

ENGLISH FOR  
ETHIOPIA

DISTANCE MODULE ONE

GRADE 9

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

Price: ETB XXX



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MINISTRY OF EDUCATION



# ENGLISH FOR ETHIOPIA

## DISTANCE MODULE ONE

### GRADE 9

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

## UNIT 1

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First Published xxxxxx 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

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The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this module. Special thanks are due to Hawassa University for their huge contribution in the development of this module in collaboration with Addis Ababa University, Bahir Dar University Jimma University, and Semera University.

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Printed by:

xxxxxxx PRINTING

P.O.Box xxxxxx

xxxxxxx, ETHIOPIA

Under Ministry of Education Contract no. xxxxxxxxxxxxxxxxxxxx

ISBN: 978-997744-2-046-9



## Introduction



The English language in Ethiopia serves more as the medium of instruction in schools and universities. It plays a significant role in students' academic life. The grade 9 English Book for Distance Learners is developed to satisfy the students' English language needs at the level and to serve them as a backdrop for their future academic career as they use the language for academic purposes. The minimum learning competencies (MLCs) expected of students are indicated in the Grade 9 English language Syllabus, and therefore, the language input as well as activities they perform are developed based on the MLC identified by the syllabus designers. The learning outcomes expected of students are built upon the MLC and constitute listening to a variety of texts at different levels (surface and deeper levels), interacting in English, reading and comprehending, analyzing, synthesizing, evaluating and interpreting ideas vis-à-vis their environment, getting meanings of words through different strategies, and mastery of selected grammatical elements appropriate to the level. The outcomes also embrace students' development of sentence, paragraph and essay levels writing. The students are expected to write accurate sentences, paragraphs, and essays with some level of fluency as they should balance accuracy and fluency in their use of the language.

[The ten-unit English Language Book for Grade 9 Distance Learners has specific unit objectives. Each of the units consists of six different parts: Listening, Reading Skills, Vocabulary, Grammar, Speaking Skills, and Writing Skills organized in that order. The Book is organized by placing the receptive skills before the productive skills, because it is presumed that the receptive skills as pre-requisites provide students with language inputs which are relevant to their language production.

The listening and reading passages are selected from different sources and they focus on life in a big city, learning strategies, traffic accidents, national park in Ethiopia, health benefits of gardening, the impact of poverty, HIV/ AIDS, equality, equity and justice, and role of computers and internet in our lives. Students are required to understand the meanings of the reading texts deeply making interactions with the authors' thoughts and their experiences. The vocabularies have derived from the reading texts, and extended speaking and writing activities are also included based on the reading parts.

The vocabulary lessons constitute vocabulary from the listening and reading texts, phrasal verbs and word formation using affixes (prefixes and suffixes). The vocabulary is taught through the application of contextual understanding of meanings, consulting the dictionary and using other strategies. In teaching vocabulary, we focus more on the strategies students may employ to understand meanings by themselves. We believe the students should have this skill because vocabulary is important for them to develop their reading and listening comprehension, speaking, writing, spelling, and others. In brief, it is important for their English language development, communicating ideas, expressing their ideas in speaking and writing.

Concerning the grammar lessons, brief notes and many activities are provided for the students to help them master the grammar elements in focus. Many of the grammar lessons are presented in situations students can easily understand and apply: they are developed in simpler ways to enable the students to express even complex ideas. In other words, the grammar lessons are taught the way they help students effectively talk in the language. The grammar elements are taught linearly or cyclically. Some of the elements such as 'adverbs of frequency', 'conditional sentences', and 'tenses' appear cyclically, while the rest of the grammar elements appear only once in the textbook. The speaking and writing sections derive from the listening and reading activities, and other areas which are assumed to be important to deal with.



Dear learner!

In this Book, developed for Distance learners, there are a number of activities in each unit and section of the unit. You need to do all the activities; it is only when you do the activities that you can develop your English language competence. So, we earnestly advise you to be engaged in doing the activities. You may make mistakes when you do the activities, but it doesn't matter you can learn from your mistakes. If you find some of the activities difficult, the solution is, you consult other sources, and also discuss them with your friends in who live in your surroundings.

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## UNIT 1



Dear learner! Please study the meaning of the following pictures before you begin to do the activities developed for you in this module.

	an overview of the unit and what the unit is about.
	There is an in-text question to answer or think about in the text.
	take note of or remember an important point.
	there is a checklist
	There is a written assignment
	It is the key to the answers for the self-tests.
	Listening: Listen attentively.
	Viewing: Take time to look at this.
	Reading: Set aside some time for reading.
	Note: Take note of and remember this important information or reminder.
	There is a self-test for you to do
	Speaking
	Writing





# UNIT ONE

## Living in Urban Areas

### Introduction



Dear learner!, welcome to this unit, you will learn about living in urban areas. You will see some advantages and disadvantages of living in urban areas. You will also read a passage on 'city life'. Besides, you will read and self-practice dialogues on the story of city life. Pictures showing city and rural lives are believed to remind you about your experiences as city dweller or a rural person. Moreover, you will learn some grammar items such as tag-question, wh-questions, simple present tense and present tense continuous. In this unit, you will further do various activities of vocabulary, speaking and writing.

### Objectives

In this unit, you will be able to:

- ⌘ listen to a variety of texts with medium level understanding
- ⌘ Improve your reading comprehension skills.
- ⌘ Increase your vocabulary
- ⌘ Use grammar items correctly and confidently
- ⌘ Write sentence level and short paragraphs
- ⌘ Comprehend some words and pronounce them clearly or intelligibly
- ⌘ Guess meanings of words based on contextual clues

**Required study time = 15 hours**

## 1.1 Listening Skills



### Activity 1.1 Pre-Listening Questions

**Dear learner! look at the pictures below and find someone to talk to about your city or village life.**



City

Village



### Activity 1.2 Listening Skills

Have you practiced talking about your city or village? Good. you can talk about cars, shoppes, or if you live in a village, you can talk about animals, houses, etc. Now listen to a listening text twice or thrice and complete the following sentences.

1. In villages, people get \_\_\_\_\_ and \_\_\_\_\_.
2. There are much better \_\_\_\_\_ in towns.
3. We can get the food of our choice at \_\_\_\_\_ and \_\_\_\_\_.
4. The security \_\_\_\_\_ is also better in towns.
5. In towns, people get better \_\_\_\_\_ as there are so many schools.



### Activity 1.3 Answer the following question based on the listening text.

Write at least four sentences about your living area.

## 1.2 Reading Skills

**Dear learner! In this section you will learn about urban life. Give answers to the following questions before reading the passage.**



### Activity 1.4 pre-reading questions

1. What things you usually find in urban areas?
2. Have you heard the following words so far? Guess the meaning of each word so that you can understand the reading passage easily.

competition	reside
pollution	metropolitan



### Activity 1.5 Reading comprehension

**Dear learner! Now read the following passage three or more times and do the 'true' or 'false' questions.**

## Life in a Big City

1. A big city has a lot on offer for you to make your life a pleasant experience. However, as you know, good things never come easy to reap the perks of city life; you have to make sure to work hard at the same pace as it runs. Hence, people work like a machine to fulfill their dreams and be successful.

2. Moreover, people experience a lot of competition in big cities to achieve their life's goal. Whether a business owner or an employee both struggle to be at par and earn more fame as well as money. They all have to match the pace of life to make the ends meet. A good life in a big city is almost impossible unless you are well settled. Also, you will hardly get any free and peaceful time in such cities as you have to hustle consistently.
3. You will see there is a great rush of traffic at peak hours of the morning as well as evening. It is not easy to shop around in the markets because they are bustling with the crowd always. The parks are full, and the metro is congested. These thickly populated cities even go through housing problems, which is even increasing every passing day. All this seldom gives the residents of the big city any peaceful moment.
4. Furthermore, essentials are so expensive that the middle-class families also lead a miserable life. Due to a high rate of population, demand for resources arises. As a result, you will find every product adulterated, ranging from milk, ghee, and oil to pulses. Pollution is another harsh reality of metropolitan cities. Air and water both are impure that create an unhealthy living environment.
5. On the contrary, life in a big city is a comfortable and convenient choice too. It is a place for luxury abundant of technology, entertainment, job opportunities, advanced education, and medical facilities. Undoubtedly, a big city is the best place to reside if your pockets are full of money.
6. There are oodles of recreational activities available in metro cities like gardens, amusement parks, restaurants, or clubs. You can hang out there with your family or friends. You will celebrate festivals here with more pomp and show. Additionally, there are fewer social issues when you live in big cities than in villages or small towns.
7. You can have an enjoyable yet stressful life here. The metro city will present you with many struggles, but you can't give up on them to live a happy and successful life. Thus, all you need is a thought and effort to live a balanced life for creating a sustainable living space.
8. Make sure to never give up. Moreover, make the right choices, have an organized life in which you don't hurt nature. Also, take out some time for your loved ones to maintain the relationship. After all, you are working hard to live a satisfying life with them not to get detached from them. Indeed you have to work hard for better living in a big city but without losing other precious things in life.

Now, write 'true' or 'false' for each of the statements below. The first two are done for you.

1. City life gives opportunities for a better life. **True**
2. People must work hard to benefit in cities. **True**
3. City life will be preferred if you have sufficient money to spend.
4. There are more social issues in cities than in villages.
5. According to the passage, city life requires more hard work.
6. Living in a city could not only be enjoyable but also stressful.
7. In a city, there are more recreational areas such as gardens, amusement parks and clubs.
8. Pollution is one of the problems facing a city life.
9. The housing problem and traffic congestions make a city life difficult.
10. In a city, people need to cooperate for creating peaceful living condition.



#### Activity 1.6 Completing sentences from the reading passage

**Dear learner! In the following there are unfinished sentences that require you to complete them using information from the reading passage. Two examples are done for you. Then, do the rest by yourself.**

1. It is not easy to shop around in markets **because they are usually crowded**
2. A good life in a big city is almost impossible unless **you are well settled**
3. In a big city, every product needs to be adulterated because \_\_\_\_\_.
4. The recreational activities stated in the passage include. \_\_\_\_\_
5. The main idea of paragraph 4 is \_\_\_\_\_.



#### Activity 1.7 Asking and answering questions

**Dear learner!, Read the following questions given in column A and Column B loudly and give your answers to each. First practice or read loudly the given examples or conversations.**

- A. Were you born in a city?  
B. Yes, I was born in the city.  
A. Do you like to visit cities for holidays?  
B. Yes, I like to visit cities in holidays.

1. Were you born in a city? \_\_\_\_\_
2. Do you like to visit cities for holidays? \_\_\_\_\_
3. How long have you lived in a city? \_\_\_\_\_

4. What is the worst part of living in a city? \_\_\_\_\_
5. What are the differences between big and small cities? \_\_\_\_\_  
\_\_\_\_\_.

### 1.3 Vocabulary Development



#### Activity 1.8 Guessing meaning of vocabularies from the passage

**Dear learner! The following words are taken from the passage. Try to guess the meaning of each word based on the reading context and write the meaning on the space provided. Two of them are done for you.**

1. Pleasant = interesting
2. Reap = collect
3. Hustle \_\_\_\_\_.
4. Bustling \_\_\_\_\_.
5. Impure \_\_\_\_\_.
6. Oodles \_\_\_\_\_.
7. Precious \_\_\_\_\_.

#### 1.3.1 Phrasal Verbs



#### Activity 1.9 Constructing sentences using phrasal verbs

**Dear learner! You will learn about 'phrasal words' which are formed with combination of preposition and verbs.**

For example, the phrasal word 'come on' is formed from the verb 'come' and the preposition 'on' and its meaning is 'sense of encouragement'.

Now, study the following phrasal words and construct sentences based on the examples.



Phrasal Verb	Meaning	Example
act out	perform something with actions and gestures	The students acted out the story on stage.
act on	to take action because of something like information received	The police were acting on a tip from an informer and caught the thief.
act up	behave badly or strangely	
add on	include	
add up	to make a mathematical total	

aim at	to target	
allow for	include something in a plan or calculation	
allow of	make possible, permit	
back away	retreat or go backwards	
back down	retract or withdraw your position or proposal in an argument	
back up	make a copy of computer data	

## 1.4 Grammar

**Dear learner! You will learn about some grammar elements such as tag questions, simple present tense, present continuous tense, wh-questions, yes/no questions, and questions with auxiliary verbs. Now let's begin with tag questions.**

### 1.4.1 Tag questions

Do you know what tag questions are? Look at the following sentences, and try to see how the questions are developed.

Examples:

1. We love our country, don't we?
2. Ethiopia is not in Asia, is it?

What did you observe in these sentences? The parts of the sentences 'don't we?' and 'is it?' are tag questions. Guess how they are formed. As you see, for the positive statement, you have a negative tag question; and for the negative statement, the tag question is positive type.



#### Activity 1.10 Making tag-questions

**Dear learner! Now make tag-questions from the following statements. Two of them are done for you.**

1. You are a student, aren't you?
2. She doesn't like chewing 'chat', does she?
3. It isn't interesting, \_\_\_\_\_?
4. We have done our homework, \_\_\_\_\_?
5. Our friend is always late, \_\_\_\_\_?
6. They live in a small city, \_\_\_\_\_?
7. Living in big cities is boring, \_\_\_\_\_?

### 1.4.2 Expressing habitual action using simple present tense



Dear learner! You will learn about simple present tense as it is used for expressing habitual actions. Read the following paragraph and notice the underlined simple present verb forms.

#### Paragraph

Most people don't like bugs, but Doctor Aster loves them! In fact, her nickname is Doctor Bugs. She's a photographer and an entomologist. An entomologist studies bugs. Doctor Aster's favorite bug is the ant. She goes all over the world to study ants. She watches them as they eat, work, rest, sleep, and fight. She takes photographs of the ants. She lies on the ground with her camera and waits for the right moment. The ants and other bugs often bite her, but that doesn't stop Doctor Bugs. She has an interesting and unusual job, and she loves it!

#### I. The forms of the simple present tense

Dear learner! Singular subjects like 'he', 'she', 'it', 'the student', 'Abebe', 'Ariyat', will add '-s' or '-es' to form the simple present tense, while plural subjects will have the infinitive forms of the verbs.

Look at the forms in the Table below. The negative forms of the simple present tense are developed using the verbs 'does+ not +the infinitive' for the singular subjects and 'do+ not +the infinitive' for plural subjects. 'I' as a subject takes the same forms of verbs as plural subjects. In examples given in the table, the negative marker 'not' is contracted as 'n't' (e.g. do not = don't; and does not = doesn't). Look at the examples given in the Table carefully, and discuss in groups how the positive, negative and question forms of the simple present tense are formed.



Note: The simple present tense has different functions. It expresses, for example, habitual actions, future actions and other functions. In this Unit, you learn how it can be used to express habitual actions. When it expresses habitual actions, it is used with words like everyday, always, sometimes, often, etc which are called 'adverbs of frequency'. You will learn about the 'adverbs of frequency' in units 2 and 3, and we advise you to refer back to this





### Activity 1.11 Using Simple Present Tense

**Dear learner! Read the following short paragraph and make corrections on the use of the simple present verb forms.**

Aster is an English teacher. She know about teaching English. She work at elementary school. Aster treat children motherly. She love her job very much.



### Activity 1.12 Supplying correct verb forms of simple present tense

**Dear learner! Read the following paragraph and give the correct verb form given in the parentheses for each blank space. Three of them are done for you.**

Worku and Senait (1) have (have) a busy life style. Worku is a doctor at a hospital. He works at night, so he (2) goes (go) to work at 7:00 p.m. and comes home at 7: a.m. His wife Senait works at a bank. She (3) goes (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Worku and Senait also (4) \_\_\_\_\_ (have) two children, Belay and Haregewoin. Every morning they all (5) \_\_\_\_\_ (have) breakfast together at 7:30. Then, Belay and Haregewoin (6) \_\_\_\_\_ (go) to school, and Senait (7) \_\_\_\_\_ (go) to work. Worku (8) \_\_\_\_\_ (do) the dishes, and then (9) \_\_\_\_\_ (go) to bed. Haregewoin usually (10) \_\_\_\_\_ (do) her homework at a friend's house in the afternoon, and Belay (11) \_\_\_\_\_ (have) soccer practice. Worku gets up at 4:00 p.m. At 6:00 p.m., he (12) \_\_\_\_\_ (have) dinner with Senait, Belay, and Haregewoin. After dinner, he (13) \_\_\_\_\_ (go) to work. Worku and Senait (14) \_\_\_\_\_ (have) a busy schedule during the week, but on weekends they relax.

## 1.4.3 The present continuous tense

Dear learner! So far you have learned about simple present tense. Now you can see the present continuous tense. Present continuous tense is formed by the use of 'is', 'am', and 'are' as helping verbs and the -ing forms of the main verbs. How are 'is', 'am' and 'are' used? 'Is' is used with singular subjects, while 'are' is used with plural subjects. 'Am' is used with the subject 'I'.



Look at the examples given in the Table below very carefully, and notice how the positive, negative and question forms of the present continuous tense are formed.



Subjects	Positive forms	Negative forms	Question forms
Singular	He <b>plays</b> football.	He <b>does not (doesn't) play</b> football.	<b>Does (Doesn't)</b> he <b>play</b> football?
	She <b>studies</b> every night.	She <b>doesn't study</b> every night.	<b>Does (Doesn't)</b> she <b>study</b> every night?
	The student <b>goes</b> to school every day.	She <b>doesn't go</b> to school every day.	<b>Does (Doesn't)</b> the student <b>go</b> to school every day?
I	I <b>play</b> football.	I <b>do not (don't) play</b> football.	<b>Do (Don't)</b> I <b>play</b> football?
Plural	You <b>study</b> every night.	You <b>don't study</b> every night.	<b>Do (Don't)</b> you <b>study</b> every night?
	They <b>go</b> to school every day.	They <b>don't go</b> to school every day.	<b>Do (Don't)</b> you <b>go</b> to school every day?
	<b>We</b> <b>play</b> football.	We <b>don't play</b> football.	<b>Do (Don't)</b> we <b>play</b> football?
	The students <b>play</b> football.	The students <b>don't play</b> football.	<b>Do (Don't)</b> the students <b>play</b> football?



### Note

Present continuous tenses are used for actions that are being completed now. It is also used to express future actions.

Examples: I am reading a book now. (The speaker is reading at the moment of speaking) She is coming tomorrow. (A future action that will definitely happen).



### Activity 1.13 Underlining the Present Continuous Verb Forms

**Dear learner! Read the following dialogue loudly and underline the present continuous verb forms.**

#### Dialogue: On the Telephone

Mohammed: Hello, can I speak to Zeleke?

Zeleke: This is Zeleke, who is speaking?

Mohammed: Hi, this is Mohammed.

Zeleke: Hi Mohammed. What are you doing?

Mohammed: Well, I'm cooking dinner.  
 Zeleke: What are you cooking?  
 Mohammed: I'm baking some potatoes, and boiling some carrots.  
 Zeleke: It sounds delicious.  
 Mohammed: What are you doing for dinner tonight?  
 Zeleke: Well, I don't have any plans.  
 Mohammed: Would you like to come over for dinner?  
 Zeleke: Oh, I'd love to. Thanks.  
 Mohammed: Great. Zeineba and Mulat are also coming. They are arriving at seven.  
 Zeleke: Ok, I'll be there at seven, too.  
 Mohammed: Ok, see you then. Bye.  
 Zeleke: Bye.



### Activity 1.14 Completing the blank spaces with simple present or present continuous tense verbs

**Dear learner! Read the following dialogue and complete the blank spaces with correct simple present or present continuous tense.**

#### Dialogue

Chaltu: (1)\_\_\_\_\_you\_\_\_\_\_ (travel) a lot to Hawassa?  
 Zinash: Yes, but I (2)\_\_\_\_\_ (not / go) away as often as my dad does.  
 Chaltu: (3)\_\_\_\_\_he often\_\_\_\_\_ (fly)?  
 Zinash: Yeah, he (4)\_\_\_\_\_ (do).  
 Chaltu: (5)\_\_\_\_\_your mum usually\_\_\_\_\_ (stay) at home when he's away?  
 Zinash: Yes, but my aunt Silenat and my cousin Alemu, (6)\_\_\_\_\_ (come) to our house sometimes and (7)\_\_\_\_\_ (spend) time with us but Kassahun (8)\_\_\_\_\_ (not/come) very often.  
 Chaltu: Oh, why not?  
 Zinash: Well, from Monday to Friday he (9)\_\_\_\_\_ (study) hard. Sometimes at weekends he (10)\_\_\_\_\_ (watch) TV late at night, but my aunt (11)\_\_\_\_\_ (not/ like) that.  
 Chaltu: What do you think he (12)\_\_\_\_\_ (do) now? It's Sunday.  
 Zinash: Maybe he (13)\_\_\_\_\_ (sit) in his room. He (14)\_\_\_\_\_ (love) films, so perhaps he (15)\_\_\_\_\_ (watch) one now.  
 Chaltu: What about your aunt, Zinash? What (16)\_\_\_\_\_she (do) at the moment when his son is at home?  
 Zinash: I think she (17)\_\_\_\_\_ (cook) because Alemu (8)\_\_\_\_\_ (like) eating so much.



**Activity 1.15** Dear learner! Select the appropriate word from the given list and complete the sentences using present continuous tense used to express future action.

take	Start	Leave	go	do	depart	get	come
------	-------	-------	----	----	--------	-----	------

### The Big Day

A: Have you heard of Brad and Mimi? B : Brad and Mimi? What's happened?

A: They\_\_\_\_\_ (1) married on Saturday.

B: You're joking. I didn't know that Mimi fancied Brad. When\_\_\_\_\_ (2) the wedding\_\_\_\_\_ (2) place?

A: It \_\_\_\_\_ (3) place on Saturday. Didn't you listen to me?

B: Of course I did. But what time\_\_\_\_\_ (4) it\_\_\_\_\_ (4) ?

A: The wedding ceremony\_\_\_\_\_ (5) at 11 o'clock in the All Saints church.

B: \_\_\_\_\_ (6) you\_\_\_\_\_ (6)?

A: Yes, I'm. They've invited me.

B: Do you think I could join you?

A: Why not? I'm sure the church is going to be full. But I\_\_\_\_\_ (7) early in the morning, because my dad \_\_\_\_\_ (7) to work by car on Saturday and he can take me to the All Saints.

B: If your dad doesn't mind.

A: No problem. The more, the merrier, he always says. By the way, \_\_\_\_\_ (8) you anything tomorrow morning? We could buy some present for them.

B: Good idea. We can get the bus to the Macy's Shopping Gallery. It \_\_\_\_\_ (9) at 9.35.

A: All right. See you at the bus stop. Bye.

B: Bye-bye.

*Taken from <https://www.e-grammar.org/present-tenses-for-future/>*

### 1.4.4 Question types

Dear learner! You have learned about Tag Questions above. The other types questions you learn in this unit are 'wh- questions' and 'yes/no questions'.

#### A. Wh-questions

The wh-questions are formed by using who, what, where, why, when, which, and how. Learn how the questions are formed from the following examples.

Examples

- What is your favorite book?
  - My favorite book is Fikir Eske Mekabir.
- Where do you live?
  - I live in Merawi.

3. Which one do you like more, living in urban areas or in rural areas?
  - I like to live in urban areas.
  - I like to live in rural areas.
4. Why do you like to live in rural areas?
  - I like to live in rural areas because I help my parents in farming in the winter.
5. What advantages do you get living in urban areas?
  - In urban areas, I can get access to read books in libraries.



### Activity 1.16 Giving responses to wh-questions

**Dear learner! Read the following wh-questions and write your answers on the space provided.**

1. What does your mother do in the farm? \_\_\_\_\_.
2. How many players are there in a volleyball team? \_\_\_\_\_.
3. Why do people like to live in urban areas? \_\_\_\_\_.
4. Why do people like to live in rural areas? \_\_\_\_\_.
5. Which lesson do you like most? \_\_\_\_\_.

### B. Yes/No questions

Dear learner! The 'yes/no' questions are formed by using the 'do verbs' (do, does, did), 'have verbs' (has, have, had), and modal verbs (can, could, may, might, must, ought to, etc.). Look at the examples below.

Examples

1. Do you like animals?
  - a) Yes, I do.
  - b) No, I don't
2. Can you bring me your marker tomorrow?
  - a) Yes, I can.
  - b) No, I cannot (can't).
3. Is there a book on your table?
  - a) Yes, there is.
  - b) No, there isn't.
4. Are there two pens on the table?
  - a) Yes, there are.
  - b) No there aren't.



### Activity 1.17 Giving answers to the following questions.

**Dear learner! Read the following questions and give your answers on the spaces provided. Three of them are done for you.**

1. Do you like your English lessons?
  - a) Yes, I do
  - b) No, I do not

2. Do you have a garden?  
a) Yes, I do  
b) No, I do not
3. Are there big buildings in urban areas?  
a) Yes, there are  
b) No, there are not
4. Is the number of schools in urban areas more than those in rural areas?  
a) \_\_\_\_\_  
b) \_\_\_\_\_
5. Does a student in a rural area score equal to the one who is in urban area in school leaving examination?  
a) \_\_\_\_\_  
b) \_\_\_\_\_
6. Has the teacher given you a reading activity?  
a) \_\_\_\_\_  
b) \_\_\_\_\_
7. Must you call him again?  
a) \_\_\_\_\_  
b) \_\_\_\_\_



**Activity 1.18** Selecting the appropriate *wh*-words from the list and fill in the blanks in Column A and match the questions formed with their answers in Column B.

**Dear learner! Look at the following words that are used for asking questions. Choose appropriate word to fill in each of the blank space in column A and match the appropriate statements in column B. three of them are done for you.**

what	Where	when	why	who	how	how many
------	-------	------	-----	-----	-----	----------

1. Who's that boy? (d) That is Feleke, my friend.
2. Where are Tesfu and Dilnesa? (g) They are in Debre Tabor.
3. When do you have English lessons? (e) On Monday and Friday.

Column A	Column B
1. _____'s you mother, Seid?	a. My back hurts.
2. _____brothers do you have?	b. Maths.
3. _____'s your favorite subject?	c. Because it's delicious
4. _____your friends like banana?	d. She is fine, thanks.
5. _____'s wrong with you?	e. I have four brothers.



### Activity 1.19 Changing wh-questions and yes/no questions

**Dear learner! Change the following sentences into 'wh-questions' and 'yes/no questions'. The first one is done for you.**

1. Mr. Lelisa and Mrs. Tirhas have got two children.  
Yes/ no question: Do Mr. Lelisa and Mrs. Tirhas have two children?  
Wh-question: How many children do Mr. Lelisa and Mrs. Tirhas have?
2. Zemene is my favorite teacher.  
Yes/no question: \_\_\_\_\_  
Wh-question: \_\_\_\_\_
3. Alemitu is a sociable woman.  
Yes/no question: \_\_\_\_\_  
Wh- question: \_\_\_\_\_
4. Aster works in a bank.  
Yes/no question: \_\_\_\_\_  
Wh- question: \_\_\_\_\_
5. Dalge revises his lessons every day.  
Yes/no question: \_\_\_\_\_  
Wh- question: \_\_\_\_\_

## 1.5 Speaking Skills

### Introduction

Dear learner!, in this section, you will practice speaking on your likes and dislikes, and you will identify rising and falling intonations. You will also do some exercises on speaking about living in rural and urban areas as well as exercises on pronunciation – rising and falling intonations.



### Activity 1.20 where would you like to live?

**Dear learner! Look at the following picture on urban and rural areas and give oral responses to the questions.**

1. Which picture would you like more?
2. Where would you like to live? In urban or rural areas? why?







Dear learner! Look at the information in the Table below about advantages and disadvantages of rural life and make a self-talk or talking to yourself about why you want or do not want to live in rural areas.

You can start your self-talk like:

I want to live in rural areas because there are.... First, ... Second,... Besides, ... in rural areas, there is .... Generally, living in the rural.

I do not want to live in rural areas because there are.... First, ... Second, ... Besides, ... in rural areas, there is .... Generally, living in the rural .....

Advantages of rural life	Disadvantages of rural life
<ul style="list-style-type: none"> <li>• There is a lot of free space available in the rural area.</li> <li>• The rural area/countryside offers us a lot more land to live on.</li> <li>• You can live in your own house with your own private garden.</li> <li>• You can easily go for a walk outside your house.</li> <li>• You're surrounded by beautiful <b>scenery</b> and you can walk in the countryside.</li> <li>• The <b>pace of life</b> is slower and more relaxed.</li> <li>• You get <b>peace and quiet</b>.</li> <li>• You get fresh air.</li> <li>• People live in close communities and they know each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Road networks are usually in poor condition.</li> <li>• Public transport is <b>hopeless</b>.</li> <li>• There aren't shops. /You don't get many shops.</li> <li>• There isn't much <b>privacy</b> because everyone knows what you are doing.</li> <li>• There aren't many <b>educational facilities</b>.</li> <li>• People in the countryside <b>lack</b> access to modern health care.</li> <li>• People do not have more access to pure water, electricity, internet, etc.</li> </ul>

### 1.5.1 Pronunciation: Rising and falling intonations

#### Introduction

Dear learner! You will learn about rising intonation pattern that would be used mainly for yes/ no questions and question tags that shows uncertainty and requiring answers. It invites the speaker to continue speaking.



#### Activity 1.21 Practicing rising intonation

**Dear learner! Practice the following yes/no questions and tag questions with a rising intonation. The symbol '↑' will help you.**

1. Yes/no Question (Questions that can be answered by 'yes' or 'no'.)
  - Do you know your teacher's name ↑?
  - Have you done the assignment ↑?
  - Do you have any question ↑?
2. Question tags that show uncertainty and require an answer.
  - We have agreed, haven't we?
  - You need bread, don't you?
  - You're a new student aren't you?

**Dear learner! You will learn about falling intonation with (↘) Wh-questions (information questions), confirmatory question tags are commonly produced in falling intonation.**

For example, look at the following examples:

1. Wh-questions (requesting information.)  
(questions beginning with '**who**', '**what**', '**why**', '**where**', '**when**', '**which**', and '**how**')
  - What is your name?
  - Who can answer this question?
  - Whose pen is it?
2. Question Tags that are statements requesting confirmation rather than questions.
  - He is so clever. Isn't he?
  - We failed the test because we didn't revise, did we?
  - It doesn't seem to bother him much, does it?



## 1.6 Writing Skills

### 1.6.1 Constructing sentences

#### Introduction

In this section, you will learn about constructing sentences about living in a city. Your sentences will be about the advantages and the disadvantages of living in a city.

Look at the following examples:

1. I live in a city because there are cars for transportation.
2. I live in a city because there are markets for shopping.
3. I live in a city because there is clean water for drinking.



#### Activity 1.22 Constructing sentences

**Dear learner! Now based on the above example, complete the following unfinished sentences.**

1. I live in a city because \_\_\_\_\_.
2. I do not choose to live in a city because \_\_\_\_\_.
3. Write two sentences that explain why you choose to live in a city.
  - a) \_\_\_\_\_.
  - b) \_\_\_\_\_.
4. Write two sentences that explain why you do not choose to live in a city.
  - a) \_\_\_\_\_.
  - b) \_\_\_\_\_.

### 1.6.2 Developing a paragraph



#### Activity 1.23 Developing a paragraph

Dear learner! In the above exercises you have learned constructing sentences about to choose or not to choose living in a city. Now develop the sentences into a paragraph. You can begin your paragraph as given below.

Living in a city gives me several benefits. There are many cars for transportation.... There is also.... Besides, in a city.... Moreover, .... Generally, .... cohesive devices. Use the following paragraph framework.



## Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (✓) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the reading text.		
3	I can use the English language very well.		
4	I can understand the vocabularies I have studied.		
5	I can understand and use the grammar lesson.		
6	I can write a paragraph very well.		



## Answer keys

Answer key: Pre-Listening Skills and reading comprehension

***Dear learner! Look at the sample responses or answers and check your own for correction.***



### Activity 1.1 Pre-Listening

Have you talked about your village or city? Good. There is no wrong answers. you can practice speaking with a partner in your surrounding. If you live in a village, you can talk about pet animals, houses, etc. If you live in a city, you can talk about cars, people, etc.



### Activity 1.2 Listening Skills

1. fresh vegetables and pure milk
2. employment avenues
3. hotels and restaurants
4. system
5. Education



### Activity 1.3 Listening Skills (writing four sentences based on the listening text)

1. In my village a few people talk to each other.
2. In my village people usually go with their cattle.
3. In my city several people are going for shopping.
4. In my city there are several cars moving here and there.



### Activity 1.4 Pre-reading questions

**Dear learner! Look at the following answers and compare yours for taking corrections.**

1. In urban areas, I find many cars, several people moving around, shops, supermarkets, congested houses, dirty roads, etc.
2. In guessing meanings of vocabularies, you can find the following meanings given for each word.

Competition	contest for something
Metropolitan	connected to large city life
Pollution	dirtiness
Reside	to live in certain place



### Activity 1.5 Reading comprehension

**Dear learner! Look at the answers for the 'true' or 'false' questions and check yours for taking corrections.**

3. True	7. True
4. False	8. True
5. True	9. True
6. False	10. True



### Activity 1.6 Completing questions from the passage

**Dear learner! Look at the answers for the blank spaces questions and check yours for taking corrections.**

3. In big city, every product needs to be adulterated because due to a high rate of population, demand for resources arises.
4. The recreational activities stated in the passage include gardens, amusement parks, restaurants, or clubs.
5. The main idea of paragraph 3 is discussing the busy traffic movements as it is a rush hour



### Activity 1.7 Asking and answering questions

**Dear learner! Read the following conversations loudly and check your answers for taking corrections.**

**Possible answers****Question set 'A'**

Student A: How long have you lived in a city?

Student B: I have lived in the city of Bahir Dar for five years.

Student A: Is it good or bad for children to grow up in a city?

Student B: I think, it is good for children to grow up in a city because they can get better school, health facilities and others.

Student A: What is the best part of living in a city?

Student B: I think, the best part of living in a city is having good transportation system.

Student A: What is the biggest city in our country?

Student B: In our country, the biggest city is Addis Ababa.

Student A: Should more or less people live in cities?

Student B: I think on big cities, less people must live because the housing problem is still there.

**Question set 'B'**

Student B: On holidays, I like to cities like Bahir Dar, Dire Dawa and others.

Student A: Do you like to visit cities for holidays?

Student B: What is the worst part of living in a city?

Student A: I think, the worst part of living in a city is housing and pollution.

Student B: What are the differences between big and small cities?

Student A: I think, the differences between big and small cities are many, but I can state one. In big cities there are too many people and cars, but in small cities the number of people and cars is not that much big.

Student B: Do you like living in a city?

Student A: No, I do not like living in a big city, because there would be congestions of traffic and population.

**Answer key: Vocabulary development****Activity 1.8 Vocabulary from the passage**

**Dear learner! The following are model answers for the meaning of words. Study each word and check your answers for corrections.**

3. Hustle = hurry up
4. Bustling = busy
5. Impure = dirty
6. Oodles = abundance
7. Precious = valuable


**Activity 1.9 constructing sentences using phrasal verbs**

**Dear learner! Read the following answers and check yours for taking corrections.**

Phrasal Verb	Meaning	Example
act out	Perform something with actions and gestures...	They acted out the story on stage.
act on	To take action because of something like information received.	The police were acting on a tip from an informer and caught the thief.
act up	Behave badly or strangely.	The children have been acting up again.
add on	Include in a calculation...	The referee added on five minutes of injury time.
add up	To make a mathematical total.	The accountant added up the total expenses.
aim at	To target.	The study aims at examining students' behavior.
allow for	Include something in a plan or calculation.	The teacher will not finish the lesson if he allows for students' misbehavior.
allow of	Make possible, permit.	The regulation of the school allows of students' right to ask for clarification.
back away	Retreat or go backwards.	The soldier does not seem to back away from the fighting.
back down	Retract or withdraw your position or proposal in an argument.	The man backs down his position when he knows the truth.
back up	Make a copy of computer data or something.	You need to back up your work.

**Answer key: Grammar**

**Activity 1.10 Making tag-questions**

**Dear learner! Look at the following answers and check your answers.**

3. ..., is it?
4. ..., haven't they?
5. ..., isn't he?...,
6. ...., doesn't he?
7. ..., isn't it?



### Activity 1.11 Using Simple Present Tense

**Dear learner! Look at the corrected version of the paragraph and check your answers.**

Hagos is a mechanic. He knows a lot about cars. He works at a garage. He fixes cars and talks to customers. They ask questions about their cars. Hagos works from 8:00 a.m. to 10:00 a.m.



### Activity 1.12 Supplying correct verb forms of simple present tense

**Dear learner! Look at the following model answers and check yours.**

4. have	8. does	12. has
5. have	9. goes	13. goes
6. go	10. does	14. have
7. goes	11. has	



### Activity 1.13 Underlining the Present Continuous Verb Forms

**Dear learner! Look at the model answers and check yours.**

Zelege: ...is speaking?

Mohammed: ....

Zelege: ... are ...doing?

Mohammed: ... I'm cooking .

Zelege: ...are ... cooking?

Mohammed: I'm baking ... boiling....

Zelege: ....

Mohammed: ... are ...doing ...?

Zelege: ....

Mohammed: ....

Zelege: ....

Mohammed: ... coming... are arriving ....

Zelege: ....

Mohammed: ....

Zelege: ....



### Activity 1.14 Completing the blank spaces with simple present or present continuous tense verbs

**Dear learner! Look at the model answers and check yours.**

- Chaltu: (1) Do you travel a lot to Hawassa?  
 Zinash: Yes, but I (2) do not go away as often as my dad does.  
 Chaltu: (3) Does he often fly?  
 Zinash: Yeah, he (4) does.  
 Chaltu: (5) Does your mum usually stay at home when he's away?  
 Zinash: Yes, but my aunt Silenat and my cousin Alemu, (6) come to our house sometimes and (7) spend time with us but Kassahun (8) does not come very often.  
 Chaltu: Oh, why not?  
 Zinash: Well, from Monday to Friday he (9) studies hard. Sometimes at weekends he (10) watches TV late at night, but my aunt (11) does not like that.  
 Chaltu: What do you think he (12) is doing now? It's Sunday.  
 Zinash: Maybe he (13) is sitting in his room. He (14) loves films, so perhaps he (15) is watching one now.  
 Chaltu: What about your aunt, Zinash? What (16) is she doing at the moment when her son is at home?  
 Zinash: I think she (17) is cooking because Alemu (18) likes eating so much.



### Activity 1.15 Completing sentences with continuous tense

**Selecting the appropriate word from the given list and complete the sentences using present continuous tense used to express future action**

**Dear learner!, read the following model answers and check yours.**

1. They are getting married on Saturday.
2. When does the wedding take place?
3. It takes place on Saturday.
4. But what time does it start?
5. The wedding ceremony starts at 11 o'clock in the All Saints church.
6. Are you coming?
7. But I am leaving early in the morning, because my dad is going to work by car....
8. By the way, are you doing anything tomorrow morning?
9. It departs at 9.35.

**Activity 1.16 Giving responses to wh-questions**

**Dear learner! Look at the following model answer and check yours.**

1. She cooks food.
2. My favorite sport is football.
3. There are 11 players in a football team? –
4. The answer for this question is open ended.
5. People like to live in urban areas because they earn different facilities.
6. People like to live in rural areas because life is good there.
7. I like the English language most.

**Activity 1.17 Giving answers to the following question**

**Dear learner! Look at the following model answers and check yours.**

4. Is the number of schools in urban areas more than those in rural areas?
  - a) Yes, it is.
  - b) No, it isn't.
5. Does a student in a rural area score equal to the one who is in urban area in school leaving examination?
  - a) Yes, he/she does.
  - b) No, he/ she doesn't.
6. Has the teacher given you a reading activity?
  - a) Yes, he/she has.
  - b) No, he/ she hasn't.
7. Must you call him again?
  - a) Yes, I must.
  - b) No, I mustn't.

**Activity 1.18 Selecting the appropriate wh-questions**

**Dear learner! Look at the following model answer and check yours.**

- |  |                                       |
|--|---------------------------------------|
| 1. How's your mother, Molla?               | ( d ) She is fine, thanks.            |
| 2. How many rooms are there in your house? | ( e ) They are six rooms.             |
| 3. What's your favorite hobby?             | ( b ) Dancing.                        |
| 4. Why do your friends like Gaynt?         | ( c ) Because it's nice and peaceful. |
| 5. What's the matter Worku?                | ( a ) My foot hurts.                  |





### Activity 1.19 Changing wh-questions and yes/no questions

**Dear learner! Look at the following model answers and check yours.**

2. Zemene is my favorite teacher.  
Yes/no question: Is Zemene your favorite teacher?  
Wh- question: Who is your favorite teacher?
3. Alemitu is a sociable woman.  
Yes/ no question: Is Alemitu a social woman?  
Wh- question: Who is a social woman?
4. Aster works in a bank.  
Yes/no question: Does Aster work in a bank?  
Wh- question: Where does Aster work?
5. Dalge revises his lessons every day.  
Yes/ no question: Does Dalge revise his lesson everyday?  
Wh- question: What does Dalge do everyday?



### Activity 1.20 where would you like to live?

**Dear learner! Look at the following model answers and compare them with yours for taking corrections.**

## Why I Want to Live in Rural Areas

I want to live in rural areas because there are several advantages. First, there are lots of free spaces to use for playing, gardening, jogging, etc. In the rural areas you can also have your own private home with its compound to live in. Besides, there are beautiful scenery around and refresh yourself easily. Even, the pace of life is slower and more related. Moreover, most people live in close communities and they know each other. Therefore, generally, living in rural areas gives much more benefits like having sufficient places, owning private home, inspiring with beautiful geography and creating strong social bondage.

## Why I Don't Want to Live in Rural Areas

I do not like living in rural areas because there are various disadvantages. First, you cannot find suitable road networks for moving from place to place. There is no hope for public transportation. You do not also have shops to buy goods. Besides, there is no access to better health centers. Even, the schools are located too far from the communities' surrounding. Moreover, you cannot get pure water and electricity. Therefore, living in rural areas is not advisable as it causes to lose comfortable road networks, more shops, better health centers, schools, pure water and electricity.

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**Answer key: Writing skills**

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**Activity 1.21 Constructing sentences**

***Dear learner! Look at the following model answers and check yours.***

1. I live in a city because there are hospitals for our health.
2. I do not choose to live in a city because there is air pollution.
3. a. I want to live in a city because there are jobs for employment.  
b. I want to live in a city because there are universities for education.
4. a. I do not choose to live in a city because there are many strange people.  
b. I do not want to live in a city because there are several types crimes.

**Activity 1.22 Developing a paragraph**

***Dear learner! Look at the following model paragraph and check yours for taking corrections.***

### **Living in a city**

Living a city gives us several benefits. There are many cars for transportation. People can take taxi or city bus for moving from place to place. There are also different kinds of jobs for employment in a city. Youths could get employed in the factories and offices if they have degrees. Besides, in a city there are several universities and colleges for learning. Many people have the chance to apply for these colleges to continue their education. Generally, living in a city provides people with several advantages and opportunities such as transportation service, employment and education.

# UNIT TWO

## Study Skills

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

- ⌘ interact in English medium in varied communication situations with comprehensible grammar,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using different clues,
- ⌘ extend their vocabulary through collocations,
- ⌘ use vocabulary during interaction appropriately,
- ⌘ practice pronouncing intonations of auxiliary beginning and wh-questions accurately,
- ⌘ select appropriate study skills and apply in learning vocabulary and other language skills,
- ⌘ use addition and sequence connectors with reasonable accuracy in communication,
- ⌘ generate simple past and past continuous tenses accurately, and
- ⌘ write grammatically correct sentences, paragraphs and essays

**Required study time = 15 hours**



Dear learner!

You need to learn listening, and, we advise you to listen to News Broadcast in English, such as BBC, CNN, Ethiopian News Broadcast in English, etc. If you do so, you will train your ears to English and it will be easy for you to communicate in English with speakers of other languages.

We shall begin the lesson in this Unit with a listening passage. Before you listen to the passage, however, we have few pre-listening **questions that could help you brainstorm ideas in the given text.**

## 2.1 Listening Skills



### Activity 2.1 Pre-listening skills



Dear learner! Look at the picture below and find someone in your environment or neighbor to talk about your schooling experience.



pupil reading



### Activity 2.2 Listening skills

**Dear Learner! Listen to the listening text on 'Study Skills' two or three and complete the following sentences.**

1. Learners, for instance, should not be afraid of \_\_\_\_\_.
2. A good language learner always looks for \_\_\_\_\_ to talk with other students.
3. They should \_\_\_\_\_ and \_\_\_\_\_ their language, reading and listening skills with self-study material.
4. Above all, they have to \_\_\_\_\_ the process of learning.
5. Good language learners have fun with the language: \_\_\_\_\_ a TV series or film, \_\_\_\_\_ to songs
6. Write three sentences about the characteristics of a good language learner.



Dear learner!

Did you answer the questions with no problem? By the way, there is no right or wrong answer; the questions simply need you to bring your personal experiences to the reading.

Good! Now let's do a similar kind of task, but now we want you to include the information you see from the picture.



## 2.2 Reading Skills



pupil engaging in learning



**Activity 2.3** Answer the following questions based on your personal experience and the information you get from the above picture.

1. What do you think effective students usually do for their learning?  
Begin your answer as: *They plan their time and use it effectively...*
2. How do you learn English?  
Dear learner!  
Did you answer the questions with no problem? Good! By the way, there is no right or wrong answer; the questions simply need you to bring your personal experiences to the reading.
3. The words below are called 'key words', and if you know them very well, you can understand the reading passage. Did you know what they mean? If you don't know them, it doesn't matter, you can consult your dictionary.

strategy	plan	manage	style	goal
----------	------	--------	-------	------

Now read the passage twice and do the questions below.

### Learning strategies

1. Learning strategies or study skills determine your approach to achieve your learning objectives. They are plans that learners consciously have recourse to in order to help them learn more effectively. These strategies are usually linked to learners' needs and interests to boost learning. They are grounded on various types of learning styles. There are some strategies that can help you be successful in your studies.
2. First set small, achievable goals. Start with small steps to reach higher targets. For example, try to learn 5 new English vocabulary items every day, set a 30 minutes study session every day, learn the lyrics of an English song every now and then, and read a short English text every day. Therefore, setting small targets is much better than setting huge goals that you cannot achieve. Remember that "small drops of water make the mighty ocean".
3. Secondly, plan your studies. Planning your studies gives meaning to your work. If you know all the steps necessary to achieve a goal and these steps are written down on a piece of paper, it will be easy for you to see the whole picture.
4. Thirdly, be motivated. The secret to success is that you should be motivated to learn. Try to avoid boredom by having fun in what you do. Try to find a positive aspect to studying English. That is, read about what you are interested in (hobbies, fields of interest...), watch your favourite films in English, listen to your favourite English songs and learn the lyrics. Write your diary in English and read about your favorite stars in magazines or online. Remember, we learn better and fast things we really want to learn.
5. Fourthly, manage your time. In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal touch gives you the flexibility to include the things that are most important to you.
6. Finally, set a reward for yourself. Set a reward for yourself that you can look forward to. For example, when you reach a goal, give yourself a reward: watch a movie, have a delicious snack, meet your friends, and go to the café.



7. Generally, your learning achievement will definitely be met given that you set your manageable goals, plan your studies properly, arouse your interest of learning, manage your time effectively and get a reward for yourself when you accomplish the learning activities successfully.

*[Adapted from: Ekwensi, F., Moranski, J., & Townsend-Sweet, M., (2006). E-learning concepts and techniques; Retrieved from, [http://iit.bloomu.edu/Spring2006\\_eBook\\_files/ebook\\_spring2006.pdf](http://iit.bloomu.edu/Spring2006_eBook_files/ebook_spring2006.pdf)]*



**Activity 2.4** Read the above passage carefully and decide whether each statement below is 'true' or 'false' based on the information in the passage.

1. Setting a plan for their studies alone could make students succeed in their learning.
2. Manageable goal setting could be the first step in the learning strategies that students need to know.
3. Giving reward to oneself for doing good things is morally acceptable.
4. Developing motivation for learning could only be expected from smart teachers.
5. Having a time schedule for studying indicates students' awareness about time management.



**Activity 2.5** Based on the reading passage, answer the following questions.

1. Fill in the missing information.

Type of strategies	Examples (functions)
	To see the whole picture
Be motivated	

2. In paragraph 4, line 8, what does the writer want to say by stating "remember, we learn better and fast things we really want to learn"?
3. The word this, in paragraph 5 line 5 refers to \_\_\_\_\_.
4. Your learning achievement will be met by setting your manageable goals, \_\_\_\_\_ and \_\_\_\_\_.

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**Vocabulary Development**

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Dear learner!

Did you answer all correctly? If there is anyone who studies Grade 9 English and who lives near you, you can discuss your answers with him or her. The next part of the lesson is vocabulary. You may not get support from anyone to get the meanings of words; so a strategy you can apply is to get their meanings from the context, the way they are used in the reading passage. This really requires your comprehension of your reading. The following activity, thus, requires you to get the meanings of the words given from the contexts they are used in the passage.

Now, read the words and see how they are used in the passage. The first one is given to you as an example.

## **2.3 Vocabulary Development**

### **2.3.1 Vocabulary from the reading passage**



**Activity 2.6** The following words are taken from the reading passage. Find their meanings based on the context they are used in the passage.

5. recourse (paragraph 1) alternative/option (example)
6. session (Paragraph 1) \_\_\_\_\_
1. boost (paragraph 1) \_\_\_\_\_
2. achievable (paragraph 2) \_\_\_\_\_
3. huge (paragraph 2) \_\_\_\_\_
4. boredom (paragraph 4) \_\_\_\_\_
5. favourite (paragraph 5) \_\_\_\_\_
6. flexibility (paragraph 5) \_\_\_\_\_
7. reward (paragraph 6) \_\_\_\_\_



How many of the words do you think you have answered correctly? Your next lesson is about collocations. Do you know what collocations are? What are they? Please read the definition given to you in 2.3.2. Collocations can be formed in different ways. In this Unit, we will focus only on adjective and noun collocations and verb and preposition collocations. For each of the types of collocations, activities are given. Please do all the activities.



### 2.3.2 Collocations

A **collocation** is a pair or group of words that always goes together. Although there are no specific rules for collocations, it is important to study the commonly observed collocations that appear in the forms of adjectives and nouns as well as verbs and prepositions.

#### A. Some adjective and noun collocations

- big disappointment, big failure, big mistake, big surprise, etc.
- heavy bag, heavy box, heavy rain, heavy snow, heavy suitcase, heavy traffic, etc.
- rich culture, rich history, rich people, rich vocabulary, etc.
- strong accent, strong drink, strong smell, strong taste, strong wind, etc.



**Activity 2.7** Using the given words, complete the following blank spaces with correct adjective and noun collocations. One alternative may be used more than once.

**Big    heavy    rich    strong**

1. It will be a \_\_\_\_\_ failure for you if you do not accept my advice.
2. We expect \_\_\_\_\_ rain in the coming two months.
3. Several people have been displaced because of \_\_\_\_\_ wind destruction.
4. Even though we have \_\_\_\_\_ culture, we do not use it for our socio-economic development.
5. Every student must avoid having \_\_\_\_\_ drink while coming to class.
6. Our \_\_\_\_\_ history usually surprises people from abroad.
7. We need to have a \_\_\_\_\_ stand for our country's sovereignty.
8. An accident caused \_\_\_\_\_ traffic in the highway.
9. You can see they're very \_\_\_\_\_ people by what they wear.

#### B. Verb and preposition collocations

Some verb and preposition collocations are given in the Box below, and these collocations could also be called phrasal verbs. Study each phrasal verb and take notes on how to use it in your communication.

blow away	blow off	blow out	blow up	boil down to
break in	break out	break through	break down	break off



**Activity 2.8** Using the given collocations above, complete the following blank spaces with correct verb and preposition collocations. The first one is done for you.

1. She **blew away** the dust which was collected on the table.
2. Hailu seems to \_\_\_\_\_ the afternoon class and leaves early.

3. The army \_\_\_\_\_ the bridge for preventing the entrance of their enemy.
4. It is time to \_\_\_\_\_ the candles of the birthday celebration.
5. At last, the debatable matter will \_\_\_\_\_ money. Our car \_\_\_\_\_ so we came by taxi.
6. Our bus \_\_\_\_\_ so we came by taxi.
7. We feel that the disagreement will \_\_\_\_\_ unless we come into consensus.
8. Sorry to \_\_\_\_\_ discussion, could you bring me that bag please?
9. He appears to \_\_\_\_\_ their engagement as he thinks she has not been faithful
10. The prisoners try to \_\_\_\_\_ the fence for escaping from the police station.



Dear learner!

You will learn about grammar in the following section. The grammar lessons include:

- a) Connectors (additional markers); e.g. furthermore, besides, in addition, then, etc.
- b) Words of sequence; e.g. then after, later, firstly, lastly, etc.
- c) Adverbs of frequency; e.g. always, sometimes, never, etc.
- d) Simple past and past continuous tenses; e.g. like...liked, eat...ate, etc.

Short notes and different activities are given to you for each of the grammar elements. Read the notes, and do the activities given to you.

## 2.4 Grammar

### 2.4.1 Connectors: addition markers

Connectors create coherence in a paragraph making words, phrases, and sentences logically interweave among each other. If sentences are unified, they will have a logical order and they will be easy for listeners and readers to grasp meanings.

There are different types of connectors. Some of them indicate contrasts; others show cause and effect, and still others indicate addition. There are also connectors that show comparison, time order, examples, generalization, summary, etc. Connectors serve as transition words and connect ideas of a sentence to another and even paragraphs. In this Unit you will learn about **addition** and **time order connectors**. The **addition connectors (markers)** include **and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important**, and **another**; while the **time order (sequence) connectors** include words like **at first, eventually, finally**,

**first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with.** Which one (s) of these are you familiar with?

How are **and, also, besides, further, furthermore, too, moreover, etc.** used in sentences?

Examples

1. Reading books helps to learn new information; **furthermore**, it helps one to keep his or her brain fresh.
2. A: We went a lot of sightseeing at Bahir Dar. B: We also went shopping.



**Activity 2.9** Select the most appropriate answer from the choices given in parentheses in the following sentences.

1. Their team has got the best players. (Moreover /However), their coach is fantastic.
2. Assefa actively involves in class. (Furthermore /But), she usually gets good grades.
3. The service at this restaurant is bad. (However/ Besides), the food is delicious.
4. Eating well will help you live a healthier life. (Moreover/ As a result), exercising every day is also highly recommended.
5. Going from one place to another can result in cultural change. (However/In addition), the language barrier that many immigrants face can lead to a long life of hardship.
6. There are more variations in temperature. (Consequently/ Otherwise/ However), 28 to 33°C should be expected.

### 2.4.2 Words of sequence

We hope you have learned the different words of sequence. The following exercise will help you learn more about them in contexts.



**Activity 2.10** Choose the correct word of sequence from the choices given in brackets.

1. Hour passed, but there was no sign of Almaz. (1. Until/ Before/Finally), we decided to go home.
2. We bumped into Elias during our trip to Hawassa. A few months (2. later/ then/after), we met him again.
3. The football coach announced, 'Today, we will begin practicing for the coming match. (3. Then/After/ Eventually) he added, 'Let's warm up first.'
4. (4. First/Before/After), heat the oil in the frying pan. Then put in all the chicken pieces.
5. Several people needed to buy the tickets. (5. Before/After/ Finally) a

while, the queue was very long.

6. Shashe will be back in fifteen minutes. (6. Later/ Subsequently/ Meanwhile) make yourself at home.
7. I really had a busy morning (7. at first/next/ first), I made breakfast for all my family, (8. finally/first/next) I took my brother to school and (9. finally/ first/later) I went market.



**Activity 2.11** Fill in the blank spaces in the following paragraph with appropriate connectors of sequence.

Yesterday, it was my birthday and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. 1. \_\_\_\_\_, I went to the shopping centre opposite the park, but they weren't there. 2. \_\_\_\_\_, I looked for them at the library, but they weren't there. 3. \_\_\_\_\_, I tried the sports centre and the restaurant near the park, but my friends weren't there. 4. \_\_\_\_\_, I went home, and my friends there 5. \_\_\_\_\_ with a birthday cake, ice cream, music and games. It was a surprise party for me! In the end, I got a great birthday.

### 2.4.3 Adverbs of frequency



Do you know words like always, often, usually, sometimes, rarely, etc.? People usually use them in their speaking and writing. You need to learn them very well because you will use them when you speak and write in English. We hope you remember that we mentioned the 'adverbs of frequency' that they will be used with simple present tenses in indicating habitual actions.



**Activity 2.12** Read the following two short dialogues and pay attention to the words in bold. What do you think they tell us?

#### Dialogue 1

Tesfaye: What kind of person are you?

Shemsu: Well, I'm friendly and outgoing, and I'm **usually** very happy. I don't **often** complain, and I **never** shout or get really angry. How about you?

Tesfaye: I'm friendly too, and I'm a little shy.

Shemsu: I'm **always** happy, but **sometimes** I'm very busy. I **always** try to have a happy face.

Tesfaye: Me too!

## Dialogue 2

Tinsae: What are **some** customs in your country, Ethiopia?

Kassahun: We **always** bow to people we meet, and we **never** joke about people's names.

Tinsae: That's good. Here we **never** ask about people's salary, it's rude. Also we **usually** aren't late for meetings.

Kassahun: That's good too!

### *Note*

The words **always, usually, often, occasionally, seldom, sometimes, rarely** and **never** which are written in bold in the dialogues above are called 'frequency adverbs'. They describe how often an action happens.

Examples

1. Helen **always** goes out on Sundays.
2. Aster **usually** drives into the city centre with her brother.
3. Beyene and Dawit **often** go lunch together.
4. In the winter, we **sometimes** have very heavy rains.
5. Few students **rarely** go to the cinema in the summer. because they prefer to stay outside.
6. As students are so busy, they **never** go to bed before 10 o'clock.
7. **Sometimes** she does her homework with friends.
8. **Usually** they study on their own.
9. Students should **usually** try to get meanings of words from contexts they are used.

The adverbs of frequency can also be used after the modal verbs as in the following examples.

Examples

1. You **must always try** your best.
2. We **can usually find** a seat on our train.
3. We **should not always** depend on dictionaries to for meanings of words.
4. They **should never be** rude to customers.

To make questions about frequency, we can use 'how often...?' and using the 'do verbs.

Examples

1. **How often** do you watch films?
2. **How often** does he play tennis?
3. **How often** do the trains arrive late?
4. Do you **often** come here?
5. Does she **always** work so hard?
6. Do they **ever** pay on time? ('ever' instead of 'never' for questions)



**Activity 2.13** Answer the following questions using words of frequency. The first one is done for you as an example.

1. What do you usually do on Saturday nights?  
Possible answer: I usually go to the theatre on Saturday nights.
2. How often do you visit historical places?
3. Do you ever go to the movie?
4. How often do you play football?
5. Do you ever watch films or TV programmes in English?
6. What time do you usually visit your family?
7. How often do you drink milk at a cafe?
8. Are you sometimes late for home?

#### 2.4.4 Simple past and past continuous tenses



**Activity 2.14** Read the following paragraph about 'Spooky Story' and see the forms of the verbs written in bold.

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man stepped out in front of her. He **was wearing** a dark coloured raincoat and carrying a backpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange presence that **sent** shivers down her spine. She was still looking under her car when a lorry behind her. The lorry driver, a middle-aged man, **walked** up to her and asked her if she needed help to start her car so she **told** him what had happened. He seems surprised when Susan told him about the young man. 'In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here, he said in a mysterious tone.

The verbs in bold are written either in simple past or past continuous tenses. The simple past verbs are:

simple past verbs	origin verbs	simple past verbs	origin verbs
Stepped	step	stopped	Stop
got	get	walked	Walk
was	Is	said	Say
sent	send	didn't	do/does (not)

The verbs written in past continuous tense are:

Past continuous verbs	origin verbs
were driving	drive
was looking	look
was wearing	wear

### A. The Simple Past Tense

The simple past tense shows an action which was completed in the past. Examples are given to you in the Box below which indicate the positive, negative and question forms of the verbs in simple past tense.

Examples

#### Positive

1. I woke up early in the morning.
2. Silenat played volleyball when she was in a high school.
3. My sister invited me a cup of coffee yesterday

#### Negative

1. I did not (didn't) wake up early in the morning.
2. Silenat did not (didn't) play volleyball when she was in a high school.
3. My sister did not (didn't) invite me.

#### Questions

1. Did (Didn't) I wake up early in the morning?
2. Did (Didn't) Silenat play volleyball when she was in a high school?
3. Did (Didn't) my sister invite me a cup of coffee yesterday?

Below, we have given you the simple past forms of few verbs. As you see, some of them, add -d or -ed (travelled, turned), while others have different forms (broke, knew). Those verbs that add -d or -ed are called **regular verbs**, while the others are called **irregular verbs**.




**Activity 2.15** *Classify the verbs below into regular and irregular*

1. cry	cried	8. chat	chatted
2. travel	travelled	9. turn	turned
3. send	sent	10. cut	cut
4. enjoy	enjoyed	11. try	tried
5. stop	stopped	12. know	knew
6. break	broke	13. say	said
7. fall	fell	14. happen	happened
Regular verbs		Irregular verbs	


**Activity 2.16** *Give the correct simple past forms of the verbs in brackets in the following sentences.*

1. What \_\_\_\_ you (do) at home yesterday?
2. Why \_\_\_\_ you (not call) me last evening?
3. Alemu \_\_\_\_ (graduate) in accounting.
4. My friend \_\_\_\_ (appreciate) my teacher for he (do) the lesson.
5. He \_\_\_\_ (cut) his finger while he was helping his mother chop onions.

**2.4.5 Past continuous tense**


Similar to the simple past tense, the past continuous tense also shows a past action, but which was in progress at a certain time in the past.

- A. What **were** you **doing** at home last night?
- B. I **was** studying. [This shows the person began studying earlier and continued.]



The past continuous tense also shows that an activity was in progress for some time, but it has stopped during the time of speaking.

Examples

1. We **were cleaning** the house all morning.
2. I **was reading** a book when she came.



The positive, negative and question forms of the past continuous tense are presented in the Box below. Read them very carefully to understand how the tense is formed in different forms.



## Examples

**Positive**

1. She was working in the garden.
2. Silenat was playing volleyball with her friends.
3. My friends were reading in the library.

**Negative**

1. She was not (wasn't) working in the garden.
2. Silenat was not (wasn't) playing volleyball with her friends.
3. My friends were not (weren't) reading in the library.

**Questions**

1. Was (Wasn't) she working in the garden?
2. Was (Wasn't) Silenat playing volleyball with her friends?
3. Were (Weren't) my friends reading in the library?


**Activity 2.17 Write the correct past continuous forms of the verbs in brackets.**

1. What \_\_\_\_\_ (do) in the field with Teshome last year?
2. I \_\_\_\_\_ (want) to get the meanings of the words in the dictionary.
3. Which book you \_\_\_\_\_ (read) to learn more about 'Study Skills'?
4. My teacher \_\_\_\_\_ (explain) about 'Learning Strategies' in addition to the lesson we studied.
5. He \_\_\_\_\_ (play) football because his leg was injured.


**Activity 2.18 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.**

1. \_\_\_\_\_ (switch off) the computer because it (make) a strange noise.
2. My brother \_\_\_\_\_ (listen) to jazz music when I (arrive) home from school.
3. We \_\_\_\_\_ (play) video games when my father (say) 'Turn the volume down!'
4. My little sister \_\_\_\_\_ (draw) a picture while I (study) for my Biology exam.
5. When you \_\_\_\_\_ (leave) school yesterday, it (pour) with rain.
6. When you \_\_\_\_\_ (see) Tefera, he \_\_\_\_\_ (wear) a black jacket?



### Activity 2.19 Write the correct simple past or past continuous tenses of verbs in brackets.

Sometimes I hate computers! Once, when I \_\_\_\_\_ (1. try) to do my English homework on my laptop, the battery \_\_\_\_\_ (2. run out). I \_\_\_\_\_ (3. lie) on my bed and I was listening to music. It helps me to concentrate. I \_\_\_\_\_ also (4. chat) to my friend Daniel on Facebook. OK, so I \_\_\_\_\_ (5. not concentrate) very hard on my homework and I \_\_\_\_\_ (6. forget) to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen \_\_\_\_\_ (7. go) black. I \_\_\_\_\_ (8. lose) everything. I \_\_\_\_\_ (9. scream) in frustration. My dad \_\_\_\_\_ (10. come) running into my bedroom. I \_\_\_\_\_ almost (11. cry) so he \_\_\_\_\_ (12. give) me his laptop. I \_\_\_\_\_ (13. try) to remember everything in my essay. It \_\_\_\_\_ (14. be) quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the Wi-Fi stopped working. In the end, it was probably better because I \_\_\_\_\_ (15. manage) to finish the essay.

(Adapted from 'Out and About', Cambridge University Press, 2015)



Did you do all the activities? Did you find a difficult activity? You need to read the notes given again and again to understand each of the grammar lessons very well.



The next lesson is speaking skills. Here, you will learn about pronunciation (the way words, phrases and sentences are spoken) focusing mainly on rising and falling intonations. When you speak, you raise or lower your voice on certain parts of your sentences. Such rise and fall in voice when you speak is called intonation. Now, read the short notes and the examples given to you to understand how you say sentences. Then, you practice the given sentences following the guide.

## 2.5 Speaking Skills



### 2.5.1 Pronunciation: Rising and falling intonations with questions

#### A. Intonation with wh-questions



How did you pronounce wh-questions? Did ever use intonation in your wh-questions knowingly? Take a look at the following questions. How do you say them? Say the following questions yourself and notice how you produce them. Do you feel that you produced them correctly?

1. What are you doing?
2. Where are you going?
3. How much does the pair of shoes cost?
4. Why are they so late?
5. Who was the girl you were talking to?

### B. Intonation with yes/no questions



Take a look at the following yes/no questions. How do you say them? Say the following questions to your partner and notice how you produce them.

1. Did you finish your homework?
2. Do you like birds?
3. Are you coming to my birthday party?
4. Has she called you back?
5. Should he come to school next Saturday?



Do you feel that you produced them correctly? Read the following short note in the Box below about how you can produce wh-questions and yes/no questions.



Wh-questions are normally produced with falling intonation; whereas, yes/no-questions are normally said with rising intonation.



**Activity 2.20 Pronounce the wh- and yes/no- questions above in falling and rising intonations, respectively. Practice them repeatedly until you feel you have mastered them.**

Now look at the following sentences.

1. And what do we have on Mondays?
2. When is the next English class?

What do you think is the situation these questions are asked? We think the speaker and the listeners very well know about what they have on Mondays and when the next English class is. So, the questions are asked for the purpose of confirmation. In such kind of meanings the wh-questions will have rising intonation. Practise repeating the above sentences with your partner until you use the correct rising intonation.

### 2.5.2 Speaking activity on 'Study Habits'



#### Activity 2.21 Do the following questions.

1. What problems do you face when you study? But before answering this question, look at the following dialogue and practice it playing the roles of Amare and Gemechu. If you have a friend in your surrounding who studies English at Grade 9, please do the activity with him/ her.

#### Example dialogue

Amare: Hello Gemechu. How are you?

Gemechu: I'm fine and you?

Amare: I have become serious about learning better English. From today, I will not speak Amharic with you.

Gemechu: Why?

Amare: Because, I want to improve my English speaking skills.

Gemechu: It's a good idea. I agree.

Amare: Yes, if we want to develop our spoken English we must practice speak in English.

Gemechu: You are right. Moreover, we should not think of other's criticism.

Amare: We should also develop our reading and writing habits.

Gemechu: But how can we do that?

Amare: We can develop reading skill through reading of fiction and newspapers. We can develop writing through free writing on day to day experiences.

Gemechu: I have difficulty in understanding English spoken by native speakers.

Amare: It's a problem for me too. But I have improved a lot by listening to BBC and internet video lectures on other subject matters such as math.

Gemechu: But for this we need to know grammar.

Amare: Definitely, we cannot avoid it. Grammar is necessary for making the language for better communication.

Gemechu: Yes, I agree. Now, let's go to the class.

Amare: Ok, let's go.

2. How can you manage the challenges you face in studying? You can answer using the example phrases and organization of ideas given below.
  - In my study, there are some problems I usually face... Firstly, ....

Secondly, Thirdly... Finally, ....

- One of the solutions for this I think is....
- I usually have difficulties when I study grammar/... First, ... Second, ... Last but not least...
- Probably, we can do ... as a solution for these problems.

- 3.** Read the following quotation carefully and tell what its meaning is. What should one do for successful learning?

*"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice."* – Brian Herbert, author.

You can begin your speech as follows.

- think that everyone can learn... the other is ... Besides, ...



Dear learner!

Did you do the activities about falling and rising intonations and the speaking activities that follow? I hope you practiced them very well. Don't leave the activities assuming that you have already done them. I advise you to repeatedly practise them to become perfect. You know, practice makes one perfect, and we want you to practice the activities to become perfect. Do you agree?



Your next lesson is writing. The writing skill we give you in this Unit begins from sentence writing, and then it develops to paragraph writing. Higher level writing such as essay writing will be taught later.

Do you know about sentence types? They are classified into simple, compound, complex, and compound-complex types. Their definitions are given in a Box below; learn them from the Box.

## 2.6 Writing Skills



### 2.6.1 Sentence level writing



**Activity 2.22** Based on the explanations and examples given about compound and complex sentences in the Box below, give answers to the questions using compound or complex sentences. The first question is done for you as an example.

**Note:****Compound and complex sentences**

Compound sentences are formed by combining two or more sentences which are all independent clauses. They are formed by the coordinating conjunctions such as but, and, or, etc.

For example,

**She worked hard** and she **scored good marks**.

*As you see in the example, both clauses that are combined by 'and' are independent clauses; so such kind of sentences is called compound sentences.*

Complex sentences are sentences that contain one or more independent clauses and one dependent clause in a sentence.

For example,

**When she was in primary school**, she **used to study hard**.

*In the example above, the first part of the sentence is a subordinate (dependent) clause, while the second part of the sentence is a main (independent) clause. Such kind of sentences is called complex sentences.*

1. What made you be a successful student at your junior school?
  - In my junior school, I had a good study habits that made me a successful student. (Complex sentence)
2. What made learning difficult for you at elementary school?
3. What did you get when you did your assignment?
4. What did you feel when you studied for an exam?
5. What strategies did you have that made doing your assignment or studying for tests easier?



Dear learner!

The above part is about writing different types of sentences: simple, compound, complex, and compound-complex. Did you write correct sentences of different types? You can be perfect in writing if you write and re-write. You know, WRITING IS RE-WRITING. So, learn writing through rewriting. Ok!

The next part is paragraph writing. How is paragraph written? A paragraph is a piece of writing produced using different sentences which have a (one) central idea. You will be writing a paragraph on your 'study habits'. Notes are given to you about what you can include in your paragraph. Use them to develop your paragraph.

### 2.6.2 Paragraph writing



**Activity 2.23** Write individual sentences about the study habits of a successful student based on the information given in the Box; then organize the sentences together in a paragraph to develop a story. Be sure that you use correct punctuations and cohesive devices in combining the sentences together. One is done for you.

#### Punctuation Tips

**Period (.)**: The ‘period’ is used at the end of a sentence.

**Comma(,)**: There are different functions of the comma(.). Some of its uses include the following.

- a) to separate words in a series.

**Example**: *The student is intelligent, hard-working and duty-minded.*

- b) when the subordinate clause appears before the main clause in a sentence.

**Example**: *When I was a child, I used to play hide -and-seek.*

**Question mark(?)**: We use question mark at the end of a direct question.

**Example**: *Do you like the English lesson?*

**Semi-colon(;)**: We use semi-colon to join related independent clauses with connecting words.

**Example**: *When I finish here, I will be glad to help you; and that is a promise I will keep.*

*Adapted from: [www.love.edu/tutor](http://www.love.edu/tutor)*

#### Study habits of a successful student

Habit 1: Be Proactive: Take responsibility for your life.

Habit 2: Begin with the End in Mind: Define your mission and goals in life.

Habit 3: Put First Things First: Prioritize and do the most important things first.

Habit 4: Think Win-Win: Have an “everyone-can-win” attitude.

Habit 5: Seek First to Understand, Then to Be Understood: Listen to people sincerely.

Habit 6: Synergize: Work together to achieve more.

Habit 7: Sharpen the Saw: Renew yourself regularly

Example

*A successful student usually takes responsibility for his/her own learning.*





## Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit two. Read each of them and put a tick (☑) against “Yes” or “No”.

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the reading passage.		
3	I can find the meanings of words from context.		
4	I can understand the simple past and past continuous tenses.		
5	I can speaking English very well.		
6	I can write paragraphs.		



## Answer keys



### Activity 2.1 Pre-Listening

*Have you practiced speaking? Good. There are no wrong answers. You may talk about your reading success in lower grades, etc.*



### Activity 2.2 Listening Skills

1. making mistakes
2. opportunities
3. test and improve
4. enjoy
5. watch listen
6. Three sentences about a good language learner.
  1. A good language learner always practices his/her English speaking.
  2. A good language learner uses a dictionary to refer unknown words.
  3. A good language learner uses his/her time for doing grammar exercises.



### Activity 2.3 Pre-reading

Meanings of words included in number 3

strategy = approach

plan = outline/arrange

manage = handle

style = technique

goal = aim



### Activity 2.4 True/False

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



### Activity 2.5 completing information based on the passage

1. Fill in the missing information

Type of strategies	Examples (functions)
set small, achievable goals	to reach higher targets
Plan your studies	To see the whole picture
be motivated	We learn better and fast things we really want to learn.
manage your time.	gives you the flexibility to include the things that are most important to you.

2. The clause, "remember, we learn better and fast things we really want to learn" (in paragraph 4, line 8) means our motivation basically facilitates our learning.
3. The word this, in paragraph 5 line 5 refers to the time management students need to have.
4. planning you studies and arousing your interest of learning.



### Activity 2.6 vocabulary from the passage

1. session (paragraph 1) = period/time
2. boost (paragraph 1) = advance achievable
3. (paragraph 2) = doable
4. huge (paragraph 2) = enormous

5. boredom (paragraph 4) = disinterest
6. favourite (paragraph 5) = preferred
7. flexibility (paragraph 5) = adjustability
8. reward (paragraph 6) = prize

**Activity 2.7 word collocation**

Big      heavy      rich      strong

1. . ...big failure....
2. .... heavy rain ....
3. .... strong wind ....
4. .... rich culture ....
5. .... strong drink ...
6. .... strong wind....
7. .... rich history ....
8. .... strong stand ....
9. .... heavy traffic ....

**Activity 2.8 word collocation**

1. .... blew away....
2. ... blow off ....
3. ... blow up ....
4. ... blow out ....
5. ... boil down to ....
6. ... broke down ....
7. ... break out ....
8. ... break in ...
9. ...break off ....
10. .... break in ....

**Activity 2.9 Grammar: connectors**

1. Moreover
2. Furthermore
3. However
4. moreover
5. However
6. consequently



### Activity 2.10 words of sequence

- |            |          |          |          |            |
|------------|----------|----------|----------|------------|
| 1. Finally | 3. Then  | 5. After | 7. first | 9. finally |
| 2. later   | 4. First | 6. Mean  | 8. while | 10. Next   |



### Activity 2.11 words of sequence

1. First      2. Next      3. Then,      4. Later      5. Finally



### Activity 2.12 using frequency

1. What do you usually do on Saturday nights? Possible answer: I usually go to the theatre on Saturday nights.
2. How often do you visit new places? I sometimes visit new places.
3. Do you ever go to the theatre? I rarely go to the theatre.
4. How often do you play sports? I sometimes play sports.
5. Do you ever watch films or TV programmes in English? I rarely watch film TV program.
6. What time do you usually go to bed? I usually go to bed at 9 o'clock.
7. How often do you drink tea at a cafe? I always drink tea at a café.
8. Are you sometimes late for school? Yes, I sometimes late for school.



### Activity 2.13

1. What did you do at home yesterday?
2. Why didn't you call me last night?
3. My friend graduated in Civil Engineering.
4. Our teacher appreciated my classmates for they did the assignments correctly.
5. He cut his finger while he was helping his mother chop onions.



### Activity 2.14 past continuous tense

1. What were you doing in the field with Samuel yesterday?
2. I was trying to get the meanings of the words in the dictionary.
3. Which book were you reading to learn more about 'Study Skills'?
4. My friend was reading about 'Learning Strategies' in addition to the lesson we studied.
5. He was not playing football because his leg was injured



### Activity 2.15 Completing sentences with the past simple

1. I switched off the computer because it was making a strange noise.
2. My father was listening to classical music when I arrived home from school.
3. We were playing video games when my mother said 'Turn the volume down!'
4. My little sister was drawing a picture while I was studying for my French exam.
5. When we left school yesterday, it was pouring with rain.
6. When you saw Tefera, was he wearing a black jacket?



### Activity 2.16 past or past continuous tense

Sometimes I hate computers! Once, when I was trying to do my English homework on my laptop, the battery ran out. I lied on my bed and I was listening to music. It helped me to concentrate. I was chatting to my friend Daniel on Facebook. OK, so I did not concentrate very hard on my homework and I forgot to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen went black. I lost everything. I screamed in frustration. My dad came running into my bedroom. I was almost crying so he gave me his laptop. I tried to remember everything in my essay – it was quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the Wi-Fi stopped working. In the end, it was probably better because I managed to finish the essay.

*(Adapted from 'Out and About', Cambridge University Press 2015)*



### Activity 2.17 Constructing compound or complex sentences

1. In my junior school, I had a good study habits that made me a successful student. (Complex sentence)
2. In my junior school, getting reading materials like grammar books made my study difficult, and I was forced to depend on my classmates' grammar book. (Compound sentence)
3. Although there were some challenges to find reference books for doing my homework, I worked out exercises well. (Complex sentence)
4. Studying for tests was some what interesting as I was doing it with my friends. (Complex sentence)
5. My time management skill which I employed for studying made doing my homework or test easier.

**Activity 2. 18 constructing individual sentences and combining them in a paragraph**

1. A successful student defines his/her mission and goals in life.
2. A successful student prioritizes and does the most important things first.
3. A successful student has an 'everyone-can –win' attitude.
4. A successful student listens to people sincerely.
5. A successful student works together to achieve more. A successful student renews himself regularly.

**Combining sentences to develop a paragraph**

A successful student has several study habits. First, he/she defines his /her mission and goals in life. Second, a successful student prioritizes and does the most important things first. Thirdly, ... Finally, a successful student renews himself/herself regularly. Generally, implementing these habits makes a student successful in his/her learning.

# UNIT THREE

## Traffic Accident



### Introduction



Dear learner!! Welcome to this unit, you will learn about traffic accidents. You will see what kind of damages traffic accidents cause and how people need to do to prevent traffic accidents will be discussed in the unit. You will also do some vocabulary and grammar such as frequency adverbs and modal verbs. Finally, you will engage in analyzing informal letters with practical exercise.

### Objectives

In this unit, you will be able to:

- ⌘ Improve your listening and reading comprehension skills.
- ⌘ Increase your skills of guessing meanings of vocabularies from contexts
- ⌘ Use grammar items correctly and confidently
- ⌘ Interact clearly and confidently in medium level communication contexts
- ⌘ Write correct sentences and well developed letters
- ⌘ Realize traffic rules and regulations

**Required study time = 15 hours**



## 3.1 Listening Skills

### Activity 3.1 Pre-listening Skills



1. Dear learner! Look at the picture above and find someone to talk to about your memory on traffic accident.

### Activity 3.2 Listening skills

***Dear learner! Listen to a text on 'Road Accident' twice or trice and complete the following sentences.***

1. For families involved in accidents, the festive season can be tragedy instead of \_\_\_\_\_
2. They do not wear \_\_\_\_\_ and sometimes there are three or four of them on motor cycles belt for two.
3. Mechanical problems and \_\_\_\_\_ can also cause accidents.
4. They must also \_\_\_\_\_ and \_\_\_\_\_ safe driving skills.
5. As long as they \_\_\_\_\_ their present bad road habits, the incidence of road accidents can only worsen.
6. What should a man do to lessen the car accidents?

## 3.2 Reading Skills



**Activity 3.3** Dear learner! you will read a passage on traffic accident. Before that look at the picture below and do the given questions.



Car crash

1. What kinds of damages do a car accident usually cause? You may begin your response with:
  - A car accident could cause several damages such as ...
2. Who should be blamed for the accident? Why? May be the...

***Dear learner! The following passage is about traffic accidents. Read carefully and answer the questions that follow.***

### Traffic Accidents

1. Every day in the newspaper, we read about road accidents where people get severely injured and even die. You may have also been in an accident yourself or witnessed one happening. Many of us may even have seen crowding on the street around two vehicles that look crushed. Road accidents are not uncommon in big cities where there are thousands of cars, motorcycles, auto-rickshaws, trucks, buses, and other vehicles. Road accidents are most often the result of people breaking traffic rules.
2. There is a reason that traffic rules are created in the first place. However, people break them all the time, especially when they know that the police don't always catch them for doing it. While the people who break the rules and get away with it are lucky not to

get caught, they are endangering their lives whenever they indulge in such misbehavior. The penalty for breaking traffic rules is generally fine, but worse consequences of this are injuries like paralysis, broken bones, concussions, etc. The worst possible outcome of breaking traffic rules and getting into a road accident is death.

3. The traffic rule that people break the most is jumping red lights, which means they keep driving even when the signal is red. Another bad habit that causes road accidents is drunk driving. What they don't realize is that when the light is red for them, it is green for someone else and that they are putting their lives in danger because of this. Most of the time, people take turns on the road without putting on their indicator to do so, and this can lead to road accidents too. Thus, breaking traffic rules is very harmful, and people should refrain from doing so not only out of fear of the police but also because it risks their lives.
4. Road accidents are very scary, so we must ensure the utmost safety while driving. One must always wear their seat belt, only drive when the signal is green, stick to the speed limit, stay in your own lane, wear helmets when riding bikes, etc. The best way to prevent getting in a road accident is to ensure that you are following all the rules required to keep you safe. After all, we only have one life, and it is important to take care of it so we can enjoy it to the fullest.



**Activity 3.4** Read the passage carefully and decide whether each of the statements is 'true' or 'false' based on the information in the passage.

1. Breaking traffic rules often cause road accidents.
2. All road accidents end up with death.
3. Taking turns on without putting on indicators can help avoid road accidents.
4. Wearing seat belt, sticking to the speed limit and staying in one's lane can minimize traffic accidents. (true)
5. Following all traffic rules keeps all of us safe and enjoy life. (true)



### Activity 3.5 Fill in the missing information based on the reading passage.

***Dear learner!, answer the following questions by reading the passage above carefully. Question number one is done for you.***

1. Most road accidents are the result of people breaking traffic rules.
2. Worse consequences of breaking traffic rules are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ etc.
3. The best way to prevent getting in a road accident is \_\_\_\_\_.
4. The word "it" in paragraph 3, line 9 refers to \_\_\_\_\_.
5. The word "this" in paragraph 3, line 6 refers to \_\_\_\_\_.

## 3.3 Vocabulary Development

### 3.3.1 Vocabulary from the reading passage



### Activity 3.6 The following words are taken from the reading passage. Find their meanings as per the contexts used in the passage.

***Dear learner! Read the passage again and focus on the sentences containing the words given below carefully and work out their meanings. Question number one is done for you.***

1. crowding (paragraph 1) congesting
2. indulge (paragraph 2) \_\_\_\_\_
3. endangering (paragraph 2) \_\_\_\_\_
4. outcome (paragraph 2) \_\_\_\_\_
5. refrain (paragraph 3) \_\_\_\_\_
6. scary (paragraph 4) \_\_\_\_\_

### 3.3.2 Antonyms and Synonyms

***Dear learner! Synonyms are words having nearly the same meaning. On the hand, antonyms are words that have opposite meanings. Look at the following examples for each. Refer to a dictionary if you do not know the meanings of the words.***

Examples for synonyms,		Examples for antonyms	
ballot	poll	adversity	calamity
chorus	refrain	bravery	cowardice
enormous	immense	crooked	straight
adamant	stubborn	dainty	clumsy



**Activity 3.7** Referring to your dictionary, provide the synonyms and antonyms to the words given.

**Dear learner!** Using your own dictionary give the synonym and antonym of each words given below. The first word is done for you.

Words	Synonyms – Same Meaning	Antonyms – Opposites
accident		
crowd		
security		
caution		
rule		
control		
conscious		
movement		
crush		
rush		

## 3.4 Grammar

### 3.4.1 Expressing Obligations (shall, should, must, will, have to, etc.)



**Activity 3.8** Dear learner! Read the following Dialogues and pay attention to how the words in bold are used in the sentences. The words in bold type are modal verbs that can be used to express different functions.

**Dialogue 1: Asking the Way**

Chaltu: Excuse me. **Can** you tell me where Mercato is, please?

Aster: Take the first turn on the left and then ask again.

Chaltu: Is it far?

Aster: No, you can walk it under ten minutes.

Chaltu: Thanks very much.

Aster: It's a pleasure.

**(After she walked some distance, she got Hanna)**

Chaltu: Excuse me. **Could** you tell me where Mercato is, please?

Hanna: First right, second left. You can't miss it.

Chaltu: Thanks.

Hanna: That's ok.

**Dialogue 2: Shopping**

Tekeste: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in the shop. You see, I **ought to** buy a present for my sister. Today is her birthday. What shall we look at first?

Ayalew: T-shirt, I think. They must be on the ground floor. Yes, here we are, and I can see just the kind I want.

Tekeste: Well, that didn't take us long. Now let's go up stairs to the second floor.

Ayalew: We'll just take a quick look around to see if there is anything we could take as presents to the family.

Tekeste: I like these books, and do you? Shall we ask how much they are?

Ayalew: I want to get a comb and some hair clips. Where do you think I can find them?

Tekeste: Oh, you must go to men's clothing department. It is in the lower floor. We'll get them on our way out.



**Study the following words below.**

1. can	3. can't	5. shall
2. could	4. must	6. will

**Add also the following to the list:**

7. would	9. have to	11. don't need to
8. ought to	10. need	12. don't have to



These verbs are called modal verbs that have different meanings in different contexts. For instance, the word **shall** can be used to express willingness, and suggestions in different contexts.



Note the following examples to learn about the meanings of the different modal verbs.

#### Examples

1. **Shall** we go out tonight? (expresses suggestion)
2. **Shall** I open the door for you? (expresses willingness)

Similarly, the other verbs have also different meanings in different contexts.

#### Examples

1. You ought to apologize to her. Ought you apologize to her? (advice)
2. You **ought to** go now before it rains. Ought you to go before it rains? (necessity)
3. I should call a doctor; you don't look well. Should I call a doctor? you don't look well (advice)
4. I **need to** use the restroom. (Necessity)
5. You **have to** call them tomorrow. (Obligation)
6. The dog **must not** (mustn't) jump on the white sofa. (Prohibition)
7. You do **not** (don't) **have to** wash the dishes today. (Necessity)
8. He **doesn't** (does not) need to shower tonight because he did so this morning. (Obligation)
9. **Will** you empty the dishwasher later? I don't have time today (consequence).

The following examples indicate how the verbs are used in statements, negative sentences and questions. We have also tried to give you examples of the statements and the question forms for some of them.

	Statements	Negative sentences	Questions
1	You can swim.	You cannot swim.	Can you swim?
2	He must leave.	He must not (mustn't) leave.	Must he leave?
3	You should go.	You should not (shouldn't) go.	Should you go?



### Summary notes

Modal verbs express ideas such as **future ideas, permission, possibility, prediction, speculation, deduction and necessity, etc.** In the following table, you will find the summary of the functions of some of the modal verbs with examples. The summary was adapted from *Learn English Today, English Grammar for ESL Learners*.



MODAL VERBS	Function	Example
<b>Can</b>	Ability	Almaz can swim.
	Permission	May/Can I come with you?
	Offers	Can I help you?
	Possibility	That story could be true
<b>Could</b>	Past ability	Zeberga could swim when he was four years old.
	Permission	Could I use your phone please?
	Requests	Could you tell me to the station, please?
<b>May</b>	Possibility	Could you tell me the way to the station please?
	Permission	May I borrow your dictionary?
<b>Might</b>	Slight possibility	We might win a prize but I doubt it.
	Past form of 'may' in reported speech	The President said he might come.
<b>Must</b>	Obligation	Dogs must be kept on a lead.
	Logical deduction	You must be tired after your long journey.
<b>Mustn't</b>	Prohibition	You mustn't tell Nisredin. It's a surprise!
<b>Should</b>	Advice	I've revised so I should be ready for the test.
	Logical deduction	You ought to write to your grandmother.
<b>Ought to</b>	Advice	You should do your homework every day.
	Logical deduction	100 Birr ought to be enough for the taxi.
<b>Shall</b>	Future tense	I shall be in Nekemte on Monday.
	Offers/ suggestions	Shall we begin the meeting tomorrow?
<b>Will</b>	Future tense	The ticket will cost about 10 Birr.
	Invitation/ offers	Will you join us for coffee?



**Activity 3.9** Dear learner! Read each sentence carefully and underline the correct verb forms. One is done for you.

1. I (should/can/may/has to) leave now as it is very late.
2. (Can/Would/Shall/May) you like coffee, please?
3. (Would/May/Can/Shall) we have lunch together?
4. All citizens (can/should/need/could) abide by the law.
5. We (will/should/must/would) like to have one more pencil.



**Activity 3.10** Fill in the blanks in the passage given below with *can, could, couldn't, must or might*

**Dear learner! The following passage uses model verbs. Read the passage carefully and fill in the blank spaces.**

Before this year, I (a) \_\_\_\_\_ move out of my parents' house because I did not have a job. But now that I have finished college and have a job, I realise that living at home (b) \_\_\_\_\_ drive my parents and me crazy.

Unfortunately, it's not so easy to find a flat on rent in the city. Without an agent, you (c) \_\_\_\_\_ not be able to find all the available listings. Because of my agent's help, I found a wonderful flat this morning and signed the lease. Before now, I couldn't sign a lease, but now I (d) \_\_\_\_\_ because I am twenty-one.

I asked my friends to help me move because I knew that I (e) \_\_\_\_\_ fit all my possessions into my little car. My best friend said, "I (f) \_\_\_\_\_ help you move next Sunday." He added, "I (g) \_\_\_\_\_ help in the morning as I am free." My father also offered to help me move. He (h) \_\_\_\_\_ be really eager to have me move out!

### 3.4.2 Do/do not (don't)/does/does not (doesn't)

**Dear learner! The words do, does, don't and doesn't almost always appear in people's English speaking and writing. They are used in affirmative and negative sentences and questions. Read the following examples and notice how they are used.**

Examples

1. Many students **do** their chores when they return home.  
Affirmative sentences
2. Almaz **does** charity work when she has time.

3. She **does not (doesn't)** speak French well. Negative sentences
4. They **do not (don't)** write Spanish.
5. **Does** the teacher drive to school? Questions
6. **Do** the students do their chores when they return home from school?
7. **Don't** you listen to the teacher when explains? Questions using don't and doesn't
8. **Doesn't** she go to church every Sunday?



**Activity 3.11** Dear learner! Read each of the statements below and change it into negative and question forms. Two examples are done for you.

Examples

1. Zelalem likes to play football after school.  
Negative: Zelalem doesn't like to play football after school.  
Question: Does Zelalem like to play football after school?
2. The teachers drive to work every day.  
Negative: The teachers don't drive to work every day.  
Question: Do the teachers drive to work every day?

**Now do the same for the following statements.**

1. Ashebir and Tekle like pizza.  
Negative: .  
Question:
2. My friend wants to go for a walk in the evening.  
Negative:  
Question:
3. You need to go to the doctor.  
Negative:  
Question:
4. We watch TV for some hours every day.  
Negative:  
Question:
5. She dances a lot at parties.  
Negative:  
Question:



Have you noticed how do and does are used? 'Do' is used with plural subjects, while does is used with singular subjects. Read the following brief note in the Box below as a summary for how the verbs are used.

He	
does (doesn't)	
She	
It	
The student	

Examples

1. We want to learn French.
  - We don't want to learn French.
  - Do we want to learn French?
2. They like going to the gym.
  - They don't like going to the gym.
  - Do they like going to the gym?

Examples.

3. He works very hard.
  - He doesn't work very hard.
  - Does he work very hard?
4. She loves doing exercises.
  - She doesn't love doing exercises.
  - Does she like doing exercises?

### 3.4.3 Adverbs of frequency



Dear learner! In Unit 2, you have learned about the adverbs of frequency. Do you remember the words? What are they? Yes, they are always, usually, often, occasionally, seldom, sometimes, rarely, and never. You have studied how the adverbs of frequency are used in sentences both in statements and questions. See the example below.

Examples

1. Helen always goes out on Sundays..
2. You must always try your best.
3. How often do you watch films?  
emails on the weekend or a holiday.



**Activity 3.12** Select the correct use of the adverbs of frequency in brackets in the story below, and underline the correct answers.



Dear learner! The following story uses adverbs of frequency as given in brackets. Read the story carefully and underline the correct forms of adverbs.

## Our Garden

At our house, we have a great urban garden. My husband (1. Wakes usually up/ usually wakes up/wakes up usually) at 7a.m every day. (2. Sometimes he/He sometimes) goes for a run, but (3. usually he/he usually) waters the garden. He (4. never asks/asks never) us to help him that early because we (5. Usually are/are usually) getting ready for school. Our kids (6. seldom are/ are seldom) late for school and (7. often are/are often) there pretty early.

(8. Sometimes it/It sometimes) rains in the afternoon. In the summer, it (9. usually storms/storms usually) between 2 PM and 4 PM in the afternoon. It (10.rains rarely/rarely rains) in the wintertime, so my husband or our children will have to water the garden then. In the fall, we (11. have usually/usually have) lots of pumpkins that we (12.always carve/carve always) to get the seeds for roasting. In the spring, we (13. sometimes have/have sometimes) cucumbers that we pickle in jars. In early summer, we (14. have often/often have) beautiful red strawberries that we pick and turn into jam. It (15. sometimes is/is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery store.

### 3.5 Writing Skills

#### Writing informal letters



Dear learner! Letter writing is an important skill you should develop.

Written communication in both formal and personal matters is crucial and so it is necessary to develop a skill for letter writing. Here, we will focus on how to write informal letters.

Informal letters are written to close acquaintances of the writer such as friends, family and relatives. They are also written in informal and person tone with no set format. However, there is a general pattern (format) given below.

#### Format of Informal Letter

1. Sender's Address
2. Date (e.g. 25 April 2020)
3. Salutation (e.g. Dear Mom)
4. Body of the letter:
  - A. Introduction
  - B. Main content (Description)
  - C. Conclusion
5. Subscription
6. Writer's Name

**Letter 1**

Nefas Silk, 203  
Addis Ababa

August 12, 2021

Dear Marta,

I hope this letter finds you well and holds up over your mother's death of a traffic accident. I know what a difficult time it is for you.

I think that when God created mothers as the very special people that they are. He had your mom in mind already. She was truly one of those blessed and good people who are full of so much grace and dignity.

I know your faith will comfort you. My prayers will be for you and your family to find the peace and strength that comes in knowing that a loved one has gone to their eternal rest.

God Bless You.

With love and affection,

Hanna Eyasu

**Letter 2**

Hawassa, 453

July 21, 2021

Dear Feysa

I am so sorry to read your devastating news. I never met your Dad, but know how wonderful and supportive he was to you over the years and can only start to imagine what you are feeling now.

You will gradually find comfort in all the happy memories. Your parents found their new life in Australia and lived the last years of their life in contentment there, surrounded by family.

Your dad lived to see you find happiness and security and love. He will have died content for knowing that. And best of all he did not suffer a long illness.

Make sure you find time to grieve and allow yourself to do so – and don't expect it to pass quickly. Losing a parent takes time to process for us mortals. Do you remember I was in the aftermath of losing my dad when we first became close? I didn't fully recover from that for at least two years – and made some very strange decisions and acted out of character for much of that time.

I wish I could be with you to try to help somehow. I'm giving you a big hug now from halfway across the globe.

Sending love to you and all your family.

Take care and hang on in there.

Daniel Teshome  
Addis Ababa Municipality

Addis Ababa





**Activity 3.13** Dear learner! Look at the following letter written to a friend who had a car accident informing him about his speedy recovery in a consoling tone. Identify the different parts of the letter. Then, write your letter to your friend who lost his father two weeks ago

Dire dawa, 241

June 21, 2021

Dear Assefa

I hope this letter finds you in the best of spirits. When I visited last week, you seemed a little bit depressed.

Come on boy, you should thank God for giving you a fresh lease of life. Everything is going to be fine very soon. I even talked to your doctor this morning and he told me that you are out of danger now.

You will have to remain in the hospital for a few more days but that is not something you should be concerned about. Your family and friends are there for you.

Don't forget that life is a mixture of joys and sorrows. By the way, all of us have decided to celebrate your recovery as soon as you come home. You will be throwing a party the day you come back home from the hospital. Hope to see you soon. My parents and younger sister have sent you lots of love and wishes.

Wish you a speedy recovery!

Yours truly,

Daniel



### Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit three. Read each of them and put a tick (✓) against "Yes" or "No"

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the messages of the reading passage.		
3	I can find the meanings of words from contexts.		
4	I can understand the traffic rules I studied.		
5	I can speak English very well.		
6	I can write paragraphs.		



## Answer Key

**Activity 3.1 Pre-listening Skills**

***Dear learner! Look at the following and take corrections.***

1. Have you practiced speaking about your memories on traffic accidents? Good. there is no right or wrong answers. You may say: I remember my an accident happened on my uncle. It was terrible. My friend also told....

**Activity 3.2 Listening skills**

1. a joy
2. safety helmets
3. road conditions
4. acquire practice
5. persist with
6. Various responses such as 'I advise him to take a look at all his directions before he passes a road' can be answers.

**Activity 3.3 Pre-reading**

***Dear learner! The following are model or sample answers. Look at carefully and compare yours for taking feedback.***

1. There are several damages of car accident. For example, car accident could cause human and material damages.
2. The driver and the victim or people both could be blamed for the accident because the accidents are occurred due the drivers' and the victims' fault or problem.

**Activity 3.4 Reading comprehension**

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

**Activity 3.5 Completing sentences**

1. Done as an example.
2. The worth consequences of breaking the traffic rules are enjuries like paralysis, broken bones.
3. breaking traffic rules
4. to ensure that you are following all the rules
5. they do not realize that When the light is red for them, it is green for someone else.



Answer key: Vocabulary Development



### Activity 3.6 Vocabulary

1. crowding (paragraph 1) = congesting
2. indulge (paragraph 2) = engage
3. endangering (paragraph 2) = risking
4. outcome (paragraph 2) = effect
5. refrain (paragraph 3) = avoid
6. scary (paragraph 4) = frightening



### Activity 3.7 synonym/antonym

Words	Synonyms – Same Meaning	Antonyms- Opposites
accident	casualty	Provision
security	safety	danger
caution	carefulness	carelessness
rule	bylaw	lawlessness
control	manage	mismanage
conscious	aware	ignorant
movement	mobility	inactivity
rush	hurry	slowness



Answer Key: Grammar



### Activity 3.8 Modal verbs

In the two dialogues included in the students' book, the modal verbs 'can', 'can't', 'could', 'must', 'will', and 'shall' are used. You can add 'would', 'have to', 'don't need to', 'ought to', 'need', and 'don't have to' to the list and explain to the students how each of them can be used. Modal verbs have different meanings in different contexts. For instance, the word 'shall' can be used to express willingness, and suggest in different contexts. Please explain the different meanings, their negative and question forms of the modal verbs based on the notes and examples given in the textbook.



### Activity 3.9 Modal verbs

1.	should	3	Shall	5	would
2.	Would	4	Should		



### Activity 3.10 Modal verbs

a. couldn't	d. can	g. couldn't
b. could	e. couldn't	h. must
c. might	f. might	g. could



### Activity 3.11 Dialogue

- Ashebiri and Tekle like pizza.  
Negative: Ashebiri and Tekle do not like pizza.  
Question: Do (Don't) Ashebiri and Tekle like pizza?
- My friend wants to go for a walk in the evening.  
Negative: My friend doesn't want to go for a walk in the evening.  
Question: Does (Doesn't) my friend want to go for a walk in the evening?
- You need to go to the doctor.  
Negative: You don't need to go to the doctor.  
Question: Do (Don't) you need to go to the doctor?
- We watch TV for some hours every day.  
Negative: We don't watch TV for some hours every day.  
Question: Do (Don't) we watch TV for some hours every day?
- She dances a lot at parties.  
Negative: She doesn't dance a lot at parties.  
Question: Does (Doesn't) she dances a lot at parties?

**Activity 3.12 Frequency adverbs****Our Garden**

At our house, we have a great urban garden. My husband (1. wakes usually up/ usually wakes up/ wakes up usually) at 7a.m every day. (2. Sometimes he/ He sometimes) goes for a run, but (3. usually he/ he usually) waters the garden. He (4. never asks/ asks never) us to help him that early because we (5. usually are/ are usually) getting ready for school. Our kids (6. seldom are/ are seldom) late for school and (7. often are/ are often) there pretty early.

(8. Sometimes it/ It sometimes) rains in the afternoon. In the summer, it (9. usually storms/ storms usually) between 2 PM and 4 PM in the afternoon. It (10. rains rarely/ rarely rains) in the wintertime, so my husband or our children will have to water the garden then. In the fall, we (11. have usually/ usually have) lots of pumpkins that we (12. always carve/ carve always) to get the seeds for roasting. In the spring, we (13. sometimes have/ have sometimes) cucumbers that we pickle in jars. In early summer, we (14. have often/ often have) beautiful red strawberries that we pick and turn into jam. It (15. sometimes is/ is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery store.



## Answer Key: Writing

### Activity 3.13 Letter

#### Model letter with the different parts

Dire dawa, 241	}address
June 21, 2021	}date
Dear Assefa	} salutation
I hope this letter finds you in the best of spirits. When I visited last week, You seemed a little bit depressed.	} body (Introduction)
Come on boy, you should thank God for giving you a fresh lease of life. Everything is going to be fine very soon. I even talked to your doctor this morning and he told me that you are out of danger now. You will have to remain in the hospital for a few more days but that is no something you should be concerned about. Your family and friends are there for you	body description
Don't forget that life is a mixture of joys and sorrows. By the way, all of us have decided to celebrate your recovery as soon as you come home you will be throwing a party the day you come back home from the hospital. Hope to see you soon.	
My parents and younger sister have sent you lots of love and wishes.	
Wish you a speedy recovery!	} body( conclusion)
Yours truly,	} subscription
Daniel	} name

## UNIT FOUR.

### National Parks

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

- ⌘ improve listening skills
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ create awareness about participating in preserving national heritages,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ construct zero conditional and conditional type 1 sentences,
- ⌘ extend information from listening texts to writing, and
- ⌘ practice report writing.

**Required study time = 15 hours**



Dear learner!

In this Unit, you will learn listening and reading using the topic 'National Parks'. Besides, you will learn vocabulary, grammar, speaking and writing as you have learned in the previous units.

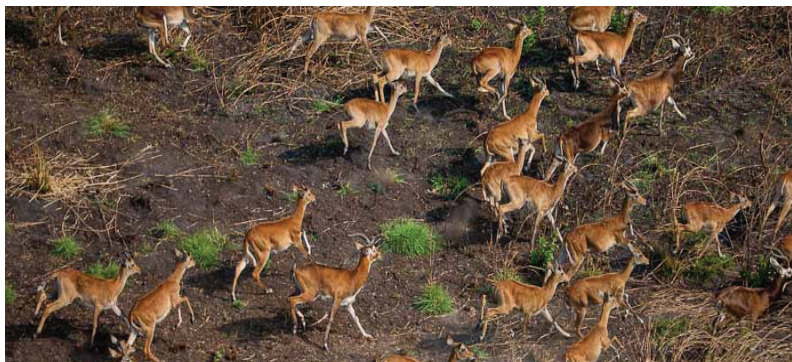
The pre-listening and reading activity is very much important to you to bring your experience to the reading. You need to know the four words before you read the passage, because they are key terms that can help understand the message of the passage.

### 4.1 Listening Skills



#### Activity 4.1 Pre-Listening Skills

Dear Learner! Look at the following picture and talk about national parks with your friend living in your neighbor.



Gambella National Park





**Activity 4.2** Listen to the above passage carefully and add the correct word or phrase in the blank spaces.

1. Gambella National Park is one of Ethiopia's least \_\_\_\_\_ parks and has no facilities.
2. The national park contains many \_\_\_\_\_ not found elsewhere in the country.
3. The banks of the Baro are rich in \_\_\_\_\_ and thus give visitors an \_\_\_\_\_.
4. The landscape of Gambella is \_\_\_\_\_ and \_\_\_\_\_ with altitude ranging from 400 to 768 to masl (meter above sea level).
5. The people of this area are \_\_\_\_\_ and \_\_\_\_\_.
6. What special things have you observed in the Gambella National park?

## 4.2 Reading skills



**Activity 4.3** Answer the following questions before you read the passage.

1. Have you visited national parks? What things have you seen? Discuss with your partner living in your surrounding.
2. Study the following words that could help you understand the reading passage.

**reserve      endemic      wildlife      species**

### National Parks in Ethiopia

1. The natural beauty of Ethiopia amazes the first-time visitors. Ethiopia is a land of rugged mountains, some 25 are over 4000-meter-high, broad savannah, lakes and rivers. The Great Rift Valley is a remarkable region of volcanic lakes, with their famous collections of birdlife, great escarpments and stunning vistas. With nine major wildlife national reserves, Ethiopia provides a microcosm of the sub-Saharan ecosystem, birdlife abounds about 860 species, and indigenous animals from the rare Walia Ibex to the shy Wild Ass, roam free as nature indeed. Here, some of the most interesting Ethiopia's national parks that enable the visitors to enjoy the country's scenery and wildlife, birds and mammals are presented.

### Awash National Park

2. It is the oldest and most developed wildlife reserve in Ethiopia, featuring the 2,007 meters Fantale Volcano Crater with stunning views, extensive mineral hot spring and extraordinary volcanic formation, and this natural treasure is bordered to the south by the Awash River and 225 km east of the capital, Addis Ababa.

3. The wildlife consists mainly of East African plain animals including Beisa Oryx, Defassa Waterbuck, Soemmerring's Gazelle, Salt's Dik – Dik, Greater and lesser Kudu, Warthog, Anubis and Hamadrayas Baboon, Colobus and Varvet monkey, Crocodile, Hippopotamus, the endemic Hartebeest, Lion, Leopard, Cheetah and 450 species of birds all living within the park's 720 sq. km.



### Bale Mountains National Park

4. The Bale Mountains, with their vast moorlands and extensive heath land, virgin woodlands, pristine mountain streams and alpine climate remain untouched and beautiful world. Rising to a height of more than 4,000 meter, the range borders Ethiopia's southern highlands, whose highest peak, Mount Tullu Dimtu the second highest peak in Ethiopia stands at 4,377 meters.



5. The establishment of the 2,470 sq km, Bale Mountains National Park was crucial to the survival of the four endemic mammals, Mountain Nyala, Menelik's Bushbuck, Ethiopian Wolf and Giant Mole Rat and different endemic species of birds including Rouget's Rail, Abyssinian Woodpecker, Abyssinian Cat Bird, White Backed Black Tit, Olive Trash, Wattle Ibis and Crane are some of the species inhabiting the park. Besides Bale Mountains offer some fine high-altitude horse and foot trekking, and the streams of the park, which become important as they well stocked with rainbow and brown trout fishes.



### Omo National Park

6. The most wilderness Ethiopia's National Park, with an area of 4,068 sq km, it is a vast expanse of the wilderness, adjacent to the Omo River, is home to a remarkable range of wildlife. 306 species of birds have been identified here, while large herds of eland, some buffalo, elephants, giraffe, cheetah, lion, leopard, and Burchell's zebra are common.
7. The park is not easily accessible, as the current means of access is via Omorate and the ferry to the north bank of the river. The park headquarter is 75 km from Kibish settlement. However, a new airstrip is also available close to the headquarters and a pleasant campsite on the Mui River plans are in hand for further major improvements.





## Simien Mountains National Park

8. The Simien Mountains National Park covers 400 square kilo meters of highland area at an average elevation of 3,300 meters. Ras Dejen at 4,620 meters the highest peak in Ethiopia, stands adjacent to the park. Within this spectacular splendor, three endemic mammals can be visited here, Walia Ibex, Ethiopian wolf and Gelada Baboon as well as klipspringer and Bushbuck. Birds such as Lammergeyer, Augur Buzzard, Verreaux's Eagle, Kestrel and Falcon also soar above this mountain retreat. UNESCO as a world heritage site has recorded the Simien escarpments, which are often compared with a Grand Canyon in the USA.



*Adapted from OVERLAND ETHIOPIA TOUR. 'JOURNEY THROUGH ANCIENT LAND'*



### Activity 4.4 Read the passage carefully and decide whether the following statements are 'true' or 'false'.

1. The natural beauty of Ethiopia annoyed visitors for its mountains, savannah lands, lakes and rivers.
2. Mount Ras Dasha is the highest peak in Ethiopia which stands at 4,377 meters.
3. Two endemic mammals are found in the Semien National Park.
4. The Omo National Park can be easily accessible using air transport.
5. The Awash National Park is the oldest and most developed wildlife reserve in Ethiopia, with 3007 meters.



### Activity 4.5 Read the passage carefully and answer the following questions.

1. Based on information in the reading passage, match the information listed under 'A' with 'B'

Column A	Column B
1. Awash National Park	A. Walia Ibex, Ethiopian wolf and Gelada Baboon
2. Bale Mountains National Park	B. 306 species of birds eland, buffalo, Elephant
3. Omo National Park	C. Crocodile, the endemic Hartbeest, Lion, Leopard, Cheetah
4. Simien Mountains National Park	D. Mountain Nyala, Menelik's Bushbuck, Ethiopian Wolf and Giant Mole Rat

2. What kinds of benefits do you think the national parks could get from UNESCO?



Dear learner!

Have you done the activities that are based on the reading passage? Please read and re-read the passage to understand it very well. You know, you learn reading through reading; so please make reading a habit. It will help you develop your English, learn other content areas very well and get knowledge and information in any sphere of life. One of the ways of developing your English language vocabulary is through reading. So, read, read and re-read!

## 4.3 Vocabulary Development

### 4.3.1 Vocabulary from the reading passage



**Activity 4.6** The following words are taken from the reading passage. Find their meanings based on the contexts they are used in the passage.

1. amazes (paragraph 1, line 1) \_\_\_\_\_
2. stunning (paragraph 1, line 6) \_\_\_\_\_
3. scenery (paragraph 1, line 12) \_\_\_\_\_
4. extraordinary (paragraph 2, line 4) \_\_\_\_\_
5. heath (paragraph 4, line 2) \_\_\_\_\_
6. inhabiting (paragraph 5, line 7) \_\_\_\_\_
7. expanse (paragraph 6, line 2) \_\_\_\_\_
8. ferry (paragraph 7, line 2) \_\_\_\_\_
9. peak (paragraph 8, line 3) \_\_\_\_\_
10. soar (paragraph 8, line 9) \_\_\_\_\_



Dear learner!

Below, you will learn about phrasal verbs; words that are used together and have a meaning.

Please attempt Activity 4.7 to learn the meanings of the given (the underlined) phrasal verbs. After you have done the exercise, you will be introduced with some common prefixes. I hope you remember your lesson about prefixes (word parts that come before the root words), suffixes (word parts that come after the root words), and in general affixes (the general name for prefixes and suffixes). Can you think of some examples of prefixes and suffixes? List them down.

### 4.3.2 Phrasal verbs



**Activity 4.7 Match the phrasal verbs underlined in Column A with their meanings in Column B.**

Column A		Column B	
1.	The fire <u>burn up</u> the forest.	a.	require
2.	We hope, he will <u>call back</u> soon.	b.	telephone
3.	The politicians <u>call for</u> discussion with the government.	c.	cancel
4.	Meeting her again <u>called up</u> all those old memories.	d.	return a phone call
5.	The manager will <u>call off</u> tomorrow's meeting as his wife needs a special care.	e.	relax
6.	<u>Calm down</u> , we will find him.	f.	remember
7.	They really <u>care for</u> her.	g.	stop
8.	The students agreed to <u>carry out</u> their homework together.	h.	like
		i.	destroy
		j.	perform
		k.	remove by burning

### 4.3.3 Prefixes

Prefixes are sets of letters that are added to the beginning of words. They are not words in their own and cannot stand on their own in a sentence. But, they change the meanings of words. Look at the examples below.

Prefixes	meaning	Examples
ante	before, preceding	ante-room, precedent,
anti	opposing, against	anti-aircraft, antibiotic
en	put into, on	enlighten, engulf
dis	negation, removal	disagree, disadvantage
un	not	unacceptable, unreal



**Activity 4.8** Look the following words. They have pre-fixes. Underline the pre-fix and its meaning for each word given.

1. uniform
2. undeserved
3. disqualify
4. enable
5. antioxidant
6. Anterior
7. disjunction

## 4.4 Grammar:

### Zero Conditional and First Conditional Sentences

Did you learn about the conditional sentences before? It does not matter if you haven't been introduced with them. You know, conditional sentences show possible outcomes in certain conditions. Conditional sentences are also usually called 'if-clauses'. The clause that begins with 'if' introduces a condition that may or may not happen depending on circumstances. In other words, the event described in the main clause depends on the condition described in the conditional clause.

Examples

1. If it **is** cold, I **put on** a coat.
2. We **will stay** at home **if** it snows.
3. We **would stay** at home **if** it **snowed**.
4. **If I were you** I would accept the offer.
5. If you **hadn't been late** for work, the boss **wouldn't have gotten** furious.

In all the examples above, 'I put on a coat, we will stay home, we would stay at home', and 'the boss wouldn't stay at home' can happen based on the condition in the 'if clauses' 'if it is cold', 'if it snows', 'if it snowed', 'if I were you', and 'if you hadn't been late for work'.

Each of the above conditional sentences represents different conditional types, the first one being the zero conditional. The conditional sentences vary from probable to impossible meanings. Sentences 3-5 are classified under conditionals type 2 and 3; and you will study them in Unit 5. In this Unit, however, you will learn about **the zero conditionals** and **conditional type 1** which are similar to examples 1 and 2 above. The zero conditionals are also called **facts**, while conditional type 1 is **probable**. Read the following additional examples and see how the verb tenses in the two parts of the sentence (main clause and if-clause) in the zero conditional are used.



### 4.4.1 The zero conditional

#### Examples

1. If I **drink** coffee, I **get** a headache. OR I **get** a headache, if I **drink** coffee.
2. The door **opens** if you **press** this button. OR If you **press** this button, the door **opens**.
3. If it **doesn't rain**, the flowers **die**. OR The flowers **die** if it **doesn't rain**.
4. If you **boil** water to 100 o c at sea level, it **changes** to steam. OR Water **changes** to steam if you **boil it** to 100 o c at sea level.



Have you noticed the verb tenses used in the main and subordinate clauses, and how the sentence parts are placed in the sentences? The verb tense used in both parts of the sentence (drink and get; opens and press; doesn't rain and die; and boil and changes) is simple present tense. As you see from the examples, each of the sentences can be spoken or written by using the subordinate or the main clause at the beginning of the sentence. What about the meaning? In all the sentences, the meanings indicate a fact that the fulfillment of the actions in the subordinate clauses (if-clauses) is a condition for the fulfillment of the actions in the main clauses. If you take the final statement as an example, 'If you boil water to 100 o c at sea level, it **changes** to steam', it is true to anyone anywhere that if one boils water to 100 o c at sea level, it changes to another state; that is steam. Discuss with your partner about the meanings of the other sentences in the examples. Discuss also about how you can use the comma in the sentences.



**Activity 4.9** Develop zero conditional sentences based on the given incomplete sentence parts in brackets. The first two are done for you as examples.

1. (I /wake up late / I /be late for work)  
If I **wake up** late, I **am** late for work?
2. (my husband /cook/ he /burn the food)  
If my husband **cooks**, he **burns** the food.
3. (Aster / not wear a hat / she / get sunstroke)
4. (children / not eat well / they / not be healthy).
5. (you / mix water and electricity / you / get a shock)
6. (people / eat / too many sweets / they / get fat)
7. (children / play outside / they / not get overweight)
8. (you / heat ice / it / melt)
9. (I / feel good the next day / I / go to bed early)
10. (I / cycle to work / the weather / be fine)



**Activity 4.10** Write the correct forms of verbs in brackets. An example is given to you.

**Tinsae, what do you do if your parents are at home?**

1. If my parents (stay) \_\_\_\_\_ at home in weekends, I have to help with housework.
2. If my mother (be) \_\_\_\_\_ at home, I do the washing up.
3. If she (not be) \_\_\_\_\_ at home, I wash the car or work in the garden with my dad.
4. If they (be) \_\_\_\_\_ at home on weekdays, I do my homework first and then go out.
5. If my father (not work) \_\_\_\_\_ in the evening, we play games on his computer.



**Activity 4.11** Match the clauses in Column A with those that correspond in Column B.

Column A		Column B	
1.	If a lion joins a group of other lions	a.	it can be heard over five miles
2.	If lions go hunting	b.	it usually stays with them for three years.
3.	If a lion roars	c.	they work in teams.
4.	If lions are active	d.	they establish their territory.
5.	If male lions use cent marking away.	e.	it is usually at night.



**Activity 4.12** Choose from the list of clauses given and complete the sentences below.

List of clauses

- they are blind for six days
- they show their affection
- the loser often dies
- they have to leave their mothers
- lions fight them off

1. If lions rub each other's heads,
2. If any strange males try to enter their territory,
3. If lions start fighting,
4. If cubs are born,
5. If male cubs are two years old,

*Adapted from, <https://www.e-grammar.org/conditional-0-exercises-pdf/>*

### 4.4.2 Conditional type 1 sentences

**Read the examples below and tell the difference between the verb forms of the zero conditional and conditional type 1 sentences.**

Examples

1. If it **rains**, you **will get** wet. OR You **will get** wet if it **rains**.
2. If you **don't hurry**, you **will miss** the bus. OR ou **will miss** the bus if you **don't hurry**.

#### **Note**

- Conditional sentence type 1 differs from the zero conditional in that the verb tenses are simple present and simple future in the subordinate and main clauses; and
- The meanings of the sentences refer to possible conditions and probable results.



**Activity 4.13 Complete the Conditional Sentences (Type I) by putting the verbs in parentheses into the correct form following the examples above.**

1. If you (send) this letter now, she (receive) it tomorrow.
2. If I (do) this test, I (improve) my English.
3. Senait (go)shopping if she (have) time in the afternoon.
4. Solomon (go)to Bahir Dar next week if he (get) a cheap flight.
5. If they (not study)harder, they (not pass)the exam.
6. If it (rain) tomorrow, I (not have) to water the plants.

## 4.5 Speaking Skills



The speaking activity in this Unit is related to the contents you have had in the reading passage of the Unit. Look at the pictures below and describe the pictures telling their names, where they are found and their importance.



Lalibela



Axum



**Activity 4.14** Dear learner! Find your partner and Take the set of questions in Column A and B for practicing conversations. You can extend the questions for more conversation. The first question is done as an example

Question set A	Question set B
○ How important is tourism to our country?	○ What is tourism?
○ What are the good and bad things about tourism?	○ Do you think tourism helps people in the world?
○ What are the major tourist attractions in our country?	○ Are tourists in our country or your community funny?
○ How does tourism change people's life?	○ What changes do you observe in tourist sites?
○ What does the government must do to develop the tourism industry?	○ What factors affect tourism?

Example

Student A: How important is tourism to our country?

Student B: I think tourism is important for generating income ....



Dear learner!

Is there any national park in your surrounding? What is it? (What are they?) In the writing section below, you will write sentences about a national park you know in your surroundings. You can use the information in the Table below as the way you can gather information about the national park to write sentences.

After you have written sentences about the national park you know, you will write a report which can be a paragraph. You will be writing about the place you have visited. A sample paragraph is given to you in a Box.

## 4.6 Writing Skills



### 4.6.1 Writing activity related to your knowledge



**Activity 4.15** Do you know a national park in your surrounding? Write 3 to 5 sentences about what kinds of animals are found in the park. Use the information given in the table for writing the sentences.

National parks	known for
Nech Sar National Park	mammal species Hippo, Zebra, Buffalo
Abiyata-Shala lakes National Park	
Mango National Park	
Others	

Example

Nech Sar National Park is located around my village and it is known for wild animals such as Hippo, Zebra and Buffalo.



### Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit four. Read each of them and put a tick (✓) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the zero and conditional ones.		
3	I can get the meanings of words from contexts.		
4	I can speak English very well.		
5	I can write paragraphs.		



## Answer keys



### Activity 4.1 Pre-listening skills

1. Have you practice speaking with your friend? Good. There is no wrong or right answer. You may talk about your experiences in visiting national parks, incidents happened to you, etc



### Activity 4.2 Listening skills

Dear learner! Look at the following answers and take corrections.

1. developed
2. species
3. wildlife
4. low and flat
5. Anuak and Nuer
6. Wild life, different resources, etc.



### Activity 4.3 pre-reading

Dear learner! You will have a variety of responses to question 1. There is no right or wrong answer because the purpose of the question is to help you raise their interest and stimulate their background knowledge in relation to national parks.

Meanings of words included in question number 2

reserve = resource

endemic = native

wildlife = untamed animals and birds

species = variety



### Activity 4.4 Reading comprehension True/False

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



### Activity 4.5 Matching

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



### Activity 4.6 Vocabulary

1. Amazes (paragraph 1, line 1) = surprises
2. stunning (paragraph 1, line 6) = beautiful

3. scenery (paragraph 1, line 12) = landscape
4. extraordinary (paragraph 2, line 4) = incredible
5. heath (paragraph 4, line 2) = open
6. inhabiting (paragraph 5, line 7) = living
7. expanse (paragraph 6, line 2) = space
8. ferry (paragraph 7, line 2) = boat
9. peak (paragraph 8, line 3) = mountain
10. soar (paragraph 8, line 9) = fly



**Activity 4.7 Matching phrasal verbs underlined in Column A with their meanings in Column B**

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



**Activity 4.8 Underlining and giving meanings to the pre-fixes.**

1. uniform = same
2. undeserved = not
3. disqualify = not
4. enable = cause to be
5. antioxidant = against
6. anterior = before
7. disjunction = opposite of



**Activity 4.9 Developing zero conditional sentences based on the given incomplete sentence parts in brackets. The first two are done for you as an example.**

1. (I / wake up late / I / be late for work)  
If I **wake up** late, I **am** late for work?
2. (my husband / cook / he / burn the food)  
If my husband **cooks**, he **burns** the food.
3. (Aster / not wear a hat / she / get sunstroke)  
If Aster **does not wear** a hat, she **gets** sunstroke.
4. (children / not eat well / they / not be healthy).  
If children **do not eat** well, they **are not** healthy.
5. (you / mix water and electricity / you / get a shock)  
If you **mix** water and electricity, you **get** a shock.
6. (people / eat / too many sweets / they / get fat)  
If people **eat** too many sweets, they **get** fat.
7. (children / play outside / they / not get overweight)  
If children **play outside**, they **do not get** overweight.
8. (you / heat ice / it / melt)



If you **heat** ice, it **melts**.

9. (I / feel good the next day / I / go to bed early)

If I **feel** good the next day, I **go** to bed.

10. (I / cycle to work / the weather / be fine)

If I **cycle** to work, the weather **is** fine.

(Adapted from 2016 [www.perfect-english-grammar.com](http://www.perfect-english-grammar.com))



#### Activity 4.10 Writing the correct forms of verbs in brackets.

- |           |             |
|-----------|-------------|
| 1. stay   | 4. are      |
| 2. is     | 5. does not |
| 3. is not |             |



#### Activity 4.11 Matching the clauses in Column A with those that correspond in Column B.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. c | 2. e | 3. a | 4. d | 5. b |
|------|------|------|------|------|



#### Activity 4.12 Choosing clauses

1. If lions rub each other's heads, **they show their affection**.
2. If any strange males try to enter their territory, **lions fight them off**.
3. If lions start fighting, **the loser often dies**.
4. If cubs are born, **they are blind for six days**.
5. If male cubs are two years old, **they have to leave their mothers**.



#### Activity 4.13 Completing the Conditional Sentences (Type I) by putting the verbs into the correct form following the examples above.

1. If you **send** this letter now, she **will receive** it tomorrow.
2. If I **do** this test, I **will improve** my English.
3. Senait **will go** shopping if she **has** time in the afternoon.
4. Solomon **will go** to Bahir Dar next week if he **gets** a cheap flight.
5. If they **don't** study harder, they **will not pass** the exam.
6. If it **rains** tomorrow, I **will not have** to water the plants.



#### Activity 4.14 Asking questions and giving responses.

Dear learner! This activity is to help you improve your oral skills mainly in asking questions and answering questions. There can be different ways of responses to the questions. The following possible responses are given for you as a guide.

---

**Question set A**

Student A: How important is tourism to our country?

Student B: there are benefits tourism can have for our country. For example, it can create jobs. Tourism can also increase income. Even, the communities around can have market.

Student A: What are the good and bad things about tourism?

Student B: Bad things may be cultural mix, and security issues. But, good things, tourism can bring development and civilization in general.

Student A: What are the major tourist attractions in our country?

Student B: In our country there are several tourist attraction places such as Aksum, Lalibela, Sophomore Cave and others.

Student A: How does tourism change people's life?

Student B: Tourism can change people's by getting employment, creating market and related opportunities.

Student A: What does the government must do to develop the tourism industry?

Student B: the government must construct roads, facilities and lodges for developing the tourism industry.

**Question set B**

Student B: What is tourism?

Student A: Tourism a kind of business that provide accommodation, services and entertainment to people visiting places.

Student B: Do you think tourism helps people in the world?

Student A: yes, tourism helps people by creating several opportunities of job creation, income generation and others.

Student B: Are tourists in our country or your community funny? Student A: to all, but some tourists are funny.

Student B: What changes do you observe in tourist sites?

Student A: There are changes such as infra-structure, a few lodges and entertainment places.

Student A: What factors affect tourism?

Student B: Tourism can be affected by security problem, management and political change.

**Activity 4. 15 Constructing sentences about nearby national parks.**

Dear learner! The purpose of this activity is to help you write sentences on factual information about the national parks. Try to write more on the parks and take correction based on the model or sample paragraph.

## UNIT FIVE

### Horticulture

#### Introduction



Dear learner! In this unit you will learn about Horticulture. The unit focuses on some experiences you or your friend may have on cultivating fruits, vegetables and flowers. Therefore, in addition to the listening, reading, speaking and writing exercises, there are important activities on vocabularies like phrasal verbs, and grammar elements such as conditional sentences.

#### Objectives

At the end of this unit you will be able to:

- ⌘ listen to a variety of texts with medium level understanding and transfer information,
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ realize the importance of horticulture for balanced diet,
- ⌘ recommend the use of horticulture in their surroundings,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ form words using suffixes,
- ⌘ extend their vocabulary using phrasal verbs,
- ⌘ use conditional sentences types 2 and 3,
- ⌘ construct conditional types 2 and 3 sentences,
- ⌘ participate in conversational practices, and
- ⌘ practice report writing

**Required study time = 15 hours**

### 5.1 Listening Skills



#### Activity 5.1 Pre-listening activity

***Dear learner! Look at the picture below and talk about your gardening experience with your friend around.***



Ethiopia rose urban agriculture in Addis Ababa



**Activity 5.2** Listen to the text very well and answer the following questions.

1. Ethiopia has potential for horticulture development due to the favorable climatic conditions, \_\_\_\_\_, \_\_\_\_\_ and affordable manpower
2. Ethiopia's horticulture products have had also a chance to penetrate into the \_\_\_\_\_ in the past two decades.
3. The abundant potential, the geographical proximity of the country to major international markets put the country in \_\_\_\_\_.
4. During that time, the horticulture sector has created some \_\_\_\_\_
5. The government has also facilitated loan access from \_\_\_\_\_ of Ethiopia and access to \_\_\_\_\_ for free.
6. What does horticulture do to people?

## 5.2 Reading Skills



Unity Park



**Activity 5.3** Before you read the passage, answer the following questions

***Dear learner!, you will read a passage on Health Benefits of Gardening. Before reading the passage answer the following questions.***

1. What do you feel about the gardens shown in the unity park above? What advantages you get from gardening experience? Discuss with your partner in your surrounding.

---

## Health Benefits of Gardening

1. The act of gardening goes back to thousands of years. If gardens are beautiful to look at, imagine the pride and sense of accomplishment that the creator of such beauty can feel.
2. Numerous studies have been undertaken which show that gardening offers many health related benefits. The most obvious benefit of gardening is that it can be a great way to relieve stress. Work, family commitments, and social engagements are just some of the things that take up chunks of peoples' lives. Planting the garden and then caring for the garden offers the gardener a simple and inexpensive way to unwind and relax. Gardening can help a person clear the mind.
3. Another health related benefit of gardening is that when people do their gardens, they are getting exercise. Even an activity as simple as gardening can contribute towards weight loss. Gardening gets a person outdoors, exposed to natural air, and refocused on a pleasant activity.
4. Gardening also offers nutritional benefits to those who choose to plant a vegetable garden. Creating a vegetable garden is a way of ensuring that there is a continuous supply of fresh vegetables to consume. Vegetable gardeners know exactly where their produce is coming from and they also know exactly what chemicals were used to grow the produce. Eating more vegetables, and especially home-grown vegetables, is a simple way to ensure that a body is getting a proper balance of vitamins and nutrients.
5. And finally, some studies even report that people who are exposed to gardens and gardening recover more quickly from illnesses. It seems that for many people, gardening is just what the doctor ordered.
6. Gardening can be a creative experience as well. It's one thing to throw some seeds down and then wait to see what grows. While gardening does not require that the participant have a degree in landscape architecture, a bit of planning will go a long way towards enhancing the beauty and the gardening experience overall.
7. And finally, the act of gardening teaches people the art of being patient. Unlike other activities, gardening does not produce instantaneous results. As such, a person who takes up gardening must wait for their rewards. Cut the flowers and vegetables, bring them inside and enjoy the sense of accomplishment that is gained from the benefit-rich activity called gardening!

*Adapted from The Fresh Reads: <https://www.thefreshreads.com>*





**Activity 5.4** Read the passage carefully and answer the following questions.

***Dear learner! The following questions can be answered by reading each paragraph of the reading passage above. Give your answers to each question. Question number one is done for you.***

1. What is the most obvious benefit of gardening?

Answer: The obvious benefit of gardening is that it can be a way to relieve stress.

2. According to the passage, what does a gardener do?  
3. What do vegetable gardeners know?  
4. State two benefits of gardening discussed in the passage.  
5. What does gardening teach people?

## 5.3 Vocabulary Development

### 5.3.1 Vocabulary taken from the reading passage



**Activity 5.5** Based on their contexts used in the reading passage, find the meanings of the following words.

***Dear learner!, the following words are taken from the reading passage. Read the sentence containing each one of the words carefully and work out the meaning from the context from which is the word is used. The first is done for you.***

1. relieve (paragraph 2, line 4) = reduce  
2. unwind (paragraph 2, line 8)  
3. contribute (paragraph 3, line 3)  
4. consume (paragraph 4, line 4)  
5. enhancing (paragraph 6, line 5)  
6. instantaneous (paragraph 7, line 3)

### 5.3.2 Pre-fixes



**Activity 5.6** Find the meanings of the following prefixes and give three examples for each using a dictionary or the internet. Two of them are done for you as examples.

Examples

1. ex-means out. E.g., extra, ex-ray, extension,  
2. mis-means ill, wrong. E.g., mistake, misrepresent, misunderstand.

3. pre \_\_\_\_\_.
4. re \_\_\_\_\_.
5. sub \_\_\_\_\_.

## 5.4 Grammar

### 5.4.1 Second Conditional & Third Conditional Sentences

***Dear learner! In Unit 4, you were introduced with the zero conditional and conditional sentences type I. Do you remember these examples?***

Examples

1. If it **is** cold, I **put on** a coat.
2. We **will stay** at home if it **snows**.



What do you call the conditional type in example 1? Yes, we call that type the zero conditional that is used to express facts. The second sentence shows a probable condition. In this Unit, you will learn the different conditional sentences called second conditional and third conditional sentences.

Examples

1. We **would stay** at home **if it snowed**.
2. If I **were you** I **would accept** the offer.
3. If I **hadn't arrived** in time, I **wouldn't have** gotten the bus.

***Compare the tense forms and the meanings of these sentences with those you studied in Unit 4. A summary note is given to you in the Table below.***

If-clause	main clause	meaning
is	put on	The actions are facts/general truths
will stay	snows	Probable conditions/ likely conditions to happen
would stay	snowed	Improbable conditions
were	would accept	Impossible conditions
hadn't been	wouldn't have gotten	Actions that were not done

### 5.4.2 Second Conditional Sentences

***Dear learner!, the second conditional sentences have the verb forms simple past in the if-clause and conditional (would/ should/ could/ might + infinitive) in the main clause. Such sentences show possible but very unlikely actions to be fulfilled.***



## Examples

1. If I **found** her address, I **would send** her an invitation.
2. You **would pass** the examination **if you studied** hard.



**Activity 5.7 Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.**

***Dear learner! The following are conditional type two sentences. Read each sentence and give the correct verb forms of the conditional type two. One is done for you.***

1. If I (be) \_\_\_\_\_ rich, my life (change) \_\_\_\_\_ completely.  
Answer: If I **were** rich, my life **would change** completely.
2. I (invite) \_\_\_\_\_ all my friends if (have) \_\_\_\_\_ a house by the beach.
3. If we (have) \_\_\_\_\_ a boat, we (sail) \_\_\_\_\_ Lake Hawassa.
4. If they (tell) \_\_\_\_\_ their father, he (be) \_\_\_\_\_ very angry.
5. We (help) \_\_\_\_\_ you if we (know) \_\_\_\_\_ how.
6. My brother (buy) \_\_\_\_\_ a sports shoes if he (have) \_\_\_\_\_ the money.

### 5.4.3 Third Conditional Sentences

***Dear learner! The third conditional sentence has past perfect verb form in the if- clause and would/ could/ should/ might +have+ past participle (modal perfect tense) in the main clause. Such conditional sentences indicate that the actions have impossible conditions to be fulfilled. They refer to actions that were not completed in the past.***

## Example

1. If I **had found** her address, I **would have** sent her an invitation.
2. You **would have** passed the examination if you **had studied**.



**Activity 5.8 Complete the Conditional Sentences (Type III) by putting the verbs into the correct form**

***Dear learner! The following are conditional type three sentences. Read each sentence and give the correct verb forms of the conditional type three. One is done for you.***

1. If you (study) \_\_\_\_\_ for the test, you (pass) \_\_\_\_\_ it.  
Answer: If you **had studied** for the test, you **would have passed** it.
2. If you (ask) \_\_\_\_\_ me, I (help) \_\_\_\_\_ you.
3. If you (speak) \_\_\_\_\_ English, she (understand) \_\_\_\_\_.
4. I (write) \_\_\_\_\_ you a postcard if I (have) \_\_\_\_\_ your address.
5. If it (not/ start) \_\_\_\_\_ to rain, we (walk) \_\_\_\_\_ to the museum.

6. If she (take) \_\_\_\_\_ the bus, she (not/arrive) \_\_\_\_\_ on time.

Adapted from <https://brainly.in/question>



**Activity 5.9 Complete the following sentences using the correct conditional type**

***Dear learner! Read each of the following clauses and notice their verb forms. Write the correct clauses on space provided. The first is done for you.***

1. If you choose the wrong plants for your garden, \_\_\_\_\_.  
Answer: *If you choose the wrong plants for your garden, it will not grow well*
2. If I had money, \_\_\_\_\_.
3. If you decided to stay here in Harar, \_\_\_\_\_.
4. If she had bought the ticket, \_\_\_\_\_.
5. If \_\_\_\_\_, the plants may not need fertilizer.
6. If \_\_\_\_\_, you would be good at English.
7. If \_\_\_\_\_, he might have won the tournament.
8. If \_\_\_\_\_, show would have bought a car.



**Activity 5.10 Complete the sentences**

***Dear learner! Complete the following sentences using the correct verb forms given in brackets. The first is done for you.***

1. If I (have) \_\_\_\_\_ wings, I (have to, not) \_\_\_\_\_ take an airplane to fly home.  
Answer: *If I **had** wings, I **wouldn't have** to take an airplane to fly home.*
2. This letter has got to be in Arba Minch in two days. I'm sure if I (send) \_\_\_\_\_ it today, it will arrive in time.
3. Hundreds of people became ill from eating contaminated meat during the last two weeks. If the kebele had responded more quickly to the crisis, fewer people (suffer) \_\_\_\_\_ from food poisoning.
4. (People, be) \_\_\_\_\_ able to fly if they (have) \_\_\_\_\_ feathers instead of hair?
5. What (we, use) \_\_\_\_\_ to look at ourselves when we comb our hair in the morning if we (have, not) \_\_\_\_\_ mirrors?
6. A: I don't understand anything in this class. It's boring. And I'm getting a failing grade.  
B: If I (feel) \_\_\_\_\_ the way you did, I (drop) \_\_\_\_\_ the class as soon as possible.
7. It's been a long drought. It hasn't rained for over a month. If it

(rain, not) \_\_\_\_\_ soon, a lot of crops (die) \_\_\_\_\_. If the crops (die) \_\_\_\_\_, many people (starve) \_\_\_\_\_ this coming winter.

8. If anyone else (bring) \_\_\_\_\_ extra guests to dinner, we (have, not) enough seats at the table.

9. If television (introduce) \_\_\_\_\_ to Ethiopia in the eighteenth century, King Theodros (interview) \_\_\_\_\_ regularly on the evening news.

10 A: I'm exhausted, and we're no closer to a solution to this problem after nine hours of work.

B: Go home and get some sleep, and I'll keep working. If I (discover) \_\_\_\_\_ a solution before morning, I (call) \_\_\_\_\_ you immediately.

11 A: I can't believe that you haven't finished that report. What will \_\_\_\_\_ I use in the committee meeting at noon today?

12 B: I'm really sorry. If I (know) \_\_\_\_\_ you would need it today, I (stay up) \_\_\_\_\_ all night last night and (finish) \_\_\_\_\_ it.

Adapted from GrammarBank.com, 2013



### Activity 5.11 Match the clauses in Column A with Column B.

**Dear learner! Read the if clauses given in column A and complete them with the clauses in column B. One is done for you.**

1. If she were not always so late, (h) she would be promoted.

Column A		Column B	
2.	If I had enough money,	A.	you will be very healthy.
3.	If you send this letter now,	B.	she would have passed the exam.
4.	If you eat an apple every day,	C.	we would travel the world.
5.	If she had studied,	D.	I would buy a big house.
6.	If we won the lottery,	E.	we wouldn't have missed the bus.
7.	If I miss the bus,	F.	I take a taxi.
8.	If you hadn't been late,	G.	my teacher gets angry.
9.	If I am late for class,	H.	she would be promoted.
		I.	she will receive it tomorrow.

## 5.5 Speaking Skills

### 5.5.1 Speaking activity based on the reading passage in the Unit



**Activity 5.12** Dear learner! Read the following dialogue several times and notice the language how Asefa and Maru ask and answer questions on the issues of gardening. Then prepare your own dialogue on gardening.

#### Dialogue on gardening experience

Asefa: Is there any garden that you like?

Maru: Yes, I love 'Gesho' garden in my neighborhood.

Asefa: Where is it?

Maru: It's in my grandmother's village.

Asefa: When did you first see it?

Maru: I accidentally saw it when I visited my grandmother.

Asefa: Why do you like the garden?

Maru: I love cutting 'Gesho'. The garden brings me closer to nature as well.

Asefa: What is special about the garden?

Maru: Gesho is important for preparing home made a drink called 'Tella' which is fresh and organic.

Asefa: Do you want to be a gardener?

Maru: Honestly, I can't be such a person.

### 5.5.2 Conversation on food items



**Activity 5.13** Based on the picture above and the questions in column 'A' and 'B' below, practice a conversation with your friend in your surrounding..

**Dear learner! Read each of the questions in column A and column B. Then, prepare your own dialogue in the form of 'student A' and 'student B' by giving answers to each question. One example is given below.**

Student 'A'		Student 'B'	
1.	What do you usually eat for breakfast?	1.	What do you usually eat for lunch?
2.	What's your favorite food? How often do you eat it?	2.	What's your favorite drink? How often do you drink it?
3.	What kinds of food do you know how to cook? Are you a good cook?	3.	Do you like shopping? Why?/ Why not?
4.	Give some examples of "healthy food". Do you think you eat enough healthy food?	4.	What do you want to drink after class?
5.	What do you want to eat after class?	6.	Are you hungry now? Why?/Why not?
6.	What is the strangest food you have ever eaten?	5.	What are some famous foods in your community? Do you like them? Describe them.
7.	Would you like to be a farmer and grow food? Why?/Why not?	6.	Would you like to work in a restaurant? Why? Why not?
8.	Do you think tea and coffee are good for you? Why? / Why not?	7.	Do you like spicy food? Why?/ Why not?
		8.	What kind of food do you have for holidays like a New Year?

*Example*

Student A: What do you usually eat for breakfast?

Student B: I usually eat bread with tea. But, I like to have eggs sometimes.

Student A: \_\_\_\_\_.

Student B: \_\_\_\_\_.

Student A: \_\_\_\_\_.

Student B: \_\_\_\_\_.

Student A: \_\_\_\_\_.

Student B: \_\_\_\_\_.

Student A: \_\_\_\_\_.

Student B: \_\_\_\_\_.

## 5.6 Writing Skills



**Activity 5.14** Write a paragraph that discusses the importance of horticulture development in Ethiopia. Your paragraph must answer the following questions

***Dear learner! The following questions can help you write a paragraph on Horticulture. Give answers to each of the questions and organize them into a paragraph.***

1. What kind of horticulture products are produced mostly in your community?
2. For what purposes are the products of horticulture used by the community?
3. What problems does the horticulture production face?
4. What does the government need to do for solving these problems?



### Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit five. Read each of them and put a tick (✓) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the second and the third conditional sentences.		
3	I can get the meanings of words from contexts.		
4	I can speak English very well.		
5	I can write reports.		

**Answer key: Listening Skills**

***Dear learner! The following model answers are given for you to compare them with your answers and get feedback.***

**Activity 5.1 Pre-Listening Skills**

1. Have you practice speaking on your in gardening? Good. There is no right or wrong answers. The purpose of the question is to help you raise your interest.

**Activity 5.2 Listening Skills**

1. fertile soil, huge irrigation potential
2. international market
3. an advantageous position
4. 200, 000 jobs
5. the development bank, land supply
6. a) helps income generation  
b) increases employment opportunity  
c) etc.

**Answer key: Reading Skills**

***Dear learner! The following model answers are given for you to compare them with your answers and get feedback.***

**Activity 5.3 Pre-reading**

1. From the Unity Park, I can learn a lot. The unity park can serve as a place for recreation. It can help us refresh ourselves, etc.
2. This question can be answered in two ways. The first, yes we have gardens. I take care of them by watering every week. I clean and dig them to help them grow fast. The second, no we do not have gardens in our home.

**Activity 5.4 Reading Skills**

1. A gardener usually plants the garden and then cares for it.
2. Vegetable gardeners know where their produce is coming from and what chemicals were used to grow the produce.
3. There are several benefits of gardening stated in the reading passage.



They include:

- gardening relieves one from stress.
  - Gardening helps people get exercise.
  - gardening could have nutritional benefits.
  - gardening could help people recover more quickly from illnesses.
  - gardening could be a creative experience.
  - gardening could teach people patience.
4. A bit of planning skill can help us enhance the gardening experience. (see paragraph 6)



### Answer key: Vocabulary development

#### Activity 5.5 Vocabulary

***Dear learner! The following model answers are given for you to compare your answers and get feedback.***

1. unwind (paragraph 2, line 8) = relax
2. contribute (paragraph 3, line 3) = impact
3. consume (paragraph 4, line 4) = eat
4. enhancing (paragraph 6, line 5) = increasing
5. instantaneous (paragraph 7, line 3) = immediate

#### Activity 5.6 Pre-fixes

1. pre=before      e.g., pre-election, pre-historic and pre-war
2. re= again      e.g., research, rewrite and reconsider
3. sub= under      e.g., sub-standard, sub-human and sub-Saharan



### Answer key: Grammar

#### Activity 5.7 Conditional sentences

***Dear learner! Look at the following model answers and compare them with yours for feedback.***

1. I **would invite** all my friends if I **had** house by the beach.
2. If we **had** a boat, we **would sail** Lake Hawassa.
3. If they **told** their father, he **would be** very angry.
4. We **would** help you if **we knew** how.
5. My brother **would buy** sports shoes if he **had** the money.



### Activity 5.8 Conditional sentences

1. If you **had asked** me, I **would have helped** you.
2. If you **had spoken** English, she **would have understood**.
3. I **would have written** you a postcard if I **had had** your address.
4. If it **had not started** to rain, we **would have walked** to the museum.
5. If she **had taken** the bus, she **would not have arrived** on time.



### Activity 5.9 Conditional sentences

1. If I **had money**, I **would buy** a car.
2. If you decided to stay here in Harar, I would take you to different places in the city for a visit.
3. If she had bought the ticket, she would have watched the game in the stadium.
4. If the soil is fertile, the plants may not need fertilizer.
5. If you read books, you would be good at English.
6. If he had practiced well, he might have won the tournament.
7. If she had had money, she would have bought a car.



### Activity 5.10 Conditional sentences

1. This letter has got to be in Arba Minch in two days. I'm sure if I **send** it today, it will arrive in time.
1. Hundreds of people became ill from eating contaminated meat during the last two weeks. If the kebele had responded more quickly to the crisis, fewer people **could have suffered** from food poisoning.
2. **Would** people **be able** to fly if they **had** feathers instead of hair?
3. What **can** we **use** to look at ourselves when we comb our hair in the morning if we **do not have** mirrors?
4. A: I don't understand anything in this class. It's boring. And I'm getting a failing grade.  
B: If I **felt** the way you did, I **would drop** the class as soon as possible.
5. It's been a long drought. It hasn't rained for over a month. If it **does not rain** soon, a lot of crops **may die**. If the crops **die**, many people **will starve** this coming winter.
6. If anyone else **brings** extra guests to dinner, we **will not have** enough seats at the table.

7. If television **was introduced** to Ethiopia in the eighteenth century, King Theodros **would have been interviewed** regularly on the evening news.
8. A: I'm exhausted, and we're no closer to a solution to this problem after nine hours of work.  
B: Go home and get some sleep, and I'll keep working. If I **discover** a solution before morning, **I will** call you immediately.
9. A: I can't believe that you haven't finished that report. What will I use in the committee meeting at noon today?  
B: I'm really sorry. If I **knew** you would need it today, I **would stay up** all night last night and **finish** it.



### Activity 5.11 Matching

Column A		Column B	
1.	If she were not always so late,(h)	a.	you will be very healthy.
2.	If I had enough money, (d)	b.	she would have passed the exam.
3.	If you send this letter now, (i)	c.	we would travel the world.
4.	If you eat an apple every day,(a)	d.	I would buy a big house.
5.	If she had studied,(b)	e.	we wouldn't have missed the bus.
6.	If we won the lottery, (c)	f.	I take a taxi.
7.	If I miss the bus, (f)	g.	my teacher gets angry.
8.	If you hadn't been late,(e)	h.	she would be promoted.
9.	If I am late for class,(g)	i.	she will receive it tomorrow.



### Answer key: Speaking

***Dear learner! The following model answers given for you to you compare your answers and get feedback or make corrections.***



### Activity 5.12 Dialogue

#### Dialogue on gardening experience

Mamo: Is there any garden that you like?

Deressa: Yes, I love 'Gescho' garden in my neighborhood. Mamo:

- Where is it?
- Deressa: It's in my grandmother's village.
- Mamo: When did you first see it?
- Deressa: I accidentally saw it when I visited my grandmother.
- Mamo: Why do you like the garden?
- Deressa: I love cutting 'Gesho'. The garden brings me closer to nature as well.
- Mamo: What is special about the garden?
- Deressa: Gesho is important for preparing home made a drink called 'Tella' which is fresh and organic.
- Mamo: Do you want to be a gardener?
- Deressa: Honestly, no. I'm not used to manual work.



### Activity 5.13 Dialogue

#### Student 'A'

- Student A: What do you usually eat for breakfast?
- Student B: I usually eat bread for my breakfast.
- Student A: What's your favorite food? How often do you eat it?
- Student B: My favourite is 'Shiro'. I always eat 'shiro' for my lunch.
- Student A: What kinds of food do you know how to cook? Are you a good cook?
- Student B: No, I am not a cook. But, I know how to prepare 'Chiko', and 'Kita'
- Student A: Give some examples of "healthy food". Do you think you eat enough healthy food?
- Student B: I think, 'Shiro' is one of the healthy foods. So, I think I eat healthy food.
- Student A: What do you want to eat after class?
- Student B: I usually want to eat 'Kolo' after class.
- Student A: What is the strangest food you have ever eaten?
- Student B: The strangest food I have ever eaten is 'Bombolino'.
- Student A: Would you like to be a farmer and grow food? Why? / Why not?
- Student B: Yes, I would like to be a farmer, because I want to grow enough vegetables and crops for my society.
- Student A: Do you think tea and coffee are good for you? Why? / Why not?
- Student B: I do not like coffee. But, I usually take tea in the morning and it could stimulate.

#### Student 'B'

- Student A: What do you usually eat for lunch?
- Student B: I usually eat porridge for my lunch.

- Student A: What's your favorite drink? How often do you drink it?  
 Student B: No, I do not have any favorite drink. I only drink water every day.
- Student A: What do you want to drink after class?  
 Student B: I usually want to have a glass of water after class.
- Student A: What are some famous foods in your community?  
 Do you like them? Describe them.
- Student B: There are several famous foods in our community. These are 'Shiro', 'enjera', porridge, and bread.
- Student A: Would you like to work in a restaurant? Why? / Why not?  
 Student B: Yes, like to work in a restaurant, because it could give me more skills and experiences of cooking.
- Student A: Do you like spicy food? Why? / Why not?  
 Student B: No, I do not like spicy food, because it causes my stomach ache.
- Student A: What kind of food do you have for holidays like a New Year?  
 Student B: In holidays like the New Year, I usually have meat with my



### Answer key: Writing



### Activity 5.14 Writing a paragraph

***Dear learner! The sample paragraph given below could also help you compare your own paragraph and get feedback.***

### Sample paragraph

In my village, different kinds of gardening can be done such as flower garden, vegetable garden and fruit garden. My favorite hobby is gardening. There is a small piece of land by the side of my reading room. I have made a flower garden in that land. There are different kinds of plants in my garden. These are rose, sunflower, cabbage etc. The flowers of the garden are of different sizes, colors and smells. Different kinds of flowers are bloomed in different seasons. There are many advantages of gardening. When a man sees different flowers, vegetables and fruits in his garden, his heart leaps up with joy. It helps him to forget sorrows and sufferings. It keeps our body and mind relaxes. It also relieves our monotony. Therefore, I spend my leisure time in my garden. I feel much pleasure working in the garden. My joys know no bound when my friends and neighbors come to visit my garden. I think, gardening is a source of health, wealth and pleasure.

**ENGLISH GRADE 9**  
**ASSIGNMENT FOR MODULE ONE (40-50 %)**  
**(TO BE SUBMITTED TO THE TUTOR)**

Name: \_\_\_\_\_  
Reg. No.: \_\_\_\_\_  
Address: \_\_\_\_\_  
Date: \_\_\_\_\_

***Dear Learner!***

***General Directions: This assignment has five parts such as speaking skills, reading comprehension, vocabulary, grammar and writing skills. Please do each of them carefully and make sure that your handwriting is neat and legible.***

**Part I: Speaking Skills**

***Direction: Complete the following dialogue using appropriate expressions. (4 points)***

Dialogue: Telephone conversation

Teshome: Hello, can I speak to Almaz?

Munna: This is Munna, who is speaking?.

Teshome: \_\_\_\_\_

Munna: Hi Teshome. What are you doing?

Teshome: Well, I'm going to Addis Ababa.

Munna: \_\_\_\_\_

Teshome: Our friend Belete is getting married tomorrow.

Munna: Great. I would like to attend the ceremony. Can we go tother?

Teshome: \_\_\_\_\_

Munna: I would not take more thirty minutes.

Teshome: Good. I here waiting for you.

Munna: \_\_\_\_\_

Teshome: Bye.

**Part II: Reading Comprehension**

***Direction: Read the following passage carefully and do the questions given. (10 points)***

**It's All Relative**

By John D. Whitman

In one sense, the twentieth century really began in 1879 in the town of Ulm, Germany. That year witnessed the birth of Albert Einstein, whose work would overturn the world of physics. By 1886, Einstein's family had moved to Munich, Germany, and Einstein continued his education there. When the family moved to Milan, Italy, in 1894, Einstein elected to remain behind. He tried to enter a school for electrical engineering in Zurich, Switzerland, but failed the entrance exam. Undaunted, Einstein entered a secondary school, where in 1900 he received a teaching degree in mathematics and physics.

He tried once again to enter a university, but again he was rejected. With the help of a friend, he obtained a job as a patent clerk in Bern, Switzerland. In that patent office, working in his spare time without close contact to any of the other great minds in physics, Einstein changed the world.

By 1905, Einstein had written three papers. Of these, the second was in many ways the most famous. It became known as the Theory of Relativity.

With this paper, Einstein tackled an idea that had nagged at him for years. It had already been proven that light always travels at the same speed. But what happens, Einstein asked, if we chase after a ray of light while we are traveling at the speed of light? We might guess that the light we're chasing would seem to stand still, or at least move more slowly, since we're going at the same rate. But Einstein proved that this was incorrect. Even if you could go that fast, light always seems to be moving away from you at the speed of light. This notion broke every rule of physics known at the time.

This discovery confirmed that many of the laws of physics aren't set in stone. Instead, Einstein's discovery seemed to point to the fact that laws give different results depending on where the observer is standing or how fast he is moving. In other words, results are only meaningful relative to your position in space and time. Nothing is fixed. It's all relative.

Einstein submitted his paper to the journal *Annals of Physics*, which was edited by Max Planck, one of the men whose work Einstein had used to create his own theory. Reading through the document, Planck realized



that, quietly and calmly, Einstein had turned the scientific world on its head.

**Instruction: Read each statement carefully and based on the passage above, say 'True', 'False' or 'Not discussed'.**

- \_\_\_\_\_ 1. Albert Einstein is best remembered for his work with physics.
- \_\_\_\_\_ 2. Einstein was born in Germany.
- \_\_\_\_\_ 3. Einstein was able to get into any school he wanted.
- \_\_\_\_\_ 4. Einstein received a degree in teaching.
- \_\_\_\_\_ 5. When Einstein worked in the patent office, he learned a lot from other scientists.
- \_\_\_\_\_ 6. Einstein married three times.
- \_\_\_\_\_ 7. Einstein's most famous work is his Theory of Relativity paper.
- \_\_\_\_\_ 8. Einstein set many laws of physics into stone.
- \_\_\_\_\_ 9. Einstein's theory of comparatively states that a body in motion perceives light differently than a body at rest.
- \_\_\_\_\_ 10. Max Planck was a close relative of Albert Einstein.

### Part III: Vocabulary from the module

**Direction: The following words are taken from your module. Find the meaning of each word and make your own sentences. An example is given. (10 points)**

Example

Word = meaning

Precious = valuable

Sentence = We should use our precious time effectively for achieving our goals.

hustle	act out	reward	favourite	huge
scary	scenery	peak	extraordinary	consume

**Direction: Add the negative pre-fixes in the box to the words in the sentences given. (6 points)**

Un-	in-	ir-	im	-dis-
-----	-----	-----	----	-------

1. It is \_\_\_\_\_ moral to make from the poor.
2. Ayele is a very \_\_\_\_\_ organized student. His desk is always \_\_\_\_\_ tidy and he is usually late for class.
3. The paragraph is \_\_\_\_\_ complete. You must write a conclusion.
4. It is not as such difficult to learn \_\_\_\_\_ regular verbs in English.
5. Moges \_\_\_\_\_ likes the new teacher. He thought her lectures were difficult to understand.
6. This exercise is \_\_\_\_\_ possible. I can't do it.

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**Part IV: Grammar**

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**Direction: Read the instructions of the following grammar exercises carefully to give a correct and appropriate answer. (10 points)**

**A. Fill in the blanks with the simple present tense or past tense of the verbs in parentheses.**

1. You \_\_\_\_\_ tired. (look)
2. Everyone \_\_\_\_\_ mistakes. (make)
3. Hana \_\_\_\_\_ English very well. (speak)
4. Monkeys \_\_\_\_\_ bananas. (like)
5. He \_\_\_\_\_ very fast. (type)
6. She \_\_\_\_\_ home alone. (go)
7. Aster \_\_\_\_\_ the highest grade in her English class. (get)
8. The program \_\_\_\_\_ at 9:00 P.M. (begin)

**B. Fill in the blanks with do, does, did, would or should**

1. The shoes were too small. They \_\_\_\_\_ not fit me.
2. Taye \_\_\_\_\_ not do well on the exam last week.
3. What \_\_\_\_\_ this word mean?
4. \_\_\_\_\_ she drink tea?
5. Who \_\_\_\_\_ that drawing?
6. Where \_\_\_\_\_ you buy that dress?
7. Every student \_\_\_\_\_ have a good dictionary.
8. \_\_\_\_\_ you like to play a game with me?
9. Children \_\_\_\_\_ not watch too much television.
10. You \_\_\_\_\_ not play with fire.
11. \_\_\_\_\_ you help if I asked?
12. Of course, I \_\_\_\_\_ help you!

**Part V: Writing Skills**

**Direction: Write a paragraph about your village or the area in which you are living. Make sure that your paragraph can give sufficient answers to the following questions. (5 points)**

1. Where do you live?
2. How many people do you think live in your area or village?
3. What do people commonly work for a living?
4. What special things do you have in your area?
5. Do you like your area? Why?

## My Village

[illegible]

