



# English for Ethiopia

Student Textbook

Grade 7 Book 1

**International Consultant:**

Mary W. Spor, PhD

**National Consultants:**

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

**Authors:**

Anteneh Chanyalew

Ashamo Eyiso

Barnabas Debelo

Damtew Bulbula

Hiyaru Hassen

**Contributors**

Aklilu Abera

Birknesh Worku

**Editor:**

Balew Bogale, PhD



**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

## Acknowledgments

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

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

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ISBN: 978-99944-2-668-3



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### Week 1 My Village

Week 1

Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. won-der-ful	wonderful	wonder	-ful
2. col-or-ful	_____	_____	_____
3. beau-ti-ful	_____	_____	_____
4. peace-ful	_____	_____	_____
5. pow-er-ful	_____	_____	_____
6. hope-ful	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

A. Make a prediction about the story based on the title and picture.

B. Talk with a partner about the following:

- What is your village like? Describe the people, places, animals and things you find in the village.

## While reading Activity

**A. Read the following questions. Then read the story and write down the answers to the questions.**

1. What natural features make the village beautiful?
2. What do most of the villagers do for a living?
3. What do the villagers do to keep the village clean?
4. Where is the school located in the village?

**B. Identify the nouns the following pronouns refer to.**

1. 'its' (paragraph 2, line 1)
2. 'they' (paragraph 2, line 2)
3. 'them' (paragraph 2, line 4)
4. 'their' (paragraph 3, line 2)
5. 'my' (paragraph 4, line 1)

## My Village

My name is Hiwot. My village is a **comfortable** place to live because it is beautiful, clean and safe. My village is very **attractive**. For example, there is a beautiful **mountain** overlooking the village. Many green plants and trees grow on the mountain. They provide the villagers with food and fresh air. We also drink the **pure** spring water from the **river** that flows down the mountain.



Many houses in my village look alike. Every house has **its** own fence and garden. Most of the people in my village are farmers. **They** grow crops such as teff, maize, beans and wheat. They also rear domestic animals such as hens, goats, sheep, cows, and donkeys. People use **them** for different purposes. For example, donkeys transport crops from the **field** to the house and market. People eat the meat and milk products from some of these animals. They sell the products they do not eat for an income.

My village is known for being clean. The villagers do not throw **rubbish** on the ground. They clean **their compounds** once a week. They collect and burn the rubbish. This helps keep the **environment** clean so we do not get sick.

There is a big market in the center of **my** village. There are also small shops around the market. My school is **located** far away from the market. There is a clinic near the school that serves the villagers. The **road** that leads to the clinic is accessible for everyone.

I am very proud of my village. I am happy I was born and raised in this beautiful village **surrounded** by many caring people.

### Post-reading Activity

**Discuss the following questions with a partner.**

1. What did you learn about the importance of working together from the story?
2. Why should you keep your compound and village clean?
3. Tell your partner about two other uses of animals that are not listed in the story.

**Week 1**

**Day 2**

### 3. Vocabulary

**Write each word below in your exercise book. Next to each word, write the words in bold from the story that has the same meaning (its synonym).**

**Example:**

**Synonym = Word from the story**

pleasant = comfortable

- |              |            |            |
|--------------|------------|------------|
| 1. beautiful | 5. pitch   | 9. hill    |
| 2. encircled | 6. yard    | 10. street |
| 3. clean     | 7. garbage |            |
| 4. stream    | 8. found   |            |

## 4. Listening

### Things I Like in My Village

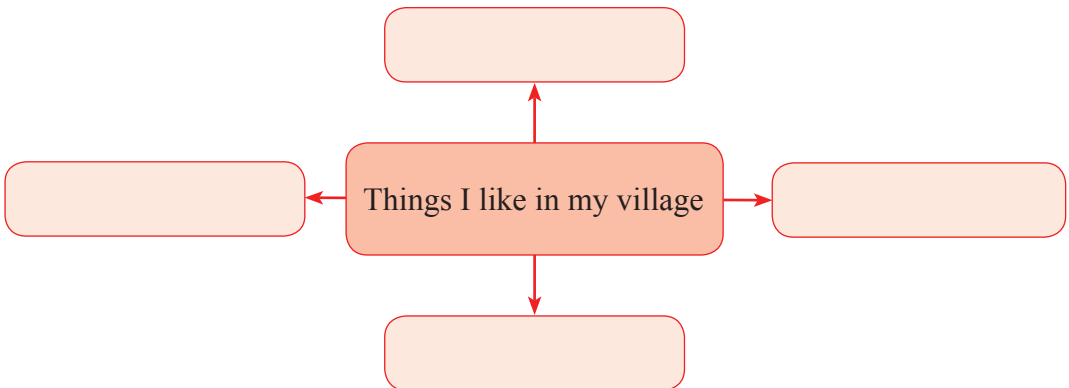


#### Pre-listening Activity

- A. Make a prediction about the story based on the title and picture.
- B. Talk with a partner about the following:
  1. What do you do for fun with your friends in your village?
  2. What is your favourite place in your village?

#### While listening Activity

Copy the diagram into your exercise book. Listen to the text and fill in the diagram according to the text.



## Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.
- B. Retell the story to your partner in your own words.
- C. Describe the village you would like to live in. Describe the people, places and things that are there.

# Week 1

# Day 3

## 5. Speaking

- A. Study the dialogue and act it out with your partner.

**Student 1:** What do you think about our village?

**Student 2:** I think our village is nice. People are friendly and it is clean. How about you?

**Student 1:** In my opinion, our village needs better roads.

- B. Work with a partner to create a dialogue that expresses your opinions about your village. You can use the following expressions.

### Expressions of opinion

In my opinion

I think

In my view

I believe

## 6. Grammar Adjectives

- A. Read each sentence. Discuss with a partner if each word in bold is an adjective or a noun.

1. There are several features that make my village a **comfortable** place to live.
2. My village has many natural **attractive** places.
3. The people in my village rear domestic **animals** such as hens, goats, sheep, cows, bulls, and donkeys.

4. There is a **big** market in the center of my village.
5. There are also small **shops** around the market.

**B. Copy the sentences into your exercise book. Underline the adjectives and circle the nouns in the following sentences.**

1. My boss invited me to a fancy dinner.
2. He was afraid to talk to the beautiful woman.
3. The perfume in the bottle smells nice.
4. The shiny car is in the street.
5. I did not want to sit on the wet ground.
6. The teacher taught a fascinating lesson.
7. Her mother is an amazing cook!

### Grammar Spot

#### Adjectives

Adjectives describe nouns. They give information about something or someone that we can discover with our senses.

#### Examples

colours = green, white, yellow

shapes = round, square

sounds = loud, quiet

size = big, small,

height = short, tall

weather = sunny, rainy, cold, warm

texture = furry, smooth, soft

**Example:** I like to sleep with **soft** blankets.

**Answer:** Soft is an adjective because it describes what the blanket feels like.



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

- A. Tell one or two things you remember from the story “My Village”.
- B. Read the first paragraph of the story ‘My Village’ aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

**8. Vocabulary**

- A. Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

**Example:** My village is **surrounded** by mountains in all directions.

**Answer:** The word in bold is **surrounded**. The clue is ‘mountains in all directions’. ‘All directions’ gives a hint that **surrounded** means ‘enclosed’ or ‘bordered by.’

1. My brother and I had an **unforgettable** weekend at Sodare. We took pictures and had a great time that we will always remember.
  2. My village is in a nice and natural **environment**. There are many trees, clean air and no rubbish.
  3. The people in my village like to share what they have with each other. No one from the village is **greedy**.
- B. Write your own sentences using the words in bold from the sentences.

# Week 1

# Day 5

## 9. Writing

### Writing Convention

**Correct the capitalisation and punctuation errors in the following paragraph when you copy it into your exercise book.**

the thing I like most is studying together with my classmate there are trees with wide shade in our village we sit under these big trees and ask each other questions. we play football together we also walk home together.

### Writing Composition

**Write two or three paragraphs describing your village. This is a first draft and you will have time to edit and revise it in the following week.**

**Example:** things/ideas to include in your paragraphs:

1. The name of your village/area
2. The location
3. Population of the village
4. Different cultures of the people in your village
5. Social services such as hospital, school or bank
6. The weather conditions
7. Animals and their uses
8. Natural features such as mountains or rivers
9. Friends in your village

## Week 2 My Town

### Week 2

### Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. con-struc-tion	construction	construct	-ion
2. col-lec-tion	_____	_____	_____
3. re-stric-tion	_____	_____	_____
4. lo-ca-tion	_____	_____	_____
5. pop-u-la-tions	_____	_____	_____
6. ce-le-bra-tion	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

- Make a prediction about the story based on the title and the pictures.
- Talk with a partner to make a list of natural and man-made features in your area.

**Example:**

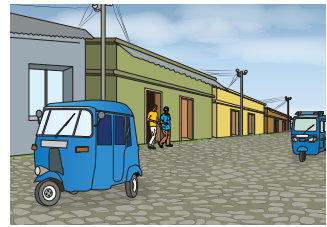
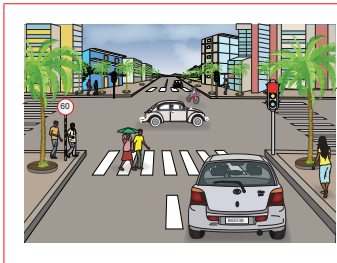
**Natural:** mountain, river

**Man-made:** hospital, road

## While reading Activity

Copy the table into your exercise book. Read the story and fill in the gaps in the table with the town features and their descriptions.

	Town feature	Description
1.	streets	wide, clean, lined with flowers
2.		towering, provide shade
3.	the lake	
4.	the houses	
6.		safe, culturally diverse



## My Town

My town is charming. It has wide streets so vehicles can move quickly. Tall buildings **tower** over the streets and provide shade. Palm trees and colourful flowers along the streets make the town **beautiful**. People stand at bus stations and wait to go to work or home.

The buildings, streets and houses are new and clean. There are **dustbins** on the sides of the streets for rubbish disposal. Every morning and evening the streets are cleaned. Every resident also cleans their home and compound. This helps the town be a clean and **safe** place for everyone.

The town is surrounded by a lake. Fresh air from the lake blows into the town on a cool breeze. People **relax** by going to the beach at the lake. It is lovely to walk on the beach. Many people go to the lake at weekends with their friends and family.

The town is also safe. Anyone can come to this town without worrying about their safety. People go to markets, cafés and hotels alone or in groups. Many **visitors** feel very comfortable here so they usually extend their stay.

My town is also culturally **diverse**. The residents come from many cultural backgrounds. People wear various colourful cultural clothes for special **celebrations**. They enjoy singing sweet songs and watching artistic dancers.

The town **residents** do different activities to **generate** income. Some work in factories and on construction sites. Some are merchants who trade different goods. Some provide social services working as teachers, nurses, accountants etc. Everyone likes this town because it has many nice qualities.

### Post-reading Activity

Discuss the following questions with a partner.

1. Do people in small towns differ from those in big cities the way they relax?
2. What do you do to relax?

## Week 2

## Day 2

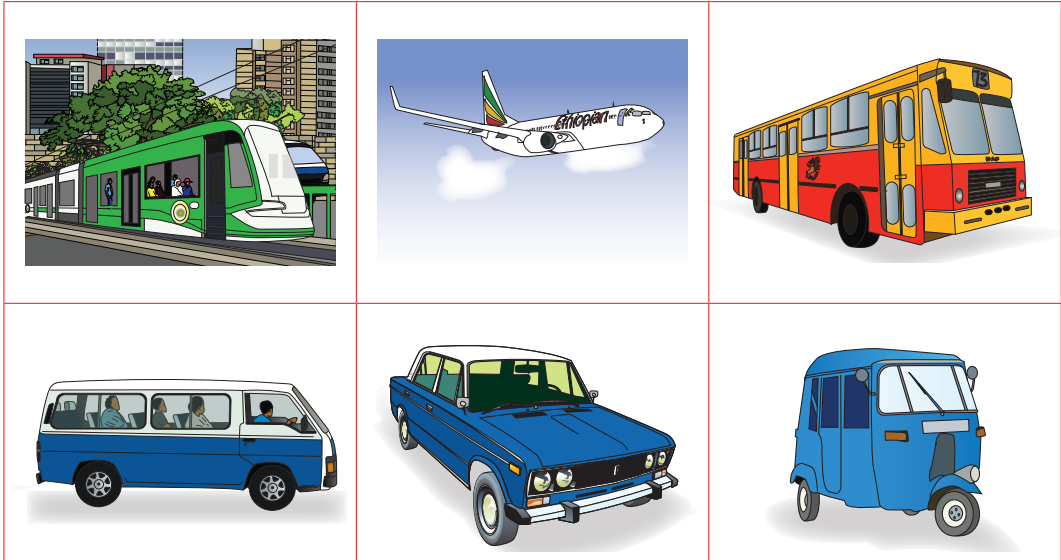
### 3. Vocabulary

Match each word to its correct synonym (the word with the same meaning). Use clues in the reading text to help you.

Word	Synonym
1. tower	A. guest
2. beautiful	B. citizen
3. dustbin	C. various
4. relax	D. pretty
5. safe	E. make
6. diverse	F. protected
7. celebration	G. rest, do something enjoyable
8. visitor	H. festivity
9. generate	I. rise
10. resident	J. garbage can

## 4. Listening

### Transportation in My Town

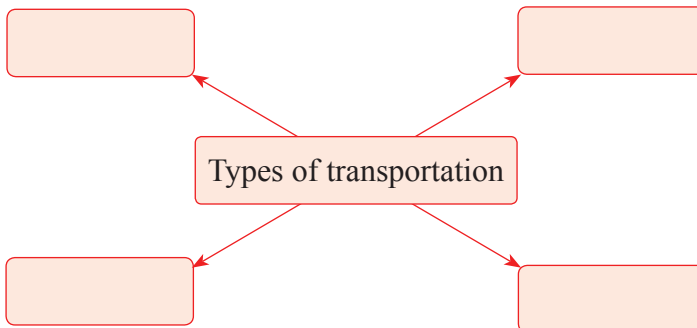


#### Pre-listening Activity

- A. Make a prediction about the story based on the title and pictures.
- B. Talk with a partner about the following:
1. What kind of transportation have you used before?
  2. What do the pictures above illustrate?

#### While listening Activity

- A. Copy the diagram into your exercise book. Listen to the text and fill in the diagram.



**B. Copy the questions in your exercise book. Listen to the story and write the answers.**

1. Which form of transportation is most expensive?
2. Which transportation can transport 12 people at a time?
3. Who owns the city buses?

### Post-listening Activity

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the story to your partner in your own words.**

**C. Talk with a partner about the following:**

1. What are the common transportation means in your area?
2. Which means of transportation do you prefer? Why?

## Week 2

## Day 3

### 5. Speaking

**A. Study the dialogue and act it out with your partner.**

**Student 1:** I think city buses are the best means of transportation because they are inexpensive.

**Student 2:** I agree that they are inexpensive, but in my opinion taxis are the best way to travel.

**Student 1:** I don't think so. What makes you have this opinion?

**Student 2:** If you are in a hurry, Taxis are best options which can get you anywhere you like .

**B. Work with a partner to create a dialogue that expresses your opinions about transportation in your area. You can use the phrases in the table below.**

Expressions of agreement/ Disagreement	Expressions of opinion
I agree	In my opinion
I disagree	I think

I strongly agree	In my view
I support	I believe
I completely agree	
I completely disagree	

## 6. Grammar: preparations

### A. Read the paragraph and underline the prepositions.

My town is 40 kilo meters away from Addis Ababa. There is a public bus that goes from Addis Ababa to the town. It leaves Addis Ababa at 6:00 and reaches the town at 7:30. On Monday, there are only two buses. Many people who come from Addis Ababa arrive just in time for their office work. However, there are no buses during the weekends.

### B. Answer the questions using the correct prepositions.

1. At what time does the bus leave Addis Ababa?
2. When are there only two buses?
3. At what time does the bus reach the town?
4. How many buses are there at the weekends?

### Grammar Spot

#### Prepositions

**A preposition is a word that relates parts of a sentence using direction, location or time.**

**Examples:** of, to, in, for, on, by, about, through, over, before, between, after, under, behind, with, at, from, into, during, until



## Week 2

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the story, 'My Town'.
- B. Read the first paragraph of 'My Town' aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener becomes interested.

### 8. Vocabulary

Read the paragraph. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

**Example:** Our town **administration** had a meeting and decided to import two city buses.

**Answer:** The word in bold is **administration**. The sentence clue is 'had a meeting and decided'. This gives a hint that **administration** means 'management' or 'government.'

Our town administration had a meeting and decided to import city buses. In one **journey** each bus can carry 45-60 people. City buses charge fare price and have a large carrying **capacity**. Recently, many 'bajajs' have joined the transportation service. As the number of cars, buses and 'bajajs' increases, the roads are becoming **crowded**. This may lead to traffic **accidents** The traffic police are trying to control traffic to **prevent** these accidents.

## Week 2

## Day 5

### 9. Writing

#### Writing Conventions

**Add commas and question marks to the paragraph when you copy it into your exercise book.**

Sara my best friend is coming for a visit this weekend. Although she is from a big city with a lot of exciting things to do I am sure she will enjoy visiting our farm. Do you think she will enjoy our farm I think she will enjoy swimming in our pond riding horses and collecting fruits. My brother is afraid she will get bored on our farm but I think she will love it here. With all of the things my mother and I have planned she won't have time to be bored. However I'm afraid she will be very tired each night. Is it possible she will want to come to our farm again next summer

#### Writing Composition

**Review the paragraphs you wrote in the previous week describing your town. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.**

# UNIT 2

## How Things are Made

### Week 3 Food Preparation

#### Week 3

#### Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. tight-en	tighten	tight	-en
2. length-en	_____	_____	_____
3. bright-en	_____	_____	_____
4. wood-en	_____	_____	_____
5. strength-en	_____	_____	_____
6. quick-en	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

A. Make a prediction about the text based on the title and the picture.

B. Talk with a partner about the following:

1. What is your favourite food?
2. What are the ingredients used to make your favourite food?

### While reading Activity

Copy the table into your exercise book. Read the story and fill in the table with the ingredients and steps needed to make *injera*.

Ingredients	Steps
Teff flour	1.
_____	2.
_____	3.
_____	4.
_____	5.
_____	6.
_____	7.



### Baking *Injera*

*Injera* is commonly eaten in Ethiopia and many people know the **recipe**. Anyone can learn to make *injera*. The ingredients for *injera* are *teff* flour, all-purpose flour, water and salt. You also **need** oil for greasing the plate.

First, mix the *teff* flour and the all-purpose flour in a big bowl. Second, slowly add water and stir the batter. Then let the batter **ferment** for two to three days. **Tiny** bubbles will form in the **dough** during this time.

When the dough starts to bubble, it is ready to be baked. The dough can either be baked on an electric stove or a large black clay plate. Lightly oil the plate to prevent the *injera* from sticking to the plate.

When the plate is warm, pour the batter in a spiral form using a kettle. When the *injera* touches the heated surface, the bottom of the dough will become smooth and the top will become **porous**. This porous surface gives the *injera* a good, spongy texture that can **scoop** up sauces. Lastly, remove the *injera* and let it cool.

Finally, serve the baked *injera* with nice Ethiopian wot.

### Post-reading Activity

Discuss the following questions with a partner.

1. Retell the steps of baking *injera* mentioned in the reading passage?
2. Tell your partner the ingredients and steps which are required to prepare your favourite recipe or food ?

## Week 3

## Day 2

### 3. Vocabulary

A. Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
stir	cooked	boils	mix
chop	chopped	add	

#### How to Make *Shiro Wot*

First, (1)\_\_\_\_\_ the onions. Add some oil and peppers. (2)\_\_\_\_\_ until the onions and the peppers get the right texture. Now, add finely(3) \_\_\_\_\_ garlic. Then, add some water. Wait until the water(4) \_\_\_\_\_. Now(5)\_\_\_\_\_ the flour to the pot. Leave it on the fire until the shiro is well(6) \_\_\_\_\_. Finally (7)\_\_\_\_\_ in some spices and butter to serve it with *injera*.

**B. Match each word to its correct meaning.**

Word	Meaning
1. tiny	A. a soft mixture of flour and water
2. dough	B. instructions for cooking a dish
3. need	C. having many small holes
4. ferment	D. require
5. recipe	E. little, small
6. scoop	F. a chemical change in a food or liquid
7. porous	G. take out

**4. Listening**

**Making *Shiro Wot***



**Pre-listening**

**A. Make a prediction about the text based on the title and the picture.**

**B. Talk with a partner about the following:**

1. Who cooks *shiro wot* in your family?
2. What materials and ingredients are needed to make *shiro wot*?

### While listening Activity

Copy the sentences into your exercise book. Then listen to the text and label the sentences with the numbers 1 to 9 based on steps for making *shiro wot*.

- A. \_\_\_ Add one pureed tomato and cook for a few minutes.
- B. \_\_\_ Puree or remove the outer cover of onions.
- C. \_\_\_ Stir onions until they turn light brown.
- D. \_\_\_ mush or slice onions .
- E. \_\_\_ Cook onions and *berbere* in oil for a few minutes.
- F. \_\_\_ Add half a cup of oil and pepper powder or *berbere*.
- G. \_\_\_ Add a few cups of water.
- H. \_\_\_ Dump onion mush into a hot, dry skillet.
- I. \_\_\_ Add shiro powder and stir.

### Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.
- B. Retell the text to your partner in your own words.
- C. Talk with a partner about the following:

What are the steps for cooking another common meal in your area?

## Week 3

## Day 3

### 5. Speaking

- A. Study the dialogue and act it out with your partner.

**Student 1:** I really like to eat *doro wot*. Do you know how to make it?

**Student 2:** Yes, I always make it with my mother. First, we chop onions and garlic. Next, we chop ginger. Then we cook them in a pan.

**Student 1:** That sounds easy!

**Student 2:** Sure. My favourite part is when we add the *berbere*.

**B. Work with a partner to create a dialogue about how to cook your favourite meal. Use some of the phrases in the table to help create your dialogue.**

Asking how to prepare a dish	Telling how to prepare the dish
Could you tell me how _____?	First, _____, next _____
Do you know how _____?	Then, _____ finally _____
Can you please tell me how _____?	

## 6. Grammar: Conditional Sentences Type-I

**A. Match each 'if clause' with a 'main clause' to create a meaningful sentence. Write each sentence in your exercise book.**

If clause	Main clause
1 If water and flour are mixed,	A. dough will be formed.
2 If vegetables are cooked too long,	B. you will get sick.
3 If you eat vegetables without washing them,	C. the dough will rise very quickly.
4 If you use good quality spices,	D. they will lose their nutrients.
5 If you add yeast to dough,	E. your <i>shiro wot</i> will be tasty and rich.

**B. Copy the sentences into your exercise book. Complete them with your own words.**

- If you add spices to the food you are cooking, \_\_\_\_\_.
- If \_\_\_\_\_, you will be happy.
- If \_\_\_\_\_, you will like *injera* and *shiro wot*.
- If you eat fruits and vegetables, \_\_\_\_\_.



## Grammar Spot

### Conditional sentences using ‘if clauses’ and ‘main clauses’ (Type-1)

Conditional sentences are used to talk about possible situations that can happen now or in the future. The first part of the sentence states conditions. The second part states consequences. They have two clauses:

The ‘**if clause**’ contains if + simple present tense verb.

The ‘**main clause**’ contains will + verb.

#### Example:

1. If he **studies** hard, he **will score** high marks.
2. If she **finds** his address, she **will send** him an invitation.

## Week 3

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the text, ‘Making *Injera*’.
- B. Read the first paragraph of ‘Making *Injera*’ aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Read each sentence. Write each word in bold in your exercise book. Write a word that has the opposite meaning (antonym) next to it.

#### Example:

Dump the onion mush into a **hot**, dry skillet.

opposite of hot = cold

1. Stir frequently until the water disappears and the onions start to turn **light** brown.
2. Add shiro powder **gradually**, stirring **briskly** with a wooden spoon or a wire whisk.
3. If you like it **thicker**, you can add a **little** more *shiro* powder.
4. Turn the heat **down** to medium.
5. Second, **slowly** add water and stir the batter.
6. Finally, add a **pinch** of salt to the dough.
7. Remember to **lightly** oil the plate to prevent the injera from sticking.
8. The bottom of the dough will become **smooth**.

## Week 3

## Day 5

### 9. Writing

#### Writing Conventions

**Correct the capitalisation and punctuation errors in the sentences when you copy them into your exercise book.**

1. amina buys two kilos of flour half a kilo of sugar a packet of baking powder four eggs and one packet of salt from dereje's flour shop.
2. she prepares a medium-sized bowl
3. she mixes the dry ingredients. these are two kilos of flour two tablespoons of sugar one teaspoon of salt one tablespoon of baking powder and one tablespoon of yeast
4. she whisks the eggs and pours the egg yolks into the flour
5. she adds water little by little and mixes it well until the dough gets softer
6. she leaves it covered for an hour until the dough rises.
7. then she pours it into a baking pan and places it into a hot oven or a traditional baking plate
8. she bakes it until it turns brown

## Writing Composition

Write two or three paragraphs about how to cook a dish you are familiar with. This is a first draft and you will have time to revise and edit it in the following week.

**Example:** Possible ideas to include in your paragraphs:

1. Ingredients needed
2. Materials needed
3. The process for making the food
4. Who helps you
5. Who enjoys the food with you

## Week 4 Clothes

### Week 4

### Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. fac-to-ries	factories	factory	-ies
2. in-dus-tries	_____	_____	_____
3. ac-tiv-i-ties	_____	_____	_____
4. com-mod-i-ties	_____	_____	_____
5. bak-er-ies	_____	_____	_____
6. laun-dries	_____	_____	_____

## 2. Reading

### Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Name the cash crops grown in your area.
2. What kind of materials do people use to make clothes in your area?

### While reading Activity

Read the following questions. Then read the story and write down the answers to the questions.

1. What are the first three steps for planting cotton?
2. How long does the cotton seed take to germinate?
3. Why is weeding done during the rainy season?
4. Why are cotton seeds important?
5. Name the most common pest that destroys the cotton boll.



## Growing Cotton

Cotton is one of the several major cash crops grown in Ethiopia. It grows best on flat land in a hot **climate**.

To grow cotton, a farmer first ploughs a field and digs straight rows about one meter apart. The farmer then drops two or three cotton seeds into little holes in the rows. Next, the farmer waits up to four days for the seeds to **germinate** and start to grow.

During the rainy season, the farmer stays busy weeding the cotton field. All weeds must be taken out of the field before the plants start to flower. Eventually, the flowers die and fall off leaving tiny green bolls behind. The bolls grow bigger until they ripen and burst open to **reveal** beautiful white cotton fibre.

Like any other plant, cotton is affected by pests and diseases. The most common pest is the boll-weevil. This little beetle destroys the **boll** and can ruin a farmer's cotton crop. However, with the use of **pesticides**, they can be controlled.

Cotton **harvesting** takes place in the dry season. It is a hot, tiresome job, especially because the plants have rough spiky hairs. Cotton pickers must be careful that they do not get pricked.

The cotton is then spread out on large mats to dry. Next, it is sorted to **separate** white cotton from brown cotton. The cotton is then packed into large sacks and taken to a factory called a ginnery. At the **ginnery**, the seeds are separated from the cotton fibres. Cotton seeds are also important because they are used to make cooking oil and animal food.

Cotton fibres are then spun into thread or yarn. Yarn can be used to knit or weave clothing. It can also be spun into cloth. Craftsmen and women use cloth to sew dresses and other clothing. Cotton clothing is worn by people all over the world because it is soft and light.

*(Source: Taken from Grade 7 English Student Book (page 91, 2010))*

### Post-reading Activity

**Discuss the following questions with a partner.**

1. Do you like wearing cotton clothes? Why or why not?
2. How do people make cultural clothes in your area?

# Week 4

# Day 2

### 3. Vocabulary

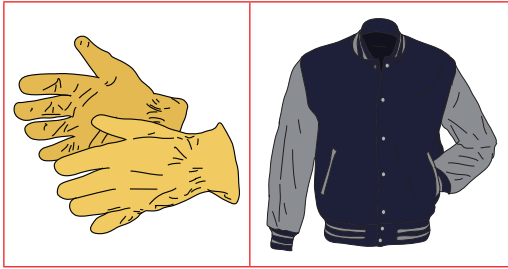
Match each word to its correct meaning.

Word	Meaning
1 germinate	A factory where cotton is processed
2 ginnery	B cut and gather crops
3 harvest	C the part of the cotton plant that contains the seeds
4 boll	D begin to grow
5 pesticide	E the weather conditions in a region
6 separate	F to make known, to show
7 reveal	G chemicals used to kill plant pests
8 climate	H to divide or move apart

### 4. Listening

Types of Clothes





### Pre-listening Activity

**A. Make a prediction about the text based on the title and pictures.**

**B. Talk with a partner about the following:**

1. What is your favourite item of clothing?
2. Where do you usually buy your clothes?

### While listening Activity

**Copy the table into your exercise book. Listen to the text and fill in the gaps in the table.**

Type of clothing	The people who wear them
1.	People attending a wedding
2.	A pilot, a doctor or an air hostess
3. Protective clothes such as boots or hard hat	
4.	People at home
5. Baggy clothes	
6.	Youths
7. High-heeled shoes	
8.	Elderly people

### Post-listening Activity

**Answer the following questions.**

1. Are clothes you wear at home different from what you wear in public places? How?
2. Do you think it is important for all employees to wear uniforms? Why or why not?

# Week 4

# Day 3

## 5. Speaking

### A. Study the dialogue and act it out with your partner.

**Student:** Can you explain the steps for growing cotton?

**Farmer:** Yes, I grow cotton on my farm so I know the steps very well. First, I prepare the land and make sure it is ready for planting.

**Student:** Sorry, what does it mean to prepare the land?

**Farmer:** It means that the soil has been ploughed and the soil is moist and ready for planting.

**Student:** Ok. I understand. What happens next?

### B. Work with a partner to create a dialogue about the steps for growing cotton. One partner will take the role of a farmer and the other partner will assume the role of a student who asks questions about the cotton-growing process. Use some of the phrases in the table to help you create the dialogue.

Asking for clarification	Giving clarification
• What do you mean by _____ ?	• It means that _____.
• Could you repeat what you have just said?	• In other words _____.
• Sorry, but what does _____ mean?	• Sure. I will repeat the main points _____.
• Can you say that again, please?	• What I mean is _____.
• Pardon _____?	

## 6. Grammar: The simple Present Tense

### A. Copy the sentences into your exercise book. Decide whether the sentences are in simple present tense or not.

1. My boss invited me to a fancy dinner.
2. He was afraid to talk to the beautiful woman.



3. The perfume in the bottle smells nice.
4. The shiny car is in the street.
5. I did not want to sit on the wet ground.
6. The teacher taught a fascinating lesson.
7. Her mother is an amazing cook!

**B. Change the verbs in brackets into the simple present tense so that the noun and verb agree.**

**Example:** She \_\_\_\_\_ (give) me a pencil.

**Answer:** She gives me a pencil.

Kennenisa is a famous athlete known all over the world. He(1) \_\_\_\_\_ (be) so dedicated to running that he(2) \_\_\_\_\_ (train) every day. He (3)\_\_\_\_\_ (want) to be ready for any race. He (4)\_\_\_\_\_ (travel) a lot, and this week he is in New York. He usually (5)\_\_\_\_\_ (stay) at an expensive hotel. As a professional athlete, he never (6)\_\_\_\_\_ (drink) alcoholic beverages. He often (7)\_\_\_\_\_ (drink) a cup of tea and (8) \_\_\_\_\_ (read) a newspaper. Kennenisa is always very busy. He (9) \_\_\_\_\_ (practise) for four hours every day. He (10) \_\_\_\_\_ (go) to bed late and he always (11)\_\_\_\_\_ (get) up early.

### Grammar Spot

#### Present simple tense

We use the present simple tense with verbs to talk about repeated actions and facts.

#### Examples of repeated actions

I **use** my bike to get around town.

My family always **cleans** our compound on weekends.

#### Examples of facts

It **rains** a lot in our village.

# Week 4

# Day 4

## 7. Reading Fluency

- A. Tell one or two things you remember from the text **Growing Cotton**.
- B. Read the sixth paragraph of **Growing Cotton** aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

## 8. Vocabulary

Match each word to its correct antonym (word with opposite meaning).

Word	Antonym
1 warm	A formal
2 tight	B cheap
3 casual	C loose
4 relaxed	D optional
5 expensive	E cold
6 required	F uncomfortable

# Week 4

# Day 5

## 9. Writing

### Writing Conventions

Change each singular noun to a plural noun by adding -s, -es or -ies.

**Example:**

**Singular:** crop

**Plural:** crops

Singular Nouns	Plural Nouns
1 fibre	
2 factory	
3 dress	
4 pesticide	
5 baby	
6 flower	
7 sky	
8 field	
9 bush	
10 farmer	

### Writing Composition

Review the paragraphs you wrote in the previous week about cooking a dish you are familiar with. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

## Week 5 Types of Holidays

Week 5

Day 1

## 1. Word Study

Homophones are words that sound the same but have different meanings and spellings. Match each word in Column A with its homophone in Column B.

Example:

hear → here

A	B
1 new	A preys
2 holey	B right
3 piece	C knew
4 praise	D holy
5 write	E peace

## 2. Reading

## Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

How do children celebrate holidays in Ethiopia?

## While reading Activity

**A. Read the following questions. Then read the text and write down the answers to the questions.**

1. When do Ethiopians celebrate their New Year?
2. How do children earn money from others on the day of the New Year?
3. Which month is exceptionally found only in the Ethiopian calendar?
4. What is the flower that covers most highlands of Ethiopia?
5. When do adults go out for a visit on the holiday of the New Year?

**B. Identify the words in the passage which are replaced by the following pronouns**

1. 'which' paragraph 1, line 4
2. 'their' paragraph 2, line 1
3. 'their' paragraph 2, line 6
4. 'they' paragraph 3, line 1
5. 'their' paragraph 3, line 4

## Ethiopians' New Year Celebration



Ethiopian highlands become **exquisitely** covered with a particular kind of flowers, the yellow daises, or locally known as 'Adey Abeba'. After months of heavy rain, the skies clear and the sun **reappears** creating fresh, clear and beautiful weather. The thirteenth month, 'Pagumen', **which** is typical to the Ethiopian calendar marks the end of the rainy season, the **arrival** of the sunny season, the reopening of

schools after a vacation of couples of months, the start of the harvest season and, of all events, the coming of the new Ethiopian year.

On the 11<sup>th</sup> of September each year, Ethiopians **ceremoniously** welcome **their** new year. For the **festivity**, exceptionally prepared cultural and **delicious** meals accompanied by local drinks are made available, almost, in every **household**. On this particular day, many parents **allow** their children to spend the day with their peers. So, girls wearing cultural dresses go singing New Year's songs from door to door and collect presents. Likewise, boys give **their** drawings they have already prepared for the day to those who are close to them and in return receive money.

For parents or adults, the festivity starts at home. **They** exchange New Year's presents with their family members. Adult males buy and slaughter cattle as part of the celebration. Women, on their own part, prepare coffee, serve local drinks and make food ready. Later in the afternoon, parents visit **their** family and friends as their children roam around freely and try to spend the money they managed to earn on the occasion.

### Post-reading Activity

**Discuss the following questions with a partner.**

1. What additional activities not indicated in the passage are part of the new-year celebration in your area?
2. Think of a holiday ceremony which you celebrate other than the New Year. Tell your group members about it.

**Week 5**

**Day 2**

### 3. Vocabulary

**A. Rewrite each of the following sentences with the correct word in brackets.**

1. Men and women have different roles during \_\_\_\_\_ (festival/festivities.)
2. For most holidays, parents buy new \_\_\_\_\_ (cloths/clothes) for their children.
3. (Preparations/Prepare) \_\_\_\_\_ for New Year ceremony start months earlier.
4. Children \_\_\_\_\_ (participate/participation) in different activities.

**B. Match each word to its correct synonym (word with same meaning).**

Word	Synonym
1 exquisitely	A celebration
2 reappears	B attractively
3 arrival	C repeats
4 ceremoniously	D coming
5 delicious	E home
6 festivity	F colorfully
7 household	G very tasty
8 allow	H permit

**4. Listening****Celebrations****Pre-listening Activity****A. Make a prediction about the text based on the title and picture.****B. Talk with a partner about the following:**

1. Why do countries celebrate their victory day?
2. What do you know about the celebration of the Ethiopian victory days?

**While listening Activity**

**Copy the table into your exercise book. Listen to the story and fill in the table about the specific event and its date.**

Events	Dates
•	

**Post-listening****A. Talk with a partner to see if your predictions were correct.****B. Retell the story to your partner in your own words.**

**C. Talk with a partner about the following:**

What would have happened if those foreign powers who invaded Ethiopia at different times were not defeated ?

## Week 5

## Day 3

**5. Speaking****A. Study the dialogue and act it out with your partner.**

**Almaz:** Hi, Mustefa!

**Mustefa:** Hi, Almaz! How are you?

**Almaz:** I'm fine, thank you. How are you going to spend the holiday?

**Mustefa:** We are planning to visit our Aunt for Eid-al Adha.

**Almaz:** I wish you a happy Eid-al Adha.

**Mustefa:** Thank you!

**B. Work with a partner to create a dialogue using expressions about the holidays. Use some of the phrases in the table to help create your dialogue.**

Wishes for the holiday	Questions before the holiday	Questions after the holiday
Happy_____!	How are you going to spend the holiday?	How was the holiday?
Best wishes for_____!	What are your plans for the holiday?	Did you have a good holiday?
I wish you a happy and prosperous holiday!	Where are you going to spend the holiday?	How did you spend the holiday?



## 6. Grammar

**A. Write a list of questions to gather information about holidays. Then ask and answer your questions with a partner. The questions should be about:**

1. The date of the celebration
2. Reasons for celebrating the holiday
3. The practises and common norms on the holiday
4. Roles of family members on the holiday
5. Places of celebration

**Example Questions:**

When do we celebrate ...?

Why do we buy new clothes during holidays?

**B. Match the wh- question word with the corresponding answer.**

Wh- word	Answer
1. When?	<b>A.</b> By bus
2. Where?	<b>B.</b> The green ones
3. What?	<b>C.</b> Adama
4. Who?	<b>D.</b> Because it is my birth place
5. Why?	<b>E.</b> The dress
6. Which?	<b>F.</b> Samson
7. How?	<b>G.</b> 2001

## Grammar Spot

### Prepositions

A **preposition** is a word that relates parts of a sentence using **direction, location or time**.

**Examples:** of, to, in, for, on, by, about, through, over, before, between, after, under, behind, with, at, from, into, during, until

### Wh- Question Words

We use the words **who, what, where, when, why, which** and **whom** to ask questions and find out information about people, things and places.

We use **why** to ask for reasons. **Why** are you late?

We use **when** to ask for time. **When** will you be back?

We use **who** and **whom** to ask about someone. **Who** is that girl? With **whom** do you go to the market?

We use **where** to ask for places. **Where** do you live?

We use **what** to ask about things or activities. **What** is your favourite food?

We use **which** to ask about specific things, people or places. **Which** shoes are yours?

## Week 5

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the text 'Ethiopians' New Year'.
- B. Read the second paragraph of 'Ethiopians' New Year' out loud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Write each word below in your exercise book. Next to each word, write its synonym (a word that has the same meaning).

**Example:****Word = Synonym**

attending = going

1. celebrate
2. daisies
3. eve
4. embrace
5. served

**Week 5****Day 5****9. Writing**

**A. Add exclamation marks, question marks, full stops, quotation marks and commas when you copy the sentences into your exercise book.**

1. What a nice holiday it is
2. Alima Diriba Chot and Dawit usually go to Addis Ababa to celebrate the New Year
3. Why don't you celebrate the holiday with your sister
4. Oh that is interesting
5. What does pilgrimage mean
6. If you celebrate it you must wear nice clothes

**B. Write two or three paragraphs about a holiday that is common in your area. This is a first draft and you will have time to revise and edit it in the following week.**

Ideas to include in your paragraphs:

1. The date of the celebration
2. Things prepared for the celebration such as food or clothes
3. The reason for celebrating the holiday
4. The ways of celebrating the holiday

## Week 6 Holidays and Festivals

### Week 6

### Day 1

#### 1. Word Study

**Homophones are words that sound the same but have a different meaning and spelling. Match each word in Column A with its homophone in Column B.**

**Example:**

seen → scene

A	B
1 soul	A wholly
2 see	B sun
3 holy	C male
4 mail	D sea
5 son	E sole

#### 2. Reading

##### Pre-reading Activity

- Make a prediction about the text based on the title and picture.
- Talk with a partner about the following:
  - Have you ever been to a December 8<sup>th</sup> celebration? What was it like?
  - What do you think makes December 8<sup>th</sup> special?

##### While reading Activity

**Read the following questions. Then read the text and write down the answers to the questions.**

- What holiday is celebrated on December 8<sup>th</sup>?
- How often is the Nations, Nationalities and Peoples' Day celebrated?

3. What happens during the festivities on December 8<sup>th</sup>?
4. Why is December 8<sup>th</sup> celebrated?

## December 8<sup>th</sup>

Representatives of all nations nationalities and peoples from all corners of Ethiopia gather annually to celebrate December 8<sup>th</sup>. On this day, Ethiopians celebrate Ethiopian Nations, Nationalities and Peoples' Day. We celebrate this day because we all now have and cherish **equal** rights under the **constitution**. It is a special day because citizens were not always given equal rights by previous governments.



December 8<sup>th</sup> is a symbol of peace, democracy, **justice**, tolerance and love. It is a day to demonstrate **unity** through diversity. Ethiopia has many cultures, religions, languages and ethnic groups. On December 8<sup>th</sup> people of all nations and nationalities share their cultures with each other. People show off their unique cultural dress, languages and dances.

This day is unique because Ethiopians of all cultures, religions and regions come together. The streets are **decorated** with national and regional flags. Banners and posters show the importance of the day. There are **magnificent** cultural dances with beautiful music.

This day is an opportunity to see the diversity of Ethiopia. It is a day for **expressing** freedom, acceptance and diversity.

### Post-reading Activity

**Discuss the following questions with a partner.**

1. What does diversity mean?
2. Why are equal rights for everyone important?

# Week 6

# Day 2

## 3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1 justice	A being together as a whole
2 equal	B to be exactly the same
3 constitution	C being fair
4 magnificent	D to make more attractive or beautiful
5 unity	E the written rules and laws of a country
6 decorate	F to show or reveal
7 express	G impressively beautiful

## 4. Listening

### The Ethiopian Flag



### Pre-listening Activity

- A. Make a prediction about the text based on the title and picture.
- B. Talk with a partner about the following:
  1. Where do you usually see the Ethiopian flag?
  2. What do you think the colours and shapes in the Ethiopian flag mean?

## While listening Activity

**A. Read the following sentences. Decide if they are true or false as you listen to the text.**

1. The green colour in the Ethiopian flag symbolizes justice.
2. The blue colour at the centre represents equality.
3. The length and width of the flag are equal in size.
4. The yellow colour in the flag represents hope.
5. The green, yellow and red stripes are equal in size.

**B. Copy the table into your exercise book. Fill in the gaps in the table as you listen to the text.**

Colours/design of the flag	Meaning
1. green colour	
2. yellow colour	
3. red colour	
4. blue colour in the emblem	
5. lines in the emblem	
6. star in the emblem	
7. yellow rays	

## Post-listening Activity

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the story to your partner in your own words.**

**C. Talk with a partner about the following:**

1. What do you see in Ethiopia's bright future?
2. Why are hope, justice and equality important?

# Week 6

# Day 3

## 5. Speaking

### A. Study the dialogue and act it out with your partner.

**Almaz:** How often do Ethiopians celebrate Ethiopian Nations, Nationalities and Peoples' Day?

**Mustefa:** We celebrate once a year. How often do you celebrate birthdays in your family?

**Almaz:** We celebrate birthdays in my family. We celebrate five birthdays every year because there are five people in my family.

**Mustefa:** How often do you eat cake?

**Almaz:** I never eat cake because I don't like it.

**Mustefa:** I only eat cake sometimes. We usually eat it only on special occasions.

### B. Work with a partner to create a dialogue asking and answering questions about how often you do different things.

## 6. Grammar: Frequency Adverb

Rewrite each sentence and fill in the gaps with frequency adverbs that are true for you.

1. I \_\_\_\_\_ go to bed late on Sundays.
2. My mother \_\_\_\_\_ makes eggs for breakfast.
3. My friends \_\_\_\_\_ watch sports on TV.
4. We \_\_\_\_\_ celebrate our birthdays.
5. I \_\_\_\_\_ take a shower in the morning.
6. My father \_\_\_\_\_ works on Saturdays.
7. I brush my teeth \_\_\_\_\_.
8. We \_\_\_\_\_ eat *injera*.



## Grammar Spot

### Frequency Adverbs

We use words like **always**, **usually**, **sometimes**, **never**, **every day**, **annually**, **weekly**, **once** and **twice** to show how often actions happen. These are called frequency adverbs.

**Example:** I **always** celebrate December 8<sup>th</sup> with my cousins in the city. We **usually** go to watch the dancing and we **sometimes** even dance along. We **never** stay out too late and we **always** come home on time. I wish December 8<sup>th</sup> happened more than **once** a year.

## Week 6

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the text, “December 8<sup>th</sup>”.
- B. Read the third paragraph of December 8<sup>th</sup> aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

**Example:** I have an **assignment** for school to write about the meanings of the symbols, shapes and colours in the Ethiopian flag.

**Answer:** The word in bold is **assignment**. The sentence clue is ‘assignment for school to write about’. This gives a hint that **assignment** means ‘task’ or ‘piece of work.’

1. The flag has a green stripe at the **top**, yellow in the middle and red at the bottom.
2. The red stripe represents sacrifice and **heroism** to celebrate the people who died for Ethiopia's freedom.
3. The yellow rays signify the **bright** future of Ethiopia.
4. There are **magnificent** cultural dances with beautiful music.
5. It is a day to demonstrate **unity** through diversity by bringing many different people together.

## Week 6

## Day 5

### 9. Writing

#### Writing Conventions

Put exclamation marks, question marks, full stops and commas where appropriate when you copy the sentences into your exercise book.

1. I need to buy eggs milk lettuce and bread
2. My favourite colours are blue red green and pink
3. I am so excited because today is my birthday
4. Excuse me where can I find the bathroom
5. One day while I was walking to work I met a very nice woman
6. Does anyone know this place

#### Writing Composition

Review the paragraphs you wrote in the previous week about a holiday that is common in your area. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.

### Week 7 Mobile Phones

#### Week 7

#### Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Word	Separate Syllables	Root Word	Suffix
1. metallic	me-tal-lic	metal	-ic
2. economic	_____	_____	_____
3. acidic	_____	_____	_____
4. academic	_____	_____	_____
5. geographic	_____	_____	_____
6. allergic	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What is the difference between fixed phones and mobile phones?
2. How do mobile phones improve people's lives?

## While reading Activity

Read the following questions. Then read the text and write down the answers to the questions.

1. How did people communicate before mobile phones were invented?
2. What are the uses of mobile phones?
3. How many major parts do most mobile phones have?
4. Why is the circuit board an important part of a mobile phone?
5. What happens when you speak into a mobile phone?
6. What is the purpose of a telecommunication's tower?

### Mobile Phones

A long time ago, people communicated with each other in different ways than they do today. Smoke **signals** and tribal drums were some of the earliest forms of communication. Later, letters delivered on foot or horseback allowed people to communicate more information. The telegraph and telephone set the stage for more **modern** means of communication. With the **invention** of the mobile phone, communication is now **instant** and can happen anywhere at any time.



A mobile phone is a hand-held wireless communication device that has many communication functions. Mobile phones are used for keeping in touch with family and friends, taking pictures, playing games, sending text messages or using the internet. Mobile phones are different from fixed, **stationary** phones because they are portable. They make it possible for people to talk to each other anywhere in the world.

Mobile phones are not as complicated as you might think. Most mobile phones have seven major parts: a circuit board, an antenna, a liquid crystal display (LCD), a keypad, a microphone, a speaker and a battery. The circuit board is the most important part of a mobile phone because it contains the computer chip that **operates** the phone.

When you dial someone's number, a signal is sent through the air to a telecommunications tower. The tower then directs your call and **connects** it to another phone so that you are having a **conversation** within seconds. Mobile phones have tiny speakers and microphones that are very powerful. When you speak into a mobile phone, it picks up your voice and changes your voice into radio waves. These radio waves are also sent through the air to the tower and onwards to the person you are calling instantly.

When cell phones were first invented they were very large. Some of them were almost the size of someone's head! Over time, the **design** of mobile phones has improved and they are now small and **thin**.

### Post-reading Activity

**Discuss the following questions with a partner.**

What would life be for us without mobile phones?

## Week 7

## Day 2

### 3. Vocabulary

**A. Look at each of the following words. Work with a partner to find each word in the reading text. Look at the sentence clues around each word to determine its meaning.**

**Example:**

Unknown word: **portable**

Clues from text: Mobile phones are different from fixed, stationary phones because they are **portable**. They make it possible for people to talk to each other anywhere in the world.

Meaning of portable: easy to carry or move easily

Unknown words			
signal	connected	conversation	modern
operate	thin	stationary	
instant	invention	design	

**B. Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.**

Word Bank				
missed call	phone	send	message	block
switch it off	call	pictures	receive	

Since I am in school for the whole day my father bought me a smart(1)\_\_\_\_. My parents call me or (2) \_\_\_\_ me a text message if they want to know how I am doing. If I want them to (3) \_\_\_\_ me I will send them a(4)\_\_\_\_ saying, “Dad, please call me.” I sometimes use my phone to take (5) \_\_\_\_ and I send them to my sister. Sometimes people I don’t know call me. I never answer and my phone tells me I have a (6)\_\_\_\_. If they bother me a lot, I(7) \_\_\_\_ their number so they can’t call me anymore. My father advised me to(8)\_\_\_\_ or put it on silent mode when I am in class. I prefer to put my phone on silent mode so that I can still (9) \_\_\_\_ messages.

## 4. Listening

### Mobile Phone Uses



## Pre-listening Activity

- A. Make a prediction about the text based on the title and picture.**  
**B. Talk with a partner about the following:**

What do you think are the most common uses of mobile phones?

## While listening Activity

Copy the table into your exercise book. Listen to the text and fill in the table.

Uses of mobile phones		
1.	4.	7.
2.	5.	8.
3.	6.	9.

## Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.**  
**B. Retell the text to your partner in your own words.**  
**C. Talk with a partner about the following:**
- Do you think the mobile phone was a good invention? Why or why not?
  - Do you think there is anywhere that mobile phones should not be used? Where? Why?

# Week 7

# Day 3

## 5. Speaking

- A. Study the dialogue and act it out with your partners.**

**Anjore:** Hello, (Anjore speaking).

**Dana:** Good morning. This is Dana. I would like to speak to Lensa.

**Anjore:** Just a moment, please.

**Lensa:** Hi Dana.

**Dana:** Hi Lensa. I want to know if the library is open on Sunday.

**Lensa:** It is not open this Sunday because it is a holiday. But it is open on the other days.

**Dana:** Thanks. Bye.

**Lensa:** Bye.

**B. Work with two partners to create a telephone conversation about the following situation:**

You are calling your friend to know if she can get a soda after school the next day. But it is not your friend who answered the phone. Ask the person who has answered the phone to connect you with your friend.

## 6. Grammar: Relative Pronounce

**A. Read each sentence in the radio show dialogue. Discuss with a partner what noun each relative pronoun in bold refers to.**

**Example:** The family buys soda when they go to the movie theater. Do you know **which** one they like to buy?

**Answer:** **Which** refers to the soda.

Radio Show Dialogue

**Presenter:** We are more likely to be run over by a car than struck by lightning. Is this true?

**Mathews:** Yes, it is. Many people are afraid of lightning. It's easy to understand the reason. However, there is only a four million to one chance of being struck by lightning.

**Presenter:** But aren't there some people **who** have been struck by lightning more than once?

**Mathews:** Yes, there are, but these cases are very rare. There is a man **who** has been hit by lightning seven times.



**Presenter:** And is he still alive?

**Mathews:** Yes, he is. He survived.

**Presenter:** What do you think a person **who** is caught in a storm should do?

**Mathews:** Well, they shouldn't stand near a tree **which** is taller than the others. This is because lightning always strikes the object **which** is the tallest.

**Presenter:** Are there other precautions **that** should be taken by people in this area?

**Mathews:** For people **whose** houses are in low-lying areas, they should be careful of flash floods.

**B. Copy the sentences in your exercise book. Choose the correct relative pronoun (who, whom, which, that, whose) to fill in the gaps in the sentences.**

**Mathews:** If there is a building in \_\_\_\_\_ you can take shelter, you should go to it and close the windows.

**Presenter:** So, lightening doesn't strike buildings very often?

**Mathews:** Actually, it does. There is a famous building \_\_\_\_\_ was struck a long time ago in New York.

**Presenter:** You mean the Empire State Building \_\_\_\_\_ was built in 1800s?

**Mathews:** That's right. But the people \_\_\_\_\_ were inside were safe!

**Presenter:** Do you know any other unusual stories about lightening?

**Mathews:** One of the most amazing stories is about a blind man \_\_\_\_\_ eyesight returned during a storm. No one can explain how it happened.

## Grammar Spot

### Relative Pronouns

These are words that refer to nouns, whether they are people, places, things, animals or ideas. They can be used to join two sentences.

The most common ones are who, whom, whose, which and that. The following table shows their functions.

Function	People	Things/animals/ ideas
Subject	who, that	which, that
Object	that, who, whom	which, that
Possessive	whose	whose

#### Example:

**Student 1:** There is a book on the table. **Whose** book is **that**?

**Student 2:** **Which** one are you talking about? **That** one?

## Week 7

## Day 4

### 7. Reading Fluency

- Tell one or two things you remember from the text, 'Mobile Phones'.
- Read the first paragraph of 'Mobile Phones' aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Underline the word with the same meaning for the word in bold in the following sentences.

**Example:**

I want to **speak** to my friend. We have not talked to each other in years!

speak = talk

1. I could not answer the phone when she called me, but I **dialled** her number a few minutes later.
2. I was talking to her on the phone but then I asked her to **hold on**. My mother was speaking to me so she had to wait.
3. She likes to communicate with me on the phone, but I only like to **interact** in person.
4. My mother always chats with my aunt at the weekend. They **have conversations** that last hours.
5. My dad likes talking on his **mobile** phone because it is portable.

**Week 7****Day 5****9. Writing****Writing Conventions**

Read each word. Discuss with a partner which words get double consonants when -ed and -ing are added to the end of them.

**Example:**

rub → rubbed

- |         |        |         |
|---------|--------|---------|
| 1. drag | 3. hop | 5. play |
| 2. snow | 4. box | 6. snap |

**Writing Composition**

Write a dialogue of 8 to 10 sentences for a mobile phone conversation. This is a first draft and you will have time to revise and edit it in the following week. Use some of the phrases in the table to help create your dialogue.

<b>To make contact</b>	Hello/Good morning/Good afternoon. This is _____.
<b>To give more information about yourself</b>	I am calling from _____.
<b>Receiving a call</b>	Speaking. Can I help you? This is she/he. What can I do for you?
<b>Asking for names or more information when a call is received</b>	Who is calling, please? Who is speaking, please?
<b>Caller asks for the person whom she/he wants to contact</b>	Could I speak to _____, please? I would like to speak to _____.
<b>Leaving a message</b>	Can I take a message? Can I leave a message? Would you like to leave a message?

## Week 8 Technological Devices

### Week 8

### Day 1

## Technological Devices

### 1. Word Study

Study the given example and complete the rest accordingly.

Word	Separate Syllables	Root Word	Suffix
1. changeable	change-a-ble	change	-able
2. affordable	_____	_____	_____
3. adaptable	_____	_____	_____
4. valuable	_____	_____	_____
5. acceptable	_____	_____	_____
6. manageable	_____	_____	_____

### 2. Reading

#### Pre-reading Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. What are computers?
2. Why do people use computers?

## While reading Activity

Copy the table into your exercise book. Read the text and fill in the table.

	Parts of a computer	Uses
1		
2		
3		
4		

## Computers

Computers are modern machines which store, **retrieve** and process information. To do these activities, the **parts** of a computer work together. A desktop computer has a computer case, monitor, keyboard and mouse.

A computer case is a metal and plastic box that contains the main parts of the computer. These include the motherboard, which is a computer's main circuit board. A Central Processing Unit (CPU) is also found inside the computer case. It is sometimes called the brain of the computer. Its job is to carry out **commands**. The power supply is also inside the computer case. The user can turn the computer on and off by pressing a button on the front of the computer case.

The monitor is the part of a computer that visually communicates with the user. It is like a television because it has a screen. Almost all **information** from the computer that a user needs to see is communicated through the monitor. It **displays** images and text on the screen. Most monitors have control buttons that allow you to change your display settings. For example, you can make the screen brighter or darker.

The other part of a computer is the keyboard. It allows the user to **communicate** with the computer. It has keys that send signals to the computer when pressed. The computer recognises these **signals** and carries out the necessary processes and commands.



In addition, the mouse also helps the user to communicate with the computer. The mouse is like a remote control for a television. It is a pointing device. It allows the user to point at objects or words on the screen and **click** on them. The user can then choose to type words in an email, surf the internet or play games, among other possibilities.

### Post-reading Activity

**Discuss the following questions with a partner.**

1. Do you think every student should have a computer? Why or why not?
2. Which one do you prefer, using a computer for looking up information or using a computer for communicating with people on the Internet? Why?

## Week 8

## Day 2

### 3. Vocabulary

**Match each word to its correct synonym (word with same meaning).**

Word	Synonym
1 retrieve	A interact
2 parts	B show
3 commands	C press
4 information	D data
5 display	E orders
6 communicate	F components
7 signals	G indicators
8 click	H recover

### 4. Listening

#### The History of Computers

#### Pre-listening Activity

**A. Make a prediction about the text based on the title.**

**B. Talk with a partner about the following:**

How do computers make people's lives easier?

**While listening Activity**

**Read the questions and answers. Listen to the text and choose the correct answers.**

- Why do humans have to supply computers with information and tell them what to do?
  - Because computers can save time and work.
  - Because computers cannot think on their own.
  - Because computers can store office information in their memory.
  - Because computers can help us in many ways.
- Why did the first computers fill up almost a whole floor of large offices?
  - Because they were costly.
  - Because of the demand for computers.
  - Because no one wanted to keep them at home.
  - Because they were huge.
- What is a synonym for the word **compact**?

A. huge	C. small
B. cheaper	D. costly
- Which of the following statements is NOT TRUE?
  - Computers are only used in offices.
  - Computers can now fit on a writing table.
  - Computers are cheaper than they used to be.
  - Computers store a lot of data in their memories.
- Another title for this text could be:
  - How Computers Are Bad for the World
  - Older and Newer Computers
  - Computers are Security Guards
  - The Electric Factory



## Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.
- B. Retell the text to your partner in your own words.
- C. Talk with a partner about the following:
  1. Where can you learn to use a computer?

# Week 8

# Day 3

## 5. Speaking

- A. Study the dialogue and act it out with your partner.

**Student 1:** What hot drinks do you prefer?

**Student 2:** I prefer tea to coffee.

**Student 1:** Why do you prefer tea?

**Student 2:** I take tea with my father every morning. I like the taste. What do you prefer?

**Student 1:** I prefer coffee. I like to take it with milk and sugar.

- B. Work with a partner to create a dialogue about your preferences for the following:

Hot drinks (tea or coffee)

Films (comedy or adventure)

Books (short stories or novels)

Weather (hot or cold)

## 6. Grammar: Active/Passive Voice

- A. Read each sentence and decide with a partner if it is written in the active or passive voice.
  1. The body of the computer is made from a metal box.
  2. A computer displays information on the monitor.
  3. A computer can store and process data.

4. The display settings are controlled by a button.
5. The keyboard is used to type.

**B. Copy the sentences into your exercise book and add the verb in brackets that makes sense.**

**Example:**

**Computers** \_\_\_\_\_ (were made/made) by scientists.

Computers were made by scientists.

1. Alexander Graham Bell (was invented/invented) the telephone in 1876.
2. Lalibella (is visited/visited) by over 10,000 people every year.
3. Most Ethiopians (are worn/wear) clothes that (are made/make) from cotton.
4. People in the highland areas of Ethiopia (are grown/grow) teff.
5. Other grains (grow/are grown) by people in lowland areas.

**C. Work with a partner to answer the following questions. Write your answers in complete sentences using the passive voice in your exercise book.**

**Example:**

What ingredients are used to make juice?

Fruits and sugar are used to make juice.

1. What products are made from timber?
2. What food can be made from wheat flour?
3. What crops are commonly harvested in your area?
4. Which foods are processed in a factory?

## Grammar Spot

### Active Voice

**In active sentences the person or thing doing the action is the subject of the sentence (comes first) and the person or thing receiving the action is the object (comes after the verb).**

#### For example:

The boy is operating the computer.

- the boy = subject of the sentence
- the computer = object of the sentence

### Passive Voice

**In passive sentences, the person or thing receiving the action is the subject of the sentence (it comes first). The person or thing doing the action is optionally included near the end of the sentence (It comes after the verb.) It is used when the receiver of the action is more important than the person or thing doing the action.**

#### For example:

The computer is being operated by the boy.

- the computer = subject of the sentence
- the boy = object of the sentence

## Week 8

## Day 4

### 7. Reading Fluency

- Tell one or two things you remember from the text “Computers”.
- Read the third paragraph of Computers aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

## 8. Vocabulary

**A. Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.**

**Example:** In Japan and America, robots are used in factories to **assemble** cars.

**Answer:** The word in bold is assemble. The sentence clue is ‘used in factories’. This, combined with the knowledge that they are used with cars, gives a hint that assemble means ‘put together’ or ‘make.’

1. Humans have to **supply** computers with information and order them what to do with it.
2. Because of the high **demand** for computers, scientists soon found ways to produce cheaper and smaller computers.
3. Today, computers are not only cheaper, but also more **compact**. They can just be placed on top of an ordinary writing table.
4. The user can then choose to type words in a document, surf the Internet or play games, among other **possibilities**.

**B. Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.**

Word Bank				
programmed	think	data	instructions	1940s
computers	complicated	themselves	speeds	world

### Machines with Brains!

Did you know that computers are one of the most impressive inventions of all time? The first computer was invented in the (1) \_\_\_\_\_. Computers have now moved into almost every area of society. (2) \_\_\_\_\_ are fascinating and frightening at the same time. Many people think of them as machines with “brains” and believe they can (3) \_\_\_\_\_ on their own. After all, they play music, ask questions, store a lot of information, sort out data and much more.

In fact, computers do not have brains and they cannot really think by (4)\_\_\_\_\_. They are (5)\_\_\_\_\_ to do the work of human beings at very high (6)\_\_\_\_\_. The actual thinking is done by the humans who feed them with information and programme them to perform given (7)\_\_\_\_\_.

Computers are(8) \_\_\_\_\_ tools that can receive a set of instructions, and carry them out by calculating a lot of (9)\_\_\_\_\_.

Imagine the (10)\_\_\_\_\_ before computers! The modern world of high technology is a result of the development of the computer.

## Week 8

## Day 5

### 9. Writing

#### Writing Conventions

**Correct the capitalisation and punctuation errors in the following text when you copy it into your exercise book.**

last week i went to the movie theatre with my mother we enjoyed it so much and we watched two movies! we also bought popcorn and candy After the movie, we walked to the ice-cream store We licked our ice-cream cones and talked about my good grades at school my mother said she wanted to treat me for being a good student i thanked her and we walked home.

#### Writing Composition

**Review the dialogue of a mobile phone conversation you wrote in the previous week. Make sure you have proper punctuation and capitalisation in your sentences. Rewrite your dialogue and then share it with a partner.**

## Week 9 Machines

### Week 9

### Day 1

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. le-gal-ly	legally	legal	-ly
2. im-me-di-ate-ly	_____	_____	_____
3. pub-lic-ly	_____	_____	_____
4. o-pen-ly	_____	_____	_____
5. grad-u-al-ly	_____	_____	_____
6. sud-den-ly	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. How are baby chickens born?
2. What does a chicken egg need in order to hatch?

##### While reading Activity

A. Copy the sentences into your exercise book. Fill in the gaps after you read the passage.

1. \_\_\_\_\_ provide the perfect environment for chicken eggs to hatch.
2. Chicken eggs hatch after approximately \_\_\_\_\_ days.
3. Industrial incubators can hold almost \_\_\_\_\_ eggs.
4. Some materials needed to make a homemade incubator include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**B. Identify which noun each of the following pronouns refers to:**

1. 'their' (paragraph 1, line 3)
2. 'they' (paragraph 2, line 3)
3. 'it' (paragraph 3, line 2)



### Egg Incubators

An incubator is a special machine that **controls** temperature and air humidity. It is often used for hatching eggs **artificially**. It allows the unborn baby animal inside the egg to grow without **their** mother's warmth. The animal can grow safely until it is ready to hatch. Incubators are usually used to hatch bird eggs, but they can also hatch reptile eggs, such as crocodile eggs.

Chicken eggs **hatch** after approximately 21 days. Other species of bird eggs take longer or shorter amounts of time to **mature**. Incubators are often used on large chicken farms, but **they** can also be found in classrooms. Some **industrial** incubators can hold almost 125,000 eggs. Smaller ones that are used in the classroom only hold about six eggs.

Raising chickens at home has always been **popular**. Hatching chickens can be a fun family project and can save money. The cost of buying an incubator is high, but **it** is relatively simple to make. Some of the materials needed include a box, a light bulb, a **thermometer** and a bowl of water. Everyone should give it a try!

### Post-reading Activity

**Discuss the following question with a partner.**

How do people in your area hatch chickens?

# Week 9

# Day 2

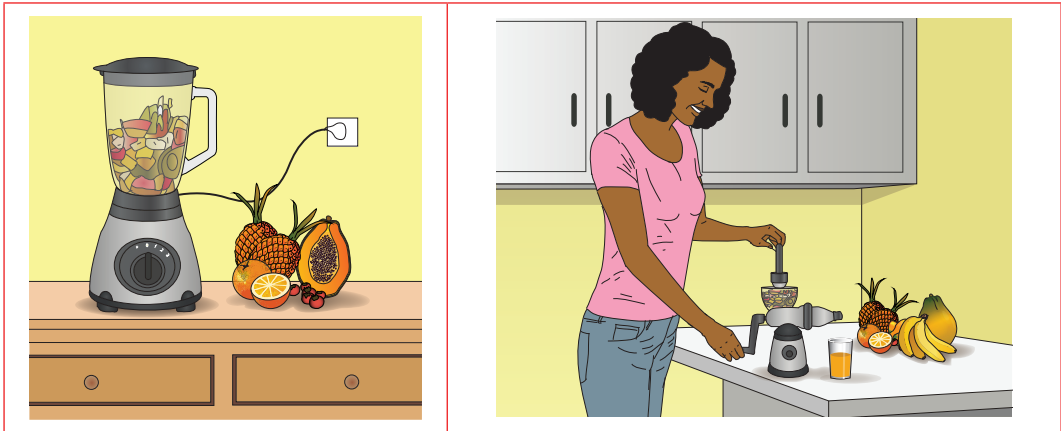
## 3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1 mature	A man-made
2 hatch	B used in or related to industry
3 control	C fully grown
4 industrial	D well known
5 artificial	E temprature measuring device
6 thermometer	F come out of an egg
7 popular	G regulate

## 4. Listening

### Juicers





### Pre-listening Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. Do you think that drinking juice can keep us healthy? Why? Why not?
2. Have you ever had homemade juice?
3. What is your favourite flavour of juice?

### While listening Activity

**A. Copy the questions in your exercise book. Listen to the text and write the answers.**

1. What is a juicer?
2. Who invented the juicer?
3. What happens if people do not get enough fruits and vegetables in their diet?
4. What are the advantages of juicers?
5. What are the disadvantages of juicers?

**B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.**

1. It is important to buy a juicer that is easy to clean.
2. Juicers work only electronically.
3. It is important to buy a juicer with strong blades for juicing carrots.

### Post-listening Activity

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following:**

1. Do you think it is better to juice fruit, or just eat them?

# Week 9

# Day 3

## 5. Speaking

### A. Study the dialogue and act it out with your partner.

**Manager:** Hello Petros. Would you like to learn how to keep the company's financial records?

**Petros:** Yes. I would like to know about that. I want to be an accountant someday. Please teach me.

**Manager:** You are a good employee. I would like to train you.

**Petros:** Would you like me to come in early tomorrow to start?

**Manager:** No. I would prefer if we start now. Is that fine?

**Petros:** Yes, Sir.

### B. Work with a partner to create a dialogue about what you would or would not like to do at a job someday. Use some of the phrases in the table to help create your dialogue.

Expressions of preference	Questions of preference
I would like	Would you like...?
I prefer	Would you prefer...?
I would not like	What do you think about...?
I do not prefer	

## 6. Grammar: Active/Passive Voice

### A. Read each sentence and decide with a partner if it is written in the active or passive voice.

Example:

The hen provides all the environmental conditions needed to hatch the eggs.

(Active)

All the environmental conditions needed to hatch the eggs are provided by the hen. (Passive)

1. The temperature should be kept at a constant 37-38 degrees Celcius.
2. A rooster and a hen are needed to produce fertile eggs.
3. An egg can be hatched artificially.
4. We can operate juicers both electronically and manually.

**B. Rewrite each sentence in the passive voice using the verb suggested in brackets. Look at the example to get an idea.**

Example:

It **is made** of glass. It **is powered** by electricity. It **is used** at night. It **is replaced** when it isn't working. It **is sold** in a supermarket or household shop. Can you guess what it is? It is a light bulb!

It (1)\_\_\_\_\_ (put) on the wall. It (2)\_\_\_\_\_ (power) by electricity. It (3)\_\_\_\_\_ (use) a lot during the hot season. It (4)\_\_\_\_\_ (use) to make the room colder. The outside (5)\_\_\_\_\_ (make) of plastic. It (6)\_\_\_\_\_ (clean) three or four times a year. It (7)\_\_\_\_\_ (connect) outside the house. It (8)\_\_\_\_\_ (buy) in an electrical shop. It (9)\_\_\_\_\_ (fix) by a technician. It(10) \_\_\_\_\_ (replace) once every ten or twenty years. Can you guess what it is? It is an air conditioner!

## Week 9

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the text “Egg Incubators”.
- B. Read the first paragraph of Egg Incubators aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

## 8. Vocabulary

Match each word to its correct synonym (word with same meaning).

Word	Meaning
1 squeeze	A routine behavior
2 recommended	B easy to use
3 boost	C hand-operated
4 moderation	D flesh of a fruit
5 pulp	E reasonable amount
6 manual	F compress
7 user-friendly	G enhance
8 habit	H suggested

# Week 9

# Day 5

## 9. Writing

### Writing Conventions

**Add colons into the sentences where they are needed as you copy them into your exercise book.**

1. You will need the following ingredients milk, sugar, flour and eggs.
2. Yohannes sets the alarm clock for 6 00.
3. My father ends every conversation the same way “Don’t give up.”
4. Mix the oil and vinegar at a 1 2 ratio.
5. I have invited the following people to my party Kevin, Amy and Keeley.
6. The soldier shouted the following before leaving to war “We shall return victorious!”

Use of colon	Example
Indicating a list	The reporter interviewed the following people: the homeroom teachers, the director and some students.
Before a direct quotation	This is what Plato had to say about mathematicians: “I have hardly ever known a mathematician who was capable of reasoning.”
Between an hour and a minute	Our soccer game starts at 7:30.
Showing a ratio	Mix milk and water at a 3:1 ratio.

### Writing Composition

**Write five or six sentences about how to make a glass of mango juice. Use the passive and active sentences as well as adjectives and at least one colon in your sentences.**

### Week 10 Horse Riding

**Week 10**

**Day 1**

#### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. hap-pi-ness	happiness	happy	-ness
2. sad-ness	_____	_____	_____
3. po-lite-ness	_____	_____	_____
4. qui-et-ness	_____	_____	_____
5. health-i-ness	_____	_____	_____
6. nerv-ous-ness	_____	_____	_____

#### 2. Reading

##### Pre-reading Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. Have you ever seen people riding a horse?
2. Can you ride a horse?

## While reading Activity

### A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.

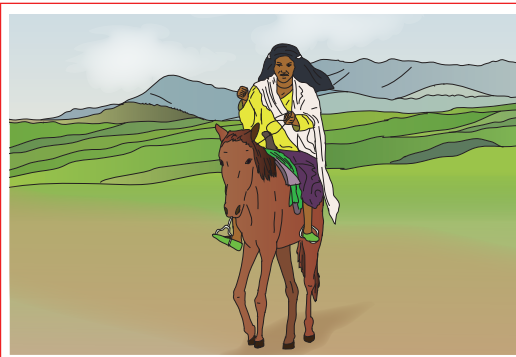
- Horses are dressed with fine \_\_\_\_\_, \_\_\_\_\_ and colourful \_\_\_\_\_.
- Abyssinian horses are now used for \_\_\_\_\_.
- Wild horses in Ethiopia are found in \_\_\_\_\_ and they are called \_\_\_\_\_.
- People are \_\_\_\_\_ Kundudo horses.

### B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.

- Horse riding was introduced in Ethiopia very recently.
- Horses are only found in the cities like Addis Ababa.
- In Ethiopia, horses are colourfully decorated for rides.
- Horses are only used to play polo.

### C. Identify which noun each of the following pronouns refers to:

- 'they' (paragraph 1, line 3)
- 'their' (paragraph 1, line 3)
- 'it' (paragraph 4, line 1)
- 'they' (paragraph 5, line 3)



## Horse Riding

Horseback riding is an **ancient** and traditional activity that is still popular today in the highlands of Ethiopia. Horses are not only a historical means of transport, but **they** are also a source of **pride** for local people. Ethiopians dress **their** horses beautifully with fine leather **saddles**, shiny bridles and colourful blankets.

The Ethiopian horse is a **breed** of horse found mostly in the northern part of Ethiopia, especially in the Simien Mountains. These horses were traditionally used for farm work and travel, but today many Ethiopian horses can be found on the polo pitches of Europe.

Polo is a sport played between two teams of four players. These players ride high atop their horses and gallop around the pitch looking to score goals. Goals are scored by shooting a ball into a net using a long stick. Polo requires very good horseback riding skills as well as excellent hand-eye **coordination**. It is quite difficult to hit a moving target while riding a moving **creature**!

Horse riding is more than a sport or a hobby; **it** is also a way of life for many people in Ethiopia. Horses do farm work for rural farmers. This lightens the burden of hard labour on a farm. Horses can also be used to fetch water or take children to school.

However, not all horses in Ethiopia are domestic and **tamed**. In the Kundudo Mountains, near the eastern city of Harar, one of the last herds of wild horses in the country still wanders freely. These are the Kundudo horses and **they** have **roamed** these mountains for centuries. However, the wild nature of these horses is endangered as local people continue to catch and tame them for domestic use.

### Post-reading Activity

**Discuss the following questions with a partner.**

1. How do you think horses can be used for tourism?
2. Why do you think horses are source of pride for many Ethiopians?



# Week 10

# Day 2

## 3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1 pride	A a seat that is used for riding a horse
2 ancient	B any living person or animal
3 breed	C the distant past
4 coordination	D to move around freely
5 tamed	E a specific type of animal
6 saddle	F source of personal satisfaction and value
7 roam	G moving body parts skilfully
8 creature	H domesticated

## 4. Listening

### Horse Treks for Adventure Seekers



## Pre-listening: Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. Have you ever heard of National Horse Riding Day? Would you want to participate in it?
2. How would you prefer to explore the plains of Ethiopia, in a car or on horseback?

## While listening Activity

**A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.**

1. This company offers horse treks across \_\_\_\_\_.
2. The weather is perfect for horse riding because \_\_\_\_\_.
3. Horse treks last between \_\_\_\_\_ and \_\_\_\_\_ hours a day.
4. The company provides \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ during overnight trips.
5. \_\_\_\_\_ take your pictures while trekking so you will never forget the experience.

**B. Read the following sentences. Decide if they are true or false as you listen to the text.**

1. The company only offers multi-day trips.
2. If you do a trek overnight, you must bring your own camping tent.
3. You will meet many friendly locals on this trek.
4. This horse trek will be an unforgettable experience.

## Post-listening

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following:**

What equipments do you think are needed for horse riding?

## Week 10

## Day 3

### 5. Speaking

#### A. Study the dialogue and act it out with your partner.

**Waiter:** Hello. **What can I** get for you?

**Customer:** **Could I** please have some more coffee?

**Waiter:** Of course. I will get it right away. **Can I** get you anything else?

**Customer:** Can I also have some water?

**Waiter:** Certainly. Would you like tap or mineral?

**Customer:** Please bring me a glass of tap water if you can.

**Waiter:** Sure, I can. I'll be right back.

**Customer:** Thank you.

#### B. Work with a partner to create a dialogue between a waiter and a customer.

### 6. Grammar: Imperatives

#### A. Match the beginning of the sentence with the end of the sentence to create a meaningful imperative sentence. Then write each sentence in your exercise book.

Beginning of sentence	End of sentence
1 Wash	A by bus to Addis.
2 Don't play	B your teeth regularly.
3 Walk	C football in the classroom.
4 Don't be	D your mobile phone.
5 Brush	E the instructions carefully.
6 Go	F slowly so you do not trip.
7 Switch off	G so silly.

8 Read

H your hands.

**B. Copy each sentence starter into your exercise book. Complete them to create imperative sentences.**

**Example**

Do your \_\_\_\_\_.

Do your homework.

1. Clean the \_\_\_\_\_.
2. Stay \_\_\_\_\_.
3. Take out \_\_\_\_\_.
4. Tell me \_\_\_\_\_.
5. Wash \_\_\_\_\_.

**Grammar Spot**

**Imperatives**

**Imperatives, or commands, are sentences that we use to give instructions or orders.**

**Imperatives do not start with a subject. They start with a verb.**

**Imperatives usually end with a full stop.**

**Example:**

Take a bath.

Go to the store.

**Week 10**

**Day 4**

**7. Reading Fluency**

**A. Tell one or two things you remember from the text ‘Horse Riding’.**

**B. Read the second paragraph of ‘Horse Riding’ aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.**

## 8. Vocabulary

**Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.**

Word Bank			
adventurous	camping	expedition	encounter
traditional	exclusive	equipment	professional

1. If you become a member you will have \_\_\_\_\_ use of the swimming pool.
2. A scientific \_\_\_\_\_ to the ocean floor will depart next week.
3. Most visitors are entertained by the \_\_\_\_\_ food and dancing during Ethiopian celebrations.
4. We don't expect to \_\_\_\_\_ any major problems this year.
5. People who like to spend time outdoors will love \_\_\_\_\_ next to Lake Tana.
6. There are so many \_\_\_\_\_ things to do in Ethiopia such as horse riding, seeing wildlife in a national park or swimming in a waterfall.
7. If you are going on a long hike overnight, remember to pack \_\_\_\_\_ such as a cooking stove, tent and mattress.
8. Remember to go with a \_\_\_\_\_ tour company so you do not get lost or be in a difficulty.

**Week 10**

**Day 5**

## 9. Writing

### Writing Conventions

**A. Change each singular noun in brackets to a plural noun by adding ‘-s’, ‘-es’ or ‘-ies’. Write the new sentences in your exercise book.**

**Example:**

Name some (thing) \_\_\_\_\_ that you learned in your (class) \_\_\_\_\_ today.

Name some **things** that you learned in your **classes** today.

1. Give the (horse) \_\_\_\_\_ some water before you put their (saddle) \_\_\_\_\_ on.
2. In science class, I learned the (name) \_\_\_\_\_ of three common (gas) \_\_\_\_\_.
3. Did you know that (caterpillar) \_\_\_\_\_ become (butterfly) \_\_\_\_\_?
4. We studied (type) \_\_\_\_\_ of (grass) \_\_\_\_\_ that grow on the prairie.
5. The teacher told us that (monkey) \_\_\_\_\_ use their (tail) \_\_\_\_\_ like an extra hand.

**B. Find 10 singular and 10 plural nouns in the following story. Write them in your exercise book.**

### The Birds and the Frog

A frog and two birds were good friends. They lived by a river in a forest. The birds traveled a lot and visited many places. They often told stories about different places to the frog. The frog wanted to come along with them.

One day the frog had an idea. He told the birds, “I cannot go with you because I do not have wings. I can solve this problem. You can each hold the end of a long stick in your beaks. I will hold the middle part of the stick with my mouth. That way I can come with you when you fly.” One bird thought it was a good idea. However the other bird said, “That’s a good idea, but you are very talkative. Can you be quiet? If you talk, you will fall down and you might die.” The frog promised to be quiet. The birds and the frog left the next day. As they flew over a village, they saw an exciting celebration. They saw many men, women and children having fun. There was food, drinks and dancing. The frog wanted to show the birds the celebration. As soon as he opened his mouth to tell them, he lost his grip on the stick. He fell down through the air. Amazingly, he landed in a pond and survived. He never saw the birds again.

### Writing Composition

**Write two or three paragraphs about a game that is played in your area. This is a first draft and you will have time to revise and edit it in the following week.**

## Week 11 *Gebeta*

### Week 11

### Day 1

### 1. Word Study

Study the given example and complete the rest accordingly

Syllables	Word	Root Word	Suffix
1. harm-less	harmless	harm	-less
2. de-fense-less	_____	_____	_____
3. val-ue-less	_____	_____	_____
4. tire-less	_____	_____	_____
5. smoke-less	_____	_____	_____
6. home-less	_____	_____	_____

### 2. Reading

#### Pre-reading Activity

**Make a prediction about the text based on the title and picture.**

Talk with a partner about the following:

1. How many traditional games can you play?
2. What are the traditional games known all over Ethiopia?

#### While reading Activity

**A. Read the following questions. Then read the text and write down the answers to the questions.**

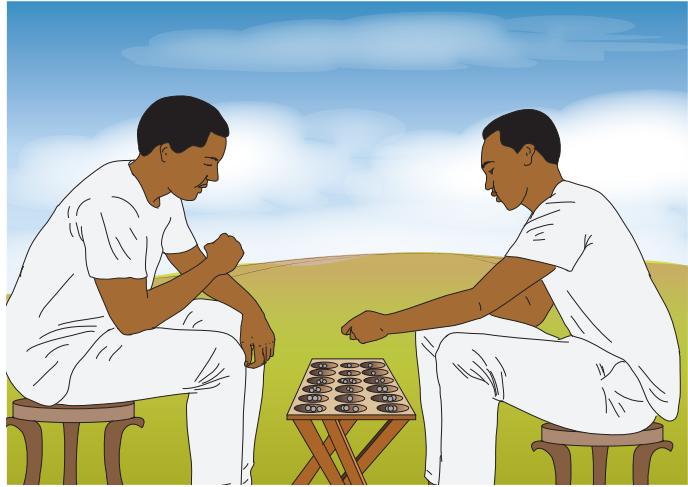
1. How many holes are there in a game of *Gebeta*?
2. In which part of Ethiopia is *Gebeta* commonly played?
3. Apart from seeds, what else can be used to play the game?
4. Why do families keep *Gebeta* game boards?

**B. Read the following sentences. Decide if they are ‘true’ or ‘false’ as you read the text.**

1. *Gebeta* can only be played with a wooden board.
2. *Gebeta* can be played with seeds or stones.
3. Mothers usually carve a *Gebeta* board when their daughters get married.
4. *Gebeta* can be played by both children and old people.

### *Gebeta*

*Gebeta* is a traditional board game often played in northern Ethiopia. The game requires two wooden boards carved with holes. These boards are placed next to each other so there are 18 holes arranged in three rows of six. On the outer end of the boards there are two large extra pockets used as spaces to store winnings. Many seeds or stones are needed to play.



The game is easy to play for all ages. Each of the 18 holes in the board starts with several seeds or stones in it. Players move the seeds or stones from one hole to the next one by one. The winner is the player with the most seeds or stones in their own pocket at the end of the game. *Gebeta* requires some counting abilities and strategy to win.

The *Gebeta* game board can be played anywhere. The two carved boards are fastened loosely with leather thongs, which may be folded together like a book and carried with a handle. If you do not have access to a *Gebeta* board, however, you can still play the game. A *Gebeta* game board can be carved into the ground. All you must do is collect some stones or seeds and you can play the game!



Families keep *Gebeta* boards for generations. They act as a symbol for family life for both the old and the young. In some families when a young man gets married, his father may carve a board for him to play the game with his bride.

Source: Taken from Grade 7 English Student Book

### Post-reading Activity

Discuss the following questions with a partner.

How would you explain the rules of *Gebeta* to someone from outside Ethiopia?

## Week 11

## Day 2

### 3. Vocabulary

Look at each of the following meanings. Work with a partner to find a word from the reading text, '*Gebeta*' that fits each meaning.

**Example:**

**Meaning:** to cut and shape a material

**Word from the text:** carve

Meanings	Words from the text
1 flat piece of wood	_____
2 a woman about to marry	_____
3 bent over on itself	_____
4 a plan of action with the aim to win	_____
5 a skill or talent	_____
6 organised in a certain way	_____

### 4. Listening

**Poem**

#### Pre-listening Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. What traditional Ethiopian games do you know?
2. Which one is your favourite game?

### While listening Activity

Copy the questions in your exercise book. Listen to the text and write the answers.

1. What game is being talked about?
2. When is the game played?
3. Who plays the game?

### Post-listening

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following:**

1. What do you think the poet's attitude is towards the game of *Gebeta*?
2. The poem has not been given a title. Can you give it a title?

**Week 11**

**Day 3**

## 5. Speaking

**A. Study the dialogue and act it out with a partner.**

**Student:** My English is terribly poor and I think I should do something about it. What do you advise me to do?

**Teacher:** I think you should try studying this book. It's a very good book for beginners.

**Student:** Oh, yes. I've heard about it, but what do you think I should start with?

**Teacher:** You should start with the Days. Then try the exercises.

**B. Work with a partner to create a dialogue giving advice about the following situation. Use the words ‘should’ and ‘shouldn’t’ in your dialogue.**

**Situation:** I have been feeling sick for three months. I have headaches every day and sometimes I am so tired I fall asleep in class. What should I do?

## 6. Grammar: ‘Either...or’/ ‘Neither...nor’

Copy the sentences into your exercise book. Fill in the gaps with **either/or** or **neither/nor**.

**Example:**

She is so fond of football that she cares for \_\_\_\_\_ *Genna* \_\_\_\_\_ *Gebeta*.

She is so fond of football that she cares for **neither** *Genna* **nor** *Gebeta*.

1. In this game, you \_\_\_\_\_ win \_\_\_\_\_ lose. It depends on you.
2. \_\_\_\_\_ Chala \_\_\_\_\_ Teklai will help you with your homework. They are both busy at the moment.
3. This is my offer. You \_\_\_\_\_ take it \_\_\_\_\_ leave it.
4. When I go to the restaurant, I eat \_\_\_\_\_ fish \_\_\_\_\_ roast chicken. These are my favourite meals.
5. His father believed \_\_\_\_\_ his son \_\_\_\_\_ his friend. He thought that both were lying.
6. I need \_\_\_\_\_ your help \_\_\_\_\_ your compassion. I can handle my problems all alone.
7. \_\_\_\_\_ Hanna \_\_\_\_\_ Biruk will write the report. Just ask one of them.
8. \_\_\_\_\_ you return the money you had stolen, \_\_\_\_\_ I’ll call the police.
9. My mom can \_\_\_\_\_ read \_\_\_\_\_ write. She is illiterate.
10. You can use \_\_\_\_\_ this computer \_\_\_\_\_ the other one. Someone must fix them first.

## Grammar Spot

### ‘Either...or’, ‘Neither...nor’

The expression **either... or** gives an option to choose between the first one or the second one.

**Example:** I am **either** going to work **or** attending my classes today.

The expression **neither... nor** means not the first option and also not the second option.

**Example:** I am **neither** going to work **nor** attending my classes today.

# Week 11

# Day 4

## 7. Reading Fluency

- A. Tell one or two things you remember from the text ‘*Gebeta*’.
- B. Read the third paragraph of *Gebeta* aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

## 8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

Word Bank			
folded	board	leather	fastened
folks	wood	unique	game

*Gebeta* is a traditional(1) \_\_\_\_\_ which has been practised for centuries in Ethiopia. Its rules are (2)\_\_\_\_\_ and not similar to any other game. The game is played on a (3)\_\_\_\_\_ made of (4)\_\_\_\_\_ which can be easily (5)\_\_\_\_\_ into two halves. The boards are then (6)\_\_\_\_\_ together using a(7)\_\_\_\_\_ thong. (8)\_\_\_\_\_ usually entertain themselves with the game either at home or at public gatherings.

# Week 11

# Day 5

## 9. Writing

### Writing Conventions

- A. Rewrite the following paragraph with the correct sequence words in brackets.**

Hello, I'm Henok and I had a great birthday yesterday. (First, Next) I met my friends at the shopping centre and they bought me a present. (Then, Finally) we had pizza at a café. (Finally, Next) we went to the cinema and saw a very funny comedy. (Then, First) suddenly my parents arrived. They took me to an amazing restaurant for dinner. (Next, Finally) we went home and I went to bed, tired but happy.

- B. The steps for washing your hair are not put in the right order. Determine the correct order, then write the sentences in your exercise book using correct sequence words (first, second, then, next, finally).**

Rinse the shampoo from your hair with water.

Wet your hair with some water.

Rub the shampoo into your hair.

Comb your clean hair.

Dry your hair with a towel.

### Writing Composition

**Review the paragraphs about a game played in your area that you wrote in the previous week. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your paragraphs and then share them with a partner.**

## Week 12 *Genna* Game

# Week 12

# Day 1

### 1. Word Study

Study the given example and complete the rest accordingly.

Syllables	Word	Root Word	Suffix
1. de-vel-op-ment	development	develop	-ment
2. gov-ern-ment	_____	_____	_____
3. en-ter-tain-ment	_____	_____	_____
4. bet-ter-ment	_____	_____	_____
5. re-fresh-ment	_____	_____	_____
6. ar-range-ment	_____	_____	_____

### 2. Reading

#### Pre-reading Activity

A. Make a prediction about the text based on the title and picture.

B. Talk with a partner about the following:

1. Have you ever played any traditional game?
2. Have you ever played *Genna*?

#### While reading Activity

A. Read the following questions. Then read the text and write down the answers to the questions.

1. What is the width of the standard *Genna* game field?
2. What materials do you need to play *Genna*?
3. When was *Genna* invented?

**B. Read the following sentences. Decide if they are ‘true’ or ‘false’ based on the text.**

1. According to the passage, the exact time of the origin of *Genna* is clearly known.
2. Girls are allowed to play *Genna* with boys.
3. There are twenty players on the field during *Genna*.
4. You can play *Genna* on a field of any length or width.

### Genna Game

In Ethiopia there is a traditional game called *Ye-Genna chewata*, which means ‘*Genna* game’. **It resembles** the hockey game in Europe and North America.

The game is played using a crude, homemade stick, and a small wooden ball called *roor*. It is a competitive game played between two teams that each have of 10 members. One of the 10 players is a goalkeeper. The



game lasts one hour which is **divided** into two halves. There is a 10 minute **recess** between the two halves. During the game teams **compete** against each other to hit the *roor* into nets with their sticks. The team with the most goals scored at the end of the game is the winner.

Men and young boys participate in the game. Women are **spectators** who gather around and sing songs while the men and boys play.

The standard *Genna* game field is 45 metres in width and 90 metres in length. However, the game can be played in any field or open space around the village. The field does not need to have a **standard** width or length. The *Ye-Genna chewata* game is **registered** as a one of Ethiopia’s traditional games.

## Post-reading Activity

Discuss the following question with a partner.

Do you think girls and women should be allowed to play *Genna*? Why?

# Week 12

## Day 2

### 3. Vocabulary

Match each word to its correct synonym (the word with the same meaning).

Use clues in the reading text to help you.

Word	Synonym
1. resembles	A. rest
2. recess	B. play
3. spectators	C. recorded
4. divided	D. split up
5. compete	E. be similar
6. standard	F. fixed
7. registered	G. viewers

### 4. Listening

#### Children's Games

#### Pre-listening Activity

In pairs, discuss on the following questions.

1. What kind of traditional game have you been playing in your free time ?
2. Have you ever played 'akukulu'? How about 'kebeto'?

#### While listening Activity

A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. The child will stop saying 'akukulu' when she or he gets the response \_\_\_\_\_.
2. \_\_\_\_\_ in the game restarts the 'akukulu'.



3. \_\_\_\_\_ is the person who hides a belt behind one of the children in the circle.
4. To play \_\_\_\_\_ children need to form a circle.

**B. Read the following sentences. Decide if they are ‘true’ or ‘false’ as you listen to the text**

1. ‘Akukulu’ can be played once the place that serves as a home-base of the game is chosen.
2. In the ‘akukulu’ game the children who are discovered become the winners.
3. The belt-passer has to make back to an open spot in the circle after he is caught.
4. Both types of games involve hiding.

**Post-listening Activity**

1. Describe how each game is played to your partner.
2. Which of the two games have you found more interesting? Why?
3. What benefits would you get from playing these kinds of games?
4. What other related games are played in your area? Share with your partner.

**Week 12**

**Day 3**

**5. Speaking**

**A. Study each dialogue and act it out with a partner.**

1. **Student 1:** I’m getting sleepy.

**Student 2:** Why don’t you have a strong cup of tea?

**Student 1:** I suppose I could.

2. **Student 1:** Are you busy tonight?

**Student 2:** No. Why?

**Student 1:** Let’s rent a video.

**Student 2:** Okay.

3. **Student 1:** I'm cold.

**Student 2:** Why don't you put on a sweater?

**Student 1:** I don't have a sweater.

4. **Student 1:** Where do you want to go for lunch?

**Student 2:** Why don't we go to that new café?

**Student 1:** That's too crowded at lunch time. Let's go to Dosa's Restaurant instead.

**Student 2:** Okay.

**Student 1:** I have a headache.

**Student 2:** Why don't you take some medicine?

**Student 1:** I don't like to take medicine.

**Student 2:** Why not?

**Student 1:** It upsets my stomach.

**Student 2:** Then why don't you lie down and rest? Sometimes that is all it takes to get rid of a headache.

**B. Work with a partner to create a dialogue that makes suggestions. Use the words let's and why don't we in your dialogue.**

## 6. Grammar: Phrasal Verbs

Read the following short story. Then match each phrasal verb to its meaning.

### My Imperfect Day

When I **set off** for work this morning, my car **broke down**. So I **ended up** taking the bus. As soon as I **got off**, I met an old schoolmate. While we were talking, he **brought up** something I had already **found out** from some mutual friends. He had **come into** some money and had **set up** his own business. He told me that there was a lot to **sort out**, and offered to **take me on**, but I **turned him down** straight away.

Phrasal Verb	Meaning
1. set off	A. hire
2. broke down	B. organise
3. ended up	C. stopped moving
4. got off	D. didn't accept
5. brought up	E. mentioned
6. found out	F. came to a place without intention
7. come into	G. acquire
8. set up	H. discovered
9. sort out	I. went out
10. take on	J. leave for
11. turned down	K. arrange

### Grammar Spot

#### Phrasal Verbs

These are two-part verbs that consist of a verb + preposition or a verb + adverb. When combined together, the verb has a different meaning than when it is alone.

**Examples:** ask around, back up, break out, check out, fall down, find out, get away, get along, go ahead

**Example:** You can **go ahead**. I will **check out** of the hotel. Remember to **ask around** for directions to our next destination.

**Week 12****Day 4****7. Reading Fluency**

- A. Tell one or two things you remember from the text, “*Genna*”.
- B. Read the first paragraph of *Genna* aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

**8. Vocabulary**

Match the synonyms in the box with the underlined words in the sentences that follow

beautify	parentless	unique
presents	displaced	

1. It has now become common to give and take gifts during holidays
2. In celebrating religious festivals while some people help the poor by visiting orphans, others pass the day by giving food to the homeless
3. Today is a special day for me as I am celebrating the holiday with my family for the first time in ten years
4. During holidays, people decorate their homes with various materials.

**Week 12****Day 5****9. Writing****Writing Conventions**

**Correct the capitalisation errors in the sentences when you copy them into your exercise book.**

**Example:**

alexandra must be sensitive to the fact that alexis is not as talented in art as she.

Alexandra must be sensitive to the fact that Alexis is not as talented in art as she.

1. sarah said that her great grandmother was born on august 24, 1899.
2. eric and sarah were married in addis ababa on august 3.
3. the fifth month of the year is may.
4. almost 300 houses were destroyed by the fire on Monday.
5. wild flowers bloom in april and may.
6. tourists fill the area during july and august when numerous festivals take place.

**Writing Composition**

**Write a paragraph of five or six sentences about a traditional game that you like. Use phrasal verbs as well as adjectives in your sentences.**

## Week 13 Endemic Animals

Week 13

Day 1

## 1. Word Study

- A. Read the first (root) and second (suffix) part of each word slowly, then read the whole word.

Root word	+	suffix	Whole word
1 hope	+	ful	hopeful
2 hope	+	less	hopeless
3 harm	+	ful	harmful
4 harm	+	less	harmless
5 beauty	+	ful	beautiful
6 worth	+	less	worthless

- B. Copy the sentences into your exercise book. Fill in the gap in each sentence with a word ending in the suffix '-ful' or '-less'. Use the words in brackets to give you a hint.

**Example:** Martha thought she was \_\_\_\_\_ at math. (without hope).

**Answer:** Martha thought she was **hopeless** at math.

1. Don't be afraid of the dog. It's \_\_\_\_\_. (without harm)
2. The man said the watch was a \_\_\_\_\_ piece of junk. (without any worth)

3. She was \_\_\_\_\_ that her project would do well at the science fair. (full of hope)
4. The \_\_\_\_\_ rainbow seemed to be just over the next hill. (full of beauty)
5. Don't get too close to those rocks. They can be \_\_\_\_\_. (full of harm)

## 2. Reading

### Pre-reading Activity

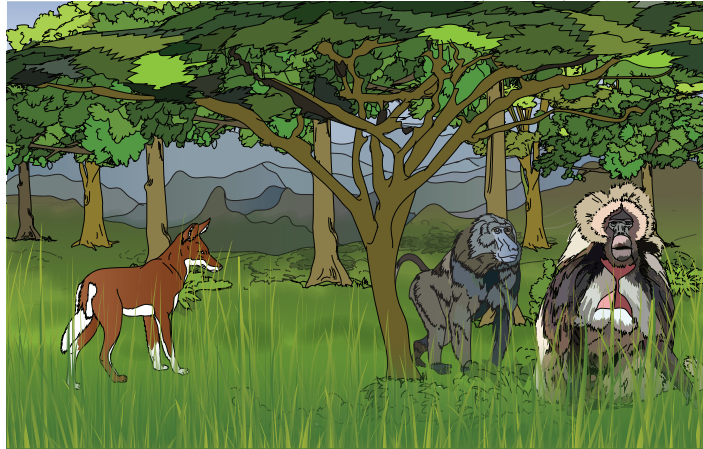
- A. Make a prediction about the text based on the title and picture.
- B. Talk with a partner about the following:
  1. Do you think there are endangered animals in our country?

### While reading Activity

- A. Copy the sentences into your exercise book. Fill in the gaps as you read the story.
  1. What are endemic animals?
  2. What endemic animals are mentioned in the text?
  3. Where do these animals live?
  4. What is the other name of the Gelada Baboon?
  5. How many Ethiopian Wolves are left in Ethiopia?
- B. Read the following sentences. Decide if they are 'true' or 'false' after you read the text.
  1. All three animals in the text are threatened because of a loss of their habitat.
  2. When an animal goes extinct it means it has reproduced rapidly and its population has increased.
  3. The Walia Ibex lives on the rocky ledges of the Simien Mountains.
  4. It is not our responsibility to protect endemic animals.

## Endemic Ethiopian Animals

Endemic **species** are plants and animals that are native to certain places or geographic areas. There are 31 **endemic** species in Ethiopia. We must protect them because Ethiopia is the only or one of the only places where they live naturally. We do not want them all to die and go **extinct**.



There are 3 main endemic **mammals** that live in the Simien and Bale Mountain National Parks: the Walia Ibex, Gelada Baboon and the Ethiopian Wolf.

The Walia Ibex can be found on the rocky ledges of the Simien Mountains. They come out in the morning and the evening to sun themselves. They are grazers and their diet includes bushes, herbs, shrubs and grass. The Walia Ibex is **threatened** by the destruction of its habitat and **poaching**. Only about 500 of them remain in the mountains of Ethiopia today.

The Gelada Baboon, also called the bleeding heart monkey, can be found in large numbers in the Simien Mountains. They live in the high plateaus of the mountains where they sleep on the cliffs. They travel to the top of the plateaus to feed and socialize. Although the Gelada Baboons are not currently at risk of becoming an endangered species, their habitat is still at risk due to human activities.

The Ethiopian Wolf is one of the rarest and most endangered species. They can be found in the Bale Mountain National Park. The national park is home to 300 wolves. It is believed that there are only 450 of them left in the entire world. The Ethiopian Wolf feeds on mole rats, common grass rats, eggs and young birds. The biggest threat to the Ethiopian Wolf is the loss of their habitat due to agriculture, development of the land and construction of roads.



Ethiopia is home to many **unique** animals that cannot be found anywhere else in the world. We should be proud of these animals and protect them so they do not go extinct.

### Post-reading Activity

Discuss the following question with a partner.

1. What can we do to protect endangered animals?

## Week 13

## Day 2

### 3. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1 species	A native to a certain geographic area
2 endemic	B in danger
3 extinct	C an animal that breathes air and gives birth to live babies
4 mammal	D illegal hunting and capturing of wild animals
5 threatened	E the only one of its kind
6 poaching	F a class of plant or animal that has common characteristics
7 unique	G no longer in existence

### 4. Listening

#### Walia Ibex



## Pre-listening Activity

**A. Make a prediction about the text based on the title and the picture.**

**B. Talk with a partner about the following:**

1. Have you ever seen wild animals in a national park or in pictures? What did you see?

## While listening Activity

**A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.**

1. The \_\_\_\_\_ is the only wild predator of the adult Walia Ibex.
2. The Walia Ibex is a member of the \_\_\_\_\_ family.
3. The \_\_\_\_\_ protects the Walia Ibex.
4. There are only about \_\_\_\_\_ Walia Ibex left in Ethiopia.

**B. Copy the questions in your exercise book. Listen to the text and write the answers.**

1. What reduced the population of the Walia Ibex in the past?
2. What is reducing the Walia Ibex population today?
3. Do you think that the writer has suggested that all hyena should be killed in order to protect the Walia Ibex? Why or why not?

## Post-listening Activity

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following:**

1. Why do you think it is important for the government to protect endangered animals?

# Week 13

# Day 3

## 5. Speaking

### A. Study the dialogue and act it out with a partner.

**Biruk:** Good morning, Hiyab. Welcome to our company.

**Hiyab:** Thank you, Biruk.

**Biruk:** I must tell you about your duties in the company.

**Hiyab:** Oh yes, of course. I want to start as soon as possible.

**Biruk:** Well, in the first place you must answer the phone, but you must not use your mobile phone here.

**Hiyab:** I understand.

**Biruk:** You must be friendly to everybody, but you must not chat too much with the other employees in the office. You must work very hard, Hiyab.

**Hiyab:** Of course, Biruk.

**Biruk:** And obviously, you must type all the reports, but you must not browse the Internet at work.

**Hiyab:** All right, Biruk. Everything is perfectly clear.

### B. Work with a partner to create a dialogue between a teacher and student about what they both must and must not do at school. Use the words must and must not in your dialogue.

## 6. Grammar ‘Yes’ or ‘No’ Questions

### A. Study the dialogue and act it out with a partner.

**Student 1:** Hi. Have you got a new job?

**Student 2:** No, I haven’t, not yet.

**Student 1:** Are you still looking for one?

**Student 2:** Yes, I am.

**Student 1:** **Have you had** any interviews?

**Student 2:** **Yes, I have.** I was interviewed at the company where my friend works.

**Student 1:** **Do you think** they will hire you?

**Student 2:** **I don't know.** I have to take a test.

**Student 1:** **Did you go** to the training day they told us about at the last meeting?

**Student 2:** **Are you talking** about the computer training?

**Student 1:** No, not the computer training, I meant the language training.

**Student 2:** Oh yes, I went to that. It was quite good. **Have you ever been** on that course?

**Student 1:** **No, I haven't.**

**Student 2:** Well, I found it very useful. It helps you to think about the type of questions we ask during a conversation in English.

**Student 1:** **Does the school pay for you** or **do you pay** yourself? I know that good training is expensive.

**Student 2:** Oh, our school pays. They can afford it. It doesn't cost us anything.

**Student 1:** **Has it helped** you in your daily work?

**Student 2:** **Yes, I think it has.**

**B. Match each 'yes' or 'no' question to an appropriate answer.**

Yes/no Questions	Answers
1. Do you have a pet?	A. Yes, I can.
2. Does she like to study?	B. Yes, I will.
3. Did you see it?	C. No, they aren't.
4. Can you speak English well?	D. Yes, we do.
5. Is she from here?	E. Yes, I was.
6. Are you from a big city?	F. Yes, I am.
7. Are they going to come?	G. Yes, I did.
8. Were you at home last night?	H. No, she isn't.
9. Will you go with us?	I. No, she doesn't

**Grammar Spot****'Yes' or 'No' Questions**

'Yes' or 'no' questions are also called closed-ended questions. They require only very short answers.

**Examples:**

Did you...? Yes, I did. ( No, I did not.)

Have you...? No, I haven't. ( Yes, I have.)

Do you...? Yes, I do.( No, I don't.)

Are you...? No, I'm not. ( Yes, I'm)

Can you...? Yes, I can. ( No, I can't)

Will you... No, I won't. ( Yes, I will.)

# Week 13

# Day 4

## 7. Reading Fluency

- A. Tell one or two things you remember from the text, “Endemic Ethiopian Animals”.
- B. Read the fifth paragraph of Endemic Ethiopian Animals aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

## 8. Vocabulary

Match each word to its correct meaning.

Word	Meaning
1. critically	A. an animal that naturally preys on other animals
2. protected	B. becoming fewer or less
3. habitat	C. to choose a place to live
4. declining	D. natural home of an animal or plant
5. settle	E. kept safe from harm
6. predator	F. in a way that is very bad or serious

# Week 13

# Day 5

## 9. Writing

### Writing Convention

Add commas to the paragraphs when you copy them into your exercise book.

1. Jumping up and down the children waited for the movie to begin. Because they had heard so much about the movie they weren't surprised when it began with a cartoon.
2. My sister likes to enjoy many different things during the summer holidays. She loves to sleep in late each day. After she wakes up she will often help her mother in the kitchen. After she has finished helping her mother she goes

outside to play with her friends. She loves to go hiking biking swimming camping and jogging. Most of all she likes to go horseback riding. Darla says the only thing she doesn't like about summer are the rainy days.

## Writing Composition

**Develop a newspaper article that advertises the natural attractions of Ethiopia to tourists. This is a first draft. You will have time to revise and edit it in the following week.**

**Example information to include in your article:**

- Wild animals endemic to Ethiopia and their characteristics
- Fun adventures or trips you can take in Ethiopia
- Natural features such as mountains, ancient sites and traditional cultural celebrations

## Week 14 Protecting Endangered Animals

### Week 14

### Day 1

### 1. Word Study

**Read the first (root) and second (suffix) part of each word slowly, then read the whole word faster.**

Suffixes	Examples
-er	maker, hunter, swimmer
-hood	manhood, likelihood, brotherhood
-ness	greatness, happiness, sickness
-ship	friendship, relationship, partnership
-ess	lioness, patroness, princess
-ee	employee, payee, trainee
-ism	socialism, activism
-ive	detective, captive, narrative

-ist	pianist, violinist, artist
-ment	refreshment, establishment, government
-ry	dentistry, forestry, chemistry
-tion	creation, transition, relation

## 2. Reading

### Pre-reading Activity

- A. Make a prediction about the text based on the title and picture.**
- B. Talk with a partner about the following:**

What animal or plant species do you know that are endangered or have gone extinct?

### While reading Activity

- A. Read the following questions. Then read the text and write down the answers to the questions.**

1. What reasons are listed in the text for declining wildlife populations in Africa?
2. What is a carnivore?
3. Which animal mentioned in the text might have gone extinct?
4. What does the Ethiopian Wildlife and National History Society do? When was it established?

- B. Read the following sentences. Decide if they are ‘true’ or ‘false’ as you read the text.**

1. Wildlife populations are declining only in Ethiopia.
2. It is important to create national parks to protect animal habitats.
3. There are 20 animal species listed as endangered and vulnerable in Ethiopia.
4. The writer believes that there is no possible way to protect animals.

- C. Identify which noun each of the following pronouns refers to:**

1. ‘**their**’ (paragraph 1)
2. ‘**they**’ (paragraph 3)
3. ‘**it**’ (paragraph 3)
4. ‘**their**’ (paragraph 4)
5. ‘**they**’ (paragraph 5)



## Protecting Endangered Animals

Throughout Africa, wildlife populations have been rapidly **declining**. This is mainly due to the changing world climate and human activity. **Deforestation**, civil wars and pollution all destroy animal habitats. Hunting and **poaching** also threaten **their** lives. This eventually endangers many species.



Endangerment means that a certain type of animal is very close to going extinct. If an animal goes extinct, it means the last of its kind has disappeared completely from the Earth. There are 15 animal species listed as highly endangered and **vulnerable** in Ethiopia.

For example, there used to be high populations of wild dogs in Ethiopia. Now wild dogs might have gone extinct because **they** have not been spotted for many years. The Ethiopian Wolf is another endangered species. **It** is Africa's most endangered carnivore, or meat eating animal. Humans have expanded into their **territories**, resulting in their rapid population decline.

Several **conservation** programme seek to help endangered species in the country. The Ethiopian Wildlife and Natural History Society was created in 1996. **Their** aim is to study and **promote** the natural environments of Ethiopia. They also try to **share** knowledge and support laws that will protect animals and the environment.

An important part of helping endangered animals is to protect their habitats. The creation of protected national parks, wilderness areas and natural reserves helps do this. By protecting the places where animals live, **they** can thrive undisturbed.

## Post-reading Activity

Discuss the following question with a partner.

1. What is the best way to save endangered species?

# Week 14

# Day 2

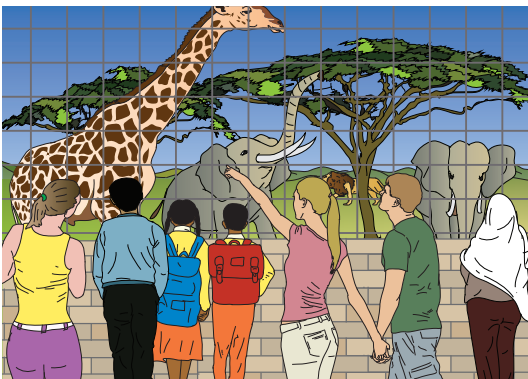
### 3. Vocabulary

Match each word to its correct meaning. Use clues in the reading text to help you.

Word	Synonym
1. declining	A. exposed to danger
2. territory	B. encourage
3. deforestation	C. contribute
4. vulnerable	D. clearing of trees
5. share	E. preservation
6. conservation	F. decreasing
7. protected	G. illegal poaching
8. poaching	H. kept safe
9. promote	I. area of land

### 4. Listening

Do You Like Zoos?



### Pre-listening Activity

- A. Make a prediction about the text based on the title and picture.**
- B. Talk with a partner about the following:**
1. Have you ever been to a zoo? What do you think about zoos?

### While listening Activity

- A. Copy the questions in your exercise book. Listen to the text and write the answers.**
1. Where are dolphins and whales often forced to perform tricks?
  2. Why is an animal's natural habitat better than a cage?
  3. What is one of the positive things about zoos?
  4. Which animals in the text have especially close bonds with their families?
- B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.**
1. Modern zoos can offer animals a living environment that is as good as their natural habitats.
  2. One of the reasons zoo animals become distressed is because they are separated from their families.
  3. Dolphins and whales usually live longer in zoos than in the wild.
  4. People who have visited zoos are more educated about animals and more likely to support animal conservation and protection.
  5. Zoos can cause animals to have physical and emotional problems.
  6. Zoos can be a safe place for mistreated or abandoned animals.

### Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.**
- B. Retell the text to your partner in your own words.**
- C. Talk with a partner about the following:**
1. Is it cruel to keep animals in zoos?
  2. Do you think all zoo animals should be released? Why or why not?

**Week 14****Day 3****5. Speaking****A. Study the dialogue and act it out with a partner.**

**Hanna:** Yeshi, why do you look so sad?

**Yeshi:** I have some problems, Hanna.

**Hanna:** What's happened to you, Yeshi?

**Yeshi:** I'm very confused! I think I lost my purse.

**Hanna:** What? Are you serious? When did you lose it?

**Yeshi:** Yesterday. I'm afraid to talk to my mom about it.

**Hanna:** Yeshi, if you have some problem you should talk to your family.

**Yeshi:** Who should I talk to? My father is not at home this week.

**Hanna:** In my opinion you must talk to your mother. Your mother will understand and help you.

**Yeshi:** Do you think so?

**Hanna:** Yes. Don't be afraid, Yeshi.

**Yeshi:** Fine. I will talk to my mom. Thanks for your suggestion, Hanna.

**Hanna:** You're welcome, Yeshi.

**B. Work with a partner to create a dialogue about one of the following situations:**

1. Help your partner decide which item to buy.
2. Warn your partner against doing something.
3. Suggest that your partner change his/her plans.
4. Help your partner make up his/her mind.
5. Suggest doing an activity together.

## 6. Grammar Neither.... and So.....

### A. Study the dialogue and act it out with a partner.

**Student 1:** What do you do at the weekends?

**Student 2:** I go to the movies.

**Student 1:** So do I.

**Student 2:** But my mother doesn't let me go more than once a month.

**Student 1:** Neither does mine. What else do you do?

**Student 2:** I walk in the park.

**Student 1:** So do I. When I go, I can wear my new shoes.

**Student 2:** So can I.

**Student 1:** What do you do in the evenings? I have a great group of friends I spend time with.

**Student 2:** So have I. We go to many places together. We like to go shopping.

**Student 1:** So do we. But we don't buy much because we don't have much money.

**Student 2:** Neither do we. We just like to look items in shops.

### B. Work with a partner to create a dialogue about your weekly activities. Use 'so' and 'neither' in your dialogue.

### C. Match each statement with an appropriate response.

Statements	Response
1. I'm thirsty.	A. Neither do I.
2. I have a book.	B. So am I.
3. I like coffee.	C. Neither did I.
4. I enjoyed the meal.	D. Neither am I.
5. I was pleased to hear the news.	E. So have I.
6. Lucy doesn't like coffee.	F. So do I.
7. John isn't at the office.	G. So did I.
8. He didn't go to the cinema yesterday.	H. So was I.

## Grammar Spot

### Neither..... and So.....

We use ‘**neither....**’ to agree with a negative statement.

We use ‘**so.....**’ to agree with a positive statement

#### Examples:

1. Mr. A : I don’t like eating goat meat.  
Mr. B: Neither do I.
2. Ms. A: I like ice cream.  
Ms. B: So do I.

## Week 14

## Day 4

### 7. Reading Fluency

- A. Tell one or two things you remember from the text, “Protecting Endangered Animals”.
- B. Read the third paragraph of Protecting Endangered Animals aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct words to fill in the gaps in the sentences.

#### Word Bank

habitat	conservation	tricks	behaviour
families	environment	separated	emotional

1. Zoo critics say that they can cause animals mental and \_\_\_\_\_ harm
2. Even the best man-made environments cannot come close to an animal’s natural \_\_\_\_\_.

3. Whales and dolphins in zoos are often made to perform \_\_\_\_\_ in front of crowds.
4. Zoo animals are often depressed because they were \_\_\_\_\_ from their \_\_\_\_\_.
5. Zoos can provide a safe \_\_\_\_\_ for animals that have been mistreated or abandoned.
6. Zoos help to educate the public about \_\_\_\_\_ issues and animal protection.
7. Scientists can study animal \_\_\_\_\_ and how to treat animal illnesses in zoos.

## Week 14

## Day 5

### 9. Writing

#### Writing Conventions

**Add semi-colons to join the sentences when you copy them into your exercise book.**

#### Example:

The hills are beautiful. I love taking walks around them.

The hills are beautiful; I love taking walks around them.

1. I felt sick. My friend walked me to the nurses' office.
2. I'm having a party on Sunday. My friends are bringing sodas and cookies.
3. The brothers disagreed. They are not speaking to each other.
4. The traffic was too bad. I decided to walk home.
5. The cat looks cute. She has tiny ears.

#### Writing Composition

**Review the newspaper article you started in the previous week advertising tourist attractions in Ethiopia. Make sure you have proper punctuation, spelling and capitalisation in your sentences. Rewrite your article and then share it with a partner.**

## Week 15 The Importance of Wild Animals

### Week 15

### Day 1

#### 1. Word Study

**Homographs are words which have the same spelling but different meanings. They might even have different pronunciations. Match each homograph in the sentences with the correct meaning.**

#### Example:

The (1) **wind** is blowing hard. I have to (2) **wind** my clock.

- a. moving air (rhymes with **pinned**)
- b. repeatedly twist (rhymes with **find**)

#### Answers:

1. = a

2. = b

1. The singer made a low (1) **bow** to the audience. Maria placed a red (2) **bow** on the birthday gift.
  - a. decorative ribbon (rhymes with so)
  - b. bend at the waist (rhymes with how)
2. All the students are (1) **present** today. The boss will (2) **present** the award at 10:00.
  - a. here (rhymes with pleasant)
  - b. give (rhymes with resent)
3. Please (1) **close** the door. The boy sat (2) **close** to his uncle.
  - a. near (rhymes with dose)
  - b. shut (rhymes with toes)
4. The rope was (1) **wound** around his ankles. The soldier received a (2) **wound** in the battle.
  - a. tied around (rhymes with pound)
  - b. an injury (rhymes with moon)



5. I don't know if I will (1) **live** or die. Last night I saw the band play (2) **live** in concert.
- to have life (rhymes with give)
  - performance in real life (rhymes with hive)

## 2. Reading

### Pre-reading Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

- What is tourism? How can it help people in Africa make money?
- What animals do people come to see in Ethiopia?

### While reading Activity

**A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.**

- Safari* is a Swahili word for \_\_\_\_\_.
- Safari* is when people go to the African \_\_\_\_\_ to see animals in their natural habitats.
- Tourists bring \_\_\_\_\_ to spend when they go on safari in Africa.
- The three endangered animals mentioned in the text are the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- If these wild animals go extinct, less people will come to Africa for \_\_\_\_\_.

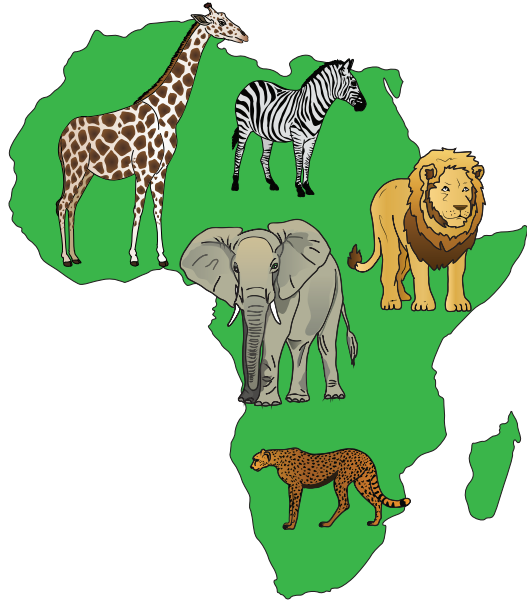
**B. Read the following sentences. Decide if they are 'true' or 'false' after you read the text.**

- There is a link between the local and national economies in some African countries and the survival of their wildlife.
- Going on *safari* means driving for a long time on a highway.
- The writer claims that Africa has never benefited from its wildlife.
- People must pay fees to African governments so they can see wild animals in the national parks.

## Why African Animals are Important

Africa is home to some of the most spectacular and diverse wildlife on the planet.

Africa has it all: big mammals like rhinoceros, gorilla, elephant, giraffe and buffalo; reptiles like the Nile crocodile, giant tortoise and green mamba snake; and birds like the ostrich, flamingo and parrot. People from all over the world come to Africa to see these animals on a safari. Safari is a Swahili word that means journey. It is when people go into the **wilderness** to see animals in their natural habitats.



In this way, African animals are **precious** to the people of Africa. Their presence brings tourism and **wealth** to businesses and countries across the

continent. Tourism is the main **source** of income for many Africans. When people go on safari, they often spend a lot of money. They usually pay a tour company to drive them around to see amazing animals with their own eyes. They often stay at lodges and hotels. They buy **souvenirs** like crafts and T-shirts to remember their travels. They also buy food and drinks from local restaurants. They usually pay fees to African governments to enter their countries. They also pay extra so they can enter national parks where the animals stay. Special activities such as gorilla trekking also come with expensive government permit fees. In many ways, tourists and their money help local and national **economies**.

However, it is relatively cheap for local people to visit their own national parks. This gives them the opportunity to see and appreciate wild animals in their natural habitats.

Therefore, it is very important for African countries to protect their natural wildlife. Many of the most impressive species are endangered and at risk of going extinct.

For example, the black rhino, the mountain gorilla and the African elephant have all been affected by poaching, habitat loss and other human activities. If these species and others go extinct, there will be less impressive animals to see. As a result, less people will come to Africa for tourism. If this happens, a major source of **income** will also disappear for many African countries. We must **appeal** to people's sense of right and wrong to help save these animals. But we can also argue that these animals are of financial importance. Many people's **livelihoods** depend on their protection.

### Post-reading Activity

**Discuss the following question with a partner.**

1. Do you think every African should go on safari to see and appreciate wild animals? Why or why not?

## Week 15

## Day 2

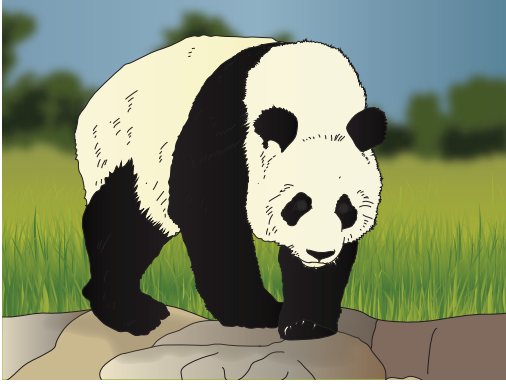
### 3. Vocabulary

**Match each word to its correct meaning**

Word	Meaning
1. wilderness	A. something taken as a reminder of a place
2. precious	B. money received for work
3. souvenirs	C. possessions and money
4. economy	D. a wild, uninhabited place
5. income	E. a way of making a living
6. livelihood	F. where something originates
7. wealth	G. to make a serious or important request
8. source	H. the goods and services that produce wealth for a region
9. appeal	I. great value

## 4. Listening

### Saving the Giant Panda



#### Pre-listening Activity

- A. Make a prediction about the text based on the title and picture.**
- B. Talk with a partner about the following:**
1. Where do Giant Pandas live?
  2. Why do you think Giant Pandas are threatened?

#### While listening Activity

- A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.**
1. Pandas are the national symbol of \_\_\_\_\_.
  2. Pandas eat about \_\_\_\_\_ kilos of \_\_\_\_\_ every day.
  3. The panda population is in danger because their natural \_\_\_\_\_ have been \_\_\_\_\_.
  4. There are almost \_\_\_\_\_ giant pandas in the wild in China.
- B. Read the following sentences. Decide if they are ‘true’ or ‘false’ as you listen to the text.**
1. Pandas are carnivores.
  2. Pandas reproduce quickly so their population is growing quickly.
  3. Pandas are considered to be an endangered species since 2016.
  4. China is developing rapidly and threatening the panda’s habitat.

## Post-listening Activity

- A. Talk with a partner to see if your predictions were correct.
- B. Retell the text to your partner in your own words.
- C. Talk with a partner about the following:
  1. Why are organizations like the World Wildlife Fund important?

# Week 15

# Day 3

## 6. Speaking

- A. Study the dialogue and act it out with a partner.

**Mother:** What should we give our daughter on her birthday? Should we give her a mobile phone?

**Father:** I don't think so. She is too young for that.

**Mother:** I think buying her a new book is a good idea.

**Father:** I agree with you. I think she will be happy to get it.

**Mother:** Do you think we can go shopping on Sunday?

**Father:** I like your idea. We will look for a new book on Sunday. Can we go shopping in your car?

**Mother:** I'm afraid that's not a good idea. My car has a problem. It will be better if we use public transportation.

**Father:** Okay. That is fine.

- B. Work with a partner to create a dialogue that uses expressions of agreement and disagreement about one of the following topics. Use some of the phrases in the table to help create your dialogue.

1. Breakfast is the most important meal of the day.
2. Everybody should go to university.
3. It's a waste of time to learn English.
4. Alcohol should be illegal for everyone.
5. Smoking should be illegal in schools.

English Expressions	
Agreement	Disagreement
1. Yes, I think that's a good point.	1. I don't agree with you.
2. I agree...	2. That's not entirely true.
3. I am with you...	3. I'm sorry to disagree with you, but...
4. I think so...	4. Yes, but don't you think...
5. It certainly is.	5. I'm afraid I have to disagree.
6. I have the same opinion.	6. I'm not so sure about that.
7. That's right.	7. I don't think so.
8. Absolutely.	8. I'm afraid I disagree.
9. Exactly.	9. I totally disagree.
10. Me, too.	10. I beg to differ.
11. Yes, I agree.	11. That's not always true.
12. I totally agree.	12. That's not always the case.
13. I couldn't agree more.	13. No, I'm not so sure about that.
14. I see exactly what you mean.	14. I can't accept it.
15. You're right. That's a good point.	15. I don't think I agree with you.

## 6. Grammar: Tag Questions

### A. Study the dialogue and act it out with a partner.

**Daniel:** Good morning. I'm not too late, **am I?**

**Boss:** No, not at all. You've taken a cup of coffee, **haven't you?**

**Daniel:** Yes, I have, thank you.

**Boss:** We should be ready for you in a couple of minutes. You wouldn't mind filling in these forms while you're waiting, **would you?**

**Daniel:** No, not at all. I'll give them to the receptionist when I've finished, **shall I?**

**Boss:** If you would, please. And you'll be working in the Maths department. The receptionist showed you where that is, **didn't she?**

**Daniel:** Of course, she did.

**Boss:** And you haven't had any major illnesses, **have you?**

**Daniel:** No, I haven't.

**Boss:** And you've had a look at the terms and conditions, **haven't you?**

**Daniel:** Yes, I have.

**Boss:** You are eager to start the work, **aren't you?**

**Daniel:** Yes I am.

**Boss:** I think you like teaching; don't you?

**Daniel:** Of course I do.

**B. Match each sentence with an appropriate question tag. Write the sentences with their question tags in your exercise book. Remember to put a comma between the sentence and the question tag.**

Sentences		Question Tags	
1	You are excited to play chess	A.	isn't it?
2	He is not working now	B.	had he?
3	They will not visit us	C.	does it?
4	He has not done his job	D.	aren't they?
5	She found a necklace	E.	don't they
6	She is not an honest girl	F.	won't they?
7	They do an excellent job	G.	is she?
8	It does not matter	H.	didn't she?
9	They will fail	I.	has he?
10	They are coming	J.	will they?
11	He had not read the book before	K.	is he?
12	This is amazing	L.	aren't you?
13	Let us have a cup of coffee	M.	shall we?

## Grammar Spot

### Question Tags

A question tag is when a sentence that ends with a full stop is turned into a question by adding a short question at the end.

#### Example:

1. You are excited to go to the party, **aren't you?**
2. It is a beautiful day, **isn't it?**
3. Let's go to the store, **shall we?**

## Week 15

## Day 4

### 7. Reading Fluency

Tell one or two things you remember from the text, “**Why African Animals are Important**”.

Read the second paragraph of **Why African Animals are Important** aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

### 8. Vocabulary

Match each word to its correct meaning.

Word	Synonym
1. danger	A. get, make use of
2. descended	B. plentiful
3. abundant	C. risk
4. destruction	D. related to
5. access	E. devastation
6. survival	F. existence



# Week 15

# Day 5

## 9. Writing

### Writing Conventions

**A. Read each sentence with a partner. Decide which sentences use commas and quotation marks correctly.**

1. a. “Chocolate is my favourite,” John said.  
 b. “chocolate is my favourite, John said.”  
 c. “Chocolate is my favourite” John said.
2. a. Hiwot asked are we there yet?  
 b. Hiwot asked “Are we there yet?”  
 c. Hiwot asked, “Are we there yet?”
3. a. How many people were there, Tony inquired.  
 b. “How many people were there?” Tony inquired.  
 c. How many people were there,” Tony inquired.
4. a. Could you please help me with this? she said.  
 b. “could you please help me with this?,” she said.  
 c. “Could you please help me with this?” she said.
5. a. “Thanks so much! I won’t disappoint you,” Charlie said.  
 b. “Thanks so much! I won’t disappoint you.” Charlie said.  
 c. Thanks so much! I won’t disappoint you, Charlie said.

**B. Rewrite each sentence into your exercise book with quotation marks and commas in the correct places.**

**Example:**

What a great day! Yelled my sister.

“What a great day!” yelled my sister.

1. Hi, Jim said to his friend.
2. What a wonderful day! Shouted Mary.

3. Sharon said, take out your homework.
4. My dad asked, when do you want to go to the movies?
5. Hello, said the stranger.
6. Have a good night, said my mother.
7. Mary said, what a beautiful day.
8. Please take the trash out, said my father.
9. Make sure you do your homework, said my mother.
10. On Friday the project is due, explained my teacher.

### Writing Composition

**Write two or three persuasive paragraphs about why the Ethiopian government should preserve the natural habitats and lives of wild animals. This is a first draft and you will have time to revise and edit it in the following week.**

