



English for Ethiopia

Student Textbook

Grade 8 Book 2

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



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UNIT 7

My Hobby

Week 16 What are Hobbies?

Week 16 Day 1

1. Word Study

Homophones (Part One)

Choose the correct words from each of the pairs of homophones given in brackets to fill in the blanks in the following sentences. Work with your partner.

Examples

- a. Nobody can hear _____ (hear / here) what he said.
b. Last week _____, (weak / week) she was sick.

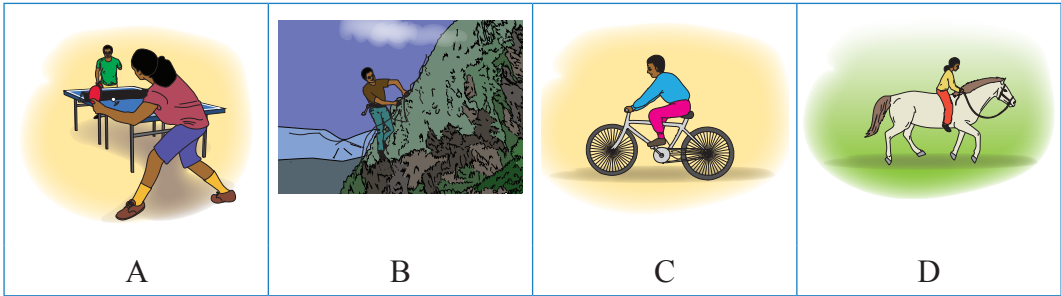
1. Can you give me the _____ (some / sum) of the scores?
2. She said that she didn't _____ (no / know) the thief.
3. I saw a _____ (bare / bear) in the zoo.
4. He cannot read without Braille; he has lost his (sight / site)
5. We will meet during the tea _____ (brake / break).
6. Our teacher told us the _____ (tail / tale) of a fox.
7. Foxes _____ (pray / prey) on smaller animals.
8. There is a _____ (whole / hole) in the roof. We must fix it before the rainy season.

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions with your partners.

1. What hobbies are shown in the pictures?
2. How interested are you in these activities? Why?
3. What activities do you do in your free time?
4. What is particularly interesting about them?
5. What would you like to try? Why?



While-reading Activity

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

1. What is a hobby horse?
2. The term hobby is associated with _____ and _____.
3. Which mind activities are referred to as hobbies?
4. Why are listening to music and watching television not considered as hobbies?
5. Which hobbies have declined along with time? Why?
6. Which hobby is gaining popularity in the 21st century?

What are Hobbies?

A hobby is a regular activity that is done for enjoyment, typically during one's **leisure** time. It usually refers to a mind activity such as stamp collecting, sewing, knitting, painting, woodwork or photography, but not activities such as listening to music or watching television. These latter activities bring **pleasure** but lack the

sense of achievement that is normally associated with a hobby. Unlike most hobbies, **they** are not usually structured and organised pursuits. The pleasure of a hobby is associated with making something of value or achieving something of value.

A large proportion of hobbies are mainly private in nature. However, individual **pursuit** of a hobby often includes club membership, organised sharing of activities or products and regular communication between participants. For many hobbies, there is an important role in being in touch with fellow hobbyists. Of course, some hobbies are **communal** in nature, for example choral singing and volunteering.

The types of hobbies that people engage in change as the world changes. Stamp collecting has declined along with the decline in the importance of the postal system. Woodwork and knitting have also declined as hobbies, as manufactured goods provide cheap alternatives for hand made goods. In the 21st century, the video game industry is a very large hobby involving millions of adults and children. Moreover, through the internet, an online community has become a hobby for many people, sharing advice, information and support.

People who engage in hobbies are those who have interests and the time to pursue them. Hobbies are often pursued with increased interest by retired people because **they** have time and seek the intellectual and physical **stimulation** of a hobby. Children are also an important group of hobbyists because **they** often have **enthusiasm** for collecting, making and exploring and they tend to have plenty of leisure time.

B. Write what the following pronouns refer to in the reading text.

1. **It** was designed for (Para. 1, line 2), It refers to _____.
2. **they** are not usually structured.... (Para. 2, line 5), they refers to _____.
3. because **they** have time.... (Para. 5, line 2), they refers to _____.
4. **they** often have enthusiasm.... (Para. 5, line 4), they refers to _____.

Post-reading Activity

In a group of three, discuss the following questions and reflect your ideas.

1. What hobbies are popular in your area?
2. What makes a certain hobby popular?
3. Do you agree that children should spend their free time chatting on the internet as a hobby? Why?

Week 16

Day 2

3. Vocabulary

Based on the contexts in the reading passage above, match the words in Column A with their meanings in Column B.

A	B
1. leisure	A. enjoyment
2. pleasure	B. shared by many people
3. pursuit	C. excitement, great interest
4. communal	D. motivation
5. stimulation	E. free time
6. enthusiasm	F. following/practising

4. Listening

Pre-listening Activity

Discuss the following questions before you listen to the listening text.

1. What types of hobbies are most likely to provide us with benefits?
2. What are your hobbies?

While-listening Activity

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

1. Life without hobbies is more enjoyable, less demanding and healthy.
2. When we pursue a hobby, we give ourselves permission to take a break from work and responsibility.
3. Practising hobbies restores our energy and sense of balance so we can better handle our daily obligations.
4. Challenging ourselves in our personal hobbies is a very unnecessary and negative thing.
5. The challenges in hobbies are often accompanied by anxiety and stress.

6. Hiking, surfing and swimming are considered to be best athletic hobbies.

Post-listening Activity

1. Think of some more benefits of hobbies other than the ones mentioned in the listening text and share with your partners.

Week 16

Day 3

5. Speaking

Reporting Someone's Speeches

A. Act out the dialogue by taking turns.

Sara: Hi, Genet. How are you?

Genet: Hi, Sara. I am fine, thanks.

Sara: I didn't expect to see you in the class today.

Genet: Why?

Sara: Hana told me that you broke your leg while you were playing table tennis.

Genet: That's right. I had an accident a few days ago.

Sara: And she said she saw you in the hospital yesterday.

Genet: Yes, I was in a hospital for a check up.

Sara: Hana also told me that your doctor recommended that you stay in bed for a few days.

Genet: Yes, but I am fine today.

Sara: You should have followed the doctor's advice. By the way, is table tennis your favourite hobby?

Genet: Yes it is.

B. In pairs, make a similar dialogue using reported speech and act it out.

6. Grammar

Reported Speech

Re-write the sentences into reported speech form. Use the example below.

Example

Letay: I love playing football.

Hagos (to another person): Letay said that she loved playing football.

1. “I spend my leisure time in reading novels,” said Alemu.
Alemu said that _____.
2. “You pressed the wrong button,” said the mechanic.
The Mechanic said that _____.
3. “I will come tomorrow,” said Selam.
Selam said that _____.
4. “Halima has just returned from Kenya,” Melaku said.
Melaku said _____.
5. “Where did you find this book?” Gelana asked.
Gelana asked _____.

Grammar Spot

Reported speech

In a reported speech, expressions of time and place have to be changed.

Grammar Spot

	Direct speech	Indirect speech
Time	now	straight away/then
	Today	the same day/Monday/Tuesday, etc.
	yesterday	the day before/the previous day
	tomorrow	the next / the following day
	last week	the previous week/ the week before
Place	here	there
	this	that
	these	those

Examples:

She said, "I have already seen Hana **today**."

She said (that) she had already seen Hana **that day**.

In reported speech, tenses of verbs must be changed.**Direct Speech****Simple present**

“I always **drink** coffee,” she said

Present continuous

“I **am reading** a book,” he explained.

Simple past

“Belay **arrived** on Saturday,”
he said.

Present perfect

“I **have been** to France,” he told me.

Past perfect

“I **had just turned out** the light,”
he explained.

Past continuous

“We **were living** in Addis Ababa,”
they told me.

Future

“I **will be** in Gondar on Monday,”
he said.

Reported Speech**Simple past**

She said that she always **drank**
coffee.

Past continuous

He explained that he **was reading**
a book

Past perfect

He said that Belay **had arrived** on
Saturday.

Past perfect

He told me that he **had been** to
France.

Past perfect

He explained that he **had just**
turned out the light.

Past perfect continuous

They told me that they **had been**
living in Addis Ababa.

Present conditional

He said that he **would be** in Gondar
on Monday.

Week 16**Day 4****7. Reading Fluency**

Read the following text aloud. Take turns to read and give feedback to one other.

The Need for Hobbies

Back in the day, leisure time was not thought of as a chance to take a rest, but as an opportunity to pursue one's passions and interests, an outlet for the sides of a man that were not stimulated in one's career. Unfortunately, we now often spend our leisure camped out in front of the TV or computer. We say that modern life has become too stressful, that when we have free time, laying on the couch is all we can manage.

The truth is that spending our leisure in satisfying pursuits, will refresh us far more than we expect it to. Hobbies can bring you joy, increase your eye for detail, keep your mind sharp, expand your creativity, and help you meet friends and learn valuable skills. They add interest to your life and help you become a more all-rounded man. If you've been feeling depressed, restless, or apathetic, the problem may be the lack of having something in your life you feel passionate about, something that brings you needed fulfilment.

8. Vocabulary

Fill in the blanks with appropriate words from the list in the table below.

genius	instructions	independently	terms
consists	learning	peers	adequate

1. Three days was simply not a (an) _____ amount of time to complete your assignment.
2. You don't need to be a(an) _____ to see what the problem here is.

3. Make sure you read all the _____ carefully before setting up the device.
4. There are special schools for students with _____ disorders.
5. Seeing that all of their _____ have one, children ask their parents for a mobile phone at a very early age.
6. The students need to do a weekly assignment which usually _____ of writing a report.
7. Children need to be taught to learn _____ at primary school, otherwise, they can't get anywhere in their school life.
8. In most countries, schools can have two semesters or three _____.

Week 16

Day 5

9. Writing

Writing Conventions

Organisation of ideas in an expository essay

Expository writing is informative writing that presents reasons, explanations, or steps in a process. An expository essay should follow a logical sequence. Logic and coherence are the main focus of an expository essay. Structurally, a piece of expository writing has the following components:

- An **introduction** - introduces the central idea you'll write about in the essay.
- The **main body** - presents evidence, explanation, details, etc to support the idea.
- A **conclusion** - summarizes the main idea and ends the essay.

In general, expository writing:

- does not tell a story.
- does not persuade a reader but only gives facts and reasons
- can give the steps of a process.

Writing Composition

Write 3-4 expository paragraphs on the following topic.

Bicycle Safety Rules

Use the following notes as a guide for your writing.

Introduction:

- importance of safe riding
- accidents due to lack of safety

Idea 1: Wear a Helmet

- every time you ride
- check it before you put it on
- fasten it correctly

Idea 2: Stop and look:

- when you start to ride
- when turning
- at every corner
- near alleys/driveways
- at crossroads

Idea 3: Be safe and be seen

- ride with a friend/ an adult
- ride during the day
- put lights on your bike if you ride in the dark

Week 17 Gardening as a Hobby

Week 17

Day 1

1. Word Study

Homophones (Part Two)

Example:

son/ sun

- The sun rises in the east. (a star which is our source of heat and light)
- The father advised his son to study hard for the exam. (a male child)

Choose the right word from the brackets which can give a complete meaning in the sentence.

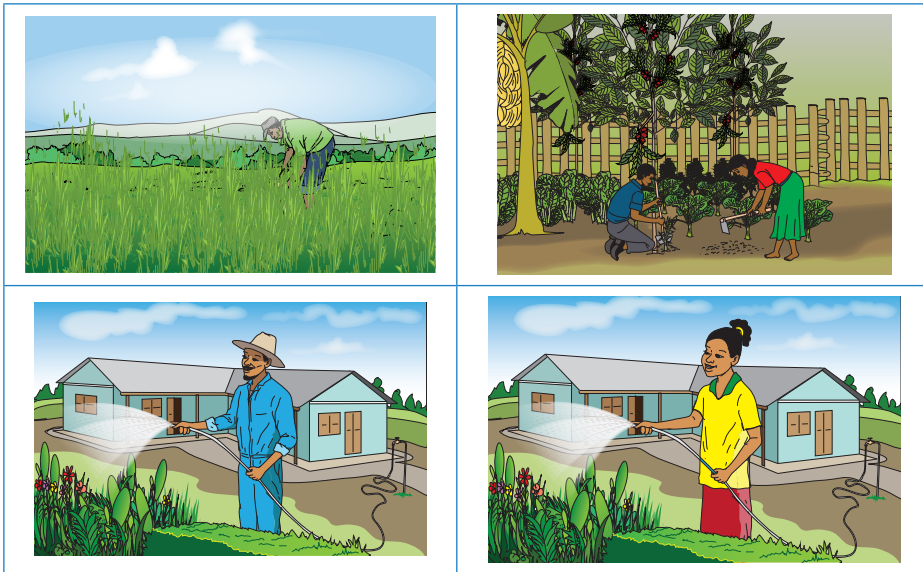
- There's (know, no) point in cheating.
- Ismael couldn't wait to (meet, meat) his friend.
- (Its, It's) nearly four o'clock.
- I want to (see, sea) the museum.
- Almaz wants to (read, reed) a book.

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions with a partner.

- What do you benefit from gardening?
- Why do you think people engage in gardening?
- What do you see from the pictures below?



While-reading Activity

Answer the following questions based on the information in the reading text that follows. Write the answers in your exercise book.

1. According to paragraph 2 of the text, what are some of the activities involved in gardening?
2. Which paragraph shows that gardening is used for physical fitness?
3. Which paragraph shows that gardening is a source of knowledge?
4. What plants does the storyteller grow in his/her small plot of land?
5. What makes the storyteller to concentrate on his/her lessons and learning?
6. What is the other benefit of gardening mentioned in the final paragraph?
7. I grow flowers... 'I' para. 2, line 4 refers to _____.

Gardening as a Hobby

A hobby is an activity which is carried out in a free time. It is a means of recreation. People have various hobbies to pursue. For example, some people are interested in photography, swimming, gardening, and reading books while others are interested in other types of hobbies.

For my part, gardening is my **favourite** hobby for several reasons. Gardening keeps me physically fit, mentally alert and fresh. Gardening involves weeding, digging, cutting, watering, manuring and **tilling** of the soil. For example, at the back of my

house, there is a small plot of land. I grow flowers, fruits and some vegetables on this plot. These activities give me **sufficient** physical exercise to keep me bodily fit and mentally **alert**.

Moreover, gardening is a source of great **delight**, entertainment, education, and knowledge to me. I have learnt many new things about fruits, flowers, vegetables, birds, and butterflies from gardening. Roses are **fragrant** and colourful. They turn my garden into a rich feast of colours for the eyes. Many birds visit the garden and some live here permanently on fruit trees. Their sweet music and chirping make my pleasure manifold.

When I study in the garden, I **concentrate** on my lessons and learning. I feel closer to nature. It inspires my imagination and gives me noble thoughts because in the garden one experiences peace, calm, beauty, pleasure, colour, coolness, purity and leisure. The air in a garden is fresh, fragrant, gentle and refreshing. These qualities of nature stimulate me to study harder.

Finally, I save a lot of money from the products of my garden, fruits, flowers and vegetables. On festive occasions, I decorate my house with flowers and leaves **obtained** from this garden. There are always fresh flowers in a pot in my house. I do not buy any fruits or vegetables from the market. This makes me a successful person in life. Therefore, I feel proud of my gardening hobby for it has very satisfying results.

Post-reading Activity

Discuss the following questions in groups of three and share your ideas with the whole class.

1. What things do people need to have in order to pursue gardening as a hobby?
2. Do you think people in your area should be engaged in gardening? Why?
3. Compared to other hobbies (e.g. riding a horse, mountain climbing), what additional benefits can we get from gardening?

Week 17

Day 2

3. Vocabulary

Choose the best meanings for the following words based on the contexts in the reading passage.

1. favourite (paragraph 2) means:

A. best beloved	C. most profitable
B. happiest	D. busiest
2. tilling (paragraph 2) means:

A. planting	C. cultivating
B. collecting	D. watering
3. sufficient (paragraph 2) means:

A. different	C. enough
B. difficult	D. attractive
4. alert (paragraph 2) means:

A. attentive	C. sad
B. happy	D. high
5. delight (paragraph 3) means:

A. money	C. energy
B. knowledge	D. joy
6. fragrant (paragraph 3) means:

A. pretty	C. colourful
B. sweet-smelling	D. attractive
7. concentrate (paragraph 4) means:

A. read	C. entertain
B. wonder	D. focus

8. obtain (paragraph 5) means:

A. change

C. get

B. clean

D. beautify

4. Listening

Pre-listening Activity

Discuss the following questions with your partner.

1. Why do you think people read books?
2. What kind of books do you like?
3. Considering the above two questions, what do you think the listening text will be about?

While-listening Activity

Answer the following questions while your teacher reads the text 'My Hobby is Reading'.

1. What kind of stories does the writer prefer?
2. What did the writer see in his dreams at night?
3. Why did the writer like learning about archery in history lessons?
4. As the writer grows older, what has happened to his reading habit?
5. What helps the writer to manage his day-to-day life?

Post-listening Activity

Discuss what you have learned from the storyteller's hobby with your partners.

Week 17

Day 3

5. Speaking

Talking about Hobbies

A. With a partner, take turns to act out the following dialogue.

Lensa: Hi, Mebratu. What are you doing here?

Mebratu: Hi, Lensa. I am working in the garden. Don't you know that gardening is my hobby?

- Lensa:** Oh! Yes, I know. So, what can I do to help you?
- Mebratu:** Thank you for offering. Would you mind bringing me the water can? I have to water the tomatoes.
- Lensa:** What will you plant next?
- Mebratu:** I have some radish to sow. I also want to fertilize my beans.
- Lensa:** Do you use chemical fertilizers?
- Mebratu:** Of course not! I use natural manure.
- Lensa:** Here is your watering can. What else can I do for you?
- Mebratu:** Maybe you can take out the weeds while I am pulling up carrots.
- Lensa:** OK, I will.

- B. Using the above dialogue as a model, in pairs, discuss your favorite hobbies. Then, report to the class.**

6. Grammar

Past Perfect Tense

- A. Study the underlined words in the first paragraph. Using it as an example, change the verbs in brackets in the following paragraphs into the past perfect tense.**

Last week, the director announced that the supervisor was going to visit our school the following day. He had been informed about the supervisor's arrival two weeks previously. The supervisor's secretary had called the director to inform him. Hence, the director asked the staff and students to make necessary arrangements for the visit.

Accordingly, grade eight students _____ 1 (make) all the necessary arrangements to welcome the supervisor. When the director inspected the classrooms before the visit, he found that most of the students _____ 2 (already sweep) the floors. They _____ 3 (dust) the desks and _____ 4 (clean) the windows. Some of the students _____ 5 (even put on) their best clothes in honour of the visitor.

However, the director was disappointed when he visited the grade seven students' classrooms. They _____ 6 (not make) any preparations at all. They _____ 7 (not clean) the classrooms. They _____ 8 (not even bother) to pick up the litter

lying on the ground outside. He asked students for an explanation. They apologised to the director and explained that they _____⁹ (not hear) the announcement, since they were taking an examination at that time.

B. Rewrite the following sentences changing the verbs in brackets into the correct forms of the past perfect tense.

Example:

- When my mother came back home last night, I already (sleep).
(When my mother came back home last night, I had already slept.)

1. When we arrived at the bus station, the bus already (leave).
2. After she (wash) her clothes, she went to the market.
3. I took the letter straight to the post office after I (write) it.
4. I (finish) the exercise before the teacher told us to stop.
5. After they (go) to library, they studied hard.

Grammar Spot

Past Perfect Tense

The past perfect tense shows that an action was completed before another action in the past. The first action is expressed in the ‘**had + past participle**’ form of the verb. The second action is expressed in the **simple past tense** form of the verb.

Example:

1. After she **had washed** her hands, she **ate** her lunch.’ This has the same meaning as ‘She washed her hands before she ate her lunch.
2. After he **had finished** his supper, he **went** to bed. This is the same as ‘He finished his supper before he **went** to bed.’
3. After the match **had started**, they **arrived**. This is the same as “The match started before they arrived.”

Week 17**Day 4****7. Reading Fluency**

Listen to your teacher while she/he is reading part of the text. ‘Gardening as a Hobby’. Then, in pairs, take turns to read the text aloud.

8. Vocabulary

Fill in the blank spaces using appropriate words from the list in the box. Write only one word in each gap.

interferes	broadens	competitions	guided
appreciates	horizons	entertainment	

1. Reading books _____ our _____ of knowledge.
2. Playing football never _____ with his study because he is _____ by a study plan.
3. My sister _____ my hobby.
4. There are a number of _____ at the stadium this month.
5. TV shows make great _____ .

Week 17**Day 5****9. Writing****Writing Conventions****Narrative Essay and its Characteristics**

Narrative writing tells a story. In essays, narrative writing can also be a reflection or an exploration of the writers values told in the form of a story. The writer may remember his or her past experience, or a memorable person or event of personal significance in the past.

Basic qualities of a narrative essay:

- A narrative essay is a piece of writing that recreates a past experience.
- Unlike other essays, you may write in the first person (I, me, we) because it is a story about **you** and your personal experience.
- In addition to telling a story, a narrative essay can also communicate a general message or a lesson to be learned.

Points to remember when writing a narrative essay

Situate the narrative in time: I remember when.../I was doing such-and -such when I suddenly remembered....

Chronological order: Starting from the earliest event and coming to the latest one or a flashback from the present experience to a memory of the past.

The supporting sentences that follow should be about this experience and how it is still remembered.

Time sequence: Use transitional words such as *first, then, next, after that, afterwards, in the end, eventually.*

Use direct speech/quotation: to give life to the narration, a sense of immediacy.

Use description to add colour and realism or mystery to the narration, describing the setting, characters, feelings, etc.

The concluding sentence in this kind of paragraph leads to the action in the next paragraph. The final paragraph brings the experience to a satisfactory closing statement.

Writing Composition

Select your favourite past experience and write a narrative composition of 3- 4 paragraphs. Then, share it with your partner.

UNIT 8

Art

Week 18 Art and its Roles

Week 18 Day 1

Segmenting Words into Syllables

1. Word Study

Read the following words and segment them into syllables. Then, read each of the segmented syllables correctly.

Example:

- | | | |
|----------------|---|-----------------|
| a. imaginative | → | i-ma-gi-na-tive |
| b. auditory | → | au-di-to-ry |

1. communication → _____
2. engagement → _____
3. cohesion → _____
4. potter → _____
5. potential → _____
6. globalization → _____

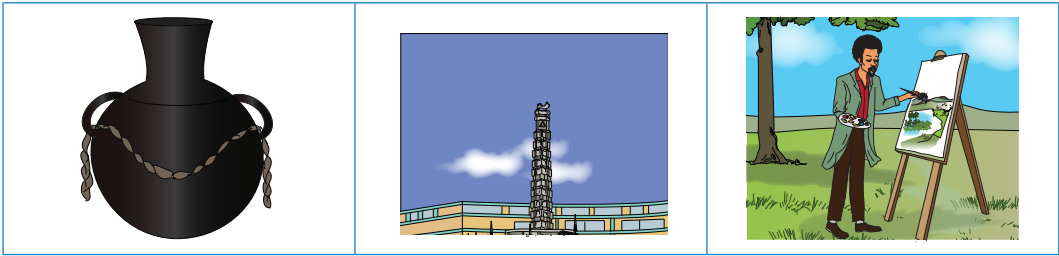
2. Reading Comprehension

Pre-reading Activity

With your partner, discuss on the following questions.

1. What do the items in the pictures represent?

2. Predict what you think you will be reading about in the text.



While-reading Activity

A. Answer the following questions while reading the text silently.

1. Which paragraph compares art and spoken language?
2. How can art bring communities together?
3. How does art help future generations to have greater understanding of our ways of thinking, values and experiences?
4. In your own words, explain the sentence: “It is through art that future generations may have a deeper understanding of our ways of thinking, values and experiences.”
5. How do art works differ from spoken or written expressions?
6. What does it mean by the sentence, “Art can be a powerful way to bring communities together”?

Art and its Roles

The term art covers a diverse range of human activities creating visual, **auditory** or performing **artefacts**, expressing imaginative or technical skill. A work of art can attract one’s attention to observe, view or listen, due to its beauty and its **originality**. Art provides a means to express the imagination in ways that are not limited to the logic or formality of spoken or written language. Unlike words, which come in sequences and each of which has a definite meaning, art provides a range of forms, **symbols** and ideas with meanings that are **conceptual**.

There are different forms of arts. These include: painting, sculpture, **literature**, architecture, music, dance, theatre, photography and film. However, whatever form of art we experience, its main characteristics are its pleasing expressiveness, creativity and symbolic representation of the human condition. In this way, art has had a great deal of different functions throughout its history.

From the earliest age of humankind, it is through art that human beings have communicated their experiences, feelings and imagination. Art has also been an important means of documenting the **collective** present. It is through our art that future generations may have a deeper understanding of our ways of thinking, values and experiences. It is also a means to **foster** collaboration between different societies.

Similarly, art can be a powerful way to bring communities together. Research has proved that a greater focus on arts in a community or a city creates social **cohesion**, better civic engagement and improved welfare. The creation of community art helps citizens to work together to share visions of their principles, values and hopes for the future.

Generally speaking, the main role of art is as a means to discover and **manifest** humankind's greatest potential as individuals and as social beings. Art is a way of knowing oneself and shaping one's future.

B. Answer the following questions based on the text you have read.

1. People are attracted to observe or view art works due to:
 - A. their great cost and value.
 - B. their beauty and inventiveness.
 - C. their representation of human history.
 - D. their power of persuasion.
2. Which one of the following forms of art is not in the category of performance?
 - A. music
 - B. theatre
 - C. sculpture
 - D. dance
3. The sentence, 'Art provides a means to express the imagination in ways that are not limited to the logic or formality of spoken or written language', means:
 - A. Art never uses language.
 - B. Art came to be known before the creation of language.
 - C. Language is more expressive than art.
 - D. Art does not need words to express itself.

4. The sentence, 'Art is also an important way to document our collective present' is similar to:
- Art records current thoughts and feelings.
 - Art disregards our past.
 - Art is a powerful means to reject ancient civilizations.
 - Art is collective.

Post-reading Activity

Discuss the following questions in pairs.

- Which art do you admire?
- How do the people in your area create art?
- How do people in your area perceive the value of art?

Week 18

Day 2

3. Vocabulary

Copy the following table in your exercise books and match the phrases under Column B to their entry words under Column A, which are used in the reading text.

A	B
1. originality	A. the art of the written work
2. collective	B. related to hearing
3. manifest	C. newness/inventiveness
4. cohesion	D. object made by a person
5. literature	E. shared
6. foster	F. reveal/show
7. conceptual	G. unity
8. symbol	H. encourage or promote
9. auditory	I. non-representational/abstract
10. artefact	J. abstract representation

4. Listening Comprehension

Pre-listening Activity

With a partner, discuss the following ideas and reflect your opinions to your teacher.

1. Music in school is neither practical nor valuable.
2. Children should not be taught music at school. They should rather learn computer skills and science. Do you agree or disagree? Why?

While-listening Activity

While listening to the text, answer the following questions.

1. What are the extra-curricular activities mentioned in the text?
2. What is the writer's first reason for supporting the inclusion of subjects such as music, drama and drawing in school?
3. Every individual has similar qualities and skills. True or False?
4. Whether one is a computer professional or a qualified dancer or singer, one can enter into competitions equally to earn handsome money. True or False?
5. Popularity and the potential to earn big money is one of the writer's points of argument in favour of arts education. True or False?

Post-listening Activity

Discuss the following questions in small groups.

- a. In your school, are students taught arts like music, painting, drawing regularly? How are they taught to students? How do students accept them?
- b. If your answer is no, what is the reason? Why are they not given or taught?

Week 18

Day 3

5. Speaking

A. Act out the following dialogue taking turns with a partner.

Hagos: Hi Girma, I didn't expect to see you at the art gallery. How is your visit going?

Girma: It's fine. **I've been** here for over an hour already. There are a lot of works to look at. **I have registered** the names of many of them.

Hagos: Great. **Have you met** anyone you know?

Girma: No, **I haven't seen** anyone that I know. But **I have met** many foreigners visiting, and many of them were taking photos .

Hagos: **Have you taken** any photos yourself?

Girma: Yes, I have **taken** quite a few.

Hagos: **Did** the gate guards **give** you permission to take your camera in with you?

Girma: Yes, they did. But I had to pay a small fee.

Hagos: That's great Girma. You **have chosen** a nice museum to visit. **Have you visited** any other museum before?

Girma: No, **I haven't visited** any museum before. This is my first visit.

Hagos: I'm happy that you **have found** it interesting.

Girma: Ya! thanks Hagos. Bye.

Hagos: Bye.

B. Discuss these questions in small groups.

1. What is the focus of the conversation?
2. What have you noticed from the verbs written in bold?

C. With your partner, ask and answer questions using the expression 'have....' + past participle.

Example**Student A:** Have you done your homework?**Student B:** No, I haven't done it. How about you?

6. Grammar

Present Perfect Tense

A. Use the present perfect tense to write positive statements.**Example**

a. (We / be / here for two weeks).

b. We have been here for two weeks.

1. (I / lose / my keys).
2. (My brother / drink / too much coffee).
3. (My parents / go / to Jimma).

B. Use the present perfect tense to write negative statements.**Example**

a. (We / not / go / to Adama)

b. We have not gone to Adama.

1. (My new friend / not / meet / my mother.)
2. (The tourists/ not / visit / yet/ Axum monument).
3. (I / not / know / him/ very long).

C. Use the present perfect tense to write questions.**Example**

a. (We / miss / the bus)?

b. Have we missed the bus?

1. (They / go / to Jimma University)?
2. (She / be / ever/ late for a meeting)?
3. (He / meet / your father/ already)?

Grammar Spot

Present perfect tense - is formed with a present tense form of “to have” plus the past participle of the verb (which can be either regular or irregular in form). This tense indicates that an action has been completed at the moment of speaking. It takes time indicators such as already, yet and just.

Example

- The bus has just come. (The bus is here; if you want you can see it.)
- I have walked two kilometers already. (I am still walking.)
- I have closed the door. (The door is still closed.)

Forms of the verbs walk and sleep:

Singular	Plural
I have walked.	We have walked.
You have walked.	You have walked.
He/she/it has walked.	They have walked.
Singular	Plural
I have slept.	We have slept.
You have slept.	You have slept.
He/she/it has slept.	They have slept.

Week 18

Day 4

7. Reading Fluency

Read the text, ‘Art and Its Goal’ aloud with better expressions taking turns with your partner. Write down words or sentences you think are difficult from the reading and ask your teacher for clarifications..

8. Vocabulary

- A. Complete the following sentences with appropriate words from the words listed below.**

factors	competitive	career
handsome	flexible	quality

- The decline in the number of visitors is one of the most important _____ in the discussion on the closure of the museum.
- The chairperson was elected by a _____ majority.
- New graduates have to fight for jobs in a highly _____ market.
- You need to be more _____ and imaginative in your approach.
- She started her _____ in tourism as a guide.
- There is a hot argument about the _____ of English language teaching.

- B. Match the words in Column A with their contextual meanings in Column B.**

A	'B'
1. extracurricular	A. not depending on help from another source/ person
2. eliminating	B. having a natural ability to do something well
3. timetable	C. important enough to have an effect or to be noticed
4. significant	D. being recognised and admired by many
5. natural	E. removing
6. popularity	F. (an extra activity) not in the school timetable
7. independent	G. an arrangement for something to take place at a particular time
8. talented	H. not acquired or artificial

Week 18**Day 5****9. Writing****Writing Conventions****Capitalisation and the Comma**

In small groups, revise when to use capitalisation and comma. Share your discussion points with other students and your teacher. Pay attention to capitalisation and comma use when you write your composition.

Writing Composition**Writing a Descriptive Essay**

Write three descriptive paragraphs on your favorite art or artist. Note that the purpose of a descriptive paragraph is to create a vivid picture of a person, place or thing.

Week 19 Ethiopian Arts and Crafts: Weaving**Week 19****Day 1****1. Word Study****Blending words**

Read the word parts below and blend them to form compound words. Then, read the blended words and look up their meanings in a dictionary.

Examples:

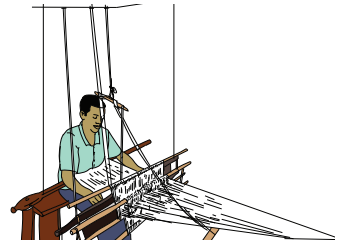
- | | | | | | |
|----|-------|---|--------|---|-------------|
| 1. | key | + | board | → | keyboard |
| 2. | make | + | up | → | make-up |
| 3. | note | + | book | → | notebook |
| 4. | grand | + | father | → | grandfather |

1. crafts + men → _____
2. house + hold → _____
3. gold + smiths → _____
4. high + quality → _____
5. wood + work → _____
6. hand + woven → _____
7. metal + work → _____
8. hand + made → _____

2. Reading Comprehension

Pre-reading Activity

1. What are the persons in the pictures doing?
2. Are there people who do similar works in your area?
3. Is it useful to have the skills that the persons are using? Why? Why not?



While-reading Activity

Go through the questions below. Then, read the text ‘Ethiopian Arts and Crafts: Weaving’ silently to answer the questions.

1. How many times is the word ‘weaving’ used in the passage?
2. What is the main raw material for weaving?
3. Although the techniques of weaving have not changed, _____, _____ and _____ have been changed.

4. Who mainly operates the weaving loom?
5. How is the thread dyed?
6. **They** in paragraph 4, refers to _____.

Ethiopian Arts and Crafts: Weaving

Hand-weaving has been a way of life for centuries in Ethiopia. Even today, almost all the traditional Ethiopian clothing is made on hand looms. The techniques have not changed much for centuries but the **patterns**, colours and designs have become increasingly **sophisticated**.

Hand loom weaving was established to meet household needs and the demand for clothing, and then gradually grew to be an additional source of income. The home-based traditional handcraft industry is **pivotal** for the cotton industry. In fact, traditional handweavers are the major consumers of raw cotton, and are engaged in the weaving and preparation of traditional fibres for both the local and export markets. Today the weaving industry in Ethiopia is the most important non-agricultural source of income in the country, particularly for rural families. In both urban and rural areas, there are strong patterns of geographically clustered hand loom activities. Each area of a city or a village has at least one weaver in residence.

Cotton has to pass through several processes before the final woven product is produced. After the cotton is harvested, it is spun into **yarn** using a technique that is traditionally passed down from mother to daughter. The weaving loom is operated **predominantly** by male craftsmen while the cleaning and spinning is done by women. However, men are also known to spin in some areas of Ethiopia. Weaving is a specialised craft, whereas spinning of the white cotton is done by all classes of women and continues to contribute to the family income. Even elderly women spin for home use or just for pleasure.

For centuries, Ethiopian **artisans** have been spinning cotton and weaving it into beautiful fabrics. Today, they are combining traditional techniques with modern designs, keeping a rich history alive while bringing their goods to a global market. Every step of creating these cotton products is done by hand. The thread is dyed with organic plant **dyes** made from berries, roots, flowers, and bark. Hand weaving is an **intricate** process, but results in beautifully patterned designs and high-quality **fabrics**.

Post-reading Activity

Discuss the process of weaving with your partner and report your points of discussion to the class.

Week 19

Day 2

3. Vocabulary

Complete the sentences using appropriate words from the list in the box.

artisans	pattern	fabrics	dye	yarn
sophisticated	weaving	predominantly	pivotal	intricate

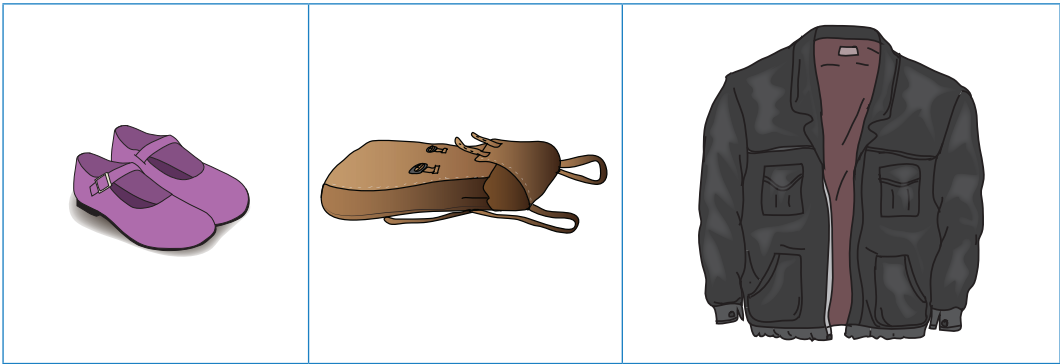
1. Nowadays the traditional type of _____ loom is being improved by modern technology.
2. His hand-woven shirt has a flowery _____ on it.
3. Artists and craftspersons play a _____ role in the development of their country.
4. A weaver uses different kinds of _____ to make a cloth colourful.
5. The process of weaving is so _____ that only a few people are engaged in it.
6. People who do skilled work with their hands are called _____.
7. Some people prefer to wear clothes made of cotton _____.
8. Raw cotton is changed into _____ or thread by spinning.
9. Spinning is still _____ done by women.
10. Threading the loom is not a simple process; it is very _____.

Listening

Pre-listening Activity

Discuss the following questions in your groups.

1. What do you observe in the pictures?
2. Do you know how these items are made?
3. What do you predict the listening text will be about?



While-listening Activity

Answer the following questions based on the information in the text that your teacher will read aloud to you.

1. Leather dyeing usually involves the use of _____ dyes.
2. What is the difference between leather painting and leather dyeing?
3. Latex paints can be used to paint _____ leather items.
4. Why are leather paintings displayed without a glass cover?
5. During moulding, why do we soak a piece of leather into hot water?

Post-listening Activity

Discuss the following points in pairs and then reflect your answers to the class.

1. List the crafts that are practised in your area.
2. List the processes involved in one of these crafts

Week 19

Day 3

5. Speaking

Describing a crafting process

In your groups, discuss any art pursuit or craft common in your local area by describing how it is made (e.g. a pot). Then, reflect your description to your class.

6. Grammar

The Simple Past and the Past Perfect Tense

Study the words/phrases in bold in the following dialogue to see the uses of simple past and past perfect tenses.

Teacher: Why **did** you **fail** in the final exam?

Merón: I am sorry teacher. I **was** not in a good mood.

Teacher: Before the exam date, I remember that you **had mastered** most of the conversations.

Merón: That's right. But by the time I **got** to class, the exam **had already been started** and it **made** me feel nervous.

A. Write the following sentences putting the verbs in brackets into simple past or past perfect tenses.

1. He _____ (be) a weaver before he _____ (become) a taxi driver.
2. I _____ (see, never) any of Laureate Afewerk's paintings before I _____ (visit) his art museum.
3. Early man _____ (use) stones to cut things before the introduction of metal.
4. The weaver _____ (start) his work yesterday by the time I _____ (arrive) at his workshop to see if my dress was being made.
5. The potter _____ (put) the pot on fire after he _____ (mould) it.
6. When they _____ (arrive), we already (leave) the school.
7. She _____ (prepare) the meal before her husband (come) in from work.

B. Write five sentences of your own using simple past and past perfect tenses.

Example

- After I had washed my face, I went to school.
- Yesterday I was late for school. When I arrived at school, classes had already begun.

Grammar Spot

The past simple and the past perfect tense

- These two tenses are used to talk about things that happened in the past.
- We use the past perfect to talk about something that happened before another action in the past. It can be introduced by **after**, **as soon as**, and can also be followed by words such as **already**, **before**, **by the time**

Example

I had already finished my homework when he called.

First, I finished my homework, then, he called.

- The simple past tense is used to talk about things that happened at a specific time in the past. It is often used with words such as **yesterday**, **last month**, **last year**, etc.

Example:

By the time the bell rang, the students had reached the school gate.

(Meaning the students reached school before the bell rang)

- When the time relationship between two past events is clear (as with **before**, **after**, and **as soon as**), it is common to use the simple past tense for both events. The meaning remains clear.

Example:

- After /As soon as we left the room, they entered.
- All the students were in the class before I came in.

Week 19**Day 4****7. Reading Fluency**

Your teacher is going to read aloud a section of the text, ‘Ethiopian Arts and Crafts: Weaving’. Listen to him/her attentively. Then, read the same section of the text with your partner in the way your teacher reads.

8. Vocabulary

Write the contextual meanings of the underlined words in each of the following sentences by selecting appropriate words from the list below.

- | | |
|------------------------------|--------------------------------------|
| a. involves | d. maintain/protect |
| b. made using special skills | e. capability of bending/ being bent |
| c. engaged, very interested | f. colour |

1. Grandfather crafted the chair lovingly.
2. Grandmother sat in an armchair, absorbed in a book.
3. My older brother is employed in a job that entails a lot of overtime work.
4. Most plant leaves have a green pigment.
5. Flexibility training includes stretching exercises to lengthen our muscles.
6. The government is working to preserve historical monuments.

Week 19**Day 5****9. Writing****Writing Conventions****Unity in an essay**

A unified essay is dedicated to explain or present a single main idea or thesis. Unity in an essay means that all the sentences in the paragraphs of an essay should discuss one major idea. The thesis statement signals what the essay will be about. Having a good thesis for your essay is therefore very important. Look at the following example of an academic essay structure.

1. Introduction**First Paragraph**

General statement, explanation, background information

Thesis statement

2. Body of the Essay**Second Paragraph**

Topic sentence

Supporting evidence, details, examples, etc

3. Conclusion**Third Paragraph**

Summary of main points; final comment /suggestion/ recommendation.

Writing Composition

Choose any Ethiopian art or craft found in your area and write a three paragraph essay describing the processes of making artifacts. The craft can be weaving, basket making, carving, pottery, metalwork, leather work, etc.

UNIT 9

Education

Week 20 Importance of Education

Week 20 Day 1

1. Word Study

Prefixes (Part I)

mono- means one or single
di- means two or double
tri- means three or triple

Segment the words into root words and prefixes in the following words and write their meanings.

Examples:

word	segmented word	meaning
a. monograph	→ mono-graph	→ a detailed written study of a single subject
b. dialogue	→ dia-logue	→ a talk or conversation between two people

- | | | | |
|----------------|---------|-------------|---------|
| 1. monoculture | = _____ | 4. dipolar | = _____ |
| 2. monologue | = _____ | 5. triangle | = _____ |
| 3. diatomic | = _____ | 6. triceps | = _____ |

2. Reading Comprehension

Pre-reading Activity

In groups, discuss the following questions and share your answers with the class.

1. Why are you attending school?
2. What are the differences between educated and uneducated persons? (How are educated persons different from uneducated persons?)

While-reading Activity

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

1. Which paragraph talks about the benefits of education for self-reliance?
2. Which paragraph talks about the confidence one develops from education?
3. Which countries are examples for having very high literacy rates?
4. Why are uneducated persons usually in difficulty to express their views and opinions?
5. Why do many people still live below the poverty line in underdeveloped nations?

The Importance of Education

There is no **unanimous** agreement as to what the aim of education is. Some stress **its** value to the individual. Others emphasize its contributions to the purposes of society. Even though there are different views, many **scholars** agree that education does give the following benefits.

First, if you want to lead a happy life and enjoy the good things the world has to offer, you certainly need to get yourself educated. A great job and a good social **reputation** are two of the many benefits of being an educated person. Education is a must for a promising and secure future and a **stable** life.

Second, education is very important if you want to be a self-reliant person. It helps you become financially independent. Education also makes you wiser so that you can make your own decisions.

Third, education gives you confidence. Having a university degree is considered by many to be **proof** of a person's knowledge and wisdom. If someone is highly

educated, **they** have a greater chance of being heard and taken seriously. Generally, uneducated people will find it harder to express **their** views and opinions due to lack of confidence. Even if they do so, people may not take them seriously. Education gives you the confidence to express your views and opinions.

Fourth, education is a key to economic growth. Australia, USA and Japan, for instance, are countries with very high **literacy** rates. **These** countries are **prosperous** and their citizens have high per capita incomes. On the other hand, in underdeveloped and developing nations such as Ethiopia, the literacy rate is not so high. As a result, many people are still living below the poverty line. Hence, education is **vital** for the economic prosperity of a nation.

Fifth, education saves you from being exploited, fooled or cheated. It is easier to take advantage of innocent and illiterate people than literate ones.

Generally speaking, to be educated is better than to be illiterate. We live in a world where we enjoy a number of rights and freedoms. The literate take better advantage of these benefits, whereas the illiterate may miss **them**. Therefore, to become a productive and **confident** citizen, you should do your best to succeed in your education.

B. Write what the following pronouns refer to in the reading text.

1. **its** value.... (Para. 1, line 2), *Its* refers to _____.
2. **they** have more chances.... (Para. 4, line 2), *they* refers to _____.
3. **their** views and opinions.... (Para. 4, line 4), *their* refers to _____.
4. **These** countries.... (Para. 5, line 2), *these* refers to _____.
5. the illiterate miss **them**.... (Para. 7, line 3), *them* refers to _____.

Post-reading Activity

In groups, discuss the following points and reflect your responses to the class.

1. Illiterate People are more advantageous than literate ones. Do you agree with this statement? Why? Why not?
2. "Education gives you confidence." How? Explain it.

Week 20**Day 2****3. Vocabulary**

The following words are the meanings of words in the paragraph in the passage. Find the words from the passage.

1. academicians (Para. 1). _____
2. firmly fixed (Para. 2). _____
3. rich (Para. 5). _____.
4. important (Para. 5). _____.
5. ability to read and write (para. 5) _____.
6. fame (para. 2) _____.
7. agreed or shared by everyone (para. 1) _____.

4. Listening**Primary Education in Ethiopia****Pre-listening Activity**

In your groups, discuss the following questions.

1. In your opinion, what kind of teacher is a good teacher?
2. What things in addition to subject matter can students learn from their teachers?

While-listening Activity

Listen attentively to the listening text that will be read by your teacher and answer the following questions by saying 'True' or 'False'.

1. Children in Ethiopia start primary school at various ages depending on individual circumstances.
2. Primary education lasts for six to eight years in Ethiopia.
3. Primary teachers are trained for one or two years.
4. Teachers do not have any role other than giving knowledge to children.
5. Primary school students rarely imitate their teacher.
6. Teachers do not think of themselves as role models.

Post-listening Activity

In groups, discuss the following questions and share your ideas with the class.

1. Among all the teachers who taught you in the past, which teacher was your role model? Why?
2. What important things did you learn from your model teacher?

Week 20

Day 3

5. Speaking

Talking About the Future

A. Practise the following dialogue in pairs. Study the purpose of the future perfect tense written in bold.

Abdi: Hi Lemlem, today is Friday. What do you do at the coming weekend?

Lemlem: Hi Abdi Emm, I am not sure. Are you planning to go somewhere?

Abdi: No. I am studying for my exam. By this time on Monday, we **will have started** taking our first exam.

Lemlem: When do you finish it?

Abdi: By Friday next week, we **will have completed** it.

Lemlem: Then, next weekend, you **will have finished** and you will be free to enjoy sometimes with your parents.

Abdi: That's right. What about you?

Lemlem: Oh, our exam is postponed by one week. This time next week, I **will have been** very busy studying for the exam.

Abdi: Well, we can study together if you like.

Lemlem: I will think about it and call you later.

Abdi: Thanks. See you later.

Lemlem: See you .

B. Tell to your partner about what you will do / plan to do next year.

6. Grammar

Future Perfect Tense

Rearrange the jumbled words below so that they make meaningful sentences using the future perfect tense.

Example

a. By /will have/ next week /we/ Friday/ our exam/ completed.

(By Friday next week, we will have completed our exam.)

b. tomorrow/ I / have/ my assignment/ finished/ by/ will

(I will have finished my assignment by tomorrow.)

1. next week/ Chaltu/ Monday/ have/ by/ got/ will/ married
2. by/ joined/ Tekeste/ have/ the army/ October/ will /next year
3. celebrated/ Belete/ will/ tomorrow /his birthday/ have/ by/evening
4. taken/ my uncle/ to the beach/ have/ will/ at the coming weekend/ me
5. will/ next/ introduced/ the government/a new curriculum/ year /have
6. our Grade 8 exams/ will /have /we /taken by/ June
7. arrived/ my mother /will/ before/ have /at Addis Ababa/ tomorrow night
8. We / joined/ Grade 9/ by / September/ will have / next year

Grammar Spot

Future Perfect Tense

Note: The future perfect tense is formed using **will have** and **past participle (V-3)** form of a verb and a **time expression** beginning usually with ‘**by**’. It is used to express an action which is assumed to be completed in the future by the time indicated.

- My father **will have reached** the age of 75 **by December 2020**.
- We **will have eradicated** polio **by 2018**.
- My daughter **will have joined** university **by next year**.

Week 20**Day 4****7. Reading Fluency**

Listen to your teacher while he/she is reading from the text, ‘The Importance of Education’. Then, in pairs, read the text.

8. Vocabulary

Fill in the blanks in the sentences below using the appropriate words from the word list. Use only one word at a time.

compulsory	robbery	physician
adjust	disability	supplement

1. Physical _____ may not hinder someone from learning different skills.
2. It is _____ to wear uniforms in most schools.
3. The thing I dislike most is _____ and theft. The consequence of these criminal acts is to spend your life in prison.
4. There is no _____ in our hospital. As a result, patients are suffering a lot.
5. A teacher should _____ the education of students to their individual interests as well as the desired goals of a country.
6. Extracurricular activities are performed by students to _____ their academic studies in the classroom.

Week 20**Day 5****9. Writing****Writing Convention****Organisation of Ideas**

The organisation of one’s thoughts and the use of linking words (first, in addition to, moreover, on the contrary, etc.) can aid the understanding of the reader by creating a chronological and logical flow of ideas from one sentence to another in a paragraph or an essay. Therefore, deciding what to include and where to include it is of great importance.

Re-arrange the following jumbled sentences to form a logically constructed and coherent paragraph.

- A. Speech was the first means of conveying information.
- B. Thirdly, printing helped the dissemination of knowledge in a permanent form.
- C. Then, writing as a means of communication introduced a capacity for storing information.
- D. The computer is the only medium that can not only store but also analyse information to make decisions.
- E. However, all these are passive media.
- F. Therefore, the computer is hailed as the fourth information revolution.

Writing Composition

Among the subjects being taught in your school, select one subject and write 4 paragraphs giving the reasons why you like it most. Make sure the organisation of your ideas is appropriate. Use words like, ‘first’, ‘second’, ‘third’, etc. to order your ideas.

Week 21 Reasons for Student Dropout

Week 21 Day 1

Word Study

Segmenting

Read the following compound words aloud and then, segment them into parts discuss their meanings in groups.

Examples:

- a. dropout → drop – out = a person who has ceased doing something (usually associated with education)
- b. textbook → text – book = a book which contains detailed information about the subject to be studied.

- | | | | |
|------------------|---------|---------------|---------|
| 1. workout | → _____ | 4. blackout | → _____ |
| 2. brotherhood | → _____ | 5. background | → _____ |
| 3. neighbourhood | → _____ | | |

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions. Then, report your answers to the class.

1. Is the number of student dropout in your school increasing or decreasing?
2. Why do you think students drop out of their schools?

While-reading Activity

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

1. Which paragraph talks about socioeconomic background as a factor for student dropout?
2. Which paragraph talks about students themselves as a factor for dropout?
3. How can students be factors for school dropout?
4. What are the social and environmental factors that force students to dropout from school?
5. List the family resources that prevent from sending their children to school.
6. ‘**It**’ in paragraph 1, line 1 refers to _____.
7. ‘**They**’ in paragraph 2, line 2 refers to _____.

Reasons for Student Dropout

Primary Education is absolutely critical to a nation’s development. **It** is one of the most effective ways in which a **community** can invest in its future. School completion rates have grown continuously over the past 100 years. However, dropping out of school persists as a problem that interferes with effectiveness of the educational system. Each year, many **kids** leave school without earning a primary school certificate. This is the result of a combination of factors.

Students themselves can be considered one factor. This is because sometimes students make wrong decisions. **They** may have a poor school attitude and be

frequently **bored** by school. They may not see the reasons or the need to go to school. They are not involved in school activities and they lack self-esteem. Some are simply **promoted** lacking the skills needed for promotion. Some undergo major illnesses and miss too many days of school. Hence, poor attendance along with academic failure is an important **predictor** for dropping out. For example, students who are absent for many days per week or month are also more likely to dropout from school.

The other unchanging factor related to the dropout rate is socioeconomic background. The socioeconomic status of each pupil has its own **impact** on the students' learning. Some studies show that kids from low-income families are more likely to dropout than those from middle- and high-income families. The effect of family resources such as low income, limited assets and large family size may restrain parents from sending their children to school. They cannot **afford** the expenses of school fees, textbooks, clothing, and transportation.

Social and environmental issues such as drought, crop failure, food shortage, illness or death of a family member also force students to **discontinue** school. Normally, children are required to assist their parents at such difficult times. In general, due to many of the conditions mentioned above, a student's education can be suspended and he or she can fall behind in their education and see little purpose in returning to school.

Post-reading Activity

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

1. Have you ever dropped out of school? Why?
2. Do you know any student who has dropped out from your school or class? Why has she/he dropped out?

Week 21

Day 2

3. Vocabulary

Complete the following sentences with appropriate words taken from the passage and listed in the box below.

community	promoted	bored	predictor
discontinue	kids	impact	afford

1. This is a _____ School. It is supported by a great contribution of time and money by local people.
2. Students who are _____ with their learning at school will frequently be absent from class.
3. At the end of the year, students who score above average will be _____ to the next grade level.
4. Illness or lack of family support, makes students to _____ their education.
5. Studying hard is an important _____ of high scores in exams.
6. In Ethiopia, primary school enrolment is increasing annually. This means many more _____ are entering schools each year.
7. Family background and negative attitude towards schooling can have a great _____ on students' success.
8. Private school fees are increasing nowadays. Parents with a low income often can't _____ these fees.

4. Listening

Pre-listening Activity

In your groups, discuss the following questions before you listen to the text.

1. What do you think are the effects of student dropout?
2. What kinds of drop-outs do you think are more common in your area?

While-listening Activity

While listening to your teacher reading the text, 'Consequences of Student Drop-out', answer the following questions by saying 'True' or 'False'.

1. In most cases, re-entry to the formal school system is difficult.
2. Knowledge and skills acquired from even a few years' schooling could benefit dropouts.
3. High dropout rates in primary and secondary schools generate numerous employment opportunities.
4. Low dropout rates constitute one of the causes of social unrest.

5. In some cases, dropouts in cities are closely linked with criminal activities.
6. Many dropouts leave school having other constructive plans.
7. Dropouts tend to consider themselves as winners.

Post-listening Activity

Discuss with your partner the following questions and reflect your ideas to your class.

1. Do you know a student or classmate who has dropped out? What is he/she doing right now?
2. How can dropping out of school affect students, a society and country?
3. What do you think of the future lives of students who dropped out of their school compared to those who didn't

Week 21

Day 3

5. Speaking

Describing causes and effects

In small groups, discuss why students repeat in the class or drop out of classes and the consequences of the dropouts.

Use the words or phrases below in your discussions.

because	because of	as a result
hence	therefore	consequently

Example

Some students are absent for many days from school; **as a result**, they will be suspended.

Students can drop out of school **because of** financial problems, .

6. Grammar

must, must not, have to, don't have to

A. In pairs, complete the sentences using must/mustn't.

Examples

Plants **must** have light and water to grow.

I **must** study the last two chapters before the test.

Students **must not** be absent from schools without a good reason.

1. You _____ come and see us sometimes.
2. Alem _____ help you with your homework. It is important you do it yourself.
3. If you are absent for more than three days, you _____ bring a letter from your director.
4. The dentist has told her that she _____ eat any more sweet things. Her teeth are in bad condition.
5. Let's catch an earlier bus tomorrow. We _____ be late for the class.

B. In pairs, complete the sentences using have to /don't have to.

Examples

Parents **have to** support their children to attend school.

You **have to** pass the exams or the school will not accept you.

I **don't have to** wear a suit to work but I usually do.

1. I _____ arrive at 9:00 o'clock sharp. My school director is strict.
2. You _____ come if you don't want to.
3. In Ethiopia, students _____ wear a uniform.
4. I _____ get up early for work tomorrow. It is holiday.
5. He _____ sign anything if he doesn't want to at this stage.

Grammar Spot

Must, must not and have to - are used to talk about obligation

‘Must’ and ‘have to’ are often interchangeable but there is sometimes a difference between them.

Must - shows obligation from the speaker’s point of view. In this case there is no external situation or authority that imposes obligation on the speaker rather the speaker is expressing personal feelings, saying what she/he thinks is necessary.

Example

- I must write to Gelana. I haven’t written to her for ages. (= The speaker personally feels that she/he must write to Gelana).

Have to – in this case the speaker is not expressing feelings rather she/he is giving facts. The obligation is often from external situation.

Example

- Children have to wear school uniform at all times when they are in school. (The obligation is imposed by the school which set the rules and regulations)
- We have to get up early tomorrow to attend the first class. (The time of the first class is the reason for the obligation).

Must not - is used to express negative obligation.

Example

- You mustn’t come late. (You are not allowed to come late.)
- You must not tell anyone what I said. (= Don’t tell anyone).

You mustn’t do something means it is necessary that you do not do it.

Don’t have to - expresses that there is no need or obligation to do it.

Example

- I don't have to wear a suit to work, but I usually do.
I don't have to means I don't need to do it/ I am not obliged to do it.
In such cases there is no obligation or necessity.

Week 21**Day 4****7. Reading Fluency**

Listen carefully while your teacher is reading a section of the text, “Reasons for Student Dropout” aloud. Focus on the teacher’s pronunciation and reading speed.

In a group of three, take turns to read the same text aloud with accuracy and appropriate speed.

8. Vocabulary

Complete the following sentences with appropriate words or phrases from the list below. Use each word only once.

qualified	absenteeism	regulations	suspended
waste	restrained	efficiency	respectful

1. The huge investment needed _____ the government from fulfilling the need for better facilities in schools.
2. Lack of _____ teachers is a major factor that reduces quality of education.
3. Repeating many years at the same grade level is not only a _____ of time but also a loss of money.
4. Students sometimes can be absent from school for several days at a time. This _____ may lead them to drop out from their learning.
5. The _____ of the school do not allow students to enter the school compound without wearing a school uniform.

6. If a student comes late to class repeatedly, she/he may be _____ from school for days.
7. As a rule, students must be _____ to their teachers.
8. A high rate of school dropout reduces the _____ of the education system.

Week 21

Day 5

9. Writing

Writing Conventions

The Apostrophe (')

We use the apostrophe (') to indicate:

1. Omission or contraction

The apostrophe shows that there is an omission (letters have been missed out), or contraction (where a word has been shortened) of a word.

Example: I'm = I am

doesn't = does not

2. Possession (belonging or ownership)

The apostrophe also shows us who the owner of something is.

If the owner is singular, put an apostrophe before the 's'.

Example: Abera's cat (= belonging to Abera)

If the owner is plural and ends in 's' put an apostrophe after the 's'.

Example: a boys' game (= a game for boys)

If the plural does not end in 's' put an apostrophe before the 's'.

Example: children's games (= games for children)

Rewrite the sentences putting an apostrophe where necessary.

1. Abeba is my younger sisters classmate.
2. Dont be absent from classes so often.
3. Shes a very clever girl, isnt she?
4. Derartu sends her daughter to a boys school.
5. A flood has destroyed all the farmers crops.
6. Doctors look after peoples health.
7. The mens changing room is occupied.
8. Were late because we couldnt find a taxi.
9. This is Obangs textbook.

Writing Composition

Write a short summary of the reading text, 'Reasons for Student Dropout' in one paragraph. Use the apostrophe and connectives where necessary in your summary.

Points to be included:

- The situation as regards school completion and dropout rates
- Students as factors for dropping out
- Socioeconomic background of the student
- Social and environmental issues
- Personal/family issues

UNIT 10

Scientific Discovery

Week 22 A Famous Scientist: Albert Einstein

Week 22 Day 1

1. Word Study

Word Segmenting and Blending

- A. Read the words below and segment them into the roots and suffixes. Then, look up their meanings in a dictionary.

Example:

realist	→	real-ist
violinist	→	violin-ist
mountainous	→	mountain-ous
generalise	→	general-ise
capitalise	→	capital-ise

- | | | | | | |
|-----------------|---|-------|----------------|---|-------|
| 1. normalise | → | _____ | 4. nationalist | → | _____ |
| 2. dangerous | → | _____ | 5. capitalist | → | _____ |
| 3. advantageous | → | _____ | 7. porous | → | _____ |
| 4. zealous | → | _____ | | | |

B. Blend the following roots words in the list below with the appropriate suffixes given.

legal	economy	normal	pore
vary	fury	agronomy	

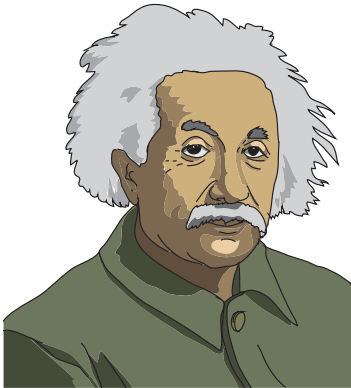
1. _____ ise
2. _____ ise
3. _____ ist
4. _____ ist
5. _____ ous
6. _____ ous
7. _____ ous

2. Reading Comprehension

Pre-reading Activity

In groups, discuss the following questions and report your answers to the class.

1. Name some of the famous scientists you know.
2. What did these famous scientists do?



While-reading Activity

A. Go through the following questions before you read the text and answer them while reading the passage below.

1. When was Einstein born?
2. Where did Einstein begin his education?
3. When did Einstein gain his diploma?

4. Why was Einstein given several honorary doctorate degrees?
5. What medal did Einstein he receive from the Royal Society of London?
6. When did Einstein receive the Nobel Prize in Physics?

Albert Einstein

Albert Einstein was born in Germany on March 14, 1879. Six weeks **later**, the family **moved** to Munich, where he later on began his schooling. Later, they moved to Italy and Albert continued his education at Aarau. In 1896 he entered the Swiss Federal Polytechnic School in Zurich to be trained as a teacher in physics and mathematics. In 1901, the year he **gained** his diploma, he acquired Swiss citizenship. As he was unable to find a teaching **post**, he accepted a position as a technical assistant in the Swiss Patent Office. In 1905 he **obtained** his doctor's degree.

Einstein's achievements in research are, of course, well recorded. His more important works include Special Theory of Relativity (1905), Relativity and General Theory of Relativity, Investigations on the Theory of Brownian Movement, and The Evolution of Physics. Among his non-scientific works, About Zionism, Why War? My Philosophy, and Out of My Later Years are perhaps the most important.

Albert Einstein received an **honorary** doctorate degree in science, medicine and philosophy from many European and American universities. He explained nuclear energy, which was later used for making atomic bombs. He, however, **regretted** discovering this disastrous energy, and in 1954 he made a formal apology to his friend.

During the 1920's he lectured in Europe, America and the Far East, and he was awarded Fellowship or Membership of all the leading scientific academies throughout the world. He received the 1921 Nobel Prize in Physics for his services to theoretical physics, in particular his discovery of the law of the photoelectric effect, a pivotal step in the evolution of quantum theory. He also gained numerous **awards** in recognition of his work, including the Copley Medal of the Royal Society of London in 1925, and the Franklin Medal of the Franklin Institute in 1935.

B. Based on the above reading text, say 'True' if the following statements are correct and 'False' if they are incorrect.

1. Einstein was trained as a teacher in physics and mathematics.
2. Einstein did not like the teaching post.

3. Einstein's family moved to Munich before he was born.
4. Einstein was sorry about his discovery of nuclear energy.
5. Einstein was honoured because of his good behaviour.

Post-reading Activity

Discuss the following questions in groups.

1. What should you do to become a famous scientist?
2. What impressed you most about Albert Einstein's achievements?
3. Compare Albert Einstein's achievements with the achievements of any other scientist.

Week 22

Day 2

3. Vocabulary

Identify the contextual meanings of the words printed in bold in the following sentences.

1. I completed my training in June. I received my diploma two weeks **later**.

A. ago	C. before
B. longer	D. after
2. We **moved** to the next room when we felt the first room was dirty.

A. ran	C. transported
B. changed	D. took
3. She **gained** popularity after she had invented a new technology.

A. lost	C. got more
B. accepted	D. deserved
4. She has been given a nice **post** as a leading technician.

A. letter	C. job
B. certificate	D. envelope
5. Tilahun Gessesse was given an **honorary** doctorate degree for his best songs.

A. temporary	C. given as respect
B. compulsory	D. academic

6. An **award** is given when somebody makes a remarkable achievement.

A. prize	C. position
B. letter	D. challenge
7. The man **regretted** beating his child; he was taken to jail as a result.

A. appreciated	C. enjoyed
B. felt sad about	D. felt happy
8. He made an **apology** for coming late.


A. excuse	C. worry
B. happiness	D. sadness
9. Some technological products such as nuclear bombs could become **disastrous** to this world.

A. useful	C. new
B. destructive	D. successful

4. Listening

Pre-listening Activity

Discuss the following questions based on the illustrations below.

<ol style="list-style-type: none"> 1. Who do you think is the scientist in the picture? 2. What did he discover? 3. How do we prevent bilharzia? 	
---	--

While-listening Activity

Go through the questions below before your teacher reads a text to you. Then, listen to the text carefully and answer the following questions.

1. When was Professor Aklilu Lemma born?
2. What did he study at the University College of Addis Ababa?

3. What is the remedy for bilharzia made from?
4. What did Professor Aklilu notice Endod do to snails?
5. Which creatures carry bilharzia?
6. What did professor Aklilu discover?

Post-listening Activity

Discuss and answer the following questions.

1. What kinds of things attract your attention in your environment?
2. What can you learn from Professor Aklilu Lema's achievement?

Week 22

Day 3

Speaking

Talking about the past.

Talk to your partner about what you were doing yesterday. Express your ideas using the past continuous tense. You may use the following situations.

- In the morning
- In the afternoon
- In the evening
- At home
- At school, etc.

Grammar

The Past Continuous Tense

- A. Look at the following dialogue between two students who use the past continuous tense to describe their actions. Use this dialogue as a model to do the next activity.**

Student 1: What were you doing when the burglar entered the house?

Student 2: I was sleeping.

Student 1: What was your father doing?

Student 2: He was reading in his reading room.

Student 1: He must have been so interested in his reading.

Student 2: Sure. He does not care whatever happens around him while he is reading.

Student 1: I see. What were your mother and sister doing?

Student 2: They were watching a movie.

Student 1: Did you report the burglary to the police?

Student 2: Yes, we did. But they were investigating another case.

Student 1: Ok, I'm so sorry. I hope you get the stolen items back.

Student 2: Thank you.

B. Use the correct past continuous forms of the verbs in parenthesis to make the following paragraph complete.

The sun (1) _____ (shine) and the birds (2) _____ (2 sing) as the elephant came out of the jungle. The other animals (3) _____ (relax) in the shade of the trees, but the elephant moved very quickly. She (4) _____ (look) for her baby, so she didn't notice the hunter who (5) _____ (aim) at her through his binoculars. When the shot rang out, she (6) _____ (run) towards the river.

Grammar Spot

We use the Past Continuous tense mainly to indicate that a longer action in the past was interrupted by a shorter action. The interruption is usually a shorter action expressed in the Simple Past.

This tense is formed using **was** (for singular subjects) and **were** (plural subjects) and '-ing' form of a verb.

Examples

1. I **was watching** TV when you called.
2. When the phone rang, my sister **was writing** a letter.
3. While John **was sleeping** last night, someone stole his car.
4. Semira **was waiting** for us when we got off the plane.

Week 22

Day 4

7. Reading Fluency

Practise reading the following text in your groups. Then, take turns with a partner to read it to each other. Ask your partner to give you suggestions for improvement. Then change roles.

Alexander Graham Bell

Alexander Graham Bell was born in 1847. He was a **Scottish**-born American scientist best known as the **inventor** of the telephone. He worked at a school for the **hearing impairment** while attempting to invent a machine that would transmit sound by electricity. Bell was **granted** the first official **patent** for his telephone in March 1876, though he would later face years of legal challenges to his **claim** that he was its sole inventor, resulting in one of history's longest patent battles. Bell continued his scientific work for the rest of his life, and used his success and wealth to establish various research centres **nationwide**.

Bell was educated in Scotland and at the University of London. He also studied under his grandfather, Alexander Bell, a noted speech teacher. He taught the art of speaking, assisted his father, also a speech teacher and noted phonetician, and taught at a school for the deaf in England, using his father's methods. In 1870, Bell **immigrated** with his parents to Canada.

Bell owes his immortality to his having been the first to design and patent a practical device for transmitting the human voice by means of an electric current. But Bell always described himself simply as a "teacher of the deaf," and his contributions in that field were of the first order.

8. Vocabulary

The following words are contextual meanings of the words in bold in the reading fluency text above. Find the words that match the meanings.

1. all over a nation _____
2. came to another country to live permanently _____
3. given _____

4. creator _____
5. hearing impaired _____
6. recognition of ownership of an invention _____
7. citizen of Scotland _____

Week 22

Day 5

9. Writing

Writing Convention

Using Punctuation Marks

The following text has errors because it lacks some punctuation marks. Rewrite it in your exercise book inserting appropriate punctuation marks.

In photo copying exposure to ultraviolet light is a great concern. In the early days of photocopiers the light source was filtered green to match the optimal sensitivity of the photo conductive surface This filtering conveniently removed all ultraviolet. Currently a variety of light sources are used As glass transmits ultraviolet rays between 325 and 400 nanometres copiers with ultraviolet-producing lights such as fluorescent halogen or xenonflash expose documents to some ultraviolet One day a man working on the copier machine said It is better to remain workless than to run the risk of ultraviolet radiation

Writing Composition

Write a narrative essay of three paragraphs on one of the famous scientists you know.

Week 23 The Importance of Scientific Discoveries

Week 23 Day 1

1. Word Study

Silent Letters in English (Part I)

Identify the silent letter in each word below. Then, read the words aloud. Be careful not to pronounce the silent letters.

Example:

- a. limb (the letter b is silent.)
- b. muscle (The letter c is silent)
- c. sign (The letter g is silent)

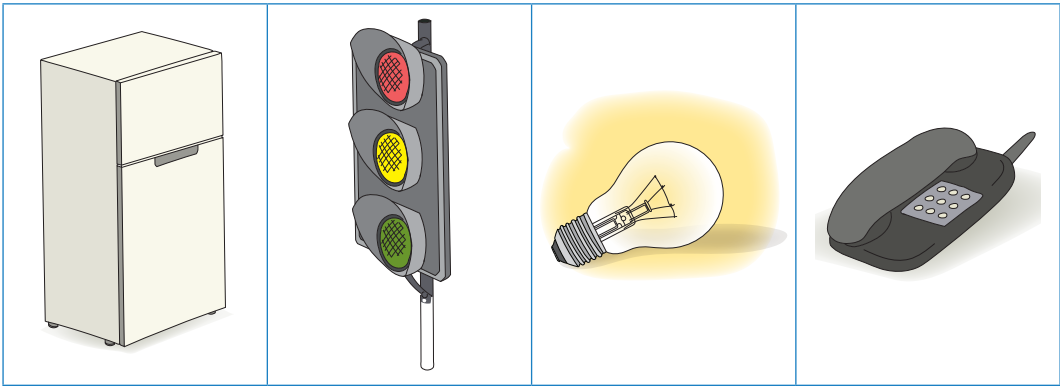
- 1. doubt
- 2. climb
- 3. discipline
- 4. scenery
- 5. assign
- 6. foreign

2. Reading Comprehension

Pre-reading Activity

With a partner, discuss the following questions.

- 1. What do you think are the major scientific discoveries in the world?
- 2. Name the devices in the pictures below.
- 3. For what purposes do we use these devices?



While-reading Activity

A. Answer the following questions as you read the text below.

1. According to paragraph 1, what is the aim of science?
2. Which discovery made possible the transmission of any message across the internet?
3. Which paragraph describes a quick means of communication as a result of the discovery of science?
4. Which paragraph describes the invention of medicines?
5. How does electricity benefit people in everyday life?
6. According to the text, what is the contribution of the invention of television?

The Importance of Scientific Discoveries

Today science is advancing at an **amazing** speed and almost everything in our life has changed beyond recognition. **It** attempts to conquer the forces of nature and aims to give humankind increasing power over his/her surroundings.

Scientific experiments can yield **intelligence** about the composition of matter in different ways. One example of this is the discovery of the electron, our understanding which has changed over the years; it has contributed in a variety of ways to how we live today. Electricity benefits people through everyday use in lighting homes, streets and traffic lights, and powering refrigerators and communication devices. The application of scientific discoveries is the main reason for the quick pace of

modern life. For instance, a journey that took weeks on foot or horseback was shortened to a few days' travel, first by the use of steam-powered **locomotives** and then later by personal automobiles. Today, travel by airplane allows people to make the same journey in just minutes.

In addition, scientific research has resulted in quick means of communication that has brought people from all over the world together. We can talk to any person through telephone and mobile phone. Electronic mail (email) has made possible the **transmission** of any message across the internet to any person in this world. Furthermore, radio can be used both as a means of receiving information and for recreation. The invention of television is one of the most important events in human history **which** has enabled us to see images of people and things thousands of miles away from us.

The other major contribution of scientific discovery is the invention of medicines to cure severe diseases. **This** is a significant contribution of science in the field of health. Plague, small-pox, cholera, leprosy, typhoid and even tuberculosis are no longer **terrible** diseases. This is because they can be controlled through scientifically discovered medicines.

Generally speaking, science generates knowledge by means of new discoveries that are often met with disbelief at first; but such knowledge eventually becomes **widespread** and common. Every school-age child knows that the earth **revolves** around the sun, although this knowledge was rejected when **it** was first discovered. Most people have a basic understanding of natural processes such as how moisture evaporates then condenses and falls as rain or how oxygen travels through the body in the bloodstream. Scientific discovery is the reason for the ever-increasing understanding that people have about the world around them.

B. Write what the following pronouns refer to in the reading text.

1. **It** attempts to... (Para. 1), 'It' refers to _____.
2. **which** has enabled us... (Para. 3), which refers to _____.
3. **This** is a significant contribution... (Para. 4), 'This' refers to _____.
4. when **it** was first discovered... (Para. 5), 'it' refers to _____.

Post-reading Activity

In small groups, discuss the following questions.

1. List some ancient and recent discoveries of science.
2. What effects do the provision and absence of electricity have on the lives of people in rural and urban areas?
3. Discuss some of the scientific discoveries which make great contributions to your education and to your life in general.

Week 23

Day 2

3. Vocabulary

Match the words under Column A with their contextual meanings under Column B.

A	B
1. revolves	A. the act of passing or sending out an electronic message
2. amazing	B. causing great harm, awful
3. locomotives	C. knowledge and understanding
4. terrible	D. astonishing
5. widespread	E. moves in a circle
6. transmission	F. engines that pull trains
7. intelligence	G. existing or happening over a large area

4. Listening Comprehension

Pre-listening Activity

Your teacher will read you a text entitled, “The Importance of the Mobile Phone”. Before you listen to the text, discuss the questions with your partner.

1. What special benefits do you think mobile phones provide us with?
2. What possible disadvantages do you think could mobile phones have?

While-listening Activity

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

1. A mobile phone is a _____ telephone.
A. line
B. land
C. portable
D. fixed
2. The radio frequency link establishes a connection to the switching systems of a mobile phone operator.
A. True
B. False
3. If students are busy keeping their eyes on mobile phones, it _____.
A. positively affects their study.
B. negatively affects their study.
C. does not bring any effects
D. helps them to keep their attention better.
4. Which services do mobile phones support?
A. Text messaging
B. Internet access
C. Digital photography
D. All of the above
5. Which of the following is **not** true about the mobile phone?
A. It was invented by Thomas Edison.
B. It supports a variety of services.
C. It is an easy and fast means of communication.
D. It has an impact on the health of the individual.

Post-listening Activity

With your partner, discuss the statements below.

1. The invention of mobile phones brought about a change in social interaction. What kind of change did it bring about?
2. Using a mobile phone excessively has a negative impact. Explain.

Week 23

Day 3

5. Speaking

Asking for Information

- A. In a group of three, act out the dialogue below taking turns as the receptionist, customer and Bethlehem.**

Receptionist: Good morning! Ethio Telecom. What can I help you?

Customer: Good morning. I'd like some information about putting a landline phone in my house.

Receptionist: Certainly, Sir. I'll put you through to the customer services office. Please hold on for a moment.

Bethlehem: Customer services office. Bethlehem speaking. What can I help you?

Customer: I'd like to know if it's possible to have a landline phone in my house.

Bethlehem: Absolutely. You have to submit a request letter to our customer service office and the office will then let you know when they're able to come.

Customer: Ok. When shall I come then?

Bethlehem: You can come at any time during working hours. Please bring all the necessary documents so that our engineers will be able to bring the new phone and other equipment with them in a short time.

Customer: Can I get some written information about the requirements and service types?

Bethlehem: Of course, Sir. You can come to our nearest office and collect a few brochures about our services.

Customer: Thank you very much. That is very helpful of you.

Bethlehem: Not at all. Are you calling from your mobile phone number now, Sir?

Customer: Yes, I am.

Bethlehem: Then I have your mobile number. Thank you very much.
Bye, bye.

Customer: Thank you. Bye, bye.

B. In the same group, practise using the following phrases in your dialogue.

Can you help me ...?

Can you tell me ..., please?

Could you tell me ..., please?

Do you know ...?

Do you know how to ...?

I hope you don't mind my asking, but ...

I wonder if you could tell me ...

I'd like to know ...

6. Grammar

The Gerund

Examples:

1. Jemila is very good at **drawing**.
2. **Running** is a good way to keep fit.
3. **Smoking** is bad for your health.
4. Ayantu is good at **listening** to people.

Fill the gaps with gerunds of the verbs in the following box. Use each verb only once. The first one has been done for you.

travel	ride	do	lie	try
swim	play	run	get	fly

1. She likes **running** every morning before breakfast.
2. I usually start _____ my homework, before watching TV.

3. I enjoy _____ on the grass.
4. She doesn't like _____ with other children.
5. _____ is a fast way of _____.
6. She likes sport, especially _____ horses and _____.
7. Do not give up _____ to find the answer to the question.
8. I lay in bed and thought about _____ up.

Grammar Spot

Gerunds

The gerund is the **-ing** form of a verb used as a noun. Sometimes a gerund is called a verbal noun because it comes from a verb. Although they name things, like other nouns, they normally name activities rather than people or objects. A **gerund** is never used as a verb. **Examples**

- **Smoking** is dangerous for health. (Here the gerund **smoking** acts as the subject of the verb.)
- She enjoys **reading**. (Here the gerund **reading** acts as the object of the verb.)
- She is interested **in acting**. (Here the gerund **acting** acts as the object of the preposition **in**.)
- The best form of physical exercise is **swimming**. (Here the gerund acts as the complement of the noun **exercise**.)

Week 23

Day 4

7. Reading Fluency

Listen carefully to the way your teacher reads the text below. Then with a partner, read the text aloud by taking turns.

The Invention of the Light Bulb

The invention of the light bulb in 1879 by Thomas Alva Edison changed human existence. The light bulb allowed us to work at night, increasing quality and productivity. It also allowed us to save money on candles and oil for light and was much safer to use. Light bulbs are less of a fire-hazard. They're also more convenient, as they don't blow out when it's windy; they don't fizzle out when they get wet; and they don't run out of oil. Instead of relying on candlelight and oil lamps, the light bulb allowed us, for the first time, to light up houses and streets in a way that was resistant to the elements. Light bulbs can also be used outside to light the streets, which meant crime-rates in cities were lowered and the streets became safer at night.

It was the infrastructure that was built to provide electricity to every home and business that changed the world. Today, our world is filled with powered devices that we can plug in pretty much anywhere and we have the light bulb to thank for it. The invention of the light bulb in the 19th century was a big milestone for the human race, and light bulbs are still in use.

8. Vocabulary

A. Complete the sentences with appropriate words from the box below.

infrastructure	responsible	access
system	portable	frequency

1. Nowadays, people have easy _____ to technological products.
2. A mobile phone is much more convenient than a landline because it is _____.
3. Do you know what _____ the Radio Ethiopia is on?
4. The company claims that it is not _____ for the pollution in the city.
5. The computer _____ has crashed and no one is able to fix it.
6. Governments need to provide the _____ to bring electricity to every home and business.

B. The words in Column A are taken from the reading fluency text. Match them with their opposites under Column B

A	B
1. exist	A. difficult to use
2. hazardous	B. dry
3. pretty	C. ugly
4. convenient	D. safe
5. wet	E. disappear

Week 23

Day 5

9. Writing

Writing Convention

Persuasive Essay

A persuasive essay:

- is written to persuade or convince the reader of a certain point of view.
- usually contains a signal of its purpose in the thesis statement.
- will be worded so that a definite opinion is given on an issue.
- provides tangible pieces of evidence or reasons.
- reasons are often organised from the least important to the most important.
- builds up strong support for the opinion, and leaves the reader with the strongest reason freshly in mind.

Structure of a Persuasive Essay

Introductory paragraph (opinion)

- Grab the reader's attention by using a so-called **hook**.
- Give an overview of the argument.
- Close with a thesis statement that reveals the position to be argued.

Body (Facts and Examples)

- Each body paragraph should focus on one main idea.
- Within each paragraph, provide sufficient supporting detail, evidence, data, examples, etc.
- Describe and then refute the key points of the opposing view.

Concluding paragraph (Final Appeal)

- Restates and reinforces the thesis and supporting evidence.
- Contains words such as **should** or **ought to**, to express a judgment about the topic or idea.

Writing Composition**Persuasive Essay Writing**

Write a persuasive essay of 3-4 paragraphs on one of the following thesis statements.

1. Industrial countries should stop producing advanced weapons.
2. Children under the age of 15 should not use social media.

Paragraph 1

Some people say it is good for children to use social media. They have their own reasons.

These reasons include:

First.....

Second.....

Paragraph 2

However this idea is wrong. The reason why I say this is wrong is that....

It makes children.....

It causes.....

Paragraph 3

In general, although using social media is important, its disadvantages are greater than its advantages. So.....

Week 24 The Discovery of Anaesthesia

Week 24 Day 1

1. Word Study

Silent letters in English (Part II)

Read the following words aloud. Be careful not to pronounce the silent letters.

Example:

- light (letter combination **gh** is silent)
- honest (letter **h** is silent)
- knee (letter **k** is silent)
- half (letter **l** is silent)

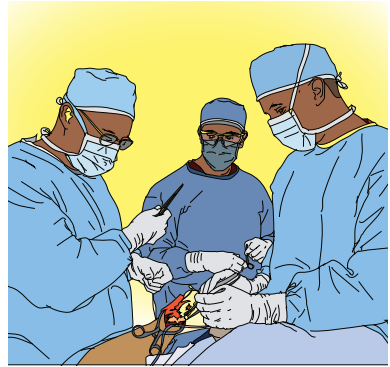
- | | | | |
|-------------|----------|----------|------------|
| 1. daughter | 4. talk | 7. white | 10. chalk |
| 2. hour | 5. fight | 8. where | 11. weight |
| 3. knot | 6. know | 9. calf | 12. knight |

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions with a partner and reflect your ideas to the class.

1. What medical discoveries do you know?
2. What do you think are the purposes of these medical discoveries?
3. Study the following picture with your partner and guess what the main idea of the passage will be?



While-reading Activity

Read the passage below and answer the following questions based on information in the reading text. Write the answers in your exercise book.

1. What is anaesthesia?
2. Who discovered anaesthesia? When did she/he discover it?
3. Which body activities does anaesthesia help to control during a medical procedure?
4. What are the three broad categories of anaesthesia?
5. Which paragraph talks about regional anaesthesia?
6. What is local anaesthesia?
7. Which type of anaesthesia is used to make and keep a person completely unconscious during the operation?

The Discovery of Anesthesia

It was in 1846 that the pain of surgery was **eliminated**. This was because an early form of anaesthesia was first used by **dentist** William Morton and surgeon John Warren at Massachusetts General Hospital in Boston on October 16, 1846. Anaesthesia is a way to control pain during a surgical procedure by using a medicine called anaesthetic. It can help control the patient's breathing, blood pressure, blood flow, and heart rate and rhythm. A patient under the effects of anesthetic drugs is referred to as being anesthetized. Anesthesia enables the painless performance of medical procedures that would otherwise cause the patient severe or **intolerable** pain.

There are three **broad** categories of anesthesia. These include local anesthesia, regional anesthesia and general anesthesia. Local anesthesia is an anesthetic drug which can be given as an injection, a **spray**, or an ointment. It numbs only a small, specific area of the body such as a foot, a hand, or a patch of skin. With local anesthesia, a person is awake or sedated, depending on what is needed. Local anesthesia lasts for a short period of time and is often used for patients who come to a hospital or clinic for surgery and can go home the same day. The medicine used can numb the area during the procedure and for a short time afterwards to help control post-surgery **discomfort**.

Regional anaesthesia is an anesthetic drug that is injected near a cluster of nerves, numbing a larger area of the body such as below the waist, as do epidurals given to women in labour. It is generally used to make a person more comfortable during and after the surgical procedure.

General anaesthesia on the other hand is used to make and keep a person completely **unconscious** or asleep during the operation, with no awareness or memory of the surgery. It **suppresses** the central nervous system activity and results in unconsciousness and total lack of sensation. It can be given through sticking a needle into a vein, usually in the arm or the patient can be asked to **inhale** gases or vapours by breathing into a mask or tube.

Post-reading Activity

With your partner, discuss the following question and report your answer to the class.

If there were no anaesthesia, how would people be treated during surgery?

Week 24

Day 2

3. Vocabulary Questions

Choose the correct meanings for the following words based on the contexts in the reading passage.

- The word **eliminated** (paragraph 1) means _____.

A. removed	C. decreased
B. added	D. reduced

2. A **dentist** (paragraph 1) is a person who specialises in treating people's _____.
- A. eyes
B. skin
C. teeth
D. ears
3. The word **broad** (paragraph 2) means _____.
- A. specific
B. kind
C. simple
D. general
4. **Intolerable** (paragraph 1) means:
- A. unbearable
B. itchy
C. enjoyable
D. probable
5. The word '**spray**' (paragraph 2) means _____.
- A. a kind of liquid that is sent through the air
B. a kind of decoration
C. a kind of praying
D. a kind of music
6. The word **unconscious** (paragraph 4) means _____.
- A. active
B. awake
C. unable to sense
D. unable to move
7. The word **discomfort** (paragraph 2) is _____.
- A. feeling of pain
B. unconsciousness
C. unhappiness
D. weakness
8. It **suppresses** (paragraph 4) means _____.
- A. allows
B. prevents
C. shows
D. initiates
9. ...to **inhale**' (paragraph 4) means _____.
- A. to breathe out
B. to smell
C. to breathe
D. to release

4. Listening

The Discovery of X-rays

Pre-listening Activity

Discuss the following questions in a small group.

1. What do you think are x-rays used for in health care?
2. Who do you think discovered x-rays?
3. In which country do you think were x-rays discovered?

While-listening Activity

Your teacher will read to you the text, ‘The Discovery of X-rays.’ Listen carefully and answer the following questions.

1. When did Roentgen discover x-rays?
2. Are x-rays shorter or longer than the light rays we can see?
3. Which x-rays are easily absorbed in air - **hard** or **soft** x-rays?
4. Which rays are used to check patients for broken bones?
5. Which disease is commonly treated with x-rays?
6. What is the technical name for the treatment by x-ray?
7. Is this treatment an electromagnetic or an electrochemical form of treatment?
8. Which part of the body receives low energy beams, the skin or the brain?

Post-listening Activity

Discuss the following questions in a small group.

1. To which disease would you like scientists to discover a cure? Give your reasons.
2. How has the discovery of x-rays contributed to better health care provision?

Week 24

Day 3

5. Speaking

Talking about Health

- A. In pairs, act out the dialogue between a doctor and a patient. Take turns and start over acting out the dialogue.**

Patient: Doctor, I am really sick!

Doctor: Tell me how you feel.

Patient: My head hurts. I have a constant headache!

Doctor: Do you have a fever?

Patient: No. But my back hurts too.

Doctor: Are you sleeping well?

Patient: No, I wake up every hour. The pain is there all the time.

Doctor: Do you have pain in your stomach?

Patient: Yes, sometimes.

Doctor: Do you have pain in your neck?

Patient: No.

Doctor: Does your throat ache?

Patient: No.

Doctor: Are you coughing at night?

Patient: No.

Doctor: It could be gastritis.

Patient: Will I have to have blood tests or x-rays?

Doctor: No, that won't be necessary at this stage.

Patient: Good.

Doctor: Just take two of these tablets every four hours for a week. You should feel better in a few days. You don't need to worry at all.

Patient: Thank you, doctor.

- B. Create a situation of your own as in the dialogue and role play it.**

6. Grammar

Defining Relative Clauses

Example:

The x-ray **that was taken after the accident** showed two fractures.

The medicine **which the patient is taking** has strong side effects.

The mobile **which I bought for my brother** is a new model.

The girl **who is a medical doctor in the hospital** was my classmate.

In groups, identify and discuss the defining relative clauses used in the following short text. Write the clauses in your exercise book.

The boy who took me to the Italian restaurant works in a big shop which sells expensive shoes. The restaurant was very modern. The food which they served was excellent. The waiters always seemed to be busy with the customers whose wallets were full of money. The table at which we were seated was near a window, so we could see the cars that had been parked by the rich customers outside the restaurant. They were being watched by a young man in uniform.

After we had finished our meal, the waiter who is my friend came over with a small silver box into which he had already put the bill. When my friend took the bill out of the box, he opened his eyes in surprise because he had never had to pay so much for a pizza before.

Grammar Spot

Defining (Restrictive) Relative Clauses

Use:

These types of clauses are used to identify the preceding nouns from the other nouns of the same group. They are essential to the meanings of the sentence.

For Example:

The neighbour is rich. (very general and undefined)

The neighbour **who lives in front of us** is rich. (defined)

(It tells us which neighbour).

A common error which students make when using this form is to define a noun which is already completely identified.

For example:

My best friend **who lives in London** is coming at the weekend.

Some students think the above clause in bold is defining the noun ‘friend’, but it isn’t (the word ‘best’ has already told us which friend it is), it is just adding extra information and it should be separated by commas.

Defining clauses are not separated from the main clause by a comma/commas.

Example:

The park **which she visited last week** is very interesting.

The girl **who was given a reward** is my sister.

Relative pronouns in defining relative clauses:

	Function in a sentence	
	Subject	Object
People	who, that	who, whom, that
Things/concepts	which, that	which, that

N.B. Relative Pronouns can be omitted in defining relative clauses when they refer to objects in the sentences.

Example:

The girl **whom** you saw with me is my classmate.

The girl you saw with me is my classmate.

Week 24 Day 4

7. Reading Fluency

Listen to your teacher while he /she is reading part of the text, ‘The Discovery of Anesthesia’. In pairs, read the same section aloud with appropriate accuracy.

8. Vocabulary

Fill in the blank spaces using the appropriate words from the word list below. Use a word only once.

invention	device	comfortable
therapy	hazard	convenient

- Which do you think is the most useful _____ for the development of a country?
- I told the doctor that it wasn't _____ for me to have an appointment during school hours.
- They used a very good measuring _____. As a result, they had no trouble calculating the radiation dose.

4. I'm so glad that the dentist gave you a local anaesthetic to make you more _____ while she was giving you the filling.
5. You have to be careful because using x-rays as radiation can be a health _____.
6. On the other hand, radiation _____ has been successful in treating many forms of cancer.

Week 24

Day 5

9. Writing

Writing Conventions

Descriptive Essay

As you may remember from previous lessons, the descriptive essay is a type of essay that describes an object, a person, a place, an experience, an emotion, a situation, etc. Writers use descriptive language to express personal feelings and emotions or to create mental pictures. This may mean using adjectives and adverbs to modify or add detail to nouns or verbs.

For example

“The man wore a neat, chocolate brown business suit, shiny from wear.” This sentence tells us a lot more about the man and the suit than the sentence: “The man wore a brown suit.”

Adverbs can also be used to add detail to verbs by telling **how** something happened, not just **what** happened.

For Example

The woman carefully considered her options before jumping nervously into the river.

Writing Composition

Write a descriptive essay of 3-4 paragraphs on the topic related to a visit to some where you made. Then, share it with your partner.

UNIT 11

Natural Wonders of Africa

Week 25 African National Parks

Week 25

Day 1

1. Word Study

Blending Prefixes

First, blend the following prefixes and the root words to make other meaningful words. Then, work with your partner to match the words with their meanings given below.

Examples:

homo + geneous → homogeneous = having a similarity in structure/matching

hetero + geneous → heterogeneous = consisting of different structures/unrelated

1. micro + organism → _____
2. poly + gamy → _____
3. homo + graph → _____
4. hetero + graph → _____
5. poly + glot → _____

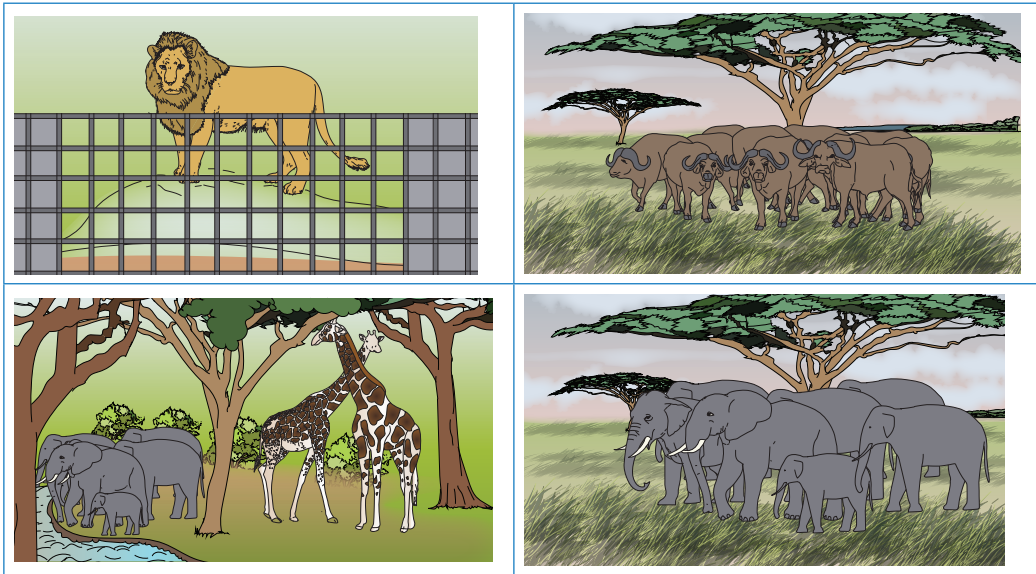
- marriage to more than one person at a time
- living organisms which are too small to be seen without a microscope
- a word with the same spelling as another word but a different meaning
- a person who speaks several languages
- different letters representing the same sound

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

- What are national parks? Why are they important?
- Tell your partner about some of the parks in Africa.
- What do the following pictures show?



While-reading Activity

- A. Copy the following table in your exercise book and complete it by scanning the text below.

Park	Country	Area in km ²	Number of bird species	Wild animals found in the park
Masai Mara				
Chobe			-	
Kruger				
Etosha				

African National Parks

Africa has the highest **concentration** of national parks on the planet with 335 national parks, as of 2014, which protect more than 1,100 species of mammals, 100,000 species of insects, 2,600 species of birds, and 3,000 species of fish. Some of the parks are described below.

The Masai Mara National Reserve is widely considered to be the greatest park on earth. It is the most popular park in Kenya. It is named in **honour** of the Maasai people who **inhabit** the region. This **legendary** 1,800 square kilometer wildlife reserve in East Africa is home to some 95 species of mammals, amphibians and reptiles and over 400 bird species. This park is also home to large populations of **predators**. **These** include numerous lions, leopards, cheetahs and jackals.

Chobe National Park is found in the northern part of Botswana. It is home to the largest continuous elephant population in Africa. It covers 12,000 square kilometers with a diversity of ecosystems ranging from arid plains and dry channels to **fertile** grasslands, dense woods and watery swamps. Its diverse habitats support a high density and rich variety of wild animals and birds, most notably the **huge** elephant herds that number over 40,000 individuals. Winter (April to October) is the best time to go to the Park, as herds of zebras, antelopes, buffaloes, giraffes and wildebeest gather at the water sources.

Kruger National Park is South Africa's top **safari** destination and one of the world's finest parks. It covers around 19,485 square kilometers of untamed bush. It is home to an unrivalled diversity of wildlife. Inhabitants include 145 mammal species, the largest number of mammals found in any game park in Africa, along with nearly 500 bird species. This park is home to wild animals, from hippos, crocodiles and cheetahs to wild dogs, giraffes and numerous antelope species.

Etosha National Park is Namibia's park, and it is regarded as one of the best national parks in Africa. This unique national park covers some 22,270 square kilometers. It is home to some rare and unusual wild animals, including the tallest elephants on the continent. Common wildlife sighting include rhinos, giraffes, elephants, lions, various species of antelopes and even cheetahs, leopards and (depending on season) more than 300 species of birds.

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

1. Which continent has the highest number of national parks?
2. Why is winter the best season to visit the Chobe National Park?
3. Which people of Kenya live in the region where the Masai Mara National park is found?
4. Among the African parks mentioned in the passage, which park is the most extensive one?
5. Which African National Park is home for the largest number of mammals?
6. **These** include numerous... (paragraph 2,). What does the pronoun 'These' refer to?

Post-reading Activity

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

1. Do you know the names of national parks which are found in Ethiopia? List as many as you can.
2. How does Ethiopia benefit from having national parks?

Week 25

Day 2

3. Vocabulary

Find words in the reading text which have similar meanings to the following words and phrases.

1. gathering of something in a great number (para. 1) _____
2. live in (para. 2) _____
3. respect (para.2) _____
4. very famous and talked about by a lot of people (para. 2) _____
5. animals that hunt and eat other animals (para.2) _____
6. gigantic, very large (para.3) _____
7. a trip to see and hunt animals (para.4) _____
8. productive (Para. 3) _____

4. Listening

Pre-listening Activity

Before you listen to the listening text, discuss the following questions in groups.

1. Where is the Serengeti National Park situated?
2. What kind of animals do you think are found in this national park?
3. What do you observe in the following illustration?



While-listening Activity

Serengeti National Park

Answer the following questions based on the information in the listening text.

1. What does the word **Serengeti** mean to the Maasai people?
2. In which part of Tanzania is Serengeti National Park situated?

3. What are the reasons for Serengeti National Park being listed as a World Heritage site by UNESCO?
4. What animals are considered as the big five of Africa?
5. What is the total area of the park?
6. When do vast numbers of hoofed animals migrate across the Serengeti Ecosystem?
7. Where do they migrate to?
8. How is this possible?

Post-listening Activity

Discuss the following questions and reflect your ideas to the class.

1. What benefits does the Serengeti park have to Tanzania?
2. What do you think should the Tanzanian government do to perfect the Serengeti park and the animals in it?

Week 25 Day 3

4. Speaking

Asking for and offering Information (Role-play)

In pairs, ask for and give information. Student A will be a tourist guide. Student B will be a tourist. Use the following notes to guide your conversation.

1. Tourist Guide (Role 1)

You may use the following notes to provide information.

- Offering to help:
Example: Can I help you?
 May I help you?
- Asking for more detail:
Example: Which place are you looking for?
- Making a suggestion:
Example: Why don't you go there?

- Offering more help:

Example: Is there anything else I can help you with?

Would you like any more information?

- Ending the conversation:

Example: Have a good day.

2. Tourist (Role 2)

You may use the following notes to ask for information.

- Names of main tourist attraction places:

Example: Could you tell me the names of the main tourist destinations/attractions in Ethiopia?

- Transport:

Example: What kind of transportation is available to go there?

Cost of transportation:

Example: How much does the transportation cost?

- Time:

Example: How long does it take?

- Places to relax and places to eat:

Example: Is there any place in the park to relax or to stay?

- Seeking personal recommendations/choices:

Example: What is your personal recommendation/suggestion?

6. Grammar

Non-defining Relative Clauses

Re-write these sentences using relative clauses. Use ‘who’, ‘whose’, ‘which’, ‘that’, and ‘whom’

Example:

Solomon went to visit a park last week. Solomon will come to class today.

Solomon, who _____.

Answer:

Solomon, who went to visit a park last week, will come to class today.

- Chobe national park is found in the northern part of Botswana. It is one of the National parks in Africa.
Chobe national park, which is found _____.
- The Masai Mara is a Kenyan national park. It is considered to be one of the greatest parks on earth.
Masai Mara, which _____.
- Getachew lives next door to us. Getachew plays for the national football team.
Getachew, who lives _____.
- Etosha National Park’s area is 22,270 square kilometers. It is found in Namibia.
Etosha National park, whose _____.
- The earth revolves round the sun. It is round.
The earth, which _____.

Grammar Spot

Non-defining Relative Clauses

As the name suggests, **non-defining (non-restrictive)** relative clauses tell us more about someone or something, but the information in these clauses does not help us to define what we are talking about.

These clauses simply add more/extra information to the known nouns. They provide information that can be left out without affecting the meaning or structure of the sentence. They are separated from the main clause by a comma/commas.

Example

The tall girl, **who speaks English fluently**, is a tour guide.

Kruger National Park, **which is one of the world's finest parks**, is found in South Africa.

Note:

- The sections in bold of the sentences above are non – defining relative clauses. If they are left out, the sentences would still make perfect sense. What we miss is only additional or extra information about the noun.

Example:

The tall girl, who speaks English fluently, is a tour guide.

The tall girl is a tour guide.

Kruger National Park, which is one of the world's finest parks, is found in South Africa.

Kruger National Park is found in South Africa.

The relative pronoun (**who, which, whose or whom**) must always be used to introduce a non-defining relative clause. It cannot be omitted.

Relative pronouns in non-defining clauses:

	Function in a sentence		
	Subject	Object	Possessive
People	who	who, whom	whose
Things/concepts	which	which	whose, of which

Week 25

Day 4

7. Reading Fluency

Your teacher is going to read the reading text aloud before you read by yourselves. Then, in pairs, read aloud the reading text below as accurately as you can. Take turns to read. Ask your teacher for an explanation if you find some difficult words to pronounce or understand.

Ngorongoro Conservation Area, Tanzania

Formerly part of Serengeti National Park, Ngorongoro Conservation area encompasses three magnificent volcanic craters (Ngorongoro is the most famous), as well as the legendary archeological site of Olduvai Gorge, and more than 8,300 square kilometers of savannah, dense forest, and African bush. This is one of the few areas in the world where wildlife and humans peacefully coexist.

The proud Maasai people live alongside a diversity of wildlife within this World Heritage-listed area and graze their cattle on these lands. Besides the spectacular volcanically formed scenery, highlights include one of Africa's densest populations of wild lions as well as black rhinoceros, buffaloes, leopards, wild dogs, cheetahs, and more than 500 species of birds. As part of the Serengeti ecosystem, the area also plays host to the Great Migration as 1.6 million ungulates make their way through here each year between December and June.

8. Vocabulary

Choose words which have similar meanings to the words in bold in the following sentences.

- They stopped at the top of the hill to admire the **scenery**.
 - view
 - distance
 - importance
 - width
- Africa has a greater concentration of **magnificent** parks than any other continents.
 - large
 - different
 - beautiful
 - limited
- A number of wild animals **coexist** in the parks.
 - live individually
 - live together
 - attack each other
 - fear each other
- Parks are used as **recreation** areas for tourists.
 - enjoyment
 - work
 - living
 - employment
- A variety of species of **wildlife** are found in the parks of Africa.
 - domestic animals
 - animals for transport
 - undomesticated animals
 - animals that live both outside and inside house
- Most of the naturally reserved areas or parks **encompass** a variety of mammals and birds species.
 - exclude
 - include
 - feed
 - give

7. More needs to be done on the **conservation** of plants and animals in the reserved areas or parks.
- A. deforestation
B. visiting
C. protection
D. counting
8. Africa is home to many of the world's **fascinating** animals.
- A. ugly
B. big
C. starving
D. enchanting
9. Some species of animals and plants are becoming **endangered** nowadays. Their number is decreasing
- A. protected
B. near extinction
C. reviving
D. well known

Week 25**Day 5**

9. Writing

Writing Convention

Summary writing

A summary is a restatement of the main ideas of someone else's text in as few words of one's own as possible. Summaries can be one or two sentences or several pages long. For all types of summaries, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

How to Summarize a text:

- Read the original passage or text very carefully.
- Use a pencil to highlight or underline what you take to be the main point of the original text, or make notes in the margins or on another sheet of paper.
- If you are summarizing an entire essay, outline the writer's argument.
- Then tell your audience what the original source argued.

Writing Composition

Write a short summary of the text you have read: **African National Parks.**

Your summary should include important points about :

- Masai Mara national reserve
- Chobe national park
- Kruger national park
- Etosha national park

Week 26 Ethiopia's National Wonders

Week 26 Day 1

1. Word Study

Homonyms

Homonyms are words having the same spelling or pronunciation but different meanings.

Example:

desert = abandon or leave someone without help in a difficult situation

desert = a very hot area often covered with sand or rocks with very little rain and not many plants

Work with your partner and fill in the blank spaces using the appropriate words given. Provide the meanings of the words in each sentence.

Example

Some people live in the **desert**. (desert = a very hot area often covered with sand)

So many people **desert** the factory each month. (desert = abandon)

bank

close

bark

1. The _____ of the acacia tree is very thick.
2. We go to the _____ either to save money or to take it.
3. Our school is _____ to the bus station.
4. Dogs usually _____ when they see hyenas.

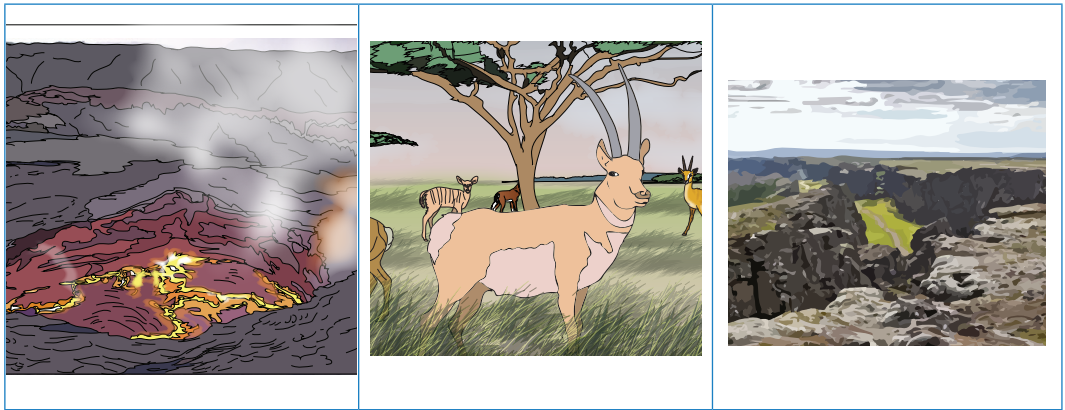
5. Some flowers grow on a river _____ or near streams.
6. It is good to _____ windows when it gets too cold.

2. Reading Comprehension

Pre-reading Activity

With your partner, discuss the following questions.

1. Which Ethiopian natural wonder would you like to visit? Why?
2. What benefits do you think natural wonders have for Ethiopia?
3. Where do you think are the scenes in the following pictures found in Ethiopia?



While-reading Activity

Read the passage carefully and answer the following questions based on the information in the reading text.

1. Why is Erta Ale regarded as an amazing volcano?
2. Erta Ale has a pit on its southern slopes which is locally known as _____
3. Why do tourists watch Erta Ale active volcano at a distance?
4. How was the Rift Valley formed?
5. What features mark the Rift Valley's passage through Ethiopia?
6. Which river borders the Awash National Park?
7. What is the height of the dormant Fantalle volcano?

8. What attractive natural features and animals are found in Awash National park?
9. It is bordered by (para.3, line 1) 'It' refers to_____.

Ethiopian Natural Wonders

Like many other African countries, Ethiopia also has amazing natural features. One of these is Erta Ale which is an active **volcano** in the Afar Region of North-Eastern Ethiopia. It is the most active volcano in Ethiopia. In Afar, it is referred to as the smoking **mountain**. It has a pit on its southern slopes locally known as *the gateway to hell*. It has **searing** hot temperatures because large amounts of heat are released by the volcano. Local people do not usually visit it but many **tourists** do. The tourists avoid the hot points of the volcano and watch this **amazing** active volcano at a distance.

Much of Africa's volcanic activity is concentrated along the 2800 kilometers long crack in the earth's surface known as the Great Rift Valley. It is the result of two roughly parallel faults in the earth's surface between which, in distant geological time, the **crust** was weakened and the land subsided. The Great Rift Valley's passage through Ethiopia is marked by a chain of lakes and rivers. Lakes and rivers provide ideal habitats for the lively variety of **flora** and **fauna** that make the region a great **delight** for naturalists and tourists.

There are also fascinating national parks, which attract both local and foreign tourists, in Ethiopia. Awash National Park is the oldest and most developed game **reserve** of its kind. **It** is bordered by the Awash River and lies 225 kilometers east of Addis Ababa on the Djibouti Highway. The 1,800 meters high semi **dormant** Fantalle volcano is an extensive area of pools of mineral hot - springs, and the **extraordinary** phenomenon of the rocky features. The rich wildlife in the park consists mostly of East African plains game, with the exception of the giraffe and the buffalo. The oryx, bat-eared fox, caracal, aardvark, colobus and grey monkeys, Anubis and Hamadryas baboons, klipspringer, leopards, bush bucks, hippopotamus, gazelles, Grevy's zebras, cheetahs, greater and lesser kudus, and 400 species of birds are to be found within the 756 square kilometers of the Awash national park.

Post-reading Activity

In a group of three, discuss the following questions.

1. What are the other natural wonders found in Ethiopia which are not mentioned in the reading text?
2. How do you advise Ethiopians to manage these and other natural wonders in the country?

Week 26

Day 2

3. Vocabulary

Find appropriate words that are in bold from the reading text which have similar meanings to the following words and phrases.

1. outer part of the earth
2. astonishing
3. a raised part of the earth's surface, much larger than a hill
4. an inactive volcano that does not erupt for a long time.
5. plants and animals
6. an area kept or protected in its natural state
7. a mountain with a hole in the top or side that sends out rocks, ash, lava, etc., in a sudden explosion
8. someone who visits a place for pleasure and interest
9. pleasure or happiness
10. burning or intense (temperature)
11. very unusual, special

4. Listening

Pre-listening Activity

In groups of three, discuss the following questions before you listen to the listening text.

1. What are the names of the national parks you know in Ethiopia?
2. In which region of the country are these parks found?
3. Which types of wild animals are found in these parks?

While-listening Activity

Listen attentively and complete the following table using the information from the listening.

National park/ mountain	Place / region found in	Distance from Addis Ababa	Metres above sea level	Animals found in the park/ mountain area
Semien mountains national park/Ras Dashen				
Bale mountains national park/ Tullu Dimtu				
Nech Sar national park				

Post-listening Activity

Discuss the following questions in your groups.

1. Do you know any national parks in Ethiopia which are not mentioned in the listening text? Tell other group members where they are.
2. Have you ever visited a park? If so, what impressed you most about it?
3. What do you think is the national and international importance of Ethiopian parks?
4. How can the endemic wildlife of Ethiopia be protected?

Week 26**Day 3****5. Speaking****Asking and Giving Directions**

1. Act out the dialogue in pairs by taking turns.

Saba: Excuse me, is this the right way to the park?

Fenet: I am afraid, you are not on the right road.

Saba: Excuse me, could you tell me how to get to the park?

Fenet: Turn left and go straight ahead for about a kilometer. You will cross the bridge and turn right at the crossroads. Then, walk for about one kilometer and you will get there.

Saba: Thank you very much. I think I'll be able to get there now.

Fenet: You're welcome.

2. Use the following expressions and practise asking for and giving directions. Use your own situations.

Asking directions

Excuse me, could you tell me how to get to the bus station.

Can you give me the direction to ...please?

Can you tell me how to get to...?

Is this the right way to the...?

Giving directions

Go straight on

Turn left/right (into ... street)

Go along up/down/...street

Take the first/second road on the left/right

It is on the left/ right

It is opposite...

It is near...

It is at the end (of)...

It is on/at around the corner...

It is behind ...

It is in front of ...

It is next to ...

It is between ...

6. Grammar

Articles (indefinite and definite)

Study the examples below. Then, copy the following paragraph into your exercise book and complete the blank spaces with appropriate articles (a/an/the).

Example:

I watched **a** car as it came up our road. **The** car stopped outside our house and **a** man got out. **The** man was carrying **an** interesting bag in his hand. With **the** bag in his hand, **the** man looked like **a** salesman.

Bontu has worked for this park for ten years. Throughout this time she has shown herself to be ____ (1) intelligent and hard working person. She first joined ____ (2) park as ____ (3) assistant manager but was soon promoted to ____ (4) position of ____ (5) manager of ____ (6) park. She manages ____ (7) park with skill and energy. She has ____ (8) good plan for development and this has been particularly evident in ____ (9) success of ____ (10) park. On ____ (11) personal level, I have found Bontu to be ____ (12) very honest and considerate person. She is ____ (13) very fair manager and is respected and well-liked by ____ (14) park workers.

Grammar Spot

Articles

In English there are two types of articles. These are indefinite articles and definite articles

1. Indefinite articles include ('a' and 'an')

These two articles are used:

- with singular countable nouns to mean 'one'.

- we use ‘**a**’ before consonant sounds and ‘**an**’ is used before vowel sounds (a, e, i, o, u).

Example

Awash National Park is **an interesting** place to visit.

Erta Ale is a **nice** place to see.

- We do not use a/ an with an adjective alone (without a noun).

Example

She is **a** clever student (Not She is a clever).

He is **an** intelligent boy. (Not He is an intelligent).

2. Definite Article (the)

‘The’ means something like ‘you know which one I mean’ and it is used with singular, plural countable and uncountable nouns.

Example

The water (uncountable)

The lake (singular countable)

The parks (plural countable)

‘The’ is used:

- to talk about people and things that we have already mentioned or when something is referred to for a second time.

Example

She has bought a new bag. **The** bag is very interesting.

- When we are saying which people or things we mean.

Who is **the** boy in the car?

Week 26 Day 4

7. Reading Fluency

Listen to your teacher carefully while she/he reads aloud from the text, ‘Ethiopian Natural Wonders’. Then, read the same text aloud in your group. Take turns to read and give feedback.

8. Vocabulary

Complete the following sentences using appropriate words from the list below.

fascinating	peak	elevation	generate
cliff	endemic	heritage	territory

1. The Walia Ibex is one of the wild animals which are found only in Ethiopia. This means it is _____ to Ethiopia.
2. It is a great achievement to climb a high mountain and reach its _____.
3. Some parks cover a very wide _____ in which different types of wild animals can live naturally.
4. Ras Dashen is the highest mountain in Ethiopia with an _____ of about 4,533 meters above sea level.
5. Some parks include _____ features which attract many tourists.
6. Unless someone keeps that child away from the edge of the _____ she may fall.
7. Parks can help a country to _____ foreign currency through tourism.
8. We must protect our national _____ as it shows our cultural identity to the other world.

Week 26

Day 5

9. Writing

Writing Convention

Expository Essay

Go back to the lesson in Week 24, Day 5 and revise what you have learned about descriptive composition and use the ideas in your writing.

Writing Composition

Write a 3-4 paragraph descriptive essay on one of the following topics.

1. One of the mountains or parks in your area.
2. Any natural wonder you know in your area or that you have visited in Ethiopia.

Include the following points in your essay:

- its name and why it is named so
- its location (distance from Addis Ababa/ from the nearby town)
- its altitude (elevation above sea level)
- the area it covers....
- its geographical features (mountains, rivers, waterfalls, lakes, hot springs)
- its wildlife (animals, plants, birds, vegetation...)
- its cultural significance

Week 27 African Lakes

Week 27

Day 1

1. Word Study

Homophones

Read the following pairs of words. Identify what part of speech they are (e.g. noun, adjective, etc). Then, write the meanings of the words.

Example: sea, see

Sea - (noun): the salty water which covers a large part of the surface of the earth.

See - (verb): to be conscious of what is around you by using your eyes

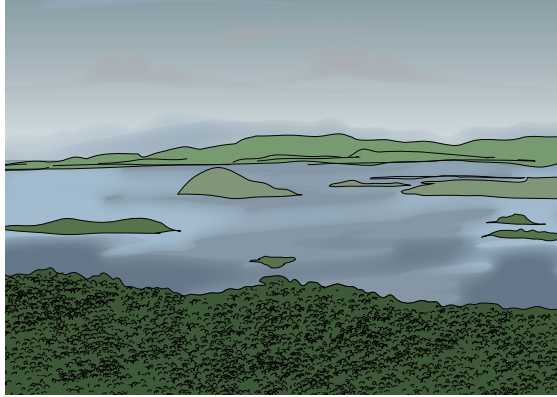
- | | |
|---------------|------------------|
| 1. seen/scene | 3. tail/tale |
| 2. some/ sum | 4. aloud/allowed |

2. Reading Comprehension

Pre-reading Activity

With your partner, discuss the following questions and share your ideas with the class.

1. How many African lakes can you name in three minutes?
2. Say in which country each of the lakes in your list can be found.



While-reading Activity

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

1. Where do most of the major lakes of Africa lie?
2. How many lakes outside of Ethiopia are mentioned in the text?
3. How many Ethiopian lakes are mentioned in the text? Write their names.
4. What is the significance of Lake Tanganyika?
5. Which lake is named as the source of the Blue Nile?
6. Which lake is described as one of the 10 largest freshwater lakes in the world?

African Lakes

Most of the major lakes in Africa lie along a continental line known as the East African **Great Rift Valley**. The Rift Valley runs through the southeastern portion of the **continent**, creating both **spectacular** mountains and a system of deep lakes. These lakes are usually known as the Great Lakes of Africa. These lakes include: Lake Victoria, Lake Nyasa, Lake Tanganyika, and Lake Albert. There are also other lakes that are not in the category of Great Lakes, but still are major African Lakes. For instance, Lake Tana, Lake Chamo and Lake Abaya in Ethiopia are considered by many to be the most beautiful lakes in Africa.

Lake Victoria is the largest lake in Africa. In terms of area, it is the second largest freshwater lake in the world. **Bordered** by Uganda, Kenya and Tanzania, it supports a **diverse** ecosystem of **reefs** and islands. It is also one of the sources of the River Nile. The land around this Lake is **densely** populated, and it plays an important economic role in the lives of the people there.

Lake Nyasa, also known as Lake Malawi, is among the African Great Lakes. It's the third-largest lake in the East African Rift Valley. It is bordered by Malawi, Tanzania and Mozambique

The third so-called Great Lake, Lake Tanganyika, is one of the 10 largest freshwater lakes in the world and the second deepest. Though it is narrow, it is the longest lake in the world. It forms the **entirety** of the border between Tanzania and the Democratic Republic of the Congo and also borders Burundi to the north and Zambia to the south. It is **significant** also as a source of the White Nile river. Lake Albert is relatively shallow, reaching only 80 feet in depth, but in terms of surface area it's the fourth largest of the Rift Valley lakes. It borders both Uganda and the Democratic Republic of the Congo.

Lake Tana, which is found in Amhara region, is the largest lake in Ethiopia. It is also believed to be the source from which the Blue Nile starts its long journey to the Mediterranean Sea. Far south in Ethiopia's Great Rift Valley, Lakes Chamo and Abaya are also geographic features of major significance.

B. Fill the following table with appropriate information from the reading text. (Note that the spaces with lines do not have information in the text)

Name of the Lake	Size	Length	borders	Contribution
Lake Nyasa	?	_____	?	_____
Lake Tanganyika	?	?	?	a source of the White Nile
Lake Victoria	?	_____	_____	?
?	Shallow, but the fourth largest of Rift Valley lakes.	_____	?	_____
?	the largest lake in Ethiopia	_____	_____	?

Post-reading Activity

Discuss in your groups

- List the Ethiopian lakes you know.
- What benefits do Ethiopian lakes give to the local community and to the country?

Week 27

Day 2

3. Vocabulary

Choose the right meanings for the words as they are used in the text.

- Valley (Para. 1) is an area of

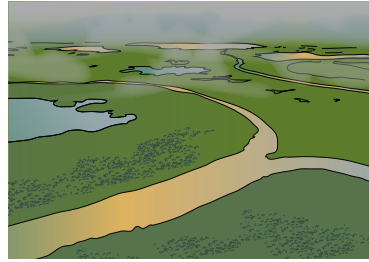
A. cold land	C. highland between hills
B. lowland between hills.	D. hot land.

2. significant (par. 4) means _____
- A. important
B. simple
C. attractive
D. complex
3. bordered (Para. 2) means _____
- A. attacked by another country.
B. occupied by another country
C. taken by another country
D. shared a boarder with another country
4. reefs (para.2) means _____
- A. long knot
B. long lines of rocks
C. short cracked rocks
D. short line of the sea.
5. spectacular (para.1) means _____
- A. unattractive
B. ugly
C. impressive
D. reflection
6. diverse (para.2) means _____
- A. different
B. the same
C. unique
D. divided
7. densely (Para. 2) means _____
- A. arbitrarily
B. scarcely
C. secondly
D. heavily
8. entirety (Para. 4) means _____
- A. single
B. whole
C. few
D. in part

4. Listening Comprehension

Pre-listening Activity

1. In a small group, study the following picture and discuss what it illustrates.
2. From your observation of the picture, what do you expect the listening text to be about?



While-listening Activity

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

1. Write the name of the second longest river in Africa.
2. Why is river Nile famous in the world?
3. What is the name of the main river of Western Africa?
4. Name the three major tributaries of the Nile River.
5. Which river is the largest river flowing into the Indian Ocean from Africa?

A. Nile	C. Zambezi
B. Niger	D. Congo
6. Which is the second largest river in the world by volume of water discharge and the ninth longest in the world with length of 4,700 km?

A. Zambezi	C. Nile
B. Congo	D. Niger
7. Through how many countries does the Niger River flow?
8. Name three of these countries.

Post-listening Activity

1. With a partner, list the names of other big rivers you know and describe them.
2. What importance do they have to the people around them?

Week 27

Day 3

5. Speaking

Talking about Rivers and Lakes (Interview)

In pairs, take turns to ask your partner the following questions and respond to them.

1. Can you tell me your name, please?
2. Do you live near a lake or a river in Ethiopia? Have you ever visited one? Which one?
3. How did you like living there or visiting it?
4. What do you think are the functions of lakes and rivers nowadays?
5. What do you think of boats and ships as forms of transportation?
6. Why do some people like to live near rivers, lakes or the sea?

6. Grammar

Infinitives

Study the following dialogue. Then, rewrite it by adding the word ‘to’ where necessary.

Example:

Would you like visit Lake Abaya?

Would you like **to** visit Lake Abaya?

1. **A:** Would you like visit Lake Tana?
B: Yes, I would love to.
2. **A:** Can you tell me how operate this cell phone?
B: No, I cannot tell you but I can show you how fix it.
3. **A:** Please tell me how open the back cover of the phone.
B: Open the cover, hold it tight and slide it to the end.
4. **A:** I tried complete my homework, but it was very difficult.
B: May I help you? **A:** Yes, sure.

Grammar Spot

An infinitive will almost always begin with ‘to’ followed by the simple form of the verb, like this:

to + verb = infinitive

- Because an infinitive is not a verb, you cannot add ‘s’, ‘es’, ‘ed’, or ‘ing’ to the end.
- Infinitives can be used as nouns, adjectives, or adverbs.

Example:

- **To sleep** is what she wants after class. (**To sleep** functions as a **noun** because it functions as the subject of the sentence)
- Wherever Fatuma goes, she always brings a book **to read**. (**To read** functions as an **adjective** because it modifies book)
- Jemila washed her lunchbox **to clean** out the smell of the wot. (**To clean** functions as an **adverb** because it explains why Jemila washed the box)

Infinitives without ‘to’

An infinitive will almost always begin with ‘to’. However, exceptions do occur.

An infinitive will lose its ‘to’ when it follows certain verbs. These verbs are **feel, hear, help, let, make, see, and watch**.

Example:

The children have nothing to do right now. Tell them **to play** football.

The teacher **made** the students stay outside.

Week 27 Day 4

7. Reading Fluency

Listen attentively to your teacher while he/she reads aloud a section of the text ‘African Lakes’. Then, read the text aloud accurately taking turns with your partner.

8. Vocabulary

Complete the following sentences with appropriate words from the words listed below.

remarkable	discharging	depth	tributary
excess	sightseeing	principal	spot

1. There is ____ ground water in the village due to the heavy rains.
2. Lake Langano is ____ for its scenery.
3. According to the listening text, the Victoria Falls is a popular sightseeing ____ on the River Zambia.
4. The river diverts through a narrow valley before ____ into the sea.
5. ____ means distance downwards.
6. What is the ____ reason for the closing of the school?
7. Did you have a chance to do any other ____ before your visit to Arba Minch?
8. Can you tell me the main ____ to the River Congo?

Week 27

Day 5

Writing Convention

In a small group, revise the use of capitalisation and the comma. You will find relevant information in Weeks 22, 25 and 31. Then, review the techniques of descriptive writing from Week 29. Share your ideas in class discussion and ask your teacher for any further information you need.

Writing Composition

Write a three paragraph descriptive essay on one of the rivers or lakes you know or have visited personally in Ethiopia (or in any African country).

UNIT 12

Technology in the Modern World

Week 28 Communication through Technology

Week 28 Day 1

1. Word Study

Word Contraction

- A. Rewrite the following sentences using the contracted form of the underlined words as is done in the examples.

Example:

- We are very happy about the movie we saw.
We're very happy about the movie we saw.
- They are coming to the meeting by bus.
They're coming to the meeting by bus.
- I am sure you will like the mobile I bought for you.
I'm sure you will like the mobile I bought for you.

1. She had completed her exam before she left.
2. Do not disturb me while I'm studying.
3. He does not play tennis.
4. They have made progress.
5. We cannot leave tomorrow.

B. Rewrite the following sentences by writing the full forms of the contracted words.

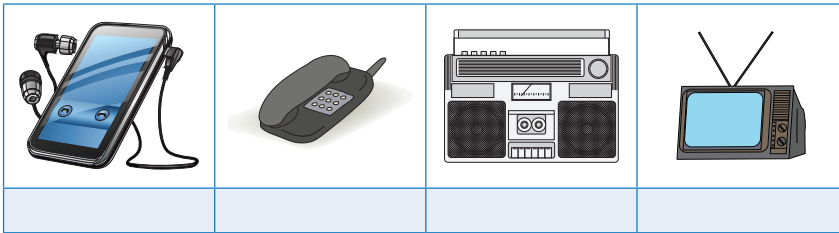
1. **She's** gone to market
2. **They've** eaten their lunch.
3. She **shouldn't** go with us .
4. No, he **didn't** do it.
5. She **won't** come tomorrow.

2. Reading Comprehension

Pre-reading Activity

Answer the following questions in your groups

1. Name the following technological products and mention their importance.
2. Which of these inventions is the latest?



While-reading Activity

A. Read the passage below and answer the questions based on the information in the reading text. Write the answers in your exercise book.

1. What are the latest developments in technology?
2. What were the first written means of communication?
3. On which material were the first communications written?
4. When were paper, papyrus, and wax invented?

Technology and Communication

The process of human communication has **evolved** over the years, with many **path-breaking** inventions and discoveries heralding a revolution or progress from one level to another.

Throughout history, developments in technology and communications have gone **hand-in-hand**. The latest technological developments such as the Internet and mobile devices have resulted in the advancement of the science of communication to a new level.

The invention of **pictographs** in the ancient world gave us the first written communication. These writings were on stone and remained immobile. The invention, first of papyrus in 3000 B.C. and later of paper in about 100 B.C. and lastly of wax, in the 15th century, made possible the transfer of documents from one place to another, allowing for uniformity of languages over long distances. The latest revolution is the widespread application of electronic technology, such as electronic waves and signals, to communication, resulting in the electronic creation and transfer of documents over the World Wide Web.

The most significant impact of technology on communication is the spread of the Internet and the possibility of sending emails and chatting online. In the pre-information technology days, a document often required re-typing on the typewriter before the final **version** was approved. Sending a letter across a distance to someone else required a visit to the post office and a postage stamp. Faster methods such as telegrams had severe limitations in text length and were quite **costly**.

Computers and the Internet have made the process of creating and editing documents and automatically spell-checking and grammar checking, easy and natural. We can send documents to any part of the globe within seconds through an email, making telegrams and even ordinary letters mostly **obsolete**. The Internet has thus increased the speed of communications **manifold**, and drastically reduced the costs involved.

The huge amount of knowledge accessible at the click of a mouse has helped improve the quality of communication. Translating a text from an unfamiliar language into a familiar language, **seeking** out the meaning of an unknown word, and getting follow-up information on an unfamiliar concept are all possible, thanks to the Internet.

B. Choose the best alternatives based on the information in the passage above.

1. Which of the following is true?
 - A. Advancement in technology is slow.
 - B. Technology has made communication difficult.
 - C. We can check the meaning of a word on the internet.
 - D. The internet is the oldest technological development.
2. We can send documents very fast through:
 - A. an email
 - B. letters
 - C. persons
 - D. post offices
3. Which of the following is not the use of the internet?
 - A. Doing spelling and grammar checking
 - B. Decreasing communication cost
 - C. Making communication faster
 - D. Keeping people idle
4. Pictographs:
 - A. were mobile
 - B. were written on stones
 - C. made use of computers
 - D. were written on paper
5. Which one is not true about the telegram?
 - A. It is a faster method.
 - B. It has severe limitations in text.
 - C. It is quite costly.
 - D. It is quite cheap.

Post-reading Activity

Discuss the following questions in a group.

1. What do you think are the problems that make technology inaccessible?
2. How can people and government minimize these problems?

Week 28

Day 2

3. Vocabulary

Finding Contextual Meanings

Match the words under A with their contextual meanings given under B.

A	B
1. evolve	A. out of date, no longer in use
2. path-breaking	B. form of communication through a picture
3. hand-in-hand	C. many times
4. pictograph	D. old
5. costly	E. change, develop
6. version	F. opening a new way
7. obsolete	G. search for something
8. manifold	H. together
9. seek	I. expensive
	J. variation
	K. portion

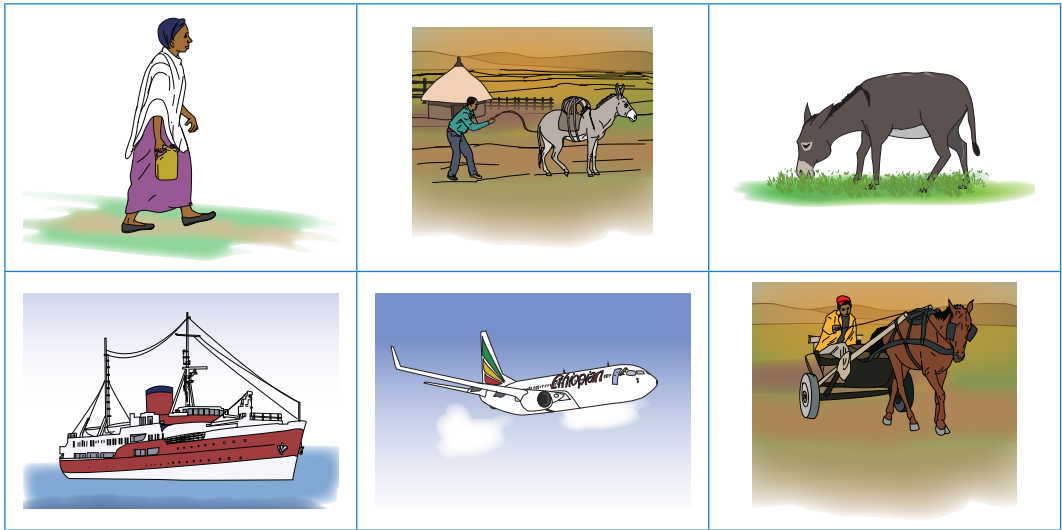
4. Listening

Pre-listening Activity

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

1. How do people in your area transport things and move from place to place?
2. What technologies have been introduced to improve the transportation system in your area?

3. Look at the pictures below and describe them.



While-listening Activity

First copy the following table into your exercise book. Then, complete it based on the information in the listening text that your teacher is going to read to you.

Traditional Transportation	Modern Transportation	Improvements in Modern Transportation

Answer the following questions based on the information you gained from the listening text.

1. Which of the means of transportation is the latest technological development in transportation systems?
2. What made people able to travel over greater distances and cover more territory?
3. How many means of transportation are presented in the text? What are they?

Post-listening Activity

Discuss the following questions in a group and share your answers with the class.

1. What makes transportation difficult in developing countries like Ethiopia?
2. How can these problems be solved?

Week 28

Day 3

5. Speaking

Making a Speech

Select one of the following topics and practise speech-making in groups. Your teacher will select some students to perform their speech for the class.

1. Think of the traditional transportation systems (e.g. donkey, mule, camel, cart) and modern transportation systems (e.g. vehicles, airplane, boat, ship); and compare and contrast their advantages and disadvantages.
2. How has the horse been used by humans throughout history?
3. What will future transportation look like?

6. Grammar

The Superlative Degree

A. Look at the following examples and complete the dialogue with the correct form of the adjective in parentheses.

Examples:

- a. Lions are the _____ (strong) animals.
Lions are the **strongest** animals
- b. A giraffe has _____ neck (long).
A giraffe has the **longest** neck.
- c. Ayelech is _____ (competitive) girl in the class.
Ayelech is the **most competitive** girl in the class.

Situation A:

Abrham: How do you see Almaz in your class?

Mohammed: I think she is the _____ (1. intelligent).

Abrham: She is also _____ (2. creative).

Mohammed: I think Amen is the _____ (3. artistic).

Abrham: You may think so. But I am afraid she is not.

Mohammed: I disagree.

Situation B:

Selam: This dog is the _____ (4. ugly) dog I have ever seen.

Genet: Oh, you are right. It's very ugly. I think our dog is the _____ (5. attractive) one.

Selam: Dogs are not attractive at all. It must be our cat. Our cat is the _____ (6. beautiful) animal in the whole world.

Genet: Oh. It must be lovely.

Selam: Yes, it absolutely is.

B. Use the correct superlative forms of the adjectives in the following text.

My uncle has 5 daughters. The name of the _____ (1. young) daughter is Beyenech. The _____ (2. old) is Almaz. His third daughter is the _____ (3. clever) girl. She always comes first in her class. She is also the _____ (4. talented) of the five. Her father buys her the _____ (5. good) dresses because of her intelligence and hard work. The second daughter, Tadelech, has the _____ (6. bad) behaviour. She always fights with her friends.

Grammar Spot

A comparable adjective can exist in three forms – **positive**, **comparative** and **superlative**. The positive form is the base form of the adjective. The **comparative** form expresses a higher **degree** of some quality. The **superlative** form expresses the highest or least **degree**. The superlative degree is used to compare persons and things of which there are more than two.

The superlative form of an adjective is formed by:

1. adding the suffix **-est** if the word has one syllable, e.g., tallest.
2. using with **most** (or **least**) if the word has more than two syllables, e.g., most intelligent, least attractive.

Week 28

Day 4

7. Reading Fluency

Listen to your teacher while he /she is reading part of the text, ‘Technology and Communication’. In pairs, take turns to read the same section of the text aloud. Ask your partner to give you suggestions on how to improve your reading accuracy and fluency.

8. Vocabulary

Classifying Words

A. Classify the following words into their classes given in the table below.

Example:

mango, orange, carrot, potato, avocado,

Fruits: mango, orange, avocado

Vegetables: carrot, potato

wolf	chin	nape	chameleon	fox	hyena
toes	crocodile	python	ankle	gazelle	sickle
stool	hoe	ladle	axe	pestle	knee
spade	wrist	cheek	shovel	navel	hare

Body parts	Household materials	Animals

B. Describe the uses of the following materials.

Example:

Knife: - A knife is used to cut or chop things.

Flute: - A flute is played as a musical instrument.

- | | | | |
|-----------|---|-----------|---|
| 1. spade | - | 5. ladder | - |
| 2. weapon | - | 6. broom | - |
| 3. bucket | - | 7. stool | - |
| 4. kettle | - | 8. ladle | - |

Week 28

Day 5

9. Writing

Writing Convention

Characteristics of Descriptive Essays

- **Appealing-to-the-senses:** Let the reader see, smell, hear, taste, and feel about what you write in your essay.
- **Use of spatial-order:** Show the reader where things are located from your perspective.
- **Use of adjectives:** Use appropriate adjectives to describe nouns.

Writing Composition

Writing a Descriptive Essay-(Free Writing)

Write a descriptive essay about your favourite mode of transport in not less than 100 words.

Week 29 Benefits of a Computer

Week 29 Day 1

1. Word Study

Blending Suffixes (-an/-ian, -al/-ial)

-ian/-an = of or belonging to

-ial/-al = relating to

Blend the following suffixes with their root words and read them.

Example:

Europe	+	an	→	European
bury	+	al	→	burial

- | | | | | | |
|----|----------|---|-----|---|-------|
| 1. | Brazil | + | ian | → | _____ |
| 2. | Ethiopia | + | an | → | _____ |
| 3. | comedy | + | an | → | _____ |
| 4. | adverb | + | ial | → | _____ |
| 5. | industry | + | al | → | _____ |
| 6. | accident | + | al | → | _____ |
| 7. | region | + | al | → | _____ |

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions in a small group.

1. What are the benefits of a computer?
2. When should people start using computers?
3. Study the following pictures and predict words you will find in the text.



While-reading Activity

Read the passage below and answer the following questions based on the information in the text. Write the answers in your exercise book.

1. According to paragraph one of the text, what materials are listed as examples of technological devices?
2. Which paragraph shows that technological devices make life comfortable?
3. Which paragraph shows that a computer is used to store information?
4. What, according to the text, makes a computer interesting?
5. For what purposes do people use a computer?
6. What skills do children develop through learning to use a computer?

Benefits of a Computer

Modern science has given us many wonderful technological **devices**. The light bulb, telephone, camera, CD player, photocopier, **projector**, car engine, electric bell, video camera, music keyboard, airplane, computer, radio, ultra sound machine and **stethoscope** are some of the examples of technological devices.

These have helped humans to **advance** rapidly and have **revolutionized** their life. Consequently, life has become easier, faster and more efficient, convenient and

comfortable. The invention of the computer and its further development is one of the most **marvelous** inventions of modern technology.

A computer can be defined as a machine which stores information, data, on magnetic tapes, and can analyse and **retrieve** them **instantly** when required. Thus, it has helped us in overcoming many difficult problems of multiple calculations, data-processing, record keeping, scientific analysis, and other time-consuming activities. The speed, accuracy, reliability, and capacity of the modern computer is **astounding**.

Moreover, a computer is used in so many fields in our daily life. From engineers to doctors, students, teachers, government and non-government organizations, all use computers to perform specific tasks, for entertainment, playing games, information, business, educational programmes, and multiple other purposes.

Furthermore, computers benefit the development of fundamental skills in children. Good educational software enables children to practise and develop a broad range of skills. It can help them learn, for example, about shapes, letters, numbers, rhythm, and colours. Good educational software can also help children develop their understanding of cause and effect, procedural thinking, higher order problem solving and creative expression.

Lastly, computers benefit children with special needs in the school system. Computers have proved **extremely** beneficial to students with certain speech, audio, and motor limitations. Students with special needs can use alternative input and output devices to interact with computers and do things that they normally could not accomplish independently. What they can do through using a computer **boosts** their **self-esteem** and provides them with a greater sense of control of the world around them and their own individual lives.

Post-reading Activity

Discuss the following questions in groups of three and share your ideas with the whole class.

1. What positive and negative effects do computers have on society?
2. How can a computer help children with special needs?

Week 29

Day 2

3. Vocabulary

Choose the best meaning for the following words based on their contexts in the reading passage.

1. devices (paragraph 1) means:
 - A. discoveries
 - B. pieces of equipment
 - C. activities
 - D. mechanisms

2. revolutionized (paragraph 2) means:

A. changed	C. worsened
B. destroyed	D. attacked

3. marvellous (paragraph 2) means:

A. attentive	C. sad
B. happy	D. wonderful

4. advance (paragraph 2) means:

A. develop	C. study
B. collect	D. ruin

5. extremely (paragraph 6) means:

A. to a very high degree	C. seriously
B. badly	D. severely

6. instantly (paragraph 3) means:

A. collectively	C. slowly
B. immediately	D. moderately

7. astounding (paragraph 3) means:

A. amazing	C. minimal
B. believable	D. terrible

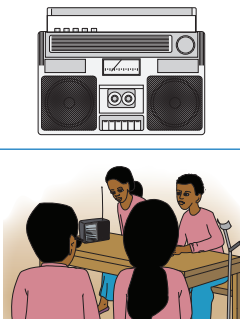
Match the technological products in Column A with their uses in Column B

A	B
Technological Devices	Use
1. light bulb	A. for playing music
2. telephone	B. for recording moving pictures
3. camera	C. for ringing /to attract attention
4. CD player	D. for showing enlarged pictures, writings, etc. on a screen
5. photocopier	E. for transporting people and goods
6. car engine	F. for copying documents
7. projector	G. for taking photographs
8. electric bell	H. for talking to distant people
9. video camera	I. for giving light
10. calculator	J. for doing numerical calculations
11. generator	K. for producing electricity

4. Listening

Pre-listening Activity

Discuss the following in a small group.

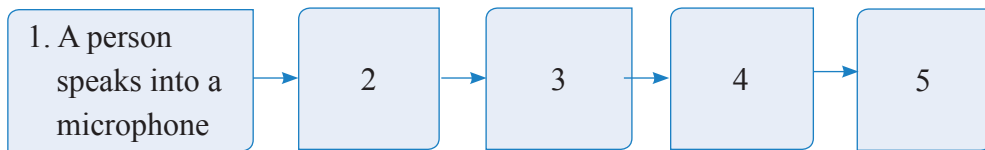
<ol style="list-style-type: none"> Do you like listening to the radio? Why? Why not? What kinds of radios do you know? Do you know how a radio works? Try to explain it. 	
---	--

While-listening Activity

A. Answer the following questions while listening to your teacher reading the text, ‘The radio’.

1. Who invented the radio? When did she/he invent it?
2. Why is the radio important?
3. From where are radio programmes broadcast?
4. What is the speed of radio waves?

B. Complete the diagram below with information from the listening text. Number 1 is done for you.



Post-listening Activity

Discuss the following questions in a small group.

1. What makes radio different from other forms of communication?
2. How can farmers and others who live in remote areas of Ethiopia benefit from radio programmes?

Week 29

Day 3

5. Speaking

Expressing Agreement and Disagreement

Act out the following dialogues taking turns with your partner.

Situation 1

Azimeraw: People who watch news on TV don't like to read newspapers.

Birtukan: Why do you say so?

Azimeraw: Television news items are similar to newspaper articles.

Birtukan: Not exactly. Newspaper articles are more detailed.

Azimeraw: But the contents are similar.

Birtukan: That might be true.

Situation 2

Jemal: The old means of communication were better than today's.

Yasin: Really? I don't agree with you.

Jemal: Some communication means like letter writing are still used today.

Yasin: That is right. But today's communication means are better and faster.

Jemal: Do you mean the Internet and the mobile phone?

Yasin: Yes, the two have changed our communications significantly.

Jemal: I agree with you there.

In pairs, select two of the devices listed below. One of you will choose one device and the other will select another device. Then, argue that your device has more benefits than your partner's.

- a radio
- a light bulb
- a photo camera
- a telephone
- a computer
- a ship
- a car
- an airplane

6. Grammar

Adverbial relative clauses

Join the following pairs of sentences, using 'where', 'when' or 'why'.

Example:

- a. Here is the shop. I bought my new camera from this shop
 - Here is the shop where I bought my new camera.
- b. I'm looking forward to the beginning of next year. I'll be a high school student by then.
 - I'm looking forward to the beginning of next year when I'll be a high school student.

1. This is the hall. The conference will be held in this hall.
2. I know a small restaurant. You can have a nice dinner there.
3. They haven't fixed the date yet. They will get married.
4. I forgot the time. The plane would land.
5. Tell me the reason. You came late.

Choose the correct relative pronoun to complete each sentence below.

1. This is the time of year _____ most people celebrate the new year.
A. where B. when C. which D. who
2. A country _____ volume of exports is smaller than her imports can't be said to be in a good situation economically.
A. when B. that C. where D. whose
3. The reason _____ he stated for his being dismissed from the job wasn't found at all
A. why B. that C. whom D. when
4. The reason _____ we are holding this meeting is to seek solutions to our communication problems.
A. when B. whose C. where D. why
5. Saturday is the day _____ we usually go shopping.
A. why C. whom
B. that D. when

Grammar Spot

Adverbial Relative Clauses

Adverbial relative clauses are introduced by ‘**when**’, ‘**where**’ and ‘**why**’.

‘**When**’ refers to time.

‘**Where**’ refers to place.

‘**Why**’ refers to reason.

Example:

1. 2004 was the year when I went to Addis Ababa.
2. The reason why he is absent is not clear.
3. I love the house where I was born.

The underlined words above are relative clauses

The relative pronouns **where**, **when** & **why** can be used to join sentences or clauses. They replace the more formal structure of **preposition** + **which** used to introduce a relative clause.

Week 29

Day 4

7. Reading Fluency

In a small group, take turns to read the following text aloud. Give one another constructive feedback.

Cars on our roads

Cars and other vehicles are now readily available. They are technologically advanced enough to be safe for everyday use and to work as a reliable tool for getting people and goods from one place to another in a relatively short space of time.

The main advantage of cars is that they can get people to specific places quickly and according to their own time-line. People do not have to rely on trains or planes in

order to get to where they want to go, so they can set off and arrive when they wish without having to work around a train or plane schedule.

Their main disadvantage is that all forms of vehicles on our roads are polluting the atmosphere and are slowly killing the earth by adding to greenhouse gasses that do not allow the sun's heat to escape. Even electric cars are powered by electricity generated by fossil fuels. Of course, road traffic accidents are also a very big killer worldwide and the lives of many drivers and passengers have been lost.

8. Vocabulary

Fill in the blanks in the sentences using the appropriate words from the word list below. Use only one word at a time.

communication	studio	transmitter	radio
relayed	broadcasting	cables	

- The radio has become the most ideal means of long-distance _____.
- People are now able to listen to information _____ from broadcasting houses.
- The radio transmission starts when someone speaks into a microphone in a _____ at the _____ station.
- The sound made is changed into electric sound waves which travel along tiny metallic _____ to the _____.

Week 29

Day 5

9. Writing

Writing Convention

Poetry- rhyming scheme

In a rhyming stanza, two or more words share similar sounding words. For more about rhyming refer to week 11 .

Writing Composition

- Look at the following example and complete the poem below. You can choose phrases from the table to complete the poem.

Example:

My chosen Career

If I become a pilot, I will visit Kenya,

A good friend of Ethiopia.

If I become a pilot, I will visit Somalia,

The nearest neighbour of Ethiopia.

If I become a pilot, I will visit the Sudan,

And have pleasure and fun.

If I become a pilot, _____

If I become a pilot, _____

If I become a pilot, _____

earn big money
my eyes will gleam
fly like a bird
live my dream
life will be sunny
give my word

B. Write a similar poem of 10 or more lines on what you will do if you become a doctor.

Week 30 The Advantages and Disadvantages of Technology

Week 30 Day 1

1. Word Study

Blending suffixes (-en, -er, -or)

Blend the following roots and suffixes. Give attention to the spelling of the blended words. Then, check in a dictionary or ask your teacher if you come across words which you don't know.

Examples:

calculate	+	or	→	calculator
believe	+	er	→	believer
sad	+	en	→	sadden
earn	+	er	→	earner

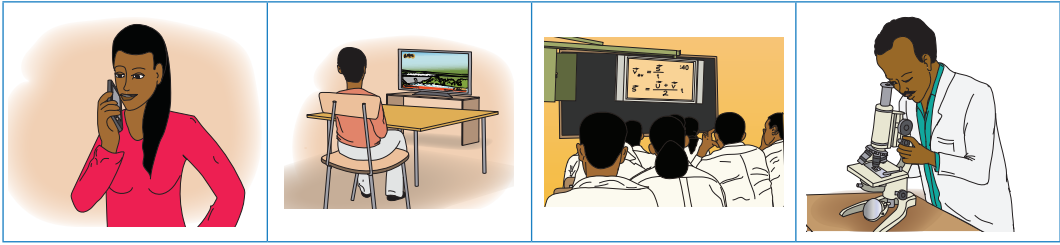
1. act	+	or	→	_____
2. broad	+	en	→	_____
3. teach	+	er	→	_____
4. run	+	er	→	_____
5. elevate	+	or	→	_____
6. hard	+	en	→	_____

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions about technology.

1. What do you think is happening in the following pictures?
2. Have you ever used any of the devices shown in the pictures? Which ones and for what purpose?



While-reading Activity

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

1. What technology do people use to communicate with others who are far from them?
2. What is the best way to access any information that you need? How is it done?
3. What is the main contribution of technology to increase violence and endless wars? How?
4. How does technology help resolve health related problems?
5. **They** are more comfortable with ... (paragraph, five), 'They' refers to _____.
6. What is the main idea of the text?

The Advantages and Disadvantages of Technology

Technology is advantageous in many ways. One of the benefits of technology can be seen in its application in areas of education. Virtual classes are delivered at many schools. E-learning is a relatively new concept. Students make use of internet technology to download important study materials in the form of text, audio and/or videos.

Technology has also revolutionized the healthcare industry. Various **diagnostic** tools such as x-ray machines, blood pressure monitoring machines, glucose level measuring machines, etc. have made possible accurate diagnosis of many health related problems. **Accurate** diagnosis of disease results in faster and more effective treatment of the patient.

Moreover, technology has made it possible to communicate across hundreds and even thousands of miles through telephone, e-mail, video conferencing, text messaging and the internet. We are living in an age of information **overload**. Hence, it is easy to access almost any information that you need through the internet, using an appropriate search engine.

Furthermore, technology has made travelling long distances very easy, which is very important both in our personal lives and in the business world. It has improved the world of entertainment, from radio to television to video games, which bring the latest and greatest entertainment right into our home.

Despite the **pros**, there are also many disadvantages of modern technology. One of the **cons** or disadvantages of technology is its creation of increased loneliness in people's lives. Social isolation is becoming common as more people are spending time on social networking sites instead of **fostering** real life relationships. As technology advances, people are forgetting how to interact with one another. **They** are more comfortable with a phone instead of having a face to face conversation.

In addition, technology is a source of mass **destruction**: It has been the main contributor to increasing violence and endless wars. This is because it has brought about the manufacture of modern war weapons and weapons of mass destruction.

In conclusion, technology has **eased** the life of human-beings in the development of culture and society. However, too much of technology can be a bad thing. It can even be destructive. Hence, technology should be used with due care and **caution** only for purposes that are of benefit to the individual and to humanity.

Post-reading Activity

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

1. Discuss the advantages and disadvantages of technology that you think are not mentioned in the reading text.
2. Which of these alternatives do you support: spending your time on social networking sites or establishing/ having relationships? Why?

Week 30

Day 2

3. Vocabulary

Match the words in the left hand column with their contextual meanings in the right hand column. Then, compare the answers with your partner before your teacher gives you the correct answers.

Words from the text	Contextual meanings
1. accurate (para.2)	A. excess
2. diagnostic(Para. 2)	B. developing, enhancing
3. overload(Para. 3)	C. correct/perfect
4. pros(Para. 5)	D. simplified/made easier
5. cons(Para. 5)	E. care
6. fostering(Para.5)	F. advantages
7. destruction(Para. 6)	G. used for detecting medical conditions
8. eased(Para. 7)	H. disadvantages
9. caution(Para. 7)	I. extreme damage/ruination

4. Listening

Pre-listening Activity

Discuss the following questions in your group.

1. What do you think the device in the picture is?
2. For what purposes is this device used?



While-listening Activity

1. What is a calculator?
2. Write some of the advantages of a calculator?
3. Why are teachers and parents against the use of calculators for lower grade students?
4. What does using a calculator reduce?
5. Why is the manual method of solving a problem used?

Post-listening Activity

Discuss the following questions in your groups. Then, report your ideas to the class through the chairperson of your group.

1. Discuss if you agree or disagree with the writer's idea about the advantages and disadvantages of a calculator.
2. What does the expression "calculators are user-friendly" mean?
3. Is it advisable for elementary school students to use a calculator?

Week 30

Day 3

5. Speaking

Debating (Agreeing/ Disagreeing)

In your groups, choose one of the following topics / motions for conducting a debate. Use social expressions like: I agree, I am afraid ..., I don't think so, I don't think..., I suppose so...etc.

1. Technology has more disadvantages than advantages.
2. A television is more important than a radio.
3. Mobile phones are more important than landlines.

6. Grammar

Tag Questions

Complete the following sentences by writing appropriate tag questions.

Examples:

Fidel wanted to drink water, didn't he?

Yanet isn't in grade 8, is she?

Grade 8 students should study hard, shouldn't they?

1. I'm on time, _____?
2. Let's have a computer practise session, _____?
3. Help me a hand to carry the television, _____?
4. People shouldn't drop plastic bags on the ground, _____?
5. Learning supported by plasma television is very important, _____?
6. Neither of the technologies was absolute, _____?
7. Excessive use a of calculator is not good, _____?

Grammar Spot

Tag Questions

- A tag question is a short question added after a statement or an imperative to seek or ask someone's agreement or confirmation.
- The subject of the tag is usually a pronoun.
- A negative tag is often expressed in a contraction.
- An affirmative statement has a negative tag.

Example: She can speak many languages, can't she?

- A negative statement has a positive tag.

Example: The question is not difficult, is it?

- The question tag for 'I am' is 'aren't I?'

Example: I'm late, aren't I?

- After 'let's' the question tag is 'shall we?'

Example: Let's have a discussion, shall we?

- The tag for an imperative is 'will you?'

Example: Lend me a hand, **will you?**

- Statements containing words such as neither, little, few, barely, hardly ever are treated as negative statements.

Example: There are few books in the library, are there?

Week 30

Day 4

7. Reading Fluency

Your teacher will read you two paragraphs from the text, “The Advantages and Disadvantages of Technology” aloud.

In pairs, take turns to read 2-3 paragraphs from the text aloud within the time your teacher gives you.

8. Vocabulary

Rearrange the letters in brackets to form correct words and fill each blank space as in the example.

Examples:

The r..... is an important means of communication.(adori)

The radio is an important means of communication.

1. Try to do the c_____ without the use of a calculator. (olcaluatcin)
2. A computer does a t_____ amount of work. (mreenotdus)
3. Although the question is of great c_____ some students managed to answer it. (tcoymleixp)
4. What is your o_____ if you don't study? (otpino)
5. Our teacher asked us to c_____ decimals into fractions. (evtoncr)
6. Could you show me the database a_____ (icapltnapio)
7. You need to v_____ your information. (ivefyr)

Week 30**Day 5****9. Writing****Writing Convention****Organisation of ideas in argumentation**

Study the following explanation before you start to write your composition in order to understand the concept of argumentation.

Argumentation

In an argumentative writing, the main purpose of the writer is to convince his/her reader about an issue and persuade him/her to take some action or reconsider his own perception of the issue. A writer of argumentation presumes that he/she and his/her readers hold different positions on a subject. He/She attempts to convince readers through logical reasoning. An argumentative essay states an opinion, and uses facts, examples and reasons to convince the reader. The writer uses 'should', 'had better', 'ought to' and 'must' to reinforce opinions. An advertisement or an official announcement is a good example of persuasive writing.

Examples:

Drivers should not be permitted to use mobile phones while driving.

Writing Composition

Write an essay on the advantages and disadvantages of any type of technology. Use expressions of agreement/disagreement such as: I agree, In my opinion..., I am afraid ..., I don't think..., I suppose...etc.

