breakfast. I _____ (6. arrive) at my school an hour late. I _____ (7. can't see) any students around. I _____ (8. stop) and _____ (9. start) thinking about what was happening. It _____ (10. be) really Sunday!

- B. Fill in the blanks with appropriate simple past forms of the verbs in brackets.**

A: What did you do at the weekend?

B: On Saturday morning, I _____ (1. go) to market to buy some fruits and fruit juice.

A: What did you do in the afternoon?

B: I _____ (2. visit) a friend of mine at hospital.

A: What is wrong with him?

B: He _____ (3 catch) a sexually transmitted disease recently through unsafe sex.

A: How was he when you visited him?

B: He _____ (4. say) he _____ (5. feel) a lot better, as the doctor was treating him well.

C. Change the verbs in parentheses into the simple past tense verb form.

Yesterday, Kedja _____ (1)(get) up at 7 o'clock. She _____ (2) (have) a shower and _____ (3) (put) on some clean clothes. Then, she _____ (4) (make) breakfast. At half past seven, she _____ (5) (go) into the bathroom, _____ (6) (brush) her teeth and _____ (7) (comb) her hair. After that, she _____ (8) (put) on her shoes and _____ (9) (leave) her home to go to school. She _____ (10) (take) the bus which _____ (11) (stop) in front of her home. She _____ (12) (get) off the bus in front of the school and _____ (13) (enter) her classroom just in time.

Grammar Spot

The Past Simple Tense

The past simple tense expresses a past action, event or situation that was completed in the past.

Examples:

1. I *started* class when I was six years old.
2. My friend *went* to hospital yesterday.
 - The rule for regular verbs is to add ‘-ed’.

Examples

work-worked start-started

- If the verb ends in -e just add ‘-d’.

Examples

live-lived love-loved

- If the verbs have only one syllable and end in one vowel and one consonant, double the final consonant.

Examples

stop-stopped

- Verbs that end in a consonant + ‘y’, change ‘y’ into ‘-i’ and add ‘ed’.

Examples

study-studied

- We use *didn't* + infinitive (without to) in all persons in the negative form.

Examples:

He *didn't* go to school on Sunday.

- We use *did* + infinitive (with out to) in all persons in the question form.

Examples:

Did you like the programmeme?

Examples

We were in class yesterday.

- We use was/were when asking a question and wasn't /weren't for negative sentences.

Examples:

You *weren't* in class yesterday.

Were you sick?

Week 7**Day 4****7. Reading Fluency**

Listen to your teacher as he/she reads paragraphs one, two and five of the passage aloud. Then, take turns in a group of three to read a paragraph each aloud accurately. Give each other helpful feedback.

8. Vocabulary

Fill in the blank spaces with the appropriate words from the list in the box and write them in your exercise books.

prevent	inhale	pain
healthy	patients	drugs
sexually	common cold	

1. We normally _____ oxygen and exhale carbon dioxide.
2. Toothache causes severe _____.
3. Malaria _____ usually show symptoms of shivering and vomiting.
4. Eating _____ food helps people to have a healthy life.
5. Some _____ transmitted diseases can be treated with antibiotics.
6. It is possible to _____ some diseases before visiting doctors for treatment.
7. The _____ is a disease caused by a virus.
8. All _____ cause health damage if they are not taken according to a doctor's prescription.

Week 7**Day 5****9. Writing****Writing Convention****Expository writing**

Your teacher will revise for you the features of expository writing.

Writing Composition

Write four paragraphs about the causes and effects of HIV /AIDS in your local community, giving your ideas on how to tackle the problems caused by the disease.

Week 8 Say 'No' to Drugs**Week 8****Day 1****1. Word Study****Segmenting**

Segment the suffixes from the words given and read the segmented parts.

Example

gradually	→	gradual - ly
comfortable	→	comfort - able
functional	→	function - al

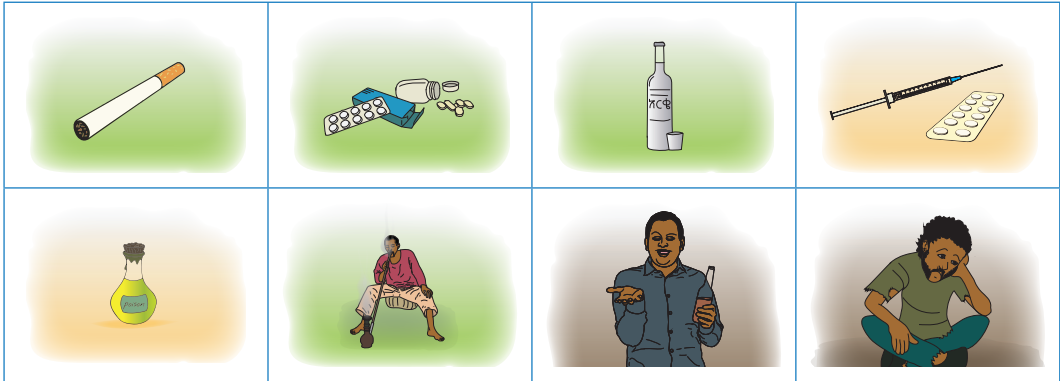
1. personal → _____
2. predictable → _____
3. financially → _____
4. properly → _____
5. immediately → _____

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions in groups.

1. What can you say about each picture?
2. What effects do drugs have on one's health? How?
3. Why do you think people use them?



While reading Activity

Answer the following comprehension questions based on the information given in the reading text.

1. Which paragraph talks about the financial effects of drugs?
2. What are the health problems caused by harmful drugs?
3. What is the relationship between alcohol addiction and divorce and family break-up?
4. Taking illegal drugs can make the user more alert. Do you agree? Why? Why not?
5. Illegal drug users are happy with their lives and do their jobs properly. True/False.

Say 'No' to Drugs

Nowadays, the issue of taking harmful drugs and overconsumption of alcoholic substances is becoming a **serious problem**. We, as the **younger generation**, must know and understand the negative effects of using harmful/unauthorized drugs and alcoholic substances. The consumption of harmful drugs can cause loss of one's ability to remember, to think clearly and to study properly. Using these drugs may, first give the users the **impression** that they are more **alert** and aware, but gradually, under the influence of these drugs, they are **actually** less aware, and less alert.

The use of harmful drugs and alcoholic substances can also cause people to act in **strange** and unpredictable ways. A person can undergo a complete change of personality when he or she is under the influence of these drugs.

Harmful drug users often lose their **enthusiasm** for life and **give up** their regular activities and hobbies. Drugs become a source of unrest and **quarrel**. For example, in a family, if a wife or the husband develops drug or alcohol addiction, it can cause verbal conflict between the couple. The negative results could be bringing the family unit into a **divorce**.

The use of harmful drugs can also affect the health system of a person. Similarly, use of alcohol, tobacco and other narcotic substances can cause cancer, liver disease, heart attacks and brain damage. They can also affect the academic **performance**, as well as the financial and psychological stability of young people.

All the effects discussed above can be taken as good reasons to say "No" to using drugs and alcohol. Frequently, our peer group may try to **drag** us into one of these acts. Hence, everyone should learn to say 'No' to such invitations.

Post-reading Activity

In a group, discuss the following questions and report your discussion points to the class.

1. What are the typical characteristics or behaviours of a person addicted to harmful drugs or other substances?
2. In what ways does the addiction affect the user's life?

Week 8

Day 2

3. Vocabulary

A. Find the synonyms of the following words from the words written in bold in the reading text.

- | | |
|-----------------|----------------|
| 1. achievement | 5. adolescents |
| 2. feeling | 6. unusual |
| 3. disagreement | 7. really |
| 4. eagerness | |

B. Find the antonyms of the following words from the words given in the reading text written in bold.

- | | |
|-------------|-------------|
| 1. push | 3. marriage |
| 2. harmless | 4. continue |

3. Listening

Pre-listening Activity

Discuss the following questions in your groups.

1. What factors make people use drugs?
2. Young people start using drugs only because of peer pressure. Do you agree? Why? Why not?

While listening Activity

Complete the following blank spaces while listening to the text about reasons for using drugs.

There are many reasons why people might use _____ (1). If teenagers feel pressured because _____ (2) are doing them, they might start using drugs, too. _____ (3) occurs when teenagers want to fit in. So, they do something they know is wrong, not thinking of what could happen. Other teenagers might do drugs because they _____ (4). Low self-esteem and sadness cause people to want to do things to take the pain away. This means they might take different drugs

to _____ (5) and to forget their sadness. Unfortunately, drugs often make depression worse. In all of these cases, these people do not understand that drugs can cause _____ (6) to their bodies and brains.

One of the _____ (7) to try drugs is boredom. Many teenage users might say they were bored and had nothing better to do so they decided to try drugs because it would make life interesting. When people try drugs because they are curious, it becomes considerably dangerous. You might think you can take any drug and _____ (8). However, many drug users have said that the majority of people who try drugs will _____ (9). Most drugs are habit forming and it takes _____ (10) to be able to quit. Even prescription medicines can be addictive if you take them wrongly. Experimentation might be one of the easiest ways to ruin your life.

Post-listening Activity

In a group, discuss the following questions.

1. Do you know persons who are drug addicts in your area? What happened to them?
2. What problems do drug users face?
3. What solutions do you recommend for these kinds of people?

Week 8

Day 3

5. Speaking

Expressing the Effect of Something

In your group, discuss how the following things are related to drug use.

Example

Stealing is related to addictive drug use. If drug users have no money to buy the drugs, they may steal.

poor health	low marks
stealing	failing exams
borrowing	losing friends

6. Grammar

Using 'should', 'shouldn't', 'ought to' and 'had better'

- A. Be in pairs and practise asking and answering using the modal auxiliary verbs which show advice.**

Example:

A: I got low result in the previous test. What should I do?

B: You should study harder.

A: What should I do if I have a headache?

B: You had better ____ (1)_____.

A: What should I do if I am addicted with drugs?

B: You should ____ (2)_____.

A: What should someone do if she/he is an alcoholic?

B: He / she had better not ____ (3)_____.

A: What should I do if my academic performance becomes low because of peer influence?

B: You should not ____ (4)_____.

A: What should I do if my sister takes medicine without a prescription?

B: She should not ____ (5)_____.

A: All my friends drink too much alcohol. What should I do?

B: You should ____ (6)_____.

A: My friend told me to take aspirin for my toothache. What should I do?

B: You should ____ (7)_____.

- B. Complete the following sentences with appropriate modals from 'should' / 'shouldn't', 'ought to' and 'ought not to' and 'had better'. In some cases more than one answer may be possible.**

1. Medicines _____ be kept out of the reach of children.
2. We _____ read the doctor's prescriptions before we take drugs.

3. Only patients with heart problems _____ take this medicine.
4. We _____ smoke cigarettes in front of children.
5. Pregnant women _____ use drugs without the prescription of doctors.
6. The younger generation _____ expose themselves to drug use.
7. Everybody _____ take care in using the proper dose of medicines.
8. People who are not eighteen years of age _____ use alcoholic drinks.
9. Students _____ resist peer pressure towards drug use.
10. Parents _____ let their children use drugs.

C. In pairs, role play the following dialogue.

Adane: My brother is a chain smoker. What should I do?

Bashatu: Oh you should advise him to stop.

Adane: He doesn't want to listen to my advice at all.

Bashatu: You shouldn't stop advising him.

Adane: What else should I do?

Bashatu: You should tell him smoking causes lung cancer.

Adane: He is also alcoholic.

Bashatu: You had better tell him to avoid alcohol.

Adane: Should I say he will die if he doesn't stop?

Bashatu: No, you ought to warn him of the dangers politely.

Adane: Thank you for your advice.

Bashatu: You're welcome.

Grammar Spot

Should /*ought to*/ had better are modals used to give advice.

- Usually ‘ought to’/ had better are not used with questions.
- We can make contractions with the verb ‘should.’ (for example, ‘should not’ shouldn’t.)
- The word ‘not’ in the negative sentences goes after ‘should’ and ‘had better’ but in the middle of ‘ought to’ (ought not to)

Examples:

- You shouldn’t be late for class.
- Should I skip breakfast?
- We ought to use our time properly.
- We ought not to come late.
- You had better visit a doctor.
- I had better not sit idle.

Week 8

Day 4

7. Reading Fluency

Your teacher will read you aloud three paragraphs of “Say no to Drugs.” Listen to her/him attentively and follow the way he/she reads. Then, with your partner, take turns to read the paragraphs aloud.

8. Vocabulary

The following words are taken from the listening text, ‘Reasons for Using Drugs’. Use appropriate words to complete the blank spaces.

brains	teenagers	insensitive	ruin
prescription	peer pressure	depression.	stop
dangerous	interesting	damage	

Many (1) ____ who use drugs are influenced either by (2) ____ or by (3) ____ . Some may think that using drugs would make their life more (4) ____ and that they can (5) ____ any time they want. They don't understand the (6) ____ it causes to their bodies or (7) ____ . Thus, drug taking is very (8) ____ because it can (9) ____ their lives. Taking any drug without a doctor's (10) ____ is not advisable.

Week 8

Day 5

9. Writing

Writing Convention

Using the comma(,) (Part I)

A comma is used to:

- list separate words and word groups in a simple series of three or more items
- separate a dependent clause from the main clause when the sentence starts with a dependent clause.
- set off a name , a nick name or title of a person directly addressed.

In pairs, discuss the functions of the comma in the following examples.

Examples:

1. I went to the market and bought oranges, bananas, potatoes, onions and cabbage.
2. Genet, why did you miss the class yesterday?
3. Before eating three candy bars, I should have thought about their effect.

Rewrite the sentences below by inserting the comma correctly.

1. Although she was exhausted after studying for such a long time she got up early the next morning.
2. Sara Temila and Gutema participate in English club regularly.
3. Semira will you read the sentences?
4. If you want to score good marks in English you had better study hard.

Writing Composition

Cause effect Essay

Individually, write three paragraphs on the causes and effects of smoking. While writing the paragraphs, try to consider the following questions.

1. What are the things which lead to smoking? (paragraph 1)
2. What are the effects of smoking on our health? (paragraph 2)
3. What are the effects of smoking on our social life? (paragraph 3)
4. What do you want to say as final remark in paragraph three?(Last Paragraph)

Week 9 Life Skills

Week 9

Day 1

1. Word Study

Blending

Read the parts of words and blend the suffixes to the main words

Examples

- | | | | |
|----|----------------|---|---------------|
| a. | student - s | → | students |
| b. | grocery - es | → | groceries |
| c. | assertive-ness | → | assertiveness |

1. ability - es → _____
2. weak-ness → _____
3. way-s → _____
4. ill-ness → _____

2. Reading Comprehension

Pre-reading Activity

In your group, discuss the following questions before you read the text.

1. What are life skills?
2. What life skills are needed to become a high academic achiever in Grade 8?
3. How can you develop these skills?

While reading Activity

- A. There are three definitions of life skills given in the text. Copy the following table into your exercise book. Then, fill in the table with the definitions provided in the text.**

definition 1	
definition 2	
definition 3	

Life skills

Young people live in a world of **challenges** and need to develop skills to cope with these challenges. The term ‘Life Skills’ can be defined in different ways. For example, life skills may refer to a large group of mental, psychological, emotional and interpersonal skills that help people to make informed decisions, communicate effectively and develop coping and self-management strategies that can help them lead a healthy and productive adult life. Life skills are also defined as the abilities that help to **promote** mental well-being and competence in young people as they face the realities of life. Similarly, life skills can also refer to the competencies

required to adopt a positive attitudes and behaviours that enable individuals to deal effectively with the demands of everyday life.

Life skills educators recognise that students come from **diverse** backgrounds with different cultural and religious beliefs and family expectations. They may come from a background of **poverty** or wealth, high or low academic status, physical or medical and social problems such as physical disability and mental illness. Such backgrounds and problems, if not addressed in time, may result in **pitfalls** and inappropriate behaviour. Just to mention a few, inappropriate behaviours can include absence from school, **stealing**, drug and alcohol abuse and unwanted pregnancy. It is for these reasons that life skills education is considered by many educators to be an important aspect of the primary school curriculum. Primary school teachers are in a unique position to develop critical thinking, decision making, assertiveness, peer pressure resistance and effective communication in their students.

Life skills provide students with strategies to make healthy choices that contribute to a meaningful life. They also help students to take positive actions to protect themselves and to **promote** healthy and meaningful social relationships. Moreover, life skills facilitate complete and integrated development of individuals to function effectively as social beings.

B. Answer the following questions based on the reading text.

1. Life skills create challenges in the lives of human beings. Do you agree? Why? Why not?
2. List some of the reasons why life skills are important.
3. Why is life skills education an important aspect of the primary school curriculum?
4. List the inappropriate behaviours of young people mentioned in the text.
5. What life skills do primary school teachers teach their students?
6. What do you think will happen if the problems of young people are not solved?
7. Explain the ideas of the last paragraph in your own words.

Post-reading Activity

In a group, discuss the following questions. Then, report your ideas to your class.

1. What have you learned about life skills from the text?
2. How important are these skills to you or your life?
3. Does your school teach you life skills? If so, of what kind?

Week 9

Day 2

3. Vocabulary

Match the words in Column A which are taken from the reading text with their contextual meanings in Column B.

A	B
1. promote	A. varied
2. challenges	B. encourage
3. poverty	C. robbing
4. pitfalls	D. hidden dangers in a situation
5. stealing	E. difficulties
6. diverse	F. being poor

4. Listening

Pre-listening Activity

Discuss the following questions with your partner.

1. What life skills do you think your school has taught you?
2. What skills and competencies do you still need to learn?

While listening Activity

As your teacher reads a text about life skills, listen attentively and answer the following questions.

1. Does the speaker think schools should teach life skills?
2. What skills does he/she recommend to be taught in primary schools?

3. What life skills do traditional school subjects teach?
4. What is the benefit of doing homework as a life skill?
5. According to the speaker, how much work will be needed to cover additional life skills in the curriculum? Why?

Post-listening Activity

In groups of four, discuss the following questions.

1. Has listening to the passage changed your mind about the schools' role in teaching life skills? In what ways?
2. List three life skills your school curriculum has already included.
3. List three life skills that you think your school curriculum should include.

Week 9

Day 3

5. Speaking

Select any of the following situations and discuss it in your group. Your group should discuss only one situation. In your discussion, try to relate the ideas to your life situations. Reflect your points of discussion to the class.

Situation 1: Family commitments

Abebe is a 14-year-old student. He frequently misses classes because he has to do too many tasks to help his family. If you were his friend, what would be your advice to Abebe?

Situation 2: Fitsum quarrelled with his parents

Fitsum has quarrelled with his parents and left home. Only you know where he went. What can you do to help him?

Situation 3: Hana's parents decided that she should marry.

Hana's parents decided that she should marry early. However, Hana does not want to marry before she completes her grade 8 studies. If you were her brother/sister, how do you help her to stick to her objectives?

Situation 4: Hana got married

Hana got married without her agreement. Her parents and husband have never been to school. Moreover, her husband is an arrogant person. How do you think Hanna can persuade him to let her continue her studies?

6. Grammar

Adjectives of Quality

The underlined words are adjectives of quality. For what purpose are they used?

Examples:

1. Hana's parents seem very cruel.
2. Hana made a courageous decision.
3. Abebe is an intelligent and confident student.
4. His arguments are always persuasive.

Fill in the blanks with appropriate adjectives of quality given from A-D. Compare your sentences with your partner.

- | | |
|-----------------------|----------------------|
| A. emotionally strong | C. quite interesting |
| B. friendly | D. outstanding |

1. My best friend is a _____ person.
2. Yesterday's life skills lesson was _____ .
3. Our English teacher is an _____ person.
4. To overcome her problems, Gelane will have to be _____.

Grammar Spot

Adjectives of Quality

These adjectives

- tell what people or things are like by describing their qualities.
- answer the question: what kind? Usually, such adjectives come before the noun they describe.

Examples of quality adjectives include: boring, funny, clean, dirty, sweet, sad, amazing, arrogant, strange, sociable, original, useful, resilient, etc.

Week 9

Day 4

7. Reading Fluency

Read the text 'Life skills' aloud accurately, taking turns with your partner. Listen closely to each other and give helpful feedback.

8. Vocabulary

A. The following words are taken from the listening text. Match the words in Column A to their meanings in Column B

A	B
1. conventional	A. basic
2. financial	B. additional
3. fundamental	C. related to money
4. extra	D. owing money to someone else
5. debt	E. customary/ typical

B. Complete the following sentences using appropriate words from the list. Use a word only once.

chores	stare	alone	yell
snatched	extra	barely	collided

1. He _____ the photos out of my hand before I had looked at them.
2. Thirty minutes is not enough time to do this exam. We need _____ time.
3. They are already in debt. They will have _____ enough money to pay the rent.
4. The two cars _____ with each other at the cross roads.
5. Don't _____ at people like that; it is rude.
6. I always go to the library when I finish my _____.
7. The teacher is _____ now because all the students have left the class.
8. Some parents _____ at their children for no reasons.

Week 9

Day 5

9. Writing

Writing Convention

Using the comma (Part II)

Uses of the comma (continued)

The comma is used to:

1. separate two main clauses joined by coordinating conjunctions.
2. introduce direct quotations.
3. separate a non-defining clause or non-essential description from the main sentence.
4. separate the name of a city from that of the state or country.

Read the following sentences paying attention to the uses of the comma.

Examples

1. You painted the entire house yesterday, but it is still wet.
2. He actually said, “I can cook my own breakfast.”
3. Little Behailu, who was playing on the main road, has had a car accident.
4. I was born in Addis Ababa, Ethiopia.

Insert the comma in the following sentences where necessary.

1. While I was eating breakfast my daughter was studying.
2. Last year we visited Nairobi Kenya.
3. We wanted to go to the movie but our parents told us we had to study at home.
4. Solomon who is playing the piano in the concert is a very talented boy.

Writing Composition: Summary writing

Read the text given below and write a summary using your own words. Do not include your personal information in your summary. Use the following as guidelines.

- Create a title for your summary related to the main idea.
- What is self-esteem?
- What are the two main causes of lack of self – esteem?

Self-esteem is simply how you feel about yourself and how you judge your values. This evaluation has a profound impact on the choices you make since it determines what you consider yourself capable and worthy of doing. Though there are various causes of lack of self-esteem, two of them are discussed below:

Negligence of parents is one of the causes for lack of self-esteem. In many cases, when we were young, our feelings about ourselves are heavily influenced by how others feel about us and treat us especially our parents or guardians. Everyone deserves a loving family, but some young people have the misfortune of not getting adequate support at home. For example, some parents or guardians may not be able to provide their children with the care, guidance and attention they need and deserve. This can cause significant self-esteem problems for young people.

The other cause for lack of self-esteem is negative peer-pressure. Just as the way we were treated by parents or guardians can greatly influence our self-esteem, so can the way we are treated by our peers. Being part of a social group that brings you down – by not respecting you, by pressuring you to do things you are not comfortable with, by not valuing your thoughts and feelings, etc. – can cause you to feel like something is wrong with you. This is very damaging to how you see yourself.

UNIT 5

Plants and their Uses

Week 10 Flowers

Week 10

Day 1

1. Word Study

Segmenting Suffixes

- A. Read the word parts below and segment them. Then, read the words. Look up their meanings in a dictionary.

Examples:

- | | | |
|----------------|---|----------------|
| a. repeated | → | repeat - ed |
| b. broken | → | broke - en |
| c. development | → | develop - ment |

- | | | |
|--------------|---|-------|
| 1. mixed | → | _____ |
| 2. replied | → | _____ |
| 3. fallen | → | _____ |
| 4. movement | → | _____ |
| 5. satisfied | → | _____ |

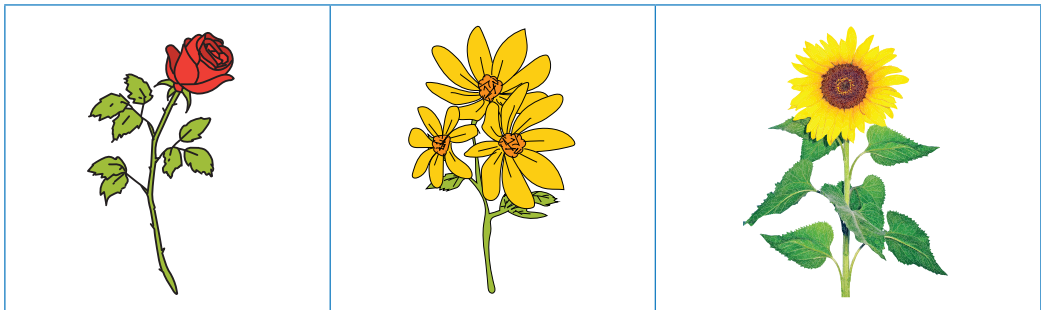
- B. Explain the meaning difference before and after the suffixes are added

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions about flowers.

3. Have you ever read a poem?
4. What is a stanza?
5. What kind of flowers do you know? What are they used for?
6. In which seasons do flowers usually grow and bloom?



While reading Activity

Answer the following questions based on the poem below.

1. “I am a kind word ...” What does the pronoun ‘I’ in the first line of the first stanza in the poem refer to?
2. What is the third stanza of the poem about?
3. According to stanza five of the poem, for what purposes are flowers used?
4. What does “I am the last gift of the living to the dead” in line 22 mean?
5. According to the last stanza of the poem, what does man have to learn from the song of flowers?
6. According to stanza six, what does, “I am a part of joy and part of sorrow” show?

A Singing Flower

I am a kind word uttered and repeated
 By the voice of Nature;
 I am a star fallen from the
 Blue tent upon the green carpet.

I am the daughter of the elements
With whom Winter conceived;
To whom Spring gave birth; I was
Reared in the lap of Summer and I
Slept in the bed of Autumn.

At dawn I unite with the breeze
To announce the coming of light;
At eventide I join the birds
In bidding the light farewell.

The plains are decorated with
My beautiful colours, and the air
Is scented with my fragrance.

I drink dew for wine, and listen to
The voices of the birds, and dance
To the rhythmic movement of the grass.

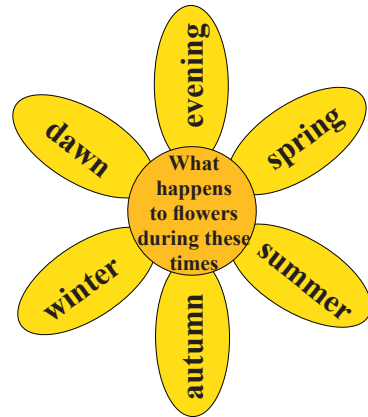
I am the lover's gift; I am the wedding wreath;
I am the memory of a moment of happiness;
I am the last gift of the living to the dead;
I am a part of joy and a part of sorrow.

But I look up high to see only the light,
And never look down to see my shadow,
This is wisdom which man must learn.

(Source: Slightly adapted from a poem by Khalil Gibran)

Post-reading Activity

In a group, discuss the picture and reflect your ideas based on the poem, “A Singing Flower”. Then report your ideas to the class.



Week 10

Day 2

3. Vocabulary

A. Find words in the poem which have equivalent meanings with the following words or phrases.

1. sun rise (stanza 3) _____.
2. made attractive (stanza 4) _____.
3. spoken (stanza 1) _____.
4. goodbye (stanza 3) _____.
5. odour (stanza 4) _____.
6. darkness (stanza 7) _____.
7. floor cover (stanza 1) _____.
8. knowledge (stanza 7) _____.
9. sadness (stanza 6) _____.
10. water droplets (stanza 5) _____.

B. Group the following words under the headings in the table below. The first one is done for you.

happiness	autumn	dance
sorrow	spring	beautiful
winter	joy	
love	gift	
decorated		

Emotions	Seasons	Something Attractive
happiness		

4. Listening

Pre-listening Activity

Discuss the following questions in your groups.

1. Have you ever grown flowers? For what purpose?
2. How do you feel when you see flowers?

While listening Activity

Listen carefully while your teacher reads the listening text aloud and answer the following questions.

1. What are the important functions of flowers mentioned in the listening text?
2. Why do bees use the nectar of flowers?
3. What is the principal value of flowers to people?
4. What should be done to get the greatest amount of bloom in plants?
5. How can some flowers be forced into earlier bloom?
6. Why is that flower production by shrubs sometimes increases if their leaves are cut?

Post-listening Activity

Discuss the following questions in your groups.

1. For What purpose do we use flowers?
2. Do flowers grow in your area? Do they serve the roles / functions indicated in the listening text?
3. What economic importance do flowers have for Ethiopia?

Week 10

Day 3

5. Speaking

In your group, take flowers types that you are familiar with/ you know well in your local areas and discuss the following.

- the types of flowers
- the colours they have
- their importance
- seasons they grow and bloom in

6. Grammar

The Passive Voice (Part I)

Examples:

1. The plains are decorated with ...
2. The air is perfumed with ...
3. The floor is covered with ...

What do the underlined verbs in the above examples indicate?

A. Rewrite the following sentences with the correct passive forms of the verbs in brackets.

A: There was a storm last night.

B: _____ (1) (be) anything _____ (2)? (damage)

A: Yes, some trees fell on cars. Fortunately, nobody _____ (3) (kill)

B: How many cars _____ (4) during the storm? (crush)

A: Three or four.

B: Have the trees _____ (5) yet? (remove).

A: Yes, they have. But the cars are still there.

B: When will the cars _____ (6) (remove).

A: Tomorrow, I hope.

B: How badly _____ (7) the cars _____ (8)? (damage)

A: One of them was completely destroyed.

B. Rewrite the following sentences by putting the underlined words into passive form. Make any other necessary changes.

Example

The bride carried interesting flowers. (active)

Interesting flowers were carried by the bride. (passive)

1. My grandfather planted those roses in the garden.
2. We will decorate the tables with rare and beautiful flowers.
3. Her boyfriend gives her expensive flowers.
4. Many poets in the past wrote poems about flowers.
5. The school children will water the flowers every morning.
6. I planted these apple trees in the compound last year.

C. In your notebook, rewrite the following conversation putting the underlined verbs into the passive and making any other necessary changes.

Ariet: How was the holiday?

Okello: It was fantastic. (1)They organised everything so well. As soon as I arrived at the air port, (2) my uncle met me and took me to the hotel. (3) Someone put fresh flowers on the table in my room.

Ariet: Oh, how lovely. What about the food?

Okello: It was excellent. (3)They freshly prepared it all in the hotel and (4)they even baked the bread in the hotel kitchen. (5) They served fresh bread at breakfast every morning.

Ariet: Mm, it does sound good. What about the surrounding area? Was it nice?

Okello: Oh, beautiful.

Grammar Spot

The Passive

The passive is used in the following instances:

- a. When we don't know who does, or did the action

Example

My English textbook was stolen last week. (I don't know who stole it.)

- b. When it is not important to know who does or who did the action.

Example

Fresh roses are exported from Ethiopia to Canada. (It doesn't matter who exports them)

- c. In passive sentences, if we want to say who did or what caused the action we use 'by' + the doer of the action.

Example

Fiker Eske Mekabir was written by Hadis Alemayehu.

- d. Some verbs have two objects. In such cases, it is possible to make two different passive sentences.

Example

She gave me a beautiful flower.

A beautiful flower was given to me (by her).

I was given a beautiful flower (by her).

Form: to be + past participle (V3)

(be / is/ am/ are/ was/ were/ been /being + V3)

Tense	Active	Passive
Simple present	She buys flowers.	Flowers are bought (by her).
Simple past	She bought flowers.	Flowers were bought (by her).
Pres. continuous	She is buying flowers.	Flowers are being bought (by her).
Past continuous	She was buying flowers.	Flowers were being bought (by her).
Pres. perfect	She has bought flowers.	Flowers have been bought (by her).
Past perfect	She had bought flowers.	Flowers had been bought (by her).
Simple future	She will buy flowers.	Flowers will be bought (by her).

Week 10

Day 4

7. Reading Fluency

Your teacher will read the previous poem aloud. Listen carefully and read the poem, aloud with your partner. Take turns.

8. Vocabulary

In your exercise book, complete the sentences using correct contextual words from the box.

roses	bloom	wreath	nectar
florist	nursery	greenhouse	

1. He sent her a bunch of red _____.
2. Bees collect _____ from distant areas and turn it into honey.
3. A garden where plants and trees are grown from seed is called a _____.
4. Anjore is a _____. She works in a shop where flowers and plants are sold.
5. When flowers _____, they open their buds.
6. A building with clear plastic glass sides and roof that is used for growing plants is called a _____.
7. The president ended her visit by laying a _____ at the war memorial.

Week 10

Day 5

9. Writing

Writing Convention

Rhyming in the stanzas of a poem

1. Study the following examples of rhyming words. What does rhyming mean?

Example:

That age is best which is the first,
 When youth and blood are warmer;
 But being spent, the worse and worst
 Times still succeed the former.

Rhyming is the repetition of an identical or similarly accented sound or sounds in poetry. There are two kinds of rhymes: internal rhymes and end rhymes.

2. Discuss the rhymes in groups.

Find the internal rhymes and end rhymes in the following poem

The fair breeze blew, the white foam flew,
 The furrow followed free;
 We were the first that ever burst
 Into that silent sea.

(From a poem by Samuel Taylor Coleridge)

1. Internal rhymes _____
2. End rhymes _____

Writing Composition : Writing a Poem

Write a poem of three stanzas of your own about one of the flowering plants grown in your local area.

Week 11 Fruits and Vegetables

Week 11

Day 1

1. Word Study

Blending - Segmenting

Prefixes (anti, un)

- A. Segment the prefixes of the following words. Then, read both the segmented pre-fixes and the words with your partner. Discuss whether you observe any change in meaning.

Examples:

antiseptic → anti - septic

unfortunate → un - fortunate

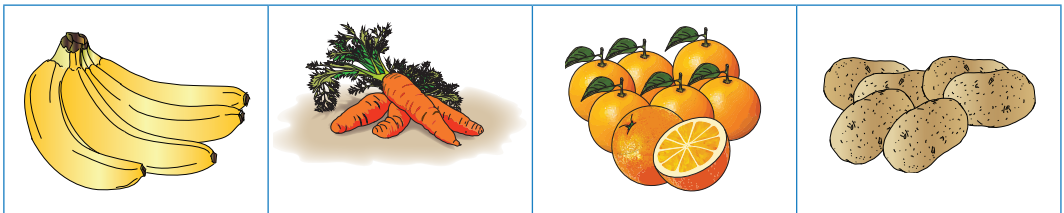
1. antioxidant → _____
2. unproven → _____
3. antisocial → _____
4. unexpected → _____

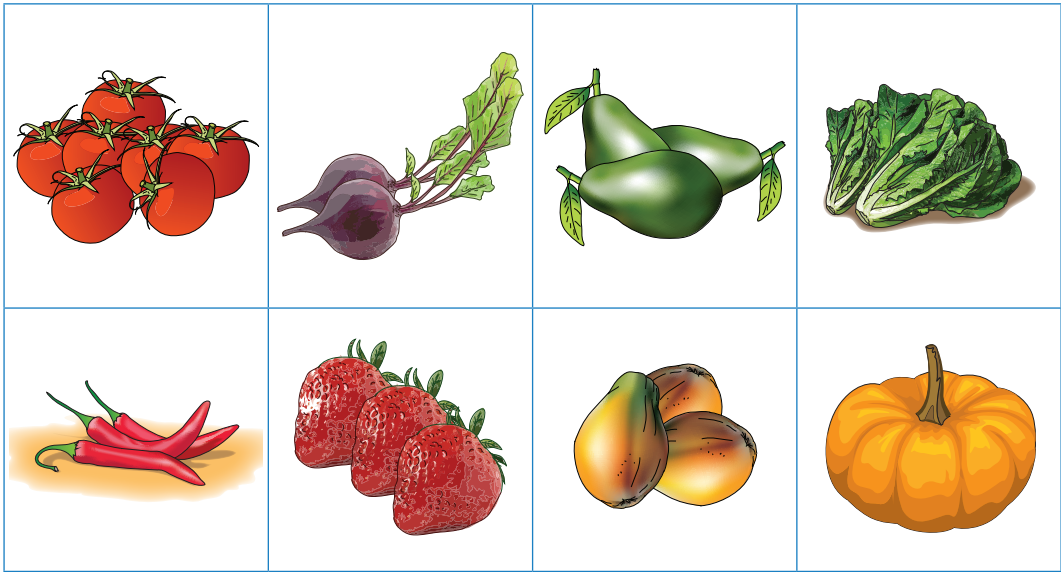
- B. Explain the difference in meaning before and after the prefixes are added.

2. Reading Comprehension

Pre-reading Activity

Uses of Fruits and Vegetables





Discuss the following questions with your partner.

1. Do you like fruits and vegetables?
2. Which of the fruits or vegetables in the illustration can you name?
3. What are the health benefits of fruits and vegetables?

While reading Activity

A. Say 'True' or 'False' to the following statements based on the reading text below.

1. Fiber is the indigestible part of fruits and vegetables which promotes digestive health.
2. A vegetable is a seed-bearing structure that develops from the ovary of a flowering plant.
3. The fiber in fruits and vegetables can increase cholesterol levels in the blood.
4. The World Health Organisation recommends 400 gram of fruits and vegetables per person to be eaten every day.

B. Complete the table below with the information from the reading text.

Vitamin	Use
A	
C	
E	
K	

Uses of Fruits and Vegetables

A vegetable is the edible portion of a plant. Vegetables are usually grouped according to the portion of the plant that is eaten, such as leaves (spinach and lettuce), stem (celery), roots (carrot), tubers (potato), bulbs (onion) and flowers (broccoli). On the other hand, a fruit is a seed-bearing structure that develops from the ovary of a flowering plant. Though a tomato is botanically a fruit, it is commonly considered a vegetable. According to this definition citrus fruits (orange and lemon), squash (zucchini and pumpkin) and pepper (red pepper and green pepper) are also fruits. There are seeds such as peas and beans which are also considered as vegetables.

Fruits and vegetables play a number of important roles in human health. They are major sources of important nutrients in the diet, including vitamins **A**, **C**, **E** and **K** and the indigestible carbohydrate fibre. They are also good sources of minerals such as iron, zinc, calcium, potassium, and phosphorus.

Lacking any one of the nutrients can lead to poor health. For example, you need vitamin **C** to maintain tissue health and to aid in wound healing; vitamin **A** supports eye health; vitamin **E** is a strong antioxidant vitamin that helps fight damaging free radicals in the body; and vitamin **K** is essential for proper blood clotting. The mineral potassium is an essential element that helps regulate fluids in the body and counteracts the negative effects of too much sodium in the diet. Even fiber, the indigestible part of fruits and vegetables, promotes digestive health and can help reduce cholesterol levels in the blood.

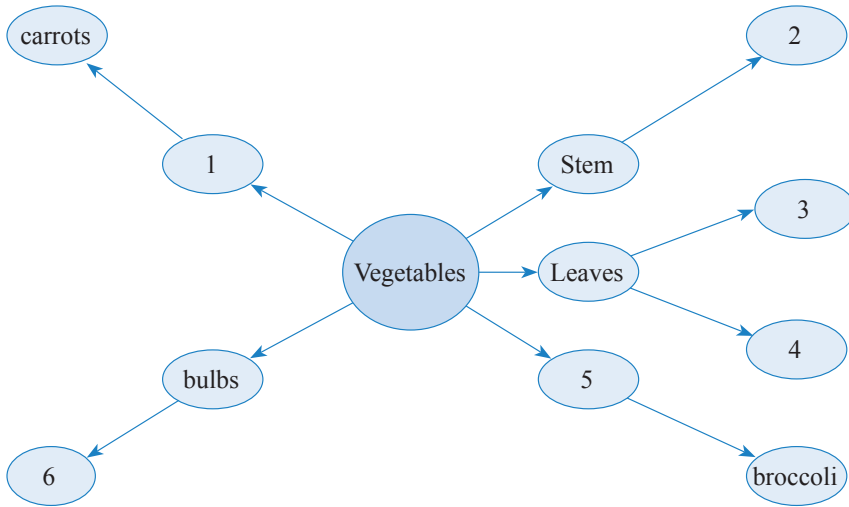
The World Health Organisation recommends 400 gram of fruits and vegetables per day or alternatively five servings a day; at least two servings of fruits and three servings of vegetables. Moreover, experts recommend consumption of fresh, frozen, dried, or canned fruits and vegetables of a variety of colours and kinds, with more emphasis on dark-green leafy vegetables and orange fruits.

C. Find what the following words and phrases refer to in the reading passage.

1. In paragraph one, "... which are also considered vegetables..." 'which' refers to _____.
2. In paragraph two, "They are major sources..." 'They' refers to _____.

Post-reading Activity

A. Complete the missing information in the following diagram.



B. List the fruits and vegetables that are found in your area.

Week 11 Day 2

3. Vocabulary

Use appropriate words in the box below to complete the sentences that follow. Write your answers in your exercise book.

variety	expert	heal	edible	lack
regulate	diet	fight	frozen	

1. We don't have any fresh vegetables. We have, only ____ peas.
2. If there is a ____ of any one of the nutrients in our body, it results in poor health.

3. When preparing foods, we need to think about ____ and taste,
4. Not all plants are ____; some are even dangerous to eat.
5. Eating fruits and vegetables helps our body to ____ disease.
6. Vitamin C is needed to maintain tissue health and ____ wounds.
7. Doctors have _____ knowledge of diseases.
8. The combination of different fruits and vegetables with other foods contribute to a balanced ____.
9. We must not eat too many sweet things. We should ____ the amount of sugar in our diet.

4. Listening

Pre-listening Activity

1. Name the plant in the pictures and describe it.
2. Do people in your local area use this plant?
3. What medical value does it have?



While listening Activity

Answer the following questions while listening to your teacher reading the text.

1. What are the two main medicinal ingredients in garlic?
2. What is the importance of antioxidants for our body?
3. Eating too much raw garlic causes problems. What are they?
4. List the symptoms of garlic allergy.
5. List the continents where garlic was commonly used.
6. Write some of the dietary benefits of garlic.

Post-listening Activity

Discuss the following questions.

1. In what ways do people in your area use garlic?
2. Summarize the ideas of the listening text in your own words and present to the class.

Week 11

Day 3

5. Speaking

Talking about your favourite foods

- A. Act out the following dialogue in pairs taking turns.**
- B. Then, based on this model dialogue, create another dialogue about your favourite fruit's use with your partner.**

A: Do you like eating fruit?

B: Yes, I do.

A: What are your preferred fruits?

B: Orange, apple, banana, pineapple, mango, papaya, and grape are among those I like, but apple is my favourite fruit.

A: Why do you like apple most?

B: It has many health benefits. There is even a saying 'An apple a day keeps the doctor away'.

A: How often do you eat fruits?

B: Oh, at least five days a week.

A: Do you also like vegetables?

B: Yes, they are also part of my daily food, especially tomatoes, carrots, cabbage and pepper.

6. Grammar

Conditional Type III (Impossible Condition)

Examples

- If Shewit had offered me fruit juice, I would have been happy. (Shewit didn't offer me the fruit Juice, so I was not happy.)
- If I had bought oranges, I would have given you some. (I didn't buy oranges, so I didn't give you any.)
- If Lafebo hadn't known the nutritional value of vegetables, he wouldn't have included carrots in his diet. (Lafebo knew the nutritional value of plants, so he included carrots in his diet.)

A. With a partner, discuss the following dialogue paying attention to the underlined verbs.

Fatuma: Hi, Desta. Why didn't you come to our home yesterday?

Desta: I had to study English.

Fatuma: If you had come home with us, you could have studied with us.

Desta: Oh! I did not know that. I would have come to your house if I had known.

Fatuma: I would have made you tea if you had come to my house.

Desta: Thanks, Fatuma. I would have been happy if I had had tea at your home.

Fatuma: Desta, how was last week's English examination?

Desta: It was difficult for me, but I think, if I had studied harder, I might have scored a higher result.

Fatuma: You are right, we could have done quite well if we had studied longer.

Desta: What about the conditional sentences? I did not understand them very well.

Fatuma: Neither did I.

- Desta:** If we had asked our teacher, she would have explained them to us, and we would have understood them better.
- Fatuma:** Yes, you're right. Our teacher would have helped us if we had asked her.

B. Rewrite the following sentences changing the verbs in brackets into past perfect and conditional perfect tenses in the if clauses and main clauses.

Example

If she (work) hard, she (be) successful.

If she had worked hard, she would have been successful.

1. If I (finish) my exam, I (visit) my parents.
2. If you (plant) trees, your compound (be) attractive.
3. I (show) Fantu the garden if she (come) on Monday.
4. If you (help) the poor, you (be) blessed.
5. We (miss) the first class if we (not come) to school on time.

Discuss the meaning of each sentence with your partner.

C. Write three sentences of your own using conditional sentences type III. Then, compare your answers with your group members.

Grammar Spot

Conditional sentences type III (Impossible Condition)

Use:

Conditional sentences type III are used to express unfulfilled condition in the past.

Form:

The verb in the if clause is past perfect and the verb in the main clause is conditional perfect.

If – clause	Main- clause
Had + V ₃ (past participle)	Conditional perfect or would/ should/ could/might + have + V ₃ (past participle)

Example

If I had known the health benefits of garlic, I would have used it.

(meaning I didn't know the health benefits of garlic, so I didn't use it)

Week 11

Day 4

7. Reading Fluency

Your teacher is going to read you the text, 'Uses of Fruits and Vegetables' aloud. With a partner, take turns to read the text aloud and give feedback to each other.

8. Vocabulary

Use appropriate words in the box to complete the sentences below.

flavour	allergic	irritation
ancestors	benefits	assist

- Garlic has a long history. There is evidence that our _____ were using it over 7,000 years ago
- Eating too much raw garlic may cause problems. One of which can be _____ of the digestive tract.
- Garlic can be used as medicine. In other words, it has medical _____.
- People who are _____ to garlic show symptoms of skin rash, temperature and headache when they eat it.
- Every fruit and vegetable has its own taste, but some people use sugar and salt to add _____ to their food.
- Fruits and vegetables _____ our body to stay healthy.

Week 11

Day 5

9. Writing

Writing Convention

Summarizing

When we summarize a piece of writing, we can follow the following steps:

- skimming (reading the text for general information)
- scanning (reading the text for specific information)
- writing the main points in our own words.
- checking that the summary makes sense as a new piece of writing.

Writing Composition

Write a summary of the following text in to the paragraph. Include the main points (the topic sentences) of each paragraph in your summary. Give your paragraph a heading.

Lemons and limes are highly acidic citrus fruits. Limes are green, small, and generally more acidic than lemons. Lemons are yellow and larger than limes. Both fruits have good nutritional qualities. Though both lemons and limes are very acidic, they have slightly different flavours and scents. A lemon has a sour while a lime has a bitter taste. Both citrus fruits are frequently used in preparing food and drinks, as well as a variety of household products.

Lemon juice is added to salads and pasta dishes and squeezed over fish and meat; it is even used in many jams and preserves. Similarly, lime juice is often used in pasta and rice and on fish and meat.

Desserts also make frequent use of the lemon's flavour, with lemon juice, pulp, and zest often found in cakes and pies, ice creams and gelatos. Lime juice, pulp, and zest appear less commonly in desserts but may on occasion be found in many of the same dessert foods that lemons are.

The juice from lemons and limes is used in many drinks, from homemade lemonade and limeade to commercial products, such as Coca-Cola and Pepsi. Slices of the fruit are often added to other drinks to give additional flavour.

Lime is somewhat less commonly used outside food and drink, but it can be found in some perfumes and aftershaves for men. Lemon-scented cleaning products are common, however. You can find lemon among the ingredients of cleansers for hands and body, in detergents for dishes and household cleaning and in air fresheners.

Week 12 Plants for Healing

Week 12

Day 1

1. Word Study

Blending

A. Blend the following suffixes to the root words. Then, read the blended words.

Example		
moderate - ation	→	moderation
season - al	→	seasonal

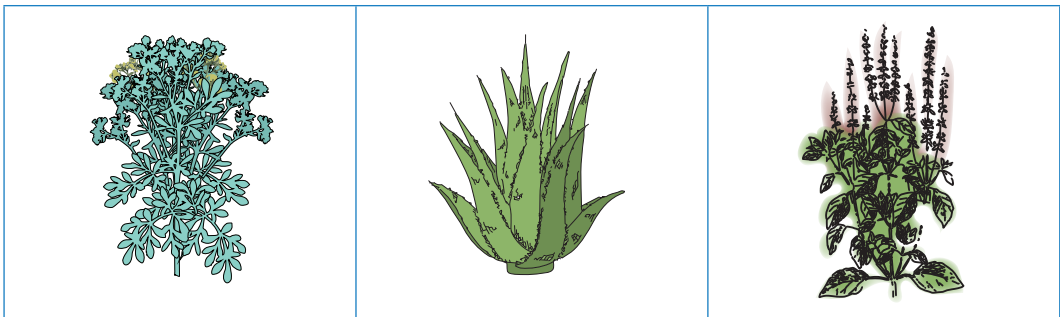
1. decorate - ation	→	
2. refrigerate - ation	→	
3. ornament - al	→	
4. medicine - al	→	

B. Tell the difference brought about in terms of meaning following the addition of the suffixes.

2. Reading Comprehension

Pre-reading Activity

Study the pictures and discuss the following questions in groups.



1. What kind of plants do you see in the pictures?
2. What benefits do these plants provide us with?
3. Name some herbal medicines you know.

While reading Activity

A. Answer the following questions based on the reading text about Plants for Healing.

1. When did people start using medicinal plants?
2. Ruta graveolen is commonly known as _____ or _____.
3. In addition to its medical uses, _____ is also an important ingredient in perfumery, soap – making and flavouring liqueurs.
4. Insect and snake bites can be treated through _____.
5. How many scientifically confirmed medical uses does ginger have?
6. The roots of *Lepidium sativum* is used in treating _____ and _____.

Plants for Healing

Medicinal plants have been identified and used throughout human history. Before modern-day medicine, ancient civilizations knew how to use plants strategically to treat common illnesses and even **life-threatening** diseases. Some of the commonly used medicinal plants are discussed below.

Ruta graveolen commonly known as rue or **herb-of-grace**, is grown as an ornamental plant and as a herb plant. It is also cultivated as a medicinal herb, as a spice, and to a lesser extent as an insect repellent. *Ruta graveolens* was used extensively in ancient Roman cookery, but now rue leaves and berries are an important part of the cookery of Ethiopia. Especially they are used with coffee, tea, milk and in preparing traditional spice mixes.

Ocimum basilicum also known as basil is another plant used for different medical purposes. **Basil** is used for stomach contraction, loss of appetite, intestinal gas, kidney conditions, fluid retention, head colds, warts, and worm infections. It is also used to treat snake and insect bites. It is also used to flavour soups and sauces. Moreover, it is an important ingredient in perfumery, soap-making, and flavouring liqueurs.

Lepidium sativum, garden cress, is used in easing cases of asthma, cough with mucus and bleeding piles. Its root is used in the treatment of secondary syphilis and tenesmus. The seeds promote the flow of milk during breast-feeding. *Lepidium sativum* is widely used in some parts of our country for protection against tapeworm, and other parasites.

Ginger is best known for its anti-nausea effects. It has more than 40 scientifically confirmed pharmacological actions. It has broad-spectrum antibacterial, antiviral, antioxidant, and anti-parasitic properties. It is anti-inflammatory and valuable for pain relief for joint pain, menstrual pain, headaches, and more.

The **succulent** plant, aloe vera is not only extensively used in beauty products, it is also known medically to have many healing properties. When the jell is applied to the skin, it can reduce inflammation and ease irritation and it has both antiviral and antibacterial properties. People can also use its dried and powdered sap to treat many medical conditions, from constipation to diabetes.

In order to get the medicinal benefits of all these plants, the indigenous knowledge of the community where they grow is invaluable. Local people know which plant should be used to treat which illness; and through experience, they also know the dosage of each medicine. These medicinal plants have been used for years and people will no doubt continue using them in the future too.

B. Match the herbs in Column A with their medicinal uses in Column B

A	B
1. A herb that treats asthma cough, bleeding piles, and secondary syphilis	A. aloe vera B. herb-of-grace
2. A herb with antibacterial, antiviral and antiparasitic actions	C. ginger D. lepidium sativum
3. A herb that cures stomach contraction, loss of appetite, and intestinal gas	E. basil
4. An insect repellent herb	
5. A succulent with skin soothing properties	

Post-reading Activity

List the plants used for medical purposes in your area and discuss them with your partner.

Week 12

Day 2

3. Vocabulary

Match the words in Column A with their meanings in Column B . Refer to the paragraphs indicated next to each word to find its meaning in context.

Examples

repellent (para. 2) → repulsive or capable of driving off
retention (para. 3) → capacity to hold

A	B
1. life - threatening (para .1)	A. shrinkage
2. ornamental (para. 2)	B. an alcoholic drink
3. contraction (para .3)	C. serving as decoration
4. flavour (para .3)	D. likely to cause death
5. liqueur (para .3)	E. proved
6. confirmed (para .5)	F. native to a specific place
7. indigenous (para -7)	G. taste

4. Listening

Pre-listening Activity

Discuss in group to answer the following questions

1. What do you know about the moringa tree?
2. For what purposes do people use moringa?
3. Which part of moringa plant do you think can be used?

While listening Activity

Answer the following questions while listening to the text.

1. The moringa tree is native to _____.
A. China
B. India
C. Kenya
D. Ethiopia
2. In the Philippines, the moringa tree is called _____.
A. Nebedag
B. Shiferaw
C. mother's best friend
D. Basil
3. Moringa leaves are a good source of nutrients except _____.
A. vitamins
B. minerals
C. proteins
D. fats
4. In addition to having nutritional value, moringa can be used to treat infections.
A. True
B. False
5. The mature seed of moringa is _____ oil.
A. 20%
B. 30%
C. 40%
D. 50% oil
6. The dry seeds of moringa can be either boiled or fried and eaten as peas.
A. True
B. False

Post-listening Activity

Compare the medical uses of moringa tree with the medical uses of other trees you know. Discuss them with your partner and share your ideas to the whole class.

Week 12

Day 3

5. Speaking

Reflection on the health benefits of plants

List plants that are used for medicines in your areas. Then discuss in your group how they are used and in what ways they are different from modern medicines.

6. Grammar

Expressing Result

A. Complete the following dialogue using ‘so ... that’ expressions.

Example:

Her love of plants is _____ (great) her compound is full of different types of plants.

Her love of plants is so great that her compound is full of different types of plants

A: Do you like plants?

B: Yes, they are _____ (1) (important) we can't live without them.

A: In what ways?

B: First of all, their existence is _____ (2) (crucial) we breathe in the oxygen they breath out.

A: What else can they give us?

B: They are _____ (3) (generous) we get most of our food from them.

A: I think their medical values are also _____ (4) (valuable) we can cure ourselves of many diseases using plants.

B: Yeah, their ornamental uses are also _____ (5) (varied) we use them in our homes

B. Join the following pairs of sentences using the expression so ... that. Write them in your exercise book.

1. Raw garlic is strong. It is difficult to eat it in large quantities.
2. 'Ruta graveloen' is popular for use in coffee. People grow it in their gardens.
3. 'Ocimum basilicum' is versatile. People can use it to treat many different diseases.
4. The food she eats is nutritious. She is always fit and healthy.
5. Vegetables and fruits are important. We need to include them in our everyday diet.

C. Write three sentences of your own using 'so ... that'. Then compare your sentences with your partner.

D. Complete the following short paragraph using 'such....that', 'such/a/an...that' or 'so...that'.

Example

- Garlic is **such an** important plant **that** many people use it.
- Most plants have **such** medicinal values **that** scientists have carried out research on them.
- Carrots are **so** valuable for one's eyesight **that** people should eat them nearly every day.

This has been _____ (1) bad summer _____ I have not enjoyed it at all. There have been _____ (2) rainy days _____ I have been confined to home most of the time. Yesterday, it was rainy and cold. There was _____ (3) heavy rainstorm _____ people were not able to walk about as usual. I tried to take the bus to school, but it was _____ (4) full _____ I couldn't

even get on. So I decided to walk to school. I didn't have an umbrella so I got wet. I got _____ (5) wet _____ I had to change into my dirty clothes when I finally went to school. I felt like _____ (6) idiot _____ my school friends had to tell me to take things easy.

E. Write three sentences of your own using (such a/an that or such ... that). Then, compare your sentences with a partner.

Grammar Spot

'So that' – is one of the conjunctions used to introduce adverbial clauses of result .

- So is followed by adjective + that

Example

- The forest is so thick that it is difficult to walk in.
- Such a... that – is also used to introduce adverbial clauses of result
- It is followed by adjective + singular noun

Example

He is such a clever scientist that he makes studies on herbal medicines.

- It is also followed by an (such an + adj + singular Noun)

Example

I have read such an interesting use of ginger that I always use it in my meals.

- Such + adj + plural Nouns

Example:

I have read such interesting uses of ginger that I use it in my meals most often.

Week 12

Day 4

7. Reading Fluency

Listen attentively as your teacher reads the text, ‘plants for healing’, and read the same paragraphs aloud with accuracy taking turns with your partner.

8. Vocabulary

Complete the following paragraph with appropriate words given below.

traditional	blended	steeping	enhance
diet	berries	ingredients	stimulate

The simplest and most (1) _____ way to bring the medicinal aspect of plants into ones daily (2) _____ is to prepare herbal teas. Herbal teas are made as simple infusions of single or (3) _____ plant materials. They not only taste exciting and wonderful but also often (4) _____ the function of the digestive system, relax or (5) _____ the mind or have a calming effect on one’s spirit. Tea, also known as an infusion, is made by adding boiling water to fresh or dried plants and (6) _____ them for 5-10 minutes. The resulting tea may be drunk either hot or cold. Roots, bark, and (7) _____ require a longer exposure to heat to extract their beneficial (8) _____. They are simmered in boiling water for a longer period than teas, making a so-called decoction, which also may be drunk hot or cold.

Week 12

Day 5

9. Writing

Writing Convention

Common Spelling Rules - Plural Formation

Knowing spelling rules is one of the strategies to help you spell words correctly. Study the following spelling rules on plural formation.

1. Most regular nouns add ‘-s’ to form their plurals.

Examples

book → books

chair → chairs

2. Nouns ending in ‘-s’, ‘-ss’, ‘-z’, ‘-ch’, ‘-sh’, ‘-x’, usually add ‘-es’.

Examples

bus → buses branch → branches

business → businesses dish → dishes

quiz → quizzes fox → foxes

3. Some nouns ending in a vowel + ‘o’, add ‘-s’.

Examples

radio → radios

kangaroo → kangaroos

whereas others add ‘-es’.

Examples

potato → potatoes

volcano → volcanoes

4. Nouns ending in a vowel + ‘y’, add ‘-s’ (because usually we cannot have three vowels in a row).

Examples

key → keys

donkey → donkeys

5. Nouns ending in a consonant + y, change the ‘y’ into ‘i’ and add ‘-es’.

Examples

baby → babies

company → companies

6. Nouns ending in a 'f' or 'fe', usually change the 'f' or 'fe' to 'v' before adding '-es'.

Examples:	
leaf	→ leaves
knife	→ knives

Choose the correctly spelled words and write them in your exercise books.

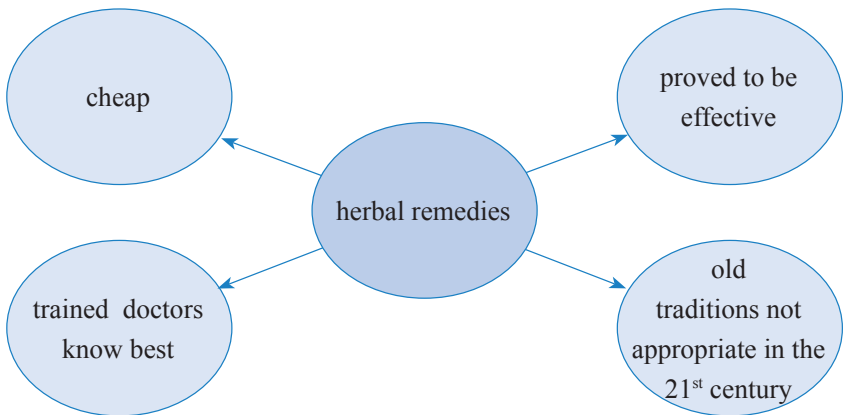
1.	A. heros	B. heroes
2.	A. difficulties	B. difficultys
3.	A. boxs	B. boxes
4.	A. lorrys	B. lorries
5.	A. brushes	B. brushs
6.	A. matches	B. matchs
7.	A. wifes	B. wives
8.	A. photoes	B. photos

Writing Composition

Persuasive Essay

Write a persuasive essay of three paragraphs either in favour or against using herbal rather than modern remedies.

Use the following graphic organiser to give arguments for and against each kind of medicine and then draw your own conclusion.



Week 13 How Coffee Grows

Week 13

Day 1

1. Word Study

Word Blending

- A. Read the following words and suffixes. Then, blend the suffixes to the root words and read them aloud.

Examples

- | | | | |
|----|--------------|---|-----------|
| a. | contain - er | → | container |
| b. | farm - er | → | farmer |
| c. | consume-r | → | consumer |
| d. | make-r | → | maker |

- fertilize - r → _____
- energize - r → _____
- shine-r → _____
- work-er → _____
- research-er → _____
- photograph-er → _____

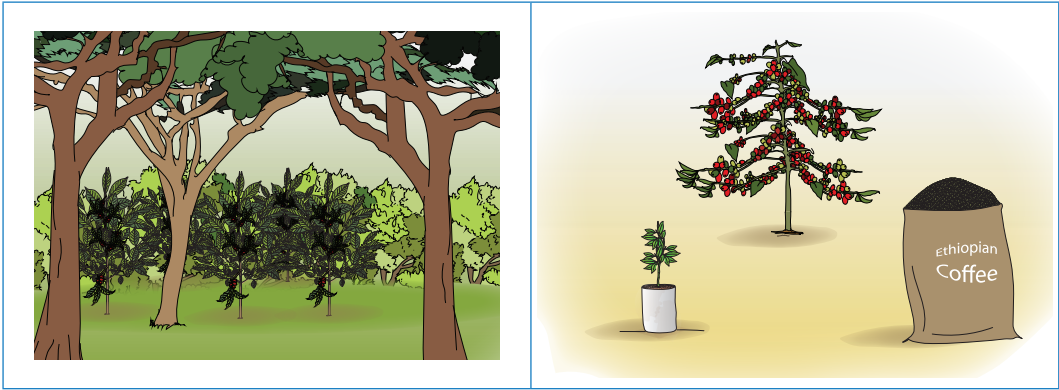
- B. Is there a meaning difference following the addition of the suffixes? Explain to your partners.

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions in small groups.

1. Look at the pictures below. What do you think they represent?
2. Does coffee grow in your area? If yes, how do people grow it?



While reading Activity

A. Answer the following questions as you read the text that follows.

1. Find the following words and phrases in the reading text as quickly as you can.

- | | |
|--------------|-----------|
| • First | • Second |
| • After this | • Then |
| • Next | • Finally |

2. What is the function of the above words or phrases?
3. Which of the following is the main idea of the reading text?
 - a. Coffee is prepared differently in different countries.
 - b. Various processes are needed to grow coffee properly.
 - c. Coffee is becoming more popular in countries around the world.

How to Grow Coffee

Planting coffee requires adequate preparation. First you need the coffee beans. To prepare coffee beans, you should pick **ripe** coffee cherries by hand, remove the pulp and wash them. After this, rewash, **discarding** any beans that float. Next, dry the

beans on a mesh screen in open, dry air. The beans should be slightly soft and moist inside and dry on the outside.

After you have your seeds, **soak** them in water for 24 hours, drain, and sow in damp sand or wet soil to **germinate**. Water the seeds daily but not too much, the soil should be just moist. Then after the seeds have germinated, the plant can either be left to grow where it is or transplanted into a **porous**, low pH soil with a high nitrogen content.

Before transplanting time comes, the soil itself should be made ready to receive the young plants. The best soil is the one that contains a large **proportion** of potassium and phosphoric acid. That was why **conventional** coffee farmers burn off the foliage and trees covering the land and use the ashes as fertilizer. Coffee plantations are generally laid out on heavily wooded and sloping lands, most often in forests on mountainsides and plateaus, where there is an **abundance** of water.

Coffee plants must be protected from wind and direct sunlight with windbreaks consisting of rugged trees, with trees of other kinds growing between the rows to shade the coffee. It is recommended to plant shade trees on coffee farms with appropriate spacing. The shade trees also serve to check soil erosion, and to provide nutrients to the soil. The coffee plants should be kept free of **weeds**.

The seedlings need to be watered frequently and shaded from bright sunlight until they are **energetic** enough to be permanently planted. It takes two to three years for the tree to flower and possible cherries to be produced. Once the cherries mature, you can harvest, pulp, ferment, dry, roast and grind the coffee to finally enjoy a nice cup of coffee.

B. Answer the following questions based on the reading text.

- For how long should coffee beans be soaked in water before they are planted in wet soil?

A. 5 days	C. 24 hours
B. 3 days	D. 48 hours
- To transplant coffee seedlings the best soil is the one that contains a _____.
 - small proportion of potassium and phosphoric acid.
 - large proportion of potassium and phosphoric acid
 - large proportion of calcium and magnesium.

- D. small amount of calcium and magnesium.
- 3. Mountain sides are generally good places to plant coffee trees.
 - A. True
 - B. False
- 4. It is important to cut back all other trees which prevent coffee trees from getting direct sunlight.
 - A. True
 - B. False
- 5. It takes a coffee tree _____ years to bloom and produce cherries.
 - A. five to seven
 - C. three to four
 - B. three to five
 - D. two to three

Post-reading Activity

Discuss the following questions in small groups.

1. Imagine that you want to have your own small coffee farm. What information in the reading text is important for you? What will you do with that information?
2. Considering the processes of growing coffee, do you think that the amount of money paid for a cup of coffee or a kilo of coffee in your area is enough?

Week 13 Day 2

3. Vocabulary

Match the words in Column A with their meanings in Column B based on the reading text.

Examples:	
moist (para. 1)	= damp, wet
drain (para. 2)	= empty out/remove

A	B
1. ripe	A. absorbent
2. discarding	B. immerse
3. soak	C. getting rid of
4. germinate	D. measure
5. porous	E. start to grow
6. proportion	F. fully grown
7. conventional	G. plenty
8. abundance	H. regular
9. weeds	I. strong
10. energetic	J. unwanted plants

4. Listening

Pre-listening Activity

Discuss the following questions in small groups.

1. How do you think is coffee harvested?
2. When do you think is coffee harvested?

While listening Activity

Listen attentively while your teacher reads the listening text and answer the questions below.

1. What are the signals that coffee is ready to be harvested?
2. What are the two ways of harvesting coffee?
3. Which harvesting type is more widely used in Ethiopia?
4. Coffee cherries ripen at different times depending on _____, _____ and _____.
5. In which harvesting time do consumers prefer to buy coffee?

Post-listening Activity

Discuss the following questions in small groups and report your responses.

1. What are the factors that affect the quality of Ethiopian coffee?
2. What is the most common cash crop in your area? How is it grown and harvested?

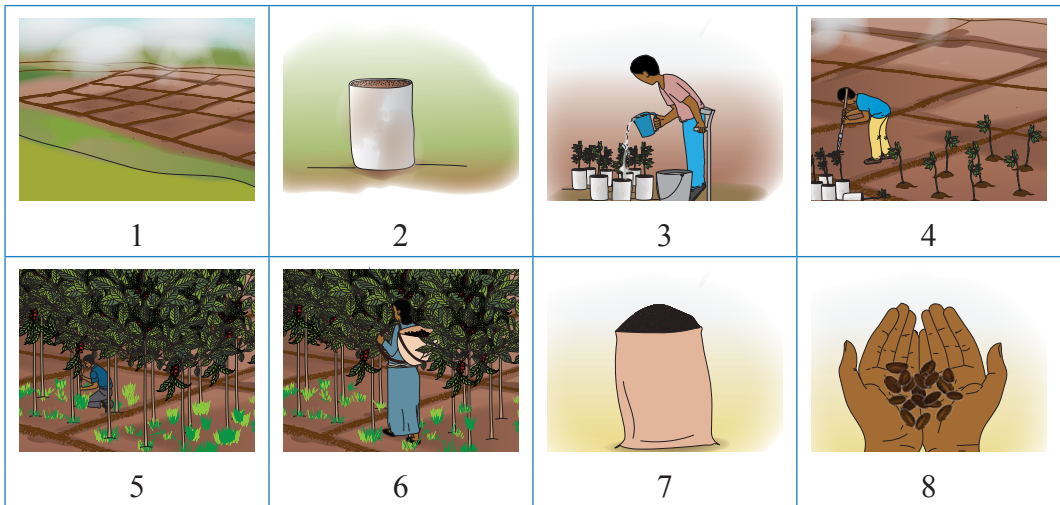
Week 13

Day 3

5. Speaking

Steps in growing coffee

With your group members, discuss the following illustrations of the steps of coffee growing. Then share your ideas with the class. Use sequencing words like first, second ... while describing the process



6. Grammar

The Passive Voice (Part II)

- A. Use verb to 'be' and the correct forms of the verbs in parentheses to make the dialogue complete.

Example

Ariyet: Do you know how tea _____ (make)?

Okelo: Yes, first you have to boil the water. Then, add tea leaves.

Answer: Do you know how tea is made?

Chaltu: Hi, Medina. I would like to ask you a few questions about the steps in growing coffee. Would you mind telling me?

Medina: I don't. But why do you need it?

Chaltu: I want to grow coffee in our yard but I don't know how to start.

Medina: Ok, first your yard should _____ (1) (clear) and the soil should _____ (2) (prepare). Second, the coffee seedlings can _____ (3) (plant). The seedlings need to _____ (4) (water) every day.

Chaltu: Good. How _____ the seedlings _____ (5) (protect)?

Medina: Well, the seedlings should _____ (6) (shield) from the wind by windbrakes and _____ (7) (shade) from direct sunlight. So, you need to plant a border of sturdy trees mixed with shade trees.

Chaltu: Thank you.

Medina: You're welcome.

B. Change the following active sentences into passive and write them in your exercise book.

Example:

A. Abaynesh is preparing coffee. (active)

Coffee is being prepared (by Abaynes). (passive)

B. Gidey has washed the clothes. (active)

The clothes have been washed (by Gidey passive).

1. Mamo will arrange the chairs.
2. Sifen has left that bag in the classroom.
3. The delegates are going to meet the visitors at the airport.
4. We must look into this question further.
5. My friend has sent me this letter.

Grammar Spot

As you may remember, the passive voice is formed using the 'be' forms (is, am, are, was, were, be, being, been) and the past participle form of the main verb (V-3).

- **is, am and are** - used in the present tense.
- **was and were** - used in the simple past tense.
- **will be** - used in the future tense
- **is/are and was/were being** - used in the continuous tenses.
- **has/have been** - used in perfect tense.

Simple Present Passive:

Example:

Coffee is picked when it is ripe.

Simple Past Passive:

Example:

A lot of coffee was picked yesterday.

Future Passive:

Example:

Coffee will be picked tomorrow.

Present Continuous Passive:

Example:

Coffee is being picked now.

Present Perfect Passive:

Example:

A lot of coffee has been picked.

Week 13

Day 4

7. Reading Fluency

Your teacher will read to you the fourth and fifth paragraphs of the text, ‘How to Grow Coffee’ aloud . Listen carefully and read the text, taking turns with your partner. Try to read clearly and with a good expression.

8. Vocabulary

Complete the following sentences using appropriate words from the list.

consumed

consoling

shrub

beverages

associate

process

Coffee is one of the most popular (1) _____ in the world. Some people claim as it is the most widely (2) _____ liquid in the world aside from water. It is a memory, anticipation, a lifetime of (3) _____ moments of modest pleasure woven into our lives. Coffee lovers come to (4) _____ the energizing lift of the caffeine with the richness of the beverage that delivers it. Coffee is produced from the seeds of a small red fruit that grows on plants halfway in size between (5) _____ and tree. The seeds are turned into beverage passing through a long and complex(6) _____

Week 13

Day 5

9. Writing

Writing Convention

Parts of a Friendly Letter or Personal Letter

Match the parts of a friendly letter shown below with the list of words and phrases.

- Writer’s signature
- Farewell

Week 14 The Economic Value of Coffee

Week 14 Day 1

1. Word Study

Segmenting

- A. Read the following words. Segment them into prefixes and root words. Then, read both the segmented prefixes and the root words.

Examples

- | | | |
|---------------|---|---------------|
| a. prearrange | → | pre - arrange |
| b. illegal | → | il - legal |

- illegible → _____
- illiterate → _____
- pretest → _____
- premature → _____
- illogical → _____

- B. Have you observed any differences in meaning before and after the words are segmented? Reflect your idea to your teacher.

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions before you read the passage.

- Who benefits from coffee production?
- Do you think that all the people involved in the coffee industry benefit equally?
- Who determines the price of coffee?

While reading Activity

A. Scan the passage and answer the following questions based on the information provided in the text.

1. How many cups of coffee are drunk in the world every day?
2. How many families produce and sell coffee for their livelihood?
3. How much do developing countries earn each year from coffee sales?
4. How do the profits from sales of coffee in developed countries be compared with the earnings in developing countries?
5. Out of 140 developing countries, how many of them depend on exporting commodities such as coffee?

The Economic Values of Coffee

Coffee production employs a labour force estimated at around 25 million families and accounts for more than 50 percent of export earnings in many countries. Each day nearly 2.5 billion cups of coffee are consumed. It is one of the most widely traded commodities in the world and millions of people depend directly or indirectly on the production and sale of coffee for their **livelihood**. The global market for coffee is characterized by volatile prices and production levels which have impacts directly on the incomes and survival of producers.

In the one hand, we find lower prices and **declining** incomes and profits affecting millions of people in the world's poorest coffee producing countries. On the other hand, there is a flourishing coffee business in consuming countries, with **rising** sales and profits for coffee retailers and roasters. Experts on the world coffee market often call this widening gap between producer and consumer prices the "coffee paradox".

The World Bank estimates that out of 140 developing countries, 95 depend on **exports** of commodities for at least 50 percent of their total export earnings. Coffee is a major commodity which takes the biggest share in the export earnings of these countries. About 25 million families produce and sell coffee for their livelihood and most are small-scale farmers with limited financial resources and limited scope to diversify out of coffee.

Globally, coffee sales each year exceed 70 billion dollars, but coffee producing countries only capture 5 billion dollars of this value, with all the rest of profits kept by developed countries.

Because the supply-side of the world coffee market is fragmented – with millions of small-scale producers – the market power lies with coffee roasting companies which buy raw coffee beans and process them into coffee-based products. Hence buyers have power over the market price, and this **purchasing** power over coffee growers can force down the price that farmers receive for their products – creating poverty and damaging the chances of **sustainable** development for regions dependent on coffee production.

B. Answer the following questions based on the information in the reading text.

1. How is the global market for coffee characterized?
2. According to experts, the widening gap between producer and consumer prices is called _____ .

C. Based on the information in the text, decide whether the following statements are ‘True’ or ‘False’.

1. Coffee producing countries earn greater share in the global coffee sales.
A. True B. False
2. The coffee market power lies with the small scale farmers.
A. True B. False
3. Coffee is a major commodity which represents the biggest share in the export earnings of developing countries.
A. True B. False

Post-reading Activity

Discuss the following questions in groups and report your answers to the class.

1. Do you think coffee producers get fair benefits economically? If no, why?
2. What should be done to help coffee producers earn higher incomes?

Week 14**Day 2****3. Vocabulary**

Complete the following paragraph using appropriate words in the box below.

rise	global	decline	purchase
volatile	exports	earnings	sustain

Ethiopia (1) _____ coffee to the (2) _____ market. Coffee production makes a significant contribution to the economy of the country. The foreign currency obtained from coffee sales helps the country to (3) _____ and import industrial and technological products which are not manufactured in the country. The fluctuation in coffee prices affects the income obtained. Coffee prices sometimes (4) _____ beyond expectations or (5) _____ unexpectedly. This makes the coffee prices unpredictable and (6) _____. Prices are, of course, also dependent on the quality of the coffee. Those countries which can (7) _____ the quality of their coffee will get higher (8) _____ from their sales than those with an unstable quality.

4. Listening**Pre-listening Activity**

Discuss the following questions in small groups before you listen to the text.

1. Why do you think people drink coffee and tea?
2. What do you think will the listening text be about?

While listening Activity

Listen attentively and answer the following questions as your teacher reads the text.

1. Do we get any medical benefits by drinking coffee?
2. Which one contains less caffeine, coffee or tea?
3. Do all types of tea have same amount of caffeine?

4. Which type of tea is claimed to be of value in preventing cancer?
5. Can drinking coffee help one to protect the risk of HIV?

Post-listening Activity

In a small group, discuss the following questions and reflect your points to the class.

1. Which of the benefits of drinking tea and coffee were already known to you?
2. What disadvantages do you think drinking coffee may have as compared to its medical benefits?

Week 14

Day 3

5. Speaking

Debate

Local Coffee Consumption

Select one of the following two topics and discuss in small groups. Then, conduct a debate on the motion / issue with an opponent group. Remember the procedures of debating you have learned previously.

- a. Local coffee consumption **should be** encouraged
- b. Local coffee consumption **should not be** encouraged

6. Grammar

Prepositions

Complete the following paragraph with the most appropriate prepositions from the box.

at	in	to	through
about	on	of	from

Example

The student has left his exercise book _____ home. Thus, he is going back home _____ foot.

Answer:

The student has left his exercise book **at home**. Thus, he is going back home **on foot**.

Coffee grown worldwide can trace its heritage back centuries to the ancient coffee forests on the Ethiopian plateau. There, legend says, the goat herder first discovered the potential _____(1) these beloved beans.

The story goes that a herder discovered coffee after he noticed that _____(2) eating the berries from a certain tree, his goats became so energetic that they did not want to sleep _____ (3) night.

The herder reported his findings to the abbot of the local monastery, who made a drink with the berries and found that it kept him alert _____ (4) the long hours of evening prayer. The abbot shared his discovery with the other monks _____ (5) the monastery, and knowledge of the energizing berries began to spread.

European travellers to the Near East brought back stories _____(6) an unusual dark black beverage. By the 17th century, coffee had made its way ____ (7) Africa _____(8) Europe.

Grammar Spot

Prepositions are words such as: **in, on, from, of, to, for, at, about**, etc, that are used before nouns or pronouns to show places, time and direction.

Example

1. Preposition of time: **at, on** and **in**

We use ‘**at**’ to describe specific time.

- The train will arrive **at** 12 pm.

We use ‘**on**’ to refer to days and dates.

- She will come **on** Monday.
- The holiday is **on** January 19.

We use ‘**in**’ for non – specific time during a day, a month a season, or a year.

- She likes to jog **in** the morning.

2. Preposition of **place**: **at, on** and **in**

We use ‘**at**’ for specific addresses.

- He works **at** the airport.

We use **on** to refer to names of streets, avenues, etc.

- Her house is **on** Bole Road.

We use ‘**in**’ for the names of land areas (towns, countries, states etc.)

eg. Birds live **in** a nest.

Week 14**Day 4****7. Reading Fluency**

Listen carefully to your teacher while she / he is reading paragraphs 3-5 of the text “The Economic Values of Coffee.” aloud

Then, with your partner, read the reading text accurately. Take turns in reading and listening to each other.

8. Vocabulary

Complete the following sentences with appropriate word from the box below.

boost	commodity	stimulant
risk	employment	revenue

1. Drinking coffee reduces the _____ of some kinds of disease.
2. Millions of people are living on the salary they get from coffee processing industries throughout the world. This shows that coffee has created _____ opportunities.
3. Countries gain a lot of money from exporting coffee. This means coffee export is used as a source of _____.
4. Coffee is a major _____ which has a big share in Ethiopia’s export earnings.
5. Several studies show that caffeine can increase the metabolic rate by 3-11%. This shows that coffee is a _____.

Week 14

Day 5

9. Writing

Writing Convention

Sentence Types and Punctuation end Marks

There are four types of sentences by function. These are **declarative**, **interrogative**, **imperative** and **exclamatory** sentences. For these types of sentences we use different types of end marks of punctuation, namely, **full stop** (.) **question mark** (?) and **exclamatory mark** (!).

A. Look at the examples below.

Examples

1. The man and his wife are discussing the issue
(The man and his wife are discussing the issue.)
2. Do hyenas eat grass
(Do hyenas eat grass?)
3. Stop making noise in the classroom
(Stop making noise in the classroom!)
4. Oh, great
(Oh, great!)

B. Rewrite the following paragraph with appropriate punctuation marks and capitalisation.

Why do people fail to use punctuation marks perhaps you may have miscommunicated with a person due to inappropriate use of commas full stops question marks etc which make your sentences clearer when i am in a hurry, tired, cold or angry, i sometimes leave out punctuation marks but when i read my writing later, i notice funny punctuation errors in future i must make it a habit to check my writing carefully

Writing Composition

Dictation

Your teacher will read a text to you. Write it in your exercise book with all the necessary punctuation marks.

Week 15 Coffee Specialities in Ethiopia

Week 15 Day 1

1. Word Study

Blending

Read the words below, blend them and discuss their meanings with your partner.

Examples

- | | | | |
|----|-----------------|---|--------------|
| a. | dis - advantage | → | disadvantage |
| b. | dis - appear | → | disappear |
| c. | un - acceptable | → | unacceptable |
| d. | un - believable | → | unbelievable |

- dis - honest → _____
- un - reliable → _____
- dis - agreement → _____
- un - safe → _____

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions in small groups before you read the passage.

- What coffee types do you know?

2. How do we compare the quality of one type of coffee with another?
3. What is a specialty coffee?

While reading Activity

Read the text carefully and name the coffee specialities in the following table based on the information in the reading text.

Coffee speciality	Unique characteristics
1.	<ul style="list-style-type: none"> • produced in the eastern highlands of Ethiopia • the pointed bean is of medium to long size • has a greenish to yellowish colour • has a medium acidity, full body distinguished deep flavour.
2.	<ul style="list-style-type: none"> • highland grown coffee • has fine acidity, body, excellent flavour and aroma
3.	<ul style="list-style-type: none"> • beans are of medium size • have a greenish colour • appreciated for its round cup, balanced acidity, size and good quality flavour, sweet in taste
4.	<ul style="list-style-type: none"> • renowned for its good cup, sweet, spicy flavour and balanced body. • required by roasters in Europe and the USA. • the been is medium in size • has distinctive rounded shape • greenish in colour
5.	<ul style="list-style-type: none"> • high acidity and body • represents almost 50% of Ethiopian coffee exports

Coffee Specialities in Ethiopia

The coffee roaster has a wide choice when buying Ethiopian coffees. One can select from coffees with rich acidity and good body, low acidity and good body or balanced acidity and body with quality flavours. This diversity of flavours makes Ethiopian coffee unique and the best in the world. Some of the coffee varieties of Ethiopia which are unique to the world are the following:

Yirga-Cheffe Coffee

Washed Yirga-Cheffe coffee is one of the finest highland grown coffees. It has fine acidity, body and excellent flavour and aroma. These characteristics are the cause for the great demand and the high premiums paid for it. This coffee is grown at high altitudes.

Harar Coffee

Harar coffee is produced in the Eastern highlands of Ethiopia. The bean is of medium to long pointed size and has a greenish to yellowish colour. Harar coffee has medium acidity, full body and the distinctive deep flavour. It is one of the finest premium coffees in the world and is grown at a high altitude.

Sidamo Coffee

Sidamo coffee beans are of medium size and have a greenish colour. Washed Sidamo coffee beans are particularly appreciated for their size and balanced acidity. Their good quality flavour, which is sweet in taste and round in the cup, makes them a vital component of roasters' lists.

Jimma Coffee

Jimma coffee is best known by the coffee industry for its high acidity and body, representing almost 50 percent of Ethiopian coffee exports.

Limu Coffee

Limu coffee is renowned for its good cup, sweet spicy flavour and balanced body and is therefore required by many roasters, especially in Europe and the USA. Washed Limu coffee is one of the premium coffees worldwide. The bean is medium in size, has a distinctive rounded shape and greenish colour.

With this diverse range of coffees, Ethiopia's position in the coffee markets, in particular for its organic specialty beans, is growing significantly.

Post-reading Activity

Discuss the following questions in small groups and report your responses to the class.

1. Is it possible to plant coffee in your area? How?
2. What types of coffee is available in your area?
3. How do you think farmers take their coffee to market?

Week 15

Day 2

3. Vocabulary

Select words from the box and fill in their appropriate places in the passage below.

flavours	organic	premium	maintain
renowned	supply	growing	characteristics

Ethiopia is one of the countries which are (1) _____ for producing and exporting (2) _____ coffee that has a high demand on the world market. Most Ethiopian coffee is (3) _____, that is to say, it is grown without artificial fertilisers and insecticides. Ethiopia has specialty coffees which are valued and required for their unique _____ (4). For instance, coffee buyers appreciate the quality, variety and depth of (5) _____ when they sample the coffee. These factors have given Ethiopian coffee exporters the chance to increase their (6) _____ to the international market. However, there is still a lot of work to be done to (7) _____ the required quality standards. Exporters need to work hand in hand with the coffee farmers in the coffee (8) _____ areas.

4. Listening

Pre-listening Activity

Discuss the following pictures with your partner.



While listening Activity

Your teacher will read to you the text, 'Ethiopian Coffee Ceremony'. While listening carefully, answer the questions below.

1. What does the woman do first in the coffee ceremony process?
2. When does she burn incense?
3. When does she stop roasting the coffee?
4. What will she do after she has roasted the coffee beans?
5. How does she pour the coffee into all the ceramic coffee cups on the tray?
6. Traditionally, who receives the first cup of coffee in the Ethiopian Coffee Ceremony?

Post-listening Activity

Discuss the following questions in small groups. Then, reflect your ideas to the class.

1. How is coffee made at your home? Describe all the steps.
2. Who usually makes coffee at your home? Why is she/he assigned for this task?

Week 15

Day 3

5. Speaking

Describing a Process

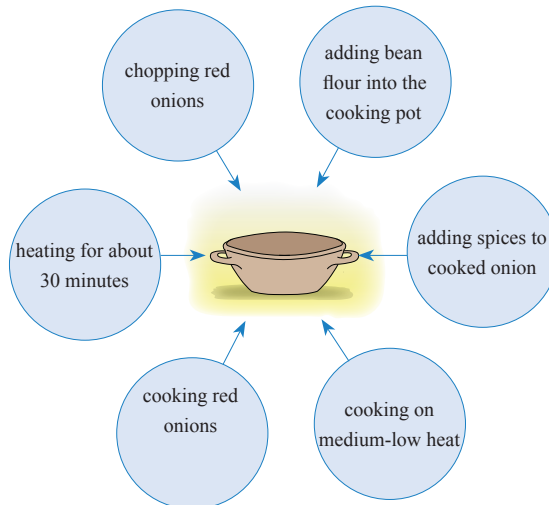
Using the phrases in the graphic organiser in the correct order, describe orally how ‘shiro wot’ is made. As an example, use the description given below of how to make ‘injera’.

Example

Mixing flour with water; stirring yeast in to the mixture; giving time till batter forms; pouring dough onto a baking pan; taking injera from the pan; serving injera.

- First, flour and water are mixed
- Second, yeast is stirred into the mixture
- Third, time is given for the mixture to form a batter
- Fourth, the batter is poured evenly onto a hot baking tray
- Fifth, flat injera is taken off the baking pan
- Finally, flat injera is served.

Making ‘shiro wot’



6. Grammar

'Used to' - expressing past habits

- A. Underline 'used to' in the short paragraph below and discuss what it expresses.**

When I was a child, I used to be very neat and I used to care a lot about my appearance. Everybody liked me and I was a very lovely child. I really used to like playing with my dolls and running too.

- B. Re-write the sentences below using the negative form of used to.**

Example

In the past, I didn't get good marks in English exams. Now I get good marks.

Answer:

I didn't use to get good marks in English exams.

1. **In the past**, I didn't do exercise. Now I do exercise.
 2. **In the past**, my classmate didn't study hard. Now, he studies hard.
 3. A long time ago, people didn't have electricity. Now, people have electricity.
 4. A long time ago, people didn't watch TV. Now, people watch TV.
- C. Write four sentences about your own past habits using 'used to', two positive and two negative. Show your sentences to your partner.**

Grammar Spot

‘Used to’

We use ‘used to’ for something that happened regularly in the past but is no longer happening now.

Example

I used to sleep a lot in the morning but now I wake up early.

We also use it for something that was true but no longer is.

Example

There used to be a cinema in the town but now there isn’t.

I didn’t use to like English but now I do.

When we use ‘be’ together with ‘used to’, it means ‘accustomed to’ or ‘be familiar with’. In this case, we can also use ‘get used to’.

Example

She works in a hospital, so she is used to working at night. (She is familiar with/ accustomed to work at night)

The weather in this time of the year is too hot. But we will get used to it. (... We will be familiar with it.)

Week 15

Day 4

7. Reading Fluency

Roasting Coffee

In pairs, read the text aloud turn by turn. Give feedback on accuracy, rate, and expression to each other.

Roasting Coffee

Roasting coffee changes the chemical and physical properties of green coffee beans into roasted coffee products. The roasting process is what produces the characteristic flavour of coffee by causing the green coffee beans to change their taste. Unroasted beans contain similar if not higher levels of acid, protein, sugar, and caffeine to those that have been roasted, but lack the taste of roasted coffee beans.

The vast majority of coffee is roasted commercially on a large scale, but small-scale commercial roasting has grown significantly with the trend toward single-origin specialty coffees. Some coffee drinkers roast coffee at home to obtain the desired flavour and ensure the freshest possible roast.

8. Vocabulary

- A. Complete the following sentences by selecting the appropriate forms of the phrasal verbs from the box below. Make necessary changes to the verbs.**

Example

Don't worry about the boy. He can **look after** himself.

(Look after = to take care of)

I am looking for my black T- shirt. Have you seen it?

(Look for = to search for something or someone)

look for	look out	look up
look after	look into	look ahead

1. No one will be at home today. So, I have to _____ my little daughter.
2. Because it is a serious issue, the police are going to _____ it.
3. I have been _____ my mobile phone all morning. I can't find it anywhere.
4. _____! The car is coming too fast.
5. I don't know the meaning of this word, so I must _____ it _____ in my dictionary.
6. We are trying to _____ and plan for what is going to happen.

Write six sentences using each of the phrasal verbs in the box above and compare your sentences with your partners.

Week 15 **Day 5**

9. Writing

Writing Conventions

Sequential Transition Words and Phrases

During process (procedure) writing, we usually use the following words and phrases. Study them carefully with your partner.

Firstly	The first step is
First of all	The first stage is
To begin with	... begins with
Initially	... commences with
Secondly, Thirdly, etc	After this
Next	The next step is
Then	In the next stage
Subsequently	In the following stage
Later	Following this
Eventually	... until ...
Lastly	... finishes with ...
Finally	... concludes with
In the last stage	The last step is ...

Writing Composition

Take any staple food or drink or manufacturing process with which you are familiar and write instructions for your partner on how to prepare or make it. Use transition words from the list above to sequence the processes. Your partner will read your instructions and comment on how easily he/she can follow them.

