



ENGLISH

TEACHER GUIDE

GRADE 11

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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MINISTRY OF EDUCATION



ENGLISH

TEACHER GUIDE

GRADE 11

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FEDERAL DEMOCRATIC REPUBLIC
OF ETHIOPIA
MINISTRY OF EDUCATION



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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new *Education and Training Policy*. Since the 1994 *Education and Training Policy* our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA
August 2023

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Rationale for the Teacher Guide

The Ministry of Education has intended to come up with holistic and valuable learning outcomes of students through curriculum reform. The English Language curriculum is supposed to be supportive of this goal by building students' language, and literacy skills. To this end, the focus of this teacher guide remains on the interrelatedness of the skills of listening, speaking, reading, and writing, as well as supportive skills of grammar and vocabulary. The improvement of these skills is fundamental to learning and to living in the twenty first century; hence, the English curriculum should promote creativity, innovation, critical thinking, problem solving, communication and collaboration required in the twentieth century for functioning effectively locally, regionally, nationally and internationally.

The English Language curriculum seeks to facilitate skills development through a systematic, integrated, learner-centered approach. The learner is expected to be an active contributor to the process. Consequently, teaching/learning opportunities that are exploratory and engaging learners are to be provided for students to develop critical language awareness in contexts where language is used purposefully and meaningfully. Understanding English includes learning the language, learning through the language, and learning about the language. The English Language curriculum also promotes the development of language as an instrument for learning across all content areas.

This Teacher Guide functions as a resource material that can assist teachers in their role as facilitators supporting students' development of language, and literacy skills. The section on Teaching and Learning includes details on Planning for Instruction. This encourages Teachers to engage in timely planning of suitable lessons, which are adapted and differentiated, for students to achieve the learning outcomes. In the teacher guide, explicit focus is given to the relationship that exists in planning and delivering instruction and using appropriate assessments to measure the extent to which the learning outcomes have been achieved.

Valuable data derived from continuous assessments must be used to further plan and modify the instructional pedagogy to ensure that skills are developed. Teachers are encouraged to utilize the information in the teacher guide for planning lessons that are meaningful and beneficial to students.

It is expected that the Content Framework and Learning Outcomes provided in the Teacher Guide will be used by teachers to plan lessons and organize learning activities.

Teachers are reminded that language is best understood if taught in meaningful contexts that arise from students own writing, speaking and reading situations.

The related language items in the Content Framework presents items that can be reinforced during the teaching of topics based on the needs of students in different contexts. Additionally, the Teacher Guide contains several suggested teaching/ learning and assessment strategies that can be used to develop and measure the range of language skills.

The suggested strategies can also be re-conceptualized by teachers to suit other learning needs. The adaptations provide support to ensure that multiple learning styles are addressed during the enactment of lessons to maximize student learning. The Teacher Guide is further complemented by comprehensive steps of pedagogical instructions which targets on systematic and explicit teaching of all the language skills in an integrated manner. This is further supported by an ample list of suggested teaching and learning and assessment strategies aligned to the appropriate outcomes that are to be achieved.

The pedagogical, and strategic instructional guide for using various strategies of teaching and assessment is expected to be beneficial in supporting students' integrated language learning skills. In general, the instructional strategies, assessment modalities and procedure suggested in the teacher guide are to be used by teachers as a starting point to create teaching and learning experiences which provide opportunities for holistic language skills' development. The English Language curriculum aims to promote learning opportunities that are personally enriching to all students and to empower them for lifelong learning and selfactualization in which this teacher guide is expected to play its role significantly.

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UNIT

1

Environmental Hazards

Unit Objective

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

- Identify the gist of a listening text.
- Utilize the appropriate tenses to talk about causes of environmental hazards
- Give logical presentation of ideas in debate
- Skim to find the gist of a text
- Scan for specific information
- Identify the implied information in a text
- Find out the implicitly and explicitly stated information in a text
- Identify the information in a text to answer a given reading comprehension question
- Use word attack skills
- Infer the meanings of vocabulary words based on the contextual clues
- Summarize and retell a story
- Identify various types of nouns
- Identify the difference between the pronunciation of monophthongs/ diphthongs
- Distinguish the various types of sentences in English
- Use punctuation marks correctly
- Use clause of concessions correctly
- Distinguish noun categories

Learning objectives :

Speaking and listening: panel discussion, expressing opinion, pronunciation, and debate and coming to a consensus.

Writing: sentences, reports, punctuations and mechanics

Language focus: Types of nouns, simple present tense, clause of concessions, passive voice
Vocabulary: words from the passage, phrasal verbs, word category

Background knowledge

The students are expected to develop their English language knowledge and integrated skills through proper knowledge-based information about the causes and consequences of environmental hazards. To that effect, you are expected to enhance not only their knowledge about the causes and consequences of environmental hazards, but also suggest on some possible solutions of the problem in the existing reality of the Ethiopian environmental condition. To provide the learners with concrete example, you may bring some posters/pictures related with various forms of environmental hazards and lead the students to discuss on the pictures that are found in their textbooks.

1A. Listening Skills



Activity 11

In this activity, the students are going to listen to a listening text read by the teacher about conceptualizing environmental hazards. Before listening to the text,

- Let the students look at some pictures in their textbook or brought by you.
- Ask them to guess the types, causes and consequences of the environmental hazards based on the pictures.
- Let them list in their exercise book some ideas they anticipate to get from the listening text.
- If you feel that there are some three-four key vocabularies in the text for their listening comprehension, you can tackle them.
- Check if they can visualize and create mental picture of some common environmental hazards that are recurrently affecting us.
- Before moving to the listening activity, you should let them share the ideas of anticipation they have generated individually with their partners.
- Finally, let the students move to the actual listening activity either from your listening text or from a recorded source of audio listening material.

Listening Text1A: Conceptualizing Conservation

While the students are listening to the text, they should focus on various listening activities. They have to listen to meet the purpose they have set for their listening and to answer the set questions that enable them to target . Make sure that the students are ready with all the important strategies that are necessary for the while-listening activities.

Conservation Psychology

Conservation psychology strives to understand and promote healthy and sustainable relationships between people and the natural environment, with a particular emphasis on understanding why people behave in environmentally sustainable or unsustainable ways. Environmental psychology emerged in the 1950s and initially focused on effects of the built environment on human behavior (e.g., the impact of noise and crowding in cities on interpersonal relations). However, with the rise of the global environmental movement in the late 1960s, spurred by growing public awareness of the degradation and loss of the planet's natural resources, the emphasis of environmental psychology has since broadened to consider factors influencing human protection and care of the natural environment and its systems.

Conservation psychology grew out of the field of environmental psychology and focuses on psychological factors that promote and impede care for the natural world. It emphasizes the use of cross-disciplinary approaches in studying pro-environmental behavior, incorporating, for example, insights from conservation biology, systems sciences, and other social science fields. Generally, conservation refers to any behavior aimed at protecting and caring for the natural environment. Examples of conservation range from relatively low-impact behaviors such as recycling to high-impact actions such as using energy efficient technologies like solar panels or electric cars. Conservation behaviors can be further classified along two key dimensions: curtailment behaviors (recurring, low-cost behaviors such as turning off lights when not in use and turning down a thermostat) and efficiency behaviors (infrequent, high-cost behaviors, such as purchasing energy-efficient appliances or increasing home insulation).

Research suggests that efficiency behaviors like adopting more fuel-efficient vehicles and upgrading home heating and cooling equipment are often more environmentally impactful than curtailment behavior as they typically require less monitoring of habits and can produce more substantial gains in energy savings over time. Nevertheless, some high-impact efficiency behaviors, such as purchasing fuel-efficient vehicles, may

be costly or difficult to adopt without regulatory or other financial incentives and many curtailment behaviors, such as carpooling and other changes in driving behavior, can be highly impactful when adopted. Thus, both types of actions represent promising behavioral targets for interventions that seek to promote environmentally sustainable behavior.

1A.1: Listening Comprehension Questions

In this activity, the learners are expected to show up all the listening strategies / skills they have employed to understand the listening text. So you should help them be familiar with important strategies of listening like setting purpose, setting questions before listening, listening for main idea, listening for supporting details and the like. Developing listening comprehension skills/strategies step by step has to be the main target of the listening activity.

To that end, let your students listen to the listening text you read or listen to audio recorded material about conceptualizing environmental conservation so that they could do the following listening comprehension related questions. In doing so, the students ought to try the listening comprehension questions first individually and then, they have to check their answers in pairs or in small groups. Finally, you can go on discussing with the whole class on some of the important pressing questions that you feel important for your discussion based on the suggested answer key given for this exercise.

➡ Answer key for Activity I.I, II.

1. The main purpose of the text is to inform the reader about the concept and importance of conservation psychology. Try to explain roughly as how the purposes of listening texts could be set as informative, persuasive and entertaining depending on the nature and purpose of the text.
2. The concept of environmental conservation refers to any behavior aimed at protecting and caring for the natural environment.
3. The main idea of the listening text is to enable the listener to understand and promote healthy and sustainable relationships between people and the natural environment.

4. It emphasizes the use of cross-disciplinary approaches in studying pro-environmental behavior, incorporating, for example, insights from conservation biology, systems sciences, and other social science fields
5. low-impact behaviors such as recycling to high-impact actions such as using energy efficient technologies like solar panels or electric cars
6. Many curtailment behaviors, such as carpooling and other changes in driving behavior can be highly impactful when adopted.
7. Do the following principles of summarizing the main ideas of a given text in one's own language and let the students also do the same thing to orally present to their partner.
8. As to the lessons they have learned from the text, ask some sample students to present the lessons they have drawn and give some reaction of your own .



Activity 12

1A. 2 Listening Text2: Environmental Hazards

This is the second listening text that the students are going to listen.

- They are going to listen to a listening text read by you or a recorded audio material about environmental hazards caused by environmental pollution.
- Before they listen to the text, ask them to visualize in their mind about some environmental hazards they know so far.
- Ask them if they could imagine how much serious and dangerous the environmental hazards are.
- Let the students tell the class if they have some ideas about the causes and effects of environmental hazards in their day by day life.
- Ask them to list down some causes and effects of environmental pollutions and check their expectation while they are listening to the text.
- Identify some two-three key words that might affect their listening comprehension and teach them before they listen to the text.

Environmental Hazards

Environmental pollution is reaching **worrying** proportions worldwide. Urbanization and industrialization along with economic development have led to increase in energy consumption and waste discharges. The global environmental pollution, including greenhouse gas emissions and acid deposition, as well as water pollution and waste

management is considered as international public health problems, which should be investigated from multiple **perspectives** including social, economic, legislation, and environmental engineering systems, as well as lifestyle habits helping health promotion and strengthening environmental systems to resist contamination .

Environmental pollutants have various **adverse** health effects from early life. Some of the most important harmful effects are prenatal disorders, infant mortality, respiratory disorders, allergy, malignancies, cardiovascular disorders, and increase in stress oxidative, endothelial dysfunction, mental disorders, and various other harmful effects. Though, short-term effects of environmental pollutants are usually highlighted, wide range of hazards of air pollution from early life and their possible implication on chronic non-communicable diseases of adulthood should be underscored. Numerous studies have exposed that environmental particulate exposure has been linked to increased risk of morbidity and mortality from many diseases, organ disturbances, cancers, and other chronic diseases. Therefore it is time to take action and control the pollution. Otherwise, the waste products from consumption, heating, agriculture, mining, manufacturing, transportation, and other human activities will **degrade** the environment.

Based on the strength of the scientific knowledge regarding the **adverse** health effects of environmental pollution and the magnitude of their public health impact, different kinds of interventions should be taken into account. In addition to industrial aspects, the public awareness should be increased in this regard. Likewise, health professionals have an exclusive competency to help for prevention and reduction of the harmful effects of environmental factors, this capacity should be **underscored** in their usual practice.

This special issue is dedicated to increasing the depth of research across all areas of health effects of pollutants in air, water, and soil environments, as well as new techniques for their measurement and removal. The goal of the special issue is to familiarize the readership of the Journal of Environmental and Public Health with the potential for different aspects of environmental pollution. We expect this special issue would appeal to researchers, public health practitioners, and policymakers.

(Adapted from Oxford Research Encyclopedia of Psychology)



Activity 13

I : Listen and complete the table

In this activity, the students are expected to listen to the text, and complete the chart with relevant information from the text. To meet this goal, let them listen to the listening text read by you or audio recorded material for identifying the main and supporting ideas. Having done that let the students complete the chart under activity 1A.3 in their text book. . You can let them do this activity first individually and then in small groups before you provide them you feedback and explanation

🔑 Answer key for Activity 1.3 , I.

Causes of environmental hazards	Consequences of environmental hazards
Green gas emissions and acid deposition, water pollution and waste management	Health problems
Urbanization, industrialization and economic development	Increase in waste , increase in energy consumption

II : True or False Questions

In this section, the students are expected to answer literally stated information from the listening text in true or false question form. This enables them to develop their quick idea fixing ability from listening activities like this one in the while listening stage. So ask the students determine the questions under Activity 1.2, II as True/False based on the listening text information. Let them try the questions first individually and then with their partners. After that, provide them your concluding remarks on this activity.

🔑 Answer key for II.

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

III. Listening Comprehension Questions

This listening exercise is meant particularly to enhance the students' skill of comprehending a given listening text by employing various strategies of listening; hence,

- Ask the students as what strategies of listening they have employed and how they could answer the comprehension questions.
- Let the students be clear with the concept, purpose and ways of using the listening strategies by going through the questions even before listening to the text.
- Let the students do the listening comprehension questions first individually and then check their answers with their partners.
- Finally, ask them to work on ***the** questions according to the listening text evidence*. You can provide them your feedback based on their questions or your own personal decision as per the answer key suggested for this activity.

➡ Answer key for I.3, III:

1. The main purpose of the text writer is to let the listener have some understanding about the common causes and consequences of environmental hazards.
2. Environmental threats are becoming the major concern of every one's safe existence.
3. The health issues are becoming more serious than the other aspects of life.
4. They are increasing from time to time that we are facing new and difficult types of hazards every time
5. Our existence as human beings in every aspect of health, social and economic life will be under serious threats.
6. Let the students do this in your request and check it out with what you expect them to paraphrase in their own language.
7. Let some sample students orally tell to their classmates the lessons they have drawn from the listening text and you react to their activity accordingly.

1B Speaking Skills

1B.1 Discussing on Familiar Environment Hazards



Activity 14

In this section, the students are expected to discuss with their partners about various issues of environmental hazards so as to develop various strategies of speaking like asking for and giving opinions. To that end,

- Bring some pictures of environmental hazards as a starting point for discussion;
- Ask the students to share their views with their partners on what they look at the pictures,
- Let the students report for the whole class the final consensus of their pair/small group discussion result on the causes, consequences and solutions of the environmental pollution problems they have identified.
- Let the learners be actually engaged on the discussion of some common environmental hazards in a dialogue form;
- Finally, let the students come up with dialogue discussion of similar type suggested under the answer key for I, II and III.

Answer key I.4, I.

Give them the answers below as a starting point of discussion

1. Unwise disposal of waste materials in our surroundings
2. It is very much common

3. Accept such answers as deforestation, waste materials disposal are some of the causes whereas afforestation is the solution.

I. Different options of the students' report to the whole class and your final consensus on the discussion of the causes, consequences and solutions of the environmental pollution capitalizing on the mechanisms of asking for and giving opinion could be accepted as possible answers.

II: Panel Discussion

In this section, the students are expected to develop their skill of speaking on panel discussion issues like the environmental hazard issues under discussion.

- As preservation of a healthy environment and ecological balance is everybody's concern, the students need to be familiar with collaborated acts of different stakeholders.
- Let the students be familiar with the basic principles of panel discussion
- Inform them about the role of each stakeholder as public, media, environment, and government representative in the panel discussion;
- Ask the students to get into a group of five and play the role of various stakeholders (panelist, public, media, environmentalist, government).
- Finally, the role model discussions of each small group could be accepted as answer key of this section speaking activity.

Answer key for II

II: role model discussions of each small group could be accepted as answer key for this section speaking activity.

II: Model Dialogue for Panel Discussion

In this part , the students ought to enhance their panel discussion ability on various environmental problems.

- Give the learners an exposure for the kind of ideas and opinions they are expected to exchange under panel discussion ;
- Let the students go through the model dialogue conversation below among the various discussants and take their role model panel discussion for the whole class accordingly.
- Ask the students to focus on how they go about asking for and giving opinions on various issues of the environmental problems.
- Let them imitate some important ideas and expressions of asking for and giving opinions on various environmental hazards like water pollution;
- Finally, explain them how to use the appropriate expressions correctly.

➡ Answer key for Activity 1.4, I:

The various panel discussion dialogue model formats the students come up with could be accepted as possible answers.

➡ Answer key for activity 1.4, II

- a. *I think..., I suppose..., in my opinion..., I share the concern of..*
- b. *it should emerge as... Let's mov on to... still commitment of the stakeholders...*
- c. *I really agree..., I also share..., We all have agreed..., I definitely agree with....,*
2. *Accept possible answers for each idea*
3. *I can't agree..., The general public do not have...., the main cause cannot be far from....*

1B.2 Speaking: Asking for and Giving Opinions

Asking for and giving opinion is something we frequently do in our everyday life. We need to ask and give opinions in formal communications of various environmental situations. We can do this in formal speaking and writing.

- Elicit from the students some information about common expressions and uses of asking for and giving opinions.
- Let the students write down some common phrases of asking for and giving opinion on their exercise books;
- Ask them to share ideas on what they have jotted down;
- Write down some two-three common expressions of asking for and giving opinions like it seems to me, I think, I am concerned that on the board;
- Explain the expressions with ample examples from the text as well as from what you have elicited from them.
- let the students do the exercise given on this activity first individually and then with their partner;
- Finally you give them concluding remarks on exercise

1B.3: Completing dialogue

Answer key for Activity 15

A: Why do you think we should separate garbage in our homes?

B: I think that is a good mechanism for protecting environmental pollution

A: What is your view about planting trees /vegetables in our environment?

B: I am of the opinion that planting trees/vegetables is the best solution for environmental protection from various hazards.

A: Why do you think we should conserve water and energy in our environment?

B: Definitely. I strongly agree with the idea that we should conserve water and energy.

A: Do you agree the problem of deforestation is caused by needless cutting of trees?

B: Absolutely. Needless cutting of trees could cause even some more serious problems.

A: What did you think of the new policy of the government about environmental preservation?

B: I think it is of great importance, for it seems to have given due attention to environmental issues more than ever before

Let them Share the model example pure vowel sound words with their partner and with before moving to the next lesson;

English pronunciation can be really tough at times. But that does not mean the students cannot learn it. With proper practice and efforts, they can master it through time. Learning to pronounce correctly is one of the very important aspects of the English language.



Activity 16

I. Speaking: Pronunciation of English Pure vowels

In this activity, the students are expected to be familiar with intelligible pronunciation of English. To this end learners should be able to use pure vowels appropriately. To meet that objective, you need to do such activities as:

- Ask the students to write down anything they know about pure vowels;
- Elicit from them information about what they know about pure vowels;

- Provide them with concrete examples of pronouncing pure vowels at word and sentence level examples;
- Write down on the board some examples and let the students practice pronouncing them turn by turn;
- Expose them to practice the pronunciation of all the pure vowel sounds provided in the table below in the table and let them generate words of similar vowel sounds.

Examples of pure English vowels/Monophthongs

The Following is a list of pure vowel sounds.

Vowel Sound	Example Words
/i:/	need, keep, deep, sheep, eat, feel, see, meet, deal, read, beat, peak, seek, etc
/ɪ/	think, link, wink, sink, big, six, live, since, miss, wrist, lift, pit, sit, pick, etc.
/ʊ/	Put, Would, Look, Hook, Food, Fool, Cool, Boot, Cook, Took, Good, etc
/u:/	To, You, New, Who
/e/	Get, When, Well, Very, Bed, Leg, Hell, Ben, Pen, Den, Ten, Men, Bend, etc
/ə/	The, About, Could, Us
/ɜ:/	Her, Work, Learn, Word, Burn, Turn, Firm, Bird, Curd, Curse, Curt, Shirt, etc
/ɔ:/	More, Call, All, Hall, Fall, Tall, Wall, Warm, etc.
/æ/	Have, Can, Sad, bad, Hal, Man Land, Sand, Bat, Mat, etc.
/ʌ/	But, cut, One, Much, etc.

II: English Words with Pure Vowel Sounds

In this part of the speaking lesson the students Practice the meaning and pronunciation difference of the short vowel English phoneme/ minimal pairs in their own sentential level context use of language. In order to achieve that, you are expected to facilitate the lesson through different mechanisms.

- In the first place ask them to tell you about the pronunciation nature of minimal pairs with short vowels;
- Let them share ideas with their partner anything they know about minimal pairs with short vowels;

- Ask them to write down some examples of minimal pairs with short vowels in their exercise books;
- Let them practice the pronunciation and meaning of the minimal pairs given below in the chart first individually, and then check their answers with in a small group .
- Encourage them to put the minimal pairs in the chart below in sentential context of their own and practice the meaning and acceptable pronunciation
- Let them do exercise 1B.6 based on the information provided for 1B.5

II: Identifying minimal pairs

🔑 Answer key for activity 1.6, I

I. Words with short vowel

Sin

Ship

Live

Rich

Sick

Fill

Full

Sit

Hill

Pull

Words with long vowel

seen

sheep

leave

reach

seek

feel

fool

seat

heel

pool

🔑 Answer key for II:

1. Her sins are forgiven
2. The ship wreck caused great damage
3. She lives in the USA.
4. My uncle is a very rich man
5. We seek some information on the matter
6. Ask him to fill the blank with the correct answer.

7. We got full information about the war.
8. The front seat is not comfortable
9. There is a hill around our home
10. Let's go to pool house.

1C Reading Skills

1C.1 Environmental Hazards



Activity 17

I. In this section of the reading skills lesson, the students are going to read a reading text on 'environmental hazards silently and individually.

- Before reading the text, ask them to look at the pictures of environmental hazards awareness instruction above.
- Let them list in their exercise book some ideas they anticipate to get from the text .
- let them share their ideas of prediction with their partner.
- As what strategies of reading they have employed to develop their prediction has to be discussed clearly (whether it was previewing? Brainstorming? Idea/ concept- mapping? Or which strategy they have found more effective must be clearly discussed with them at this stage of reading.
- Ask them some concept-checking questions to check their readiness for the while-reading and doing some activity, like read and do the true or false questions in the next exercise.
- Explain to them any idea/concept you have elicited and think hinders their understanding;

III: True or False questions

In this part of the reading comprehension skills exercise, the students are expected to enhance their quick information fixing skills like scanning and identifying literal, directly stated information of supporting details before determining it as true/false. To that end, let the students preview the true/false questions. Then, ask them to read the text below individually and silently. Then, let them answer the True/False questions according to the information in the reading passage. Finally, let them share ideas with their partners and with you based on the answer key given in II.

➔ Answer key for III: True or False Questions

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

IV: contextual word meanings from reading text

In this section of the reading exercise, the students are expected to find out the corresponding contextual meaning synonyms of words from the reading text. To that end, let the students be aware of searching for contextual meanings of words from reading texts.

Ask them what strategies of determining the contextual meanings of words they make use of and explain to them some clues of textual, contextual, pre-textual and post-textual matters to determining their meaning. Then, ask them go through the contextual guessing exercise given below first individually and then check their answer with their partners and finally with you for the following words /expressions/ using the answer key given for 1C:3, contextual word meanings from reading text

➔ Answer key for IV,

1. Adverse 2. unprecedented 3. susceptible
4. malign 5. degradation 6. disparity

V: Reference Questions

In this section, the students become familiar with one of the most important skills of reading for identifying reference questions from a given reading text. To let them be skilled in this strategy,

- Ask them to tell you about the concept of reference.
- Then, let them when, why and how they make use of this strategy.
- Based on the information you elicited from them, explain them the concept and importance of referencing skill in reading comprehension.
- Finally, let the students answer the following reference questions based on the reading text evidence.
- Ask them to check their answer with their partners and with you using the answer key in V

Answer key for V Reference Questions

1. Industrial revolution
2. Environmental pollution
3. people
4. The use of fuels
5. women
6. overpopulation and uncontrolled urbanization

VI: Table completion

In this section, the students mainly focus on identifying the main ideas and supporting details from the reading text by using mainly the skills of skimming and scanning. To this effect,

- Ask the students as what specific main ideas and details are and how they can be identified.
- Let the students write down their ideas about the what, why and how of skimming and scanning.
- After that, explain these concepts to them before you let them do the exercise on these specific skills.
- Finally let the students identify the main ideas and supporting details first individually and then with their partner.
- Ask them to complete the table under activity IV in their text book according to the information in the text.
- Then, let them check their answer in a small group and with you based on the answer key for V.

Answer Key for VI

Para. No.	Main idea	Supporting details
1	The impact of human activities on various environmental aspects	the role of industrial revolution on environmental pollution; the role of urbanization and industrialization on environmental pollution; the role of various anthropogenic activities on air pollution

2	Severe consequences of climate change	change on global planetary warming; change on multiple ecosystem; change on food safety, iceberg melting, animal extinction
3	Various effects of air pollution	effects on the health of susceptible individuals; chronic effects on the pulmonary organs
4	Long term effects of air pollution	problems related with pulmonary insufficiency; problems related with cardiovascular diseases; problems related with cardiovascular mortality.
5	The impact of air pollution on large urban areas	road emissions that cause air quality degradation; dangers related with industrial accidents; determinants of air pollution dispersion.
6	The severity of environmental hazards in developing nations	issues related with over population; social differences and lack of information; use of fuel related problem due to low income

VII Reading comprehension questions

In this part of the reading skills practice activity, the students are expected to show up their overall understanding of the whole reading text by employing various reading strategies in different stages of the reading lesson. To that end,

- Ask the students first to go through all the reading comprehension questions before reading the text.
- Then, let them read the text and answer the reading comprehension questions first individually
- Then, share their ideas in small groups of three.
- Finally, provide them feedback on the most important questions of the reading comprehension based on the suggested answer key for this section in exercise 1C:6

➡ Answer key for VII.

1. The reading text is predominantly meant to give information for the reader.
2. It is up to the students to tell the reading strategies they used and how they used them.
3. The ideas in the text are organized emphatically, starting right from the most important serious human related problem of environmental pollution moving to the second most, third most kind of emphatic order of seriousness

➡ Answer key for VIII.

1. This is open-ended for each student to summarize and orally present the main idea of the reading text for the whole class.
2. The same is true for this question like no.2 to narrate to each other the important lesson learnt by individual student from the text.

1D Vocabulary Skills

1D.1 Vocabulary: Increase Your word Power

? Activity 18

Before dealing with various exercises under this section,

- Let the students be aware that Vocabulary is the knowledge of words and word meanings. They should be clear that Vocabulary knowledge as knowledge of a word does not only imply to a definition, but also it implies to how that word fits into the world.”
- Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.
- Let them understand that instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.
- They are expected to realize that Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies in various contexts.

- Let them know that vocabulary ability is very important for effective communication. Some scholars claim, ‘without vocabulary nothing can be communicated, but without grammar something could be communicated’.
- Ask them if they agree with this opinion? If they agree with this idea, ask them to tell to their partners what strategies of increasing vocabulary capacity they employ.

I: Contextual Meaning

Under this section of increasing their word power, the students practice the contextual use and grammatical class of words. To this end,

- Elicit from the students about their practice of understanding contextual meaning and grammatical class of words.
- Ask them some questions to check if they could understand some strange words from the context.
- Give them some examples and clues as how they go about understanding the contextual meanings and grammatical class of words before doing the exercise .
- Then, let them use the vocabularies given below in sentential contexts provided and Practice their grammatical class with their partner from the way the words are used contextually.
- Finally, let them check each other their answers before you give them the final feedback based on the answer key



Answer key for I: Contextual Meaning

- | | |
|-------------------------|------------------------|
| 1. Air pollution | 8. Climate change |
| 2. Hazardous . | 9. Longer droughts |
| 3. Acid rain | 10. Extreme |
| 4. Bacterial infection. | 11. Infectious viruses |
| 5. Consumerism | 12. Flooding |
| 6. Deforestation | 13. Oil spills |

1D.2: Contextual Use of Words



Activity 19

I. This is an exercise that leads the learners to further practice contextual use and grammatical class of words. So, explain them the concepts further and ask them draw a line between each fragment in the left column and one fragment in the right column to create a word. Then, let them decide the meaning and the grammatical class of the words from the way they are contextually used in the given sentences.

After that, let the learners work on Activity 1.9. Finally, make the students give back to each other before your final one based on the answer key given for the Activity 1.9

➡ Answer key for the Activity 1D.2, I.

- | | | |
|----------------|-----------------|---------------|
| 1. Imminent | 2. Reconciliate | 3. Adversity, |
| 4. Reverbrates | 5. Eminent | |

II: Textual context

This type of contextual use exposes the students to wider contextual use and meaning of words'

- Ask the students to read the following passage and use contextual information to guess the meanings of the underlined words from the text.
- Then, let them check the meanings and the grammatical class of the words with their partner. Finally, provide them some feedback based on the answer key for II.

➡ Answer key for II.

- | | |
|--|------------------------------------|
| 1. Insensible: <u>numb, unresponsive</u> | 6. Jovially: <u>in a jolly way</u> |
| 2. Descry: <u>catch sight</u> | 7. Assuage: <u>sooth</u> |
| 3. Apotheosis: <u>ideal model</u> | 8. Vying: <u>competing</u> |
| 4. Abate: <u>diminish</u> | 9. Gingerly: <u>carefully</u> |
| 5. Jovially: <u>in a jolly way</u> | |

1D.3: Phrasal Verbs:



Activity 110

In dealing with a phrasal verb the students get an opportunity to combine two or three words from different grammatical categories – a verb and a particle, such as an adverb or a preposition to form a single semantic unit on a lexical or syntactic level. Examples: **turn down, run into, and sit up.**

- Expose them to be familiar with the Common ways that phrasal verbs are used to describe the type of actions that we do every day.
- Let them choose the correct form of a phrasal verb from the box below to replace the words in italics in the sentences and put the verbs in the correct tense.
- Let them practice the correct use and meaning of the phrasal verbs in the box below.
- Finally, ask them to share ideas each other before the final feedback you offer them based on the answer key for 1D:7

➔ Answer key for 1D.7: Phrasal Verbs:

- I. 1. (work out) 2. (get up) 3. (put on) 4. (took off)
5. (go out) 6. (turn off) 7. (wake up)

II.

1. met with 2. step in 3. turn on
4. resulted in 5. come after 6. call for

III. Accept various alternative answers for their free practice activities with the given phrasal verbs.

Further Practice on Phrasal Verbs

This is additional practice exercise for students to enhance their exposure of using phrasal verbs in context. So,

- Ask them to put the phrasal verbs below in the box in sentential context of their own.

- Let them, practice and learn their meaning and correct use with your partner.
- Advise them to use your dictionary to help them practice and learn the meaning and appropriate use of the given phrasal verbs below in the box.

1E.Grammar Skills

1E.1: The Simple Present Tense: The Simple Present Tense



Activity 111

I. This is a tense **used to tell about actions that happen continually in the present**, like every day, every week, or every month. The students are expected to use the simple present tense for actions that happen often or are factual.

To this end, ask the students to tell anything they know about the form, use and meaning of the simple present tense. Let them share ideas on the information they have generated. Show them model sentences on the board about the uses, forms and meaning of the tense, and check if the students are aware of the form, use and meaning of the simple present tense before moving to do the activity under **II**. When they are ready to do the activity, ask them to go through the text and identify the simple present forms of the verbs. Then, ask them to check their answers with their partners and report about themselves in a similar way



Answer key for I.

- | | |
|-------------------------------|--|
| 1. My name is.... | 6. I sit.....and listen....says... |
| 2. I am seventeen.... | 7. I go...and play.... |
| 3. I am a student , I live... | 8. I return...sun sets... |
| 4. Study is.... | 9. I stay.... |
| 5. I make....and attend... | 10. I have....go... I...make... I have...I pass... |

II: Questions with the Simple Present

Asking and answering questions in the simple present form is very important skill that the students should develop. Ask them to practice with their partner how to ask and answer questions in the simple present tense based on the information in the text above. Let them be familiar with the basics of question framing and answering from the example you provide them and the ideas they exchange with their partners before doing the activity

given below. Let them generate as many question forms as they from the above text and practice asking and answering based on the text information.

E.G. 1. When does Tsadik return to home from playground?

2. Why Tsadik does not stay in the playground after dusk?

III: Getting to know each other

The simple present tense is very common tense to express hobbies, interests and dislikes during getting to know each other. So, ask the students to get to know each other by asking questions about their hobbies, interests, likes and dislikes. Then, let each person introduce his/her partner briefly to the rest of the class based on the information s/he has gathered. Then, make them identify and discuss in small group of three about the simple present form of the verbs in the sentences you have generated about their partner. Based on the ideas they generated, give them comments and feedback on the form, use and meaning of the simple present so that they can effectively use the tense.

IV: Text completion with simple present

Let the students complete the text below using the correct simple present form of the verbs in brackets based on the information they have about the tense so far. Ask them to do the exercise first individually and share ideas with their partners. Finally, provide them your feedback based on the answer key given for this exercise and your own personal experience.

Answer key for IV

- | | | | |
|---------|----------|---------------|---------|
| 1. play | 2. goes | 3. don't like | 4. help |
| 5. draw | 6. watch | | |



Activity 112

I. Describing processes: Present passive

- The use of verb to be plus the v3 form is common in all passives
- because the doer of the action may not be mentioned or not known
- in positive ... v to be +v3 ;
 - in negatives... v to be + not +v3 of the main verb;

c. question form words+ subject+ v to be +v3 form

- II.**
1. is delivered
 2. is not used
 3. is spelt
 4. are not made
 5. is used

III.

1. Roads of big cities are blocked by cars.
2. Too much wastes are produced in developed countries.
3. Plastic bags and bottles are covered by beaches.
4. Air pollution is exhausted by factories and vehicle.
5. Water is filled with toxic pollutants.

1E.3 Future Tense

The learners are expected to use the Present passive to talk about present actions whose doer is not known, or not important to mention, like process description. To this end,

- Elicit from the students some model sentences of the present passive.
- Then, let them discuss and share ideas on the sentences they have generated.
- Based on the information gathered, give them additional examples and support before they do further exercises.
- Ask them to look at the text below and identify the present passive forms of verbs that are used to describe the process of making paper from a pulp tree.
- When they have completed the exercise, let them share ideas with their partners and with you to get some feedback.

➡ Answer key for IV,

1. Is fed....is pumped....is called....is fed....is squeezed....is received....is called....is wound....is processed....is smoothed....is compacted....is called....is imparted...

V: Text Completion with Present Passive

Let the student complete the following brief text of cultural tea making process description by using the appropriate forms of the present passive voice based on the information they have so far about the present passive form. Ask them to do the activity first individually and then share ideas with their partner. Then finally, provide them with your feedback based on the answer key given and your own personal experience.

Answer key for V

1. Is put...; is poured; ...is brought; are prepared; ...is
put ...is poured... is kept ... is served...

VI. For this activity let the students individually try to describe the process of making cultural coffee using the appropriate forms of the present passive forms. Then ask them to cross check their description with that of their partner's. Finally, provide them your feedback on the description of the cultural coffee making process through present passives.

Activity 113

In this section the students should identify different forms and functions of the simple future tense. In that respect,

- Ask them to elicit various forms and functions of the simple future tense.
 - Let them share ideas on various forms and functions of the simple future tense.
 - Based on the ideas they generated, further explain them about the tense exposing them to verities of examples and ideas from your experience and the text information.
 - Then, check that they are aware of the basics of the simple future tense before doing various activities on it.
 - Let them get into a small group and look at the following examples of various forms of the simple future.
 - Thereafter, let them complete the activity in 1.13 based on the information they have got in this section.
 - Let them generate some sentences of their own using various forms of the simple future pattern models given below.
- 1 The winner will be awarded.(factual, uncontrollable)
 - 2 I am sure the winner will be awarded.(personal, belief)
 - 3 The winner is going to be awarded (planned, decided)

- 4 The winner will be awarded when the guest of honor arrives(future arrangements time clauses)
- 5 The winner award program takes place tomorrow (official program, time table)
- 6 The winner award program is taking place next week (planned personal/office) arrangement .

1E.4 Adverbial Clauses of Concession

? Activity 114

In this section of the grammar lesson the students ought to be familiar with distinctive features of adverbial clauses of concession. So,

- Elicit from them some ideas about distinctive features of this clause.
- Let them share ideas with their partners before they get further explanation from you.
- After that ask them to look at the sentences below and identify the adverbial clause of concession.
- Then let them discuss with their partner about its meaning, use and position in a sentence.
- Finally, expose them to get feedback from each other and from you based on the answer key given for exercise 1F.12

🔑 Answer Key for I.

1. Although it rained.....
2.though it was expensive.
3. Even though I was full,,,,,,
4. While he was crying from the pain....
5. Whereas his brother had more enemies than friends...

II. Ask them to get into small groups of three and discuss what adverbial clauses of concession are and how they are different from other types of adverbial clauses? Based on the ideas they have generated further discuss and explain to them distinctive features of this clause from other types of clauses.

III. Ask them to complete the sentences below individually with appropriate kinds of adverbial clauses of concession. Then, let them be in a small group of three and share

ideas. Finally let them have peer feedback and your feedback based on the given answer key and your personal experience.

8→ **Answer key for I.14, III.**

1. we enjoyed our trip although it was tiresome
2. The children slept well, though he was sick
3. Although her salary is not attractive, Liya gives some money to her parents.
4. Yonas rarely sees Paul, although they are intimate friends
5. Addisu failed the exam, though he studied hard.
6. Although it was her graduation day, she didn't put on her coat.
7. Seble went to work, though she did not feel healthy.
8. I couldn't eat, although I was hungry.

1E.15 : Types of nouns:



Activity 115

I. Under this section the students are going to deal with various types of nouns as well as what they are used for. This gives them the confidence in using the nouns as well as enhancing their understanding of English grammar. So let them discuss with their partner the different types of nouns they know so far and their meaning. Then, let them do the activity under 1F.16

II. ask them to go through the bold words in the sentences below and decide what type, or types, of noun each one is. Let them work through the questions on their own, and then check the answers with their partner to see how they have done. Finally provide them your feedback based on the answer key provided for this activity..

- | | |
|------------------|-------------------|
| 1. proper noun | 6. common noun |
| 2. abstract noun | 7. proper noun |
| 3. concrete noun | 8. concrete noun |
| 4. common noun | 9. concrete noun |
| 5. concrete noun | 10. concrete noun |

III. Let them Individually look at the text and identify the underlined noun type. Then, ask them to cross-check their answers in a small group of three. Then, finally, provide them your feedback.



Answer key for III

1. Debresina.....proper noun
2. weatherabstract noun
3. landscapeabstract noun
4. animalscollective noun
5. people.....common noun
6. culture.abstract noun
7. informationabstract noun
8. areaabstract noun

1F Writing Skills

1F.1 Sentences , mechanics and punctuation, report writing



Activity 116

This is the section where the students get an exposure to deal with various aspects of sentential level writing.

- Ask them to tell you about the basics of a sentence, as what it is, what its components are, types of sentences and how it is formed.
- Let the students share ideas on the basics of a sentence.
- Write some model examples on the board and explain to them the definition, components, types and common order of words in English sentence.
- Let them look at the example sentences generated by the class and found in their textbook before doing the exercise 1.16

1F.1: Sentence Types functionally

In this exercise the learners could identify the functional types of sentences that are commonly used based on the purpose of the writer or speaker. To this effect ask the learners to get into a small group of three and generate five -five sentences of their own for each of the following communicative language situations: Let them share ideas

with their friends on the sentences they have generated. Give them further examples and feedback on the sentence types they have to generate for each communicative situation below.

Answer key for I: Free options

- For expressing your week-end routines;
- For asking questions a person you admire the most in politics;
- for setting a ground rule for effective learning in English class;
- for expressing your emotions, surprise in visiting a historical place.

1F.2: Grammatical Types of Sentences

? Activity 117

The students ought to practice to identify grammatical sentence types. In relation to that, start the exercise by providing varieties of examples from your wider experience and from the learners' experience. Let them write down what they know about the grammatical types of sentence with some examples. Ask them to be in a small group of three and discuss the concept and types of grammatical sentences. Then, let them generate about three grammatical types of sentences for each type. Thereafter, explain them the concept and types of grammatical sentence types for the whole class. Finally, let them do the exercise on this topic under 1E.5 providing their own dependent or independent clause before determining the grammatical type of sentence.

Answer key for I

- Although she felt sick....(She did not go to clinic).
- While we were eating dinner... (It was raining).
- After John finished his work... (He watched TV).
- When we went out for lunch.....(We were already hungry).
- Until she completed high school.....(She studied day and night).
- I have become busysince I joined high school.
- You miss the morning train unless you hurry up.

8. He stayed at homeas she had a serious headache.
9. He went to a silent place so that he could read better.
10. He was so tired that he fall asleep suddenly.

1F.3 Punctuations Marks and Mechanics in Writing

There are various types of punctuation marks that are commonly used in writing. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing. In the subsequent units you will practice about each one in detail; hence, here we touch up the concept of each and move ahead.

? Activity 118

Appropriate use of Punctuation marks is an integral part of effective writing process. So the students are expected to be familiar with common use of punctuation marks in writing. To that end, ask them what punctuation marks are and how they can be used in writing. Based on the ideas they give you give examples and explanation about effective use and types of punctuation marks. Then, Let them generate ideas first individually; then ask them to get into a small group of three and practice the use of punctuation marks in the sentential contexts given below by adding the appropriate punctuation marks where ever it is needed. Finally, let the students comment each other before you provide them the final comment based on the answer key given for exercise 1.18.

8- Answer key I.

1. After the student worked on the paper, he took a break.
2. Fozia, who sat next to me in class, lent me her notes.
3. The students studied these punctuation rules; later they took the final.
4. The newspaper did not publish the news; however, it appeared in Times Magazine
5. Mr Aymelo, the director of the program, gave the students a welcoming speech
6. Debitu wants to lose weight, so she walks two miles every day
7. Seyoum sent the story to the instructor after he reviewed it carefully.
8. The concert tickets were expensive; we went to the movies instead.
9. The woman who went swimming at the beach was eaten by a shark.
10. You should finish the test, check your answers, and go home.

1F.4: Errors in Sentence Structure

Errors in the basic structure of a sentence are important issues to be focused by students for effective writing, for students commonly make three kinds of sentence structure errors: fragments, run-ons, and comma splices.

1) Fragments: Fragments are incomplete sentences. Very often, they consist of a subject without the predicate. Example 1 : The child who has a rash. Example 2: Since the drugs have many side effects.

2) Run-ons: Run-ons are two independent clauses which are not joined in a grammatically correct manner. Example: The doctor performed the operation the patient died.

3) Comma splices: Comma splices (CS) are two independent clauses that are joined by a comma, which is not a grammatically acceptable way to join independent clauses. Example: The doctor performed the operation, the patient died.

1F.4 Errors in Sentence Structure

Errors in the basic structure of a sentence are important issues to be focused by students for effective writing, for students commonly make errors in basic sentence structure. So,

- Let the students individually identify any errors in the basic structure of the group of words given below and rewrite them correctly.
- Then, ask them to check their answers with their partner and with you for further clarity.
- Give those tangible examples and explanations on the common errors students commit in writing.
- Finally, provide them feedback based on the answer key given for 1.18.

?

Activity 119



Answer key for I

1. The old man carrying a walking stick. (Sentence fragment)
2. In doors in summer and outdoors in winter. (fragment)
3. The man who lives next door. (Fragment...dependent clause)
4. He lives in ambo. (punctuation marks)

5. I am live in hawassa.(punctuation marks)
6. The book on the table. (phrase)
7. The way out for the environmental pollution.(phrase)
8. Don't disturb the class, the instructor ordered the student. (punctuation mark)
9. The gift that had opened him a new experience.(fragment).
10. Student is he.(word order)

1F.5 Report writing



Activity 10

A report is a written presentation of factual information based on an investigation or inquiry on such important issues like environmental preservation and protection from various pollutions. Reports form the basis for solving problems or making decisions, often based on the subjects of the report. The length of reports varies from topic to topic and from purpose to purpose of the report making.

Some of the common qualities of a good report are: clarity in idea and structure, conciseness, and appropriateness. So, let the learners discuss in pairs what is meant by each concept of a good report quality (clarity, conciseness and appropriateness) and what they do really address.

Ask them to write a report to their class mates on the causes, effects and solutions of 'Deforestation' as a common environmental problem. They can collect the appropriate and accurate information from the right source like environmental experts. Then, let their report be structured as introduction, body and conclusion. Elicit from them as many ideas as you can and explain to them about the concept, structure and format of a good report. Let them exchange ideas with their partners to consolidate the understanding. Finally, let them go through the frame under 1F.5.

I. Before writing the report, ask them to complete the chart below by brainstorming some ideas from their background knowledge, experience and wider reading. Then, let them draft, redraft and roughly write their report. Make them write the final version and then submit the final version of the report to you after they have thoroughly edited it. Let their report be based on the qualities of a good report suggested above.

Type of Environmental	causes	effects	solution
Pollution			
Deforestation	Cutting down trees	flood	Grow tree
	-	Loss of life	Protect trees
	-	Poor soil quality	-
	-	-	-

II. Let them go back to the speaking section activity of the panel discussion and remember the roles played by various stake holders. Let them imagine as if they were acting as a panelist. Ask them to write a brief report based on the information they gathered from various stake holders about the causes, effects and solutions of environmental problems. Give them feedback on the structure and quality of the report the students generated. 1F.4 and 1F.5 are free writing activities that you can let your students freely to generate ideas to get feedback from you.

UNIT 2

Civilization

(16 periods)

Unit Objective

At the end of this unit the learners are expected to:

- listen to any listening text to get the main idea;
- listen and take notes;
- summarize a text;
- talk about preferences;
- reflect on the message of the text read;
- write narrative text;
- use punctuation marks correctly;
- use relative clauses correctly;
- use reported speech in writing and speaking;
- use present and past perfect tenses correctly; and
- read extensive texts out of classroom to understand the message.

Learning competencies and Language Focus

- **Listening:** Listening for gist and details
- **Speaking:** expressing preferences, interview, and speech presentation
- **Reading:** read articles, news papers, books, magazines, etc.
- **Vocabulary:** New words from passage, word class, phrasal verbs, etc
- **Writing:** Mechanics and punctuations, narrative text, note taking, note making and summary writing
- **Grammar:** present perfect and past perfect tenses, relative clause, direct and indirect speeches

A Listening Skills

2 A1 Listening 1: The Gregorian Calendar

? Activity 2

Teacher, as you begin this unit, you can ask about the unit topic ‘Civilization’ and can introduce this lesson by making students describe the pictures.. Let students look at the pictures in pairs, and reflect on what they have observed about the pictures on civilization.

They can also portray the similarities and differences among the pictures (task 1 of Activity 2.1). You need to move around and check while students are working. Please check and help them show their ability of observing, thinking and reflecting on pictures of ancient civilization. These can also be extended to a group work (group of three or four). Then you read the instructions and ask students to share their opinions, while you are monitoring who is participating, and who is not so.

→ Answer Key for Activity 2.1, I

Students should reflect what similarities and differences they observed from the pictures. Then you ask students to describe what the pictures designate (represent); whether the pictures represent male or female characters and if they have common characteristics (2.1A, Activity 2.1: II. a-d). In the end you tell students that the pictures show pictures of animals, like camel, horse; pictures of people, sculpture, temple, tomb, building, landscape, etc. Students are also expected to say yes or no to the questions raised and explain why they say yes or no. Students may say that the pictures are different in shape, size, color, content and age. They are also expected to compare ancient pictures they see to the pictures they currently observe and show the similarities or differences (this all needs 8 to 10 minutes).

→ Answer Key for Activity 2.1, II

1. The pictures represent people, animals, buildings, caves, castles, etc.
2. Students should differentiate male and female organisms.
3. The pictures portray ancient cultures and civilizations.
4. Students should compare the pictures in the textbook with modern pictures and describe the similarities and differences.

Dear Teacher, please introduce the listening topic to students and show them the school's calendar. You need to give instructions to do the pre-listening tasks. Here students are expected to work in groups of three or four and define what calendar is; list the types of calendars; state the purposes of calendars or any calendar, and discuss the meanings of words listed in Activity 2.1 III.

➡ Answer key for activity 2.1, III

1. Calendar is a dating system that shows the days, weeks, and months of the year.
2. After the discussion, tell students that there are a number of calendars. Let students enumerate these calendars: the Ethiopian calendar, Gregorian calendar, Julian calendar, British calendar, etc.
3. Calendar is used to represent dates and times. It is also used to indicate holidays, celebrations and feasts.
4. Please help students give the meanings of the words given and help them internalize the words. Here are the related meanings.
 - a. calendar(system of calculating the days and months of the year),
 - b. date (time of the day)
 - c. weekdays (day other than Saturday or Sunday)
 - d. season (division of time of the year)
 - e. Solstice (longest or shortest day)
 - f. leap year (a year with an extra day or a year with 366 days)

Following this, you read the listening text and students listen and work on the while listening activities (Activity 2.1, IV). You give the talk or read the text at least twice. You should not read too fast or too slow. Please read the listening text in a speed that could enable students to follow you. The students match ideas in a table. Here you should follow up students' effort in participating, and monitor their work till students finish doing the activities. This also requires 6 up to 8 minutes. Students should also workout the post-listening activities (Activity 2.1, V).

➡ Answer Key for Activity 2.1, IV

- | | | | |
|------|------|------|------|
| 1. D | 2. F | 3. E | 4. G |
| 5. A | 6. C | 7. B | |

In this activity, students should complete a paragraph using words that are related with the listening topic (Activity 2.1, V). This activity can also be given as homework. Here students should also identify differences of the two calendars (Gregorian and Ethiopian) calendar and write a summary of the listening text. Students should further workout the post-listening activities (Activity 2.1, VI). At the end of this lesson, they should compare the Gregorian calendar to the Ethiopian calendar; list the differences and similarities, and write a summary. The summary could be used for assessment as an evaluation.

➡ Answer Key for Activity 2.1, V

- | | | |
|-----------|-------------------|-------------------------|
| 1. widely | 2. representation | 3. Solar |
| 4. days | 5. extra | 6. numbered 7. count |

➡ Answer key for Activity 2.1, VI

1. Calendar is used to represent dates and times. It is also used to indicate holidays, celebrations and feasts.
2. Please help students give the meanings of the words given and help them internalize the words. Here are the related meanings.
 - a. calendar(system of calculating the days and months of the year),
 - b. date (time of the day)
 - c. weekdays (day other than Saturday or Sunday)
 - d. season (division of time of the year)
 - e. Solstice (longest or shortest day)
 - f. leap year (a year with an extra day or a year with 366 days)

3. Students should compare the Gregorian calendar with their own country calendar. For example, they may say: the Gregorian calendar is divided in to 12 months of 30 and 31 days but the Ethiopian calendar is divided in to 13 months containing 30 days except the 13th month which contains 5 days.
4. Students should write a one paragraph summary of the listening text.

2A1. listening: Gregorian Calendar

The Gregorian calendar is a solar dating system used by most of the world. It is named for Pope Gregory XIII in 1582, announcing calendar reforms for all of Catholic Christendom. The Gregorian calendar modified the existing Julian calendar, which Julius Caesar had introduced to the ancient Roman Republic in 46 BCE.

Although the Julian calendar was the dominant European dating system for more than 1,600 years, its solar year measurements (365.25 days versus the more precise 365.2422 days) contained a slight inaccuracy that caused the calendar's seasonal dates to regress nearly one day per century. Pope Gregory XIII introduced calendar reforms in 1582 to correct the issue. The Gregorian calendar continues the preexisting system of leap years to realign the calendar with the Sun, but no century year is a leap year unless it is exactly divisible by 400.

The Gregorian calendar was adopted by much of Catholic Europe in that year, as directed by Pope Gregory XIII in the papal bull *Inter gravissimas*, which was published in February of that year. Protestant and Eastern Orthodox countries initially refused to abide by the new calendar, and the reformed system was foreign to countries outside the European sphere of influence. Over time, however, the Gregorian calendar was adopted for civil purposes by most countries around the world.

The Gregorian calendar is the most widely used calendar in the world today. It is the calendar used in the international standard for representation of dates and times.

It is a solar calendar based on a 365-day common year divided into 12 months of irregular lengths. 11 of the months have either 30 or 31 days, while the second month, February, has only 28 days during the common year. However, **nearly** every four years is a leap year, when one extra – or intercalary – day, is added on 29 February, making the leap year in the Gregorian calendar 366 days long.

The days of the year in the Gregorian calendar are divided into 7-day weeks, and the weeks are numbered 1 to 52 or 53. The international standard is to start the week on Monday; however, several countries, including the US and Canada, count Sunday as the first day of the week.

Adapted from <http://www.nationalgeographic.Gregorian> calendar, online resource

2A2. listening 2: Ancient Civilizations in Ethiopia

?

Activity 2

In this lesson, you introduce the second listening topic, and give instructions to students to do the brainstorming activities in items 1, 2, 3 and 4 (2.2A, Activity 2.2, I). Students should explain what they know about ancient Ethiopian civilization. You can also elicit more answers from students to give them more hints about the listening topic. You also give answers to the pre-listening questions.

Answer Key for Activity 2.2, I

1. Students explain what they know about Ethiopian civilization.
2. Students may undertake a discussion on ancient civilization of Ethiopia and ancient trade routes of Ethiopia.
3. Student should list some places that they expect to appear in the listening text.
4. Perched- sat precariously somewhere; uninitiated- inexperienced/unknown; testimony- evidence/ witness; pilgrimage- trip to a special place.

You need to read the listening text while students complete a table and answer the true/false items (2.2A, Activity 2.2, II and III). You should reread the text so that students can check their answers and complete the missing ones. Next you provide the answers referring from the teacher guide.

➡ Answer key for Activity 2.2 II

	Places indicated in the listening text	Civilizations they are Known for
1.	Aksum	High Stelae
2.	Lalibela	Rock-Hewan churches
3.	Harar	Walls
4.	Gondar	Castle

➡ Answer key for Activity 2.2, III

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

You should also give instruction to students to do the post-listening tasks (Activity 2.2 IV tasks 6 and 7). These could be done in pairs or groups. Here students can compare the similarities and differences of ancient and current civilization of Ethiopian. They can also talk about pictures on buildings, leathers and hides, monuments, ancient buildings, culture, or way of life of people etc., to describe ancient civilizations. They may also describe paper works or drawings, computer drawings, modern technological buildings, modern way of life, etc., to describe modern civilization. You can make students elicit the differences and similarities they have identified after the group discussion. You can add more activities that you think will help students develop listening skills.

➡ Answer Key for Activity 2.2 IV

Here students should discuss the difference between the ancient and current civilization of Ethiopia. They should compare and contrast the difference and similarities. You should follow up while students discuss the activity and give guidance.

Listening text A2: Ancient Ethiopian Civilization

Ethiopia seems a world apart. Its geographical isolation – perched on a massive plateau of fertile highlands surrounded by inhospitable desert and lowland swamp – has ensured the development of a unique culture, quite different from anything elsewhere in Africa. This culture and the country's remarkable world heritage monuments are to the uninitiated - Africa's greatest surprise. This is a land where great

civilizations flourished, emperors reigned and remarkable buildings and monuments were constructed.

Four very different places are considered here, each one testimony to a particular stage in Ethiopian history spanning more than 2,000 years. The earliest is the town of Aksum in the far north of the country, home of teetering 30-metre high stelae, some of which still pierce the sky, while others lie broken into massive chunks of rock where they fell. These and other monuments at Aksum bear witness to one of the great civilizations of the ancient world, the Aksumite Kingdom, which rose shortly after 400 BC at an important commercial crossroads between Egypt, the goldfields of Sudan, and the Red Sea. Christianity came to Aksum in the 4th century AD, and the town is still a major centre of Christian pilgrimage as the Ark of the Covenant is (according to Ethiopian belief) kept here – ever since it was brought from Jerusalem by Menelik I, son of the fabled Ethiopian Queen of Sheba and King Solomon. Aksum flourished until the 7th century, when the rise of Islam in Arabia left it isolated, trade dwindled and the whole of Ethiopia entered its ‘dark ages’.

It was another 500 years before the Zagwe dynasty emerged around Lalibela in 1137 and work on the incredible rock-hewn churches was begun. At around the same time, Islam was beginning to spread into the eastern part of the country, and the fortified Muslim town of Harar was established. Its walls were constructed between the 13th and 16th centuries to defend its people...and it became the 4th holiest city in Islam. In 1636, however, a new permanent capital was founded at Gondar by Emperor Fasiladas, and by the end of the 17th century, Gondar boasted some magnificent palaces, beautiful gardens and grand public baths. The Royal Enclosure, or Fasil Ghebbi, appears at first to be a magnificent European castle, strangely out of place, but some of the architectural details reveal its unmistakable Ethiopian heritage.

Adapted with slight modification from: <https://www.africanworldheritagesites.org/cultural-places/ancient-ethiopia.html>

B Speaking Skills

2B.1 Pronunciation

? Activity B brainstorming

In this section you are going to teach students about diphthongs. You ask students to identify pure sounds and diphthongs. Students should identify words that contain diphthongs and indicate the diphthong sounds.

Note: As well as they are identifying the sounds, encourage the students to pronounce words with these sounds. You clarify that a diphthong is when a single or double vowel sound create a gliding sound different from a pure sound. (For example, in the word ‘divide’, the first vowel (first ‘i’) is pure vowel. There is no movement or gliding to the next sound. But in the second syllable (vide) the sound “i”, has a gliding movement of sound /aɪ/). Make students work:

Explain the diphthong sounds to students and show them the eight diphthong sounds. Then let the students identify the diphthong sounds in tasks I, II and III of Activity 2.3.

➡ Answers key to Activity 2.3, I

1. a. pure b. bite c. fate d. time
e. tribe f. face g. modern
2. c. four

➡ Answers key to Activity 2.3, II

1. Set 1(beer) set 2(lure) set 3(make, name, train, fail, date) set
4(fight, air)
2. Set 1(year, tier) set 2(jury, fur) set 3(bake, rain, eight), set
4(my, cry, bright)

➡ Answers key to Activity 2.3, III

1. set 1(ɪə), set 2(ʊə) set 3(eɪ) set 4(aɪ)
2. set 5(eə) set 6(ɔɪ) set 7(əʊ) set 8(aʊ)
- 3.air (set 3) joy (set 6) , scout, round, spout, stout, without, cow, house
pound(set 8)

➔ Answers key to Activity 2.3, IV

1. Students should practice pronouncing words given.
2. no (əʊ); high(aɪ); way(eɪ); cow(aʊ); boy(oɪ) there(eə)
3. Yes it helps by giving the phonetic transcriptions.
4. The spelling of word help us guess the diphthongs by looking at if vowels are followed by consonants or not.

2B2. Interview

? **Activity 2**

In this lesson, you prepare students for an interview. Please motivate students to write interview questions in order to interview their favorite teacher. Let the students sit in groups and discuss questions in activity 2.4 I, 1-5 . Then students need to check their answers and you provide the correct ones if there are wrong responses. You also should give a definition for an interview as a way of asking questions and giving responses. An interviewee is a person who gives answer to questions.

➔ Answer key to Activity 2.4, I

1. An interview is a meeting during which someone is asked a question.
2. students say yes/no and describe it.
3. interviewer
4. Interviewee
5. We may use open-ended, motivational and specific questions.

Then you need to explain some ways of interviewing people. Let the students write interview questions to ask their favorite teacher and make an interview with an appointment (Activity 2.4, II and III). You may check students' questions for corrections before they do the interview. Students should present the interview results to the class.

➔ Answer key to Activity 2.4 ,II

Students should practice writing interview questions.

➔ Answer key to Activity 2.4, III

Students should make the interview with their favorite teacher.

2B3: Expressing Preferences

In this activity, please monitor students' work while they are expressing their preferences.

1. Students should present what their partners like, dislike and prefer.
2. Students should also tell to a group about the types of food in their area.

? **Activity 3**

In this lesson, students are going to practice describing their preferences using different expressions. You need to help them elicit responses to the questions in Activity 2.5 I, II and III under 2B3. You also motivate students to make oral presentations, and you can teach them what a good oral presentation should focus on. Students should make oral presentation on computer technology/ modern civilization.

Answers key to Activity 2.5, I

Students should show their preferences in this way:

1. I prefer to visit ancient places than (go to) modern buildings.
2. I like collecting artifacts.
3. I prefer to look at ancient pictures.
4. I would rather visit ancient places.
5. I'd rather have looked at ancient pictures. (Answers may vary for these activities).

➔ Answers to Activity 2.5 II (answers may vary)

1. I like to visit historical places. I dislike visiting crowded places like modern cities.
2. I like best to go to Harar, Aksum and Gondar.
3. Because it gives me pleasure to visit historical places.
4. I dislike going to modern cities because they are crowded.

➔ Answers key to Activity 2.5 III

Students should report what they heard from their partners to the class.

Reading Skills

2C.1 Features of Contemporary Civilization

? Activity A

In this part, students are going to develop their reading skills. You need to introduce the topic and make students work on the pre-reading questions in Activity 2.6 I, 1-4. This can take 5 to 8 minutes. Students should define the term ‘civilization’. They should also answer the pre-reading questions one by one. You need to elicit answers from students. You need to explain what civilization is to students. You can refer to the answers in this guide.

➔ Answers key to Activit 2.6, I

1. Civilization is the stage of human social and cultural development and organization that is considered most advanced..
2. Culture, technology, urban settlement, division of labor and language.
3. Yes. Urban settlements, the division of labor, class structure and government, surplus of food Writing, trading, artwork and monuments and development of science and technology are aspects of civilization.
4. About complexity of defining civilization and its aspects

Then you re-introduce the topic of the reading text and give instructions to students to read the text. The students should read the text and work the while reading tasks in activities 2.6 II and III under this section. In Activity 2.6 II, students should read the text and answer comprehension questions. They should explain what makes difficult to define the word civilization according to the reading text. They should explain the aspects of civilization.

They also should explain all the concepts in the activity. In Activity 2.6 III, students should identify what the given words refer to. You should follow them and give guidance while students work on the activities. You also need to provide answers to the activities

referring to answers in this guide. Your guidance and follow up is mandatory in every activity students are engaged on.

➡ Answers to Activity 2.6, II:

1. The complicated history civilization descended and the fact that every society may not meet all the criteria of civilization made defining civilization difficult.
2. Urban settlements, the division of labor, class structure and government, **surplus** of food Writing, trading, artwork and monuments and development of science and technology are aspects of civilization.
3. Anthropologists and others refer to Societies they found culturally superior and societies they found culturally **inferior**
4. No. Any civilized society need not meet all the criteria for the environment and their systems of development are different.
5. Because those societies or ethnic group who are called civilized societies are being considered morally good and culturally advanced, and other societies or ethnic group are being considered morally wrong and “backward.”

Referencing

In Activity 2.6 III, students should identify what the given words refer to. You should follow up them and give guidance while students are working on the comprehension questions. You also need to provide answers to the activities referring to answers in this guide.

➡ Answer key to Activity 2.6 III; Referencing

1. Anthropologists and others
2. “Civilizations” being considered morally good and culturally advanced, and other societies being morally wrong and “backward.”
3. Every one
4. The Incan Empire

Vocabulary Skills

? Activity 2

Ways of learning the meanings of new words

Here tell students that there are many ways of learning the meaning of new words. You elicit from students what strategies they use while learning vocabulary. Get the students sit in pairs and list the strategies they use to learn a new word (2D, Activity 2.7). Let them compare their lists and see the differences. Then you need to give a summary of the strategies they can use to learn new words like; guessing meaning from context, using dictionary, written repetition, studying the spelling and asking other people.

2D1. Increase your words (meaning in context)

Please explain that there are many ways of learning the meaning of new words. You elicit from students what strategies they use while learning vocabulary. Get the students sit in pairs and list the strategies they use to learn a new word (Activity 2.7, I of 2D.1). Let them compare their lists and see the differences. Then you need to give a summary of the strategies they can use to learn new words like; guessing meaning from context, using dictionary, written repetition, studying the spelling and asking other people.

→ Answers to Activity 2.7, I

1. Students could mention some techniques: guessing from context, referring to dictionary, asking other people, etc.
2. Students can combine techniques they listed in 1.
3. Students can develop their lists by comparing from other groups and may make the final list of ways of learning meaning of new words as:
 - Using context
 - Referring to dictionary
 - Asking other people
 - Verbal and written repetition
 - Studying the spelling

Get the students to work on Activity 2.7, II on their own individually and guess the meanings of selected words from the context. Students should reread the text and guess the meanings of the new words. They can discuss these activities in groups. Motivate them to explain how they guessed the meanings of the new words.

➡ Answer key to Activity 2.7, II

1. Name
2. Challenged/ disputed
3. people who study human's culture and development
4. lower
5. barbaric/ savage/ unfamiliar
6. change/fluctuation
7. extra/ excess
8. ladder/ chain of command

Dear teacher ask students about the strategies they used most frequently from the lists (Activity 2.7, III). Finally, you provide the answers listed in this guide.

➡ Answers to Activity 2.7, III

Students can mention one or more strategies listed in activity 2.7,II

2D.2.Phrasal Verbs

? **Activity 8**

Let students work on Activity 2.8, I individually. Students should read the letter, and write the meanings of the phrasal verbs written in bold. Then you allow them sit in pairs and compare their answers and correct meanings of the phrasal verbs. Finally, you provide them the correct answers from the teacher's guide and you also explain the meanings of some phrasal verbs and their functions.

➡ Answers for Activity 2.8, I

1. Name after – given the name of someone
2. takes after – resembles/looks like
3. bringing up – taking care of
4. carried on - continued
5. call up- phone

Teacher please also guide students to complete sentences with phrasal verbs in a list (Activity 2.8, II). Allow students to do the activities for 3-5 minutes.

Then receive answers from students and undertake whole class discussion. Give them the answer in this guide, and let students check their answers.

➡ Answer for Activity 2.8, II

1. Let off
2. Lay off
3. Let in
4. Left behind
5. Left off
6. lay down
7. Lead up to
8. Let down
9. Leave out

Let the student continue working on Activity 2.8 III. Here students should use the phrasal verbs to write a dialogue or conversation on the given situation. Encourage them to complete the conversations. This may take 6-10 minutes. Students should practice writing a conversation using the given phrasal verbs. They also should write the conversation for all the situations in activity 2.8 III (a-c) . Teacher, please also find more activities that you think are important to students.

➡ Answer for Activity 2.8, III

Let the students practice writing conversations and role playing the conversations.

English Grammar Skills

2E.1. Past Tenses and Past Perfect Tenses

? Activity 2

Before the students do the activities on past and past perfect tenses, let them brainstorm what they can use the different tense for. Make them form a group of four and make them list the different English tenses. Students should tell that they learn English tenses because tenses are important functional units of a language and tenses help them improve their language skills. Students should do Activity 2.9, I and identify the verbs as past tense or past perfect tense.

→ Answer key to activity 2.9, I

(1) learning English tenses is important to help you:

- say what you actually want to say.
- get fluent.
- improve all your language skills.
- help you pass your English exams.

(2) Tenses are the forms of the verb that describe an action or an event in time and place.

In this lesson, students should also read the examples on the notes and identify the functions of the two tenses. Tell them that the simple past is used for actions that are completed in definite time in the past. You also tell students that the past perfect tenses describe actions or events that happened before another event in the past. Let students identify the verbs in Activity 2.9 II..

→ Answers to activity 2.9, II

a. lost b. had left c. had been playing d. broke e. had escaped

In Activity 2.9 III, students should make conversations using the past and past perfect tenses in the given situations. They can use the example conversation as a model. They should also make conversations in different situations using the past and past perfect tenses.

➔ Answers to activity 2.9, III

Students should make conversations using the past and past perfect tenses in the given situations. They can use the example conversation as a model.

2E.2: Direct and Reported Speeches

? **Activity 20**

Introduce this topic to students and let them do Activity 2.10, I . Students should read the report in the textbook and identify the sentences that contain direct speech. Then they should change these sentences in to reported speech. You need to help students while they are changing the direct speech to reported speech. You can also give additional activities as homework.

➔ Answer key to activity 2.10, I

Direct Speeches

1. “We have reached both targets that we have set for ourselves.”
2. “We have also learned a lot from this project in terms of agro-forestry for the country,” said Seleshi Bekele, Ethiopia’s Minister for Water and Energy.
3. “To assure the exact number, we would encourage the regional leaders to get in touch with our records management team to review the recent progress,” said a spokeswoman.

➔ Answer key to activity 2.10, II

The Reported Speech

1. Seleshi Bekele, Ethiopia’s Minister for Water and Energy, said that they had reached both targets that they had set for themselves.
2. The Minister also said that they had also learnt a lot from that project in terms of agro-forestry for the country.
3. A spokeswoman said that to assure the exact number, they would have encouraged the regional leaders to get in touch with their records management team to review the recent progress.

2E2.1. Direct Speech

Get student in groups of four. Then let students read the explanations about direct and indirect speeches. Assist them when they are trying to identify the differences. You should intervene in the discussion and ask questions about the functions of the two speech forms.

2E2.2. Reported (Indirect) speeches

Get students sit in pairs and explain the functions of reported speech. Then the students should do Activities 2.10 III-V in this section in the textbook. They should change the reported speech into direct speech in Activity 2.10, III and IV. In Activity 2.10, V, students should read the tale and identify the direct and indirect speeches. Teacher should elicit more answers from students. You can also provide them with some extra activities as homework. Finally provide the answers to activities referring to the answers in this guide.

➡ Answer Key for Activity 2.10 III

1. They said, “We will arrive a little late”.
2. She said to us, “I have already finished the order”.
3. They say, “We are cold”.
4. She asked me, “Are you coming to the show this night?”
5. He said, “It has been raining since this afternoon”.

➡ Answer Key for Activity 2.10 IV

1. She wanted to know if I could call her back.
2. He wanted to know if I would have a seat.
3. She begged me not to do that.
4. He asked me when I was leaving.
5. Sami said that he had had a headache the previous day

➡ Answer Key for Activity 2.10 V

Students should read the tale which contains direct and reported speeches. Then they should identify the direct and reported statements. They should also retell the story to the class.

Examples:

In the morning after he had said his prayers, he sat himself down to his work; when, to his great wonder, there stood the shoes already made, upon the table.(reported speech)

...he said to her, 'I should like to sit up and watch tonight, that we may see who it is that comes and does my work for me.'(Direct speech)

2E3. Relative Clauses

In this lesson students should define relative clauses. You elicit answers from students to questions you may ask in the examples. Then let them identify the relative clauses in the examples given in the textbook. Students also should do activity 2.11, I and identify the defining and none-defining relative clauses. You can also give them some extra activities as homework. Make sure that students read the notes on the textbook.

✚ Answer Key for Activity 2.11, I

1. The book that she read was important for her literature review. (Defining or restrictive)
2. The participants who were interviewed volunteered to be part of the study. (Defining or restrictive)
3. Addis Ababa University, which is entirely a face to face instruction, has main administrative offices at Sidist which I tested throughout the research Killo. (None defining or nonrestrictive)
4. The student who sits in the back of the room asks a lot of questions. (Defining)
5. The results that I obtained may invoke positive social change. (Defining)
6. The journalist whose story I read yesterday has won prizes for her work. (Defining)
7. The hypothesis, which I tested throughout the research, was rejected. (None-defining)
8. I have found the article, which I have been looking for. (None-defining)

2E.4.The uses of Make and Let



Activity 22

Get students sit in groups of four, and let them answer questions in activity 2.12, I. Students should recognize different functions of ‘make’ and ‘let’. They should also study the rules and functions of ‘make’ and ‘let’, and use the words in their own sentences. They also should do the tasks in activities 2.12 II and III . You can also provide extra activities to students so that they can practice using make and let for different functions.



Answer key for Activity 2.12, I

1. Students should explain the things they don’t want to do but their teachers make them do.
2. Students should explain the things they can do, but can’t do because their parents did not let them do.



Answer key for Activity 2.12 II

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



Answer key for Activity 2.12 III

1. let
2. made me
3. made me
4. let me

Writing Skills



Activity 23

2F1. Summary Writing

Get students work in groups of three or four and answer questions 1-5 in Activity 2.13, I of this section. This activity is aimed to check whether the students have the knowledge of a summary and if they have started to write a summary.

Check if they had this skill because it is important for this section and other writing sections. After you check their skills, let them identify the main ideas of each paragraph in the reading text in 2C. After identifying the main ideas, let them connect the main ideas and write a summary. Tell the things they should consider seriously while summarizing, like cohesion and logical order. Let them work in groups and read their summaries giving corrections. You also need to monitor students and provide assistance while they are correcting



Answers to Activity 2.13 I

1. Student should define what a summary is i.e., summary is a short version of a longer text that contains the main point.
2. Students may say yes or no and reason out.
3. Summary includes the main ideas of an essay.
4. Students identify the main ideas of the reading text of this unit.
5. Finally they write a summary by joining the main ideas.



Answer Key for Activity 2.13 II

Students should add a closing sentence for their summary.

2F2: Writing Narrative Essay



Activity 24

Let the students work in pairs and answer questions 1-4 in Activity 2.14, I of this section. Students should explain their experience of listening to stories told by elders. They should answer the questions and read through the model narrative story given in this section.

➡ Answer Key for Activity 2.14, I

Students should answer items 1-4 individually. Their answer may vary because they may have different experiences of narrating stories.

Having done the above activities, students should answer questions in Activity 2.14, II. Let them identify what language items and expressions the writer used to tell his story. They should identify the punctuation marks and expressions the writer used to make his writing interesting.

➡ Answer Key for Activity 14, II

1. The writer compared 'Merkato' with a jungle or forest. He said the striving jungle of Africa.
2. The writer started by appreciating his experience of coming to the new place.
3. The writer used expressions like jungle of Africa, is another thing, not a living place and amazing jungle.
4. The writer used exclamation marks and single quotations to attract attention.
5. He is a tourist.
6. He used some informal language elements like ethic', vibe', wanna'get, and wann'ago.

Here students should read there essays and correct if there are errors in the essays.

In Activity 2.14, III, students are going to write a narrative essay. Give them instruction to write a narrative essay similar to the model essay (Activity 2.14, III). This may be given as homework. Let students get in groups and swap their essay. Then they read and give comments. Give them a guide what they should consider when they correct (e.g. coherence of ideas, sentences, spelling and grammar).

➔ Answer key for Activity 2.14, III

Students should write a narrative essay on one of the topics given telling a story.

➔ Answer Key for Activity 2.14, IV

Here students should read their essays and correct if there are errors in the essays.

2F3: Punctuation and Mechanics

? **Activity 25**

Tell the students that they are going to learn about some punctuation marks and mechanics.

Explain some of the functions of the comma, colons, semicolons and apostrophe. Let the students see the example on the student's textbook. Focus on how punctuation changes meaning. For example, the comma has changed the meaning in the example given in the student's textbook. Focus also on the functions of the punctuation marks. Allow students to punctuate sentences given in Activities 2.15, I, II, and III in the student's textbook. Then provide the answers referring to answers in the teacher's guide in this section.

➔ Answer key for Activity 2.15, I

Punctuating using the comma (,) and the apostrophe (')

1. I thought registration day would be tiring, but I didn't know I'd have to stand in so many lines.
2. The foundations of the house had been poured, but, to his disappointment, nothing else had been done because of the carpenters' strike.
3. The grass was flourishing, but the rest of the lawn unfortunately, was dying.
4. Professors are supposed to be absent-minded, and I've seen plenty of evidence to support that claim since I've been in college.

Answer Key for Activity 2.15, II

Punctuating Sentences Using Colon (:)

1. He was planning to study four subjects: mathematics, physics, chemistry, and economics.
2. I didn't have time to get changed: I was already late.
3. There was one thing she loved more than any other: her dog.

Answer Key for Activity 2.15, III

Joining sentences using the semicolon (;)

1. I had to complete the assignment by Friday; otherwise I would have failed the course.
2. The office was closed; consequently, I couldn't pay my bill.
3. The air was beautifully clear; it was a lovely day.
4. I always go to the mountains in the fall; they are at their prettiest time of the year.
5. Our dog seems to have a built-in alarm clock; he wakes us up at exactly the same time every morning.

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UNIT

3

Causes of Road Traffic Accidents

Unit Objective

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

- listen and take notes;
- listen and explain;
- listen and summarize;
- listen and identify the explicitly stated information;
- locate the implicitly stated information in the listening text;
- skim to find the gist of a text;
- scan for specific information;
- identify the information in a text to answer a given reading comprehension questions;
- infer the meanings of vocabulary words based on the contextual clues;
- write a process using active and passive voice;
- use punctuation marks correctly; and
- ask for and give advice.

Learning competencies

Listening: Listen to take notes, Listen and explain, Listen and summarize, Listen and identify the explicitly stated information, locate implicit information in the listening text.

Reading: Skim to find the gist of a text, scan for specific information, identify the information in a text to answer a given reading comprehension questions.

Vocabulary: Infer the meanings of vocabulary words based on the contextual clues.

Writing: Write a process using active and passive voice

Grammar: Use punctuation marks correctly, ask for and give advice

Background Knowledge

In this unit the students focus on the causes, consequences and possible solutions of road traffic accident in our country. In this respect, they become familiar with the seriousness of the problem from time to time so as to look for timely solution hence, the learners ought to use integrated skills of language to understand and address the magnitude of the problem. They have to discuss and share ideas about the psychological, social and economic impacts of the problem based on various forms of listening and reading extracts. Vocabularies and language areas related with causal-effect relationships and asking for and giving suggestions should be focused. In order to put that in practice, related posters/pictures, newspaper articles, and even real objects that facilitate the teaching-learning process could be used as indicated below

Listening Skills

3A.1 Introduction.... Causes of road traffic accident

? **Activity 3**

In this section of the listening skills development, the students are expected to enhance various sub-skills of listening. To that end, they are going to listen to a lecture note read by you or a recorded material about causes and effects of road accidents in different parts of the world.

Before listening to the text, ask the students to look at the pictures above and brainstorm ideas individually about the potential causes and effects of road traffic. Then, let them share information with their partner on the ideas they have generated individually. Let them visualize what exactly comes to their mind when they look at the posters above. Ask them to share their views about the potential causes and consequences of road traffic accident they have witnessed so far. Ask for the genuineness of their ideas in relation to the pictures/poster they look at. Let them associate the causes with the possible consequences, prevalence and seriousness of the road traffic accident problem. Finally, Make sure that the students are motivated and ready to listen and do various listening activities that are to follow.

Answer key for Activity 3A. I

1. Various causes and effects of accidents related with road traffic
2. Poor road quality and some other related causes could be cited
3. They are very much realistic in our daily life

3A. 2 Listening text:

Now the students are to listen to the listening lecture note read by you or from recorded material; let them do the listening comprehension questions that follow it accordingly. So, make sure that they have set purpose for their listening by going through listening comprehension questions and developing some anticipation based on the title and their background knowledge of the text. Teach them some key concepts that might block their understanding. Ask them to take some note while listening to complete the while-listening questions.

Every day thousands of people are killed and injured on our roads. Men, women or children walking, biking or riding to school or work, playing in the streets or setting out on long trips, will never return home, leaving behind **shattered** families and communities.

Millions of people each year will spend long weeks in hospital after **severe** crashes and many will never be able to live, work or play as they used to do. Current efforts to address road safety are minimal in comparison to this growing human suffering.

Road traffic injuries are a growing public health issue, disproportionately affecting **vulnerable** groups of road users, including the poor. More than half the people killed in traffic crashes are young adults aged between 15 and 44 years – often the **breadwinners** in a family. Furthermore, road traffic injuries cost low-income and middle-income countries between 1% and 2% of their gross national product – more than the total development aid received by these countries. But road traffic crashes and injuries are **preventable**. In high-income countries, an established set of interventions have contributed to significant reductions in the incidence and impact of road traffic injuries. These include the enforcement of legislation to control speed and alcohol consumption, mandating the use of seat-belts and crash helmets, and the safer design and use of roads and vehicles.

Reduction in road traffic injuries can contribute to the attainment of the Millennium Development Goals that aim to halve extreme poverty and significantly reduce child **mortality**. Road traffic injury prevention must be incorporated into a broad range of activities, such as the development and management of road **infrastructure**, the provision of safer vehicles, law enforcement, mobility planning, and the provision of health and hospital services, child welfare services, and urban and environmental planning.

The health sector is an important partner in this process. Its roles are to strengthen the evidence base, provide appropriate pre-hospital and hospital care and **rehabilitation**, conduct advocacy, and contribute to the implementation and evaluation of interventions. The time to act is now. Road safety is no accident. It requires strong political will and **concerted**, sustained efforts across a range of sectors. Acting now will save lives. We urge governments, as well as other sectors of society, to **embrace** and implement the key recommendations.

World Health Organization World Bank Group Report, 2004

III : True or False

Ask the learners decide whether the following sentences are true or false according to the information provided in the listening text. Let them try this exercise first individually and then share their ideas with their partner. Finally, give them your feedback based on the answer key suggested for III.

Answer key for III

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

IV: Completion

This is the part where the students show up their listening strategy of identifying main and supporting ideas. In this respect, ask the students to complete the missing information in the following chart as per the evidence they have got from the listening text. Then, let them be in pairs and check their answers. Finally, provide them your feedback on what they have done individually and in pairs based on the suggested answer key for this exercise.

➔ Answer key for IV: Completion

Causes of Road Traffic Accidents	Effects of Road Traffic Accidents	Solutions to the problem
Poor road quality, speed, non-use of belts, helmets, lack of law enforcement	Injuries, deaths, shattered families and communities, social, psychological and economic impacts.	Provision of safe vehicles Law enforcement Development and management of roads Provision of health and hospital services

B Speaking Skills

Conversation Practice

? Activity 3

In this unit, the student practice about traffic procedures. So, ask them to focus on such questions as: what they know about traffic laws; how these laws could be applied in traffic roads.. So elicit and list some words with traffic procedures as used in the dialogue. Ask them to share their ideas with their partner first and then with you based on the answer key provided for this section.

➔ Answer key for II

1. Can you tell me what happened?
2. What was your speed?
3. Tell me what exactly happened?
4. I was driving with 40km/hr.
5. What is the speed limit?
6. Why did you take the wrong side?
7. What should I do know?
8. How long does it take?
9. Yes, it is clear.

3B.1 Speaking: Asking for and Giving Opinion



Activity 3

In unit1, the students dealt with this issue of asking for and giving opinion thoroughly; however, as this is very important in their daily life English communication, ask the students to practice how to ask and give opinion about the social, economic and psychological impacts of road traffic accidents in our country.

Let them Rehearse the model conversation below between Tedla and Selamu in their text book under activity 3.3. Then, ask them to identify the expressions of asking for and giving opinion. Finally, let them act out in a similar dialogue of their own.

➔ Possible Answer key for 3.3, III

Formal Expressions

- I think/I don't think.....
- I'm fairly certain that.....
- I'm quite certain that.....
- I would have thought that.....
- I'm absolutely certain that.....
- I'm convinced that.....
- I strongly believe that.....

Informal Expressions

- I believe that....
- I don't doubt that....
- I feel certain that.....
- My impression is that...
- as I see it....
- It seems to me that...
- It strikes me that

➔ 3B. I, IV Answer key

Let the students come up with various alternative options of asking for and giving opinion expressions from the given list in the table. Like

1. From my perspective,...
2. From my point of view...
3. I am certain that ...
4. What is your opinion on...
5. What if

3B.2 Speaking: Participation in Discussions

? Activity 4

In this section the students are going to discuss about the causes, effects and possible solutions to road traffic accidents in our country. Let them individually generate ideas on causes and effects of road traffic accidents in their home town/ village. Then let them get into a group of four and assign a group member who can lead the discussion, take notes and finally report to the whole class. Ask them to discuss and present their ideas on causes, effects, and solutions to road traffic accidents in Ethiopia through their representative in 5-7 minutes. Finally, give them possible responses/feedback for each group.

? Activity 5

→ 3B.3 Speaking: Giving public speech

In this section, they are going to make a public speech to the class on a topic related to road traffic accidents. This is an activity performed by individuals in front of the whole class. The public speech takes between 7-10 minutes. Let them follow the following procedure to complete the task.

1. Ask them to Choose a topic from the following:
 - a. The importance of having codes of rules for pedestrians
 - b. The importance of wearing helmets and safety-gloves by motor cyclists
- importance of having act the role of a public speaker for your classmates The importance of taking serious measures on those who violate traffic codes
2. Let them make good preparation beforehand.
 - Knowing the purpose of their speech
 - Knowing their audience
 - Researching on the topic and having enough knowledge (gathering enough data through reading, asking;
 - Organizing their speech coherently-considering how they frame their speech

(identifying important points, following clear introduction-development-conclusion)

- Being conscious of their language usage
 - Using their body language effectively;
 - Adjusting their volume of speech for a maximum effect;
3. Rehearsing their speech thoroughly before the presentation;
 4. Starting confidently and Closing their speech with final strong words of sincerity and appreciation of the audience.

Reading Skills

3C.1 Socio-economic impacts of road traffic accident



Activity B

In the listening and speaking section of this unit, the learners have been looking at the impacts of road traffic accidents from various perspective of the problem in relation to the listening and speaking skills development. Now in this sub-section they are going to see still another aspect of the problem, i.e. its socio-economic impact in light of the reading skills enhancement. Before dealing with the reading text, let the students give their impression on the trigger question under activity 3C.1 in their text book.

← Possible answers for 3C.1

1. By causing the loss of human and economic resources
2. By way of losing the income sources of families
3. The creation of various social, psychological and economic unrest

II. Now ask the student to generate ideas for the pre-reading questions raised above. Let them share ideas with their partners and establish awareness to individually read and understand the reading text below. Provide all the necessary feedback that helps them understand the text easily and well.

III: Contextual Meaning of Words

In this sub-section of the reading skills practice, the students are expected to find from the reading text words that are similar in contextual meaning with the following words/expressions. Let them share ideas with their partners and with you before working the exercise below. Give them final feedback based on the answer key provided for III.

➔ Answer key for III contextual meaning

- | | | | |
|-------------|-----------------|-----------------|-------------|
| 1. Horific | 2. assymetrical | 3. catastrophic | 4. gigantic |
| 5. episodes | 6. adversely | 7. livelihood | |
| 8. severity | 9. fatality | 10. orthopedic | |

IV: True or False Items

In this part the learners should use their quick idea fixing strategy of scanning to identifying some specific ideas that are related or not related with what they have read. Ask them to decide whether the following statements True/False according to the literal information stated in the reading text. Then, let them work together and share ideas with their partners and with you.

➔ Answer key for 3C.4: True or False Items

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

V: Reading comprehension questions

This is the part of reading skills activity where the students are expected to use varieties of reading strategies to enhance their reading comprehension ability. To that end, let them answer the reading comprehension questions below based on the information directly and indirectly stated in the reading text. Ask them to work individually and in a small group of three to share their ideas with their partners. Finally, provide them your feedback based on the answer key suggested for this activity under V

Answer key for V Reading comprehension

- Information
- Yes/No. let them justify that.
- Let them justify that.
- Timely measures should be taken to reduce road traffic accident
- Emphatically... see that text starts with the most important and moves to the least.
- Elicit from them and discuss
- Scanning

VI: Table completion

Complete the sketches below based on the information stated in the text, then, paraphrase the reading text information in your own language and present the written/summary or paraphrase to your partner orally. Complete the sketches below about the main and supporting ideas of the reading text

Paragraph No	Main idea	Supporting Details
Paragraph 1	Road accident has attracted the attention of many stake holders	Many people are dying and getting inured; .timely measures are not taken;.the future is still gloomy
Paragraph 2	Low income countries are facing the highest rate of road traffic accident	it is the highest in low and middle income countries; these countries have very few vehicles; the causes seem to continue
Paragraph 3	Ethiopia's case is the highest in the world	It is the highest in sub-Saharan Africa; .The death/inury rate is thirty times higher than that of the USA; the condition is getting worse
Paragraph 4	In Ethiopia it is one of the leading causes of death	Sometimes it is equal with malaria; It is focus area of public health and development even in the future

Paragraph 5	It affects the whole community	Leads families and communities to poverty; Affects national economy
Paragraph 6	The problem is very severe, shocking and catastrophic	sufficient work has not been done; timely and accurate data need to be collected and analyzed 3 the trends must be seen periodically

D Vocabulary Skills

3D.1 Guessing Skills, Word Formation, Phrasal Verbs

? Activity 3

I. Contextual Guessing Skill: Given the mass of words students are supposed to learn, there is no way they can learn all. It would therefore be more useful to familiarize the students with contextual guessing skills for dealing with unfamiliar words; most vocabulary learning takes place out of classroom setting and tends to be done alone at home; hence, it would be beneficial for students if they get ideas on how best to approach this task on their own by employing such contextual guessing clues as synonyms, antonyms, word structure and the like.

II. Now in this activity ask the students to use the context to guess the meanings of the words (phrases) written in bold. Then, let them share ideas in pairs with their partner and write their meanings and the contexts clue that has helped them to guess the meanings. Finally, provide them feedback on the exercise based on the answer key

8→ Answer key for I: Contextual Guessing

1. Meaning: vague, ill-defined... clue, explanation to students
2. Meaning: fictitious, false. Clue writer, news paper writer
3. Meaning : trivial, simple, Sudanese ,style
4. Meaning: right, privilege, individual's right
5. Meaning: having attention disorder deficit, distracted, calm, atmosphere
6. Meaning: natural objects found outside earth. Sun,moon,stars.

III. In this part, the students get the chance of contextually guessing the meanings of words from a text. So, ask them to guess from the following passage the meaning of the target words that are written in bold. Let them guess the meanings of the words and write what kinds of contextual guessing clues have helped them to arrive at the meaning. Let them share their ideas on the activity in pairs and with you as a strategy of getting feedback. Finally provide them some feedback based on the suggested answer key for this activity.

➡ Answer key for III Contextual Guessing

1. Elusive : rarely seen...clue peace, quality of life
2. Unrest: Confusion, turbulence : clues look around, lack of peace, tension
3. Attainable: achievable, obtainable: clues practically achievable
4. Invigorating: strengthening, vitalizing: clues not boring
5. Unpredictable: can't be foreseen: clues, because. But...
6. Misconception: mistaken belief, wrong ideas : clues, rid off,

3D.2 Word Formation (Prefixes, suffixes)

This is the sub-section of vocabulary learning where by students could learn about increasing their word power through word formation process of prefixes and suffixes. So, let the students generate some ideas of their own on the issue before working on the activities given. Ask them to give ideas about on the trigger questions in their text under activity 3D.4

➡ Answer key for 3D.2

1. Anything that is added on the base word
2. They are inserted before or after the root word

Based on the information they provide for the questions posed above, ask them to identify the root, prefixes and suffixes in the following words and determine their word class/ grammatical class. Then, let them discuss with their partner whether the affixes are class changing or class maintaining.

➔ Answer key for 3D.2 word formation table

prefix	Root	suffix
Anti-	establish	-ment
Pre-	-	requisite
Un-	kind	-ness
Dys-	function	-al
In-	effect	-ive
Mis-	calculate	-ed
Un-	change	-able
Dis-	proportion	-al
Ill-	manner	-ed

III. In this part they should apply what they have learnt from the activities above in actual use situation of their own; hence let them generate individually about ten words that are formed through affixation. Then, ask them to get into a small group of three and discuss on the word formation process and the grammatical class of the words they have formed. Finally, you provide them your feedback on their free practice idea of the word formation process.



Activity 8

➔ Possible Answer key for I

1. Practioners 2. Intervension 3. Prevention
4. Injuries 5. Development 6. Collaboration
7. guidance

3D.3 Phrasal Verbs:



Activity 9

In this section of vocabulary learning practice, the students are expected to enhance their word power from the contextual use of phrasal verbs such as (let *in*, let out, let off, let by) that combine a verb with a preposition or adverb or both and that function as a verb whose meaning is different from the combined meanings of the individual words. Ask the students to look at the phrasal verbs below and practice their meaning and use in sentential contexts of their own first individually. Then, let them cross check their sentences with their partner. Let on, let out, let up, let down, let be

II. Ask them to select the phrasal verb that best completes the sentence. Then, let them share ideas with their partner and with you. Give them the final feedback when they complete the exercise based on the answer key given for 3D.3

➡ Possible answer for I

1. Allow
2. Forgive
3. Reveal
1. Yes, it is possible to guess the contextual meaning of the phrasal verbs, though some times they are quite difficult to guess contextually.

➡ Answer key given for II

- | | | | | |
|-------------|----------------|------------|------------|--------------|
| 1. Let out | 2. Let off | 3. Let on | 4. Let off | 5. let up |
| 6. Let down | 7. Letting off | 8. Let out | 9. let up | 10. Let down |

III. Ask the students to contextually guess the meaning of the bald and underlined phrasal verbs from the sentences give below. Then, let them share their ideas with their partners and with you to get the feedback

➔ Answer key for III.

- | | | | |
|-------------|----------------------------|--------------|-----------------|
| 1. Disclose | 2. Released | 3. Lessen | 4. Disappointed |
| 5. Allow | 6. Marched | 7. Motivated | 8. Disregard |
| 9. Accept | 10. Found in unknown place | | |

E Grammar Skills

3E.1 Adverbial clauses of Reason

? Activity 30

In this sub-section of language focus, the students are going to deal with adverbial clauses of reason. Before getting into the details of the section, let the students individually try to answer the following questions. Then, ask them to share their ideas with their partner and with you based on the information they generate for the trigger questions given below. Accept the ideas they generate freely and let them come to consensus on the basic issues of the trigger questions under activity 3E.1 in their text book.

II. Ask the students to identify first individually and then with their partners the adverbial clause of reason in the sentences given below. Then, ask them to share ideas in a small group of three and give them your constructive feedback.

➔ Answer key for II: Adverbial clauses of Reason

1. because I like singing.
2. because he is rich.
3. Since he has apologized
4. As he was not there
5. that you have come.

III: Ask the learners to put a tick next to the 5 sentences that have examples of adverbial clauses of cause/reason. Then, let them share ideas with their partner and then with you after they have done the activity. Give them further feedback and explanation on the exercise.

1. She likes the red dress more than her friend does.
2. Since we handed the essay in early, we got a two-day break from studying.
3. If you buy a lottery ticket, you might win some money.
4. As I don't live in Addis anymore, I can't see Entoto from my window.
5. I lift weights because I want to get stronger.
6. f. Unless you're already happy with your phone, you should get an upgrade.
7. She was glad that he came to the party yesterday.
8. Because he had not wrapped up warm, he caught a cold.
9. As soon as they finish the housework, they will start cooking the dinner.
10. Although he is a qualified teacher, he is working as a waiter to pay his bills

IV. Let the students join the clauses using an adverb of cause/reason. More than one option is possible. Then, ask them share ideas on the exercise they have done with their partner and with you. Provide them the relevant feedback on the exercise based on the answer key provided for this activity

Answer key for IV

1. I want to meet you. I will come to your work.
I will come to your office because I want to meet you.
2. He has written a letter of complaint. We have to refund his money.
We have to refund him his money as he has written a letter of complaint.
3. It is snowing. I will have to cancel the road trip.
I will have to cancel the road that it is snowing.
4. She was disappointed. You failed your English exam.
She was disappointed that you failed your English exam
5. you didn't pick up the phone. I left a voicemail.
Because you didn't pick up the phone, I left a voicemail.

V. Ask the students **to** identify some model adverbial clauses of reason or cause from the essay they developed for the “causes and effects of road accident in our country”. Let them check their answers with their partner and practice using the clauses in their own sentential context. Finally, let them give feedback each other and you provide them your feedback based on what they have elicited for you.



Activity 31

I. Adverbial Clauses of result/effect:

In this sub-section of language focus, the students are going to deal with adverbial clauses of result/effect. Before getting into the details of the section, let them individually attempt to answer the following questions. Give them your feedback and explanation for each of the following trigger questions. As far as they are in the right track, free responses are acceptable.

- What are adverbial clauses of result/effect?
- How are they different from other types of clauses?
- What are the focus areas of these kinds of clauses?
- Write down some examples of your own adverbial clauses of result/effect.
- Check your clauses with that of your partner’s for a few minutes.

II. Ask the students to identify Adverbial clauses of result/effect in the following sentences. Let them do it first individually and then in a small group of three. Then, ask them to share their ideas with their partners and with you to get feedback. Finally, let them have your constructive comment based on the answer key given for this activity.



Answer Key for II

-**so severe that thousands perished.**
- They fought **so bravely that the enemy fled.**
- He is **such a good man that all respect him.**
- He spoke in **such a low voice that few people could hear him.**
- She was **so weak that** she could hardly stand.
- It was **so hot we didn’t go out.**

III. Ask the students **to** complete the following clauses of result/effect with their own clauses. Let them share ideas about the exercise with their partners and with you. Give them further feedback and examples on the structure and use of this activity.

➡ Answer key for III ... Accept various options

1. He wears eye glass so that he could read better
2. He is such a kind man that he supports the poor
3. We started early in order that to finish it soon
4. I like visiting historical places so that I could learn about them
5. Hawassa is such a beautiful town that many tourists visit it every day.
6. She is such a nice person that everybody likes her.
7. She started to listen to the BBC so that she could improve her English.
8. He spoke loudly in order that everybody would hear him.
9. It was raining so heavily that we didn't go out.
10. The injury in her leg was so serious that she couldn't walk.

✍ Writing Skills

3F.1 Mechanics of Writing

? Activity 32

Let the students Individually generate ideas and jot down what they know about the semicolon, apostrophe and hyphen in writing. Then, ask them to get into groups of three and share their ideas with their partners. Let the students insert the appropriate punctuation marks of semicolon, apostrophe and hyphen wherever it is necessary under activity 3E.8.2

➡ Answer key for II: Punctuation

1. Some people spend a lot of money hiring people for wedding services; they are lucky to have such talented friends.
2. Each flower has its own personality; some seem shy and others seem bold.
3. On the day of the wedding, we're going to rent a limo.
4. My brother's wife will make the arrangements.

5. She's a great party organizer.
6. The groom danced with his new **mother- in -law**.
7. It was a spectacular, fun- filled day for everyone.

III. let the students read the following paragraph. Ask them to edit the text by adding semicolon, apostrophes, and hyphens where needed. There may be more than one correct way to edit some sentences. Let them consider how the punctuation they choose affects the meaning of the sentence and share ideas with a small group of three students. Finally, give them feedback based on the answer key given for activity III.

I was a little nervous about the interview; it was my first in years. I had to borrow my roommate's suit, but it fit me well. A few days ago, I started to research the company's history and mission. I felt like I was well- qualified for the job. When I arrived, I shook hands with the interviewer; she had a strong grip! It nearly caught me off guard, but I did my best to smile and relax. I was a little distracted by all the books in the woman's office; she must have had a hundred books in that tiny room. However, I think my responses to her questions were good. **I'll** send her an e-mail to thank her for her time. Hopefully, she'll call me soon about the position.

3F.2 Descriptive Writing through Process Approach

Descriptive writing is an attempt to give a clear picture of people, places, objects, or events using descriptive language and sensory details. Descriptive writing process can include such steps of writing like:



Activity 33



Answer key for 3F.2, I

1. , Orange fur, black and white, soft, ,
2. Adorable active, tired, sleepy
3. Yes, there are subjective and objective descriptions. Subjective description is related with emotions while the objective description is about reality.

Make the student's note that in descriptive writing process of persons, places or objects. The attempt they make to create a vivid picture of the things they describe is very important. To that effect, the use of sensory detail by using figurative language, adjective/adverb modifiers and literary devices is very important. Ask them to discuss in pairs the importance and the use of modifiers, figurative language use and literary devices for subjective kind of description. Let them tell you the difference between subjective and objective descriptive writing process. After they have gone through the steps of process approach for their descriptive writing, they need to frame their descriptive essay/paragraph under such outlines as: title of the description, topic sentence/thesis, paragraph/s, how they divide the supporting details/ paragraph/s, details of each paragraph and conclusion.

Ask them to look at the paragraph level description of a person in the following text and identify the important frames needed for descriptive writing as stated above. Then, ask them to describe one of their classmates using all the important steps of descriptive writing either at paragraph/essay level or let them imagine whom their description refers to among their classmates. Based on this free practice activity, give them further feedback and explanation on all the important steps and procedures of descriptive writing

Mr X is of medium height, but the thinness of his body and the length of his legs give him the appearance of being much taller. The green coat he is putting on seems to have been once a smart garment, but has originally been worn by a much shorter man than Mr X, for the soiled and faded sleeves scarcely reach his wrists. It is buttoned closely up to his chins and is stretched tightly around his back. His scanty blank trousers are worn thin with those shiny patches which are sure signs that they have been well used for many years. On his feet he wears a pair of patched and mended shoes, above which could be seen his dirty white socks. His long black hair is covered in untidy wave from underneath each side of his old pinched –up hat. Glimpses of his bare wrists could also be seen between the tops of his gloves and cuffs of his coat sleeves. His face is thin and haggard, but indescribable air of cheeky confidence still remains in his overall impression.

3F.3 Cause-effect Writing:



Activity 34

Cause-effect writing gives the learners an opportunity to see the nature of relationships that could exist among different things. So, ask the students to generate ideas on the issues stated below before getting into the details of the writing process. Let them know the concept and framework of the cause effect writing process from the ideas you elicit from the learners and the explanation you give them. Ask them if they could identify the cause-effect premises in the following propositions. Then, let them individually develop their own cause-effect paragraph/ essay on any one of the following causal-effect relationship premises. Let them try to provide all the necessary steps of process approach to writing cause-effect essay/paragraph and use the appropriate transition words. Let them comment each other with their partners and give them your constructive feedback on their overall framework and the cause-effect paragraphs/essays they generate on any one of the following premises.

I. Let the students rewrite the given sentences under activity 3.13 using the conjunctions given in the bracket



Answer key for 3.13, II

1. It was raining heavily, So, I stayed at my office
2. Because she made on big mistake, she lost her job.
3. The football game was cancelled due to heavy rain
4. I spent all my money in the first week; as a result, I had no money to buy air-ticket.
5. They had to postpone the meeting, because of the strike.

Cause	Effect
My alarm clock didn't ring	I wake up late
I had to go back home to fetch my cell phone	I missed the bus
my day had been going so badly	I was in a bad mood and I shouted at my friends
I was in such a bad mood	they didn't want to hang out with me and they left

III. Let the students Identify the different conjunctions and transitional words they can use to show cause and effect. Let them Compare their answer with a partner.

Possible Key for III

Because, since, due to, as a result, consequently,

IV. Let the students use one of the set of sentences to write a cause-effect paragraph. Ask them to add some more sentences of their own to develop the paragraph adequately. Let them use appropriate conjunctions or connectors to keep the logical flow of ideas below.

- a. I liked business in high school
Salaries in the field are high
I have an accountant aunt
I am good with numbers
I chose to major in accounting
- b. I reduced work hours
My income decreased
My employer got irritated
I got more time to study
I got more time for my family and friends
- c. Poor quality of roads
Inefficiency of drivers
Carelessness of pedestrians
Lack of law enforcement
Loss of life

Physical injuries

Loss of economy

Mental damages

III. Now let the students write an essay of three paragraphs on ‘Causes and effects of road accident’. Ask them Use the following notes as a start and develop it by adding ideas of their own. Ask them not to forget to use appropriate conjunctions or connectors of cause and effect.

Poor quality of roads

Inefficiency of drivers

Carelessness of pedestrians

Lack of law enforcement

Loss of life

Physical injuries

Loss of economy

Mental damages

3F.4 Summary Writing



Activity 35

In this sub-section the students are expected to learn about the concept and mechanisms of summary writing. Before dealing with the concept, let them individually generate ideas on such trigger questions as: What summary writing is, why they need to summarize, when they need to summarize, and how they go about summary writing. Elicit ideas from the students on these ideas and let them share their ideas with their partners. Then, provide them your constructive feedback and explanation on the ideas raised above.

II. Ask the students to individually summarize the following cause-effect essay in their own language. Let their summary be 1/5th of the original text. Ask them to check their summary with that of their partner. Finally, give them your constructive feedback on the final version of the summary they have generated.

III. Ask the students to remember the causal-effect essay they developed for the “causes and effects of road accident in our country”. Let them individually summarize the essay by 1/4th of the original. Ask them to check the inclusion of main ideas and language use with their partner. Finally, give them further explanation and feedback on the overall framework of the essay.

UNIT

4

People and Natural Resources

(16 periods)

Unit Objective

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

- explain the theme of the listening text;
- summarize a text based on important points;
- identify relevant points from a listening text;
- pronounce triphthongs correctly;
- make presentations in front of audiences;
- discuss how to conserve natural resources;
- skim to find the gist of a text;
- scan for specific information;
- infer the meanings of new words based on the contextual clues;
- pronounce triphthongs correctly;
- make presentations in front of audiences;
- ask for direction accurately;
- identify prefixes and suffixes;
- write expository paragraph on how to conserve natural resources;
- use adverbial clause of purpose correctly;
- identify the meaning of some new phrasal verbs; and
- use punctuations and mechanics correctly.

Learning Competencies and Language Focus

- **Listening:** Listening for gist, specific information, identifying author's intent
- **Speaking:** Public speaking, expressing complaint, asking for and giving direction, giving suggestions

- **Reading:** Read newspaper, articles, book chapter etc. related to indigenous natural resource conservation
- **Vocabulary:** Words from the passage (conservation, natural resources, etc.), phrasal verbs
- **Writing:** Punctuation and mechanics, writing informative or expository paragraph.
- **Grammar:** Parts of speech; nouns, pronouns, etc., (Simple future tense, future perfect, and descriptive adjectives)

Listening Skills

4A.1 Listening Text 1: Care for Natural Resources



Activity 4

Teacher, you can ask students about the unit topic and can introduce this lesson. You should then lead students to the main lesson and introduce the listening topic to students. You give instructions to do the pre-listening tasks. You make students respond to questions in activity 4.1. Let students look at the questions in pairs, and reflect on the questions. They can also portray the natural resources they see in their surroundings. Your follow up is important while students work on the activities. Please check and help them show their ability of thinking and reflecting on concepts related to the topic. These can also be extended to a group work (group of three or four). Then you read the instructions and ask students to share their opinions, while you are monitoring who is participating, and who is not so. Then you ask students the meanings of some words taken from the listening text. Students may explain who takes care of the natural resources in their areas. They describe the natural resource found in their surroundings (this all needs 4 to 6 minutes).

Answers Key for Activity 4.1, I

1. Students explain their own views or experiences
2. Students explain the natural resources found in their surrounding
3. Students explain the responsible people who takes care of natural resources

4. Students define the words:

- **Expansion** - increase/ extension
- **Migration** - movement
- **Urbanization** - make a village or an area a town or city
- **Resettlement** – relocation
- **Sustainability** – able to maintain continuity

II. Following this (doing Activity 4.1 I) you read the listening text and students listen to the text and work on the while listening activities (Activity 4.1 II and III). You give the talk or read the text at least twice. You should not read too fast or too slow. You should read in a speed that could enable students to follow you. The students choose the correct answer for statements taken from the listening text. Here you should follow up students' effort in participating, and monitor their work till students finish doing the activities. This also requires 6 up to 8 minutes.

➡ Answer Key for Activity 4.1, II

1. D
2. Severe soil loss, low vegetative cover, unsustainable farming practice, continuous use of dung and crop residues for fuel, overgrazing, and destruction and/or migration of wildlife
3. B

➡ Answer key for Activity 4 .I, III

- | | | |
|-------------------|------------------|------------------|
| 1. Interconnected | 2. Population | 3. Burden |
| 4. Sustainability | 5. degradation | 6. unsustainable |
| 7. Amplified | 8. Deterioration | |

Students should also workout the post-listening activities (Activity 4.1 IV). In this activity, students explain the causes which endanger natural resources. They also look for solutions. You give guidance and monitor while students discuss.

➔ Answers Key for Activity 4.1, IV

1. Student list endangered natural resources in their areas.
2. They also identify the causes which make the natural resources endangered.
3. Students find solutions for the causes.

Listening Text to Unit 4

Care for Natural Resources

Ethiopia is gifted with abundant natural resources of adequate landmass, fertile soil, favorable climate, water, wildlife, and others. Many of its resources are not properly identified, well managed, and fully exploited.

In Ethiopia, natural resources are under the influence of various interconnected factors like population pressure, agricultural expansion, migration, rapid urbanization, resettlement, climate change, and environmental pollution. Its huge population number had been putting a great burden on the sustainability of almost all types of natural resources. There is, therefore, serious degradation of land, water, forest, rangeland, and wildlife resources that appear to feed off each other. This results in severe soil loss, low vegetative cover, unsustainable farming practice, continuous use of dung and crop residues for fuel, overgrazing, and destruction and/or migration of wildlife, which again are intensifying the degradation of available resources in a vicious circle. The process ends with amplified environmental consequences such as water quality deterioration, biodiversity decline, and averts ecosystem services.

The Ethiopian governments have taken several steps to address these problems like launching soil and water conservation campaign, tree planting programs, and others; success to date, however, has been limited.

Source: <https://link.springer.com/article/10.1186/s40068-020-00194-1>(online resource).

Speaking Skills

4B1 Pronunciation

Triphthongs



Activity 1

In this section you are going to teach students about triphthongs. Ask students what they know about diphthongs. Then, you need to help students identify pure sounds, diphthongs and triphthongs. Students should identify words that contain diphthongs and indicate the diphthong sounds (Activity 4.2 I). After this, explain what trip thongs are. You need to elicit answers from students. Let the students work on Activity 4.2, I.



Answer Key for Activity 4.2, I

1. Triphthongs Examples: Layer, lawyer, lower, slower, etc.
2. Triphthongs are three vowel sounds that occur consecutively and can be separated in different syllables.

Note: As well as they are identifying the sounds, encourage the students to pronounce such words. You clarify that triphthongs are when a sound contains diphthongs followed by schwa “ə”.

Explain that triphthongs contain three vowel sounds, and give some examples. Tell students that there are five triphthongs in English. Let students read a paragraph in Activity 4.2, II and identify words that contain triphthongs. Allow them to compare their answers.



Answer Key for Activity 4.2, II

Lawyer, hour, admired, power, trial

In Activity 4.2 III, students should group the given words under the five triphthongs

sounds. The purpose of this lesson is to give students a highlight of pronouncing words correctly.

🔑 Answer Key for Activity 4.2, III

eɪ + ə: ɔɪ + ə:

1. layer, mayor, player;
2. lawyer, royal, soya;

ɑɪ + ə:

ɑʊ + ə:

3. admire, fire, hire;
4. power, tower, hour

əʊ + ə:

5. lower, slower, mower;

4B2 Making Public Speech

? **Activity 2**

In Activity 4.2, IV students are going to make a speech on forest conservation. Teacher need to guide students to prepare their presentations on the topic given. Teacher need to remind students about the purpose of the presentation, students have to prepare a speech for for a particular audience. Students are going to search for information as to how people use indigenous knowledge to conserve forests. Please encourage them to list ways of conservation local people use to protect forests. Then motivate them to compare their lists in groups. Finally, instruct them to develop their lists, recite and present their speech orally.

🔑 Answer key for Activity 4.2 IV

Let students prepare their speech on the topic given and present to the class. Teacher should help them prepare the presentation for the appropriate audience. Teacher also should also give guidance while students do the following things.

1. Students should make notes on the given topic as preparation for making speech.
2. They compare their notes and develop the notes.
3. Students revise and recite the notes.
4. Students should make public speech for their class.

4B3 Asking for Directions



Activity 4

In this lesson students are going to practice how to ask for direction and respond to questions that ask directions. Teacher should give clear instructions and monitor while students are working on Activity 4.3, I. She/ He can also provide examples if there is a need. Students should practice writing questions that ask for directions.



Answer key for Activity 4.3, I

Students should write questions that show directions to indicate location of natural resources like: how can I get to the Awash National park? How far is the park from here?

In Activity 4.3, II, teacher needs to give instructions for students to work in pairs. Students should sit in pairs and ask questions to show directions. There will be a turn taking in asking and responding to questions.



Answer Key for Activity 4.3 II

Students sit in pairs and ask questions to show directions. They use the questions they wrote in Activity 4.3 I. They respond using the expressions listed in the textbook. There will be a turn taking in asking and responding to questions.

In Activity 4.3, III students are expected to play a role of asking for direction and giving directions. Teacher need to monitor and guide students while they are playing the roles. Make them sit in pairs and play the roles in each situation in Activity.



Answer Key for Activity 4.3 III

In this activity students are expected to play a role. Make them sit in pairs and play the roles in each situation in this activity.

Example: **student A** may say where is the biology teacher's office? Or how can I get to the biology teacher's office.

Student B: It is in front of the director's office. Or Go straight and turn left. The first room is his office.

➔ .Answer Key for Activity 4.3 IV

The students should play the roles in the different situations in Activity 4.3, III above. They should take turns to ask and respond.

4B4 Expressing Complaint

? **Activity 4.4**

In this lesson students are going to practice how to explain complaints. Teacher should introduce the topic and ask students if they can explain complaints. She/ He should elicit more answers from students. Then she should guide students to work on Activity 4.4, I and Activity 4.4, II. Students should practice expressing complaints and accepting complaints. Students should also work on the activities in pairs or groups to help them internalize.

➔ Answer Key for Activity 4.4, I

1. I am sorry for bothering you. I am studying. Can you minimize the music, please?
Acceptance: I am very sorry; I will turn it off. I am going out soon.
2. Sorry for bothering you but I cannot be concentrated. Can you lower your voice?
3. **Acceptance:** Sorry for bothering you, I am going to read myself now.
4. I'm afraid there is a slight problem with you in taking part in voluntary work.

What is the matter with you?

Acceptance: I am really sorry for making you worry. I will try my best to be part of this kind of work.

➔ Answers Key for Activity 4.4, II

1. Having or getting a single bedroom
2. Getting a project done quickly
3. To get hair cut properly

4B.5 Social Expressions to Say No

Answers Key for Activity 4.5, I

1. I am sorry; I am not keen on visiting natural heritages.
2. If it is Ok with you, I do not particularly like going to mountains.
3. I would prefer to help people in the afternoon if it is Ok with you.
4. I am sorry, I'd rather not to go anywhere at the moment.
5. I am very sorry to say this, but I'd rather not to stop near the parks.

Reading Skills

? Activity 4

Get students ready to read the text on 'Indigenous forest conservation'. You need to make students work on the pre-reading questions in Activity 4.6, I. This can take 4 to 6 minutes. Students should explain what forest conservations are concerned with. They should also answer the pre-reading questions one by one. You need to elicit answers from students. Students should list some ways of forest conservation. They also should guess what the text will be about by looking at the title.

Answer Key for Activity 4.6, I (pre-reading)

In this activity, students explain the questions about conservation of natural resource (item 1, and 2). There is no right or wrong answer. They also define the word 'indigenous' in (item 3).

Indigenous- means originating in and naturally living, growing, or occurring in a region or country. Students could also guess what the text will be about by looking at the title in (item 4).

Then the teacher re-introduces the topic of the reading text and gives instructions to students to read the text. The students should read the text and work the while reading tasks in activities 4.6, II and III under this section.

In Activity 4.6, II students should read the text and answer comprehension questions. They should explain what makes difficult to define the word civilization according to the reading text. They should explain the aspects of civilization. They also should explain all the concepts in the activity.

➡ Answer Key for Activity 4.6, II (while-reading)

1.a

2.d

3. c

4. a

5. b

In Activity 4.6, III students should identify what the given pronoun refers to. Teacher needs to elicit answers from students and give the correct ones.

In Activity 4.6, III, students should identify what the given words refer to. You should follow them and give guidance while students work on the activities. You also need to provide answers to the activities referring to answers in this guide. Please move around and help in every activity.

➡ Answer Key for Activity 4.6, III (referencing)

1. Indigenous and tribal territories
2. The forests outside indigenous territories and protected areas
3. The report
4. Indigenous and tribal people
5. The FAO report

In activity 4.6, IV, students should write a report of what they have observed in their surroundings. This is a post reading activity that would help them conceptualize what they have read. The teacher should give this activity as homework so that students could study the forests around their area and collect information. The teacher should tell students what they should focus on during their observation (who owned the land, what the carbon content of the forest is, and what mechanisms the indigenous people use to conserve the forests). Teacher should monitor while they are editing and rewriting writing the report.

➡ Answer for Activity 4.6, IV

This activity is to help students internalize what they have learnt in the reading text. They research the forests in their surroundings and write a report based on the guidelines in the student textbook. Encourage them to write the report after they finish reading the text and doing the while-reading activities

Vocabulary Skills

4D1. Word Formation (opposites)

? Activity 4

Here tell students that there are many ways of forming new words. You elicit from students what they use while forming new words. Get the students work individually to write the opposites of the words in (4D1, Activity 4.7, I). Let the students compare their answer and see the differences. Then you need to give a summary of the strategies they can use to form the opposites of words. In the end, provide them the answers of the activities referring from on this guide.

8→ Answers for Activity 4.7, I

1. forestation 2. unprotected 3. reversible 4. not revitalize 5. tangible

Get the students work on Activity 4.7, II of (4D1) on their own individually and give direct opposites. Students should compare their answers. They can also discuss these activities in groups. Motivate them to explain how they get the opposite words. You can also make students write sentences with the words they found as opposites.

8→ Answers to Activity 4.7, II

1. enemy 2. cheerful 3. innocent 4. vertical 5. trivial 6. decrease 7. outer

4D2. Prefixes and suffixes

Introduce students that they are going to learn about prefixes and suffixes. Let you explain why learning the functions and meanings of prefixes is important

4D2.1. Prefixes

Tell them that the focus of this part of the lesson is on prefixes. Let students work on their own on Activity 4.8 of 4D2.1. Students should define what prefixes are, and identify words with prefixes in a text. Then you allow them sit in groups of three or four and compare their answers. Finally, you provide them the correct answers from teacher's guide and you also motivate them to learn more words with prefixes in dictionaries.

➡ Answer Key for Activity 4.8, I

1. Prefixes are parts of a word that are added to the beginning of the word to change its meaning.
2. Disappeared, researched, reclining, and color-blind
Disappeared- means lost
Researched – means looked for again and again
Reclining- lying back or stretching out on a surface that is slanted or horizontal
Color-blind- someone who is unable to discriminate or differentiate color
3. Students compare their list of prefixes and discuss them.
4. Students look for more words with prefixes in dictionaries and learn their meanings.

Dear Teacher please also guide students to work on (Activity4.8, II of 4D2.1) in the student's text. Allow students to do the activities for 5-10 minutes as a class work. Then receive answers from students and undertake whole class discussion. Let students work out Activity 4.8, III. Give them the answer in this guide, and let students check their answers.

➡ Answer Key for Activity 4.8, II and III

II. Students can write as many words as possible using prefixes listed.

III.

- | | | |
|----------------|---------------|------------------|
| 1. discomfort | 2. mismatched | 3. unglamorous |
| 4. substandard | 5. unnatural | 6. dislocate |
| 7. react | 8. incaution | 9. non-combatant |

4D2.2. Suffixes

Let you introduce the lesson by explaining what suffixes are. Tell them that suffixes are groups of letters added to a word to change the meaning of that word. Let student work on activity 4.9, I and complete the table with the appropriate meanings and give examples. This may take 3-5 minutes. Then let students work in pairs and compare their answers. Let you provide the answers in this guide, and allow them to discuss the rules on formation of suffixes.

➔ Answers to Activity 4.9, I

	Suffixe	Meaning	Example
1.	-ed	past tense of verbs	hopped, loved
2.	-ing	Present participle form of verbs	running, writing, talking (with various options)
3.	-ly	forms an adverb, characteristic of	quickly, slowly (with various options)
4.	-s, es	more than one (plural);	chairs, boxes (with many options).
5.	-able, -ble	able to be	Manageable, defensible(with many options)
6.	-ful	full of	(useful, wishful, careful; with various options)

Then the students should work on Activity 4.9, II. Here students are supposed to apply using the words they learnt in writing a description of one of their life goals. Students should write a description using descriptive words (adjectives and adverbs). They also should swap their writing and circle the adjectives they used.

➔ Answer Key for Activity 4.9, II

1. Here students are going to use the words they learnt in paragraph writing.
2. Check that students used five words with prefixes and five words with suffixes to describe their life goals.
3. Allow students to check their paragraphs
4. Let students swap their paragraphs and circle the prefixes and suffixes.
5. Let the students correct the errors if any.

4D3: Phrasal words**Activity 40**

Remind students what kinds of phrasal verbs they have learnt in the previous units. Let them work on Activity 4.10, I and II of 4D3 on their own. Students should find the phrasal verbs in a dictionary, and understand their meanings. Then they should write meaningful sentences with the given phrasal verbs. You (teacher) allow them to sit in pairs and compare their answers and correct meanings of the phrasal verbs. Finally, you provide them the correct meanings of the phrasal verbs from the teacher's guide and you also explain the meanings of some phrasal verbs and their functions. Allow students to compare their sentences.

 Answer Key for Activity 4.10, I

- a. Lock out (n) - an occasion when workers are prevented from entering work place.
- b. lock up (n)- a small prison, block of cells at a police station
- c. look around(v) – glance through
- d. look at(v)- turn the eyes toward
- e. look down on(v)- treat someone as inferior
- f. look up(v)- search for information
- g. look into(v)- investigate something carefully
- h. look forward to(v)- await something eagerly/ to anticipate a future event

Note: students can construct sentence with these words in different ways.

 Answer Key for Activity 4.10, II

Students should construct meaningful sentences using the phrasal verbs in Activity 4.10, I, as the examples.

Grammar Skills

4E1: Parts of speech

? Activity 41

Before the students do the activities on parts of speech, let them brainstorm what parts of speech are, and what they can use for the different parts of speech. Make them form a group of four and list the different parts of speech in English. Then students should do Activity 4.11, I and identify the parts of speech in sentences. They should also read the paragraph in Activity 4.11, II and identify the word that should not be there in that paragraph. Teacher should give the correct answer to activity 4.11 I and II. In the end, teacher can give a summary of the parts of speech.

→ Answer Key for Activity 4.11, I

1. Part of speech is a grammatical category or word group in a language to which words may be assigned on the basis of how they are used in sentence.
2. Students should say eight parts of speech and list them.
3. Students should identify the parts of speech in sentences (a-i) as the examples. For example, in sentence (a) the words: girl, letter, teacher, and God as nouns; the, young, long, and quickly as adjectives. Students should also indicate the words brought and disappeared as verbs; the words very, a, then, quickly as adverbs; me, my, and she as pronouns; the word 'from' as preposition, 'and' as conjunction and 'Oh' as interjection. Students should do the same for all remaining sentences.

→ Answer Key for Activity 4.11, II

- | | |
|-----------|------------|
| 3. feel | 11. prefer |
| 4. ✓ | 12. ✓ |
| 5. ✓ | 13. it |
| 6. ✓ | 14. have |
| 7. have | 15. ✓ |
| 8. ✓ | 16. been |
| 9. ✓ | 17. ✓ |
| 10. would | 18. ✓ |

Note: the symbol (✓) means the sentence is correct.

4E2: Simple Future and Future perfect Tenses

? Activity 42

Introduce this topic to students and let them explain the uses and functions of these tenses. Students should read the paragraph in Activity 4. 12 and identify the simple future and future perfect tenses in the paragraph. Then they should discuss the functions of these tenses in groups. You need to follow while students are working on this activity. You can also give additional activities as homework.

→ Answer Key for Activity 4.12

Students should identify the simple and perfect future tenses used in the given paragraph as:

Simple future tenses

1. Five years from now, in August 2021, my little child will begin kindergarten.
2. There will be a space of time between the end of learning those things and the beginning of kindergarten.
3. She will learn how to do these things during the next few years,

Future perfect tenses

1. She will have learned to walk, to talk and to do many other things that she can't do now.
2. But she will have finished learning them at some time before she begins kindergarten.

4E3. Adverbial Clause of Purpose

? Activity 43

Get student in groups of four. Then let students do the brainstorming tasks in Activity 4.13, I. You should intervene in the discussion and ask questions about the functions of the adverbs. Then students should complete the paragraph with the appropriate adverbs of purpose. Following this, students should complete blank spaces in Activity 4.13 II and III with adverbs of purpose.

➡ Answer key for Activity 4.13, I

1. To express the purpose of doing something.
2. Students should write sentences for each like the examples below this activity.

➡ Answer key for Activity 4.13, II

- a. so that b. in order c. in order d. in order to

➡ Answer Key for Activity 4.13, III

1. So that 2. Lest 3 .for fear 4. In order to

Writing Skills

4F1: Punctuation Marks

? **Activity 14**

Introduce the topic and explain the uses of ellipsis, parenthesis, and quotation marks. Allow student to work on activity 4.14, I. Let them punctuate the sentences according to the instruction individually. Then get students work in groups of three or four and compare their answers to questions in Activity 4.14. This activity is aimed to check whether the students have the knowhow to use the above punctuation marks and to develop their skills of using them. Check if they had this skill because it is important for this section and other writing sections. After you check their skills, let them do activity 4.14, II. Check while they are punctuating direct speeches using quotation marks. Then give them the correct answers.

➡ Answer Key for Activity 4.14, I

1. We went to the city ... and arrived home after midnight (Ellipsis shows omission).
2. She said, "I like apples, oranges and bananas ... all fruits." (Ellipsis shortens the quote)
3. What do you want ... to say? (Ellipsis showing pause)

➔ Answer Key for Activity 4.14, II

1. He said, “The case is far from over, and we will win”.
2. “I hope you will be here,” he said.
3. “What would you do if money didn’t matter?” I asked.
4. The king shouted, “Let the games begin!”

4F2: Descriptive Writing

4F2.1. A Guided Paragraph Writing

? **Activity 45**

Please introduce the topic and explain that students will practice writing a descriptive paragraph. Then students should write a descriptive paragraph using the details listed under this topic. This is a guided writing. Students should work individually for 5-10 minutes. Then students should get in groups and swap their essay. They should read and give corrections. Give them guidance what they should consider when they correct. Students should compare their paragraph with the model paragraph. Students should also identify or list the words that are used to describe the nouns given.

➔ Answer Key for Activity 4.15, I-V

- I. Students need to write a descriptive paragraph using the details given.
- II. Students should work in groups and correct each other’s paragraph.
- III. Students have to indicate the words they used to describe the given nouns or words. (For example: perfect place describes the lake; hot describes the air; cool and fresh describe the water; laughing and pleasant noises describe children, etc.)
- IV. Students should compare their paragraphs with the model paragraph and correct errors of their paragraphs if any.
- V. Students should reread the model paragraph and identify the types of words used to describe the nouns given.
 - 5a. Perfect place (adjective) describes the lake; hot (adjective) describes the air, etc.
 - 5b. adjectives and other nouns
 - 5c. but, after, when, and, even

4F2.2: Free Writing**?****Activity 46**

In this lesson students should get the chance to freely write on a topic. Let students do Activity 4.13 in this section. They should think of a natural resource in their area and write a piece of descriptive paragraph on the basis of the given guidelines. Then they should form groups and correct their paragraphs.

→ Answer Key for activity 4.16

1. Students should list things that are happening on natural resources.
2. They should compare their lists in pairs or groups.
3. Using their notes, students write expository paragraph on natural resources in their area.
4. Students sit in groups of four, and they read and correct each other's paragraph.

UNIT 5

Irrigation

Unit Objective

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

- identify and explain the role and importance of irrigation through effective use of integrated language skills;
- listen for general and specific information;
- summarize the listening text;
- synthesize the reading text;
- retell the story by taking notes of important points;
- identify the important information in the texts;
- use the text to create a story;
- predict the message of the text using their background knowledge;
- skim for gist and scan for details;
- infer the meanings of vocabulary words based on the contextual clues;
- write 2 to 3 paragraphs on the advantages of irrigation;
- use adverbial clause of cause or reason; and
- use gerund, infinitive, participle phrases, articles, and the verb mood correctly

Learning Competencies :

Listening: listen for general / specific information, summarize and synthesize listening texts.

Speaking: retell the story by taking notes of important points; identify the important information in the texts and use them to create the story

Reading: predict the message of the text using their background knowledge, skim for gist and scan for details;

Vocabulary: infer the meanings of vocabulary words based on the contextual clues.

Writing: Write 2 to 3 paragraphs on the advantages of irrigation.

Grammar: use adverbial clause of cause or reason; use gerund, infinitive, participle phrases, articles, and the verb mood correctly

Background Knowledge

In this unit the learners are expected to link the background knowledge they have about the role and importance of irrigation system in Ethiopia with learning various language skills. They ought to make use of every information they know about irrigation to enhance their major and minor skills of learning language. To this end, every activity in the students' texts is organized to address the communicative needs of the learners through effective use of every skill of the language in an integrated manner.

Listening Skills

5A.1 Agriculture in Ethiopia

? Activity 1

Let the students look at the pictures and get some impression about listening

Introduction: Introduce to the students that in this section of listening they are going to listen to a teacher read lecture note about irrigation/agriculture in Ethiopia. Before directly dealing with the listening text, ask the students to individually generate ideas about various agricultural practices in Ethiopia. Let them share ideas with their partners on activity under 5A.1 and discuss the questions before moving to the other activities of the listening skill.

Let the students look at the poster/picture that depicts various forms of agricultural practices so far in Ethiopia.

5A.1 In this sub-section of the listening skills practice, the students should brainstorm and link their background knowledge with the text information they are to listen. So before listening to the teacher read lecture note about agriculture in Ethiopia, ask the students to generate ideas individually and share their ideas with their partners on the following trigger questions. Ask them to discuss with their partner for ten to fifteen minutes and then give them your feedback on the free discussion questions of activity 5A.1. In addition, you can teach them some three four important words from the text to enhance their listening

comprehension.

5A.2 This activity gives the students to make use of various strategies of listening to enhance their listening comprehension. So, ask the learners to listen to the listening lecture note read by you to answer the listening comprehension questions that are taken out of it accordingly. Make sure that that students have really tried to link the purpose of the listening text with what is expected from them while listening to the text and after listening it.

The listening Lecture note

Ethiopia is endowed with abundant agricultural resources and has diverse ecological zones. Agriculture is the main source of the economy. The government has identified key priority intervention areas to increase productivity of small hold farms and expand large-scale commercial farms. The country has given renewed emphasis to develop the agriculture sector and ensure food security. Among the top priorities identified by the Ethiopian government include: small and large-scale irrigations development, agricultural inputs supply financing, increasing productivity of crops and livestock, improving agricultural production methods using mechanization, post-harvest loss reduction, developing research-based food security system, and natural resources management.

The government is looking forward to the agro-processing sector as one engine to spur future economic growth. With respect to increasing productivity, the Ethiopian government alongside its international partners has made a number of interventions to support the development of the country's agriculture sector. These activities have contributed to higher yields and increased production of both crops and livestock. At the same time, in an effort to accelerate the country's agricultural development, the government has established the Agricultural Transformation Agency (ATA) to address systemic bottlenecks in the agriculture sector by supporting and enhancing the capability of the Ministry of Agriculture and Livestock Resources.

In order to promote commercial-scale farming, the MoALR created the Ethiopian Agricultural Land and Investment Administration Agency, is dedicated to overseeing any new large-scale commercial farm deals. The directorate's major goals are: to increase productivity, employment, technology transfer, and foreign exchange reserves by attracting investors with incentives and favorable land lease term provisions. Some

of the land targeted for commercial development is considered marginal, prone to conflict, and/or has limited access to water supply. Land ownership is also another complicating factor of the matter. Therefore, investment in commercial farming requires considerable and due diligence. MoALR is supporting the development of the country's livestock sector, which is one of the largest and promising areas in Africa.

In general, Ethiopia's future economic growth depends on the development of the agro-processing sector (e.g. processed food, beverages, and livestock products these – meat, milk, and eggs), as well as the textile/apparel and leather industries. Some of products, especially the textiles, apparel, leather goods, and finished meat products are targeted for export markets in order to generate foreign exchange. Agro-processed products, which are relatively new to the local market, such as chicken, cheese, butter, eggs, biscuits, bread, juice, etc. will go to help satisfy local demand. In the case of the textile and apparel sector, a shortage of locally-produced cotton suggests a need for cotton imports. The government continues to invest heavily in the expansion of the sugar industry, which is subject to planned privatization, with the aim of becoming one of the top ten sugar producers in the world over the next decade.

Answer key for 5A.3: True/False Questions

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

B Speaking Skills

Developing the Skills of Conversation, Debating and Public Speaking

5B.1 In this section of speaking skills practice, the students focus on the basics of public speaking on agriculture in Ethiopia. They ought to deliver a public speech for their classmates on the role of agriculture in Ethiopia's economy. Before they are going to deliver the speech, they need to gather sufficient and relevant information from the concerned bodies about the role of agriculture in our country currently. they can talk to agriculture bureau experts, agriculture police experts and government officials. Let them collect true and pertinent information to report to their classmates. Ask them to organize their information in a way that it models the procedures of a real public speech like:

- Gathering the appropriate information
- Organizing the speech in different sections
- Practicing properly
- Supporting their presentation with visuals if possible
- Getting ready for handling questions if there are any.

Ask them to seriously consider the procedures suggested above for effective delivery of public speech, make ready and deliver a model public speech for their classmates within ten minutes on the given topic of ‘The Role of Agriculture in our country’s Economy’. Thereafter, let them share ideas among themselves and with you on the structure and content of the public speech they delivered. This is free and open activity for all students to try openly.

5B.2 Speaking: Dialogues



Activity 2

In this section the students are going to practice making a dialogue with their partner using/giving alternative ways of social expressions and appropriate turn taking on the ‘challenges of agriculture in Ethiopia. Ask the students to look at the model dialogue done between Simegn and Munira who are experts in agriculture bureau. Let them identify the social expressions of suggestions, alternative expressions and turn taking. Then, ask them to use these expressions in a dialogue of their own and act it out with their partner in front of the whole class. Let them get feedback from each other. Finally, provide them your feedback based on the suggested answer key for this activity

Answer key for 5B.2

- List out the expressions used:
 - to make suggestions (“You should have time for-----; don’t you think it is advantages-----; What if you raise this----; How about raising the concern-----
 - to accept suggestions (Yeah, you’re right; you’re absolutely right; that sounds a good idea; definitely; yes, you’re right)
 - to reject suggestions (but don’t you think it is a bit premature; interesting, but don’t you think it is; I’m not really sure I agree with that)
- Write at least two alternative expressions for each category of expression.

- Making suggestion: I suggest you should; why don't you ---; don't you think it is a good idea
- Accepting suggestion: Oh surely! What a good idea---; Yes, with pleasure---; Yes, that's not a bad idea.
- Rejecting suggestion (Well, I'd rather...; I don't feel like it; I am not sure I agree---; I'd love to but...; I don't think it will work.

5B.5 Speaking: Debate



Activity 3

In this sub-section of speaking, the learners are expected to develop their speaking skill through debating with their partner on some debatable issues like '**Agriculture should remain at the center of the Ethiopian economy**'. Before dealing the issue of debate in detail, let them generate some ideas of their own on the trigger questions found in their text book.

Then, ask them individually think of some environmental issue like 'climate change has become irreversible'. Develop ideas of debate either supporting or opposing the proposition of the debate. Let them generate sufficient facts, figures, opinion and ideas for and against the given topic. Then, they are expected to follow all the steps of organizing their ideas to carry on the debate with their partner. Let them frame their supporting and opposing positions as indicated below as a model example for the proposition of '**Agriculture should remain at the center of the Ethiopian economy**'

answer key for Activity 5.3

Ask them to look at the ideas generated above as a starting point and enrich them with some facts, figures, and opinions of their own. Then, let them get ready with their partners to debate for or against the issue of '**Agriculture should remain at the center of the Ethiopian economy**'. Then, let them give feedback to each other. Finally, provide them your comments and feedback on the structure and procedures of their debates. The following are possible answers for given questions.

1. A debate is rather structured; purposeful; requires preparation
2. The answer comes from the students, but you guide them properly e.g. by giving them clues

3. A good debater: (has a good mastery of facts and issues;-has the ability to put his/her ideas/facts together; argues logically and coherent; -is good at engaging and convincing audience; is adaptive to ever changing situations; is smart enough to counter attack opponents' views)



Activity 4



Answer key

I. Answer the following questions first individually and then discuss the answers in group of three.

1.Public speaking (-requires you to –have self-awareness and confidence; have knowledge about issues/topics of presentation; to make a careful planning and rehearsal; to overcome stage fright and nervousness; have passion)

2. to get followers; to appeal to people; to unite everyone over a particular goal or idea;

3. the answer comes from the students, but you guide them towards the right answers

5C Reading: Innovations in Irrigation

5C.1: Reading Skills



Activity 5

In this section that focuses on enhancing various reading sub-skills of reading, the students are going to read a reading text about the trends and practices of irrigation innovations. Before they are going to deal with the reading text, let them individually brainstorm over the trigger questions in their text book and generate ideas. Then, ask them to discuss and share their views with their partners. Then, give them further examples and explanations on the questions they have discussed and other tricky vocabulary related concepts that might affect their reading comprehension. Before you move on to asking them to read and do the reading comprehension questions, make sure that they are really motivated and inspired to answer the questions.



Answer keys

I. The questions (1-3) are free practice for the learners to get motivated before the actual

reading.

II. Now in this part let the students read the text individually and answers all the questions that are taken out of the passage and found in different sub-sections.

III. Complete the table below

Paragraph No.	Main Idea	Supporting Details
Paragraph 1	irrigation has great potential for improving resilience and food security in farming families in Africa	- increases agricultural productivity -empowers women and opens employment opportunities.
Paragraph 2	Though the irrigation practices in most African countries rely heavily on basic or improvised techniques , the uptake of on-farm pressurized irrigation technologies is increasing	On average, 18 percent of areas equipped with modern irrigation technologies in Africa now use pressurized irrigation equipment
Paragraph 3	a range of factors need to be considered in the selection of different irrigation innovations and water harvesting methods	Market factors such as ----- the costs of technologies crop and farming characteristics; local climate; regulatory provisions such as

Paragraph 4	irrigation technologies are usually used in combination,, but rainwater harvesting is widespread in many African countries, and has many advantages over building big dams	-can be managed by individuals and small-scale farmers -cost-effective -loses less water to evaporation, -allows sharing of resources by not stopping water supply systems
Paragraph 5	Water-spreading dams have unique advantages and can be made practical	-allow the infiltration of much water into the soil and hence reaching an aquifer. can be developed using locally available materials -In Niger, over 4,700 farms benefitted directly from water-spreading dams

➡ **Answer key for IV.**

1.C 2. B 3. B 4. C 5. A

➡ **Answer key for V.**

Identify what the following pronouns refer to in the reading text above.

1. This (Para.1) =improvement in resilience and food security in farming families
2. Doing this (para.1) = elevating irrigation to a top policy priority and bringing it to the scale required
3. all of which (para. 2) techniques suchas flood recession, spate irrigation, and wetlands
4. it (para.4) =(small-scale) rainwater harvesting
5. they (para.5) = Water-spreading dams

D Vocabulary

5D.1 Contextual meaning of words

In this sub-section of vocabulary skills learning, the students should learn various vocabulary learning strategies contextual guessing based on pre-text and post-text features of the context. To that end ask the students to try the contextual meanings of the words first individually. Then, let them get into a small group of three and guess the contextual meaning of the words that are bold and underlined in the paragraph level texts given below. Thereafter, let their discussion focus on the contextual clues that helped them guess the meaning of the given words. Finally, offer them your feedback and explanation based on the answers suggested for this activity.

?

Activity 5



Answer key for 5D.1 Contextual Guessing

I.

1.

- b. flow/increase (para.1)= surge
- c. standard/position (para.1) = scale

2.

- a. spontaneous/ accidental (para. 2) =improvised
- b. acceptance /application (para. 2) = uptake

3.

- a. requirements/ conditions (para.3) =regulatory
- b. reduce/ lessen (para. 4) =deplete

4.

- a. extra/excess (para. 5) =runoff
- b. farmable/productive (para. 5)=arable



II.

This activity gives the students a free contextual use opportunity to use verbs in meaningful context of their own. So ask the students in a similar manner, to individually put the

following words (*vulnerable, stricken, sustainable, diligence*) in a small paragraph level context of their own. Let their partner guess the meaning and the contextual guessing strategies that helped him/her to identify the contextual meaning. Finally, let them discuss the contextual use of words with their partner and with you for better understanding.

III Contextual meaning of the phrasal verbs

This activity gives the learners a chance to clearly understand the contextual meaning of phrasal verbs that are elusive and ambiguous to understand out of context. So, ask the learners to guess the contextual meaning of the phrasal verbs from their contexts below. Then, let them share ideas first with their partner and then with you for better understanding and use of phrasal verbs in context.

Answer key for III

- | | | | | |
|------------------|--------------------------------------|-------------------|----------|-----------|
| 1. refer/consult | 2. respect | 3. care | 4. visit | 5. ran to |
| 6. escape | 7. fabricate a fake story/ an excuse | 8. muddle/mix-up | | |
| 9. confuse | 10. evacuate/leave | 11. settle/reside | | |

IV.

In this free practice activity, ask the students first try individually and then with their partner, discuss what contextual clues really helped them in determining the meanings of the phrasal verbs in the above sentences. Then, let them look for sentence level contexts of their own to practice the meaning and the use of the above phrasal verbs. Based on that, give them further feedback and explanation on the importance and use of contextual clues, particularly, in elusive use of phrasal verbs.

Grammar

5E.1 Adverb Clauses of Reason

? Activity 5

In this sub-section of language focus, the students are going to deal with the concept and

nature of adverb clause of reason as distinct from other types of clauses. Before they directly moving to the details, ask them to give their reactions to the questions raised under this section of 5E.1. first, let them generate ideas individually and then let them share their ideas in a small group of three. Then, give them your conclusive remarks on the brainstorming trigger questions raised on the topic.

Identifying Adverbial Clause of Reason

In this activity the learners should learn about the distinctive features of adverbial clause of reason from other types of adverbial clauses.

So, ask the students to look at the sentences below individually and identify the adverbial clauses of reason from the other part of the sentence. Then, let them share their ideas with their partners. Finally, provide them your feedback and explanation based on the suggested answers for this exercise.

Answer key for II Identifying Adverbial Clause of Reason

1. since we live near the river
2. as long as you are here,
3. as Yohannes was the youngest
4. as you go to Kefa,
5. because I are watering them properly.
6. because they were dry.
7. since the weather has improved
8. because I have a bachelor's degree in English education.
9. now that the final exams are approaching
10. as long as you follow the procedure

Open use for Adverbial Clauses

This activity enables the learners to get an opportunity to provide their own main and/or adverbial clauses to complete incomplete sentences. To this effect, let the students complete the following adverbial clauses with main clauses of their own. Let them try it first individually and then check their answers in a small group of threes. Then, provide them your final feedback based on the suggested answer key for exercise 5F.3

➔ Answer key for III

1. As I had failed the exam, **I decided to try again**
2. Now that the exams are over, **the students should leave the campus**
3. Because he had not paid his dues, **he was penalized**
4. Since irrigation is very important, **we need to expand it**
5. As I wanted to talk to her, **I asked for her permission**
6. Because the rain has stopped, **you can go out**
7. Since your parents told me so, **I have to be careful**
8. **Since the weather has improved, we can wear light clothes.**

5E.2 Verbs followed by gerunds, infinitives or both:

? **Activity 8**

In this part the learners are going to practice about verbs that are commonly followed by gerunds or infinitives or by both. Before dealing with these concepts, ask the students to give their responses to the trigger questions stated for this brainstorming section.

2 Ask the students to put the verb into either the gerund (-ing) or the infinitive (with 'to' form). Let them try first individually and then with their partner. Then, provide them constructive comments and explanation based on the suggested key for this activity under I

➔ Answer key for I

- | | | | | |
|------------|-------------|------------|-------------|-------------|
| 1. taking | 2.to bring | 3.going | 4.to help | 5.going |
| 6. telling | 7.going | 8.having | 9.talking | 10.to speak |
| 11.giving | 12.to carry | 13.cooking | 14.to study | 15.waiting |
| 16.to come | | | | |

➔ Answer key for II

Ask the students if they could identify those verbs which are commonly followed by gerunds and those which are followed by infinitives from the above exercise? If there are some verbs to be followed by both they could bring some meaning difference. Verbs such as: forget, go on, regret, remember, quit, stop and try could have different meaning when they are followed by gerund and infinitive. Let them try first individually and then with their partner what kind of meaning difference could be observed in sentential context of

their own in using the verbs mentioned above.

➔ Answer key for IV

Now let them discuss on the meaning differences of the following verbs followed by gerund and infinitive in the following exercise. Share your ideas with your partner and then with you to get better understanding on the issue under discussion.

➔ Answer key for IV

1. A. I forgot to meet him (*I didn't meet him because I forgot to do it.*)
B. I forgot meeting him (*I don't have the memory of meeting him before.*)
2. A. He went on to learn English and French (*He ended one period of time before this.*)
B. He went on learning English & French (*He continued learning the languages.*)
3. A. She quit to work here (*She quit another job in order to work here.*)
B. She quit working here (*She quit her job here. She doesn't work here anymore.*)
4. A. I regret promising to help you (*I'm sorry that I made the promise.*)
B. I regret to promise to help you (*I'm telling you now, and I'm sorry.*)
5. A. She remembered to visit her grandmother (*She didn't forget to visit.*)
B. She remembered visiting her grandmother (*She had memories of this time.*)
6. A. I stopped to call you (*I interrupted another action in order to call you.*)
B. I stopped calling you (*I stopped this activity. Maybe we had a fight.*)
7. A. I tried to open the window (*I attempted this action but didn't succeed.*)
B. I tried opening the window. (*This was one option I sampled. the room was hot*)

➔ Answer key for V

- a. Categorize the participles into their types

Present participle(feeling, standing ,interesting)

Past participle(interested, broken, made)

- b. What do the participle phrases modify in each sentence?

(1)'man' (2)'we' (3) 'children' (4)'book' (5) 'she' (6) 'clothes'

- c. Where the participle should be placed in relation to the noun/pronoun it modifies?

Very close to the noun/pronoun to be modified

d. What does a participle phrase usually consist of?

the participle + modifiers; the modifiers can be noun/pronoun or noun phrase functioning as a complement, direct/indirect object, etc.

Example: Children interested in music early

interested ('Participle')

music (direct object)

early (modifier)

Participial Phrases and their Functions

?

Activity 9

I. In this sub-section of grammar focus lesson, the learners are to deal with different types and functions of participial phrases. Before dealing with the details, let them generate their ideas for the general understanding questions for the topic under discussion.

II. Ask the students to look at the sentences below and identify the functions and types of participles. Let them try first individually and then with their partners. Then, give them the final feedback based on the answer key suggested for this activity.

Answer key for II

1. She placed the cut flowers in the vase. (as an adjective)
2. The winning athlete gets a trophy. (present participle, as an adj)
3. Having finished the report, she took a nap. (perfect participle, as an adj)
4. Having relied on his grandfather's advice, the boy felt utterly lost after his grandfather's death. (perfect participle, as an adj)
5. Wearing his new suit, Bill went to work. (present participle, as an adj)
6. A laughing man is stronger than a suffering man. (present participle as an adj)
7. Having eaten their lunch, the kids went to the playground. (perfect participle as an adj)
8. The man carrying the bricks is my father. (present participle as an adj)
9. Stunned by the blow, Mike quickly gathered his sense. (past participle as an adj)
10. The washed car is on display today. (past participle as an adj)

III. In this activity the students are expected to complete the incomplete ideas of the given sentences with their own ideas. So, ask them to Complete the following sentences in their own ideas using the participle phrases provided. Let them try it first individually and then with their partners. Finally, provide them your comments and further explanation based on the answer key suggested for this activity III.

Answer key for III, Free completion Exercise

1. Having looked down at his shoes, he untied them
2. Having felt tired, he fall asleep
3. Dressed in shorts and T-shirts, he went for sport activity
4. Hiding under the bed, no one could see her
5. Damaged by the rain, he stayed in bed for a long time
6. Signed by the president, the letter was dispatched to different organizations
7. Huddled around the radio, he listened to sad news
8. Born in war age, he knows a little about peace
9. Searching for food, he got tired
10. Looking at pictures, her eyes became dizzy

5 Writing Skills

5F.1 Revision on Process Writing Approach

?

Activity 10

In this sub-section the students are expected to call back to the important steps of process writing.

I. So, let them individually think of each step of process writing and what they do in each step if they are supposed to write a paragraph/essay on the **‘Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia’**.

II. Ask them to begin with some kinds of pre-writing activities like thinking, taking notes, talking to others, brainstorming, outlining, and gathering pertinent ideas on **‘Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia’**; thereafter, ask them to move to the drafting step of process writing, in which they concentrate upon explaining and supporting their ideas; having drafted their topic, let them go on to revising in which they think more deeply about their readers’ needs and expectations about the topic beyond the draft step. Then, direct them to come to the stage of editing in which they come to checking for such things as grammar, mechanics, and spelling.

Finally, let them share ideas with their partners and with you to get constructive comments on the paragraph/essay they have generated.

III. In this writing skills practice activity, ask the students to discuss with their partner on the ideas they generated on **‘Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia’** in line with each step of the process writing approach. Then, having checked their ideas in a small group of three, let someone from their group move around all other small groups and explain his/her original group’s ideas to the other groups. Finally, give them your constructive comments and feedback on this skills integration exercise of writing with speaking by moving from one group to the other.

5F.3 Structure of an essay



Activity 31

In this sub-section, the learners are expected to have a good chance to look at different sections of a given essay writing. Before dealing with the details of the topic, ask the students give their reactions to the questions found **under 5F.3** in their textbook. Let them try the questions first individually and then discuss with their partner.

Then, give them your constructive comments on the pre-writing stage ideas of a process approach to writing paragraph/essay. There is no one correct answer for open answer activity under 5F.3. The following are possible answers for questions under ‘I’

➡ Answer key for I.

I. Answer the following questions first individually and then compare your answers with a partner sitting next to you.

1. When does the idea of 'structuring the essay' come?
 - a. After deciding about both the main idea and the supporting details (reasons)
2. A. 'topic sentence' is the main idea for a paragraph. It tells the reader what to expect to read about in that paragraph. The idea expressed by the topic sentence should relate to the overall main aim of the essay (the thesis statement).
 B 'thesis statement' is the main point of an essay. It summarizes the main aim of the essay and tells the reader what to expect in terms of an answer to the essay question
3. What are the different sections of an essay? Introduction, body and conclusion
4. Is the structure of an essay the same for all types of essays they could have different format, but the structure remains almost the same.

➡ Answer key for II.

1. The Thesis statement: water management in agriculture is constrained by inadequate policies, major institutional under-performance, and financing limitations
2. Topic sentence 1: basin authorities often hold limited ability to enforce water allocations and to bring stakeholders together.
 Topic sentence 2: most governments and water users fail to invest adequately in the maintenance of irrigation and drainage (I&D) systems
 Topic sentence 3: Given the existing constraints above, the agricultural water management sector is currently promoting itself to modern and sustainable service provision.
3. What is the function of each paragraph in the essay- students are expected to answer this through your guidance

5F.4: Model Essay for Identifying Structure.

In this part, the learners become familiar with model essay for its structure. So ask the students to individually look at the essay below and identify its different structures. Then, let them discuss with their partner about the structure and function of each section/structure in light of the five questions raised above. Then, let them share ideas with their partner and then with you for better understanding of the structure of a given model essay under activity 5F.4 in their text book.

III. Under this activity, the learners ought to practice on the structure of their own essays. So, ask them first to individually produce their own essay on ‘The **Role of Agriculture in Ethiopian Economy**’. Then, let them consider all the steps and structure of essay writing. After they have produced the essay, let them discuss with their partner on procedures, structures and functions of each structure of the essay they have generated on the topic suggested above. Then, give them your final comments and feedback on the open discussion of their essay for its structure.

5F.6 Argumentative Essay Writing:

Activity 5.12

In this sub-section of writing, the students focus on the nature and feature of an argumentative essay. Before dealing with the details of an argumentative essay, ask the students to individually answer the questions under this section (5F.6). Then, let them share their ideas with their partner so as to come to common understanding of the basic issues of essays/essay writing. This is an open discussion activity. So, give them your final feedback on the overall pre-writing steps of the argumentative essay writing ideas the learners have generated.

5F.7: Structure of Argumentative Essay

I. In this sub- section of the writing skills practice, the learners get a chance to learn about different structures of an argumentative essay. So, ask the learners to individually, look at the structure of an argumentative essay given in their text about ‘**single sex or mixed sex schools**’. Then, let them analyze the structure and consider the importance of each structure too. Then, let them check their essays with that of their partners. Finally, provide those constructive comments and feedback on the structure and importance of the argumentative essays the learners have generated.

➔ Answer key for III and IV

III.

1. Whether to educate or not to educate both sexes together is a debatable issue.
2. The writer is for mixed sex education/supports mixed sex schooling.
3. Equal treatment and realistic education are the propositions for mixed schooling, while concentration and freedom of expression are the counter arguments for mixed schooling.
4. The writer has organized ideas in the essay in an emphatic order.

IV. in this section the students individually think over the process of developing an argumentative essay on the topic ‘**Agriculture-led economy is better than industry-led economy for the present Ethiopia**’. **Let them** Follow all the steps of prewriting, drafting, revising and editing. Ask them to organize the ideas they have generated into introduction, body and conclusion. Thereafter, let them share their ideas with their partner before writing the draft copy.

Finally, let them swap their essays in a small group of four and comment each other's essays on its structure, function of each structure and nature of the argument for and against development. Finally, provide them your constructive comments and feedback on the structure and importance of the argumentative essay the learners have generated. Look at the language tip in the students' text book to get some ideas for providing feedback.

UNIT 6

Global Warming

(15 periods)

Unit Objective

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

- identify main points of listening texts;
- recognize the main points of listening texts;
- take notes of major points in a listening text in order to create a similar story;
- present speech on “the Effects of Global Warming”;
- express their likes and dislikes;
- comprehend a reading texts;
- predict the message of the text using their background knowledge;
- use contextual clues to infer the meanings of new words;
- use the present and past tenses to talk about present and past events;
- use clauses of comparisons correctly;
- use conditional clauses correctly;
- write a compare and contrast essay;

Language focus

Listening: Listening and synthesizing information to create a similar story,

Speaking: Public speaking, expressing Reason

Reading: Authentic texts such as newspaper, magazine, articles, etc. related to farming in Ethiopian/irrigation

Vocabulary: farming, irrigation, famine, starvation, GDP, etc., phrasal verbs

Grammar: Adverbial clause of comparison, conditional clauses, presents simple tense, past simple tense.

Writing: Writing argumentative paragraph

A Listening Skills

6A1: listening text: What is Global Warming?

? Activity 1

Let you introduce the topic and make students look at the pictures. Before they listen to the text, let the students answer the questions in Activity 6. 1 I. They should describe what the pictures portray. They should indicate that the pictures show the effects of global warming.

→ Answer Key for Activity 6.1, I

1. Students should explain what they noticed. They may say: There is drought. There was pollution, etc.
2. Students should explain if there is any incident they observed.
3. Students should explain the measures the community in their area has taken.

You should also make students respond to questions in Activity 6.1, II. Let students look at the questions in pairs, and reflect on the questions. They can also portray the causes of the problems. Then you ask students the meanings of some words taken from the listening text. Your follow up is important while students work on the activities. Please check and help them show their ability of thinking and reflecting on concepts related to the pictures and the topic. These can also be extended to a group work (group of three or four).

→ Answer Key for Activity 6.1, II

1. Students should guess the content of the text by reading the title.
2. Students should explain what global warming is.
3. Students need to guess the meanings of the words given and identify what part of speech each word belongs to.
 - a. Radiated (v)- emitted rays or wave
 - b. acted (v)- did something/served
 - c. reflective (adjective)-able to reflect(light, sound, etc.)
 - d. terrible (adj.)- very severe
 - e. trapped (verb)-caught

Then you (the teacher) read the listening text and students should listen to you (the teacher) while they are doing the while-listening activities (Activity 6.1. III). In this activity, students should fill the blank spaces to make the paragraph complete. You should give the talk or read the text at least twice. You should not read too fast or too slow. You should read in a speed that could enable students to follow you. This may take 3-5 minutes.

➡ Answer key for Activity 6.1, III

1. Slow 2. trapped 3. opposite 4. trapped 5. going up

Students also should do the post listening activity (Activity 6.1, IV). Students should sit in a group of three or four and discuss the questions. They should think of Problems that are caused by global warming in their area, and compare them with the problem in the listening text. Then they should suggest solutions to the problems they identified. Finally, they should present a report of their discussion.

➡ Answer Key for for Activity 6.1 IV

1. Students should identify a problem caused by global warming in their area and compare with the problem mentioned in the listening text.
2. They also should suggest or find solutions
3. They have to compare their answers in 2 in groups.

6A1. Listening Text: What is Global Warming?

Global warming is the slow increase in the average temperature of the earth's atmosphere because an increased amount of the energy (heat) striking the earth from the sun is being trapped in the atmosphere and not radiated out into space.

The earth's atmosphere has always acted like a greenhouse to capture the sun's heat, ensuring that the earth has enjoyed temperatures that permitted the emergence of life forms as we know them, including humans.

Without our atmospheric greenhouse the earth would be very cold. Global warming, however, is the equivalent of a greenhouse with high efficiency reflective glass installed the wrong way around. Ironically, the best evidence of this may come from a terrible cooling event that took place some 1,500 years ago. Two massive volcanic eruptions, one year after another placed so much black dust into the upper atmosphere that little sunlight could penetrate. Temperatures plummeted. Crops failed. People died of starvation and the Black Death started its march. As the dust slowly fell to earth, the sun was again able to warm the

world and life returned to normal.

Today, we have the opposite problem. Today, the problem is not that too little sun warmth is reaching the earth, but that too much is being trapped in our atmosphere. So much heat is being kept inside greenhouse earth that the temperature of the earth is going up faster than at any previous time in history.

Source: <http://icp.giss.nasa.gov/about/newsletter/sprsum1999.pdf> .

B Speaking Skills

6B1. Pronunciation



Activity 6

In this lesson you introduce the lesson topic. You ask students how they could pronounce consonant sounds. Students describe the strategies they use to learn the pronunciation of English consonant sounds (Activity 6.2). Then you ask them how they could pronounce these sounds (/ŋ/ /ʃ/ /tʃ/). You discuss the way this sounds are formed. Then students should do activity 6.2, II, and III. You also explain nasal and affricative sounds. Students should identify these sounds and learn as the basics of pronunciation.

Answer Key for Activity 6.2

- Students should explain how they learn pronouncing English sounds. They may say:
They copy from native speakers.
They learn by listening to their voice and repeating, etc.
- Students should indicate the way they pronounce these consonant sounds:
/ŋ/ - While producing this sound, you put the back of your tongue against the soft plate
or velar to block the passage of air.
/ʃ/ and /tʃ/ - In producing these consonant sounds, air is blocked behind the alveolar ridge (post-alveolar), where these sounds are released as affricative.
- Students can also list strategies they use to learn to pronounce sounds. They will get these in the note below.

II.

- ð (the, father, them, that, they, those, their)

2. θ (think, birthday, south, math, tooth, teeth, tenth)
3. The sounds in 1 are voiced and the sounds in 2 are unvoiced(voiceless)
4. Place of articulation bilabial (sounds b, m, p); alveolar (d, n, t, s); Velar (k)

III.

1. /m/: (mad, mom, animal, female, master)
2. /n/: (man, sun, learn, corn, cone)
3. /ŋ/ (song, long, thing, going, wrong, sing, fishing)

6B2: Likes and Dislikes

?

Activity 6

Get students work together. Students should sit in pairs or groups and express their preferences. They should use the expressions like prefer, like, dislike and would prefer. They should tell their preferences to other groups using these expressions in different situations. Student should also construct a dialogue and role play it (Activity 6.3, II).

→ Answer key for Activity 6.3 I

1. Students may say; I prefer to go home. I like to go to a hotel, etc.
2. Students may say: I like to stay at school, or I prefer to go home.
3. Students may say: I didn't like this game; I like to leave the stadium.
4. Students may ask questions like:
 - Would you prefer taking a nap or going for a walk?
 - Would you rather go to a trip or visit your parents in Hawassa?

→ Answer key for Activity 6.3, II

- Students should construct a dialogue in the context given and roles play it.

6B3. Panel Discussion



Activity 4

In this lesson students will undertake a panel discussion. Get students work in groups of four and assign a moderator. You should make clear what they need to do in groups. Students are going to solve global warming/climate change problem. The moderator elicits their solutions. Then let students forward their solutions to share their wisdom and give insights on this problem. They should share this wisdom in a panel discussion (Activity 6.4, I and II) and present it to the class. They should also make a report on the result they observed after the panel discussion.

Answer Key for Activity 6.4, I

1. Students should prepare a panel discussion and present it to the class.
2. Students should imagine the changes after the panel discussion.
3. Students should make a debate on the given proposition in groups of four.
4. Students should work in pairs and write a conversation on solutions to the problem.

6B.4 Debate

In Activity 6.4, II, students are going to make a debate. Before they start the debate, they should be grouped and allowed to prepare themselves for the debate. This could be given as a home take assignment. Students should organize their debate on the proposition: 'It is difficult to reduce global warming'. They should base their argument on whether it is difficult to reduce global warming or not. They should also use expressions of agreeing or refuting others ideas.

The teacher should facilitate the organization of the group and supervise the debating process.

6 Reading Skills

6C.1: The Effects of Global Warming Economic Development

? Activity 5

Get students ready to read the text on ‘The Effects of Global Warming on Economic Development’. You need to make students work on the pre-reading questions. This can take 4 to 6 minutes. Students should explain what makes our environment hot and causes drought. They should also answer the pre-reading questions one by one. You need to elicit answers from students. Students should list some ways of protecting the effects of global warming. They also should guess what the text will be about by looking at the title.

🔑 Answer Key for Activity 6.5 I

1. Students may say the emission of carbon and poisonous gases make the environment hot.
2. They may respond that it is because of global warming or any other response
3. Students may say drought or global warming.
4. Students should guess what the text is about by looking at the topic.

Then you re-introduce the topic of the reading text and give instructions to students to read the text. The students should read the text and work the while reading tasks in Activity 6.5, instructions II, III and IV) under this section. In Activity 6.5 students should read the text and match the main ideas and the paragraphs and answer comprehension questions. They should also explain which statements are true and which statements are false. They should also explain statements that are not mentioned in the text. They also should explain all the concepts in the activity.

You should go around and give help while students work on the activities. You also need to provide answers to the activities referring to answers in this guide.

➔ Answer key for Activity 6.5, II, III and IV

II

1. Post disaster management paragraph 6
2. Coping costs paragraph 5
3. Bad result paragraph 1
4. Lost productivity paragraph 3
5. Damage to property and infrastructure paragraph 2
6. Mass migration and security threats paragraph 4

III

1. It means the problem is very serious and if we cannot control it now, it will be devastating.

2. d. 3. a 4. b 5. b

IV.

- | | | | |
|----------|----------|--------------|---------|
| 1. False | 2. True | 3. Not given | 4. True |
| 5. False | 6. False | 7. Not given | |

D Vocabulary Skills

6D1. Guessing Meaning from Context

? Activity 6

Inform students that there are many ways of learning the meaning of new words. This topic is now clear from their previous unit's experience. You elicit from students what strategies they use while learning vocabulary. Get the students guess the meanings of the words written in bold from the context they are used in the reading text. Let them compare their answers. Then you need to give the answers referring to the activities.

The students should do the tasks in Activity 6.6, I.

Answer key for Activity 6.6

1. struggle/ fight
2. get stuck
3. restrain/ restrict
4. strong
5. continue without becoming weak or stop
6. unalterable/ something impossible to reverse

6D2. Phrasal Verbs

Get the students to work in groups of four on Activity 6.7, I and II on their own and explain the phrasal verbs they have learnt earlier. Let them the phrasal verbs they listed to construct sentences. Students should complete a paragraph with phrasal verbs from the list given. They have to find the meanings of phrasal verbs listed in the student's textbook (activity 6.7, III). They should also construct sentences using the given phrasal verbs. They can also discuss these activities in groups. Motivate them to explain how they guessed the meanings of the new phrasal verbs. You can prepare more activities if you get teaching phrasal verbs more demanding.

Answers for Activity 6.7 I

- a) Students should list some phrasal verbs they have learnt in the previous units.
- b) Students should construct their own sentences using the phrasal verbs in their list.

Answer Key for Activity 6.7, I

1. Pay back 2. narrow down 3. Pile up 4. Pay up 5. Pay for

Answer key for activity 6.7, III

1. Pay off - repay debt in full
2. Pick on – to blame /criticize
3. Pick out - choose or select something/somebody
4. pick up – lift something/ gather dropped things

English Grammar Skills

6E1: Adverbial Clause of Comparison

(the simple degree, comparative degree and superlative degree)



Activity 8

To begin this lesson, brainstorm what students know about adverbial clauses of comparison. You should also elicit the main structural units of this clause from students. Students should explain what adverbial clauses of comparison are and explain their functions (Activity 6.8 I).



Answer Key for activity 6.8, I

1. Adverbial clauses of comparison compare two or more persons or things.
2. The main structural units of these clauses are conjunctions of adverbial clause like as...as/ not so...as, than and adjectives or adverbs.
3. Adverbial clauses of comparison are used to show similarities and differences.

They also should join sentences to form adverbial clauses in Activity 6.8, II. They should also change sentences to comparative clauses in this activity. In addition, they should construct sentences that contain superlative clauses.



Answer Key for Activity 6.8, II

1. He is as fast as her.
2. She likes as more pizza as her husband.
3. Reading is as enjoyable as writing.
4. The results in this study were as conclusive as the previous studies.
5. Finding the participants for the study was not so easy as finding participants for the meeting.
6. Her level of expertise was not as extensive as her employer had hoped.

They should also complete the sentences in Activity 6.8, III. Teacher should monitor the students while they are doing the activities. Teacher should also provide the correct answers by referring from this guide.

➡ Answer Key for Activity 6.8, III

1. She is faster than him.
2. Her husband likes pizza more than her.
3. Writing is more enjoyable than reading.
4. The results in the previous studies were more conclusive than the results in this study.
5. Finding participants for the study was not easier than finding participants for the meeting.
6. Her level of expertise was not more extensive than her employer had hoped.

In Activity 6.8, IV, students should construct sentences that contain the superlative degree. Teacher need to give clear instructions and guide students to work out the activities.

➡ Answer Key for Activity 6.8, IV

1. She is the politest person I met.
2. That's the most wonderful film I have seen.
3. Trsit is the youngest of all my three sisters.
4. The Sahara is the hottest desert.
5. He thinks English is the most difficult language of all languages of the world.
6. He is the most intelligent student in this class.

➡ Answer Key for Activity 6.8,V

1. More intelligent
2. The worst
3. The wettest
4. Better

5. The most powerful
6. The nicest

6E2: Conditional Clauses

In this lesson students are going to learn the three conditional clauses. Introduce the lesson by asking students what clauses are. Get students to work individually on Activity 6.9, I, Activity 6.9, II and Activity 6.9, III. Students should explain the structures of conditional clauses. They should indicate which clause is a dependent clause and which one is a subordinate clause. They should also sit in pairs and construct sentences that contain conditional clauses based on the given situations. They should match the beginnings and endings of conditional clauses.

🔑 Answer Key for Activity 6.9, I

1. Students explain what they learnt from the table of conditionals.
2. They should tell the structures of the conditionals they have learnt.
3. Students should give example conditional sentences.

🔑 Answer Key for Activity 6.9, II

1. If I didn't come late, I would not miss class. Or If I hadn't come late, I wouldn't have missed class.
2. If I had got the chance to go there, I would have visited my grandfather.
3. If I had money, I would go out of my country.
4. If I were you, I would buy that jacket.
5. If I an appointment, I will not miss class tomorrow.

Note: There are other options.

🔑 Answer Key for Activity 6.9 haven't, III

- | | | | |
|------|------|------|------|
| 1. f | 2. g | 3. b | 4. h |
| 5. e | 6. a | 7. c | 8. d |

In activity 6.9, IV students should reconstruct the sentences using *unless* instead of *if...* *not*. They should also do Activities 6.9, V and VI. These activities could be given as homework.

Answer Key for Activity 6.9 IV

1. Unless children eat well, they aren't healthy.
2. Unless you mix water and electricity, you don't get a shock.
3. Unless you smoke, you do not get yellow fingers.
4. Unless we're there, she would miss the test.
5. You wouldn't save this money unless you work hard.
6. She would have given you a fine unless you had apologized.
7. Unless they had won that match, the club would have fired the manager.

Answer Key for Activity 6.9,V

1. Had Sultan been here, I could have talked to him.
2. Had I come here before, I could have completed the task.
3. Had Samuel performed better, he could have won the contest.
4. Had you been here, you could have enjoyed the program.
5. Had I seen you before, I could have given it to you.
6. Had Ayantu studied harder, she could have stood first.
7. Had I been there, I could have sung the song.
8. Were Kidst here she could have performed in the program.

Answers Key for Activity 6.9,VI

- | | | | |
|--------------|------------------|---------------------|-----------------------|
| 1. asked | 2. would Sigh | 3. Would say | 4. asked |
| 5. Would ask | 6. Would say | 7. Should have done | 8. could have gone |
| 9. were | 10. Would demand | 11. forced | 12. Would have become |

In Activity 6.9, VII, students are going to write chain stories. Teacher should motivate students to write chain stories. Students should practice writing stories on the given clues.

Answers for Activity 6.9, VII

Here students should write chain stories to the situations given.

1. If the world agreed to control climate change, we would work hard to make the world green. If we make the world green, we will decrease the amount of carbon in the air. If we decrease the amount of carbon in the air, we will get safe.
2. If industries minimized the emission of carbon by 50 percent, the rate of global warming would decrease. If the rate of global warming decreases, the climate system will be moderate. If the climate system is moderate, people won't worry about global warming or bad climate change...
3. If we stand together, we will get strength. If we got strength, we would change the world. If we changed the world safer, people would lead a comfortable life...
4. If global warming continues, the climate change will increase. If climate change increases, it will be difficult for life to continue...
5. If the world did not determine to reverse climate change, there would be imminent risk of heating 1.5 degrees in the near term. If the earth's heating increases, global warming will be exceeded 2°C during the 21st century. If rapid and deep reductions in CO₂ and other greenhouse gas emissions don't occur in the coming decades, avoiding this increment will be beyond reach...

6 E3: The Present, Past Tenses and Future Tenses (Revision)



Activity 10

In this section, the students are going to revise what they have learnt about tense in the previous units. This is more of a practice of identifying and using the different tenses in the given context. Get students work in groups and identify the tenses in extract letter and article. Let them read the letter and identify the types of tenses in each line of the letter (Activity 6.10 I). They should indicate the tenses in each line and give reasons.

Answer Key for Activity 6.10, I

1. Simple past. This is an action completed at a specific time in the past. “Last month” is the key word.
2. Past perfect continuous. This action began in the past, went on for a while, and ended in the past.
3. Past perfect. Use this for an action in the past that was completed before another action, also in the past. Here, I had called the school before I sent in the application. “Before” is the keyword.
4. Infinitive. This frequently comes after verbs expressing desire or intent: I wanted to talk; I hoped to hear; I expected to go.
5. Past continuous. This action began in the past and continued for a while. Use this tense if the continuing action was interrupted – here, by the call.
6. Modal and verb. Could is a modal, which changes the meaning of the verb. Modals are followed by the base form of the verb, which in this sentence is “talk.”
7. Past continuous. Again, an action continues for a while; here there’s no interruption.
8. Simple present. “Today” is the keyword; it implies the present.
9. Present continuous. Use this, not the present tense, to describe an action going on right now.
10. Gerund. This is ‘an –ing’ verb form that is being used as the subject of the sentence. Although it is a verb form, it is doing the job of a noun.
11. Future. This describes something that has not happened yet but will happen at some point.
12. Present perfect. This implies that the action happened in the very recent past – here, a few seconds ago. The key word is “just,” which means that the action was recent.
13. Passive voice. This is not a verb tense. You can use the passive voice in the past, present or future. Use it when you mean that something was done to someone or something, rather than that the person or thing did something.
14. Present perfect continuous. This action began in the past, continued for a while in the past, and is still going on now. I’m still dreaming about going to graduate school; I’m not there yet.

15. Simple present. Even though the key phrase “By the time” has a future meaning, we use the simple present because will is never used in future time clauses.
16. Future perfect. Here the author is imagining himself in the future, looking back into the past. At the moment, he has been in school for 15 years. Two years from now, his time in school will add up to 17 years.
17. Future perfect continuous. He is seeing himself in the future, looking back at the past. This tense implies that, two years from now, he will not stop studying. The action will continue. Compare it with item 16. The future perfect implies that in two years, he will complete 17 years of formal education. The action will end.
18. Simple future. He is expecting something will be good in the future.

Then they (students) should read the web article in Activity 6.10 II and work on Activities 6.10 III and IV. These activities can be given as homework. They should change the sentences and texts from one tense to the other.

➡ Answer key for Activity 6.10, II

1. Students should explain if they use the internet frequently.
2. They may explain what websites they use.
3. They also tell if they use the internet to learn English tenses.

➡ Answer key for Activity 6.10, III

Students should read the source and understand the text. They should also focus on the use of the present

➡ Answer key for Activity 6.10 IV

- | | | | |
|----------|----------|---------|----------|
| 1. True | 2. False | 3. True | 4. False |
| 5. False | 6. True | 7. True | |

➔ Answer key for Activity 6.10,V

1. Google had grown over the years.
2. Larry Page and Sergey Brin had known each other since they were children.
3. Larry Page had been interested in computers since he was a child.
4. Sergey Brin had lived in the U.S. all his life.
5. Brin and Page had returned to college to finish their degrees.
6. Brin and Page had become rich.
7. The noun “Google” had become a verb.

6 Writing Skills

6F1: Generating Ideas for Writing

? Activity 6.1

Get the students ready to write an essay about the Abay River or the Grand Ethiopian Renaissance Dam (GERD) Activity 6.11, I and II. Students should first list ideas that they want to include under the topic. Secondly, they should write the main ideas for each paragraph. Next they should write details for each paragraph. Finally they have to write the first draft of their essays, and they should compare their lists of ideas and first draft of the essay. They should check if they have followed the steps properly and rewrite their essays.

Teacher need to facilitate the learning by monitoring, giving guidance and assistance to students who face difficulty while they are writing the essay.

➔ Answer Key for Activity 6.1 I I and II

- I. Students should do the following:
 - b. list ideas about the topic
 - c. write main ideas for each paragraph
 - d. write details for each paragraph
 - e. write the first draft of the essay
- II. Students should sit in groups and compare their draft essay.

6F2: Writing a Compare and Contrast Essay**Activity 12**

In this lesson students are going to write expository essay; particularly, a compare and contrast essay. It contrasts and compares data and facts. Let students work individually, and write a compare and contrast essay on the topic: whether humans are doing enough to slow down global warming, or whether global warming is being neglected because of big money and other factors. You should motivate students while they are writing the essay. After they finish writing the essay, get students sit in groups or pairs and swap their essay and correct it. They should consider for grammar, spelling, punctuation, coherence (using connectors to create smooth relationship between sentences and paragraphs) problems, while they correct their works.

**Answer key for Activity 6.12**

1. Students should practice writing a compare and contrast essay.
2. Students work in pairs and correct their essay.

UNIT 7

Patriotism

Unit Objective

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

- identify the social values and beliefs of patriotism in our culture;
- identify the main points of the listening text;
- predict the message of the listening text using your background knowledge;
- use contextual clues to infer the meanings of new words;
- identify the main points of the reading text;
- use appropriate ideas of debating;
- write different types of business letters;
- write a narrative essay about your heroes;
- use the verb wish to express aspirations;
- use the simple past tense accurately; and
- use reported speech appropriately.

Learning Competence

Listening: Listening and explaining text message.

Speaking: Expressing compliment, Public speech presentation

Reading: Authentic texts such as Newspaper, magazine, Articles, etc. related patriotism/battle of Adwa

Vocabulary: allegiance, constancy, devotion, faithfulness, fealty, loyalty, staunchness, steadfastness etc.

Writing: Writing Narrative essay, writing business letters

Grammar: Adverbial clause of time, the verb wish, Modal auxiliaries, question tags, and Reported speech

Background knowledge:

This unit's focus is on patriotism. After you explain the concept for the students, they can link the concept with Ethiopian values and beliefs of patriotism. The students can associate how patriotism has influenced our country's culture and value system with various aspects of language skills learning. To this effect, the students can role-play on various patriotic aspects of our country. So, your role in this unit will be to facilitate, monitor and observe various language skills learning activities in the context of patriotism as a theme. Provide them listening/reading and other language focus materials as sufficiently as possible.

A Listening Skills

7A.1 Patriotism/nationalism

?

Activity 1

Introduce the topic of this unit, 'patriotism'. Ask, what makes a country patriotic and what makes a country not patriotic? Get the class to brainstorm values/beliefs related with patriotism and how it has shaped our culture. Ask them to identify differences between patriotic and non-patriotic nations. Let them discuss this in groups of up to four as a pre-listening activity. Write key words and expressions on the board, e.g. being part of a patriotic society and non-patriotic society. When the class has exhausted the topic or you want to move on, ask the class to look at the words on the board and sort them in order of importance for a country's well being. Ask the class to elicit why they have listed some features as the most important features of a patriotic society and others not. Tell the class that they will be listening to and reading about patriotism

Before listening to the text, let them look at the picture that is related with the concept of patriotism. Ask the students to brainstorm some ideas first individually. Then, let them share their views with their partner as what they know about the concept of patriotism based on the trigger questions given in their text.

Free and open ideas for this section could be accepted from different students. The focus here is idea generation for discussion, not accurate answer.

The listening text

At the start of the twenty-first century, patriotism is undeniably flourishing in some places and contexts. It comes in a variety of forms and slogans in many contemporary states, whether appropriated and promoted by public institutions or defended and supported by mobilized societies. Patriotism is to be understood as affection for and a feeling of belonging to one's country. Its persistence is generally attributed to its role in maintaining national group cohesion on behalf of the state to the degree that it encourages respect for civic obligations within society.

In the nineteenth- and twentieth-centuries, patriotism was fueled by admonitions to defend the national territory in the case of military conflict and was also central to processes of national construction, where it supplied the collective imaginary with positive material with which to identify. Patriotism assigned an important place to the army and military symbols and generally presupposed the idea of self-sacrifice. Though it certainly has not disappeared, as the events in different countries testify, liberal globalization has in recent decades partly superseded this traditional and heavily militarized version of patriotism by calling into question the relevance of the nation-state framework.

In so doing, it is caused to resurface in new forms. Behind the apparent unity of the concept of patriotism a term always used in the singular as if it only referred to a single reality various forms of living together have developed that call into question; the many forms of contemporary modernity is different in different parts of the world. The idea of bringing together several contributions to address the diversity of contemporary social practices and representations of patriotism is born out of the observation that has been drawn from a joint project regarding 'everyday practices of different countries.

Patriotism constitutes a legitimate reference for the rulers and society alike. That being the case, what social practices accompany patriotism? And what does it mean to be a patriot? These questions enable us to understand the manner in which patriotism is understood and experienced in various societies under considerations that vary from one context to the other. In that case, it is preferable to speak of "patriotisms" in the plural form of various societies. Far from relegating patriotism to the traditional forms of attachment to the national soil, it is better to set it firmly in the dynamics of contemporary societies. These days, Patriotism is shaped by liberalism, the market, consumption and all sorts of individual aspirations and forms of collective identity associated with modernity of the entire world.

Activity 7.1, II. in this activity, the learners are expected to use quick idea fixing strategies of listening like idea mapping and visualizing. So, briefly review, what you have discussed in the pre-listening stage and let them determine the statements given under 7A.2 as true or false based on the listening text information. Ask the students try the questions first individually. Then, let them share ideas in groups of four. Finally, give them some explanation and the appropriate answer for this section.

➡ **Answer key for Activity 7.1, II.**

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

Activity 7.1, III. In this sub-section of the listening skills, the learners are expected to make use of various strategies of listening like identifying the main idea, supporting details and purpose of the text writer. To that effect ask them do the given questions based on the information they have listened from the listening text and answer the short item answer questions accordingly. Let them try the questions first individually. Then, ask them to share their answers with their partner. Finally, give them some explanation on the activity they have done based on the model answer provided for this section.

➡ **Answer Key for Activity 7.1, III**

1. By liberalism and individual aspirations
2. For rulers and society
3. Army and military symbols for self sacrifice
4. Affection for and a feeling of belonging to one's country.
5. Nineteenth and twentieth century

Activity 7.1, IV In this sub-section of the listening activity the learners are expected to employ varieties of listening skills like identifying the purpose, main /support ideas, ways of idea organization and the like. In this regard, introduce them with the concept and technique of using some of these listening strategies that help them answer the listening comprehension questions.

After you have introduced and explained them the strategies, ask them to carefully listen to the listening text read by you. Then, let them individually do the questions that are taken out of the text. Then, let them share their answers with their partner. Provide them final input and explanation based on the answer key suggested for this section.

Answer key for Activity 7.1, IV.

1. Giving information for the listener (informative purpose)
2. The concept of patriotism is changing through time
3. The traditional one is about military symbol, and self-sacrifice while the modern one is about collective identity of all individuals shaped by different things.
4. Liberalism, market consumption and individual aspirations.
5. Because it is being shaped and changed by the modern dynamics of societies.
6. (variety of answers are expected based on students understanding)

B Speaking Skills

How to ask for and give permission; How to praise in English; Public speech presentation (on the heroic deeds of an Ethiopia patriot during the battle of Adowa); Debating Dialogue

7B.1 How to Ask for and Give Permission

In this section, the students are going to practice about asking for and giving permission under various situations of communicative language use.



Activity 2

Before dealing with the concept and various examples of the issues, introduce them with the concept of asking for and giving permission. Then, ask the students to think of some circumstances of asking for and giving permission. Let them try the trigger questions first individually. Then, let them share their ideas with their partner and/or with a small group of three based on the trigger questions given in the student text under Activity 7.2,I. There is no right or wrong answer for these concept eliciting questions. They are meant to create background information for learning this part better.

Activity 7.2,II in this speaking activity, the students learn how to use the appropriate expressions of asking for and giving permission in a dialogue. Introduce the topic to

students by giving some examples of asking for and giving permission. Ask them to look at the dialogue between Sirak and Jemila in their textbook. Let them determine expressions of asking for and giving permission from the dialogue. Thereafter, guide the students to practice them in sentences of their own. Check their sentences and provide them some feedback/explanation based on suggested answer key for this section.

➡ Answer key for Activity 7.2, II

Small Talk 1:

S: Can I turn the TV on? I want to hear sport news.(asking permission)

J: Oh sure, no problem.(giving permission)

S: Do you mind if I turn the volume up?(asking permission)

J: No, go ahead. (Giving permission)

Small Talk 2:

S: Is it okay if I take your car to school tomorrow?(Asking permission)

J: No, sorry. I need it for a different business.(Denying permission)

S; Would you lend me the notes when you are finished with your exam?(Asking permission)

J: Sure, no problem (giving permission)

Activity 7.2,III. in this section of the speaking activity, the students are expected to identify expressions of asking for and giving permission from the dialogue between A and B. Introduce and explain to them the focus of the dialogue; Then, let them share ideas with their partner before getting final comments and feedback from you based on the suggested answer key for this section. Finally, ask them to use the expressions in dialogues of their own..

➡ Answer key for Activity 7.2,III

A: I wonder if I could borrow your car this weekend for raising fund for displaced people.(Asking permission)

B: Sure, I think that would be possible. (giving permission)

A: Can we borrow the chairs from the lunchroom, too also? (Asking permission)

B: Yes, it is fine. (Giving permission)

7B.2 Expressions of praise in English.

One of the most important social uses of English is using expressions of praise under various communicative situations.



Activity 3

Introduce the topic to the students and explain to them briefly if they can imagine some communicative situations where they have to use expressions of praise. Let them share ideas on the expressions and communicative situations they have generated with their partners. Ask them to look at the other examples of expressions of praise given in the activity 7.3, I. Ask them to identify the expressions of praise from the teacher's talk on the topic. .

→ Answer key to Activity 7.3, I

'You are right.

'Yes, that is good.

'You are correct'.

'Yes, that is a very good answer.

'I like the way you said that!'

'I like that! Good thinking!

Good thinking. Good idea. Good English. I like your responses.

Activity 7.3, II The students are provided with popular expressions of giving and receiving praise. Revise and introduce the students with some of these common expressions of giving and receiving praise. Try to explain and provide them some model contexts of using the expressions. Ask them to practice individually and with their partner the meaning and the use of the expressions in a dialogue of their own. Finally, explain some of the common expressions of asking for and receiving praise that are suggested in the students text book under activity 7.3, II.

7B.3 Public speaking: Heroic deeds of Ethiopian patriots during the Battle of Adwa

In this sub-section, the students are going to deliver a public speech on ‘Heroic deeds of Ethiopian patriots at the Battle of Adwa’ to your class mates. Before they deliver the speech, they should be given time to gather sufficient and relevant information from the people concerned. They can talk to elderly people, veteran and government officials from defense minister. Guide them to collect accurate and relevant information and organize them in a way it helps make effective public speech.

- Gathering appropriate information
- Organizing speech in different sections
- Practicing properly
- Supporting one’s presentation with visuals if possible
- Getting ready to respond to questions if any.

Finally, give them some explanation and feedback based on their presentation, focusing on weaknesses and strengths.

7B.4 Debating



Activity 4

In this sub-section of speaking, the students are expected to develop their speaking skill through debating with their partner on some debatable issues like ‘***Patriotism is declining among Ethiopians in different walks of life***’. Before dealing with the issues of the debate in detail, review their presentation on public speech and let them generate some ideas of their own on the trigger questions under this section.

- What is a debate?
- Do you have any experience of debating?
- What are the qualities of a good debater?

Ask them to think individually some patriotic acts of Ethiopians in different walks of life (battle, science, and athletics). Then, let them develop ideas of debate either supporting or opposing the proposition of the debate. Request them to generate sufficient facts, figures, opinion and ideas for and against the given topic. They ought to follow the steps

of organizing their ideas clearly. Assist them in framing their ideas of supporting and opposing positions. Guide them to look at the model example for the proposition of ‘*The patriotism of Ethiopians is declining in different walks of life.*’

Debate topic	Supporting Views	Opposing views	Related connectors
<i>The patriotism of Ethiopians is declining</i>	Wide spread selfishness	Presence of some generous people	similarly, on the same note, in agreement with, contrarily, in support of, to back the argument, equally important, nevertheless, with this in mind, provided that, for example, all things considered and given these points
	Ethno-centricity	Presence of some people with strong national feeling	
	Internal conflicts	Poverty reduction	
	Deep-rooted poverty	Athletics victory	

Guide them to look for the ideas generated in the model example as a starting point and enrich them with some facts, figures, and opinions of their own. Then, let them get ready with their partner to debate for or against proposition.

Reading Skills

7C.1 : Adwa: A Symbol of National Unity

? Activity 5

In this section the learners are going to read a reading text about ‘Adwa-A Symbol of Ethiopian National Unity’. Before they deal with the reading text, introduce and explain for the learners with the topic. Ask them to think individually over the trigger questions in their text book under activity 7.5, I in their text book. Then, let them share their views with their partner. Finally, before moving to the while reading stage, ensure if the students have really acquired and rehearsed their background knowledge.

Activity 7.5. II In this activity, the learners are expected to employ some strategies. To the end, ask them to determine the given literal information taken from the text as True or False according to the reading. Direct them how they could trace literal information through previewing, scanning, skimming and the like reading strategies. Let them check their answers with that of their partner's. Finally, give them your feedback and explanation based on the suggested answer key for the section. .

➡ Answer key for Activity 7.5. II

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

Activity 7.5. III , in this section of the reading skills enhancing activity, the learners should be familiar with contextual guessing of vocabularies from a given reading text. To this effect, revise the true or false activity you did the other time, then, introduce and explain as how they could go about contextually guessing the meanings of words. Then, direct them to find the synonyms of the words stated under activity 7C.III, in their text book from the reading text. Next to that, let them share their answers with in groups of three. Finally, provide them your explanation and feedback based on the suggested key and your observation on the activity. .

➡ Answer key for Activity 7.5. III

- | | | | |
|-------------|----------------|-------------|------------|
| 1. stunning | 2. unrelenting | 3. halt | 4. rivalry |
| 5. pretext | 6. reluctant | 7. depleted | |
| 8. massive | 9. unshakable | 10. sealed | |

Activity 7.5, IV in this activity, reading skills enhancement practice, the students should be able to identify the direct references in the reading text. In relation to that, introduce them with what and how to look for referencing nouns and pronouns. Properly guide them so that they could determine what the given pronouns refer to in the context of the reading text. Then, ask them to check their answers in pairs. Finally, provide them your feedback and explanation based on the suggested key for the section and the weaknesses observed in the activity.

➡ Answer key for Activity 7.5. IV

1. Ethiopian's victory at Adwa
2. an official presence of Italy at Massawa
3. Menelik's
4. Menelik
5. Italian forces
6. Ethiopia's success in defending her territory from Italy's invasion
7. Ethiopian victory

Activity 7.5, V this is an activity that is supposed to make the learners be familiar with various important strategies of reading. To that effect, introduce them with some reading comprehension strategies like previewing, predicting, scanning skimming and the like. Explain them briefly as why and how to use the strategies. Then, ask them to answer the reading comprehension questions under 7C.4 based on the reading text information. Let them share their answers with their partner. Finally, provide them your feedback and explanation based on the suggested key for the section and the gap you observed to support the students.

➡ Answer key for Activity 7.5.V

1. Giving information
2. Ethiopian's victory at Adwa is a historical incident that changed what the European think about Africans and Africans about themselves
3. Both chronologically and in order of importance
4. Italians worked hard to create rivalry among Ethiopian local leaders
5. by cutting supply lines and thereby creating a situation where the Eritrea population fights Italian forces from the back
6. The unification of the country and solidified Menelik's claim to the title of Emperor.

Tell them to look for information in the reading text to complete the table. Advise them to look for main idea and supporting details for each paragraph. Based on their attempt, assist them in filling the table. Finally, provide them feedback on their performance.

Answer key for Activity 7.5.VI

No of paragraph	Main idea	Supporting ideas
Paragraph 1	The battle of Adwa was an astonishing victory for Ethiopian and Africans, but a disaster for Italy and Europeans	Ethiopia could jeopardize European ambition to control Africa Many Africans took Ethiopia's victory at Adwa as a beacon to fight for their independence and any social discriminations
Paragraph 2	Italy's long lasting interest to control East Africa and her strategic move by taking the Red Sea as a base.	Change in the economic and strategic significance of the Red Sea with the opening of the Suez Canal Weakening resistance from Ethiopia by inflicting rivalry among Ethiopia leaders
Paragraph 3	Italy's success in expanding her territories south of the Red Sea despite resistance from Ras Mangasha's forces	They secured control over a significant territory west and south of Massawa They held positions in many Tigray provinces
Paragraph 4	Menelik led a brilliant campaign that forced the overextended Italians to fight on his terms.	General Baratieri lost courage to join Menelik's army in the open field General Baratieri came to a point where tactical retreat was his best option

Paragraph 5	Ethiopia had successfully defended its independence and cast doubt upon an unshakable certainty of the age	In March 1896 a well-disciplined and massive Ethiopian army routed an invading Italian force and brought Italy's war of conquest in Africa to an end. The victory at Adwa opened a breach that would lead to the continent's painful struggle for freedom from colonial rule.
Paragraph 6	Though the Europeans come with different interpretations, Adwa's victory should be preserved for the benefits of the generations to come	It assured unification of Ethiopia It served as a beacon for fellow Africans

D Vocabulary Skills

In this sub-section, the students learn about one of the important strategies in developing once vocabulary-the importance of contexts to identify the meaning of certain common words and phrasal verbs.

7D.1 Using Context Clues to Guess Word Meanings



Activity 6

In this section, the students are going to practice the contextual meanings of words employing various clues of identifying contextual meanings of common words. Before dealing with the issues in detail, revise some strategies of guessing meanings-contextual clues. Ask them to generate some ideas on the trigger questions. Then, let them share their ideas with their partner. Finally, ensure if they have tried to connect their background

knowledge with this activity under Activity 7.6, I. Accept free ideas from the learners in so far as it serves as a bridge.

Activity 7.6, II this activity is meant to enhance the students' contextual guessing ability at sentence level. To that end, ask them to identify the meaning of the words under activity 7.6, II from the sentential context clue. Let the learners try this activity first individually. Then, ask them to share their ideas with their partner on how they could determine the contextual meanings of the given vocabularies. Finally, provide them your feedback and explanation based on the given answer key and your observation of the students' weakness on the activity.

➡ Answer key for Activity 7.6, II

1. lessen, ease, alleviate
2. local, homegrown, native
3. clear, simple, easy to follow
4. loud, noisy, deafening
5. rude, bold, impolite
6. non-stop, continuous
7. unbelievable, unlikely, doubtful
8. excess, surplus
9. thin, skinny
10. difficult, unattainable

Activity 7.6, III This activity gives the students the opportunity to practice on contextual guessing clues of words. To this end, introduce the learners with a paragraph level clues, sentential clues and words or phrases before or/and after the target word. . Then, ask them to identify the context clues that has helped them to define the meaning of the words in bold. Then, let them try the activity first individually and check their answers with their partners. Finally, provide them your feedback and explanation on the possible answers.

➡ Answer key for Activity 7.6,III

1. gifted, talented
2. shocked, overwhelmed, surprised

3. skill, handiness
4. happily, cheerfully
5. surprised, bragged
6. open/wide open, with wonder

7D.2 Contextual Clues for Guessing Meanings of Phrasal verbs

In this part, the students are expected to be familiar with appropriate use of phrasal verbs in sentential level context. They are going to focus on the contextual use of phrasal verbs. So, introduce and inform them about the elusive nature of phrasal verbs.



Activity 7

Let them try to contextually guess the meaning and use of the phrasal verbs from the way they are used in the sentential contexts under activity 7.7. Ask them to try them to try this activity first individually. Then, direct them to share their ideas with their partner. Finally, give them your explanation and comments based on the suggested answer key and the learning weaknesses you have observed in this activity.



Answer key for Activity 7.7, I

1. win
2. identify
3. emphasized
4. withdrew
5. retreat
6. earns, generates
7. removed
8. remain behind
9. copies
10. approaching

In activity 7.7, I and II above, the students have identified the contextual meaning of the underlined phrasal verbs. Now ask them to work on the same phrasal verbs, first

individually and then with their partner to further practice the contextual meaning of the phrasal verbs by constructing your sentences. Finally, give them comments and feedback based on their performance.

E Grammar Skills

In this section, students learn about Adverbs and their categories, Adverbial clauses, Order of adjectives, Modals, and Question types in relatively more details. Just like the procedures followed in the other sections, they learn about these language items and functions by engaging in activities. Thus, your role would be to facilitate the learning.

7E.1 Adverbs and their Categories

In this sub-section, the students are expected to deepen their knowledge on the concept of adverbs and their categories.



Activity 8

Before moving on to the details of the topic, direct the students to give their reactions to the trigger questions under Activity 7.8, I in their text book. Ask them to generate ideas first individually. Then, let them check their answers in a small group. Finally, provide them the necessary explanation on the answers they provided for trigger questions. Make sure that the students have connected the new lesson with their background knowledge.

Activity 7.8, II. This activity requires the students to identify adverbs and their functions in sentences. Let the students try the questions first individually. Then, ask them to share their ideas with their partner. Then, give them your support and explanation based on the learning gaps you have identified.

Answer key for Activity 7.8, II

1. ----- loudly (extent/degree)
2. ----- here (place).
3. ----- yesterday(time).
4. -----undoubtedly---(extent/degree)

5. -----often make mistakes (frequency).
6. ----- easily and fluently (manner)
7. ----- tomorrow (tomorrow) .
8. ----- almost -----(extent/degree)
9. Lately, -----(Time)
10. ----- quite -----(Extent/degree)
11. ----- quickly (manner)
12. ----- exceptionally (extent/degree)

Activity 7.8, III. Ask the students to discuss on the types and functions of adverbs based on the adverbs and their function they have identified under activity Activity 7.8, III in their text book; let them categorize each adverb under time, place, manner, intensity, etc. Then, direct them to do this activity first individually. Then, let them crosscheck their answers in pairs. Finally, you intervene wherever you feel there has to be assistance based on the suggested answer key and your observation.

➡ Answer key for Activity 7.8, III

1. Insanely;
2. originally;
3. subsequently ;
4. really;
5. poorly

Activity 7.8, IV. Let the learners identify the functions and types of adverbs in the paragraph level context under activity Activity 7.8, IV. in their text book. Let them try the answers first individually. Then, guide them to check their answer with their partner. Finally, provide them your support and comment based on the observed learning gaps.

➡ Answer key for Activity 7.8, IV

1. Insanely (manner);
2. originally (time);
3. subsequently (time);
4. really (degree/extent);
5. poorly(manner)

7E.2 Adverbial Clauses of Time

In this part of grammar lesson, the students deal with adverbial clauses of time. Explain to them that the main focus of this type of clause is to inform them about the time an action takes place in a given sentence. Let them be introduced with the concept that Adverbial clause of time is a subordinate clause used to show when something happens. We use Adverbs of time such as: when, before, after, as, by the time, while, until, as soon as, until, till, since, no sooner than, as long as to introduce adverb clauses of time. Ask them to use the adverb clauses of time in their own sentences. Let them try first individually. Then, ask them to check their answers with their partners. At the end, comment the clauses they have generated based on the possible gaps expected in the area from the students.



Activity 9

Activity 7.9, II. let the students identify the adverbial clause of time in the sentences under activity 7E.2, II. Thereafter, ask them to try the questions first individually. Then, let them share their answers with their partner. Finally, provide them your feedback and explanation based on the answer key suggested for this activity and the learning gap you have observed from the students in doing this activity.



Answer key for Activity 7.9, II

1. _____ when I saw my friend.
2. _____ whenever she sees a dog.
3. _____ before I go back to school.
4. _____ after the movie ended.
5. _____ as she prepared dinner.
6. _____ while his girlfriend vacuumed the floor.
7. _____ as soon as I finish eating.
8. _____ since she arrived.
9. When I arrived home _____
10. By the time we paid the bill _____

Activity 7.9, III. Let the students complete the activity under Activity 7.9, III. with appropriate words and phrases. Ask them then to identify the adverbial clause of time in each sentence. Let them try the answers first individually. Then, direct them to check their answers in a small group of three. Finally, give them your feedback and explanation on the exercise they have done based on the free responses they can generate for activity Activity 7.9, III. and the learning assistance you would like to offer them

➡ Answer key for Activity 7.9, III

1. Last night, I went to bed after I (did/completed) my homework.
2. Tonight, I will go to bed after I (have completed/have done) my homework.
3. Ever since I was a child, I (have been) afraid of dogs.
4. Reread your composition for errors before you (give/submit) it in to the teacher.
5. I have known my best friend since she (was) ten years old.
6. By the time I leave this city, I (will have already lived) for four months.
7. Whenever Dinberu(becomes) angry, his nose gets red.
8. We will have a big party when (we finish our exams).
9. The next time I (go) to Addis, I'm going to visit Arat kilo
10. I had fried potato the last time I (ate/was served) at that restaurant.

Activity 7.9, IV. This activity gives the learners an opportunity to deepen their knowledge on the use of adverbial clause of time. So ask the students first to join the sentences using the time adverb 'until' and then underline the whole adverbial clause of time. Let them try the activity first individually. Then, ask them to check their answer in pairs. Finally, give them your explanation and feedback based on the suggested answer key for this activity and the learning gap you have observed in the activity.

➡ Answer key for Activity 7.9, IV

1. I can't pay the bill until I get my paycheck
2. We can't leave until the car man comes.
3. I am not going to leave the room until you tell me the truth.

4. It had been a dull party until he arrived.
5. I think we should sit here until the dinner is ready.
6. When I go to bed at night, I read until I get sleepy.

Activity 7.9.V. Ask the students to join the sentences by using the time adverb introducing connectors (after, before or as). Let them try the activity first individually. Then, direct them to check their answers with their partner. Finally, provide the feedback and explanation on their answers based on the learning gaps you have identified during the exercise and the suggested answer for this activity.

Answer key for Activity 7.9.V

1. The plane left ten minutes after I got into it. (Look for other option).
2. You should not go to bed immediately after you have eaten heavy meal. (Look for other options)
3. The phone rang five minutes after I went to bed. (Look for other option).
4. The bus started to move as we were sitting on the bus.
5. As I was getting on the bus, I remembered that I had left my briefcase at home
6. As we were sitting down to eat, someone knocked at the door.
7. I felt anxieties in my stomach immediately before I got up to give my speech.
8. I will light the candles just five minutes before the guests arrive. (Look for other option)
9. As I was bending over to pick up my pencil, my jeans split.
10. As I was going out to see off my sister, the school service arrived

7E.3 Adverbial Clause of Place



Activity 10

In this section, the students are going to deal with adverbial clause of place. Before dealing with the details of the topic, let them individually generate ideas for the trigger questions under Activity 7.10, I. Then, direct them to share ideas with their partner so as to come

to some consensus on the issues. Finally, check their readiness for the upcoming activity through the brainstorming. Let them openly provide free answers for the idea generating questions.

Activity 7.10, II. this activity is mean to enable the learners to identify the adverbial clause of place in the sentences. Introduce and give model examples for the learners so that they could try the questions in the exercise. Ask them to practice the questions first individually. Then, let them share their ideas with their partner as how the adverbial clauses of place can be used. Finally, give them your feedback and explanation on the given activity based on the learning gap observed and suggested answers for the activity.

➡ Answer key for Activity 7.10, II

1. Wherever I go, -----.
2. ----- where she lives.
3. ----- everywhere we went to.
4. Where there is love-----
5. Wherever he went, -----.
6. ----- where the street ends.
7. ----- somewhere the police could not find.
8. where there is a will-----
9. ----- wherever she went.
10. ----- where I was born.

Activity 7.10, III. in this activity the students are expected to complete the incomplete sentences with their own adverbial clauses of place. Ask the students to try the questions first individually. Then, let them check their answers with their partner. Let them Pay attention to the tense. Finally, provide them your feedback and scaffold based on the learning gap you have identified and the answer key suggested for the activity.

➡ Answer key for Activity 7.10, III

1. -----where usually plays(Look for other option)
2. -----there is scarcity of resources. (Look for other option)

3. ----- where she usually dines.(Look for other option)
4. -----They look active(Look for other option)
5. -----where he can be disciplined (Look for other option)
6. ----- he makes new friends easily (Look for other option)
7. ----- where tourists flock. (Look for other option)
8. ----- where they have easy access to (Look for other option)
9. ----- you come across something new (Look for other option)
10. -----where a sugar factor was established in Ethiopia for the first time
(Look for other option)

7E.4 Adjectives -Order of adjectives in a sentence

In this part, the students learn more about the order of adjective in sentences. It is hoped that they have already learned different functions of adjectives. Some adjectives describe size, while others describe quality, color, amount, origin, etc. Sometimes, more than one adjective can be used to modify a single noun or a given adjective only occurs after a linking verb while others only before the noun they modify.



Activity 11

Ask the students first to give their opinions on the triggering questions in their text book under activity 7.10, I . Let them try the questions first by their own. Then, direct them to get into groups of four and share their opinions. Then, assist the learners by rehearsing and connecting the new lesson with their background knowledge.

Activity 7.10, II. Ask the students to put the adjectives given in brackets in the correct order to complete the sentences. Let them try the questions first individually. Then, ask them to check their answer with their partner. Your intervention based on the suggested answer key for this activity in the weakness area is very important.

➔ Answer key for Activity 7.11, II

1. My sister has a beautiful big white cotton dress.
2. My father bought a wonderful old, Italian clock.
3. Put it in a big square blue box.
4. She bought a disgusting pink plastic ornament.
5. I like some slim new French trousers.
6. This is an amazing new American movie.
7. I bought a pair of black leather shoes.
8. She drives a Modern BMW Japanese luxury car.
9. They built a beautiful big rental villa house by the river.
10. He used a long, narrow Chinese plastic broom to clean the window

Activity 7.10, III. Ask the students to rewrite the sentences by keeping the order of adjectives. Let them try the activity first individually. Then, direct them to check their answers getting into groups of three. Then, give them your feedback and explanation based on the learning difficulties you observed and suggested answers for the section.

➔ Answer key for Activity 7.10, III.

1. I'd like to know three good reasons why you don't like spinach.
2. I like that really big antique red tractor in the museum.
3. My brother rode a beautiful big, black, Friesian horse in the parade.
4. I bought a pair of nice new red rain boots.
5. Please put the marbles into that little round old red box.
6. I was surprised to receive a cute little eight-week-old golden retriever puppy for my birthday.
7. I've been spending a lot of time in antique shops looking for the perfect little Italian silver shoe.
8. During my college years, I wore a big red, furry hat to sporting events.
9. We went for a two-week picnic on an incredible huge brand-new Italian ocean liner.

10. The store carries an assortment of interesting old and new and antique objects.

Activity 7.10, IV. let the learners reorganize the given adjectives in their correct order and use them in meaningful sentences of their own. Ask them to try the questions first individually. Then, direct them to check their answer with their partner. Finally, provide them your feedback and explanation based on the suggested answer key for this activity and the learning gap you have identified in the activity

Answer key for Activity 7.10, IV.

1. I saw one giant round blue chair at the gate.
2. Three beautiful old Ethiopian paintings were hanging on the walls of the museum.
3. The fans were wearing big ugly old brown hats.
4. I bought small old green gardening gloves from the nearby store.
5. They live in large green bush house.

7E.5 Modal Auxiliary Verbs

7E.5 Modal Auxiliaries: In this section, the learners are going to practice the meaning, function and use of the modal auxiliaries.

? **Activity 12**

Before that, direct them to generate ideas on what they know about modal auxiliary verbs based on the triggering questions. Then, let them try the questions first individually and share ideas with their partner in a group of three. Finally, provide them your concluding remarks and suggestions based on the free ideas they have generated for the trigger questions under activity 7.12, I in their text book.

Activity 7.12, II. This activity is supposed to enable the students with model dialogue use of modals. Let them look at the Conversation between Grandma and granddaughter. Ask them to individually identify the types and functions of modal auxiliary verbs. Then, direct them to share their ideas with their partner. Then, your final feedback and explanation should be given based on the observed learning difficulties and suggested answers under activity 7.12, II.

➔ Answer key for activity 7.12, II.

G. Daughter: Can I help you? (Making an offer)

Grandma: Yes, of course, but you should wear an apron. (Giving advice)
(the G. Daughter wears an apron)

Grandma: Perfect.

Grandma: First we must mix everything in order to obtain the dough. Now we must roll the dough with the rolling pin. (Giving strong advice/ recommendation)

G. Daughter: Can I do it, please? (asking for permission)

Grandma: Yes, of course

Grandma: Now we are going to top it with tomato sauce, cheese, onion, bacon, and mushrooms.

G. Daughter: Can I slice the onion? (Asking for permission)

Grandma: No you shouldn't. (Giving advice)

G. Daughter: Why not?

Grandma: Because your eyes may start to burn and tears may run down your face. (Expressing possibility) But you can cut the bacon.(Giving recommendation) You must be careful with the knife (Giving strong advice). And you shouldn't cut it so fast. (Giving advice)

G. Daughter: (after a while). Here it is, Grandma. I think I have done it properly.

Grandma: Yes, it looks nice. Now we must put it in the oven.(Giving strong advice/recommendation)

G. Daughter: How long should we cook our pizza? (Asking for advice)

Grandma: We shouldn't bake it for more than 15 minutes, it could get burned. (Giving advice)

Grandma: The Pizza must be ready now. Let's take a look. (supposing/ Speculating about something)

G. Daughter: Grandma, is the pizza ready? It smells delicious.

Grandma: You must wash your hands before you eat.(Giving advice)

G. Daughter: I have cleaned my hands already.

Grandma: Let's eat now. You must be very hungry. (supposing/ Speculating about something)

G. Daughter: yeah, we are. (after putting a slice on her plate) Grandma, could you pass me the ketchup, please? (Making a request)

Grandma: of course, here you are

G. Daughter: Thanks.

Grandma: Would you like some more? (making an offer or invitation)

G. Daughter: No, thanks.

Activity 7.12, III. In the text about Hellen Keller, the students find different types of modal verbs with purposes. Let them individually identify the modal verbs and their functions. Then, let them share their answers with partners before you provide them with final concluding remarks and suggestions.

➡ Answer key for Activity 7.12, III

- (1) I'd like you to--- (making suggestion)
- (2) who could not see and hear (lack of ability in the past)
- (3) this brilliant girl could overcome (ability in the past)
- (4) I must say there was nothing wrong with----- (supposing/speculating)
- (5) She could walk---- (ability in the past)
- (5) She must have been very ill.---- (Expressing possibility)
- (6) their darling would never be able to -----(Expressing possibility)
- (7) She could not hear what was said------(lack of ability in the past)
- (8) she could not play with -----(Lack of ability in the past)
- (9) they could do something -----(expressing possibility)
- (10) the doctors could do nothing (ability in the past).
- (11) Dr. Bell said the Kellers should address the Perkins------(making suggestion/recommendation)
- (12) if they could send someone to help the child" (Expressing possibility)

Activity 7.12, IV. This activity is supposed to enhance the learner's potential for using modal auxiliaries in meaningful contexts. So, ask the learners to rewrite the sentences using modal auxiliaries under activity Activity 7.12, IV in their text book in such a way that their answer could have the same meaning with the original. Let them try the exercise first individually. Then, ask them to crosscheck their answers in pairs. Your concluding remarks are important for them to stabilize their learning.

➡ Answer key for Activity 7.12, IV

1. You should get a good doctor.
2. You needn't have/don't have to have a university Degree for that job
3. My father may/might pick you up.
4. You must not eat in class.
5. He must be a poor man.

Activity 7.12, V. This activity gives the learners a chance to practice the use of models in real life situations, So, ask them to individually think about the imaginary situations by creating their own sentences with modal auxiliary verbs. Let them share their views with their partner before you provide them your concluding remarks based on the suggested answer key for this section under Activity 7.12, V.

➡ Answer key for Activity 7.12, V

1. We could visit the lion's cage at Sidist-kilo for the weekend.
2. We have to buy new note books as school starts in September.
3. No one could break H/Gebresillasie's ten thousand meter record
4. If I have won a lottery, I might quit my job and I may buy a new car.
5. You should see a doctor.
6. Can I borrow your car please?

7E.6 Different types and forms of Questions in English

A. WH-Questions.

? Activity 13

In this part, the learners are expected to practice the use of different forms of questions. So let the students provide their own appropriate question word to complete the exercise under Activity 7.13, I. in their text book. Guide them by providing model examples and explanation. Ask them to attempt asking and answering the questions with their partner before your final feedback and concluding remarks based on the suggested answer key for this activity.

8- Answer key for Activity 7.12, I

- | | |
|----------|-----------------|
| 1. where | 6. whose |
| 2. who | 7. Which |
| 3. what | 8. what |
| 4. when | 9. when/why/how |
| 5. why | 10. When |

Activity 7.13, II. Ask the students to individually elicit ideas about the use and formation of wh-questions based on the example questions given above. Let them discuss with their partner the ideas they have generated. Finally, provide them your feedback and explanation based on learning gaps you have observed.

B. Yes/No Questions.

? Activity 14

Activity 7.14, I. In this part, the students focus on the practice of forming and using the Yes/No questions. Before dealing with the detail of the topic, ask them about how they react to the triggering questions under Activity 7.14, I. in their text book. Let them attempt the questions first individually. Then, direct them to share their views in pairs before you ensure their understanding of the basic issues for the upcoming learning.

Activity 7.14, II. This activity gives the learners an opportunity to be familiar with authentic use of yes/no questions. So, ask the learners to complete the dialogue under activity 7.14,II with auxiliary verbs which are very common in forming Yes/No questions (Verb “to be”, “to have” and “to do”). Let them try the activity first individually. Then, guide

them to share their ideas with their partner before your intervention based on your observation and the suggested key.

➡ Answer key for Activity 7.14, II

Mesafint: (1) did you go to the training day that they told us about in the last meeting?

Melat : (2) are you talking about the computer training?

Mesafint: No, not about the computer training, I meant the sales training.

Melat: Oh yes, I went to that. It was quite good. (3) have you ever been on that course?

Mesafint: No, I haven't.

Melat: Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.

Mesafint: When you go on these courses (4) does the company pay or (5) do you pay yourself? I know that good training isn't cheap.

Melat: Oh, the company pays – they can afford it. It doesn't cost us anything.

Mesafint: And (6) has it helped you in your day-to-day work? Be honest now.

Melat: Yes, I think it has.

Mesafint: OK. I'm interested. (7) is the course running again in the near future?

Melat: Yes, they begin registration in a month's time.

Activity 7.14, III. Ask the students to discuss with their partner the uses and rules of Yes/no questions based on the dialogue above. Direct the learners to use the model to produce a dialogue of so that they practice asking and answering yes/no questions. Let them exchange feedback each other's work before you give them the concluding remarks. Then let them complete the dialogue under Activity 7.14, IV in their text book.

➡ Answer key for Activity 7.14, IV

1. A: Were you reading about IBM?-----
2. A: Do all servers use laptop?-----
3. A: Is the popularity of laptop falling?-----

4. A: Did Laptop start in the eighties?-----
5. A: Have you installed IBM on your computers? -----
6. A: Has the inventor been making a lot of money? -----

Activity 7.14, V. Ask the learners to Practice similar type of conversation with their partner on certain classroom issues. Let them focus on the practice of Yes/No forms in their question and answer dialogue. Direct them to give comments on each other before you provide them the final closing remarks.

Activity 7.14,VI. This activity gives the learners a chance to convert statements into Yes/No questions. Let the learners change the affirmative sentences under activity Activity 7.14,VI., into Yes/No question forms. Guide them to try it first individually. Then, let them check their answer with their partners before you give concluding remarks.

Answer key for Activity 7.14,VI.

1. Does Jamila think it is a good idea?
2. Is Soliyana arriving on Monday?
3. Did he make a copy of the Excel file?
4. Have they offered her the job?
5. Will she be at the meeting tomorrow?
6. Did they go to the swimming pool?
7. Can she drive a lorry?
8. Was he born and brought up in Jigjiga?
9. Does he have brothers and sisters?
10. Are we expected to show our I.Ds at the entrance?

C. Tag questions

In this section, the focus of the activity will be on the uses and forms of tag questions.

?

Activity 15

Before getting into the details, let the students give their views on the inspiring questions under activity Activity 7.15, I. in their textbook. Guide them to try the questions first

individually and then ask them share ideas with their partner before they get the final feedback and explanation from you.

Activity 7.15, II Ask them to provide the appropriate tag question form for each statement. Advise them to focus on the nature of the verbs in each statement and how they behave in forming tag questions. Let them try the questions first individually. Then, ask them to check their answers with their partners before you provide them your concluding ideas based on the suggested answer key for this activity.

➡ Answer key for Activity 7.15, II

- | | | |
|----------------|------------------|-----------------|
| 1. Isn't it? | 2 Isn't he? | 3 Haven't they? |
| 4. Didn't she? | 5. Will they? | 6. Did we? |
| 7. Could I? | 8. Shouldn't he? | 9. Shall we? |
10. Haven't I or don't I? (Both are possible, as 'have got' can have the meaning of 'possess' in British English, as a result the tag takes 'have'. But in American English 'do' is common)

Activity 7.15, III. This exercise help students improve their fluency through the use of tag questions in the middle of a conversation. Ask the students to read the dialogue thoroughly before they try to complete the blank spaces with appropriate tag question forms. Let them first, try it individually. Then, ask them share their ideas with their partner before you provide them concluding remarks.

➡ Answer key for Activity 7.15, III

Yonas: It's a good day.

Alemu: It's lovely, isn't it? Why don't we go to the lake side?

Yonas: yes, let's do that, shall we?

Alemu: We could drive, but let's walk. We need the exercise.

Yonas: We do, don't we? I'll get my things.

Alemu: Last time you forgot your towel.

Yonas: I didn't have it with me, did I? So, I borrowed yours. Anyway, let's go.

Alemu: That was great, wasn't it? I feel very hungry now.

Yonas: Me too. This place looks good.

Alemu: Yeah, we have been here before, haven't we? It does really have good sandwich.

Yonas: That's right. Oh, I haven't got my wallet. You will lend me some money, won't you?

Alemu: First a towel, then your wallet. You never remember anything.

Yonas: Well, we are friends, aren't we? Let's go inside.

Activity 7.15, IV. Here, the students are expected to understand a variety of rules applied in forming tag questions for the sentences 1-10. Help them concentrate on tag question forms suggested for sentence structures with negative subjects, negative adverbs, and modal auxiliaries, and for imperatives. The language tip at the end of the section will help students understand the issue better.

Activity 7.15, V. This exercise helps students to consolidate their knowledge about tag questions. Because it requires them apply a variety of rules, you help them revise the previous exercises including the notes given at the end of the section. Finally, help them distinguish the basic rules in forming tag questions.

➔ Answer key for Activity 7.12, III

- | | | |
|-----------------------|-----------------|----------------|
| 1. won't she? ? | 6. do we? | 11. aren't I? |
| 2. Couldn't I? | 7. shouldn't I? | 12. will you ? |
| 3. will I? | 8. did they? | 13. would you? |
| 4. won't they? | 9. shall we? | 14. Shall I? |
| 5. must we/should we? | 10. won't he? | 15. Might I? |

Writing Skills

7F.1 Process of Writing Descriptive Essays

This section which aims at developing students' writing skills, the learners are going to focus on the descriptive type of essay writing. Introduce and explain to them what a good descriptive writing includes. A Good descriptive writing includes many vivid sensory details that paint a picture in the mind of the readers by appealing to a reader's senses of sight, hearing, touch, smell and taste whenever it is appropriate. The students learn this by practicing process writing.



Activity 16

To start, ask students to answer the questions in Activity 7.16, I. Let them try the questions first individually. Then, ask them to share their ideas with their partner. Finally, provide them your feedback and explanation based on the suggested key for this section and the weaknesses you observed that need some assistance.

→ Answer key for Activity 7.16, I.

1. To describe a person, place or thing in such a way that a picture is formed in the reader's mind.
2. In the paragraph/essay, the writer captures the event by paying a close attention to details in such a way that they appeal to any of the five senses of readers.
3. Giving vivid details; appealing to the reader's senses and the use of figurative language, as the writer uses analogy, simile, and metaphor descriptions, and precise language
4. Objective descriptions are very common in academic essay or paragraph. They appeal to our intellect by presenting facts and figures. Subjective descriptions however aim at touching the reader's emotions. In this type of description, the meaning constructed is influenced by personal feelings or emotions. It is basically meant for entertaining.

Activity 7.16, I introduce and explain to them the important points about the steps of descriptive essay writing under activity 7.16, I. so that they could generate their own essays based on that information. Let the repeat and rehearse those steps individually and in small groups before moving to the writing stage.

7F.2 introduce and explain to them about the steps of writing descriptive essay under Activity 7.16, I. so that they could generate their own essays based on that information. Let them repeat and rehearse those steps individually and in small groups before moving to the writing stage.

Activity 7.16, II This activity is meant to give them a chance to identify the nature of a given descriptive essay. So, ask them to look at the descriptive essay so as to identify the different sections and features of the essay. Then, let them discuss with their partner different aspects of descriptive essay (language use, sensory details, and its different sections) in connection to the descriptive essay model given in their text under Activity 7.16, II. Finally, provide them your common on their answers focusing important features and steps of good descriptive essay writing.

Activity 7.16, III To help them do this activity, ask the students to brainstorm individually on ideas the role of their parents in their academic life. Let them think for a while and generate what their father and mother did in their academic journey. Direct them to write their draft based on the ideas they generated. Let them re- drafts their draft again including ideas, sensory details and relevant language they might have not used properly. Let the structure of their essay be framed on introductory paragraph, three body paragraphs and a concluding paragraph. Ask them to look at the language tip about descriptive essay in their text under activity 7.16,III before beginning to write this essay. Finally, give them your feedback and explanation on the descriptive essay the students generated and the gap you have identified in the process of producing the essay.



Efficiency of Health Services

(16 periods)

Unit Objective

At the end of this unit, students are expected to:

- listen to a text to identify the main idea;
- identify specific information from a listening text;
- re-tell the story you listened to;
- summarize the story in the listening text;
- make an interview and give oral report;
- identify expressions for talking about purpose;
- involve in panel discussion and present speech;
- identify the gist and details of reading texts;
- predict the message of the reading text;
- use contextual clues to find the meaning of new words;
- use quantifiers accurately; and
- write argumentative essay.

Language focus

Listening: Listening to lectures and taking notes, synthesizing information to create a similar story,

Speaking: Debate, Panel discussion, conducting interview, expressing Purpose

Reading: Authentic texts such as Newspaper, magazine, Articles, etc. related to farming in Ethiopian/irrigation

Vocabulary: Words related to health service and medicine HIV/AIDS.

Writing: Writing argumentative Essay

Grammar: Adverbial clause of purpose, manner, passive voice.

Listening Skills

8A1. Listening

?

Activity 8

You can ask students about the unit topic 'A lecture on HIV/AIDS' and can introduce this lesson. You should then lead students to the main lesson and introduce the listening topic to students. You give instructions to do the pre-listening tasks. You make students respond to questions in Activity 8.1. You should take care when talking about HIV/AIDS with students. You should talk about the infection, its method of transmission and prevention. You need not talk about individuals.

Let students look at the questions in pairs, and reflect on the questions. They can also portray on how people can get infected by HIV (Activity 8.1 I, 1-3). Your (teacher's) follow up is important while students work on the activities. Please check and help them show their ability of thinking and reflecting on concepts related to the topic. These can also be extended to a group work (group of three or four). Then you read the instructions and ask students to share their opinions, while you are monitoring who is participating, and who is not so. Then you ask students what they learn from their discussion about HIV/AIDS. Students may tell how people get infected with HIV and what the solution is. (This all needs 4 to 6 minutes).

Answers key for Activity 8.1, I

1. Students should respond saying that HIV is a virus and AIDS is a disease.
2. Students may say one can get infected through sexual intercourse, injections and blood contact.
3. Students may respond if one knows that he/ she gets infected, he/she can take care of him/herself by taking antiretroviral.

Following this you read the listening text and students listen and work on the while listening activities (Activity 8.1, II). You give the talk or read the text at least twice. You should not read too fast or too slow. You should read in a speed that could enable students follow you. The students choose the correct answer for statements taken from the listening text. Here you should follow up students' effort in participating, and monitor their work till students finish doing the activities. This also requires 6-8 minutes.

Answers key for Activity 8.1, II

1. Students should listen to the lecture and take notes.
2. They should compare their notes.
3. They should listen to the lecture again and develop their notes.

Students should also workout the post-listening activities (Activity 8.1, III). In this activity, students explain the causes which endanger natural resources. They also look for solutions. You help and monitor while students discuss in groups. Finally let students do the post listening Activity and make a report.

Answers key for Activity 8.1, III

1. Students should report the story to the class.
2. Students should write a summary of the lecture.
3. Students should make an interview with members of the community to check the public awareness of HIV/AIDS and report the interview result.

Listening Text

A lecture on HIV/AIDS

First of all, let's see the overall background of the geographical profile of the HIV epidemic. The geographic profile of the HIV epidemic is diverse. Available statistical data help to show the shape of the epidemic in a given geographic region, but only in very general terms.

It is important to bear in mind the limitations of any picture formed on the basis of statistics. Such pictures provide a true and accurate description for the majority of people affected by HIV within a given context but they also tend to mask the reality for minorities affected by the disease. For example, in many counties of the North, HIV is spoken of as mainly affecting homosexual men. This is true, but heterosexual women and men are also infected through sexual intercourse, receiving infected blood or blood products or illicit injection of drugs.

Now let me say a few things about the transmission of the virus. Worldwide, and particularly in countries of the South, HIV is mainly an infection that is transmitted by heterosexuals. Again, this statistics, while true, hides another truth-that infection is also occurring through injection drug use and / or homosexual sex.

In developing countries where cultural taboos evoke vociferous denials of even the existence of homosexuality, the truth that HIV can be transmitted through homosexual sex becomes further obscured. Despite these limitations, available statistical data provide an important tool to understand the shape of the epidemic in different parts of the world.

B Speaking Skills

8B1. Making Debate



Activity 8

In this lesson, students are going to conduct a debate on the motion ‘Sexual practice before marriage is good or bad’. To begin with, you should ask students what a debate is and what they do during making debate Activity 8.2, I. You can also list language expressions students may use while making a debate. Students should answer the questions given.

Answers key for Activity 8.2, I

1. Students may explain that a debate is an argument about a topic.
2. Students may state that in a debate they argue for and against a proposition.
3. Students should use expressions that show agreement or disagreement during debate like: I agree, disagree, oppose, and object; my objection is, in my view, in my opinion, etc.

Get students form a group that contains four members and assign tasks for each member. Let them choose a judge. Then students prepare themselves on the motion: ‘Sexual practice before marriage is good or bad’. They should prepare their arguments for or against the topic. They should also use expressions like (I argue, I propose..., my objection..., I agree/disagree, in my opinion, in my point of view, etc) to express their arguments (Activity 8.2, II). Finally, they should present their debate to the whole class.

Answers key for Activity 8.2, II

1. Students have to work in groups and prepare themselves for a debate on the given proposition or motion
2. They should make their arguments ready.
3. They need to present their debate to the class.

8B2. Conducting Interview



Activity 8

In this lesson, get students to work individually. Tell them that they are going to make an interview on ‘how to stop the spread of HIV/AIDS’ in Activity 8.3. Students should first write five to 10 interview questions about the topic. Then they should sit in pairs and interview each other on what the youth should do to stop the spread of HIV/AIDS. They should use the expressions of asking questions. Then allow them to organize the responses and give a report to the classmates.

Answer key for Activity 8.3

1. Students should write interview questions to make an interview on the topic: how to stop HIV/AIDS. They revise their questions and make an interview.

8B3. Panel discussion



Activity 8

Tell students that they are going to have a panel discussion, a group meeting that aims to discuss a public issue or solve a problem. Give instructions to students to present the interview results they did in 8B2 to a panel discussion in Activity 8.4. This may require 5-6 minutes preparation time. Students prepare a panel discussion forum. Then they should present the interview results and collect different views from the discussion. Finally, they should report the panel discussion results to the class orally.



Answer key for Activity 8.4

1. Please motivate students present their interview result for panel discussion.
2. Help them to write a report about the results of the panel discussion.

Reading Skills



Activity 8

Prevention of Chronic and Infectious Disease

Get students ready to read the text on 'Prevention of chronic and Infectious Disease'. You need to make students work on the pre-reading questions in Activity 8.5 I. This can take 4 to 6 minutes. Students have to explain what makes our environment hot and causes drought. Let them answer the pre-reading questions one by one. You need to elicit answers from students. Students should explain things that cause infectious diseases.



Answer key for Activity 8.5, I

1. Let students define what diseases are: a disorder in humans, animals, or plants with recognizable signs and often having a known cause.
2. Please allow students to describe infectious disease.
3. Infectious diseases are transmitted through direct transfer of bacteria, virus or germ.
4. Students should guess what the reading text is about by looking at the title.

Then you re-introduce the topic of the reading text and give instructions to students to read the text. The students have to read the text and to do the while reading tasks in activities 8.5 II under this section. In this activity students should read the text and answer comprehension questions. Please follow them and give support while students work on the activities. You also need to provide answers to the activities referring to answers in this guide.



Answer key for Activity 8.5, II

1. Successful disease control efforts have increased life expectancy and resulted in changes in demographics.

2. b

3. c

4. a

5. a

D Vocabulary Skills

8D1. Knowing Word Meaning



Activity 8

Get the students to work on Activity 1 on their own and guess the meanings of selected words from the context. Students should reread the text and guess the meanings of the new words. They can discuss these activities in groups. They can also use dictionary to compare the meanings. Motivate them to explain how they guessed the meanings of the new words.

Ask them the strategies they used most from the lists. Finally, you provide the answers listed in this guide.



Answers to Activity 8.6

1. Mainly

2. Cause to something

3. Of human population

4. Causes of disease

5. Improper/inadequate

8D2. Phrasal Verb



Activity 8

Tell students that this topic is not new to them, but they are going to learn more new phrasal verbs. In this lesson, students should construct sentences using phrasal verbs listed in the student text book.



Answers to Activity 8.7, I

Let students construct meaningful sentences using the phrasal verbs given.



Answers to Activity 8.7, II

1. Put away 2. Put off 3. pulled over. 4. Put back 5. Put down 6. Punched out

8 Gram ma Skills

8E1. Adverbial Clause of Manner

Activity 8.8

Tell students that they are going to learn about adverbial clauses. Explain that a clause is - a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence. Explain that adverbial clause is a dependent clause that functions as an adverb. That is, the entire clause modifies a verb, an adjective, or another adverb. As with all clauses, it contains a subject and predicate.

Tell them that an adverbial clause of manner describes how or in what manner something occurred or will occur, to what degree something occurred or will occur, or how something compares to something else. Some of the most often used subordinating conjunctions are like, as, as ... as, as if, and the way. Students need to do Activity 8.8.



Answer key for Activity 8.8. I

1. The freshly picked flower is beautiful as it is soft and healthy.
2. She looked excited as if she could jump up and could dance at any moment.

3. Senna walks confidently the way a model struts on a runway.
4. Hagos is nervous as Mamo is nervous/ Hagos is as nervous as Mamo.
5. The house was as big as we had imagined it.
6. She is as beautiful as her mother is.
7. That restaurant is not as good as it used to be.
8. He acted confidently as if he was a boss.

8E2. Adverb Clauses of Comparison



Activity 9

Introduce this lesson by explaining that adverb clauses of comparison of degree are introduced by the relative adverb as...as (for positive degree) or by the subordinating conjunction than for comparative degree. Then get students to work on activity 8.9 I and II. Let students complete the activity and fill the blank spaces with the correct adverbs or adjectives. In Activity 8.9, students have to identify errors in the given sentences and write the correct sentences.

Answer key for Activity 8.9, I

- | | | |
|----------|-----------------|-----------------|
| 1. Older | 2. Harder | 3. Later |
| 4. More | 5. So stupid as | 6. As stupid as |

Answer key for Activity 8.9, II

1. You are healthier than I am.
2. This is a more complete building.
3. He is more clever than intelligent.
4. He is healthier than his sister.
5. Which of these two books is better?

8E3. Passive Voice Practice with all Tenses

? Activity 80

Introduce this topic to students and get students read the sentences on the student textbook and learn the functions and structure of the passive form in different tenses. Tell them that the passive voice is used when the focus is on the action or when the doer is not important or not known. Students need to work on Activity 8.10 and practice identifying the function of the passive form.

→ Answer key for Activity 8.10

Student B: My first letter has been written by me.

Student B: A new book will have been bought the following day.

Student B: A new guide had been being bought by him.

Student B: A second letter was being written by me.

8E4. Quantifiers

? Activity 81

In this lesson students are going to learn more about quantifiers. Teacher may ask questions what words they use to describe the amount or quantity of something. Remind the students what they learned about quantifiers in the previous units. Get them to work in pairs and answer the brainstorming activity. Let them tell what their responses to the situations are. Teacher explains what quantifiers are. Tell them that these are words that describe quantity. Quantifiers are adjectives or adjectival phrases that describe “how much” (uncountable) or “how many” (countable) of a given noun there is (are). Students should work on Activity 8.11(I and II).

→ Answer key for Activity 8.11

1. How much are the oranges?
2. There is much ‘teff’ in the bag.
3. There are many animals.
4. Sorry, I haven’t any pen.
5. What do you like, a cup of tea or coffee?

Instruction B **Answers**

- | | | | | |
|------------|-----------|-------------|---------|--------------|
| 1. Lots of | 2. Much | 3. Many | 4. Any | 5. Any |
| 6. Much | 7. Little | 8. A lot of | 9. Most | 10. A little |

8 Writing Skills**8F1. Mechanics and Punctuation****? Activity 82**

In this lesson, you are going to teach the importance of punctuation and mechanics in writing. Remind students that if they do not punctuate their sentences properly and do not begin sentences and paragraphs appropriately, their reader may not understand the message. Make them be aware of punctuations and mechanics in writing. Please elicit answers from students what they know about punctuation and mechanics. Students can explain if punctuations and mechanics help them make their sentences smooth. They will explain how they can punctuate their sentences. They should also do Activity 8.12.

Make students read the piece of writing in Activity 8.11 and indicate the errors in the paragraph. Then they have to rewrite the paragraph correcting the errors. Finally, they need to compare their writing in pairs and correct. In the end please give the correct version of the paragraph.

 Answer key for Activity 8.12

- Students should indicate the errors in the paragraph.

This is excellent stuff. Would it be Ok with you if I shared this post with some of my students? It's a little too advanced for most of them, but there are a lot of things. They could glean from what you've written here nevertheless. Thanks, by the way, for liking my post. It's good to know there are other writers out there stuck in the same racket!

8F2. Cohesive Devices



Activity 8.3

Tell students that using cohesive devices makes the writing smooth. Then elicit some of the cohesive devices from students. Tell them that cohesive devices are words that are used to connect words, phrases, sentences and paragraphs. These words make smooth transition in the flow of ideas. There are many words of this kind for example; and, but, however, also, moreover, in conclusion, etc. Students should do Activity 8.13 in the student textbook.



Answer key for Activity 8.13, I-IV

1. Cohesive devices are connecting words or linking words.
2. Some of the cohesive devices: however, as, also, moreover, etc.
3. These cohesive devices are used to connect sentences to sentences and paragraphs to paragraphs.

II.

- | | | | | |
|------------|--------|--------|------------|---------|
| 1. because | 2. so | 3. but | 4. and | 5. but |
| 6. or | 7. but | 8. and | 9. because | 10. and |

III.

1. and, which, also, that, what(in the order of the blank spaces)
2. besides, also, but, and, because

IV.

1. First sentence: Little children may also enjoy reading because they enjoy spending time with their parents.
2. However, reading is more than a hobby; it is also a great tool for education.
Reading can open the door to learn many new things.

8F3. Writing a Report of an Interview

? Activity 84

In this lesson, students are going to write a report of an interview. Tell students to interview each other. Then students should make an interview with one of their classmate what things she/he plans to do in the weekend, and take notes. Then they have to write a report. Let them be sure that their writing is well punctuated. They have to also use connecting words (cohesive devices) to join sentences and paragraphs.

8→ Answer Key for Activity 8.14

1. Students are expected to make an interview.
2. Students should also write a report of their interviews.

8. F4. Argumentative Essay

? Activity 85

In this lesson students are going to write an argumentative Essay. Tell them that an argumentative essay is a writing that uses evidence and facts to support the claim you are making. Its purpose is to persuade the reader to agree with the argument being made. Explain to students that this essay requires them to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic.

Please motivate the students to read the model argumentative essay and identify the cohesive devices used to link sentences and paragraphs of the model essay. Help them to indicate the thesis statement that carries the main idea of the essay. They should also compare the introductory Paragraph and conclusion of the essay. Then students have to plan and write an argumentative essay on the topic: “Some people say HIV/AIDS is not a problem now”. This activity may be given as homework.

Answer key for Activity 8.15

(A)

1. or, and, also, that, however, first, second, additionally (in the order of the blank space)
2. The idea of replacing library with tablets.
3. Some people have suggested that public libraries should be shut down and, in their place; everyone should be given an iPad with an e-reader subscription.
4. No, the introductory paragraph and the conclusion argue differently.

(B). Students should write argumentative essay on the given topic.

UNIT 9

Indigenous Conflict Resolution

Unit Objective

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

- explain the role of Indigenous conflict Resolution mechanism for its positive impact in securing the socio-cultural fabric the society;
- listen to a text and explain textual information;
- identify the salient features of summary writing;
- argue for or against a writer's position;
- use background knowledge to predict the information in reading text;
- skim for gist and scan for specific information;
- use context clues to guess the meaning of unfamiliar words;
- apply textual information to prepare an oral presentation;
- describe the salient features to retell a story;
- identify the thesis statement of an essay;
- use different kinds of adverbs accurately;
- use phrasal verbs in speaking and writing appropriately; and
- ask for clarification and apology.

Learning Competence:

- **Listening:** Listening to locate the gist and details; listening to lectures and take notes Taking notes from listening text. Using information from listening text to retell a story Listening and identifying salient points Identifying the gist and details from the listening text

- **Speaking:** Asking for clarification . Identifying expressions for asking information. Identifying expressions to ask for apology; Asking for apology; using the appropriate expressions to ask for clarifications; Organizing information and reasoning logically and refuting in debate;
- **Reading:** reading to get gist and the details (skimming and scanning). Identifying implicitly and explicitly stated information; locating general and specific information Identifying indigenous strategies for resolving conflict;
- **Vocabulary:** Guessing contextual meaning of words from the passage. Identifying and using collocations; Identifying and using phrasal words;
- **Grammar:** Identifying expressions for telling purpose expressing purpose.
- **Writing:** Identifying a thesis statement from an essay; Writing a manageable thesis for an essay; Differentiating topic sentences and thesis statement;

Language focus:

Listening: taking notes, writing a short summary, analyzing and synthesizing information

Speaking: Asking for clarification, Apologizing, Debate, Public speech

Reading: Authentic texts such as Newspaper, Articles, etc. related to conflict management/ resolution

Vocabulary: Levels of word meaning (antonyms, synonyms, etc.), collocations, Phrasal verbs, idiomatic expressions

Writing: Writing thesis statement, using cohesive device, writing informative text

Grammar: Nominative and accusative cases (relative clause), adverbial clause of place, past continuous tense and past perfect continuous tense

- Writing: Writing thesis statement, using cohesive device, writing informative text
- Grammar: Nominative and accusative cases (relative clause), adverbial clause of place, past continuous tense and past perfect continuous tense

9A.1 Introduction In this section of the listening skill, the learners are going to be exposed to varieties of listening texts and activities that help them enhance their listening strategies. Before directly dealing with the activities, introduce and explain to the learners about the role of various indigenous conflict resolution mechanisms. Ask them to look at the picture related with conflict resolution in their text book and guess what the elderly people are doing. Ask them to elicit from their background some ideas related with the concept of indigenous conflict resolution. Guide them to focus their ideas on the trigger questions given in their text book under activity 9A.1. Let them try the trigger questions first individually. Then, direct them to share ideas in pairs before you intervene to make sure that they have established firm ground for the upcoming listening skills activities.

Listening text 1.

Listening Skills

9A.1 : The Concept of Indigenous Conflict Resolution



Activity 1

Conflict occurs between people in all kinds of human relationship and all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive. Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feeling toward each other.

Conflict is very common in day to day life of people. Hence, different societies of the world have developed their own mechanisms to resolve conflict. Like in other part of the world, in Africa, people with different backgrounds, culture, class, age and other come into conflict. The conflicting parties may be individuals, groups, or families. They have their own indigenous institutions for resolving their conflicts. In other words, those indigenous conflict resolving institutions help them to settle their conflicts.

However, the mechanisms are different from one society to the other. One reason for this is the difference in ways of life. The other reason is that every society has a worldview that its members have developed through years of socialization. Members of a given society

use this as lenses to capture the world around them. In a multicultural society, there are various social groups that live together in harmony, cooperation and sometimes in conflict. On the circumstance when conflict arises within or between social groups, various types of conflict resolution methods are applied in different parts of Ethiopia and among different sections of the population. For example, the mada'a in Afar, the Shimgilina in Amhara region, Nemo in Shinasha, Ferezagegn among Meskan, and the Woga among the Gamo are some of the many indigenous institutions or systems for conflict resolution.

Thus, Ethiopians, like their African counterparts, employ their own indigenous conflict resolution methods in the process of settling conflicts. The conflict resolution can be handled at different stages. For example, the Gamo society handle conflicts at three levels: higher (Dere), middle (Guta), and lower levels. Similarly, the Silte people use Magaa, at lower level and Ragaa, at higher level, to resolve conflicts among members of the society.

Activity 9.1, I In this part of the listening activity, the learners could get a chance to use their quick idea fixing strategy of listening. So, let them determine the questions given under activity 9.1, II. as True/False based on the listening text information. Ask them to do the activity first individually. Then, direct them to share ideas with their partner before you provide them your concluding comments and explanation.

Answer key for Activity 9.1, II

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

Activity 9.1, III. This is an activity that enhances the learners' potential for employing various strategies of listening like predicting, goal setting, idea mapping and the like, So, introduce the learners with the basic concept of these strategies so that they could answer the listening comprehension questions under activity 9.1,III. according to the listening text evidence. Ask them to do the questions first individually. Then, guide them to check their answers in pairs before you give them some support on their learning difficulty areas in this activity.

Answer key for Activity 9.1, III

1. Informing the listener
2. conflict is an integral part of human life
3. Because people have a wide range of potential and outlook about life

4. Conflict is inevitable part of human life; thus, alternative ways of resolving it like indigenous should be employed.
5. Let every student present the important lesson s/he has learnt freely

Activity 9.1, IV Ask the learners to listen to the text and complete the table below with conflict resolution type and societies who use it. Let them try the activity first individually. Then, ask them to share their ideas with their partner before you give them your binding comments and explanation.

Societies that use the resolution	Conflict resolution type
Silte	Ragaa, and Magaa
Afar	Mada'a
Amhara	Shimagille
Sinasha	Nemo
Gamo	Korefinie

9A 2: Listening : The Role of Indigenous conflict resolution

In this section of the listening skills practice, the learners are going to focus mainly on the role of indigenous conflict resolution. Before dealing with the detail aspects of the listening strategies, let them share their ideas with their partner on the trigger questions under **Activity 9.1, V** in their text book. Let them try the questions first individually. Then, lead them to a small group discussion before coming to the final explanation by you.

Listening text2. The Role of Indigenous Conflict Resolution

(1) Conflicts in Ethiopia could easily be handled at the grass-root levels by the societies themselves without the direct intervention of the government. After all, Ethiopia is believed to be the home of more than 80 ethnic groups. They have their own distinct languages, and cultures. These various ethnic and cultural groups for so long have developed their own unique political or administrative, economic, social and judicial systems. They had been able to sustain themselves without necessitating to have copied the Western modes of governance in mechanisms of conflict resolution.

(2) Success rate of elders' interventions in conflict resolution is witnessed in spite of its revealed weaknesses over other types of third parties such as diplomats, professional mediators, and good offices from international organizations. In this connection, a large study of mediation in international conflicts between 1945 and 1990 reveals that over half (55%) of the high-level mediation attempts were unsuccessful. Mediation can be deemed successful when it makes a considerable and positive difference to a management of a conflict and the subsequent interaction between the parties. In contrast, failure is defined as occurring when mediation has no reported impact on the disputant parties' behavior. However, as a society moves towards modernization and civilization, the formal methods (modern legal systems) of conflict resolution become leading and the primary choice while the traditional practices hold secondary place in comparison to the formal court system.

(3) Despite their widespread utility and implication, the problem faced with indigenous mechanisms of conflict resolution is that, they are not documented as contributive to peace. It usually arises when community solidarity is lost to violent conflict that the importance of such community virtues begins to get recognized. Moreover, modernity and civilization of the western world pushed to extremely fail to appreciate fully the contribution of indigenous conflict management and peacemaking mechanisms to the maintenance of a community and society solidarity.

V. This is the listening activity, in which the learners could get a chance to use their quick idea fixing strategy of listening. So, ask them to determine the questions given under activity 9.1 V. as True/False based on the listening text information. Ask them to do the activity first individually. Then, direct them to share ideas with their partner before you provide them your concluding comments and explanation on the activity.

➡ Answer key for Activity 9.1,VI

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

VII. This is an activity that gives the learners' potential opportunity for employing various strategies of listening like predicting, goal setting, idea mapping and the like, So, introduce the learners with the basic concept of these strategies. Let them answer the questions under activity

VII.. Ask them to do the questions first individually. Then, guide them to check their answers in pairs before you give them some support.

➡ Answer key for Activity 9.1,VII

1. Giving information
2. Ethiopians have their own traditional ways of conflict resolution
3. When it makes a considerable and positive difference to a management of a conflict.
4. When it has no reported impact on the disputant parties' behavior
5. Not documented as contributive to peace and usually arises when community solidarity is lost
6. They push it to extreme failure not to fully appreciate its contribution.
7. When the solidarity of the community is lost in violent conflicts.

VIII. Ask the students to complete the missing information under activity 9.1, VIII. with the appropriate information. Let them try the questions first individually. Then, direct them to check their answers in pairs before your comments.

Information from the text	Responses for the required information
Factors affecting Indigenous conflict mechanism	Modernity, civilization, lack of proper documentation
Criteria for the success of Indigenous conflict resolution	Making a considerable and positive difference to a management of a conflict and the subsequent interaction between the parties
Criteria for the failure of Indigenous conflict resolution	Absence of reported impact on the disputant parties' behavior
The need for indigenous conflict resolution	Loss in the solidarity of the community in violent conflicts.

Speaking Skills

9B.1: Asking for clarification, apology, information



Activity 2

I. Asking for Clarification. This is one of the important skills for the learners to practice in language classroom. In various communicative situations, they end up with some kind of communication failure or ambiguity. In that case, they are supposed to express their failure to understand something and ask for clarification. When they ask someone for clarification, they are asking him/her to say something in a different way or provide more information so that they understand him better. The person might not have explained himself clearly, or maybe he used difficult language, or maybe they *think* they know what the person means but want to make sure that they are correct. In this case, the first step is to tell the person that they are not sure that they have understood him fully by using such phrases of lack of understanding before asking for clarification.

- *I'm sorry but I'm not sure I understand what you mean by "giants."*
- *Sorry but I don't quite follow what you're saying about the new policy.*

After they express their lack of understanding, the next step is to ask other persons to clarify what they have said. Here are some phrases they can use.

They can use "can" or "could," with could being a little more formal:

- *Could you say it in another way?*

- *Can you clarify that for me?*
- *Could you rephrase that?*

II. Ask the learners list both the situations and the expressions they use to express their lack of understanding, and then expressions for asking clarification. Let them do first individually and then they compare their answers with a partner. The following table can help you summarize students' responses.

The situation	Expressing lack of understanding	Asking for clarification
Doctor-patient communication		

III. Let them act out the role play under activity 9.2, III with partner in the class room. Let them try to use as many expressions of asking for clarification in the following class room situation. Let them assume that they have missed an important **assignment** in one of their English classes. Their teacher is telling them about things they can do to improve their mark. But the teacher is not giving a lot of detail information and hasn't said how much each thing will raise their mark. Let one of them express their lack of understanding and the rest of you ask for clarification in a dialogue form. Provide them your final comments and explanation when they have finished.

9B.2 Asking for Apology:



Activity 9

Despite the best intentions, there will be times in a relationship—whether it's personal or professional—where one party gets hurt or upset. The students might've been a little careless with their words or insensitive to their friends' feelings, and in some cases their actions might've been taken out of context. Whatever the case may be, they're eventually going to apologize to someone for something. Since it won't always be possible to avoid their co-workers, friends, and family when emotions run high, they need to learn how to ask for forgiveness and deal with these uncomfortable situations. Learning how to apologize properly and sincerely is crucial skill if the students want to build long-lasting relationships in and out of their classroom.

Common introductory phrases of apology are: I'm sorry..., I'm very sorry..., I'm terribly sorry..., Excuse me..., Pardon me..., I apologize..., I'm afraid...

I. Let the students look at the model dialogue under activity 9.3, I. and identify expressions of apology. Then, ask them to do some role play with their partner on one class room situation for asking and receiving apology before you provide them your finally comments and explanation on the role play.

↪ Answer key for Activity 9.3, I

Samuel: You've broken my window. Can't you see?

Yacob: We're so sorry, uncle(Asking apology)

Samuel: Haven't I told you not to play in the street? Why don't you go to the park?

Yacob: We know we shouldn't have played here. We're really sorry. We won't repeat this mistake. (Asking apology)

Samuel: That's okay, but I don't want you to play in the street again.

Yacob: Ok, uncle, we'll never repeat this terrible mistake!

II. Ask the learners to provide appropriate expressions of accepting/ rejecting the apology in the dialogue between A and B under activity 9B.2.2. Let the learners try the activity first individually. Then, ask them to share their ideas in pair before you give them you concluding suggestions.

A: I'm really sorry. I'm afraid I can't come to the party tomorrow night after all.

B: Oh, that is sad news! What happened?

A: I'm working on a big report. It's a huge report for school. I haven't finished it yet.

B: Oh, couldn't you try to finish it until tomorrow somehow?

A: Mm....well....maybe. I'll see how the report goes.

B: Any way, please try to do your level best to finish it.

A: But, I feel terribly sorry if I totally miss it.

B: That is ok, but it is my pleasure if you could attend it

9B.3 Asking for Information



Activity 9

Asking for information is one of the important language skills that students need to be familiar with. Before dealing with detail practice, ask the learners generate some ideas for the inspiring questions under activity 9.4, I. in their text book. Let them try first individually. Then, ask them to share ideas in pairs before you give them your comments and explanation on this activity.

II. Ask the learners to look at the model conversation on asking for and giving information. Let them identify the phrases used by the conversant to ask for and give information. Then, direct them act out a conversation of similar kind on one common social communication situation in their school. Provide them follow up comment and suggestion on the use of the phrases for asking and giving information in the model dialogue.

→ Answer key for Activity 9.4, II

Man: *Excuse me, would you mind answering some questions?(asking for information)*

Business Colleague: *I'd be happy to help.(Giving information)*

Man: *I wonder if you could tell me when the project is going to begin.(asking for information)*

Business Colleague: *I believe we're beginning the project next month.(giving information)*

Man: *and who will be responsible for the project?(asking for information)*

Business Colleague: *I think Bob Smith is in charge of the project.(giving information)*

Man: *OK, finally, would you mind telling me how much the estimated cost will be?(asking for information)*

Business Colleague: *I'm afraid I can't answer that. Perhaps you should speak to my director.(giving information)*

Man: *Thank you. I thought you might say that. I'll speak to Mr. Anders.(praise for giving information)*

Business Colleague: *Yes, that would be best for that type of information.(praise)*

Man: *Thank you for helping out.(praise)*

Business Colleague: *My pleasure.(praise)*

III. Ask the learners to complete the dialogue between **A** and **B** below with appropriate phrases of asking for and giving information. Let them do it first individually. Then, ask them to share their ideas in pairs before you provide them final comments and explanation on this activity.

A : Excuse me? May I ask you some information

B : okay, you may.

A : Can you show me the way to the bus station?

B : I think it is a bit far from here. Go straight through this path for some fifty meters . Then turn to the left and you can see the station .

A : By the way, do you know any ATMs near here?

B : Yeah, there is one under that big building.

A : It's very kind of you. Do you have any idea if they can change dollar to birr?

B : sorry, I don't have any idea about that.

A : No problem. And I wonder if you could tell me where I can find a toilet?

B : I think you can find one over that path.

A : That's fine. Thank you for your help. Bye.

B : It is all my pleasure.

Reading Skills

9C.1: Strategies of Indigenous Conflict Resolution



Activity 9

Activity 9.5, I. in this section the learners are going to read a reading text about Strategies of Indigenous Conflict Resolution. Before they deal with the text, let them individually think over the trigger questions under activity 9.5, I. in their text book and generate ideas. Then, direct them to discuss their ideas with their partner before could check their readiness for the upcoming learning.

II. In this part the students are expected to find out the contextual meaning equivalent words from the reading text. So, let the students try the activity first individually. Then, ask them to share their ideas in a small group before you provide them your concluding remarks and comments.

➡ Answer key for Activity 9.5, II

1. Supporting, funding (para.5)= **sponsoring**
2. Harmonize, match (para.5) = **synchronizing**
3. peacemaking, settling a dispute (para.4) = **conciliatory**
4. takes priority, noticeable (para.4)= **stands out**
5. re-innovating, modernizing (para.3)= **overhauling**
6. Presenting, requesting (para.2) = **referring**
7. harmoniously, agreeably (para.2)= **amicably**

III. Let the students find out what the pronouns under activity 9.5,III. in their text book refer to in the context of the reading text. Ask them to do the activity first individually. Then, let them share their ideas in pairs before you explain and comment on some observed and potential learning difficulties of the learner in this activity.

➡ Answer key for Activity 9.5, III

1. others (para.1, line 9) refers to names such as unofficial law; traditional justice system, etc.
2. this (para.3, line 4) refers to the marginalization of PDRMs
3. They (para.4, line 7) refers to “PDRMs related to family relations and interpretations of contracts”
4. their (para.5, line 3) refers to refers to government officials and researchers
5. this (para.5, line 6) refers to the idea of synchronizing and applying PDRMs in the country’s justice system

IV. This is an activity that enhances the learners' potential for employing various strategies of reading skills like predicting, goal setting, skimming, scanning and the like, So, introduce the learners with the basic concept of these reading strategies so that they could answer the reading comprehension questions under activity 9.5, IV. Ask them to do the questions first individually. Then, guide them to check their answers in pairs before you give them some support on their learning difficulties in this activity.

Answer key for Activity 9.5, IV

1. A. informative
2. There is international and local tendencies of incorporating PDRMs into the legal system
3. B. advocator
4. It is organized emphatically-in order of importance
5. It is being accepted by both government officials and researchers
6. Slave Trade and Colonialism
7. unofficial law, traditional institution of conflict resolution, traditional justice systems, non-state laws, customary dispute resolution mechanisms, restorative justice , and alternative dispute resolution.

V. Ask them to write a brief summary of this reading text and tell to their partner. They can use the information they generate for completing the table below. Provide them your comments and explanation on the table they completed and the summary they have generated

No. of paragraph	Main idea	Supporting ideas
Paragraph 1	indigenous conflict resolution mechanisms assume different positions and are known by different names in societies	They are based on community customs, familial relationships, or are embedded in institutional practices They are also known by unofficial law, traditional justice systems, non-state laws

Paragraph 2	PDRMs have a long history in Ethiopia and are still practiced by many communities in different parts of the country	In the ancient days, conflicts between individuals or communities were settled at local levels Many rural and village communities referring to agents of indigenous institution
Paragraph 3	PDRMs have been marginalized both in Ethiopia and in Many African countries	They were abandoned just for promoting uniformity and modernization of the laws. Slave Trade and Colonialism have contributed its marginalization in many African countries
Paragraph 4	PDRMs were given little attention	No attempt to do enhancement works Not properly organized
Paragraph 5	PDRMs are gaining recognition	- international and regional tendency to synchronize and apply PDRMs in the country's justice system - there is a growing trend for hosting national and regional forums, and sponsoring researchers

Vocabulary Skills



Activity 9

Semantic relationships of synonyms, antonyms and homonyms; idiomatic expressions; phrasal verbs with put (put out, put to, put together, put up, put up to, put up with,

I. Semantic Relationships of words: In this part the students are going to focus on meaning relationship at word level. Before dealing with the detail of the topic, ask the learners to give their reaction to the trigger questions under activity 9.6, I. in their text book.

Let them try the questions first individually. Then, ask them give their reactions to you before you provide them the final comments and explanation.

II. some of the common types of semantic relationships of words are: synonyms, antonyms and homophone. What kind of meaning relationship does each of this semantic relationship show? Let the try this activity, first individually to explain and give example for each. Then, ask them to check their answers with their partner before your scaffolding.

III. Ask the learners to provide possible synonyms, antonyms and homonyms for the words given below. Direct them to try the activity first individually. Then, let them share their ideas with their partner. Guide them to try to show the relationship of the words at sentence level before you intervene to support them.

Word	synonym	antonym	homophone
Weak	feeble	strong	week
Right	correct	wrong	rite
Poor	wretched	rich	pour
Holy	sanctified	filthy	wholly
Vain	conceited	purposeful	vein
Rude	rough	polite	rued

IV. this activity gives the learners a chance to build on their vocabulary capacity. So, ask the learners to practice the sentences by replacing the underlined words with a synonym. Let them try the activity first individually. Then direct them to check their answer with their partner before you provide them the final support.

➡ Answer key for Activity 9.6, IV

1. noisy 2. Audacious 3. Gloomy 4. dark 5. requests

V. Ask the learners to correct the sentences under activity 9.6, V. in their text book by replacing the underlined words with an antonym. Let them try the exercise first individually. Then, guide them to share their ideas in pairs before you check their work and give feedback.

➡ Answer key for Activity 9.6,V

1. Brave 2. Interesting 3. Polite 4. Attention 5. optional

VI. This exercise has two advantages. It helps the students to practice both contextual meaning guessing and substituting one word for the other without distorting the original meaning of the text. Let the students read the text thoroughly first before looking for a synonym for each underlined word. The answer key given below is just a sample. Other suggestions are acceptable as long as they don't distort the meaning of the text.

➡ Answer key for Activity 9.6,VI

Overlook= forget

Figures= persons

Persevering= determination

Undertaking= responsibility

Blow= misfortune

Most expensive= cheapest

Alike= similarly



Activity 9.7

9D.2 Idiomatic Expressions: Ask the learners to look at the idiomatic expressions under activity 9.7 II. and III. in their textbook. These activities should be used as samples to learn more about idiomatic expression. Ask them to collect as many idiomatic expressions as possible and ask them to use these idiomatic expressions in their oral and written communication.

9D.3 Phrasal Verbs: At this stage, the students are expected to master the phrasal verbs formed around 'put'. Ask them to construct a variety of sentences and to do a library work so that they come to class a list of phrasal verbs constructed around different English verbs.

Grammar Skills

9E.1 Nominative Vs. Accusative Cases

? Activity 9

In this sub-section, the students learn about important cases in English-nominative and accusative. Before dealing with the detail of the topic, let them individually answer the triggering questions under activity 9E.1. Then, ask them to share their ideas with their partner before you support them on some learning difficulties. Tip them on each of the following points:

Case refers to the grammar category that is used for the **infection of nouns and pronouns** in the sentence. It refers to how those nouns and pronouns interact with other words in the sentence. In Modern English, It is commonly understood that there are only three cases-Nominative, accusative and genitive cases. The dative case, the indirect object of a sentence, is not included for the nouns and pronouns don't inflect to show the cases. Example: I (Nominative), Me (Accusative) and mine (Genitive/positive). There are also grammarians who include the dative case (the indirect object) as the fourth case. Anyways, knowledge about cases helps us master the impact of Word Order in English Grammar.

1. By studying the verbs of sentences; some verbs are transitive in nature and thus require a direct object for the sentence complete to be complete.
2. It is worth knowing what the accusative case is in order to be a better speaker and writer of the language. Similarly, knowledge about the nominative case is essential to ensure the agreement between a subject and a verb. The subject-verb agreement also entails the importance of numbers. A singular subject must always be paired with a singular verb, and a plural subject goes with a plural verb.
3. Ask the students to give you some examples and write them on the board so that you and other students give comment their appropriateness.

II. This activity gives the learners an opportunity to practice the use of cases in a sentence. Hence, ask them to write one personal pronoun that can replace the word or words underlined as a nominative case. Let them try the activity first individually. Then, ask them to share ideas in pairs before you provide them final feedback.

Example, Hilda brought her sister a new record. **She** brought her sister a new record.

➡ Answer key for Activity 9.9, II

- | | | | | |
|---------|---------|-------|---------|----------|
| 1. He | 2. We | 3. It | 4. We | 5. He |
| 6. They | 7. They | 8. He | 9. They | 10. They |

III. Let the learners write the correct form of the accusative pronoun cases in parentheses on the lines provided. Let them do this activity first individually. Then, ask them to share their ideas before your support.

Example 1. You know the first computers were big, if you've seen photos of (they, them).

➡ Answer key for activity 9.9, III

- | | | | | |
|-------|-------|-------|--------|------------|
| 1. Us | 2. he | 3. us | 4. him | 5. Him/her |
| 6. Us | 7. I | 8. he | 9. we | 10. They |

Note: Sometimes, there may be difference in choosing the nominative or accusative based on the medium-spoken or written.

IV. Ask the students to write the correct form of the nouns/pronoun cases in parentheses in each of the numbered lines in the following paragraph. Let them do the activity first individually. Then, ask them to share ideas in pairs before they get your explanation and feedback on this activity.

➡ Answer key for activity 9.9, IV

- | | | | | |
|--------|---------|--------|----------|--------------|
| 1. Who | 2. He | 3. She | 4. Me | 5 We |
| 6 Who | 7. They | 8 She | 9 Myself | 10. Yourself |

V. Ask the students to insert the most appropriate pronoun forms to complete the story. The students should read the story thoroughly before they have decided on which pronoun to put in. Let them do the activity first individually. Then, ask them to share ideas in pairs before they get your explanation and feedback on this activity. The students may suggest more than one options, but make sure that the story flows smoothly.

➔ Answer key for activity 9.9, V

- | | | | | |
|--------|--------|---------|---------|----------|
| 1. him | 2. me | 3. It | 4. us | 5. their |
| 6. she | 7. her | 8. them | 9. they | 10. it |

9E.2 The Past Continuous and Past Perfect Continuous Tenses

? **Activity 90**

In this section of language focus lesson, the learners are going to be familiar with the form, meaning and use tenses. Before getting into the details of the issues under this topic, ask them to generate some ideas of discussion based on the inspiring questions under activity 9E.2 in their text book. Let them try the questions first individually. Then, direct them to share their ideas with their partner before you support them.

II. Ask the students to put the past continuous forms of the verbs in the brackets. Let them do the activity first individually. Then, ask them to share their ideas with their friends before you provide them your final feedback.

➔ Answer key for activity 9.10,II

- were playing
- was preparing
- were playing
- was practicing
- were not cycling
- was working were swimming.....
- were not listening
- were you doing
- were sitting
- Was watching started

III. Let them complete the paragraph with the simple past or past continuous forms of the verbs given in the bracket. Guide them to try the questions first individually. Then, ask them to share their ideas with their partner before your explanation and feedback is given on this activity

➡ Answer key for activity 9.10, III

- | | | |
|-------------------------------|------------------|-----------------|
| 1) was raining and thundering | 2) was playing | 3) was playing |
| 4) felt | 5). was trying | 6). was reading |
| 7) was watching | | |
| 8).called | 9). were playing | 10). was having |

IV. Ask the learners to complete the sentences under activity 9.10, IV. in their textbook with the simple past or past perfect forms of the verbs in the bracket. Let them try this activity first individually and then with their partner before you provide them your explanation and feedback on the activity.

➡ Answer key for activity 9.10, IV

- | | | | |
|------------------|-----------------|-----------------------------|-------------|
| 1. had forgotten | 2. Had booked | 3. had expected | 4. enrolled |
| 5. had left | 6. had happened | 7. Was built/had been built | |
| 8. Had finished | 9. went | 10. had not arrived | |

V. Ask the learners to complete the paragraph under activity 9.10, V. in the students' textbook with the simple past, past perfect or past perfect continuous forms of the verbs in the bracket. Let them try the questions first individually. Then, direct the students to share ideas with their partner before you provide them your final explanation and suggestion.

➡ Answer key for activity 9.10,V

- | | | |
|---------------------|---------------------|---------------------|
| 1. had been driving | 2. stopped | 3. had been driving |
| 4. heard | 5. got | 6. had been going |
| 7. had been | | |
| 8. had been working | 9. had been driving | 10. saw |

Writing Skills

? Activity 91

Ask the students to reflect on this questions first individually and then in small groups. Give them some inputs on each question and help them grasp the concept through practical activities and through independent reading

? Activity 92

I. Ask them to individually summarize the above text following the principles of summary writing they did in unit 3. Their focus in this part should be to show the use of cohesive devices; Guide them to discuss with their partner which use of cohesive device is focused in each cohesion they used among. For detail, ask them to look at the language tip part given for this section in their text book. Finally, provide them concluding explanation and support.

II. Under this activity, ask the learners to write an expository text on ‘The Role of indigenous conflict resolution mechanisms’. Let them follow all the steps of process writing approach by brainstorming ideas, drafting, redrafting, writing and editing your text. Then, guide them to clearly write the introductory paragraph having the thesis statement towards the end. Let there be three body paragraphs properly linked by cohesive devices and one concluding paragraph. Let them exchange their ideas with their partner on the structure of the text, thesis statement and the use of cohesive devices before you provide them your binding feedback on this activity.

UNIT
10**Artificial intelligence****(15 periods)****Unit Objective**

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

- listen to a text to get the main idea;
- take notes from a listening text;
- evaluate the information in the text;
- synthesize the textual information to create similar story;
- speak in front of an audience;
- identify the sounds of homophones and homographs;
- identify the salient points of a reading text;
- use background knowledge to predict the message of the text;
- skim for getting the gist of the reading text;
- scan the reading text for specific details;
- guess the meaning of unfamiliar words using context clues;
- summarize the reading text in one paragraph;
- use conditional sentences accurately in the proper situation;
- use the simple present and present progressive tenses correctly;
- use the different types of adverbs in their sentences properly; and
- write a descriptive essay using descriptive words.

Language focus

Listening: Listening and arguing, writing short summary, analyzing and synthesizing information

Speaking: Expressing compliment and praising, debating, presenting oral speech

Reading: Authentic texts such as newspaper, articles, etc. related to artificial intelligence

Vocabulary: Words related to modern technology, artificial and human intelligence, phrasal verbs

Writing: Report writing, punctuation marks, descriptive text writing
Grammar: Review of the conditionals, simple present, present continuous, simple past tense, past progressive, present and past perfect, the future perfect and types of adjectives and adverbs

10A : Listening Skills

10A1: Listening Text1. What is Artificial Intelligence?



Activity 10

Teacher, as you begin this unit, you can ask about the unit “Artificial intelligence” and can introduce this lesson by making students describe the pictures on the student textbook. Let students look at the pictures in pairs, and reflect on what they have observed about the picture on artificial intelligence. They can also portray what the picture signifies (tasks 1-4 of Activity 10.1, I). Students need your follow up here. Please check and help them show their ability of observing, thinking and reflecting on picture of artificial intelligence. These can also be extended to a group work (group of three or four). Then you read the instructions and ask students to share their opinions, while you are monitoring who is participating, and who is not so.

➡ Answer key for Activity 10.1, I

1. Students may say it is a robot, and it is a symbol of artificial intelligence.
2. Students should define intelligence as the ability to learn facts and skills and apply them, especially when this ability is highly developed.
3. Students should explain if they have an experience of artificial intelligence.

4. Students should define the words given as: Enterprise- organized business activities aimed specifically at growth and profit; algorithm - a logical step-by-step procedure for solving a mathematical problem, and pin down- identify something precisely.

Then you ask students to describe what the picture designate (represent); whether the pictures represent a person or a robot and if they have common characteristics (Activity 10.1: I-IV). In the end you tell students that the picture shows a picture of robot. Students are also expected to say yes or no to the questions raised and explain why they say yes or no. Students may say that the picture indicates that artificial intelligence and machine learning is a modern requirement. Students are also expected to conceptualize words that are taken from the listening text.

Then you should lead students to the main lesson and introduce the listening topic to students and tell them you are going to read the listening text. You give instructions to do the pre-listening tasks. Here students are expected to listen to the speech and take notes of the main ideas. Then they are expected to work in pairs and compare their main ideas. They are also expected to write a summary by joining the main ideas they have listed to. Following this you read the listening text and students listen and work on the while listening activities (Activity 10.1, II). You give the talk or read the text at least twice. You should not read too fast or too slow. You should read in a speed that could enable students to follow you. The students should take note of the main ideas of the text they read. Here you should follow up students' effort in participating, and monitor their work till students finish doing the activities. This also requires 6 up to 8 minutes. Students should also workout the post-listening activity (Activity 10.1, III). At the end of this lesson, they should compare the summary paragraph they have written and read to the class. The summary could be used for assessment as an evaluation.

Answer key for Activity 10.1, II

1. Artificial intelligence is getting things done by a machine.
2. Students should compare their main ideas. The main ideas of the summary could be:
 - An intelligent entity created by humans.
 - Capable of performing tasks intelligently without being explicitly instructed.
 - Capable of thinking and acting rationally and humanely.

➔ Answer key for Activity 10.1, III

Students should write a summary of the text they listened to by joining the main ideas they listed and they should compare their summaries. Listening text 1: What is AI? How does AI work?

Many of the tasks done in the enterprise are not automatic but require a certain amount of intelligence. What characterizes intelligence, especially in the context of work, is not simple to pin down. Broadly defined, intelligence is the capacity to acquire knowledge and apply it to achieve an outcome; the action taken is related to the particulars of the situation rather than done by rote.

Getting a machine to perform in this manner is what is generally meant by artificial intelligence. But there is no single or simple definition of AI, as noted in this definitive report published by the National Science and Technology Council (NSTC).

“Some define AI loosely as a computerized system that exhibits behavior that is commonly thought of as requiring intelligence. Others define AI as a system capable of rationally solving complex problems or taking appropriate actions to achieve its goals in whatever real world circumstances it encounters,” the NSTC report stated.

Moreover, what qualifies as an intelligent machine, the authors explained, is a moving target: A problem that is considered to require AI quickly becomes regarded as “routine data processing” once it is solved.

At a basic level, AI programming focuses on three cognitive skills - learning, reasoning and self-correction: The learning aspect of AI programming focuses on acquiring data and creating rules for how to turn data into actionable information. The rules, called algorithms, provide computing systems with step-by-step instructions on how to complete a specific task. The reasoning aspect involves AI’s ability to choose the most appropriate algorithm, among a set of algorithms, to use in a particular context. The self-correction aspect focuses on AI’s ability to progressively tune and improve a result until it achieves the desired goal.

Adopted from A guide to artificial intelligence, online resource

10A2. listening 2: Robotics in Ethiopia

Activity 10.2

In this lesson, you introduce the second listening topic, “Robotics in Ethiopia” and give instructions to students to work the brainstorming activities in items 1-5 in Activity 10.2, I. Students should explain what the picture depicts, and what they know about robotics. They should explain if they have seen robots doing things, and tell what robots can do. They should also tell if they have any ideas about iCoG Lab. You can also elicit more from students to give them more hints about the listening topic. You also give answers to the pre-listening questions.

➔ Answer key to Activity 10.2, I

1. Students may say the picture is a picture of robot called Sophia.
2. They may explain how they understand robotics; as design and use of robots for different purposes.
3. Students may explain if they have seen robots doing things.
4. They may explain if they know iCoG Lab.
5. Students should list the things that will be mentioned in the listening text from own imagination.

Then you read the listening text while students complete blank spaces of a paragraph taken from the listening text. They should also complete a table (10.2, Activity II). You should reread the text so that students can check their answers and complete the missing ones. Next you provide the answers referring from the teacher guide. You should also give instruction to students to do the post listening tasks (Activity 3, task 1 and 2). These could be done in pairs or groups. Here students can visit the nearby organizations that use robots to accomplish different tasks and write a report of what they have observed.

➔ Answers for Activity 10.2, II

1. The main idea is that Ethiopia is developing joining the robotic technology by establishing AI center in Addis Ababa.
2. Scientists; humanoid robot; citizen

➡ Answer key for Activity III

1. D 2. A 3. B 4. C

➡ Answer key for Activity 10.2, IV

1. Students should visit nearby industries or organizations that use robot and write a report.
2. Students should present their report to the class

10A2. Listening Text 2: Robotics in Ethiopia

What if, 20 years from now, robots walked the streets alongside humans, doing many of the same jobs that you and I do today? There is no question for Ethiopian developer, GetnetAssefa that Artificial Intelligence (AI) makes this a reality.

Assefa is a scientist and co-founder of iCog Labs, an AI research space in Addis Ababa. iCog was part of a team of scientists that developed the software for Sophia – the world’s first humanoid robot. Sophia has even learnt some Amharic, the developers say. Designed with high cheekbones and a slender nose, the robot, who is also a citizen of Saudi Arabia can display 60 types of facial expressions and carry a conversation.

Yet, few people know that Ethiopia, one of Africa’s fastest growing economies, is home to a team of developers that worked in collaboration with its creator, Hong Kong-based, Hanson Robotics.

“iCOG Lab is one of the most strongest AI outsourcing company in Africa. We have a part in developing of world leading robots in emotional and expressions. We are building a world leading AI block chain platform. We call it singularitynet.io. We are a core participant of this one. So, I can say we are in the leading edge of AI and block chain. But nobody thinks that this image is true. Nobody thinks that this is reality,” said Assefa.

Source: <https://www.whatisemerging.com/articles/getnet-assefa>

10B :Speaking Skills

10B1 Expressing Dissatisfaction

? Activity 10

In this section you are going to teach students ways of expressing complaints. You need to ask students to remind what they know about complaint. Then, you need to explain some of the ways students use to express their complaints. Allow students to write sentences that show complaints using expressions listed in the student textbook (Activity 10.3, I). Then let them sit in pairs and write a dialogue of two people complaining. They need to role play their dialogue and present it to the class.

Students should also identify the main concerns of complaints in the given situations (Activity 10.3, II). They need to work in pairs. Teacher, please monitor students' activities and help students who face difficulty. You also should make an intervention when you think there is problem in the discussions. These activities can also be given as homework.

➔ Answer key for Activity 10.3, I

1. Students should construct 10 sentences that show dissatisfaction. Teacher should monitor the Students doing activities.
2. Students should write a dialogue showing dissatisfactions in pairs. They can use the sentences in 1.
3. Students should present their dialogues to the class.

➔ Answer key for Activity 10.3, II

1. Expressing dissatisfaction about the size of advertisements
2. Dissatisfaction about use of robots.
3. Dissatisfaction about being redundant.
4. Dissatisfaction about robots doing every piece of job

10B2: Debate**Activity 10**

In these activity students are going to undertake a debate. Get students sit in groups of four. Then allow them to prepare a debate on the motion ‘Artificial intelligence is very important to Ethiopia’. Students should think of the statement and list their arguments for or against the proposition. They should use expressions like, agree, disagree, objection, in my opinion, etc, to start their arguments. Then they should present their debate to the class. These Activity needs preparation. So you should give them it as a home take assignment and present it the following period. In Activity 10.4, students should make a speech on water shortage in their environment. That is there is water shortage in their area. There is interruption now and then. So they find solution to the problem and make a public speech about it. This should take 8- 10 minutes preparation. You should monitor while students are working on the preparation.

**Answer key for Activity 10.4, I**

1. Students sit in group of four. They should prepare debate on the topic: ‘Artificial intelligence is very important to Ethiopia’.
2. They should present the debate following rules of debating.

**Answer Key for Activity 10.4, II**

1. Students should prepare a speech on solutions of water shortage in their area.
2. Students present this public speech to the class.

10C :Reading Skills**Activity 10**

In this part, students are going to develop their reading skills. You need to introduce the topic: ‘The Impact of New Technology on the Labor Market’ and make students work on the pre-reading questions in Activity 10.5, I. This can take 5 to 8 minutes. Students should define the term ‘technology’.

They should also answer the pre-reading questions one by one. You (teacher) need to elicit answers from students. You need to explain to students that technology is the application of new tools or machines and methods. You can refer to the answers in this guide.

➡ Answer key for Activity 10.5, I

1. Technology is the development and application of tools and methods.
2. Labor is the human resource or power available, and labor market is the way of hiring or using the available labor force.
3. Students guess what the passage will be about.
4. Students list 10 words that you think would appear in the reading text.

Then you re-introduce the topic of the reading text and give instructions to students to read the text. The students should read the text and work the while reading tasks in activities 10.5, II under this section. In this Activity, students should read the text and answer comprehension questions. They should identify the main idea of the introductory paragraph of reading text, and they should determine what type of essay the reading text is. They should also explain the writer's point of view inferring from the way he writes the text.

➡ Answer key for Activity 10.5, II

1. New technologies are often seen as a real danger for existing jobs and also for future job-creation prospects.
2. However
3. The future of work depends on:
 - a) how artificial intelligence (AI), robots, and automation impact the allocation of tasks to labor and capital.
 - b) the preparation and measures taken by governments.
4. c
5. c
6. b
7. New technologies, such as automation, artificial intelligence and industrial robots will make work redundant and lead to massive job destruction.

Automation will increase the demand for labour in other sectors and create new jobs that did not exist in the past, and lead to higher wages and improvements in the standards of living.

10 Vocabulary Skills

10D1. Guessing from Context



Activity 10

Get students work individually and do the activities. Students should reread the text and guess the meanings of the new words from the context the words are used. They should do Activity 10.6, I and guess the meanings of the words given. You need to elicit from students what they use while they are guessing the meanings of new words.

Get the students work on Activity 10.6, II of (10D1) on their own individually and explain what the expressions listed refer to. They can also discuss these activities in groups. Motivate them to explain how they get the words. You can also make students compare their answers and correct each other's work. Your guidance and help is very demanding while students are working on the word guess and referencing.



Answer key for Activity 10.6, I

1. opportunities
2. continuing/constant
3. unwanted break/ interruption
4. great difference created
5. caused
6. distribution
7. comprehensive; including many things

➔ Answer key for Activity I 0.6, II

1. New technologies
2. Other people
3. Jobs and sectors
4. Ongoing technological advance
5. The future of work

➔ Answer key for Activity I 0.6, III

1. Students should give their opinion whether modern technology will create more job opportunities or not and give reasons.
2. Students should give their views about the role of modern technology in their society.
3. Students should explain whether more employees will get more jobs or not in the future and give reasons.
4. Students should discuss the technologies that are available in their areas.
5. Students should write a summary of the reading text in one paragraph.

10D2: Homophones and Homographs

? **Activity 10**

Tell them that the focus of this part of the lesson is “Homophones and homographs”. Tell them that homophones are words that have the same sound but with different meaning and spelling. Tell also homographs are words which have the same spelling but with different meaning. Let students work on their own on Activity 10.7 of 10D2. Students should define homophone and homographs and give example words for each.

They should also construct sentences with the words listed in activities 10.7, I and II. Then you allow them sit in groups of three or four and compare their answers. Finally, you provide them the correct examples from teacher's guide and you also motivate them to learn more words with homophones and homographs. You also guide them to work on (Activity III and IV of 10D2) of the student's text. Allow students to do the activities for 5-10 minutes as a class work. Then receive answers from students and undertake whole class discussion. Give them the answer in this guide, and let students check their answers.

➡ Answer key for Activity 10.7, I

1. Students should construct sentences using the different homophones.

Examples: I haven't any money even a cent.

This flower has a very good scent.

2. Students should learn some more homophones using dictionary.

➡ Answer key for Activity 10.7, II

1. The pencil is made of lead and wooden cover. He often leads demonstrations.
2. Addis Ababa is the capital of Ethiopia. Investment requires huge capital.
3. I object your argument. You can use different objects to prepare teaching aids.
4. The nurse puts ointment on my wound. The professor summarized the main ideas and wound his speech.
5. There is high wind in June. You need to wind up your presentation.

➡ Answer key for Activity 10.7 III

Students should construct their own sentences using the homographs given to show the differences of the homographs. Answers may vary.

➡ Answer key for Activity 10.7 IV

Students should use a dictionary to learn more about homographs

10D3: Phrasal verbs

? Activity 10

Hear students are going to learn some more phrasal verbs. Let students work on Activity 10.8 of 10D3 on their own. Students should match the phrasal verbs with their meanings correctly. Then you allow them sit in pairs and compare their answers and correct the meanings of the phrasal verbs. Finally, you provide them the correct answers from teacher's guide and you also explain the meanings of some phrasal verbs and their functions. You also guide them to construct their own sentences with phrasal verbs listed in Activity 10.8. Allow students to do the activities for 5-8 minutes. Then receive answers from students and undertake whole class discussion. Give them the model answers in this guide, and let students check their answers.

8→ Answer key for Activity 10.8

- | | | | |
|------|------|------|------|
| 1. h | 2. e | 3. g | 4. f |
| 5. c | 6. d | 7. b | 8. a |

10E. Grammar Skills

10E.1: Conditionals (Revision)

? Activity 10

In this lesson students will revise conditional sentences. You need to elicit from students the uses and types of conditionals. Then you give instructions to students to construct conditional sentences that describe the given situations. Students should construct sentences based on the situations given. They should also describe the functions of conditional sentences. Students should identify errors in sentences and correct them (Activity 10.9, I, II and III)

8→ Answer key for Activity 10.9, I

1. If I get time I will do my homework for tomorrow.
2. If I get a coffee house I will drink coffee after some time.
3. If I had had money, I would have bought a car.

4. If I got the chance to go abroad, I would go. Or If I were you I would go abroad.
5. If I had studied hard, I would have passed my national examination.

➔ Answer key for Activity 10.9, II

1. would not have been arrested; had informed
2. was sent; would stay
3. will happen; push
4. had not overslept; would not have missed
5. is; will fall off
6. had I arrived, would not have missed
7. would give; had
8. lend; will not be
9. could have offered; had known

➔ Answer key for Activity 10.9 III

- | | | | |
|-------------|-----------|----------------------|------------------|
| 1. would go | 2. Speak | 3. would have turned | 4. Wants |
| 5. had seen | 6. closed | 7. had invited/asked | 8. will get/meet |
| 9. Left | 10. wakes | | |

10E.2: Adverbial clauses of condition



Activity 100

In this lesson you focus on adverbial clauses of condition. You need to introduce the topic and allow students to identify adverbial clauses of condition and tell their functions. Students should tell the functions of adverbial clauses of condition and construct their own sentences using these adverbial clauses.

➔ Answer key for Activity 10.10

1. If it rains tonight, I'm not going to work tomorrow.
2. Meseret can't attend the school dance unless her parents allow it.
3. He's always doing crazy stunts whether or not they're considered safe.
4. In the event of a hurricane, you must stay inside.

5. Had the people not been informed, the situation would have been much worse.
6. Had I come here earlier, I could have helped you.
7. Had Mesfin spoke the truth, he would not face so many difficulties.
8. If Alemu were with you, he could have shown you the way to the shop.
9. Unless Borento had started from home on time, he would have missed the flight.
10. They'll approve your request provided you pay the appropriate amount of money

10E.3: Review of the Present Simple Tense and Present Progressive



Activity 101

In this lesson students should revise the simple present and present progressive by constructing sentences to describe the given situations. They should also use the appropriate forms of these verbs to complete sentences given.

→ Answer key for Activity 10.11, I

1. I often wake up early in the morning, wear my uniform and go to school.
2. Now I am reading a book, taking notes and revising my notes.
3. In the New Year, I will study hard and stand first in my class.

→ Answer key for Activity 10.11, II

- | | | | |
|-----------------|---------------------------|-------------------------|---------------|
| 1. drives | 2. work; am studying | 3. is sleeping | 4. is raining |
| 5. always rains | 6. are saying; is talking | 7. is currently writing | |
| 8. am going | 9. are normally; are | 10. is | |

10E.4 Types of Adjectives



Activity 102

In this lesson you are going to teach the order of the different adjectives. Here students should identify adjectives and use them in the correct order in sentences. They should also use the different adjectives to the correct position in a sentence. Students should do Activity 10.12, I and II. Dear teacher you need to refer to grammar books to show the order of adjectives.

➔ Answer key for Activity 10.12, I

1. They live in a big, beautiful house.
2. Since it's a hot day, Lisa is wearing a sleeveless t-shirt.
3. The mountain tops are covered in sparkling light.
4. On her birthday, Brenda received an antique vase filled with fragrant perfume.
5. Do we have any peanut butter?
6. Grandfather has been retired for many years.
7. There are no bananas in the fruit bowl.
8. I usually read the first few pages of a book before I buy it.
9. We looked at several cars before deciding on the best one for our family.
10. This cat is a specific cat.

➔ Answer key for Activity 10. 12, II

- | | | |
|-------|------|------|
| 1. A | 2. B | 3. B |
| 4. D. | 5. C | |

10 Writing Skills

10F1. Adjectives for Descriptive Writing

? Activity 103

In this lesson you will teach students about adjectives that students should use when writing a descriptive paragraph or essay. Students should describe different things using different adjectives. Let students do activity 10.13. Teacher, please follow up while students select adjectives and construct their own sentences.

→ Answer key for Activity 10.13

1. Students should list three adjectives and construct their own sentences.
2. Students should select four adjectives of quality and construct sentences.
3. Students should construct two sentences using the given adjectives.

10F.2: Review of Reported Speech for Report Writing

? Activity 104

In this lesson, you are going to teach how students can use reported speech to write a report. Students should read the articles in Activity 10.14 and identify the statements in the indirect speech. They should identify the parts which make the sentences indirect speech. They should also change the report into direct speech. You can find some activities in grammar books or online and add practical activities so that students can practice writing reports.

→ Answer Key for Activity 10.14, I.

1. As the current Secretary-General said, Kofi was one-of-a-kind, a man who embodied United Nations values. Deputy Secretary-General Amina Mohammed said that, on this day three years ago, the world lost one of its moral voices. (Indirect speech)
2. The International Organization for Migration (IOM) said today it urgently needs \$27 million to continue providing emergency shelter for internally displaced people in Tigray. With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan, the agency reported.(Indirect speeches)
3. The World Food Programme (WFP) says today, “Despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July”.

(B)

1. As the current Secretary-General said, “Kofi was one-of-a-kind, a man who embodied United Nations values”. Deputy Secretary-General Amina Mohammed said, “On this day three years ago, the world lost one of its moral voices”. (Indirect speech)
2. The International Organization for Migration (IOM) said today, “it urgently needs \$27 million to continue providing emergency shelter for internally displaced people in Tigray”. “With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan,” the agency reported.
3. The World Food Programme (WFP) said today, “Despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July”.

10F.3. Writing an Article/Report to a Radio Broadcast



Activity 105

In this lesson students should practice writing a report to an article or radio broadcast. They should do Activity 10.15, I and II. They should write a report on their innovation. You can also prepare additional activities for your students to help them practice more.



Answer key for Activity 10.15

Students should imagine that they have invented a new technology and write a report. Teacher, you need to follow up and assist students while they are writing about the invention they imagined.

10F4. Extensive Writing



Activity 106

In this lesson students should practice writing a descriptive essay. They should develop their report in Activity 10.15 above to a descriptive paragraph based on the steps mentioned in Activity 10.16.

Teacher should play an advisory and mentorship role while students are writing their description.



Answer key for Activity 10.16

Students should develop their report in 10F3 above to a descriptive essay. The essay should consider the elements of a good essay listed in the textbook.

10G. Extensive Reading: Artificial Intelligence



Activity 107

This part of the lesson is intended to develop students' individual engagement in reading. The teacher needs to give this task as a home take work. Students should read the text and work out the activities under the text. Then teacher should check if the students have read the text and have done the tasks. This could also be rechecked in groups as well.



Answer Key for Activity 10.17 I and II

- I. Students should read the text and try to comprehend the message.
- II.
 1. Though there are some disadvantages, Ethiopia can benefit from automation if the federal government and local institutions articulate coherent and viable policy towards IA and robotics.
 2. No. They are different arguments on the same idea.
 3. Argumentative essay.
 4. The writer is not sure what would happen in the future with regard to the effect of AI and robotics.
 5. Yes, Ethiopia can benefit a lot if it developed viable policy.
 6. Students should write a summary.

