Section 4: Grammar

Week 10 Day 2

Lesson 6

Present Continuous Tense
i. Affirmative forms

Activity 1: Compare the sentences in the first column with those in the second column.

Simple Present Tense	Present Continuous Tense
I **always read** my notes before I go to bed.	I **am reading** my notes **now.**
My sister **often goes** shopping for sugar.	She **is buying** soap now.
Michael **usually finishes** his classwork last.	**Today** he **is doing** his classwork fast to be the first to finish.
My friends **occasionally visit** museums.	They **are visiting** the National Museum now.
Children **seldom ask** for help.	Listen! The children **are crying**. What is wrong with them?
Muslims **never wear** shoes inside the Mosque.	Look there! They **are taking** their shoes off outside.

Activity 2: In pairs, complete the following notes. Compare your answers. Your teacher will give you the appropriate explanation.

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

Activity 3: In pairs, look at the picture below and practise the following dialogue.

Ujulu: Hi, so Guatlack, you are not coming today?

Guatlack: Well, I am not coming; you know I am going to have my final exams starting from Monday.

Ujulu: It's a pity your exams are scheduled for next week.

Guatlack: Are you having a good eve?

Ujulu: Yes, very good. Let me tell you what we are doing **now**.

Guatlack: Please, tell me.

Ujulu: Dad **is cleaning** our compound. He **is also waiting** for his customer to bring him a fat sheep for us. I see from his face that he **is enjoying** the eve of the holiday. You know, it **is not raining** today.

Guatlack: How about Mom?

Ujulu: I think Mom **is now preparing** spices. She **is also** checking if we **are doing** our part of the chores.

Guatlack: How about Keriat?

Ujulu: My sister Keriat **is washing** all the clothes. She **is working** hard.

Guatlack: What about you? You must be doing something.

Ujulu: Yes, of course**,** I **am cleaning** the living room; I **am using** different cotton wipers to clean the tables and the chairs. I **am trying** hard to finish my part. We all **are enjoying** the Holiday. Oh! What's that? Ouch, fire! Fire! Water, water, please!

Guatlack: What?! …….

Activity 4: Form groups of four. Then, using the picture and the information in the dialogue, answer the following questions in complete sentences. The first one is done for you as an example.

1. Q: Who is cleaning the compound?

   Ans: Dad is cleaning the compound.

2. Q: Who is waiting for his/her client?
3. Q: How is Dad feeling?
4. Q: Is it raining?

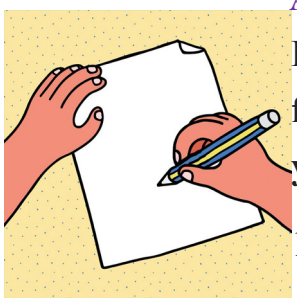
   No, _____
5. Q: Who is preparing spices?
6. Q: Who is working hard to finish her/his work early?
7. Q: Who is cleaning the living room?

Now, think of any holiday eve. With a friend, discuss what you do or any member of your family does.

Week 10 Day 3

Lesson 7

ii. Negative form



Activity 1: You have read these sentences in Activity 1 above. Remember, all are in the Present Continuous affirmative forms. Rewrite them in the negative form No. 1 is done for you as an example.

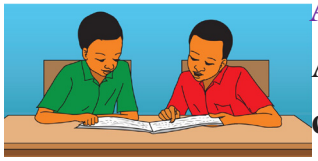
1. I **am reading** my notes **now.**

   Ans. I **am not reading** my notes now.

2. She **is buying** soap now.
3. Today he **is doing** his classwork fast to be the first to finish.
4. They **are visiting** the National Museum now.
5. Listen! The children **are crying**. What is wrong with them?

Activity 2: Look around your class and write 5 sentences that students are not doing at present.

iii. Interrogative form



Activity 3: Using the information in the above dialogue in Activity 3 above, answer the following questions. Then, compare your answers with a friend's. The first one is done for you.

1. Q: Is Dad cleaning the room?

   Ans: No, he isn't. He is cleaning the compound.

2. Is Dad waiting for a shopkeeper?
3. Is Dad feeling sad on the eve of the Holiday?
4. Is it raining?
5. Is Ujulu's mother baking injera?
6. Is Ujulu's sister cleaning the house?
7. Is Ujulu cleaning the whole house?
8. Is Ujulu using a brush to clean the chairs and the tables?
9. Are Ujulu and his sister sitting idle?
10. Are all the family members feeling sad?

Activity 4: In pairs, practice the questions and answers above. Ask your teacher if you are not sure about the answers.

Week 10 Day 4

Lesson 8

Activity 1: Look at the pictures below. Write three sentences about each picture. Read your sentences to your classmates.

You can start as follows:

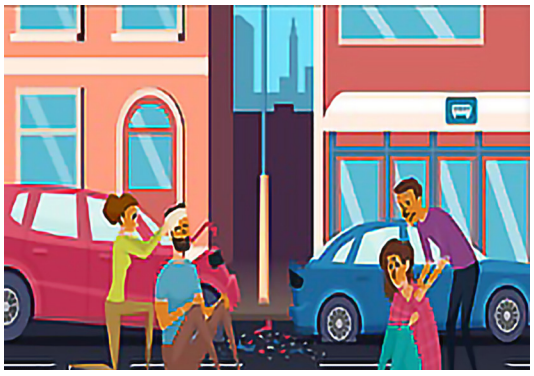
A. Beza is giving first aid to an accident victim.

B. A firebrgade group is extinguishing fire flaming on a building.

C. A children play ground is set on fire.

D. Henock is helping Abel.

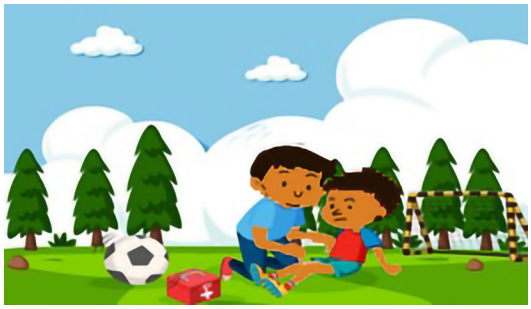
Picture A



Picture B

Picture C

Picture D



Activity 2: Write five sentences about what you hear or see in your classroom. Read your sentences to your friend. Your teacher will give you the words you may need to write the sentences.

Again write three sentences about what is not happening in your class at the moment.

Grammar Summary

The Present Continuous Tense

The **present continuous** tense expresses an action or condition that is happening *right now/ at the moment/at the time of speaking*.

The affirmative form

The affirmative is formed: **subject +am/is/are +verb + ing**

Look at these examples:

- I am wearing my clothes.
- Mom is packing my lunch.
- We are planning to leave early.

The negative form

The negative form expresses that something is not happening at the time of speaking.

Form: Subject + to be + not + [verb + -ing]

I	am not	playing.
He/She/It	is not	
You/We/They	are not	

The interrogative/question form

Look at the table below

verb 'to be'	**subject**	**verb-ing**
Am	I	playing ?
Is	he/ she/it	
Are	You/we/they	

Week 11 Day 1

Lesson 9

Comparison - Irregular Comparatives and Superlatives

Activity 1: In groups of three, discuss the following sentences and the Grammar Summary below.

- This bus is **as big as** that one.
- Trains are **faster than** buses.
- Sometimes, drivers are **more careful than** pedestrians.
- Traffic accidents become **the most serious** socio-economic problem of Ethiopia.

These sentences are examples of regular comparison forms. However, some adjectives do not have regular comparative and superlative forms. Look at the following students with their results of an English exam.

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

Grammar Summary

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

The most commonly used irregular adjectives are:

Adjectives	Comparatives	Superlatives
bad/badly	worse	worst
far (distance)	farther	farthest
far (extent)	further	furthest
good/well	better	best
little	less/lesser	least
many	more	Most (number)
much	more	Most(quantity)
old	elder/older	eldest/oldest
late	Later/latter	Latest/last

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

Week 11 Day 2

Lesson 10

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

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

Activity 2: Circle the letter of the right form to complete the sentences correctly. Compare your answers with a friend's.

1. The weather is _____ than last week. It's so windy!
   a. the worst b. worse c. bad

2. My house is _____ from school than yours.
   a. far b. farther c. further

3. Milka earns _____ than Firaol.
   a. much money b. more money c. the more

4. This book is _____ than the last one I read.
   a. the best b. better c. good

5. Blen scored _____ than Solomon in the test.
   a. few b. least c. less

6. That's the _____ chocolate cake I've ever eaten!
   a. better b. good c. best

7. Seada won the _____ prizes in the competition.
   a. much b. more c. most

8. Of all the sisters, she has the _____ patience.
   a. less b. least c. lose

9. You are the _____ driver I know!
   a. bad b. worst c. worse

10. Tut ran the _____ of all the children.
    a. farthest b. far c. most far

Week 11 Day 3

Lesson 11

More on Irregular Comparatives and Superlatives

Activity 1: In pairs, complete the sentences with the most appropriate comparative or superlative form of the adjective/adverb given in brackets.

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

Activity 2: Rewriting comparatives

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

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

Section 5: Speaking

Week 11 Day 4

Lesson 12

Talking about cause and effect

Activity 1: Asking and answering questions

1. In pairs, look at the six pictures below. One of you ask What is happening in Pictures A-C, and your partner asks about Pictures D-F. You may use questions such as:

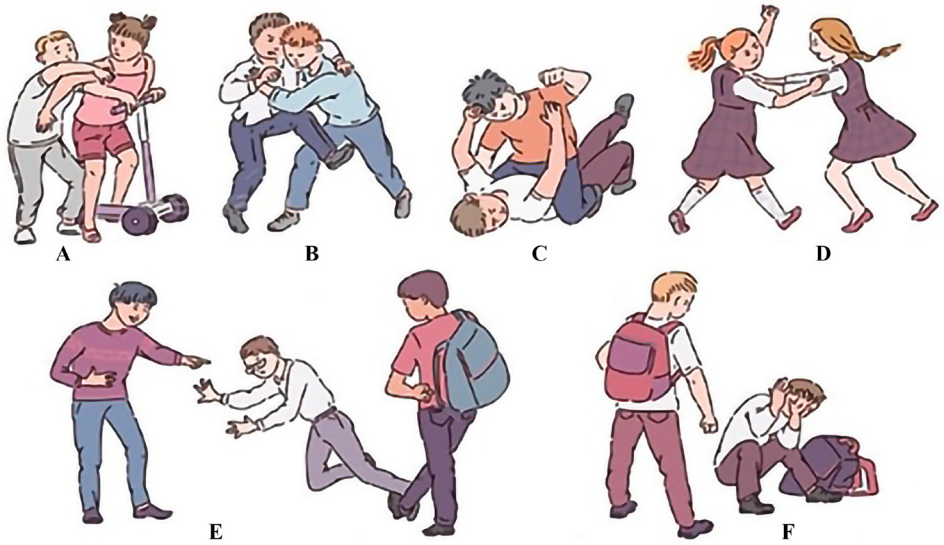
a. What do you see in Picture A?

b. Can you tell me what the children are doing in Picture A?

c. What are the Children in Picture A doing?

2. Now, Discuss the following questions.

1. Where, do you think all the children are?
2. Do you think they could risk any accidents?
3. Which of the incidents may result in accident? Why?
4. What would your advice to the children in each picture?



Activity 2: With your friend, take a topic for each of you from the flowcharts below. Then, tell each other about the cause and effect relatiionships. You can use the following verbs and the sample speech as an example. Finally, share your talk with the class.

leads to	results in	causes	
comes from	brings	results from	
due to	because	so	therefore

Sample Speech

Good morning, class. Now, I'm going to tell you about the effects of having many children.

Having many children results in shortage of food. Shortage of food brings under-nourishment. Under-nourishment leads to poor growth or early death.Therefore, we should learn to plan the number of childern we want to have in the future.

Thank you for your attention.

tobacco production ↔ tobacco selling ↔ smoking cigarrattes ↔ lung cancer ↔ short life/death

no tobacco production ↔ no tobacco selling ↔ no smoking cigarrattes ↔ no lung cancer ↔ healthy life/long life

Week 12 Day 1

Lesson 13

Form groups of five. Each of you take one of the following flowcharts. Then, prepare a short speech and present it to your group. Choose the best and present it to the class. You may use the above example.

1. deforstation ↔ lack of rain ↔ drought ↔ lack of food ↔ starvation/ death and suffering

2. poor economy ↔ poor roads ↔ car accidents/ death or injury ↔ poverty

3. poor fire use ↔ fire accident ↔ property destruction ↔ poor life ↔ starvation ↔ death and suffering

3. good economy ↔ good resources ↔ good production ↔ good health ↔ wealth/ richness

4. good education ↔ skilled humanpower ↔ productivity ↔ wealth ↔ good health

Week 12 Day 2

Lesson 14

Talking about likes and dislikes

In groups of four, talk about your likes and dislikes. Choose a means of transportation you like, and another you don't like to use from the lists below. Then, tell your friends why you like/dislike to use them. You can follow the example below.

A. Camel, mule , horse, donkey
B. Cart, bicycle, motor cycle
C. Taxi, bus, train, private car

Sample talk

Hi my friends. Let me tell you about my likes and dislikes of using transportation. I like to use a bicycle because once I have it, no need of fuel and no need to pay. I can ride by myself whenever I want and it has less accident. Moreover, I can use my bicycle even on poor roads. But, I don't like to use buses because they are crowded and suffocated.

Section 6: Writing

Week 12 Day 3

Lesson 15

Asking for information and writing a short paragraph.

Ask one of your classmates about an accident that usually happens in his/her area and write a short paragraph. It can be a dog bite, a car, a fire, a flood, falling down, or any other type of accident.

Be sure that your classmate has sufficient information about the accident.

Use the following questions to collect the information.

1. What type of accident do you see/hear about in your area?
2. Where does the accident happen?
3. When does the accident happen?
4. What is the cause of the accident?
5. What happens as a result of the accident?
6. Can the accident be avoided?
7. What should be done to avoid the accident?

Now, organise the information you have got into a short report. You may use the following as an example.

A Fire Accident

In Boshe village, fire accident happens frequently because of wildfire caused by honey hunters. Usually, in October and June, honey collectors burn fire to smoke their hives and avoid the bees to collect honey. But they forget to extinguish the fire when they leave the area. Before they reach their homes, the fire expands and destroys forests, harvested crops and houses in the surrounding area. To control the wildfire, honey collectors should use fire very carefully. They must be sure to extinguish the fire before they leave the place.

Week 12 Day 4

Lesson 16

Form groups of five and identify two major accidents you have faced or seen at or around your school. Then, write a paragraph describing the accidents and how to avoid them. Present your paragraph to your class. You can use the some of the following guidelines and expressions.

Guidelines:

1. Major types of accidents at our school
2. Main causes of the accidents
3. Effects of the accidents
4. What the school should do to avoid the accidents
5. What students should do to avoid the accidents

Preventing accidents is easy when you know what to do.

- Be alert whenever playing/driving ...
- Watch your friends carefully. …
- Avoid sharpen materials in /around play grounds. …
- ALWAYS wear your safety shoes/belt. ...
- Avoid excessive speed. ...
- Never use cell phone while crossing a road/driving

UNIT FOUR

MINERALS

Learning outcomes

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

- anticipate the topic of the talk
- extract specific information and main ideas from listening texts;
- identify major sections of a reading passage;
- answer reading for details questions;
- read maps and pictures to write summaries;
- figure out meanings of new words from the context;
- employ the Present Simple and Present Continuous passive voice to talk and write about minerals ;
- identify and use different types of nouns ;
- talk about types and uses of minerals;
- use correct punctuation marks in paragraph writing; and
- write a short paragraph on the uses of minerals.

Section 1: Listening

Week 13 Day 1

Lesson 1

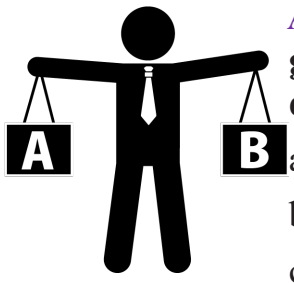
Activity 1: You are going to listen to the first part of a text about *Mineral Resources of Ethiopia*. Before you listen to the text, discuss these questions in groups of three.

a. Have you ever heard or read about minerals? What are minerals?

b. List down the names of minerals you know.

c. Can you match the names of the minerals with the pictures A-H below?

A	B	C	D
E	F	G	H



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

a. renewable - non-renewable

b. organic - inorganic

c. metallic - non-metallic

d. ferrous - non-ferrous

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

a. Minerals are mostly _____ and _____ in nature.

b. Examples of a few organic minerals are gold, _____ and _____.

c. The two major types of minerals are _____ and _____.

d. Metallic minerals are divided into _____ and _____ minerals.

e. Examples of non-metallic minerals are limestone, _____, and _____.

Activity 4: Listen to the text again and circle the letter of the sentences you have heard in the text.

a. Minerals are renewable natural resources.

b. There are many organic minerals.

c. Metallic minerals are potential sources of metal.

d. Non-ferrous metallic minerals do not contain iron.

e. Limestone, gypsum and mica are examples of non-metallic minerals.

Week 13 Day 2

Lesson 2

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

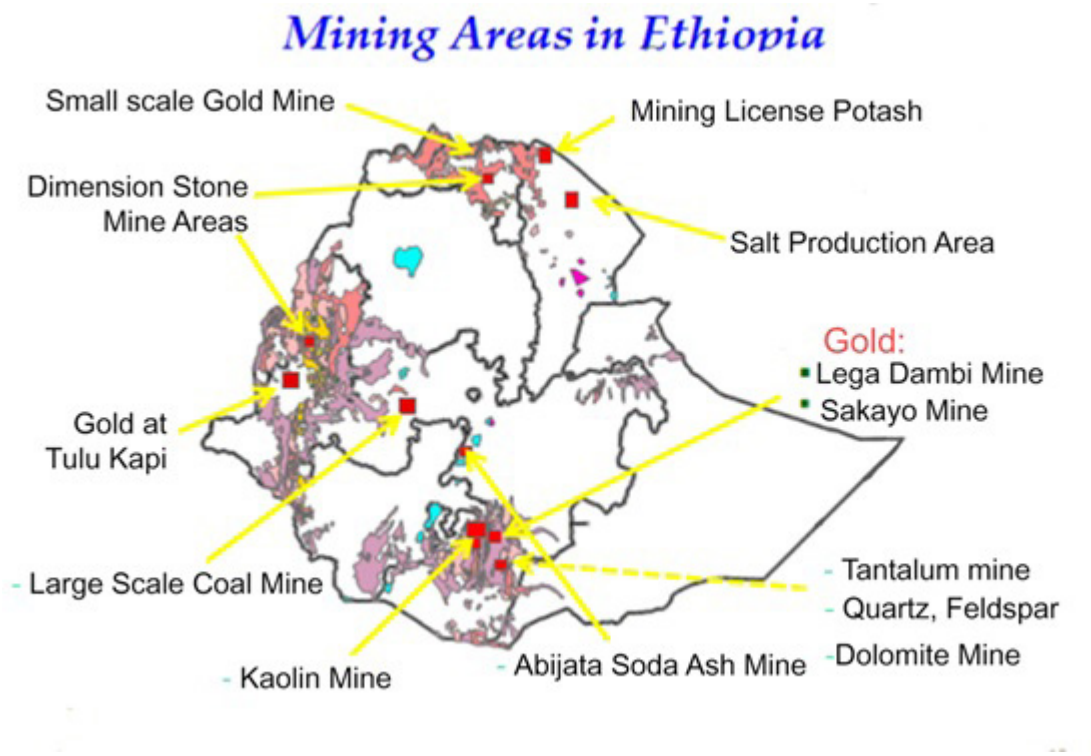
a. List the names of the minerals mentioned in the text.

b. Write down where the minerals are found in Ethiopia.

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

Minerals	Areas of Deposit
___ 1. emerald ___ 2. platinum ___ 3. opals ___ 4. gold ___ 5. natural gas ___ 6. copper ___ 7. tantalum	A. Ogaden basin, Somali Region B. Adola, Oromia Region C. Wollo, Amhara Region D. Sidama Region, Southern Ethiopia E. Benishangul Gumuz, Oromia and Tigray regions F. Kafa, Sourther Ethiopia G. Yubdo and Sirba Abay, Oromia Region H. Shakiso, Oromia Region I. Jimma, Oromia

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



(Source: Mappr.com 2021)

Activity 4: In groups of three, discuss the uses of a mineral you know well and report your ideas to the class. You may ask your Environmental Science teacher for more information. An example is given below.

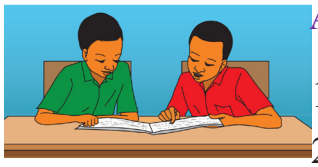
Example:

Gold is a precious metal. It is used for making jewelleries. Gold is also used for exchange of currency.

Section 2: Reading

Week 13 Day 3

Lesson 3



Activity 1: With a friend, answer the following questions.

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

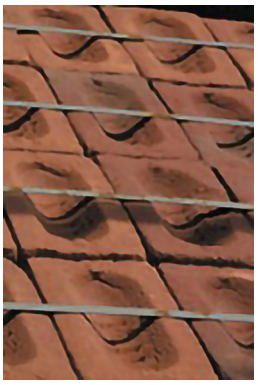
Activity 2: Read the passage quickly. Then, match the types of economic minerals in the box with the pictures and compare your answers with a friend.

construction minerals	energy minerals
industrial minerals	metals

Picture A

Picture B

Picture C



Picture D

Uses of Mineral Resources

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

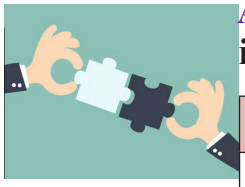
Economic minerals **are classified** based on their uses into energy minerals, metals, construction minerals and industrial minerals. **Energy minerals are used** to produce electricity, fuel for transportation, heating for homes and offices and in the **manufacture** of plastics. Energy minerals include coal, oil, natural gas and uranium. **Metals** have a wide variety of uses. For example, iron (as steel) **is used** in cars or for frames of buildings; copper is used in electrical wiring; and aluminium is used in aircraft and to make drink cans. Precious metals such as gold, silver, and platinum

are used in jewellery and mobile phones. **Construction minerals** include limestone; marble; sandstone; sand and gravel; brick clay; and **crushed** rock **aggregates**. They **are used** in the manufacture of concrete, bricks and pipes and in building houses and roads. **Industrial minerals** are non-metallic minerals used in a range of industrial applications including the manufacture of chemicals, glass, fertilizers and fillers in **pharmaceuticals**, plastics and paper. Industrial minerals include salt; clays; limestone; silica sand; phosphate rock; talc; and mica.

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

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

(Adapted from "Mining sector in Ethiopia" in 2014/15 EITI Report)



Activity 3: Read the passage again quickly and match the main ideas with the numbers of the paragraphs.

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

Activity 4: Reread the passage and list the five major uses/functions of the mineral resources.

Function 1: _____

Function 2: _____

Function 3: _____

Function 4: _____

Function 5: _____

Week 13 Day 4

Lesson 4

Activity 1: Read the passage again slowly and answer the following questions.

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

Activity 2: Based on the information in the passage, decide if the following statements are *True* or *False*. Then, compare them with a friend's.

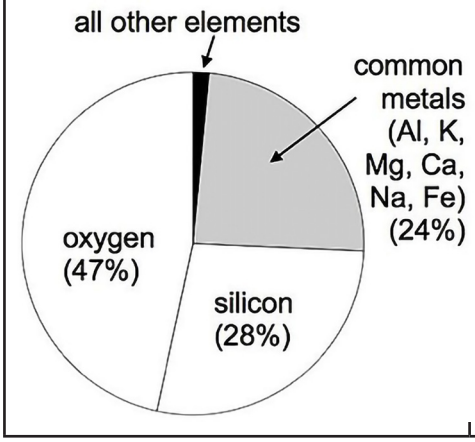
1. All minerals are economic minerals.
2. Economic minerals are classified based on their uses.
3. Industrial minerals are metallic minerals.
4. Vitamins and minerals can only help our body to develop the immune system.
5. The main use of minerals is for the economic development of a country.

Week 14 Day 1

Lesson 5

Reading a diagram

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



Note: Symbols of minerals

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

Activity 2: Complete the text with the right information from the diagram. Then compare your answers with a friend's .

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

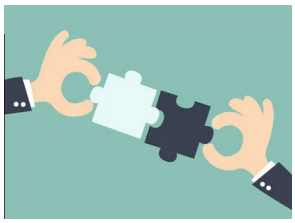
Activity 3: In groups of three, discuss the question below and reflect your ideas.

Why do we care about minerals?

Section 3: Vocabulary

Week 14 Day 2

Lesson 6



Activity 1: Learning word meanings in context

The words on the left are used in the passage. They are written in bold so you can find them easily. In pairs, match them with their meanings on the right.

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

Activity 2: Using words in sentences

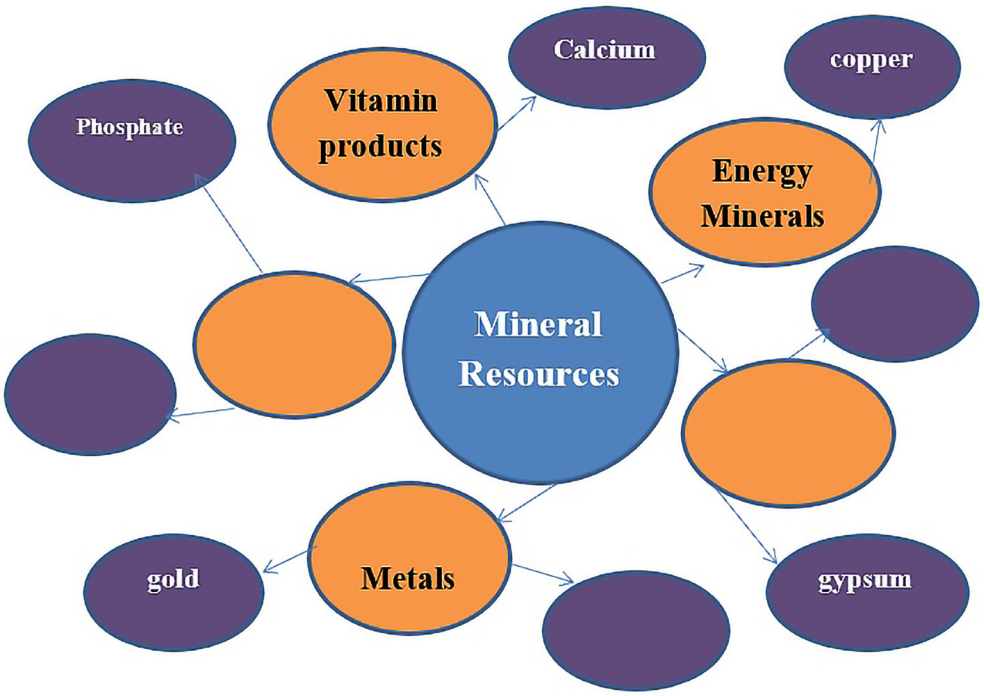
The words in the box are taken from the listening and reading texts. Use them to complete the sentences below.

mining	extracted	quarrying
manufacture	pumping	precious

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

Activity 3: Word spider

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



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

Examples:

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

Week 14 Day 3

Lesson 7

Using a dictionary

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

a. gold, diamond, silver, platinum, iron, inorganic

b. minerals, manganese, mica, mining, metals, manufacture

c. organic, opal, precious, ferrous, tantalum, selenium

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

a. aluminium, deposits, calcium, energy, emerald, gypsum

b. limestone, phosphorus, nutrition, uranium, vitamin

c. pumping, renewable, resources, quarrying, rocks

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

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

1. Now, write as many similar compound nouns as you can that can go with *mineral* and *resources*. You can use a dictionary.
   Examples:
   - mineral acid
   - mineral salts
   - classroom resources
   - material resources
2. In pairs, make your own sentences using some of the words from your list for Question No.1.

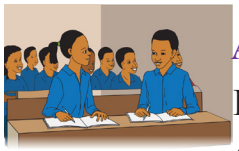
Example: Classroom resources include teaching-learning materials in a classroom.

Section 4: Grammar

Week 14 Day 4

Lesson 8

Present Simple – Passive Voice



Activity 1: In pairs, compare the following groups of sentences. Pay attention to the verb forms in bold. Sentences 1-3 below are taken from the reading passage.

1. Minerals **are extracted** from the earth.
2. Economic minerals **are classified** based on their uses.
3. Energy minerals **are used** to produce electricity.

   a. Mining companies **extract** minerals from the earth.

   b. We **classify** economic minerals based on their uses.

   c. People **use** energy minerals to produce electricity.

Have you noticed that the verbs in sentences 1-3 are in the Passive Voice, while sentences a-c are in the Active Voice?

Grammar Summary

Present Simple Passive Voice

The Present Simple Passive Voice is formed by using the **present verb 'to be' followed by the past participle of the verb:**

Affirmative = *am, is, are + past participle*

Negative = *am/is/are + not + past participle*

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

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

Here are some more examples:

A. Our teacher **tells** Tadesse to be punctual. (active voice)

Tadesse **is told** to be punctual (by our teacher). (Passive)

B. People **use** different cars for transportation. (active)

Different cars **are used** for transportation. (passive)

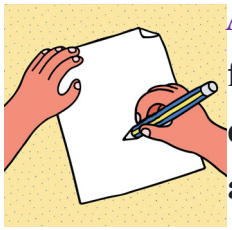
C. Farmers **grow** 'teff' in many parts of Ethiopia.

'Teff' is grown in many parts of Ethiopia.

D. The gardener doesn't water the flowers well.

E. The flowers **are not watered** well.

A. Note: In the passive voice, sometimes, mentioning the actor or doer of the action may not be essential or it can be unknown.



Activity 2: Rewrite the following sentences using the Passive Voice forms of the verbs in brackets. The first is done for you as an example. For the past participles of the verbs, look at Appendix 1 at the back of your text book.

1. Precious metals <u>are used</u> (use) for making jewelleries.
2. I (give) some medicine by the doctor as I am not feeling well.
3. These days, different books (write) for children.
4. The film (not/produce) by the two young girls.
5. The house (make) of concrete.
6. They (invite) to visit the Palace by the Prime Minister.
7. Thomas (elect) to be our monitor.
8. The room (not/clean) every day.

Activity 3: Change the following active sentences in active voice using the passive voice. No. 1 is done for you as an example. Then, compare your answers in groups of three.

1. We **use** this room for our guests.

   •*This room **is used** for our guests.*

2. They **don't feed** the lions in the zoo every day.

   • The lions in the zoo **are not fed** every day.

3. She **opens** the bottle with this opener.
4. Too many emails **stress** people.
5. Poachers **kill** hundreds of tigers every year.
6. Most African governments **protect** rhinos.
7. He **doesn't expect** us to offer him the job.
8. Students **write** different letters.
9. They **don't make** these cars in Japan.

Week 15 Day 1

Lesson 9

Present Continuous Tense – Passive Voice

Activity 1: In groups of four, read the sentences in the present continuous passive (1-4). Then, compare them with their active forms (a-d) given below. Pay attention to the verbs written in bold.

1. Opals **are** now **being mined** in Ethiopia.
2. Trees **are being planted** in many parts of Ethiopia.
3. English **is being taught** in Ethiopian schools.
4. I **am being told** to study hard.

a. In Ethiopia, people **are mining** opals.

b. We **are planting** trees in many parts of Ethiopia.

c. Teachers **are teaching** English in Ethiopian schools.

d. My mom **is telling** me to study hard.

Grammar Summary

The Present Continuous Passive

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

- **Affirmative:** am/is/are + being + past participle
- **Negative:** am/is/are + being + past participle

Here are more examples:

Active: Belay is cleaning the room.

Passive: The room is being cleaned (by Belay).

Active: The teacher is advising the students.

Passive: The students are being advised (by their teacher).

Active: My friend is not supporting me.

Passive: I **am not being supported** (by my friend).

Activity 2: Complete these sentences with the Present Continuous Passive forms of the verbs in brackets. Then, compare your answers with a friend. No. 1 is done as an example for you.

1. Look at that! A new shopping centre (build) in this street.

   Ans. Look at that! A new shopping centre **is being built** in this street**.**

2. Your car will be ready soon. It (wash).
3. You can't see the horses; they (feed) now.
4. What's the problem? The film (not/show) today.
5. Wait a minute, please. Dinner (prepare) for you.
6. Because of the fire, the children (not/teach) at their classrooms.
7. I can't use my computer. A new operating system (install) on it.
8. The pool is now full of hair because swimming caps (not/use) in it.
9. Christmas is coming and many more goods (display) in shops.
10. I'm sorry, it's 10 o'clock. Customers (not//serve) any more.

Activity 3: In pairs, change the following Active Voice sentences into Passive Voice. No. 1 is done for you as an example.

1. She **is writing** the letter.
   - *The letter **is being written**.*
2. The boys **are watering** the flowers.
3. Writers **are selling** books.
4. They **are repairing** the road.
5. People **are celebrating** the holiday.
6. The company **is producing** modern cars.

Week 15 Day 2

Lesson 10

Let's Learn about Nouns

Activity 1: Answer the following questions first individually. Then, discuss your answers in groups of three.

1. What are nouns?
2. List out some nouns from the reading passage, 'Mineral Resources in Ethiopia'.
3. What do you understand from the following groups of words?
   a. Tayitu, Kiros, Tsehay, Zeleke, Bontu, Kedija
   b. mine, river, factory, Ethiopia, Jigjiga, kitchen
   c. gold, mirror, computer, rain, table, jacket,
   d. health, illness, pollution, joy, education, science

Grammar Summary

What are nouns?

Nouns are names of persons, places, things or ideas.

We have **common nouns** which are the names of whole groups of persons, places, things or ideas. E.g. water, mineral, hospital, cat, and school.

We also have **proper nouns**, which are the names of particular persons, places, things or ideas. For example, persons: Abdela, Hirut…; places: Bale, Harrar, Assosa…; days of the week: Monday, Tuesday …; months of the year: August, September…; and so on.

Proper nouns always begin with a capital letter.

Activity 2: In pairs, read the following paragraph. Then, list all the nouns in the columns below.

Silfen is a beautiful little girl in village. Her mother is called Fatuma. She is also beautiful. Silfen and her mother are living in the countryside. Every morning, Silfen and her mother go to the nearby river to fetch water. Fatuma carries a big jar and Silfen carries a smaller one, but it is too big for her. As a result, the beautiful little girl often slips on the road and breaks her leg and her jar. Her elder brother, Mohammed, who is living in the nearby town, knows the story. He has taken Silfen with him and she has begun schooling there. Now, Silfen is a grade 5 student and she is helping the girls in her class to pursue their learning.

Names of Persons	Names of Places	Names of Things and Ideas

Activity 3: In groups of three, put the nouns in each group into proper and common nouns in the table below.

1. human, female, Thomas, boy, Helen, girl, women

2. blood bank, health centre, Black Lion Hospital, clinic, hospital

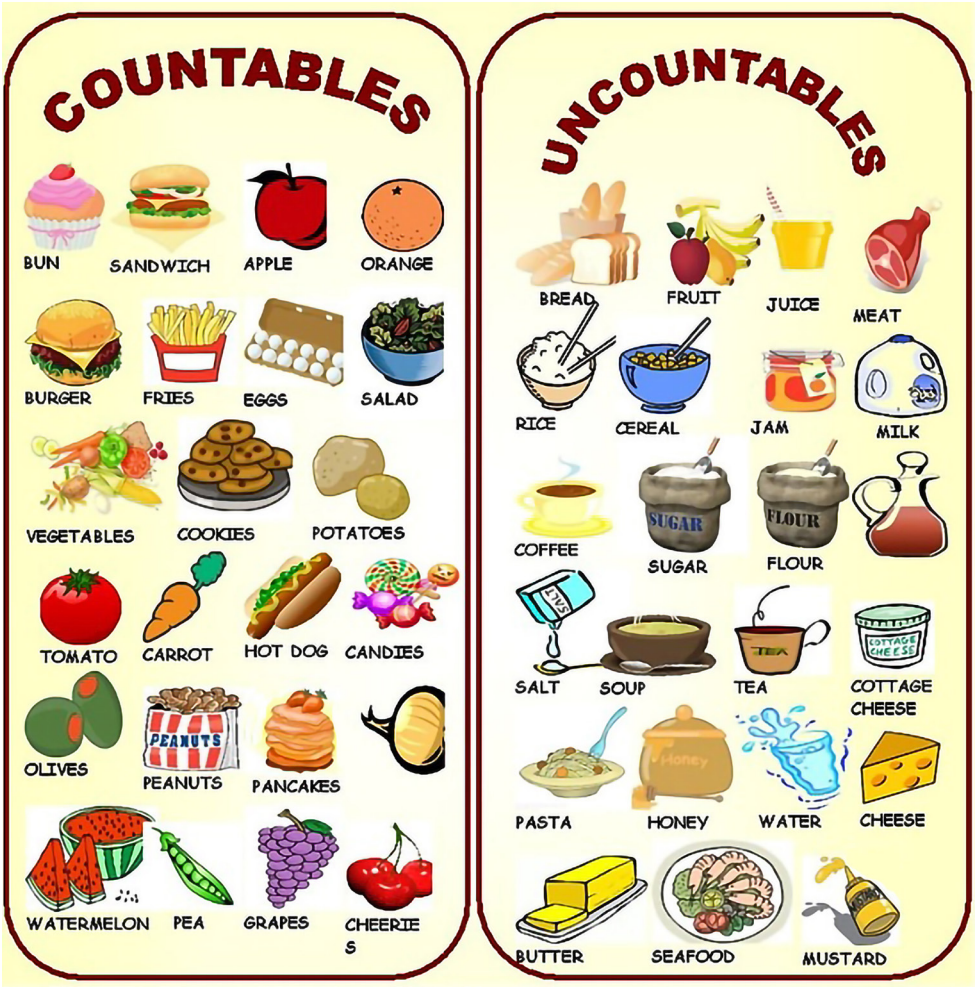
3. lake, Awash River, ocean, sea, Lake Tana, dam
4. school, market, Minilik II Preparatory School, Merkato
5. water, food, mineral, platinum, air, wind, hurricane
6. days, months, years, September, Monday, hours
7. country, nation, Ethiopia, region, town, Asmara

Proper Nouns	Common Nouns

Week 15 Day 3

Lesson 11

Countable and Uncountable Nouns



Activity 1: In pairs, Look at picture above and read the sentences below. Then, list out the underlined nouns as 'countable' or 'uncountable' in the table below.

1. My mother uses butter to prepare cakes.
2. We need some glue to fix this vase.
3. The bread my mother bakes is delicious.
4. Drivers must be careful; the road is slippery.
5. I bought three bottles of mineral water for our picnic.
6. I'd like some juice, please!
7. Successful candidates will join the camp later this year.
8. A rise in oil prices is inevitable since there is more demand for energy.
9. The exercises on this website are interesting.
10. I met some nice people when I was walking along the beach.

Countable Nouns	Uncountable Nouns

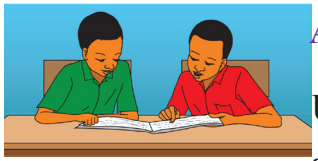
Grammar Summary

Countable and Uncountable Nouns

We call a noun a countable noun if it can be counted. A countable noun refers to a single thing, person, or place that can be counted.

e.g. teachers, cities, or pencils.

We call a noun uncountable when it cannot be counted. An uncountable or non-count noun refers to general things that can't be counted or made plural.
e.g. water, salt, peace, sand, or joy.



Activity 2: 'How much' or 'How many'

Underline the right word in brackets to complete each sentence correctly. Compare your answers with a friend.

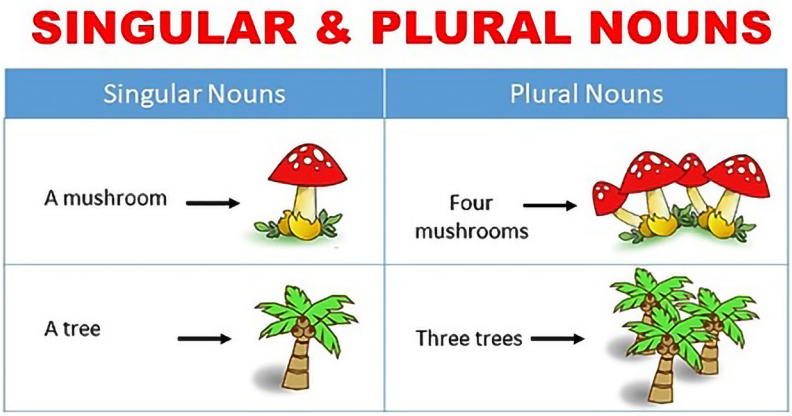
1. How (much/many) cigarettes do you smoke a day?
2. How (much/many) wine do you drink a week?

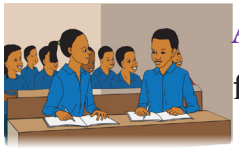
3. How (much/many) red meat do you eat a week?
4. How (much/many) exercise do you get every week?
5. How (much/many) hours do you sleep every night?
6. How (much/many) salt do you put on your food?
7. How (much/many) coffee do you drink a day?

Week 15 Day 4

Lesson 12

Plurals of Nouns





Activity 1: In pairs, discuss how the following plural nouns are formed. Try to write down the rules.

1. dogs, prizes, dreams, circles, stations
2. actresses, brushes, ditches, axes, buzzes
3. solos, halos, studios, photos, pianos
4. heroes, tomatoes, potatoes, echoes, cargoes
5. armies, candies, babies
6. boys, ways, jockeys
7. roofs, chiefs, reefs, beliefs
8. lives, calves, knives, thieves, shelves, loaves

Now, write the singular forms of the nouns in each group.

Grammar Summary

The Plurals of Nouns

A countable noun can be **singular** or **plural**. When a noun names one thing, it is singular. When a noun names more than one thing, it is plural.

- If a noun is singular, we say one dog, one man, one book.
- If a noun is plural, we say two (or three or six or nine, etc.) dogs.

When a noun is changed from singular (just one) to plural (more than one), the spelling has to be changed. Most nouns add 's'.
Examples: toy/toys, book/books, table/tables.

- If the word has a consonant before the 'y', then 'y' is changed to 'i' and 'es' is added.

Example: berry - berries

- If the noun has a vowel (a, e, i, o, u) before the 'y', simply's' is added.

Example: toy – toys; boy-boys
The nouns below add *'es'* when they are plural. Say the words aloud and pronounce the endings.

Singular	Plurals
box	boxes
dish	dishes
kiss	kisses
lunch	lunches
watch	watches
buzz	buzzes

Pay attention to the pronunciation of these plural suffixes.

When nouns end in *'f'*, or *'fe'*, and the *'e'* is silent, the *'f'* or *'fe'* is changed to *'v'* and 'es' is added in plurals. Examples: calf - calves, leaf - leaves, thief - thieves, knife - knives, wife - wives

When nouns end in *'f'* or in *'ve'*, the plural is formed by simply adding *'s'*. Examples: glove - gloves, curve - curves, cliff - cliffs

Tricky spellings: Learn the plural spellings for words ending with *'o'*:

- potato potatoes
- avocado avocados
- mango mangoes
- tomato tomatoes

Activity 2: Find the six errors in the following short passage. Use the examples above to help you, although not all the errors appear in the examples!

Everyone collected things for the picnic in the forest: knifes, loaves – and even some scarfs and gloves - in case it got cold! When they arrived, they found the ground covered in leafs. Everyone was enjoying themselfs, eating delicious food and feeding the young calfs that walked by. Suddenly, thiefs jumped down from the cliffs.

Activity 3: Irregular Plurals

Do you know the plural forms of the nouns in brackets? In pairs, write the correct plurals to complete each sentence.

1. Ato Belay and W/o Sorenie have two (child) aged two and five.
2. I always brush my (tooth) in the morning.
3. Cats like to chase (mouse).
4. Two (half) make a whole.
5. There are several (ox) on the road.
6. Deer and (moose) are still found in the state.
7. There are always more (fish) in the sea than in the lake.
8. My brother is six (foot) and three inches tall.
9. Eagles fly alone but (sheep) flock together.
10. I can see (person) working in the street.

Grammar Summary

Irregular plurals

Note that some nouns have the same form for both singular and plural. They must be memorized.

deer *sheep* *moose* *salmon* *trout*

Some nouns form their plurals in special ways, by changing their spelling. They must be memorized.

man - men	woman - women	goose - geese
foot - feet	tooth - teeth	mouse - mice
child - children	ox - oxen	louse - lice

Dictionaries show the plural of a noun if it is formed in an unusual way.

Week 16 Day 1

Lesson 13

Activity 1: Basic Noun-Verb Agreement

In pairs, read the following sentences. Do they make sense? Why?

1. **John and Mary is** a couple.
2. **John are** an auto-mechanic. He **earn** more than $67,000 per year.
3. **Mary are** a farmer; **she have** a little lamb farm and **get** a good tax deduction.

Note that these sentences do not make sense because the nouns and their verbs do not agree in number. Sentences do make sense when their verbs agree with their nouns in number.

Now, compare the above sentences with the following.

1. **John and Mary are** couple.
2. **John is** an auto-mechanic. He **earns** more than $67,000 per year.
3. **Mary is** a farmer; **she has** a little lamb farm and **gets** a good tax deduction.

Grammar Summary

Here are the basic rules for noun-verb agreement:

The number of the noun (singular or plural) determines the form of the verb.

Examples:

- **Plural:** Some readers complain that books have become expensive, so they tend to read newspapers.
- **Singular:** Sofia borrows books from the university library. She reads different books. Sometimes, she stays in the library, but most of the time she studies in her dorm.

There may be more than one noun-verb pair in a sentence; you need to make sure that each pair agrees in number.

Example:

- The children are watching a movie, but their father is watering the flowers in the garden.

The way the verb agrees with the noun in the Present Simple depends on whether the verb is regular or irregular.

Agreement - Regular Verbs

To agree with a singular noun, a regular present-tense verb should end in's' or 'es', or have no special ending.

- Michael walks every day, and every day a loose dog turns him into a marathon runner.
- The dog catcher regularly catches an average of 10 loose dogs per day, of which at least five add to the odor that pervades the back of the truck.
- "Hey, I don't mind that odor," the dog catcher exclaims. "To me, it's the sweet smell of success."

To agree with a plural noun, a regular, present-tense verb does not need any special ending.

- **Michael and Mahlet** leisurely walk the streets of Addis every morning, and every day the street-cleaning trucks seem to direct their spray toward them a bit more aggressively.
- **You could say** that they regularly catch a shower, which adds to their strength.
- "Hey, we like to walk, and we really do not mind the wetness," they exclaim. "It makes others think that we've just completed a long run."

•**Mary has** a little lamb farm and gets a good tax deduction from government, so her family doesn't get fleeced on taxes.

Activity 2: Choose the correct verb for each sentence.

1. The children (**wants/want)** to go to the shop with their mom because, on her own, she never (choose/ chooses) items we like.
2. Do you know that those people **(is/are)** our new neighbours?
3. Dogs **(like /likes)** their food. Cats (does/do), too, but they often are too arrogant to show it.
4. Each time Yared (**see / sees**) Mahlet, he (**exclaim/exclaims**) 'How she is beautiful!

Activity 3: Complete the following sentences using an appropriate form of the verb given in the brackets.

1. Man and woman (is/are) complementary to each other.
2. Plenty of mangoes and bananas (is/are) available in this season.
3. Cats and dogs (do/does) not get along.
4. The brothers, as well as their sister, (is/were) good at their studies.
5. A lot of houses (has/have) collapsed in the storm.
6. The children, as well as their mother, (is/are) missing.
7. A large sum of money (was/were) stolen.

Activity 4: Complete these sentences using *is* or *are* and the *plural form* of the noun.

1. There is one plane in the airport. There _____ two _____ .
2. There _____ a red apple in the basket. There _____red _____ .
3. There is a dish on the dining table. There _____ ten _____ on the dining table.
4. He is wearing a watch. They _____ wearing _____ on both their hands.
5. The lady _____ eating an ice cream. The ladies _____ eating _____ .

Section 5: Speaking

Week 16 Day 2

Lesson 14

Understanding a Conversation

Activity 1: In groups of three, take the roles and practice the following conversation. Then, answer the questions that follow.

A: Ruth, **yesterday** we discussed the uses of mineral resources, didn't we?

B: Yes, Miss. We studied about the types and uses of minerals.

A: That's great. Could **you** please mention some of the house objects that are made from minerals?

B: Certainly, Miss. For example, cooking pans, cups, stoves and window glasses are made from minerals.

A: What else, Jebessa?

C: Electronics such as mobile phones, computers and television sets are also made from various minerals.

A: Do you think minerals are important to our **body**?

C: Of course, Miss. Our body needs vitamin products to function **properly**.

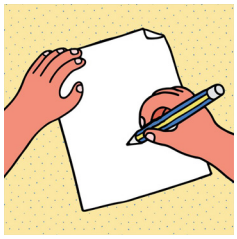
A: Thank you, Ruth and Jebessa. You've revised the important points.

B: My pleasure, Miss.

Now, answer these questions.

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

Making a speech



Activity 2: Make groups of five. Assign a facilitator and a note-taker. Then, prepare a three-minute talk for your classmates on *Non-renewable Minerals in Ethiopia*. Your facilitator or note-taker will make the speech to your classmates.

When you make the talk, remember the following:

a. Stand properly and look at the audience.
b. Be sure that your voice is audible.
c. Start your talk by greeting your classmates.

   Good morning my classmates.

   Good afternoon class.

   Hello/Hi, my classmates

d. Use introductory phrases, such as:

   Today, on behalf of my group, I'm going to talk about …

   Now, representing my group, I'm going to tell you about…

   In my talk, I'm going to tell you about…

e. When you finish your speech, don't forget to thank your classmates for listening.

   Thank you for listening!

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

Section 6: Writing

Week 16 Day 3

Lesson 15

Punctuation marks

Punctuation marks such as full stop (.), question mark (?), and exclamation mark (!) are sentence ending punctuation marks. We use full stop (.) at the end of statements, question mark (?) at the end of interrogatives, and exclamation mark (!) at the end of exclamatory sentences that express feelings and emotions. Look at these examples:

- He is my best friend.
- The workers are not working in the factory.
- Do you love watching movies?
- When do you like watching movies?
- How pretty she is!
- Oh! I'm so sorry to hear that!

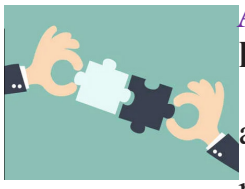
There are also punctuation marks that are used in and between sentences as in Activity 1 below.

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

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

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

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



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

a. Yes, Kebede Michael wrote many books about Ethiopian proverbs.

b. Birds, bees, squirrels, fish and butterflies can fly.

c. No, I can't fly without wings.

d. The bat, a mammal, flies in an expert fashion.

e. Aynalem, did you know that squirrels can fly?

f. The Arctic tern, a bird, flies a distance of 40, 000 km each year.

g. "The flying fish leaps out of the water to escape from enemies," John said.

h. Nature has designed birds, animals, insects and plants in such a way that they can fly, glide or become air-borne.

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

What are minerals

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

Week 16 Day 4

Lesson 16

Writing a paragraph that explain uses of a mineral

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

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

.

Example Notes:

Water

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

Begin your paragraph like this.

In our homes, we use water for different purposes…

_____

_____

_____

UNIT FIVE

BEEKEEPING

Learning outcomes

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

- talk about your experiences of beekeeping;
- identify general themes and specific details of a talk;
- answer listening for main ideas and listening for specific questions;
- write a summary of a given listening text;
- talk about the economic values of beekeeping;
- identify the gist of a written text;
- identify specific details of a written text;
- use beekeeping vocabulary in contexts;
- construct affirmative, negative and interrogative forms the Simple Past Tense;
- identify and use personal pronouns correctly; and
- write a comparison and contrast paragraph.

Section 1: Listening

Week 17 Day 1

Lesson 1

Activity 1: In pairs, look at these pictures and answer the questions that follow.

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

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

queen	beehive	drones	teamwork
colonies	castes	mates	

Activity 3: Now listen to the text about *Honeybees* and check if your answers to the above questions are correct.

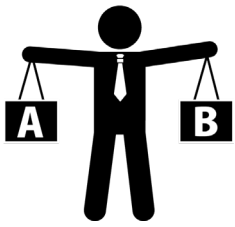
A. ☐
B. ☑
C. ☐

Activity 4: Listen to the text again. Then, put a tick (√) in the box to show your agreement, or (X) to show your disagreement.

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

Week 17 Day 2

Lesson 2

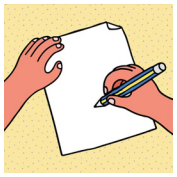


Activity 1: Listen to the text for the third time attentively and match the types of bees in Column A with their major activities in Column B. Then, compare your answers with a friend.

Column A	Column B
1. queen bees	a. fertilize unfertilized eggs.
2. worker bees	b. produce fertilized eggs in the colony.
3. drone bees	c. mate the queen bees.
	d. perform every task in the colony.
	e. do not have any task to do.

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

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



Activity 3: Now, using the above sentences, write the summary of the text. You may start as follows.

Honeybees are effective team workers. . ……..

Section 2: Speaking

Week 17 Day 3

Lesson 3

Telephone Conversation

Speaking on the telephone can be difficult because you can't see the other person. But it's actually easier than you think if you learn the appropriate language. So, first let's learn some essential telephone vocabulary and expressions, and then you'll practise examples of formal and informal telephone conversations.

A. Telephone vocabulary

There are different types of phones.

• **Cell phones** or **mobile phones** (a cell phone with more advanced capabilities is called a **smartphone**)

- **Pay phones** or **public phones** are used by everyone at public places, especially around airports, bus and train stations.

- The regular telephone you have in your house is called a **landline** - to differentiate it from a cell phone.

B.Telephone expressions

Introducing Yourself

Once the call is connected, you want to introduce yourself to the person on the other end of the line. Here are some expressions you can say.

- Hello, my name is…… (formal and informal)
- Hello, allow me to introduce myself. (formal)
- **Hello, this is (name). (formal)**
- It's (name) speaking. (informal)

Asking To Speak To Someone

If you require speaking to a specific person, you will need to request that they are put on the line. You can do this by using one of the following phrases.

- May I speak with (name), please?(formal)
- Is (name) there? (informal)
- Would (name) be available to take my call? (formal)

Activity 1: Read the telephone conversation and answer the following questions in complete sentences.

1. Who was calling?
2. What was the caller's telephone number?
3. Where was Mike?
4. Why did the caller call?
5. Did the caller want Mike to call him back?

Calling a friend

A: Hello.

B: Hello, may I speak to Mike?

A: I'm sorry, but he's out to play football right now. Would you like to leave a message?

B: Yes please. Would you please tell him that Halefom has called to ask if he would like to do our homework with me? I think it's good to study together.

A: Well, al-right. Could you spell your name, please?

B: Ok. Halefom, it's spelled H...A…L…E...F…O…M, Halefom.

A: Got that. Could I have your telephone number, please?

B: Yes. It's 011 6 45 8167

A: So, it's 0116458167. Shall I have him call you back later today?

B: Yes, please. Thank you so much!

A: No problem. Bye.

B: Bye.

Now, in pairs practise the following conversation. Take turns to exchange the roles of 'A' and 'B'

Activity 2: In pairs, practise the following conversations. Change your roles as Helen and Rediet.

Conversation 1:

Helen: Hello, Rediet.

Rediet: Hello, Helen. I want to talk to you about our group work.

Helen: That's great! You know Rediet, bees work cooperatively to produce the sweet honey. We should also come and work together to obtain better results.

Helen: That's a good idea. When and where shall we meet?

Rediet: Our group members are waiting for us in the school compound. Would you come please quickly?

Helen: Of course. I'll be there in minutes. Our school compound is suitable for group work.

Rediet: Hence, see you there.

Helen: See you, too.

Conversation 2:

Helen: Hi, Rediet.

Rediet: Hi, Helen. Talk to you about our group work.

Helen: Great! Better to work together like the bees to get better results.

Helen: Good idea. When and where to meet?

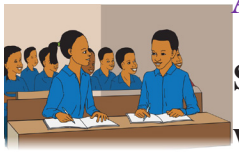
Rediet: Friends are waiting for us in the school compound. Come quickly?

Helen: Yeah. In minutes!

Rediet: Really!

Helen: Certainly.

Now, look at the expressions the two speakers use in the two conversations. What difference do you observe?



Activity 3: Conversation completion

Sit in pairs and complete the following telephone conversation with appropriate expressions. Then, practise and present it to your class.

Kemiso: (1) _____, (2)_____

Jalal: Hi Kemiso, where are you? I hope you're ready for our Sunday program.

Kemiso: Well, I'm at home now. I have collected some money for our purpose.

Jalal: (3)_____. (4) _____?

Kemiso: Oh, only 200 Birr.

Jalal: That's a very big money. I have got (5) _____ so far. I hope I will make it 300. There are some promises from my neighbourhoods.

Kemiso: You're half way through. Keep it up! Together we will have 500.

Jalal: It is enough for us to (6) _____ to clean our school compound.

Jalal: Yes, I hope we will make our school very clean and surprise our teachers on Monday.

Kemiso: Right. Two of my friends are also voluntary to join us. If we always work cooperatively, we will be successful in our life.

Jalal: (7) _____. I am glad to see them there.

Kemiso: See you then.

Jalal: (8) _____.

Section 3: Reading

Week 17 Day 4

Lesson 4

Reading 1

Activity 1: In pairs, discuss what these pictures are and how they differ from the picture at the beginning of the Unit. Then, answer the following questions.

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

Now read the passage once and check your answers for the above questions.

Beekeeping

Beekeeping is a practice of caring for colonies of honeybees. Beekeepers, also known as apiarists, raise and care for honeybees for agricultural and commercial purposes. Honeybees are mainly kept for their honey.

They are also kept for other products such as wax. On top of **all these,** they are needed for their service as pollinators.

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

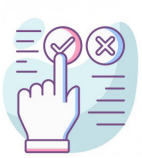
Beekeeping is classified under farming activities. **It** involves selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey. Therefore, beekeepers construct and clean hives, induct wild swarms, split colonies, collect honey, and ensure the overall health of the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

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

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

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

(Source: Technical Centre for Agricultural and Rural Cooperation (CTA) and Samuel Emmett McGregor https://www.britannica.com/topic/beekeeping)



Activity 2: Read the passage again and decide whether the following sentences are True or False.

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

Compare your answers with your friend.

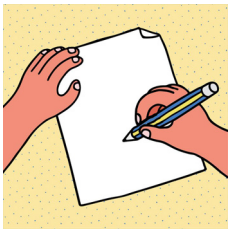
Week 18 Day 1

Lesson 5

Activity 1: Read the indicated paragraphs and identify what the words in bold refer to in the passage.

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

Now compare your answers with your friend.



Activity 2: If the following sentences are put in the correct order, they summarise the passage. Therefore, with a friend, rearrange them to write a paragraph that summarises the passage.

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

Lesson 6

Discussion and reflection

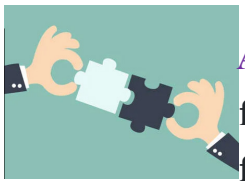
Activity 1: Form groups of five. Elect a facilitator and a reporter to discuss and report on the following questions.

1. From the listening and reading lessons, you learnt about beekeeping. Which form of honey farming is common in your area? Is beekeeping is a major farming activity in your community?
2. In your opinion, which one is better, the traditional or the modern way? Why?

Section 4: Vocabulary

Week 18 Day 3

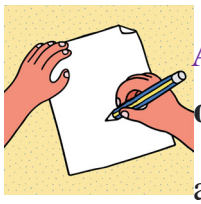
Lesson 7



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

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

Now compare your answers with your friend.



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

a. I am the mother of the colony. My abdomen is very long. I lay more than 1,200 eggs every day. Who am I?

b. I do all the work in the hive. I clean, feed, build, fan, guard, and forage. Who am I?

c. Ihaveextra-largeeyesandastoutabdomen.Idonothaveastingerorpollenbaskets and I cannot gather flower nectar using my tongue. I am a male bee. Who am I?

Section 5: Grammar

Week 18 Day 4

Lesson 8

Simple Past Tense

Activity 1: In the listening and reading texts above, you have learnt that bees are examples of hard workers and cooperation. Now, with a friend, read the following story and find out how the story is related with the behaviour of bees. The following questions may guide you.

1. What did the father say to his sons?
2. Was there any treasure hidden in the land?
3. Why did the father ask his sons to find the hidden treasure?
4. What is the message of the story?
5. How do you relate the message of the story with the behaviour of bees?

NB. The story narrates about something happened in the past and all the verbs are in the Simple Past tense.

The Hidden Treasure

Once, there **was** an old man who **had** four sons. All four of them **were** very lazy.

One day, the old man **fell** sick and was counting his last days in bed. He **worried** a lot about his sons' future as the young men **hesitated** a lot to work. The sons **believed** that luck would favour them.

The old man's health **deteriorated** every day and he **decided** to talk to his sons about their future. However, his sons did not listen to him.

Finally, the old man decided to play a trick to let his sons realise the importance of work. He **called** all his sons and **let** them sit near him on his bed. He **said** that he had a treasure box with gold coins and expensive gems for them and **wanted** to share the treasure equally among the four of them.

The young men were very happy and **asked** where their father had placed the treasure. The old man **replied**, "I cannot exactly remember the place where I have hidden the treasure. However, the treasure box is buried in our land. I'm really not sure about the place where I have hidden the treasure box."

Even though the lazy young sons were happy, they were sad that the old man had forgotten the place where the treasure was hidden. After a few days, the old man **died**. The sons decided to dig the land to find the treasure box.

They **worked** very hard and **dug** their land. They **could** not find any treasure box in the land. Finally, they decided to dig a spot in their land that was a bit different from the rest of the area. The sons believed that the treasure was buried in that spot. They dug the specific spot deeply, but **got** nothing but water.

A passer-by who **noticed** the land and the water flowing from the spot **talked** to the sons about farming. Upon his advice, the four sons **sowed** vegetable seeds, and **planted** greens and flowering plants in their land. Since the land was very fertile with abundant water, within a few weeks, it **became** a fertile garden with nutritious vegetables and greens. The four sons **sold** the vegetables at a good price and **earned** a good amount of money.

Then, they **realised** that it was hard work that was referred to as 'Treasure Box' by their father. Gradually, the four sons **overcame** their laziness, worked hard, earned more money and **lived** happily.

Activity 2: With your friend, read the story quickly and list out all the verbs in bold. What do you know about the verbs? Do they have similar forms? Could you group them? How? Report your answers to the class.

Week 19 Day 1

Lesson 9

A. Simple past with regular verbs

Activity 1: In pairs, practise the following dialogue. Take turns to ask and answer the questions.

A: Did you attend the tutorial last week?

B: Yes, I **attended** it from the very beginning.

A: What did the tutor talk about?

B: She **talked** about how to study.

A: Did she talk to everyone in the program?

B: Yes, she **talked** to each of us.

A: Did you ask her any questions?

B: Yes, I **asked** her to explain the multiplication rules of decimals.

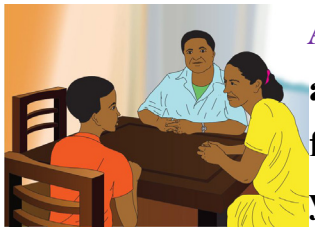
A: Did you like the program?

B: Yes, I **liked** it very much.

A: Thank you. I will attend it next time.

B: You're welcome.

Now, change roles and read the conversation again.



Activity 2: Use the above dialogue as your model and answer the following questions between you and your father. Your father is asking you questions on what you did last a day before.

Father: Hi, Doni. How are you?

Doni: Hi, Dad. I'm fine. And you?

Father: I'm fine. Did you do your homework yesterday?

Doni: Yes, Dad. I did it yesterday morning.

Father: That is very good. Did you complete the worksheet?

Doni: Yes, I (complete)_____

Father: Did you also wash your shoes for Monday?

Doni: Yes, I (wash)_____

Father: How about your clothes?

Doni: Yes, I (wash) _____ all of them in the evening.

Father: Did you collect the money I sent you through the bank?

Doni: Yes, I (collect)_____ this morning. Thank you very much, Dad.

Father: So, you visited the museum, right?

Doni: Yes, I (visit)_____ yesterday afternoon.

Father: Good boy! I will call you again next week.

Doni: Thank you, Dad.

Now, sit in pairs and practise the dialogue.

Activity 3: Answer the following questions in complete sentences. Then, compare your answers with a friend's.

1. Did you watch the news last night?

   Ans: No, _____.

2. Did you visit the market this morning?

   Ans: No, _____.

3. Did you call your mother?

   Ans: No, _____.

4. Did you play football last night?

   Ans: No, _____.

5. Did you perform the drama well?

   Ans: No, _____.

Grammar summary:

1. Regular Simple Past Tense affirmative form

The Simple Past is used to describe an action that occurred and was completed in the past. The regular Simple Past is formed by adding ”ed” to the base form of the verb or the infinitive without to.

Examples:

Base form	Base form +ed (Simple Past)
walk	walked
ask	asked
push	pushed
pull	Pulled
help	helped
cover	covered
enjoy	enjoyed

2. Regular Simple Past Tense in the interrogative form

Interrogative sentences in the Simple Past Tense should begin with an auxiliary verb ‘Did’. This is irrespective of whether the Subject is – he, she, it, we, they, I or any plural or singular noun. The auxiliary verb is followed by the Subject and the verb’s first form. The verbs are followed by the Object in the end.

Look at these examples:

- Did she complete the task?
- Did he attend the meeting?
- Did they talk about the mid-semester exam?
- Did you talk to them?

3. Regular Simple Past Tense in the negative form

The Past Simple is the tense used to express situations, events and actions that happened in the past. When it is expressed in its negative form, the verb denies something about the Subject. It is formed as: subject +did+ not+ infinitive verb+ …. (he did not come on time)

Example of affirmative, interrogative and negative forms:

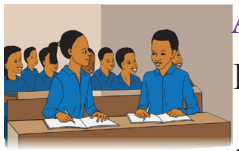
Affirmative form	Interrogative form	Negative form
He kicked the ball.	Did he kick the ball?	He did not kick the ball.
He washed his hands.	Did he wash his hands?	He did not wash his hands.
Adanu covered the dish.	Did Adanu cover the dish?	Adanu did not cover the dish.
Feye returned the book.	Did Feye return the book?	Feye did not return the book.

Students pushed the door out.	Did the students push the door out?	The students did not push the door out.
We solved the problem.	Did we solve the problem?	We did not solve the problem.

Week 19 Day 2

Lesson 10

The Simple Past with Irregular Verbs



Activity 1: With a friend, compare the following pairs of sentences. Pay attention to the verbs written in bold.

- A: He **talks** to his friend every day.
  B: He **talked** to his friend every day.
- A: I **use** a pencil in my exercise book.
  B: I **used** a pencil in my exercise book.
- A: Babies **sleep** for a long time.
  B: The babies **slept** for hours.

Have you noticed that the verbs in A are in the Present Simple Tense while the verbs in B are in the Past Simple Tense? Also, have you noted that 'talked' and 'used' are regular past while 'slept' is irregular past?

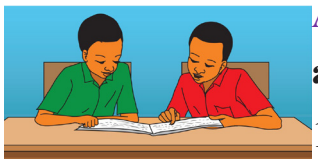
Remember!

The Past Simple form of regular verbs is formed by adding **-ed** or **-d** to the end of a verb in the Present Tense.

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

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

Note: Appendix 1 at the back of your Textbook presents the list of English irregular verbs.



Activity 2: With a friend, read the story below carefully and answer the questions below.

1. Write out the verbs in bold into *Regular Past* and *Irregular Past verbs*. If you find it difficult, refer to Appendix 1 at the back of your textbook.
2. Make your own sentences using at least five of the irregular verbs.

The Bees and the Tortoise (a fable from Mali)

The bees had made a new drum, and as bees love dancing, they danced and hummed for hours in celebration on that day. All the animals heard the noise coming from the hive and they came along, hoping to be invited to join in, but the bees kept their celebration all to themselves. The lion, the elephant, the leopard, the hartebeest, the buffalo, the antelope, the hog and even the tortoise were there.

After listening for a while, the animals grew so fond of the sound of the new drum that they decided to steal it. First, the lion tried but he was stung by a hundred bees and had to run away. All the animals tried to steal the drum but none of them succeeded.

Then, at last, the tortoise offered to try. All the animals laughed heartily at this, but the tortoise went into the hive and told the bees that he was a master drummer. He played beautifully after the bees had given him permission to drum for a little while. Suddenly, the drum disappeared! The clever tortoise had hidden it underneath his shell. He excused himself and walked away quietly. The bees were so angry that they tried to sting him, but to no avail - he was too well protected by his shell. That is why he had the confidence to try when everyone else had failed.

3. What have you learnt from the story?

A. Why do you think the bees didn't invite the other animals to join them in their celebration?

B. Why did all the animals **laugh** heartily at the tortoise?

C. How could the tortoise be confident to steal the drum?

Week 19 Day 3

Lesson 11

More on Irregular Past Verbs:

Do the activities first individually, and then compare your answers in groups of four.

Activity 1: Choose the correct verb form to complete for each sentence correctly.

a. I (find/found) your lost dog this morning.

b. She (speak/spoke) too softly. I couldn't hear her.

c. But we heard everything she (say/said).

d. We went shopping and I (buy/bought) a new pair of jeans.

e. Did you (sleep/slept) well last night?

f. I used to (make/made) a lot of money, but I don't make much now.

g. We were really surprised when we (win/won) the game.

h. We thought we would (lose/lost) for sure.

i. (Do/Did) you meet the movie star?

j. Mom (teaches/taught) our sisters how to cook, but she didn't teach us.

Activity 2: Put the verbs in brackets in the Past Simple form. Then, compare your answers in pairs.

1. I (blow) out the candles.

2. She (make) her bed.

3. I (draw) a picture.

4. My teacher (tell) me to sit down.

5. He (teach) me a lesson.

6. The baby (hold) his toy.

7. I guess I (catch) a cold.

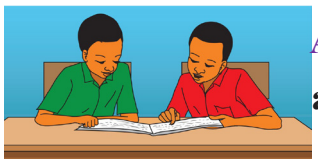
8. After the bell (ring), we (go) home.
9. My mom (buy) me a new bike.

Week 19 Day 4

Lesson 12

Personal Pronouns

In Unit 4, you studied about nouns. Now, let's see personal pronouns that can be used in place of nouns.



Activity 1: With a friend, compare the two texts. Pay attention to the words written in bold.

Text A:

Honey is a thick and sweet fluid. **Honey** is produced by bees from plant nectars. **Honey** is commonly used as a sweetener in food, but should be avoided in infants.

Text B:

Honey is a thick and sweet fluid. **It** is produced by bees from plant nectars. **It** is commonly used as a sweetener in food, but should be avoided in infants.

Have you noticed that in Text A the noun 'honey ' is used repeatedly? However, in Text B the repetition of the noun 'honey ' is replaced with the pronoun 'it'.

Grammar Summary

A **pronoun** is a word used in place of a noun. Pronouns help us avoid unnecessary repetitions of nouns.

Pronouns that refer to persons are called **personal pronouns**. These pronouns can perform all the functions that nouns can do. They can be used in a **subject form**, **object form** and **possessive form**.

Personal Pronouns	Subject	Object	Possessive
Singular	I you he, she, it	me you him, her, it	my, mine your, yours his, her/hers, its
Plural	we you they	us you them	our, ours your, yours their, theirs

Look at the example pronouns in the sentences below.

1. Hanna lost one of **her** contact lenses. **She** has been looking for **it** for days.
2. Hanna will find **her** contact lens. Oh, I've found one and certainly it is **hers**.

Activity 2: In pairs, choose the right pronoun from those in the brackets to complete each sentence.

1. They took their car with (him, her, them).
2. You and (I, me, mine) will go to the market.
3. She has completed (her, she, hers) assignment.
4. Tomas has taken his documents with (him, his, he).
5. Can you come to the meeting with (we, they, us)?
6. We were waiting for (you, your, yours) reply.
7. Tut gifted (she, her, hers) a watch on her birthday.
8. (It, its, he) was their uncle who took the children to the zoo.
9. Do (your, you, yours) know what happened to them?
10. That's Abebe; (he, him, his)is my brother.

Activity 3: Complete these sentences with the appropriate pronouns. Compare your answers in groups of three.

1. Some people hide _____ feelings.
2. I have decided on _____ future career.
3. Tolossa took off _____ hat and put _____ on the table.

4. Seada didn't see the car behind _____.
5. Don't wear those boots if _____ hurt you.
6. Brook left the computer on so Jemal can use _____.
7. Could you hand on the book to me? It's _____.
8. The students talked to _____ teacher about the test.

Week 20 Day 1

Lesson 13

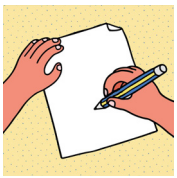
Compound personal pronouns

Activity 1: With a friend, read the following sentences. Pay attention to the underlined personal pronouns. How do these personal pronouns differ from those in the above table?

- Yusuf himself opened the workshop.
- The workers called the police themselves.
- I myself arranged the dining table.
- My elder sister bought herself a beautiful dress.

Note that a pronoun with '–self' or '-selves' is called a compound personal pronoun. When a compound personal pronoun is used for emphasis, it is being used *intensively*. Look at the list below.

myself	ourselves
yourself	yourselves
himself, herself, itself	themselves



Activity 2: Write the correct compound personal pronouns for each of the following sentences.

Example: The actress thinks of herself as a star.

1. Dana and I wrote the letter _____.
2. The workers _____choose their working hours.
3. I cooked this meal by _____.

4. Are you going to Adama by _____, Bekele?
5. We watched _____ on TV.
6. Sifen and Tsehay found _____ in a serious problem.
7. The doctor _____ became very sick during the corona virus pandemic.

Activity 3: With a friend, complete the text below with the correct personal pronoun.

Sarah has difficulty in walking. She was left indoors with little chance to attend school, to play with other children, and to accompany _____ (1) family outside home. When _____ (2) got her wheelchair, she began moving around by _____ (3), interacting with others, attending school and participating in family activities. _____(4) physical and mental health improved as a result of better posture, physical activity and new opportunities. This reduced _____(5) family members' stress and worries related to her current and future situation. _____(6) no longer had to carry her - a task that had become more difficult as _____(7) grew. This freed up time for _____(8) to work, rest and otherwise improve the family's living conditions and quality of life.

Week 20 Day 2

Lesson 12

Possessive pronouns and contractions (short forms)

Activity 1: Which of these sentences are correct? Why?

1. A: The plant lost it's leaves.

B: The plant lost its leaves.

2. A: Is this you're radio?

B: Is this your radio?

3. A: The seal balanced on it's flippers.

B: The seal balanced on its flippers.

Grammar Summary

Certain possessive pronouns are sometimes confused with contractions that sound the same. For example, *it's* and *its* are often confused in a sentence such as the above ones, in Activity 1. In those sentences the possessive pronouns *its, your* and *its* are correct.

Contractions (short forms) are formed by joining two words and omitting one or more letters. An apostrophe shows where letters are left out.

it's = it +is or it + has they're = they + are

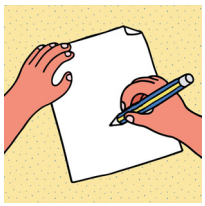
you're = you + are he's = he + is, or he + has

These contractions are sometimes confused with the possessive pronouns *its, your, their*, and *whose*. The words sound alike but are spelled differently.

Remember that the possessive pronouns do not use an apostrophe.

Activity 2: Choose and underline the right word from the two in brackets.

1. The movers parked (their, they're) van in front of the building.
2. (Your, You're) expecting a call, aren't you?
3. Is that (her, hers) camera?
4. (Their, They're) trapped in the collapsed mine.
5. When (it's, its) mid-day, people are eating (they're, their) lunch.
6. (Your, You're) friends are waiting at the station.
7. This is Biniyam. (He's, His) our classmate.



Activity 3: If a sentence is incorrect, rewrite it correctly. If a sentence doesn't contain any error, write 'Correct'.

1. They're going swimming in Lake Tana.
2. Ask them if its late to buy a bus ticket.
3. He's always late for the class.
4. The sign indicates that it's dangerous to travel at night.
5. Take you're time on the Paragraph Writing section of the test.
6. The soldiers grew concerned as their water supply decreased.
7. The bear scratched it's back on a tree.
8. Let me introduce you to my uncle, Gizachew. His is a driver.

9. Some of the food has lost its flavour.
10. Are these they're books or ours?

Section 6: Writing

Week 20 Day 3

Lesson 15

Activity 1: Writing sentences in the Simple Past Tense

1. List all the things/tasks you did yesterday, (ate breakfast; after school helped my mom, studied English with my friends, did my homework, etc.)

2.Rearrange the things/tasks you did in time order, from the first thing you did to the last. (e.g. ate breakfast, studied English with my friends, did my homework, after school helped my mom)

3.Write them in complete sentences with correct capitalization and punctuation marks.

Examples: I ate my breakfast.

I studied English.

1. Compare your sentences with a friend and do necessary corrections.

Activity 2: Sentences to paragraph

Using your sentences for Activity 1, write a paragraph that reports what you did yesterday. While writing your paragraph, use linking words such as: First, Second, Third, Then, After that, Finally, and so on. Then, writing your name at the bottom, post your paragraph on your class noticeboard so that your classmates will read it.

You may begin like this:

Yesterday, I woke up at 6:00 o'clock. Then, _____.

Week 20 Day 4

Lesson 16

Ask a member of your family: your father, or your mom, or your brother or sister what he/she did last Saturday. List the activities in their time order. Then, write a paragraph using your note.

Remember! Your paragraph should be written with He/She and in the Simple Past. You may start as follows.

Last Saturday, my mom got up early in the morning. She prepared breakfast for the family. Then, she went to the market to by vegetables……