



English for Ethiopia

Student Textbook
Grade 6

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Student Textbook Grade 6
Book 2

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Federal Democratic Republic of Ethiopia
Ministry of Education

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Grade 6 Book 2

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UNIT 6

Large Families

Week 16 My Family Tree

Week 16

Day 1

1. Word Study

Syllables in Words

Group the following words according to the number of syllables. Two examples are given for you.

mother	cousin	sister	brother	young
aunt	daughter	parent	boy	girl
son	father	nephew	man	woman

One syllable	Two syllable
Eg. son	parent

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you begin reading the text.

1. Have you ever talked to your grandfather or grandmother or another old family member? What do they like and dislike?
2. How do you think your grandfather (grandmother) is similar to the other members of your family?

While reading Activity

A. Complete the following sentences with appropriate words from the reading text.

1. The old man was _____ to eat properly.
2. The old man's son and his wife were _____.
3. The old man's other daughter and her son lived _____.
4. Sometimes the old man had _____ in his eyes.
5. The four-year-old child made _____.

The Wooden Bowl

A very weak old man went to live with his son's family. The old man's hands were trembling and **his** eyesight was blurred. When the old man was eating with the



family, his shaking hands and failing sight created problems. Peas rolled off his spoon onto the floor and milk spilled on the tablecloth. As a result, the old man's son and his wife became annoyed.

The old man's other daughter and **her** son who lived in the same house became embarrassed. "We must do something about father", said the son. Then, husband and wife set a small table in the corner of the house. There, the old man ate alone while the rest of the family was enjoying dinner together.

Since the old man had broken dishes, his food was served in a wooden bowl. Sometimes, the old man had tears in his eyes as he sat alone. His grandson, the four-year-old child, watched it all in silence.

One evening, the four-year child was trying to make the wooden bowl with his cousin. The aunt noticed what her nephew and her son were doing and asked sweetly, "What are you making?"

The four-year-old child responded, "Oh, we are making a little bowl for my Dad and Mom to eat their food when they become old."

These words struck her. She called the parents and told **them** what their child was doing. The parents were speechless.

The four-year-old child's uncle who came for a visit advised the parents to be good models for their child.

The following evening, the husband held his father's hand and gently led **him** back to the family table. The old man ate his meal with the family. Neither husband nor wife seemed to care any longer when a fork was dropped or milk spilled.

B. Answer the following questions based on the text.

1. Why did the old man drop forks and spill milk when he ate?
2. Who became annoyed when the old man dropped a fork on the floor?
3. Why was the grandfather served his food in a wooden bowl?
4. What did the boy's uncle say?
5. Who made a wooden bowl?

C. The following pronouns are made in bold in the text. Write what each pronoun refers to.

1. 'his' (paragraph 1): _____
2. 'her' (paragraph 2): _____
3. 'them' (paragraph 6): _____
4. 'him' (paragraph 8): _____

Post-reading Activity

Answer the following questions and discuss your answers in groups of three.

4. Which character do you appreciate most in the story? Give reasons.
5. What did you learn from the story?

Week 16

Day 2

3. Vocabulary

Word Categories

A. Categorize the following family members/relatives into 'male', 'female' or either of the two.

brother	uncle	cousin	spouse
sister	aunt	nephew	fiancé
father	husband	niece	wife

Female	Male	Either of the two
eg. mother		

B. Fill in the blanks with the correct word, following the example given.

Example:

Your father’s father is your grandfather.

- 1. Your mother’s sister is your _____.
- 2. Your father’s brother is your _____.
- 3. Your brother’s son is your _____.
- 4. Your uncle’s son is your _____.
- 5. Your sister’s daughter is your _____.
- 6. Your sister’s son is your _____.

4. Listening Comprehension

Pre-listening Activity

Discuss the meanings of the following words in pairs.

- 1. blood relationship
- 2. collaboration
- 3. carpenter
- 4. get along
- 5. gulf

While listening Activity

A. Write ‘True’ or ‘False’ to the statements based on the listening.

- 1. The two brothers used to share materials.
- 2. The elder brother ordered the carpenter to build a bridge.
- 3. The younger brother was surprised to see his brother coming to him.
- 4. The brothers now have only one farm.

B. Match the three characters in Column A with what they did in the listening text under Column B.

A	B
1. The younger brother	A. dug a gulf.
2. The elder brother	B. built a bridge.
3. The carpenter	C. ordered a wall to be built.
	D. was very surprised.
	E. crossed the bridge.

Post-listening Activity

Discuss the answers to the following questions in pairs.

1. Do you think what the carpenter did was right? Why? Why not?
2. How do you think a relationship between brothers should be?

Week 16

Day 3

5. Speaking

Describing Family Members

A. Think about the members of your family. The following questions will guide you what to do.

1. How many are they?
2. What do they do?
3. What is their relationship to you?
4. Where do they go to study?
5. What are their responsibilities at home?
6. What are their names?

B. In groups of five, tell your group members about your family. Take turns to talk about your family to your group members.

6. Grammar

Possessive Adjectives and Possessive Pronouns

A. Imagine that you have a new house. What items do you want your family members to give you?

Example:

I want to have my brother's shelf.

I want to have his shelf.

B. Complete the following text using the appropriate forms of the possessives for the pronouns in brackets.

My 1 (I) name is Thomas, but everyone calls me Tom. I would like to introduce you to 2 (I) family. This is my wife. 3 (She) name is Beletu. This is our daughter. 4 (She) name is Bontu. This is our son. 5 (He) name is Bikila. In general, 6 (we) family members are four. But, we have two cats; 7 (they) names are ‘Wuro’ and ‘Titu’.

Grammar Highlight		
Subject	Possessive Adjectives	Possessive pronouns
I	my	mine
we	our	ours
they	their	theirs
he	his	his
she	her	hers
It	its	its

C. Write ‘M’, ‘W’ or ‘E’ to tell if the pronouns are used for men, women, or either.

1. ‘my’
2. ‘your’
3. ‘his’
4. ‘our’
5. ‘her’
6. ‘their’

Week 16

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary

Family Words

- A. The following people are family members. Tell your partner their names if you have any in your family.

mother-in-law	step-father
father-in-law	step-mother
brother-in-law	step-brother
sister-in-law	step-sister

- B. Find single words to replace each of the underlined words and write them down into your exercise book.

1. My brother's daughter, Roza, is coming to visit me next week.
2. Senait is my father's daughter but not my mother's.
3. I am going to the village to visit my uncle's son.
4. My father's father loves us very much.
5. Merid is not my mother's brother.
6. The boy over there is my sister's son.
7. My sister's daughter passed the national examinations last year.

Week 16**Day 5****9. Writing****Writing Conventions****Punctuation and Capitalisation**

Re-write the following short text using appropriate punctuation and capitalisation.

my name is daniel i have a brother and a sister my brother is fourteen and his name is massamo my sister is ten years old my sisters name is hamame.

Writing Composition**Paragraph Writing**

Answer the questions below and write a paragraph about your family in your exercise book using the given (the following) information.

1. How many people are there in your family?
2. Who is your youngest person in your family?
3. Who is the oldest person in your family?
4. What do girls and boys do in your family?
5. How do you help your parents?

Week 17 My Relatives**Week 17****Day 1****1. Word Study****Compounding**

Add 'grand', 'step' or 'in-law' to the following words to form at least seven compound nouns.

Example:

grandfather

1. father
2. mother
3. sister
4. brother

2. Reading Comprehension

Pre-reading Activity

Answer the following questions. Then, discuss your answers in pairs.

1. How is a large extended family created?
2. What do you think are the challenges in a large family?

While reading Activity

A. Scan the text and write the answers to the following questions.

1. Who is the narrator?
2. How many siblings does the narrator have?
3. When do the family members get busy?

My Family

My name is Soressa Fida. I am thirteen years old. I am a grade six student. I live in Eastern Ethiopia. I live in a large family with my parents, brothers, sisters and grandparents. I am so happy to have four brothers, three sisters and even two grandparents living together as a family.

During the holidays, more relatives come to our home and we all get busy. Some of us stay at home doing domestic work, while the others watch the cattle. Boys usually do some farming with our uncles. However, there is often a shortage of food for all of us. Sometimes, there is not sufficient food left for the family after the relatives have departed.

For a large family, there are happy times and challenging times. Some of the challenges are quarrels and fights between family members. The younger ones are afraid of some of the elders who are not friendly. The younger ones must be obedient to their elder brothers and sisters. Brothers and sisters sometimes fight over possessions and even food.

Thus, large families like mine must work tirelessly in order to feed the children and send them to school. Getting a bigger piece of land to produce enough food and building enough shelters are the biggest challenges.

However, I am happy that I come from a family where we can learn about our culture and togetherness. Disputes are often solved by the elders. Children learn to obey and follow rules. Nothing serious has happened so far.

B. Answer the following questions based on the text.

1. Why do the family members get busy?
2. How many people does the family contain?
3. What are the challenges of the large family mentioned in the text?
4. How can some of the challenges of a large family be solved?

C. Skim the text and write the paragraph numbers that contain the ideas listed below.

1. Problems in a large family: _____.
2. The writer's feelings about being a member of a large family: _____.
3. The members of the family: _____.
4. The writer's family experience: _____.
5. Suggested solutions to the challenges of the writer's family: _____.

Post-reading Activity

Work in groups of three and discuss the answers to the following questions.

1. Which type of family do you like most – small or large? Why?
2. How do you think members benefit from being in a small or a large family?

Week 17

Day 2

3. Vocabulary

Practising Family Words

A. Based on the expressions of family relations used in the following sentences, write 'True' or 'False'.

1. Your mother's brother is your brother-in-law.
2. A niece is your brother's or sister's daughter.
3. A half-sister is the same as a stepsister.
4. Grandfather and grandmother are called grandparents.

B. Find a word to replace the underlined words.

1. My brother's son is coming next week.
2. She is my father's daughter but not my mother's.
3. I am travelling to the village to visit my uncle's children.
4. My father's father loves us very much.
5. He will soon meet his wife's brother.

4. Listening Comprehension**Pre-listening Activity**

Answer the following questions.

1. How do you explain the importance of a family in your life?
2. Read the title, "My little world". What do you think will the listening text be about?

While listening Activity**A. Listen to the poem and write 'True' or 'False' to the statements.**

1. The family expands when there is a newborn baby.
2. When there is a problem, the family members solve it together.
3. The children often play and sing together.
4. The poem is about a very sad family.
5. The poem is about a small family.

B. Write the answers to the following questions according to the listening text.

1. What are the family relations mentioned in the poem?
2. Write the words that the writer uses to describe the family?

Post-listening Activity**A. Write the answers to the following questions.**

1. What are the similarities/differences between your family and the family described in the poem?

B. In pairs, discuss the meaning of the lines taken from the poem.

A successful family
Makes a great country.

Week 17

Day 3

5. Speaking

Get into groups of five and discuss whether you agree or disagree with the statements below. Present your argument to the class.

1. Life in a small family is easier than life in a bigger family.
2. A large family is better than a small one.
3. Large families find it difficult to educate their children.
4. Having many children is a challenge for parents today.
5. Children in large families are able to support each other.

6. Grammar**Coordinating Conjunctions: ‘and’ and ‘but’****Grammar Tips**

We can use the words ‘**and**’ and ‘**but**’ to join pairs of sentences. The joined sentences are called compound sentences.

Example:

A: My brother is a teacher.

B: My father is an accountant.

My brother is a teacher **and** my father is an accountant.

A: My sister studies in Addis Ababa University.

B: My brother is gone to study abroad.

My sister studies in Addis Ababa University, **but** my brother is gone to study abroad.

Select pairs of sentences to form compound sentences.

Example:

My father works in a clinic and my mother works in a hospital.

- | | |
|--------------------------------------|---|
| 1 My father works in a clinic. | A. They are very happy. |
| 2 My mother-in-law is very rich. | B. My mother works in a hospital. |
| 3 My relatives are poor. | C. I enjoy playing tennis. |
| 4 My brother enjoys watching movies. | D. She always tells me very nice stories. |
| 5 I often chat with my grandmother. | E. She is not happy. |

Week 17

Day 4

7. Reading Fluency

You will practise reading the text. Follow your teacher's instructions.

8. Vocabulary

Contextual Meanings

- A. The following are meanings of words found in the previous reading text. Find the words using the paragraph numbers indicated.**

Example:

Father and mother (para.1) parents

1. enough (para.2): _____
2. remain (para.2): _____
3. joyful (para.3): _____
4. problems (para.3): _____
5. energetically (para.4): _____

B. The following words phrases are taken from the reading text. Pair them according to their similarities in meaning.

bigger	dispute	large	shelter
fights	sufficient	work tirelessly	
enough	busy	home	

Example:

home → shelter

Week 17

Day 5

9. Writing

Writing Conventions

Commas and Capital Letters

Re-write the following sentences using commas and capital letters correctly.

1. my name is betissa
2. i live with my father mother and sister
3. my sister's name is helleme
4. i have three friends: ayele dukamo and melat

Writing Composition

Writing a Letter

- A. Read the following letter carefully. Then, transfer the information into the table.**

Dear Yakob,

Let me tell you about my family. I live with my mom, my dad and my ealder sister. We live in Hawassa. My mom's name is Roza. She is a teacher. My dad's name is Dukamo. He works in a bank. My sister, Sosina, is 16 and she is a grade 10 student. She loves reading and watching films.

Write me soon and tell me about your family.

Love,

Lechame

Family Members	Name	Description
Father	Dukamo	Works in a bank
Mother		
		Grade 10 student
	Lechame	

- B. Complete a similar table about your family. Then, write a letter to your friend about your family.**

Week 18 Family Planning

Week 18

Day 1

1. Word Study

Sound Patterns

Read each of the following words and pair the rhyming words.

Example:	
object	→ inject

contraceptive	sanitation	friends	trends	inject	protective
medication	object	care	maternity	fertility	bear

2. Reading Comprehension

Pre-reading Activity

Before you read the text, indicate whether you think the writer will agree (A) or disagree (D) with the following statements:

Pre-reading	Statements	While-reading
	1. Parents can limit the number of their children.	
	2. Small families face many challenges.	
	3. Children seek their parents’ support.	
	4. Members of a large family do not feel lonely.	
	5. Parenting is the same in a small and in a large family	
	6. In a large family life is very simple.	

While reading Activity

- A. While reading the text, compare your answers in the pre-reading column with those in the while-reading column.**

A Large or a Small Family?

Parents always want to make the best of all the things for their children. The most essential decision **they** have to make is about the size of their family. Parenting in a large family and in a small family is not the same. There are challenges and opportunities in both in finance and companionship.

In a small family, parents can afford to provide more resources to their children. They can send their children to better schools, or allow **them** more opportunities to develop costly interests. Childcare becomes a manageable business. Adem, for example, is the only child in his family. **His** parents always support him in the activities he wishes to perform, such as visiting different places and developing his interest in music. On the other hand, children who are growing up in a large family may not have many chances to do things they want. They might even fight whenever certain resources are scarce. Thus, parenting in a large family may not be simple.

Parents will also have enough time to support their children if they have only a small number of children. On the contrary, parents who have a larger family might not give as much support to each and every child as he/she wishes or needs. But the children may have more companions to talk to and to play with. They will not feel lonely at home because their brothers or sisters are always their best companions. If a family has only a single child, that child may not face scarcity of resources. However, that child would often feel lonely, and be eager to have a brother or a sister.

Hence, parents should discuss and decide carefully the number of children **they** would like to have. It is clear that parents who have a small family spend less money and have a simpler life. In addition, having a small family is a means of decreasing the rate of population growth and increasing the quality of life of the whole population.

B. Write the answers to the following questions.

- 1. What is the most essential decision that parents should make?
- 2. In which family type will childcare be manageable?

C. Based on the reading text, assign the following ideas to the category of small or large family.

- a. scarce resources

b. lonely child

c. fight for resources

d. lifelong friends

e. enough child support
- f. enough money

g. better school

h. children have fewer choices

i. children enjoy their interests

j. less time for each child

Small Family	Large Family
enough time for childcare	less time for each child.

D. What do the following pronouns refer to in the passage?

- 1. ‘they’ (paragraph 1) _____
- 2. ‘them’ (paragraph 2) _____
- 3. ‘his’ (paragraph 2) _____
- 4. ‘they’ (paragraph 4) _____

Post-reading Activity

With your partner, answer the following questions.

- 1. What other challenges or opportunities does a large family or a small family face?

large family	small family
--------------	--------------

- 2. Do you want to have a lot of brothers and sisters? Why? Why not?

Week 18

Day 2

3. Vocabulary

Word Meanings

- What are the meanings of the words given below? Before you use them in the text, try to study the definitions.

basic	important	successful
education	grow	

- Then, read the following text and complete it using the words from the list.
I could begin my life with a lot of help from my parents. They are _____ (1) for my future life. They give me the things I need to _____ (2) up; also they are provide me with everything I need to become a _____ (3) person in the future. They fulfil _____ (4) needs such as food, clothes, medical care and shelter. These are the major ones. They also provide me with _____ (5) contributing all the required costs.

4. Listening Comprehension

Pre-listening Activity

Before you listen to the text, answer the following questions.

- Is there a maternity clinic in your area?
- Do you know why pregnant mothers should go to those clinics?



While listening Activity

A. Listen to the text and fill in the blanks with the most appropriate words.

- The mother gave birth to her _____ child.
- Her husband took her to the clinic after _____.

3. The doctor was very angry because she gave birth at _____.
4. The husband took her to the nearest _____.
5. The doctor advised them to get _____ service.

B. What are the advantages of family planning? Write at least one benefit for each family member.

1. The mother:
2. The children:
3. The father:

Post-listening Activity

Write the answers to the following questions.

1. Write two to three sentences about what you learned from the listening text and read them to your teacher.
2. Talk to someone with experience of family planning and write more of its benefits

Week 18

Day 3

5. Speaking

Role Play

Get into groups of five and assume the roles of members of a family. Read the roles below and choose the role you will play in the role-play in which you will take part. Your teacher will tell you what to do further.

- a. a pregnant woman (mother)
- b. a father
- c. a thirteen-year-old daughter
- d. an eleven-year-old son
- e. a nine-year-old son

There are also a six-year-old and a four-year-old daughter in the family.

6. Grammar

Use Subordinating Conjunctions

- A. Join the following pairs of sentences using ‘as’, ‘though’, ‘because’, ‘after’, ‘when’ or ‘if’.**

Example:

Though I have four sisters, I have no brothers.

1. a. I have four sisters.
b. I have no brothers.
2. a. Love is important in a family.
b. Life is difficult without love.
3. a. My mother goes regularly to the local clinic.
b. She is pregnant.
4. a. Our parents do not usually have time for all of us.
b. We are a big family.
5. a. My father decided to build a bigger house.
b. My elder brothers wanted to have their own rooms.

- B. Write five sentences using the conjunctions given above expressing your opinion about family planning.**

Example:

I believe that a small number of children is needed in a family if the family has limited resources.

Week 18**Day 4****7. Reading Fluency**

You will practise reading the text. Follow your teacher's instructions.

8. Vocabulary**Contextual Meanings**

A. Find the following words in the reading text. Then, write their contextual meanings.

1. parenting (paragraph 1): _____
2. childcare (paragraph 2): _____
3. scarcity (paragraph 3): _____
4. lonely (paragraph 3): _____
5. companionship (paragraph 1): _____

B. Re-place the underlined words with the words from the list given.

- | | |
|------------------|------------------|
| a. new-born baby | d. raise |
| b. mothers' | e. gave birth to |
| c. children's | |

1. Semere's mother delivered her ninth child last night.
2. Her husband took her to the maternal health clinic after delivery.
3. The nurse told him that the infant is not well.
4. So, the nurse directed him to the nearest paediatric hospital.
5. The doctor reminded him to discuss with his wife how many children they could rear.

Week 18**Day 5****9. Writing****Writing Conventions**

Check the sentences you wrote after the listening lesson.

Work with a partner and use capitalisation, commas and the full stop in your sentences.

Writing Composition

Based on the information you have gathered after the listening lesson, write six to eight sentences in a paragraph about the benefits of family planning. Try to join your sentences with conjunctions and include your own opinions.

UNIT 7

Save our World

Week 19 Air and Water Pollution

Week 19 Day 1

1. Word Study

Root Words

Read the following words and identify their root words.

Example:

pollution	→	pollute
-----------	---	---------

1. discharge → _____
2. fertilize → _____
3. deforestation → _____
4. investment → _____
5. reversible → _____

2. Reading Comprehension

Pre-reading Activity

Before you read the text, answer the following questions.

1. What do you understand from the saying: “Water is life”?
2. What do people use water for?
3. What do you predict the text is about from the title : “Water Pollution”?

While reading Activity

A. Scan the text and complete the following sentences with appropriate words.

1. Water is important for _____.
2. People can get water from _____ and _____ sources.
3. The process of polluting water from a single source is known as _____.
4. Almost all human activities can have an effect on _____.
5. Most of the time, water pollution is a _____ phenomenon.

Water Pollution

We know that water is important for human life, thus, people often say, “Water is life”. Around 70% of earth’s surface is occupied by water. The main sources of water are surface water and underground water. These two sources are polluted by various factors.

The primary cause of water pollution is the various forms of human activities. In general, there are two different ways in which people can pollute water. If pollution comes from a single location, such as a discharge pipe attached to a factory, it is known as point-source pollution. Other examples of point-source pollution include an oil spill from a tanker, a discharge from a factory, or someone pouring oil from their car down a drain. A great deal of water pollution results not from one single source but from many different scattered sources. This is called non point-source pollution.



Most water pollution doesn't begin in the water *itself*. For instance, around 80 percent of ocean pollution enters into our seas from the land. Almost all human activities can have an effect on the quality of our water environment. When farmers fertilize their fields, the chemicals *they* use are gradually washed by rain into the groundwater or surface waters nearby. Chemicals released by smokestacks (chimneys) can enter the atmosphere and then fall back to earth as rain. The rain creates a flow of water. That flowing water enters into seas, rivers, and lakes, causing water pollution. That is called atmospheric deposition.

Water pollution has many different causes and this is one of the reasons why *it* is such a difficult problem to solve. Most of the time, water pollution is reversible. However, to reverse extensive water pollution, a huge investment of time and money is required.

B. Write the answers to the following questions based on the reading text.

1. What are the main sources of water pollution?
2. The type of pollution which comes from a single location is called ____.
3. What does the writer mean by, "... water pollution happens not from one single source..."?
4. Why does the writer say, "Water pollution is reversible"?

C. Read the text and write what the following pronouns refer to.

1. 'itself' (para. 3): _____
2. 'they' (para. 3): _____
3. 'it' (para. 4): _____

Post-reading Activity

Write the answers to the following questions.

1. Why do you think the writer says, "... a huge amount of time and money is required"?
2. Which kinds of water pollution mentioned in the text are common in your area?
3. How do you think people can protect water from pollution?

Week 19

Day 2

3. Vocabulary

Thematic Words

Categorize the following words as 'water' or 'air pollutants'.

plastic	garbage	factories
sewerage	smoke	cars
litter	harmful gases	oil spill

Water	Air
	smoke

4. Listening Comprehension

Pre-listening Activity

Answer the following questions before you listen to the text.

1. How important is fresh air for people?
2. What would happen if all of the air was polluted?

While listening Activity

Answer the following questions based on the text.

1. What are the main causes of air pollution?
2. What do dangerous chemicals create when they are released into the environment?
3. How can we reduce air pollution?
4. What are the main source of many harmful gases?
5. What are the harmful gases which are given as examples in the listening text?

Post-listening Activity

Write the answers to the following questions.

- 1. Which of the types of air pollution mentioned in the text are common in your village/town?
- 2. Are there any possible ways to reduce air pollution in your village/town? Give examples.

Week 19

Day 3

5. Speaking

Describing Pictures

Look at the picture and work with your partner to answer the questions.

- 1. What things do you see in the picture?
- 2. What kinds of pollution do you see?
- 3. What are the causes in each case?
- 4. How do they affect the life of people in the area?
- 5. How can we control them?



6. Grammar

Conditional Sentences: Zero Condition

- A. Match the clauses in Column A with the appropriate clauses in Column B.

Example:

If pollution comes from a single location, it is known as a point-source pollution.

A	B
1. If pollution comes from a single location	A. we can minimize environmental pollution.
2. If we plant trees	B. we may suffer from water born diseases.
3. If a factory releases a lot of smoke	C. it pollutes our environment.
4. If the water we drink is polluted	D. it affects our respiratory system.
5. If we inhale polluted air	E. it is known as a point-source. pollution
6. If the water and air in our environment are clean	F. we become healthy

Grammar Tips

Conditional sentences are sentences which have two clauses: an if clause and a main/independent clause.

There are four types of conditional sentences.

- i. zero condition
- ii. probable condition
- iii. improbable condition
- iv. impossible condition

Zero condition is used to express facts and truth. It uses simple present verbs in both the if clause and the main clause.

If pollution comes from a single location,

if clause

it is known as point-source pollution

main clause

B. Complete the following zero conditions with the appropriate forms of the verbs in the brackets.

1. If there are a lot of industries in our area, they _____ (release) various harmful gases.
2. It _____ (pollute) our environment if too much CO₂ is released into the atmosphere.
3. You protect your environment if you _____ (plant) more trees.
4. You can get sick if you _____ (drink) polluted water.
5. If the pollution comes from various sources it _____ (call) non-point source pollution

Week 19

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary

Contextual Meanings of Words

A. Go back to the text and write the meanings of the following words.

1. source (paragraph 1): _____
2. discharge (paragraph 2): _____
3. fertilize (paragraph 3): _____
4. deposition (paragraph 3): _____
5. investment (paragraph 4): _____

B. Complete the following text by inserting the words from the list.

breathe	altered	fuel	reason	affects
---------	---------	------	--------	---------

Air pollution is one of the challenges for human beings. When the typical structure of air is _____ (1), we can observe the effect of air pollution. The primary _____ (2) for air pollution is the effect of the burning of _____ (3). The smoke floats in the air and people _____ (4) it in. It _____ (5) people's health, resulting in respiratory diseases.

Week 19**Day 5****9. Writing****Writing Conventions****Spelling Practise**

Re-arrange the spellings given below to find correct words. You can use the first letters given as hints.

- | | | | |
|----------------|-----------|--------------|-----------|
| 1. ruht | = h _____ | 5. ctioninfe | = i _____ |
| 2. strutiondec | = d _____ | 6. ffecta | = a _____ |
| 3. stawe | = w _____ | 7. cadey | = d _____ |
| 4. oilps | = s _____ | | |

Writing Composition

Think about your village/town carefully. Then, write the causes of water and air pollution in your local environment. Next, discuss with your partner the points you have noted down and add more points based on your discussions. Finally, develop your ideas into a short paragraph.

Week 20 Ethiopia and the Future**Week 20****Day 1****1. Word Study****Forming Words**

Consider how many words can be formed from letters of individual words.

Example:

From: Pollution

- | | |
|------------|---------|
| 1. pull, | 3. oil, |
| 2. option, | 4. pool |

Form as many words as possible from the following words.

- | | |
|------------------|----------------|
| 1. deforestation | 3. sewerage |
| 2. release | 4. cultivation |

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you begin reading the text.

1. What are the human activities which affect the natural resources in our country?
2. Look at the title and write the words you expect to read in the text.

While reading Activity

A. Complete the following sentences with appropriate words from the text.

1. In rural areas, the major causes of environmental degradation are _____.
2. In urban areas, environmental pollution is caused by _____.
3. At all levels of society, _____ is essential to bring changes in the environment.
4. One of the threats to rural areas which expose soil to wind is _____.
5. In towns like Hawassa and Bahir Dar, _____ is the cause of pollution.

Environmental Problems in Ethiopia

Environmental degradation has drastically affected natural resources in Ethiopia. This is due to population growth, poor management of natural resources, mishandling of waste products, and changing climate conditions over the past several decades.

Many regions in Ethiopia are affected by deforestation and a high degree of desertification. The greenhouse effect, global warming and loss of biodiversity are some of the causes of desertification. Deforestation is due to an increasing rural population which needs land to farm. In the rural setting, an increase in the number of crop failures is due to erosion by wind and running water, which reduces the soil's fertility. In the urban setting, industrial pollution, hazardous chemicals and pesticides, the reduction and pollution of surface water and general climate change are major environmental problems.

Although the industrial sector is still at its infant stage in Ethiopia, the industries that are in and around the urban centres, especially in Addis Ababa are discharging waste materials into the streams and other water bodies. We can take a few examples such as the textile, tannery and iron tools industries which might be threats to both the Akaki river systems and the underground water. In the other towns such as Hawassa and Bahir Dar, the lakes are at risk from the untreated sewage from hotels and hospitals.

Nowadays, the absence of effective regulation systems for the management of hazardous wastes, chemicals and radioactive substances is becoming the biggest concern. Lack of awareness concerning the links between these chemicals and the environment is the other challenge. In addition, the participation of the different organizations responsible for protecting the environment is weak as compared to what is expected from them to resolve the challenges.

Therefore, educating society at large at every level will be one of the biggest solutions for a better future for Ethiopia. In addition, a well-organised system of regulation is needed to manage natural resources and waste products.

B. Based on the reading text, write ‘True’ or ‘False’ to the following statements.

1. Natural resources are improving in Ethiopia.
2. Deforestation causes poor soil quality.
3. Waste products released from factories pollute the environment.
4. Desertification affects only a few regions in Ethiopia.
5. Lack of awareness is the main challenge to improving environmental protection.

Post-reading Activity

Discuss the answers to the following questions with your partner.

1. How aware are the people in your village/town of the need to protect their environment?
2. What can you do as a student to increase awareness of environmental degradation?

Week 20

Day 2

3. Vocabulary

Word Meanings

Re-write the given sentences using words that are similar with the underlined words and phrases. Choose from the list below.

deposited	eroded	elevation	environment
waterfall	polluted	surface	

Example:	
height	→ elevation

1. Do you know the height of Mount. Ras Dashen?
2. A lot of soil is washed away by running water.
3. Do plants grow on the top of water?
4. A lot of soil has been gathered below the hill.
5. Rain water becomes a flood along steep slopes
6. We need to protect our surroundings.
7. Water, soil and air can be made dirty and harmful.

4. Listening Comprehension

Pre-listening Activity



Before you listen to the text, answer the following questions with a partner.

1. Look at the picture and discuss what the people in the picture are doing.
2. How do you think the activities of the people in the picture will harm our environment?

While listening Activity

A. Listen to the text and fill in the blanks.

1. The environment includes _____ and _____ things.
2. _____ monitor the wellbeing of the environment.
3. The disposal of sewerage and other waste matters into the environment creates _____.
4. The fatal diseases that cause most deaths in Ethiopia are cholera, typhoid, _____, and _____.
5. If we improve sanitation, we can prevent _____.

B. Write 'True' or 'False' based on what you heard in the text.

1. Human beings cause poor sanitation in their own living areas.
2. All killing diseases in Ethiopia are caused by mosquitoes.
3. Sanitation is difficult to achieve nowadays.
4. Education is important for a healthy life.

Post-listening Activity

Write the answers to the following questions in your exercise book.

1. What activities do you observe in your area that cause sanitation problems?
2. What methods do you suggest to prevent the problems?

Week 20

Day 3

5. Speaking

Ranking Ideas

Work in pairs. Think about Ethiopia in the future. Read the following development issues carefully. Then, rank them from the most important to the least important for the development of Ethiopia.

- High productivity in agriculture.
- Increasing electric power production.
- Controlling climate change.
- Opening more universities.
- Building more factories.
- Constructing more roads.

Then, compare your ranking with your partner's and justify (give reasons for) your ranking.

6. Grammar

Conditional Sentences Type 1: Probable Condition

- A. Complete the following text using the correct forms of the verbs in the brackets.**

Ethiopia is one of the so-called “developing nations” in the world. Recently, many people have been engaged in various economic activities to improve the development. If the people 1 (keep) working hard, the country will soon be prosperous. For example, the country 2 (manage) to feed all its citizens if farmers and investors produce sufficient food. In addition, if there 3 (be) surplus production, it will enhance the country's exports. Moreover, if many roads 4 (constructed), people will be able to move all over the country to work.

B. Work in pairs. Think about activities which will contribute to the development of Ethiopia.

Example:

If we produce more products, we will contribute to the development of the country.

1. _____ 2. _____ 3. _____

C. Complete the following sentences using the correct forms of the verbs in the brackets.

1. We will be prosperous if we _____ (work) hard.
2. If we plant trees, we _____ (get) cleaner air.
3. Our forest coverage _____ (increase) if we plant more trees in our environment.
4. If we _____ (continue) working hard, many people will benefit from the economy.
5. If we teach a large number of people in our village about pollution, they _____ (carry) out many activities to minimize it.

Grammar Tips

Probable condition, like zero conditional, has ‘if clause’ and ‘main clause’. The tense in the if clause is simple present tense and the tense in the main clause is simple future tense.

Example:

Our economy will grow if we export more goods

main clause

if clause

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

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary**Word Meanings**

A. Complete the sentences with appropriate words. The first three letters and the number of the letter is given as clue.

1. putting seedlings in the soil to grow (8 letters): pla _____
2. protect the environment from being destroyed (9 letters):
con _____
3. heaping rubbish in a place (7 letters): dum _____
4. to make the environment dirty (7 letters): pol _____
5. colour of vegetation (5 letters): gre _____
6. same as rubbish (7 letters): gar _____
7. to wash away top soil by rain or wind (5 letters): ero _____

B. Complete the following text with the appropriate words from the list.

lands	increases	leads	settlements	conflict
-------	-----------	-------	-------------	----------

The increasing human population _____ (1) to the reduction of wild animals' habitat. This is because as the population pressure _____ (2), there is a growing need for settlements and agricultural _____ (3). This in turn brings humans and animals into _____ (4), which is initiated by the _____ (5) of human beings near the animals' habitats.

Week 20

Day 5

9. Writing

Writing Conventions

Re-write the following sentences replacing the underlined words with possession markers ‘s ’ or s ‘s’.

Examples:

We should listen to views of students on environmental protection.

We should listen to students’ views on environmental protection.

1. The knowledge of my parents on environment is good.
2. The car of my father releases much CO2 to the atmosphere.
3. The speech of our director on environmental pollution is really humorous.
4. A course of training is being delivered to raise the awareness of our school teachers on the environment.

Writing Composition

Work in pairs. List as many points as possible about how you think Ethiopia will be in the future.

Examples:

Ethiopia will be:

- A. one of the leading economies in the world;
- B. a producer of surplus agricultural products;
- C. having large educated manpower;

Then, write a short paragraph about Ethiopia’s future.

Week 21 Protecting the Environment

Week 21

Day 1

1. Word Study

Syllabification

Categorize the following words considering the number of syllables they have and write them in the table.

forest	vegetation	pollution	protection	bushes
protect	degradation	environment	solution	forestation

two	three	four
bushes	protection	degradation

2. Reading Comprehension

Pre-reading Activity

Answer the following questions based on the pictures.



1. What are the students in the picture doing?
2. How will the students in the picture help to protect the environment?

While reading Activity

A. Read the following text and answer the questions.

Trees to Protect Our World

On Thursday morning, Ato Tajure the science teacher took the Grade Six students out on an expedition. He wanted to teach them about the importance of trees. “I want you to look at the landscape,” the teacher said. The students looked at the hill, then the gardens down in the valley. “Do you notice that there are very few trees left on that hill? Years ago, that hill was covered with a forest. As people increased in number, more and more trees were cleared in order to cultivate crops and build houses. Soon, there remained few trees. What do you think is the danger of cutting down trees?” he asked. “Cutting down trees leads to soil erosion,” Tekilu said.

“That is a very good answer,” said Ato Tajure. “Trees can also influence the weather and climate of a place. They also help in the formation of rain. They provide shade from the sun,” said Ato Tajure. He then explained to the students the reason why the crop yields were becoming poorer and poorer. He said that the place had lost part of its fertile soil.

Simeret asked how such land could regain its fertility. Ato Tajure explained that there were many things that everyone could do to protect the environment. She remembered that they had learnt in their agriculture lessons how plants can help to fertilize the soil.

Omar, one of the students in the class explained that digging terraces was one way of doing this. He added, “Building gabions is another one.” Ato Tajure told the students that tree planting was the best way to protect the soil because whenever it rains, the tree roots hold the soil in place. Besides, trees prevent the wind from blowing the topsoil away. Ato Tajure added that leaves and branches which fall onto the ground form the top layer and later humus. This helps the ground to retain moisture.

“Which trees are good to plant?” asked Habiba. Ato Tajure replied, “There are many kinds of trees but we need to plant soft wood trees such as cypress or gum trees. These trees don’t take long to grow. It is also good to plant indigenous trees because they are very friendly to the environment.”

A. Read the text and match the ideas in Column A with the people who expressed them in Column B.

A	B
1. As the number of people increased, more trees were cut.	A. Tekilu
2. Crop yields are becoming poorer as the soil has lost its fertility.	B. Omar
3. Building gabions is one way of protecting the soil from erosion.	C. Simeret
4. Cutting down trees leads to soil erosion.	D. Ato Tajure
5. Agriculture lessons have taught us how plants make fertilizers.	

B. List the advantages of trees mentioned in the text based on the example given.

Example:
Trees protect the soil from erosion.

- a. _____
- b. _____
- c. _____
- d. _____

Post-reading Activity

Use the following information to write a summary of the text in one paragraph.

1. A school trip to the valley.
2. A teacher noted why trees are cleared.
3. He explained the advantages of trees.
4. Some students mentioned methods of protecting the environment.
5. The teacher suggested ideas on the kinds of trees to plant.

Week 21

Day 2

3. Vocabulary

Using Words

Complete the sentences with the given words.

protected	rubbish	well-drained	sewage
overpopulated	planned	overgrazed	temperature
conservation	season	protect	protection
garbage	environment	erosion	

Examples:

- a. Areas with trees and grass have fresh air and a cool temperature.
- b. The environment is made up of water, air, plants, animals, soil, hills and mountains.

1. A healthy environment should not have open _____ pits.
2. Places with so many people should have a well protected _____.
3. Cities and towns should be _____ well.
4. Terraces can reduce _____.
5. The _____ of wildlife is very important.
6. We should plant trees to _____ the environment.
7. There is a lot of dust during the dry _____.
8. _____ should be buried to make humus.
9. Soil erosion takes place in _____ areas.
10. People in _____ areas live closely together.
11. Mosquitoes do not breed in _____ areas.
12. People should not cut trees from _____ forests.

4. Listening Comprehension

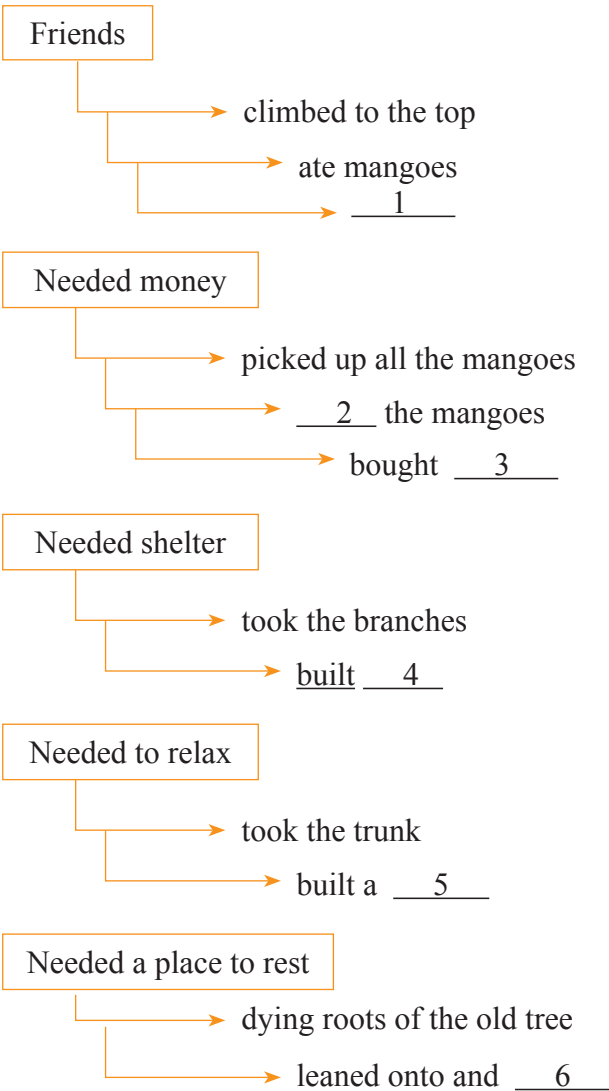
Pre-listening Activity

Answer the following questions before you listen to the text.

1. What benefits do we get from plants?
2. Which do you think is more important to earth, plants or animals? Why?

While listening Activity

A. The chart shows how the man in the story had benefited from long years of friendship. Complete the blanks in the following chart with the appropriate information from the text.



B. Based on the chart, write 'True' or 'False' to the following sentences.

1. The interest of the little boy changed as he grew.
2. The man cut the branches of the tree for firewood.
3. The tree was important only while it was alive.
4. It is the tree which profited the most from the friendship.

Post-listening Activity

Work in groups of four and write a report about the benefits of trees. One of your group members will read the report to the class and the others will comment.

Week 21**Day 3****5. Speaking****Using 'should' / 'must'**

With a partner, talk about protecting the environment. The following questions should guide you.

(a)	(b)	(c)
Do you believe in keeping a lot of animals?	How should the lakes and rivers be protected?	What is likely to happen if we neglect the environment?

6. Grammar**Probable Conditional sentences****A. Work in pairs. Discuss what will result if the following conditions happen in your village/town.**

1. If we don't produce enough food ...
2. If we cut trees ...
3. If we put rubbish elsewhere ...
4. If we build too many factories ...

Example:

Ali: What will happen if we don't produce enough food?

Melat: If we don't produce enough food, our people will be hungry.

B. Complete the sentences using the correct forms of the verbs in the brackets. Use the probable conditional forms.

1. Our environment will become dirty if we _____ (throw) garbage carelessly.
2. If students plant as many trees as they can in their schools, they _____ (breathe) fresh air in the compound.
3. If we burn bushes, animals _____ (flee) to other places which are safe for them.
4. If the farmers _____ (cut) trees, the soil will be eroded.
5. If I _____ (find) garbage, I _____ (put) it in a garbage container.
6. If we _____ (teach) the villagers, they _____ (clean) their environment regularly.

Week 21

Day 4

7. Reading Fluency

You will practise reading the text. Follow your teacher's instructions.

8. Vocabulary

Word Meanings

Read the dialogue below and write the meanings of the underlined words in your exercise books.

Rukia: Hello Dana, what is your opinion about our environment?

Dana: Hello Rukia. I think that today our environment is being destroyed at a very fast rate.

- Rukia:** How is it being destroyed?
- Dana:** People are cutting down trees and burning grass.
- Rukia:** What else is the environment endangered by?
- Dana:** Farmers constantly overgraze the land and the water is polluted.
- Rukia:** What have you tried to do in order to stop this?
- Dana:** My friend and I have explained to the people about conservation methods.
- Rukia:** What methods have you talked about?
- Dana:** We have talked about terracing and mulching.
- Rukia:** What about the disadvantages of overgrazing?
- Dana:** Overgrazing causes soil erosion.
- Rukia:** Can you tell me about the importance of trees?
- Dana:** Yes. Trees are important because they keep the air pure.
- Rukia:** So what do you advise people to do?
- Dana:** All people should plant trees.
- Rukia:** I agree with you.
- Dana:** Yes, trees give us shade, hold the soil together, and act as windbreaks.
- Rukia:** Trees also provide us with food.
- Dana:** True. Trees provide us with nutritious fruits.
- Rukia:** I hope that people's attitudes towards the environment can be changed eventually.
- Dana:** I hope so too. Our health depends on the environment we live in.

Week 21

Day 5

9. Writing

Writing Conventions

Capitalisation

Re-write the following sentences correcting capitalisation errors.

1. i want to discuss with my friends how to conserve the environment.
2. environmental Education is important to all Human beings.
3. we should have Dustbins at our homes.
4. students should keep their classrooms neat.

Composition Writing

Sentence Writing

In your exercise books, arrange the words below to form correct sentences. Use appropriate punctuation marks too.

Example:

animals jungle enjoy the in birds and the living
The animals and birds enjoy living in the jungle.

1. Deforestation can desertification to lead
2. twigs feed Animals grass and on
3. soil erosion Overgrazing of one is causes
4. areas We swampy should drain not
5. the rain Forests of are formation useful the in
6. Terraces highlands reduce in soil the erosion
7. Global pollution warming air is result of a
8. It good is maintain to environment a clean
9. Cholera water is caused dirty by

UNIT 8

Abilities of People

Week 22 I Can do it.

Week 22

Day 1

1. Word Study

Word Patterns

Match the words listed in column A with the words having the same affixes in column B and read them aloud.

A	B
1. usable	A. capability
2. usefully	B. careful
3. uselessness	C. carefully
4. usability	D. carelessness
5. useful	E. capable

2. Reading Comprehension

Pre-reading Activity

With a partner, answer the following questions before you begin reading the text.

1. What is disability?
2. Why do you think people become disabled?
3. Have you ever come across a person who has a disability? If yes, what kind of disability does he/she have? How does he/she manage the disability?

While reading Activity

A. Read the text and write ‘True’ or ‘False’ to the statements below based on the text.

1. A parent’s care is the basic factor in the success of disabled children.
2. The disabled person in the passage was not successful.
3. The disabled person’s family left him alone at home.
4. The disabled person helped his family.

My Success Story

When I was born, no one of course expected what would happen to me in the years that followed. My **caring** parents welcomed me with great joy and love but it was going to be hard for them to raise me as life was going to change. I grew up normally until I was in Grade Five. Then I fell sick. I started to find it hard to walk. I preferred to **crawl** like a small child. I could only get support from my arms.

My health became a problem and my parents started taking me to various places in search of help. Polio was unfortunately the cause of my disability. The effects were **irreversible**.

My father was so **courageous**. He took me to Happy Child Centre School. He used to carry me on his back or shoulders. He would take me in the morning and at lunchtime he would bring me food. Due to a high fever and continuous strong medicine, I lost my sense of hearing as well. I had to learn sign language. I would also read lips to understand what people meant.

After my education at university, I was **selected** to represent disabled people at the regional level, because compared to the rest of the students; I had gone so far in my education. This helped me a lot. My helpful family was so happy for me. My father especially never **gave up**, even when people told him to leave me at home, because I was disabled. As a regional representative, I received a lunch allowance every time we held a meeting. I have now taken on the responsibility of providing my family’s basic needs.

I used to be a burden but I have now become a **breadwinner** for my family! I enjoy assisting other people. I have been very lucky. Many other people with disabilities need our help. We should all get involved and do what we can to help them.

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

1. What was the cause of the persons disability?
2. Who helped the impaired person so much?
3. What educational level did the writer achieve?
4. How did the disabled person get money?

Post-reading Activity

Answer the following questions and discuss your answers in pairs.

1. Think about any disabled child in your village/town and suggest what his/her parents should do for the success of the child.
2. How do you think students can help disabled students to be successful in their life?

Week 22**Day 2****3. Vocabulary****Contextual Meanings**

The following words are written in bold in the reading text. Find them in the text, and write their contextual meanings.

1. caring (para. 1): _____
2. crawl (para. 1): _____
3. irreversible (para.2): _____
4. courageous (para.3): _____
5. selected (para.4): _____
6. gave up (para.4): _____
7. breadwinner (para.5): _____

4. Listening Comprehension**Pre-listening Activity**

- A. Before you listen to the text, work in pairs and answer the following question.**

What do the following people do? Where do they work?

- | | |
|-------------|----------------|
| a. engineer | c. lawyer |
| b. nurse | d. accountant? |

B. Work in groups of three and share your answers.

While listening Activity

A. Listen to the text and complete the following sentences with the correct words.

1. The plane developed _____ and started to go down.
2. The pilot ordered the _____ to use a parachute.
3. The doctor claimed his right to take the parachute because he _____ lives.
4. The lawyer thought that lawyers are _____ people.
5. The boy didn't want to take the _____ because he could fly without it.

B. Write the answers to the following questions according to the listening text.

1. How many people were on the plane?
2. How many parachutes were available?
3. Who was the one who fed all the others?
4. What was the ability of the lawyer?
5. Who was supposed to save the little ones?

Post-listening Activity

Work in groups of four and write a summary of the story in a paragraph of six to ten sentences.

The answers to the following questions will guide you to summarize the story:

- a. Who were the people in the plane?
- b. What happened to the plane?
- c. Who ordered them to jump using the parachutes?
- d. Were there enough parachutes for all of them?
- e. What reason did each give to get a parachute?
- f. Who flew without a parachute?

Week 22

Day 3

5. Speaking

Role-Play

Read the following notice and apply for the vacancy accordingly.

Notice

The school wants to find students with skills in the arts of drama and music.

Those who are interested should come to office number 24 on October 16, 2016 at 8:30 in the morning for an interview.

The coordinator

In pairs, take roles and act as an interviewer and an interviewee. The interviewer asks questions and the interviewee responds.

Examples:

Interviewer: What skills do you have?

Interviewee: I can write poems.

Interviewer: What else can you do?

6. Grammar

Can/Can't: Ability

- A. Read the following dialogue and discuss how the underlined words are used.

Degu: What can you do at home?

Sara: I can make coffee.

Degu: That's nice. What else can you do?

Sara: I can dance and entertain my family.

Degu: Can you play table tennis?

Sara: No, I can't play table tennis but I can play handball.

Degu: What about drawing pictures?

Sara: Oh, I'm sorry. I can't draw pictures.

B. Complete the following sentences by using 'can' along with the correct forms of the verbs in the brackets.

Example:

I _____ (not play) the piano.

I can't play the piano.

1. My sister _____ (speak) English.
2. I _____ (not run) very fast.
3. Babies _____ (not talk) like adults.
4. _____ (you run) five kilometres in twenty minutes?
5. My grandmother _____ (not see) very well due to her old age.

C. Identify errors in the following sentences and correct them.

Example:

I don't can play chess very well.(x)

I can't play chess very well.(✓)

1. Meron can to cook delicious meal.
2. Can you rides a horse?
3. My mother can't cooks very well.
4. He can't playing football.
5. Can you to help me with my homework.

Week 22**Day 4****7. Reading Fluency**

You will practise reading the text. Follow your teacher's instructions.

8. Vocabulary**Word Practise**

A. Identify words related with the ones in the table.

physically disabled	hearing-impaired	mobility-impaired
sightless	lipread	speechless
sign language	Braille	visually-impaired

eyes	→	sightless
ears	→	_____
legs	→	_____
mouth	→	_____

B. Complete the sentences using some of the given words above. Write the sentences in your exercise book.

1. A person who cannot hear is hearing-impaired.
2. A person who cannot see is _____.
3. A person who is _____ can sometimes move around in a wheelchair.
4. A person who cannot talk is _____.
5. A person who is _____ cannot see.
6. A person who is _____ may not run fast.
7. A blind person can read using _____.
8. A person who is hearing-impaired can often _____ what others are saying and communicate effectively using _____.

Week 22

Day 5

9. Writing

Writing Conventions

Punctuation

Re-write the following sentences inserting the comma, full stop and apostrophe where necessary.

1. I dont use a computer
2. She can speak English well
3. Now that Meron is in Grade 6 she can play chess
4. Im sorry I cant go to the party.
5. If you take your friends pen he cant write.

Writing Composition

Paragraph Writing

Re-arrange the following jumbled sentences and write a complete paragraph.

1. When he was a child, he had a learning disability.
2. He won the Nobel Prize for his theory on the photoelectric effect.
3. He became world famous in mathematics and physics.
4. As he grew up, he started to focus on mathematics.
5. Up to the age of three, he couldn't speak.
6. Albert Einstein was probably the greatest scientist of the 20th century.
7. He invented the theory of relativity.

Week 23 What Skills Do You Have?

Week 23

Day 1

1. Word Study

Compounding

Read the words in both columns. Then, match them to get correct compound words.

Example:

sign

language

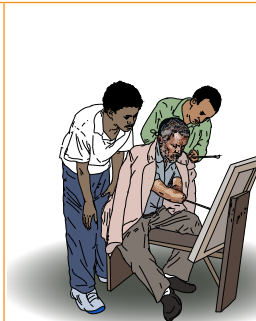
sign language

A	B
1 eye	A chair
2 special	B working
3 hard	C needs
4 hearing	D stick
5 walking	E aid
6 wheel	F glasses

2. Reading Comprehension

Pre-reading Activity

- Look at the pictures and describe what the people in the picture are doing.
- Do you know a person who is visually impaired but successful in his/her life?



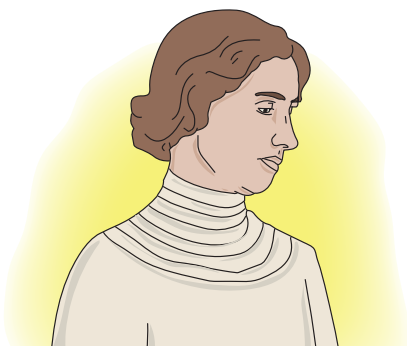
While reading Activity

A. Write ‘True’ if the statement is correct and ‘False’ if its is incorrect, based on the text below.

1. Hellen Keller was blind and deaf in 1880.
2. Hellen Keller entered The Cambridge School in 1894.
3. Hellen Keller became an activist for people with disabilities.
4. Hellen Keller was the first deaf and blind person to earn the degree of Bachelor of Arts.

Helen Keller

Helen Keller was born on 27th June, 1880 in Alabama, USA. She was not born blind and deaf. But after an acute illness of the stomach and brain at 19 months, she lost the ability to see and to hear. At the age of six, Helen could only communicate with Martha Washington. Martha taught her 60 signs to communicate with her family. Later, Anne Sullivan started teaching her to spell words through her hands.



In 1894, Helen Keller and Anne Sullivan moved to Wright-Humason School for the Deaf. In 1896 Keller entered The Cambridge School for Young Ladies. In 1900, Helen was admitted to Radcliffe College, where she had previously met Henry Huttleston Rogers, who funded her education. In 1904, Keller graduated from Radcliffe College at the age of 24. She became the first deaf and blind person to earn the degree of Bachelor of Arts.

Now, Helen Keller is an iconic name that has a sparkling place in history. Keller was the first deaf and blind woman to make waves as a writer, political activist, and lecturer. She is regarded as an extremely powerful role model and advocate for people with disabilities.

Keller wrote various books on socialist and spiritual topics. She is remembered for her autobiography “The Story of My Life” and essays such as “Out of the Dark”. Generations have also come to know her so well through the many films, television

series and documentaries representing her story. She was the guiding light of the American Foundation. After suffering several strokes she died on 1st June, 1968.

In order to keep Helen Keller in the memories of future generations and the pages of history, the United States and several other countries have honoured her in various ways. In 1999, she was listed in Gallup's most widely admired people of the 20th century. In 2003, she was awarded with Alabama's, 'The 50 State Quarters programme.' In 2009, a bronze statue of Helen Keller was added to the 'National Statuary Hall' collection. A hospital in Alabama, streets in Spain and Israel, and a pre-school for the Deaf and Hard of Hearing are named after Helen Keller and dedicated to her.

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

1. What was the role of the following people in Helen Keller's life?
 - a. Marta Washington: _____
 - b. Anne Sullivan: _____
 - c. Henry Huttleston Rogers: _____
2. What happened in Helen Keller's life in the following years?
 - a. 1896: _____
 - b. 1900: _____
 - c. 1904: _____
3. What things have been done to commemorate Helen Keller?
4. What were her writings mostly about?

Post-reading Activity

Write the answers to the following questions.

1. What do you think are the lessons that visually impaired people can learn from Helen Keller's life?
2. How can people help visually impaired people to be successful in their life?

Week 23

Day 2

3. Vocabulary

Thematic Words

Read the following list of words and categorize them under their family in the table.

fitness	Braille	strength
riding	effort	wheelchair
hearing aid	communicating	walking
intelligent	dedication	playing

Qualities	Abilities	Devices
fitness		

4. Listening Comprehension

Pre-listening Activity

Before you start to listen to the text, discuss the meanings of the following words with your partner.

- a. talented
- c. trainer
- e. skilfully
- b. training
- d. referee

While listening Activity

- A. Write ‘True’ if the statement is correct and ‘False’ if it is incorrect.
1. The boy lost the first two matches.
2. The boy’s biggest weakness was his biggest strength.
3. During the last match, the opponent was less experienced, but stronger than the boy.

4. The boy won the last tournament because he mastered one of the most difficult throws.
5. His master was confident that the boy could win using the move he had learned.

B. Give short answers to the following questions.

1. At what age did the boy decide to study judo?
2. Which arm had the boy lost?
3. How many moves did the master teach the boy?
4. What mistake did the opponent make that helped the boy to win the tournament?

Post-listening Activity

Work in pairs and share your answers to the following questions.

1. Have you ever taken any skill training? Explain to your friend about the training.
2. Do you know what you are gifted in? How?
3. How could your talent/skill help you in your future life?

Week 23

Day 3

5. Speaking

Role-Playing

Offering help

- A. Read the following dialogue individually. Then, in pairs, take the roles of the speakers and practise it.**

Aman: What was it like in class when you were still a student?

Mulu: My teacher used to be a great help to me.

Aman: How did he help you?

Mulu: Whenever the lesson was finished, he would call me into the staff room and teach me how to use sign language.

Aman: Who would help you during exam time?

Mulu: The director would bring special interpreters for us.

Aman: Were your exams similar to those of the other students?

Mulu: They were somehow different but they were not really easier.

Aman: How about you, Woizero Zeineba? Did you face any discomfort at school because of your physical disability?

Zeineba: Mine was a special school just for students with a severe physical disability.

Aman: Who sent you to that special school?

Zeineba: The special school offered me a scholarship.

Aman: What were some of the problems you faced in school?

Zeineba: Every time I needed to go for a private call, I would ask a friend to help me.

Aman: I'm happy that both of you were able to study and get good jobs.

Mulu: I hope other students with disabilities don't give up.

Zeineba: Life is what you make it.

Aman: Thanks for your time.

- B. Think of the ways in which people with various disabilities can be helped in your school or village. Then, in pairs, discuss how to create a related dialogue.**

6. Grammar

Reflexive Pronouns

- A. Look at the underlined reflexive pronouns in the following paragraph. Discuss in pairs how they are used.**

I have found out that when I talk about myself, other people are also willing to talk more about themselves. A person can only open himself up when the other person is also doing so. Communication is a two-way process. You can't do all the talking yourself. You also step back and let the other person tell you about herself. Sometimes, we need to take the initiative by opening ourselves to others.

B. Complete the following dialogue using the appropriate form of the pronoun in brackets.

Leul: Who helps you to put on your clothes at home?

Senait: I dress _____(1) (me). I even encourage my little sister to dress _____(2) (her).

Senit: What about you, Leul?

Leul: I can only put on light clothes _____(3) (me). But as my elder brother and sister can dress _____(4) (them), they often help me. We often dress _____(5) (our).

C. In a group of three, fill in the blanks and later study the pronouns. What is the difference in the use of these pronouns?

1.	I	me	my	_____	myself
2.	We	_____	our	ours	_____
3.	They	them	_____	theirs	themselves
4.	He	him	his	_____	himself
5.	She	_____	her	hers	_____
6.	It	it	its	_____	itself

Week 23

Day 4

7. Reading Fluency

You will practise reading the text. Follow your teacher's instructions.

8. Vocabulary (25 minutes)

Contextual Meanings

Match the list of words in Column A to their meanings in Column B.

A	B
1. graduated	A. symbolic
2. iconic	B. a mental record of things or events in the past
3. earn	C. experienced a painful challenge, problem or disease
4. memories	D. a person who pleads for a cause or propounds an idea
5. advocate	E. receive (reward) for work
6. suffered	F. was awarded a college degree
7. remembered	H. recalled

Week 23

Day 5

9. Writing

Writing Conventions

Spelling

Correct the underlined spellings of the words in the following sentences.

1. My sister is good at using tecknological devices.
2. Can you solve the misteries in the story?
3. I'm good at runing long distanc.
4. My frend uses Braille effectivly.

Writing Composition

Writing Complete Sentences

Think about the skills you have and complete the following table based on the example.

The kind of skill you have	When do you use it	A kind of skill you want to have
riding a bicycle	Saturday market	driving car

Example:

A. I can ride a bicycle. I ride to the local market every Saturday.

B. I want to drive a car so that I can drive to the town.

Week 24 Safety Measures

Week 24 Day 1

1. Word Study

Using Suffixes

Add ‘-ty’ or ‘-ion’ at the end of the words to form new words based on the example given.

Example:

protect: → protection

- | | |
|-------------------|---------------------|
| 1. safe: _____ | 4. prescribe: _____ |
| 2. protect: _____ | 5. supervise: _____ |
| 3. secure: _____ | |

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you read the text.

- List emergency incidents which are life-threatening.
- Which of the incidents have you experienced at your home?
- Why did the incident (s) happen?

While reading Activity

A. Write 'True' or 'False' based on the reading text.

1. While choking, people cough to remove the object from their throat.
2. To minimize incidents of choking, people should not laugh while eating food.
3. Children cannot drown in a pool if they are wearing a life jacket.
4. It is more dangerous if fire happens in crowded areas.

Life Threats in and around the Home

There are incidents in and around the home that may cause the accidental death of children. Thus, it is important to watch and train children for all situations. Here are a few of the incidents that may threaten children's lives.

Choking

Choking happens while chewing food. If you see someone grabbing their throat, coughing, gagging or gasping for breath, do you know what to do? The simplest thing is to encourage the person to cough and clear the object out. If the person can't cough, speak or breathe, try the following:

- Stand behind the person with one leg forward between the victim's legs.
- Place the thumb side of your fist against the abdomen just above the navel.
- Hold your fist with your other hand and **thrust** into the victim's abdomen with quick jerks.
- For a baby, give chest thrusts squeezing the ribs with your arms

If the victim is unresponsive, lower the person to the ground and remove the obstruction from the mouth.

However, simple behaviours, such as chewing food slowly and avoiding laughing while chewing prevent choking. Children may also choke on toys and other items. Thus, children should be supervised while they are eating and playing.

Drowning

Parents may know the importance of safety around water, but they also need to supervise children carefully. Most **drowning** incidents happen when a child falls into a pool or even into a bucket of water. Here are some safety measures.

- Always watch a child who is bathing, swimming or near water.
- Store buckets of water out of children's reach.
- Do not allow children to play or swim in canals or streams.
- Fix safety bars around pools and wells.
- Wear life jackets while swimming but be aware that children can drown in a life jacket if not carefully watched.

Fire

Fire in the home is the most threatening incident for children. However, parents rarely practise home fire **drills**. They do not know what to do in the event. It is worse when a fire happens in crowded areas during holidays. But the following could be taken as safety measures.

- Set up smoke alarms in buildings.
- Learn how to use fire **extinguishers**.
- Keep children away from fires or anything hot.
- Keep **ignitable** materials locked up in a high place.
- Never leave lighters or matches where children can reach them.

B. Answer the following questions based on the text.

1. What are the main life threatening incidents mentioned in the text?
2. What can happen when children fall into a pool or in a bucket of water?
3. Why are people advised not to leave cigarette lighters or matches where children can reach them?
4. What is to be done if a person who is choking is not responsive?

Post-reading Activity

Write the answers to the following questions.

- 1. Have you ever experienced any of the incidents mentioned in the text? If so, explain the incident.
- 2. What were the measures you or other people took to control the incident(s)

Week 24

Day 2

3. Vocabulary

Grouping Words

Read the list of words given below and categorize them under the themes (groups) in the table.

sockets	insecticides	knife	charcoal	stoves
nail	drugs	blade	scissors	needle

Sharp Objects	Poisons	Things that Cause Burns
nail		

4. Listening Comprehension

Pre-listening Activity

Before you listen to the text, answer the following questions. Share your answers with a partner.

- 1. What do you know about the safety measures that professionals take at different work places?
- 2. Why do you think they should take the safety measures?

While listening Activity

A. Match the safety wear with the benefit it would give.

A	B
1. goggles	A. protect from hearing damage.
2. puncture resistant footwear	B. protect hands from electric shocks.
3. insulated gloves	C. protect feet from sharp objects.
4. helmets	D. prevent damage to the eyes.
5. earplugs	E. prevent head injuries.

B. Write 'True' if the statement is correct and 'False' if it is incorrect according the listening text.

1. There are different safety wears for different activities.
2. Slip-resistant shoes are worn to prevent toe crushing.
3. The same types of gloves can be worn for all types of work.
4. Predicted hazards determine the type of safety wear.

Post-listening Activity

Work in groups of three and list the hazards that could happen in different work places.

Write the safety measures that could be taken to prevent the dangers you have listed.

Example:

Hospitals → unsafe blood contact → **Wearing rubber gloves**

You will report your list to the class.

Week 24

Day 3

5. Speaking

Giving Advice

- A. Complete the following table with types of emergency incidents, the measures you take and advice to the victim. You can use your own experience.

Type of emergency	Measures taken to solve	Advice to the Victim
Cutting a finger with a blade	Wrapping it with a clean bandage.	Take the injured person to the nearby clinic or health centre

- B. Use the information in the table you have completed and ask and answer questions in pairs.

Examples:

Sosina: What type of emergency is common around your village?

Belete: Fire happens frequently.

Sosina: What are the measures that the people take to control it?

Belete: They use water; they also call rescue workers.

6. Grammar

Imperatives: Giving Instructions

- A. Read the following dialogue and notice the underlined imperatives.

Son: Hello, Dad. You told me not to touch any electrical equipment. But I want to watch movies. What shall I do?

Father: Listen and do what I'm telling you now. First, insert the plug in the power outlet.

Son: Yes, I have done that. What is next?

Father: Press the power button and wait till the power indicator is displayed on the TV.

Son: Oh, the power has appeared on the TV screen.

Father: Good. Take the remote control, and press the button marked TV twice.

Son: Oh, yes. The movie has started.

Father: Don't switch the TV off until I come.

Son: Alright, Dad.

B. Complete the sentences using the appropriate imperative forms of the verbs given in brackets.

Example:

_____ (play) football on streets

Don't play (play) football on streets.

1. Always _____ (stay) away from fire.
2. _____ (keep) medicine away from children.
3. _____ (smoke) cigarettes as they affect your health.
4. _____ (touch) sharp materials.
5. _____ (listen) what your mother and father tell you.

C. Read the following contexts carefully and write imperatives for each of them.

1. Imagine that you are a father or a mother. Your son is going to practise karate for the first time. You are worried.

Example:

Don't over-stretch your body.

2. You have a little brother. He is eating dirt from the flowerpot. What do you say?

3. You have a little sister. She is plying in the kitchen. Give her some instructions.
4. There is a swimming pool in your village. Your little sister who cannot swim often goes there.

Week 24

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary

Contextual Meanings

Go back to the reading text and notice the following words which are written in bold in the text. Then, write their contextual meanings.

- | | |
|------------------------|--------------------|
| 1. extinguisher: _____ | 4. thrust: _____ |
| 2. drills: _____ | 5. choking: _____ |
| 3. ignitable: _____ | 6. drowning: _____ |

Week 24

Day 5

9. Writing

Writing Conventions

Rewrite the following sentence using capitalisation and appropriate punctuation.

1. don't touch a power outlet
2. my mother told me to take care when i cross the street.
3. avoid poisons from your room.
4. always wear your safety helmet

Writing Composition

- A. Think about the various kinds of measures that the people in the table often take to accomplish their tasks.**

People	Safety measures
Cooks	They take care of sharp materials like knives.
Electricians	
Carpenters	
Butchers	

- B. In pairs, compare your answers and develop your table with adequate information.**
- C. Write a paragraph about the nature of the job and the measures that one of the listed professionals takes to accomplish his/her tasks.**

UNIT 9

Healthy Living

Week 25 Disease

Week 25

Day 1

1. Word Study

Rhyming Words

Read the following words and group them with the words they rhyme with.

heal	kill	respect	effect
meal	defect	feel	protect

ill	detect
Example: heal	protect

2. Reading Comprehension

Pre-reading Activity

Before you begin reading the text, answer the following questions individually.

1. What do you know about malaria? Write down everything you know on a sheet of paper and share your ideas with a partner.
2. When you read the text, check if the ideas you have listed are mentioned in the reading text.

While reading Activity

A. Fill in the following blanks while you are reading the text.

1. Malaria is a common deadly disease in _____.
2. Malaria is transmitted by _____.
3. The two hosts of malaria are _____ and _____.
4. The parasites grow inside the _____.
5. If the mosquitoes that carry the parasites are eradicated, _____.

Malaria

Malaria is one of the most common deadly diseases in Africa. **It** is the leading cause of deaths in Ethiopia; most deaths occur in children under five years of age. The organism that causes the most dangerous form of malaria is a parasite called plasmodium falciparum.

This parasite is transmitted by the female mosquito which is called anopheles mosquito. The natural bionetwork of malaria involves two types of hosts: humans and female anopheles mosquitoes. In contrast with the human host, the mosquito vector does not suffer from the presence of the parasites. In humans, the parasites grow and multiply first in the liver cells and then in the red blood cells. In the blood, successive broods of parasites grow inside the red cells and destroy them, releasing daughter parasites that continue the cycle by attacking other red cells.

The blood stage parasites are those that cause the symptoms of malaria. When certain forms of blood stage parasites are picked up by a female anopheles mosquito during a blood meal, they start another, different cycle of growth and multiplication in the mosquito. The parasites' multiplication in the mosquito is known as the sporogonic cycle.

After 10-18 days, the parasites are found as “sporozoites in the mosquito’s salivary glands. When the anopheles mosquito takes a blood meal on another human, the sporozoites are injected along with the mosquito’s saliva and start another human infection when they parasitize the liver cells. After the sporozoites enter the liver, **they** mature into schizonts, which rupture and release merozoites. The merozoites infect red blood cells and form a ring of trophozoites which mature into schizonts. Then the mosquito carries the disease from one human to another, acting as a vector.

Scientists have proved that malaria is mostly endemic in tropical climates. Since there is only one vector, scientists suggest using controlling methods such as spraying with DDT to kill the mosquitoes, draining stagnant water where the mosquitoes reproduce or using mosquito nets during sleep. If the mosquitoes that carry the parasites are eradicated, malaria can be blocked.

B. Give short answers to the following questions according to the text.

1. How long does the parasite take to mature in the salivary glands of the mosquito?
2. At what stage does the disease cause symptoms?
3. Where does the parasite grow in the human body?
4. Which cells does it attack?
5. What do you understand by the word 'vector' in paragraph 4?
6. What does the pronoun 'it', in paragraph 1 refer to?
7. What does the pronoun 'they' in paragraph 4, line 5, refer to?

C. Write down the three measures that the scientists have suggested to control malaria?

1. _____
2. _____
3. _____

D. Give reasons for the following ideas based on the reading text.

Example:

The mosquito doesn't get hurt when the parasite exists in its body.
This is because the parasite attacks only the human blood cell.

1. If we drain stagnant water, we can destroy mosquitoes.
This is because _____.
2. If there are no mosquitoes, there will be no malaria.
This is because _____.

Post-reading Activity

Work with your partner and draw the life cycle of the malaria parasite. Post your drawings on the wall and invite other groups to look at it and give comments on it.

Week 25

Day 2

3. Vocabulary

Word Meanings

Read the following text carefully and write the meanings of the underlined words.

To keep our body fit, we must keep ourselves free from all types of diseases. When we become ill and take medicine, we can usually cure ourselves. On the other hand, if we become aware of our health, we can prevent diseases. Everybody should give due attention to this matter, as diseases can kill people if they are not treated early.

4. Listening Comprehension

Pre-listening Activity

Before you begin listening to the text, work in groups and answer the following questions.

1. List diseases that transmit from person to person.
2. Discuss how these diseases transmit from one person to another.

While listening Activity

A. While you are listening to the text, answer the following questions.

1. Which human organ does a common cold attack?
 - A. lower respiratory tract
 - B. upper respiratory tract.
2. There is only one type of virus that causes a common cold.
 - A. True
 - B. False
3. Common cold can be transmitted from person to person only if we have a direct contact with the infected person.
 - A. True
 - B. False

4. The virus that causes common cold in human beings is called _____.
A. sinus virus B. rhino virus
5. Who made a speech to grade six students?
A. The health officer B. The public officer

B. Write three of the suggestions/pieces of advice given by the speaker to prevent common cold infection.

1. _____
2. _____
3. _____

Post-listening Activity

Work in groups and discuss the following questions.

1. From your experience, how do you know if someone has got a common cold?
2. What do you do to avoid being infected by a cold virus?
3. What homemade remedies do you know to treat a common cold?

Week 25 **Day 3**

5. Speaking

Role Play: Seeking/Giving Advice

Assume that you are a doctor and you are examining a patient. First read the example. Then, take turns to use the following clues to elicit information about the patient's sickness.

Diseases	Symptoms
malaria	headache, fever, fatigue
gastritis	nausea, burning, headache

Patient: Good morning, doctor.

Doctor: Good morning. What happened to you?

Patient: I have a fever and a running nose and I have a sore throat.

Doctor: Oh, when did the symptoms start?

Patient: Two days ago.

Doctor: Do you have any additional symptoms?

Patient: Yes, I have been coughing and sneezing during these days.

Doctor: Ok, my diagnostic analysis shows that you have got a bad cold. You should take this medicine.

Patient: Thank you.

Doctor: It's my pleasure.

6. Grammar

Giving Advice: “should” and “ought to”

- A. Read the following dialogue and notice how the underlined words are used to give advice.**

Samuel: I've a bad toothache. What do you advise me to do?

Emi: Oh, you should go to the nearby clinic.

Samuel: Should I go to just any clinic around here?

Emi: No. You should look for a dental clinic.

Samuel: That's great. But what should I do to avoid a toothache in the future?

Emi: You ought to brush your teeth regularly.

Samuel: What else should I do?

Emi: You ought to avoid eating too many sweet things.

Samuel: Thank you so much, Emi.

Emi: It's my pleasure. I hope your dentist will tell you more.

- B. Re-write the following sentences, correcting the errors in the underlined parts.**

1. **A:** He is coughing continuously.

B: He ought to visits his doctor.

2. **A:** The people in our village are suffering from water-borne diseases.

B: They should to boil water before using it.

3. **A:** My grandfather smokes cigarettes.
B: He should to stop smoking.
4. **A:** The doctor also told him not to drink alcohol.
B: He ought to stop drink alcohol.
5. **A:** Should we to see our friend who is sick?
B: Yes, we should.

‘should’ and ‘ought’ to are similar in meaning. They are used to give advice to someone.

1. Don't add 's' to the verbs.
He should take medicine.
(NOT: He should takes medicine).
He ought to take medicine
2. To form the negative, add “not” after “should” and after “ought”.
You shouldn't take medicine prescribed for others.
You ought not to take medicine without a doctor's advice.
3. To form questions, begin your sentence with “should” or “ought”.
Should I take medicine? Ought I to take medicine?
4. “Should” is followed by infinitive without “to.”
I should take my medicine on time. (Not: I should to take medicine).

Week 25

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary

Vocabulary Practise

Use the words about health and sickness given in the box to fill in the blanks.

Fever	Earache	Sore throat	Toothache
Backache	Headache	Stomach ache	

- _____ is a scratchiness in the throat, which is painful and sensitive.
- _____ is a pain located in the head over the eyes, at the temples or at the base of the skull.
- _____ is an abnormally high body temperature.
- _____ is a pain in the ear.
- _____ is a pain or discomfort in the region of the back or spine.
- _____ is a pain in or around a tooth.
- _____ is a pain in the tummy or abdomen.

Week 25

Day 5

9. Writing

Writing Conventions: Spelling

Re-write the underlined words in the following sentences by correcting their spellings.

- Malaria is one of the daedly diseases in Africa.
- My brother had malaria last week, he was betten by a mockito.
- Many people in our vilage were infeceted with malaria.
- Headache is one of the simptoms of malaria.

Writing Composition

Related Sentences

Read the information given in the following table and write two related sentences. First make a passive sentence. Then make a conditional sentence.

Example:

A. Diarrhoea is caused by polluted water.

B. If you drink polluted water, you will have diarrhoea.

Disease	Cause
1. diarrhoea	A. polluted water
2. malaria	B. (infected) mosquito
3. cholera	C. bacterial infection
4. influenza	D. contagious virus
5. typhoid	E. salmonellae typhus bacteria
6. smallpox	F. virus

Week 26 Exercise for Health

Week 26

Day 1

1. Word Study

Syllables

Read the following words and group them based on the number of syllables they have.

diet	comfort	able	healthy	physical
fitness	exercise	fit	weight	

One syllable	Two syllables	Three syllables
fit	fitness	exercise

2. Reading Comprehension

Pre-reading Activity

Before you begin reading the text, answer the following questions.

1. Do you take physical exercise regularly?
2. How do you feel after exercising?
3. What do you know about the benefits of exercising regularly?

While reading Activity

A. While you are reading the text, write ‘True’ if the statement is correct, and ‘False’ if it is incorrect.

1. People should start exercising when they get older.
2. Physical exercise makes human organs work effectively.
3. Regular physical exercise will help to treat some mental illnesses.
4. If one organ in the human body is not functioning well, another will do its task.
5. Physical exercise helps to keep the human mind healthy.

Health and Exercise

Health and physical exercise are **the two sides of the same coin**, absolutely inseparable from each other. Health is the term given to the correct, well-adjusted working of the physical system of the human body.

A well-adjusted body means that all the systems of the body are working efficiently. The systems include the nervous system, circulatory system, respiratory system and digestive system. If all these systems are working efficiently, the person is called healthy.

In the system, the organs work both as singular and coordinated functions. Thus, the health of a human body depends on the good and **efficient** working of all the

organs. To manage the healthy functioning of these organs, exercise is advisable; it is the best **stimulant**.

Within a detailed exercise plan, human organs get **refreshment** on a daily basis. As a result, the body movements improve, the spine keeps straight and fit, and the digestive system is optimised. The blood circulates throughout the body, reaching all parts.

Besides, exercise makes the heart pump faster. A sports-person's heart capacity to pump blood while doing exercise is stronger than a regular person's. Heartbeat capacity improves while exercising regularly. Thus, with a regular exercise, all human organs, internal and external, can be **geared up** to absolute fitness. Exercise stimulates the muscles and keeps them active.

Exercise is also extremely important for a healthy mind. To stay as active as possible throughout one's life, experts advise long-term physical activity. The mental health benefits of physical exercise are more than we expect. For example, a person **diagnosed** with depression or anxiety is most often asked to conduct some form of physical activity in addition to taking medication. This is because, the body produces hormones which improve mood and relieve stress. Depression can also be eased by improving mood and reducing anxiety.

Generally speaking, exercising could be called an energizer for all times, for all people and for all ages. If this energy is consumed regularly on a daily basis, no other **medication** may ever be required.

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

1. How often should we take physical exercises?
2. What are the systems in the human body?
3. When will a person be called healthy?

C. What do you understand by these expressions taken from the reading text?

1. "... the two sides of the same coin ..." (par.1)
2. "Human organs get refreshment ..." (para.4)
3. "... no other medication may ever be required" (para.7)

Post-reading Activity

Ask your Physical Education teacher about the specific types of exercises for different purposes. Work in groups of five and write a report. Your group leader will read the report to the class.

Week 26

Day 2

3. Vocabulary

Word Meanings

Read the following paragraph and predict the contextual meanings of the underlined words.

Control Your Weight

Both diet and physical exercise can play a significant role in controlling body weight. It is clear that the food we eat and what we drink offer us a certain number of calories. We start to put on weight when the calories of energy our body burns are fewer than the calories of energy we gain. When it comes to weight management, we vary greatly as to how much exercise we need. A person who gains weight easily may need more exercises than others to maintain a healthy weight.

4. Listening Comprehension

Pre-listening Activity

Work in pairs and talk about what the children in the pictures are doing.



While listening Activity

A. Listen to the text and fill in the blanks with appropriate words.

- 1. Simple household _____ will give children exercise.
- 2. Children who exercise will have _____ body composition.
- 3. Strong bones and muscles lead to _____ and flexibility.
- 4. During sleep, the brain _____ and refreshes itself.
- 5. Physicians believe that exercise may also help children who have mental _____.

B. Based on the ideas in the listening text, match expressions in Column A with those in Column B.

A	B
1. bones	A. carries nutrients to the body tissues
2. muscles	B. creates better cognitive performance
3. blood circulation	C. provide resources for staying strong
4. brain	D. increase endurance and flexibility
5. sleep	E. refreshes the brain.

Post-listening Activity

Work with a partner and talk about what could happen to children who do not do activities that make them physically active. You will share your opinions with another pair.

Week 26

Day 3

5. Speaking

Role Play

A. Read the following dialogue between two friends on the importance of maintaining good health. Then, practise the dialogue by taking part.

Akiberet: Hello Sitran! How are you?
Sitran: I'm not feeling very well. How about you?

- Akiberet: I'm fine. But what's wrong with you?
- Sitran: Nothing serious, but I feel very weak and dizzy.
- Akiberet: You see, it's because you are so lazy and you sit all the time. You don't exercise regularly.
- Sitran: Yes, you are absolutely right. I am not doing physical exercise.
- Akiberet: But you should know that physical exercise is very important to keep yourself fit and active.
- Sitran: Yes, you are right.
- Akiberet: If you do not do physical exercise regularly, you cannot keep your body healthy. Besides, your brain won't develop well.
- Sitran: It seems to me you are absolutely correct. Now, tell me how I should do it. I don't even have time. You know that I have to study.
- Akiberet: We should all study but we can take exercise after school. You can join our running team and train with us. Apart from this, you should eat a balanced diet.
- Sitran: Thank you my friend. I can see that both physical exercise and a balanced diet are very important for good health.
- Akiberet: Exactly! I hope you'll follow the rules of healthy living and become fit very soon.
- Sitran: I am grateful for your advice.

B. In pairs, write a similar dialogue suggesting to your partner what she/he should do to stay healthy. Take turns to act out your dialogue.

6. Grammar

Relative Clauses

A. Look at the following dialogue and notice how the underlined words are used.

- Naod: Do you see that boy who is waving to us, Meseret?
- Meseret: Oh. He is my classmate. We also exercise together at the weekend in the 'Tinishua Meda'.
- Naod: Where is that?

Meseret: It is the open field, which is near the new hotel. Meron, who is the owner of the hotel, is my aunt.

Naod: Oh, that is fine. May I join you at the weekend? I want to do exercises that are appropriate for fitness.

Meseret: You're welcome. I'll also introduce you to Nasir whose father is our trainer.

B. Complete the following dialogue using ‘which’, ‘who’, ‘that’ or ‘whose’.

Sami: Doctor, can you give me some suggestions _____ (1) are important to keep myself healthy.

Doctor: Well, first of all, you need to make sure that the food _____ (2) you eat is appropriate.

Sami: Oh. My mother, _____ (3) is a cook, tells me about food. But what is an appropriate food items?

Doctor: These are food items _____ (4) contents are balanced.
These include vegetables and fruits along with grains and protein.

Sami: What else is important for me to stay healthy?

Doctor: You need to get plenty of exercises with friends _____ (5) are motivated to do so.

Sami: Thank you, Doctor.

Doctor: You're welcome.

C. Complete the following sentences in Column A with their appropriate relative clauses in Column B.

Example:	
My friend, who exercises daily, is very active.	
A:	
1. The physical exercises ...	
2. My friend ...	
3. Physical fitness ...	
4. The sportsman ...	
5. The sports' field ...	

B:
A: which is in our school compound is attractive.
B: who has won many gold medals does not smoke
C: which you can do at home are good for your health.
D: which is important for our health is gained through physical exercise.
E: who is also my class mate plays football once in a week.

Week 26

Day 4

7. Reading Fluency

You will read the text. Follow your teacher's instructions.

8. Vocabulary

Vocabulary Practise

A. Put the words in the list under their respective groups.

chest	sleep	energy	neck
physical education	washing	strength	proteins
vitamins	brain	running	chores
fruits	balanced	jogging	fitness
cycling	walking	skin	growth
vegetables	limbs	nutrients	blood
healthy	smell	fresh	sit-up
fatigue	rotting	body	clean
backache	smoke	fast	boiled

Parts of the body	Exercise	Diet	Hygiene	Health

B. Go back to the reading text entitled, ‘Exercise for Health’ and write the contextual meanings of the words which are in bold in the text.

1. efficient _____
2. stimulant _____
3. refreshment _____
4. geared up _____
5. diagnosed _____
6. medication _____

Week 26

Day 5

9. Writing

Writing Conventions

Using the Apostrophe (')

Re-write the following sentences using the apostrophe correctly.

1. My elder brothers weight is 38 kg.
2. Dont play in dirty water. It affects your health.
3. Parents primary role is ensuring childrens health.
4. I cant lift heavy weights as Im too young.

Writing Composition

Sentence Writing

Write correct sentences by reordering the jumbled words of the sentences given below.

1. often do I physical school's exercises sports in our field.
2. advised our regularly teacher us to training do.
3. exercises important physical health are for.
4. my father's coach a sport science in graduate is.
5. the doctor grandfather advised his to manage my weight.
6. agreed play we every together weekend to football.
7. should take you a physical shower exercises after doing.

Week 27 A Healthy Diet

Week 27

Day 1

1. Word Study

Sounds of the Plural Suffix (-s)

Read the following words and group them under the same pronunciation pattern of the plural suffixes.

items	plates	instructions	types
mosquitoes	diseases	dishes	tissues
fruits	vitamins	viruses	drinks

/-s/	/-z/
items	dishes

2. Reading Comprehension

Pre-reading Activity

Work with a partner and answer the following questions.

1. List the types of food common in your area.
2. What is the difference between healthy and unhealthy food? Use your list under question number 1 for your discussion.

While reading Activity

A. Scan the text and complete the following table comparing healthy and unhealthy food.

Healthy food	Unhealthy food
energy	
fresh	
	fast food
	sweets

Healthy Food Versus Unhealthy Food

Healthy food is organic food, fresh, natural, full of energy and free from chemicals, for example: fresh fruits, vegetables, leafy greens, raw nuts, fish, yogurt, honey, etc. Unhealthy food is processed food or fast food with a lot of chemical additives. These include white bread, burgers, candies, hot-dogs, biscuits, chips, chocolates etc.

People around the world consume both healthy and unhealthy food. Some people know the advantages and disadvantages of **these two categories** of food, but most people don't understand. They just consume what is available. There are also people who have difficulty avoiding unhealthy or junk food. This can be because they became addicted to junk food or they can't get healthy food.

Let us compare healthy and unhealthy food from different angles.

Energy Provider: Healthy food contains minerals and other basic elements which are sources of energy. Healthy food provides the necessary amount of energy that the body needs. In contrast, unhealthy food harms the health as it contains too much or too little energy.

Health Effects: Healthy food contains elements that can tackle different health problems. Healthy food avoids health problems such as fatigue, depression, headache, joint pains, lung problems etc. Unhealthy food on the contrary can lead to heart diseases, obesity, diabetes and other chronic diseases.

Accessibility: Healthy food is not easily accessible for most rural and city people. It also takes plenty of time to cook. But unhealthy food is readymade and available in the supermarket and shops. As it is processed in factories or pre-prepared and frozen, it doesn't need a great deal of time to prepare.

Price: In towns and cities healthy food can be more expensive than unhealthy food. However, healthy food might be cheaper in some rural areas where people produce food items for **their** own consumption.

Taste: Most people do not like the test of fresh healthy food because they are addicted to the sugary or oily taste of unhealthy food. Unhealthy food is market-oriented and processed with too many sweeteners and other additives. People, especially children get addicted to such yummy tasting food.

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

1. Vegetables are healthy food.
2. People often eat both healthy and unhealthy food.
3. Most people understand the advantages and disadvantages of healthy and unhealthy food.
4. We can easily get healthy food everywhere.
5. Unhealthy food is often cheaper than healthy food.

C. The following words are highlighted in the text. Identify what each word/phrase refers to.

1. 'These two categories' (paragraph 2) _____
2. 'It' (paragraph 5) _____
3. 'their' (paragraph 6) _____

Post-reading Activity

A. Answer the following questions.

1. Why do you think people eat unhealthy food?
2. How do you think people get healthy food?
3. What kind of food is suitable for young children like you? Why?

B. Work in groups of five and share your answers. The group leader will take notes and report the group’s ideas to the class.

Week 27

Day 2

3. Vocabulary

Word Meanings

Match the types of food in Column A with the definitions given in Column B.

A	B
1. fast food	A. Food that is not very healthy, food that is prepared easily. and quickly.
2. junk food	B. Food that is specially treated in factories before it is sold.
3. take-away food	C. Food that has a strong flavour, often peppery.
4. processed food	D. Food that makes you gain weight.
5. spicy food	E. Food that is recently picked or prepared, food that is not old.
6. fattening food	F. Food that is already cooked and prepared.
7. frozen food	G. Food that is bought from a shop or a restaurant and eaten in other places.
8. fresh food	H. Food that is kept below 0°c.

4. Listening Comprehension

Pre-listening Activity

A. Before you begin listening to the text, learn the meanings of the following words taken from the text.

1. deficiency

2. illness

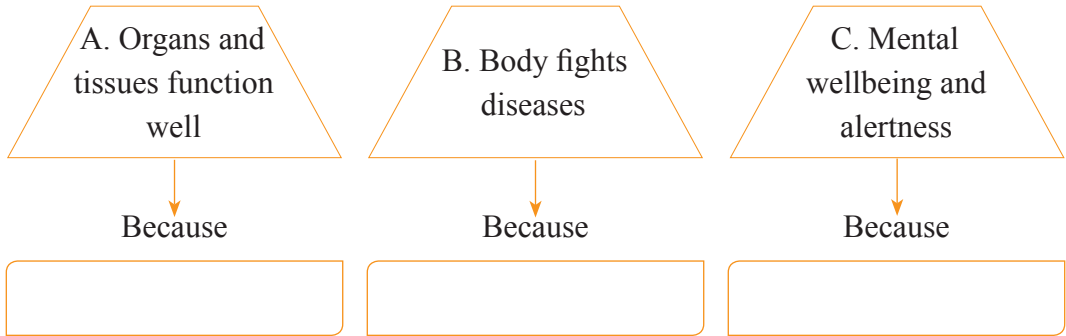
3. diabetes/diabetic
4. kwashiorkor

5. proportional

B. Now, predict what the text will be about.

While listening Activity

A. The chart shows the importance of a healthy diet; put the piece of information given below the chart in the right positions.



1. It provides elements to develop a strong immune system.
2. It provides all the nutrients needed by the organs to do the tasks in the body.
3. It gives the essential nutrients that help the brain to function well.

B. Fill the blanks with appropriate words according to the listening text.

1. Lack of nutrients such as protein, carbohydrates and minerals will result in _____.
2. A healthy diet will help our body to _____ from illnesses.
3. People believe that cancer is a disease which is caused by _____.
4. The food we eat will negatively or positively affect our _____.
5. A normal body weight allows us to enjoy activities such as _____.

Post-listening Activity

A. Write a summary of the listening text in 4 to 5 sentences following the example. Use the information in the completed chart above to help you in writing the summary.

Example:

A healthy diet makes us happy because it makes the brain function well.

- B. Read your summary to your partner and exchange comments on each other's summary.**

Week 27

Day 3

5. Speaking

Giving Advice

- A. Work in pairs and study the following dialogue between Tokuma and Dr Tekeste. Tokuma often worries about his health. Thus, he wants to get a piece of advice from Dr Tekeste on how to keep himself healthy.**

Tokuma: Doctor, my health really worries me. Sometimes, I feel dizzy and tired. Can you tell me the best way to stay healthy?

Dr Tekeste: Yes. First, you should eat a healthy diet. That is the most important thing.

Tokuma: What is a healthy diet, doctor?

Dr Tekeste: It means you need to eat plenty of fruits and vegetables and enough protein and whole grains.

Tokuma: That's good. Are there things I should avoid?

Dr Tekeste: Yes, you shouldn't take too much sugar in your diet. Also, you should watch your intake of fatty food.

Tokuma: Thank you so much, doctor.

Dr Tekeste: You're welcome.

- B. Assume that you are overweight/underweight. You are worried about your weight and you seek advice from a doctor. In pairs, take the roles of the doctor and the person seeking advice and practise the dialogue.**

6. Grammar

Using 'for' and 'since' in Sentences

- A. Read the following dialogue and learn how 'for' and 'since' are used.**

Dinku: What are you doing to be healthy and active?

Lemlem: I'm doing physical exercise.

Dinku: Oh, good. When did you start? I mean, how long have you been exercising?

Lemlem: I have been exercising since last year.

Dinku: How often do you exercise?

Lemlem: I have been doing it for two hours every week since last month.

Dinku: What else are you doing?

Lemlem: I have been eating vegetables and fruits predominantly since then. What about you?

Dinku: I was doing the same. But I have stopped it since last month.

Lemlem: How often did you do it?

Dinku: I was doing it for 30 minutes every day.

B. Complete the following sentences using ‘for’ or ‘since’.

1. My father has been doing physical exercise every day _____ the last three years.
2. My mother has been preparing a balanced diet for the family _____ last year.
3. The health extension worker stayed with us _____ two hours and told us the significance of a balanced diet.
4. The health extension workers have been teaching about proper diet _____ 2006 E.C.
5. The mothers in our village hold a meeting _____ thirty minutes every week to discuss the importance of a balanced diet.

Grammar Tips

We often use ‘for’ and ‘since’ when talking about time.

- ‘for’ is used to indicate a duration or period of time, like ‘for two hours’, ‘for four weeks’, ‘for six years’, etc.
- ‘since’ is used with a point of time in the past, such as ‘since 9 o’clock’, ‘Since Monday’, etc.

C. Categorize the following time expression either as ‘a period’ or as ‘a point’ of time.

20 minutes	ever	9 am	the month of September
2002	a long time	three days	the first week of June
then	Tuesday	four years	

Period of time (for)	Point of time (since)
for 20 minutes	

Week 27

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher’s instructions.

8. Vocabulary

Using Words in Context

A. Read the following text and complete it with the appropriate words from the list below.

focus	distribute	balanced
requires	listing	exercising

Like _____ (1), a balanced diet is one of the crucial elements of your health. That is why it is important to eat healthy, _____ (2) meals. This _____ (3) knowing what you are eating. You can do this first by _____ (4) the food items you consume and their categories. Then, you can fairly _____ (5) the varieties to the different mealtimes. In addition, to have a healthy diet, your _____ (6) should be on natural food such as vegetables, fruits and cereals.

B. Write the contextual meanings of the words used to complete the text.

Week 27

Day 5

9. Writing

Writing Conventions

Capitalisation

Re-write the following sentences using correct capitalisation.

1. a balanced diet is important to our health.
2. a healthy diet provides us with a healthy body weight.
3. my mother appreciated sister dinkua who gave her a lesson about a balanced diet last sunday.
4. in ethiopia health extension workers are giving door-to-door counselling for mothers on how to feed their children.

Writing Composition

Paragraph Writing

You will write a short paragraph on the topic: ‘A Healthy Diet’

First, make brief notes on your ideas for the paragraph. Then write a topic sentence, a few supporting sentences and a concluding sentence from your ideas. Next, write the first draft of the paragraph. Then, revise your ideas, edit the language and write the final version. Share your paragraph with your partner.

Title:	advantages of a healthy diet.
Topic sentence:	a healthy diet has many uses.
Supporting details:	a. Preventing diseases b. Good posture c. healthy growth of body part d. a source of happiness e. builds strength
Concluding idea:	suggestion to have balanced/healthy diet.

UNIT 10

Child Labour

Week 28 Roles and Responsibilities in a Family

Week 28 Day 1

1. Word Study

Compounding

Combine two words from the list and form compound words.

shoe	assistant	collector	house	shop	tissue	keeper
paper	child	work	garbage	shine	labour	cleaner

Example:

shoeshine

2. Reading Comprehension

Pre-reading Activity

Before you begin reading the text, answer the following questions.

1. Work in groups of three and talk about the roles and responsibilities you have in your family.
2. Who has the most important role in your family? What are his/her duties/activities?

While reading Activity

A. Scan the text and find words which have similar meanings to the words / phrases given below.

1. responsibilities (para 1) _____
2. decision makers (para 2) _____
3. structures (para 3) _____
4. salary (para 4) _____
5. discussion (para 5) _____

Roles in a Family

Not all families are similar in assigning responsibilities. Each family has its own ways of deciding who will take care of the different roles within the family. In most families, parents assign the privileges, obligations, and roles for each member.

Once parents allocate the roles and responsibilities, children are expected to perform what is assigned for each of them. But when children grow older, they ask for more autonomy. They also demand that **their** opinions be considered. However, parents are usually the final authorities.

Besides this, age related hierarchies are common within a family. But sometimes hierarchies within a family depend on gender. For example, in Ethiopia, men traditionally have more power than women. Fathers have been considered as the providers and authority figures and the final decision makers. But **they** often had only limited functions in the family. Mothers have been the caretakers and are responsible for the wellbeing of the family. They are expected to keep the family together and to make sure it functions smoothly. This means mothers and fathers hold different positions in the family.

Today, both fathers and mothers are bringing home income, and the traditional gender-based structure is being challenged. But women still shoulder the larger responsibility, working in the office and caring for the family. Though some fathers are taking a role in child raising and household duties, most fathers assume **those roles** are only for mothers.

Therefore, in order to build a happy family, it is important to share responsibilities based on discussion. Both parents should always check the arrangement. Some responsibilities need to be open for negotiation, particularly if the family is not

functioning well. For example, children shouldn't be given too many roles or responsibilities. This may result in annoying them and lead to arguments. Therefore, parents need to review what is going on, discuss how **everyone** is doing, and always try to come up with alternatives.

B. Choose the letter which contains the best answer according to the text.

1. Children within a family are expected to
 - A. accept their parents' decisions.
 - B. formulate their own rules.
 - C. decide their own roles.
2. In most Ethiopian families,
 - A. fathers take the greatest responsibility.
 - B. mothers take the greatest responsibility.
 - C. children have no significant roles.
3. In order to have a happy family,
 - A. roles should be shared among family members based on discussion.
 - B. mothers should take the biggest share of responsibility to care for the family.
 - C. fathers should take the biggest share of responsibility to care for the family.
4. If children are loaded with too many responsibilities,
 - A. they will become annoyed.
 - B. the family becomes happy.
 - C. they will have time to care for and support each other.
5. Raising children and doing household duties should be
 - A. the responsibilities of fathers.
 - B. the responsibilities of mothers.
 - C. the responsibilities of all the family members.

C. What do the following words refer to in the text?

1. their (para.2) _____
2. they (para.3) _____
3. everyone (para 5) _____

Post-reading Activity

A. Work in groups of three and answer the following questions.

1. What do you think are the most important rules to follow to build a happy family?
2. What do you suggest families should do about division of roles?

B. Your group leader will report the main points to the class.

Week 28

Day 2

3. Vocabulary

Vocabulary Practise: Collocations

A. Match the words given in Column A with the words that collocate with them in Column B. You have more than one option under Column B.

Example:

do jobs

A	B
1. do	A. money
2. ask	B. child labour
3. oppose	C. children's rights
4. support	D. jobs
5. employ	E. workers
6. earn	F. questions

B. Write your own five sentences using the expressions.

Example:

We should do our job properly.

4. Listening Comprehension

Pre-listening Activity

Before you listen to the text, discuss the following questions with your partner.

1. How are roles divided among your family members?
2. What roles are given to females and males in your family?

While listening Activity

A. Listen to the text and write ‘True’ if the statements are correct and ‘False’ if they are not.

1. The father knew the biscuits were burned.
2. The father decided to help his wife with cooking.
3. The son didn’t agree to help his mother.
4. The mother didn’t have any work to do.
5. The mother became tired working in the house all day long.

B. Answer the following questions according to the listening text.

1. Why did the mother make snacks for dinner?
2. What did the father say when she apologised for burning the biscuits?
3. Did the father eat the biscuits?
4. What did the mother serve with the biscuits?
5. Who is narrating the story?
 - A. The mother
 - B. The father
 - C. The son

Post-listening Activity

A. Answer the questions individually.

1. What do you think of the family members in the story? Describe each character based on how you understood each of them in the story.
2. What did you learn from the story?

B. Share your answers with a partner.

Week 28

Day 3

5. Speaking

Talking about Household Activities

List the activities you perform at home to help your family. Then, in pairs, ask each other in a dialogue form as to how you help your family.

Here is a model dialogue for you. You should prepare your dialogue in the same way.

Akalu: How do you help your mother?

Martha: I often wash dishes. What about you?

Akalu: I usually fetch water from the water point in our compound.

Martha: Ok. How do you help your father?

Akalu: I often bring him books from the shelf. Nothing else.

6. Grammar

Expressing Time: Using ‘last’ and ‘ago’

A. Read the following dialogue and notice how the underlined time expressions are used.

Saron: What is your father’s work?

Hailu: He is a lawyer.

Saron: Oh, did he study law?

Hailu: Yes, he did.

Saron: When did he graduate?

Hailu: He graduated three years ago from Dilla University.

Saron: Oh, that’s good. My aunt is also a lawyer. But she graduated just last year.

Hailu: That is nice. What about your father and mother?

Saron: My father is a secondary school teacher. He started teaching fifteen years ago. My mother is a writer. She started writing many years ago. She has written several books since then. She finished one children's book last month.

B. Complete the dialogue using 'ago' or 'last' in the blanks.

Zeki: When did you start helping your parents?

Helen: I started helping them _____ (1) year. Actually, I started helping my mom by doing some shopping from the market two years _____ (2). What about you?

Zeki: I began bringing my little brother home from school _____ (3) month. But I started helping my older sister with the animals a few years _____ (4).

Helen: Oh, do you have an elder sister?

Zeki: Yes, I do. Don't you remember her? You met her _____ (5) week in our school compound.

Helen: Oh, I see. That tall, beautiful girl. I didn't realize she was your sister.

Grammar Tips

We use 'ago' and 'last' to express a period of time before now.

He came home last year. (at any time in the year before this one).

He came home two years ago. (It means exactly two years before this year).

Week 28

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions.

8. Vocabulary

Housework and To Do List

A. Read the expressions listed from 1 to 14. Then, match them with the places (contexts) where we use the expressions.

A. In the bedroom

D. In the Laundry

B. In the kitchen

E. In the living room

C. In the garden

Example:

Clean the sink → B (in the kitchen)

1. Iron your shirt.

8. Rake the leaves.

2. Pick the phone.

9. Paint the fence.

3. Clean the sink.

10. Turn the TV on.

4. Wash the dishes.

11. Switch off the oven.

5. Put the clothes in the dryer.

12. Clean the vase.

6. Water the flowers.

13. Lock the closet.

7. Put clothes in the washing machine.

14. Dress the pillow.

Week 28

Day 5

9. Writing

Writing Conventions

Spelling

Complete the sentences by re-arranging the spellings given in the brackets into the correct words.

1. We should wash our h_____ (andsh) before we start eating.

2. Children should listen and o_____ (byeo) what their mothers and fathers tell them.

3. We have to r_____ (specter) our parents and elders.

4. My mother often e_____ (nesacroge) me to do some cooking.

Composition Writing

Paragraph Writing

A. Complete the following table using information about the roles of members of your family.

Family Members	Roles & responsibilities in your families
My father	helps us to do our homework.
My mother	
My sister (s)	
My brother (s)	
I	

B. Using the information in the table, write a paragraph about the various roles and responsibilities in your family.

C. First, make brief notes, then write the topic sentence, the supporting sentences and concluding sentence. This will be your first draft and you will finalize your paragraph next week.

Week 29 Easy Jobs

Week 29 Day 1

1. Word Study

Compounding

Match the words in Column A with the words in Column B to form compound words.

Example:
salesperson

A	B
1. sales	A. person
2. fire	B. officer
3. police	C. boy/girl
4. baby	D. sitter
5. delivery	E. fighter

2. Reading Comprehension

Pre-reading Activity

Before reading the text, work with a partner and study the pictures.



1. Identify the differences between what the girls are doing.
2. How do you think their lives are different?

While reading Activity

A. Scan the stories about the two boys, Tesfaye and Hussein, and identify who the following sentences refer to.

1. He supports the family by doing part-time jobs.
2. He spends most of his time in school or studying.
3. He works as a porter and a carrier.
4. He makes money to buy books and pens for himself
5. He lives with his parents, sisters and brothers.
6. He works during the holidays.

The Stories of Two Boys

Hussein

I am Hussein Adem. I am thirteen years old. I live with my parents, two sisters and two brothers. My father is a civil engineer. My mother is a housewife, but she has a small shop near the house. When she is not doing anything at home she stays at the shop. So, she is usually around the house.

During my free time, I sit down with my parents, my brothers and sisters to discuss different things in life. For example, **we** talk about what each of us would like to be in the future. Our parents always tell us to be well mannered and to use our time properly in school. My mum advises my sisters to stay away from bad boys because of the increased cases of misconduct around the town.

Though I spend most of my time in school and studying, I also help mum and dad in some household chores. Dad cooks every Sunday and it has become the boys' day to cook for the family. When dad cooks, **we** help him by fetching utensils and washing dishes.

Tesfaye

My name is Tesfaye Bekele. I am 12 years old. I am an orphan. I live with my grandmother, my two young sisters and my brother. Since I'm the eldest son, I need to look for part-time work around the city during holidays to support the family.

However, it's difficult for children to find a job. Some people do not like giving us jobs. **They** say we are not strong and fast. But on lucky days, I work as a porter on a big building site. Occasionally, I work at an auto garage as a carrier. I get a little money and give **it** to grandmother to buy food and other needs for the family.

Sometimes, as I wake up to go for work, I feel sick. I always suffer a lot of pain in my back and neck. I think this is because of the heavy loads that I carry. Grandmother then looks for herbs to treat me. When I feel a bit stronger again, I go to work the next day.

Working as a child has many disadvantages but some benefits. For example, on some days, I do not get paid and my fellow workers mistreat me. But on the other days, I get people who pay well. When I get paid well, I have the freedom to buy some books and pens. I can also save a little pocket money in addition to supporting my grandmother. Uhh ..., I wish my parents were alive.

B. Read the story and answer the questions accordingly.

1. How many brothers and sisters does Tesfaye have?
2. Whose parents are dead?
3. Whose parents give time to advise their children?
4. Why does Tesfaye feel pain when he wakes up?
5. How do Hussein and his brothers help their father?

C. What do the following words refer to in the text?

1. 'we' (para 2) _____
2. 'we' (para 3) _____
3. 'they' (para 5) _____
4. 'it' (para 5) _____

Post-reading Activity

Work in groups of three and compare the lives of Hussein and Tesfaye in your own words.

1. Who do you think will be successful in his education? Why?
2. Who do you think will have a happy family in the future? How?

Week 29**Day 2****3. Vocabulary****Using Adjectives**

- A. Find two adjectives from the list that describe each noun below. Then, write the adjectives and the nouns with their description in the third column.**

strong	fast	helpful
punctual	careful	conscious
active	fluent	dedicated

Noun	Adjectives	Descriptions
Shopkeeper		
Guard	active, energetic	an active energetic guard
Vendor		
Shepherd		
Porter		
Courier		

B. Write sentences describing the nouns.

Example:
The guard is active and energetic.

4. Listening Comprehension

Pre-listening Activity

A. Before you listen to the text, answer the following questions individually.

- 1. Do you know someone who has left home and ran away?
- 2. Where does he/she live?
- 3. What do you know about street children?

B. In pairs, discuss the meanings of the following words.

trapped	abuse
slaving	beaten
endure	awful

While listening Activity

A. Fill in the blanks using information from the text.

- 1. When Alemayehu left home, he was _____ years old.
- 2. Alemayehu and Wondemu travelled to Addis Ababa for _____ hours.
- 3. Their plan was to work in the _____ industry.

4. They didn't think that they would be trapped in _____.
5. They got news from their _____ that their father was seriously _____ ill.
6. They worked from _____ o'clock in the morning until _____ in the evening.

B. Write 'True' if the statement is correct and 'False' if the statement is incorrect.

1. Alemayehu and his brother were paid well for weaving clothes.
2. They worked for 16 hours every day.
3. They were excused when they made mistakes.
4. Alemayehu was happy to go back home and start his education at the age of 22.
5. An international organisation pays Alemayehu's school fees.
6. Alemayehu and his brother slept in a warm room with a nice bed while they were working in Addis Ababa.

Post-listening Activity

A. Work in groups of five and discuss the following questions.

1. What did you learn from Alemayehu and Wondemu's story?
2. What do you suggest for children who run away from home?

B. Your group leader will organise the group's ideas and report them to the class.

Week 29

Day 3

5. Speaking

Interviewing

- A. In groups of three, you are going to conduct an interview. First, complete the following table about the kinds of jobs children do at home or outside.**

Kinds of jobs	
in the house	outside the house

- B. Using the information you have filled in, you are going to play roles in groups of three. One of your group members will be a journalist/interviewer. Two of your group members will be the interviewees from grade six.**

Use the following dialogue as a model.

Journalist: Hello, I'm Desu. I'm a journalist from the Ethiopian Radio. I want to ask you about the kind of jobs you are doing to help your family.

Student A: Ok

Journalist: Thank you for your time.

Student B: What do you want to know?

Journalist: Well. Tell me the kinds of jobs you do at home or outside to help your family.

Student A: Yes. I often help my mother in the house by washing dishes.

Student B: I help my father in the farm. There is too much work for him to do alone during harvest time.

6. Grammar

Giving Reasons: 'because', 'since' and 'as'

- A. Read the paragraph below and study how the underlined expressions are used to give reasons. Discuss what you have understood with your partner.**

We have to encourage children to do only easy tasks at home because children are not strong enough to manage heavy tasks. Since children's bodies are not well developed and strong, too much workload affects their health. In addition, as heavy jobs consume a lot of time, children will not have enough time for school. Above all, child labour is illegal because it negatively affects children mentally and physically. Since children are the future of the country, people should avoid employing child labour.

Grammar Tips

Two sentences of which one explains the reason for the other can be joined by 'because', 'as' or 'since'. The word 'because' is used when the reason is the most important part of the sentence; 'as' or 'since' introduces reasons that are already well-known facts or ideas.

Example:

I often wash dirty dishes right away because they attract flies.

(i.e. Flies come into the house if I don't wash the dishes.)

I often wash dirty dishes right away since/as they attract flies.

(i.e. Flies can be attracted to dirty dishes, so I wash them right away.)

B. Match the sentences in Column A with the related sentences in B based on the reasons they give.

A	B
1. I often wash dirty dishes right away.	A. It guides me to be successful in life.
2. I listen to my father's advice carefully.	B. I slept for many hours.
3. My mother woke me.	C. She often comes to school late.
4. We have to do our homework regularly.	D. They attract flies.
5. Meron's teacher is not happy with her.	E. It helps us to acquire knowledge.
6. Parents should protect their children.	F. Children don't know many things.

C. Write longer sentences by joining the two sentences using 'because', 'since' or 'as'.

Week 29

Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher’s instructions.

8. Vocabulary

Word Relations

- A. Study the following adjectives and categorize them as having a negative sense or a positive sense based on their meanings.

fast	active	hardworking	mistreat
strong	passive	ugly	lazy
difficult	healthy	dangerous	tidy
heavy	sick	bright	safe
dirty	weak	light	easy
painful			

Negative sense	Positive sense
weak	hard working

- B. Find pairs of antonyms in the list above.

Example:		
weak	→	strong
heavy	→	light

Week 29

Day 5

9. Writing

Writing Conventions

Capitalisation and Punctuation

- A. Re-write the following sentences using correct capitalisation and appropriate punctuation marks.**

as a little boy i don't usually understand how to help my mother i usually ask her to tell me what to do but she never allows me to do anything later on i noticed that i can help her by washing dishes cleaning my room and putting my books properly on the shelf.

Writing Composition

Paragraph Writing

- B. Now, you have to finalize the paragraph you started last week under the title, “Roles and Responsibilities in a Family”.**
- Organise the sentences in a logical order: first, the topic sentence, then the supporting sentences and finally the concluding sentence.
 - Use linking words to make the sentences connect logically to form a coherent paragraph.
- C. Get into pairs, read, and comment on each other's paragraph.**

Week 30 Rules and Regulations

Week 30

Day 1

1. Word Study

Compounding

Match the words in column A with those in column B to form as many correct compound words as you can.

A	B	Compound words
child	maid	children’s rights
childrens’	trafficking	_____
house	rights	_____
human	labour	_____
drug	abuse	_____
heavy	care	_____
	work	_____

2. Reading Comprehension

Pre-reading Activity

Before reading the passage, answer the following questions.

- How much do you know about children’s rights? Work with a partner and list the children’s rights you know.
- Predict the meanings of the following words and phrases
 - proclamation
 - developing countries/ developed countries/under-developed countries
 - banned
- Predict what the passage will be about.

While reading Activity

While you are reading the passage, do the following questions.

A. Write 'True' or 'False' to the following statements based on the text.

1. Child labour is common only in poor countries.
2. It is safe for children to work as tourist guides.
3. Orphaned children will be forced to do some illegal activities.
4. Children who work all day long will still have time to play with other children.
5. Child labour is a violation of human rights.

Understanding Child Labour

Child labour is a situation where young children are forced to work beyond their abilities. **It** is an illegal act which violates all forms of human right. Though the practise is common in most developing countries, it is also seen in developed nations. In most developing countries, children as young as five years are forced to work in manufacturing and mining industries under poor working conditions .

However, the introduction of children's rights into the **constitution** of most countries has slowly controlled child labour. In Ethiopia, for instance, the government has published a proclamation to prevent child **trafficking** and other harmful forms of child labour. The law includes separate **penalties** for child trafficking. There are also some social organizations that work with the government to address children's rights issues.

Child labour is mainly a result of **poverty**. Most parents send their children to work so that **they** can bring home some form of income. The practise is common mostly in poor families where the number of children is more than which the parents can afford to provide for. Some children may become orphans and forced to work in shops, firms, factories, farms and other households. Children may also work as tourist guides and **some** are abused by tourists. Such cases are common in tourist attraction sites.

In the world, millions of children work even on a full-time basis. The majority of these children do not attend school. They are not given time to play and socialize with friends. Moreover, they do not get proper nutrition. Worst of all, these children

are forced into slavery or to do **illegal** activities such as drug trafficking and armed conflict.

Child labour is unacceptable and **it** is a **violation** of human rights. This evil act should be banned by the government and the nation. Children should be allowed to enjoy their childhood and should not be permitted to work like adults. They should not be denied the right for education just because of poverty.

B. Choose the letter that contains the best answer according to the text.

1. Children will be exposed to child labour if
 - A. their parents cannot support the family.
 - B. they stay in schools.
 - C. their parents are rich.
2. Child labour is a result of
 - A. education.
 - B. poverty.
 - C. modernization.
3. Children who are working full-time
 - A. cannot attend school.
 - B. cannot play with friends.
 - C. both A and B

C. Write what the following words in bold in the text refer to.

1. **'it'** in paragraph 1 refers to _____
2. **'they'** in paragraph 3 refers to _____
3. **'some'** in paragraph 3 refers to _____
4. **'it'** in paragraph 5 refers to _____

Post-reading Activity

Get into pairs and discuss the following questions.

1. What kinds of child labour activities are common in your area?
2. What do you suggest can be done to stop them? Share your points with another pair.

Week 30

Day 2

3. Vocabulary

Categorizing Words

Read the list of words given below and categorize them under their themes in the table.

teacher	rules	doctor	principal
lawyer	nurse	regulations	students
police	activist	class monitor	judge
attorney	dentist	librarian	pharmacist

Law	Education	Health
	students	

4. Listening

Pre-listening Activity

Answer the following questions.

1. What the kinds of child labour abuse have you noticed in your village/town?
2. Why do you think child labour is illegal?

While listening Activity

Answer the following questions based on your listening.

1. Who do you think the speaker represents?
2. How much money does the speaker earn?
3. How are the rights of the speaker violated?
4. Why is the speaker not excited?
5. How does the speaker describe his/her clothing?

Post-listening Activity

Answer the following questions.

1. How do you think can you help the speaker to solve his problems?
2. Do you know any child who shares similar experience with the speaker in the poem? What similar tasks does the child do?

Week 30

Day 3

5. Speaking

You are going to hold a debate on the topic: Children should do physical work. You will be placed in two groups. One group argues supporting the idea in the title (Yes) and the other group argues against it (No).

The following guidelines can help you to conduct the debate smoothly.

- Support your opinions with reasons.
- State your ideas clearly.
- Don't dismiss your opponents' ideas.
- Try to convince the audience.
- Organise your points on a piece of paper first.

6. Grammar

Using 'used to'

- A. Read the following paragraph and notice how 'used to' is used in the sentences. In pairs, discuss how 'used to' is used in the sentences.**

When I was fifteen years old, my family moved to Wolkite. Before that, I lived in Doyogena which is the hometown of my parents. I used to play volleyball with my friends, and I used to ride a bicycle, too. Every night, I used to read short stories. My sister and I also used to collect firewood in the afternoon. Once, I even visited Ajora falls, which was nearby, with my father. The most unforgettable experience was the way we used to celebrate holidays. We used to go to our grandmother's house and celebrate the holidays happily. In short, during my child hood, I had enjoyable and memorable experiences.

- B. The table below contains activities which Genet, Dereje, Gobena and Mamitu were doing when they were children. Make 6 (six) sentences using ‘used to’ based on the given example.**

Names	Activities	
	At home	Out of home
Genet	look after her little brother	buy some sugar from a shop
Dereje	clean his bedroom	look after sheep
Gobena	help his mother	play football with his friends
Mamitu	wipe the windows	play basketball with her friends

Example:

Gobena used to help his mother at home.

Grammar Tips

We use ‘**used to**’ to express our past experiences/ habits.

Example:

When I was a child, I **used to sit** on my mother’s knees.

(It means in the past, I had the habit of sitting on my mother’s knee, but now I no longer sit like that).

Week 30**Day 4****7. Reading Fluency**

You will practise reading activity in pairs. Follow your teacher's instructions carefully.

8. Vocabulary**Contextual Meanings of Words**

A. Read the sentences below. They are taken from the rules and regulations of a certain school. Write the contextual meanings of the underlined words.

1. You are not allowed to run in classroom corridors in class time.
2. You should switch off your mobile phone.
3. You shouldn't eat lunch outside the school canteen.
4. You have to sing the national anthem in the flag ceremony.
5. You will be suspended if you smoke cigarettes in school.

B. Find the words in the passage entitled, "Understanding Child Labour" and write their contextual meanings.

1. constitution (para. 2): _____
2. violation (para. 5): _____
3. illegal (para. 4): _____
4. penalties (para. 2): _____
5. trafficking (para. 2): _____
6. poverty (para. 3): _____

Week 30**Day 5****9. Writing****Writing Conventions****Spelling**

Rearrange the spellings given in the brackets and complete the rules and regulations given.

3. You can't wear a short s _____ (itrks).
4. You can be e _____ (llxepeed) from the school for cheating in tests.
5. You have to wear a u _____ (oniufrm).
6. You have to r _____ (arsie) your hand when you want to speak in class.

Composition Writing**Writing rules in a leaflet**

Design a leaflet and write seven different messages/sentences that warn against child .

Example:

Obey children's rights

**Obey
Children's Rights!**

