

Assessment**1. Speaking**

Your teacher will give out pictures that tell the life cycle of chicken, but they are in the wrong order. Put them in the right order. **Then**, tell your partner the life cycle.

2. Reading

Your teacher will give out a short text. It is about Life Cycle of a Chicken. He/She will also **ask** you some questions on the passage. Read the text and answer the following questions in your exercise book.

1. How long does it take for the eggs to hatch?
2. What are baby chickens called?
3. What happens first in the life cycle of a chicken?
4. What is the difference between hens and roosters?
5. What makes newly-hatched chicks different from some animal babies?

UNIT 6



AIR POLLUTION

Learning outcomes

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

- take note for details in the listening text;
- make meaning from the listening text;
- identify the main ideas of the reading text;
- extract details of the reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about the effects of Air Pollution;
- identify the form, meaning and use of Active and Passive Voice and
- use expressions for giving and receiving advice correctly and fluently.

Section I: Listening

Lesson 1

Pre-listening Activity



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

1. What is air pollution?
2. Is air pollution a new problem?
3. What causes air pollution?

B. Before you listen to the text, discuss the meanings of the following words in groups of three.

biomass combustion undeniable inhaling

A. Look at the following pictures and guess what the places are.



While-listening Activity

1. Listen as your teacher reads a text about air pollution. Write short notes as you listen, and be ready to discuss them in small groups.
2. Look at the table below and match Column A with Column B.

	Column A	Column B
1.	Air pollution in Ethiopia is caused mainly by ...	A. dirty air.
2.	Controlling air pollution has always been a challenge ...	B. vehicles.
3.	Using fuels in the home affects ...	C. rapid increase in the number of vehicle
4.	The growing problem of motor vehicle usage and industrialization adds to ...	D. women and children.
5.	One of the key transport-related air quality challenges is ...	E. in Ethiopia.

Lesson 2

Post-listening Activity

A. Write your answers individually and discuss in groups of four; then report them to the whole class.

1. What is the impact of air pollution on human health?
2. What effect does air pollution have on food, crops, and forests?

B. Ask your Biology/Environment Science teacher in groups of five about ways of preventing air pollution and report to the class.

Section II: Speaking

Lesson 3

Expressions for Asking and Giving opinions

Asking for an opinion:	Giving Opinions:
•What's your idea?	• I think that...
•What are your thoughts on all of this?	• I believe...
•How do you feel about that?	• In my opinion...
•Do you have anything to say about this?	• From/In my point of view...
•What do you think?	•My impression is that...
•Do you agree?	•My perspective is that...
•Wouldn't you say?	•In my experience...
	•It appears to me that...

A. Practise making a conversation



Act out the following conversation using the above expression.

A: What do you think about air pollution? I think it's really bad.

B: Yes. I think so, too. My grandfather said it was really nice back in the old days.

A: I wish we could breathe clean air. How can we reduce it?

B: Maybe by planting more trees?

A: Yes, that's a good idea.

Lesson 4

B. Hanan and Kedija, two friends, are talking about air pollution. In their conversation, they focused on the harmful effects of air pollution and how we can save the air. Act out the dialogue between the two friends about air pollution.

Hanan: Hi, Nadia! How are you?

Kidija: I am great. What about you, Hanan?

Hanan: I am fine. I have read an article recently about air pollution and I am very worried about the environment now.

Kedija: Why, what happened?

Hanan: I read that air pollution has been one of the main reasons behind so many health problems. And air pollution is going out of control.

Kedija: Oh yeah. I have read something too on this topic. Do you know how the air gets polluted?

Hanan: Most of the time, it gets polluted due to the presence of too many toxic gases in the air. It happens when all the vehicles leave black smoke. The big brick field mills are also responsible for that.

Kedija: Yes, you are right. And that's why we experience most air pollution in the big industrial areas.

Hanan: Yes, and this is one of the serious problems for the big cities.

Kedija: How can we come out of these problems?

Hanan: We need to plant more and more plants.

Kedija: Yes, that's right. But people are cutting trees now.

Hanan: Yeah, deforestation is another threat for us and it's a major reason behind air pollution. We need to stop it as soon as possible to save our environment.

Kedija: You are right. It was nice talking to you, Hanan.

Hanan: Same to you. See you later. Take care!

Lesson 5

A. Practise the following dialogue, including expressions of asking and giving opinions, about air pollution. The dialogue is between two friends, Nahom and Seyoum, on various effects of air pollution and the possible solutions to them. They met in a park and started a conversation.

Nahom: Hello, Seyoum. How're you?

Seyoum: Hey Nahom. I'm fine. What about you?

Nahom: I'm okay. It's a beautiful afternoon, isn't it?

Seyoum: Yes, it is. The air is so pure that you can breathe to your heart's content.

Nahom: Yes, but things are happening; I doubt the air will remain so pure in future.

Seyoum: What do you mean?

Nahom: I'm talking about air pollution. It's becoming a major problem in Ethiopia.

Seyoum: How does air pollution occur?

Nahom: Air pollution occurs from dangerous chemical materials which spread in the air, for example carbon monoxide, CFC, carbon dioxide, hydro carbon, sulphur dioxide, etc.

Seyoum: How are these substances produced?

Nahom: These substances are produced by human activities such as the use of vehicles emitting smoke, use of firewood, burning of bio-fuels, etc. Factory activities which use fuels also cause air pollution.

Seyoum: That's terrible! How can we solve this problem, then?

Nahom: We can start by planting more plants like flowers or trees in our houses. Trees absorb carbon dioxide from the air.

Seyoum: Yes, this is really important. Well, I should go now. Thanks a lot for making me conscious of the problem.

Nahom: You're most welcome. See you later, then.

Seyoum: Goodbye.

Section III: Reading

Lesson 6

Pre-reading Activity

Work individually and then discuss your answers in groups of three.

1. What can we do to improve air quality in Ethiopia?
2. Is clean air a human rights issue?

What can be done to improve air quality in Ethiopia?

According to the 2011 Welfare Monitoring Survey, biomass **fuel** is used in 95% of Ethiopian households. 85 per cent of these homes use wood for cooking. A difference was noted, however, between rural (90%) and urban (54%) areas which use wood as the primary source of cooking. Charcoal is used in urban areas as the second most (18%) common fuel for cooking compared to **its** almost negligible use in rural areas (0.2%). The use of cleaner fuels such as kerosene, LPG, and electricity for cooking is almost non-existent in rural areas. However, kerosene (5%) and gas/electricity (7.7%) are used in smaller proportions for cooking. Kerosene is used for lighting by a majority (88%) of the households in rural areas while only 64% used it in urban settings. Many rural areas are not connected to the national electricity supply, so they have no choice but to use kerosene.



In Addis Ababa, households use three times more clean energy for cooking when compared to rural areas. The access to electricity (88%) among urban dwellers is very high compared to **their rural counterparts** (4.9%).

A study conducted in Addis Ababa and Kebribeyah compared levels of fine particulate matter (PM2.5) and carbon monoxide (CO) before and after an intervention that substituted ethanol for kerosene as a fuel source. In Addis Ababa, reductions in the levels of PM2.5 were seen to be 64 per cent. It was a similar **reduction** in carbon monoxide, too, with levels dropping by 76 percent. In Kebribeyah, there was a noticeable reduction in average PM2.5 and concentrations of carbon monoxide of 94 per cent and 72 per cent, respectively.

What are the pollutants in Ethiopia's air?

Unit 6| AIR POLLUTION

4. Nitrogen dioxide (NO₂) was the only **pollutant** tracked continuously over a 24-hour period. Measurements were collated every three months for over two years on a large sample of almost 3,300 rural households that have children under the age of 5 years. This is twice as high as the WHO recommended guidelines for average annual 24-hour concentration. **This** indicates that children and caretakers, mostly mothers and grandmothers, are exposed to high concentrations of indoor air pollution in rural Ethiopia.

Another study carried out in 54 Addis Ababa homes reported that the 8-hour average carbon monoxide (CO) concentration was 16 ppm (parts per million). **This exceeds** the USEPA's 8-hr average CO level of 9 ppm in 48% of the households.

While-reading Activity



A. Write 'True' if the statement is correct and 'False' if the statement is incorrect according to the information in the passage.

1. Charcoal is used in urban areas as the second most common fuel for cooking.
2. The use of cleaner fuels such as kerosene and electricity for cooking is almost non-existent in rural areas.
3. In Addis Ababa, households use three times cleaner energy for cooking when compared to rural areas.
4. Children and caretakers, mostly mothers and grandmothers, are exposed to high concentrations of indoor air pollution in urban Ethiopia.
5. The access to electricity among urban dwellers is much higher compared to their rural counterparts.

Lesson 7

Reference Questions

B. What do the words in bold type refer to in the text?

1. **its** (Para. 1, line 5): _____
2. **their** (Para. 2, line 2): _____
3. **It** ... (Para. 3, line 4): _____
4. **This** ... (Para. 4, line 3): _____
5. **This** (Para. 5, line 2): _____

C. Vocabulary

The following words are written in bold in the reading text. Write their contextual meanings in your exercise book.

1. fuel _____
2. counterparts _____
3. reduction _____
4. pollutant _____
5. exceeds _____

Lesson 8**Post-reading Activity**

There are ways to reduce air pollution:

- Riding a bike or walking instead of driving
- Taking a bus
- Buying a car that has greater fuel efficiency
- Turning off lights and appliances when they are not in use
- Using energy efficient light bulbs and appliances
- Buying fewer things that are manufactured

Write a short paragraph individually on your contribution to clean the air and report to the class.

Listening II**Lesson 9****Pre-listening Activity**

A. Discuss the following questions in groups of three before you listen to the listening text.

1. What are the causes of air pollution in Ethiopia?
2. Is air pollution a problem in Ethiopia?

B. What do the following words mean?

burden exposure allergic tuberculosis pneumonia seeking

C. Look into the following picture and guess what the listening text will be about.

While-listening Activities

A. ☐  Listen to the text and choose the correct answers.

B. ☒

C. ☐

1. What is the second greatest cause of death?

A. asthma B. pneumonia C. common cold D. flu

2. A further two per cent of admissions were due to _____,

which was said to be due to the poor air quality.

A. tuberculosis B. pneumonia C. asthma D. common cold

3. According to the reading text, diseases like tuberculosis, respiratory tract infections, and asthma have a direct link with _____.

A. lack of awareness B. poor economic background C. poor air quality D. short memory

4. The number of people seeking hospital treatment as outpatients is _____.

A. very low B. very high C. low D. high

5. The effects of living near busy highways is/are _____.

A. respiratory symptoms and allergic sensitization B. hypertension sensitization

C. pneumonia symptoms D. lung cancer sensitization

Lesson 10

Post-listening Activity

Write a summary on the problem of air pollution in Ethiopia based on the following outline:

- Living near a high way
- Cause of lower respiratory infection and pulmonary disease
- Tuberculosis due to poor air quality
- Respiratory tract infection due to air pollution
- Asthma due to air pollution

Reading II

Lesson 11

Pre-reading Activity

Before you read to the text, work in pairs and share your answers to the following questions:

1. What are the main contributors to air pollution in Ethiopia?
2. How do industries contribute to air pollution?

Does industry contribute to Ethiopia's air pollution?

Most of Ethiopia's industry is classed as being agro-based as it contributes to well over 50 per cent of the country's GDP. Due to its location, the industry experiences favourable weather conditions which are ideal to support its agricultural businesses - items such as beverages and livestock products which include eggs, milk and meat, textiles and leather. It also produces apparel leather and processed meat products both for the home and export markets. Ethiopia's cash crop industry accounts for approximately 60 per cent of employment for its workers. The products vary from coffee to spices, beeswax to honey, fruit, flowers and vegetables, to name but a few. Ethiopian coffee is well-known and traded throughout the world, and its production provides employment for over 15 million workers. There are plans to increase production to over US\$ 2 billion by 2020.

Ethiopia has a growing construction industry which shows an 11.6 per cent annual rate of growth. Both residential and non-residential constructions continue to grow, thus creating more employment. The industry has been able to build low-cost homes for the benefit of low-income households.

While-reading Activity

Complete the following table based on the information in the reading text.

Some of the industries contribute to Ethiopia's air pollution.			
Name of the industry	products	Name of the industry	products
Agro-based industry		Cash crop industry	

Lesson 12



Post-reading Activity

- Do you know other industries which contribute to Ethiopia's air pollution? Mention their names and products.
- What should these industries do to reduce air pollution?

Ask an expert/refer from the library/online resources about the problem of air pollution caused by small factories and industries and their solutions, and then present what you find to the class.

Section IV: Grammar

Lesson 13

Active and Passive Voice

A. Change the following sentences in the active voice into the passive voice.

Example:

He helps us. (Active)

We are helped by him. (Passive)

1. Doctors treat patients.
2. Teachers teach students.
3. Parents bring up children.
4. We love our country.
5. Masons build houses.
6. Carpenters make furniture.
7. Mechanics repair cars.

Read the following text about how sentences in the Simple Present Active Voice are changed into Passive Voice.

When the active verb is in the Simple Present Tense, we make passive verb forms with **is/am/are** + the **past participle** form of the verb. Note that the object of the active verb becomes the subject of the passive verb. The subject of the active verb becomes the object of the passive verb. However, in most cases, the object is not mentioned in the passive voice.

She writes a story. (Active) (Subject – **She**; verb – **writes**; object – **a story**)

We have already learned that the object of the active verb becomes the subject of the passive verb. Therefore, when we change the above sentence into the passive, ‘a story’ becomes the subject.

A story is written by her. (passive)

She adores kids. (Active) (Subject – she; verb – adores; object – kids)

Kids are adored by her. (Passive)

B. Rewrite the given sentences in passive voice.

1. Tesfaye watches films.
2. The people speak English.
3. We play volleyball.
4. They sing a song.
5. She takes photos.
6. Tirfie does the housework.
7. The policemen help the children.
8. Mom waters the flowers.

Lesson 14

The Present Continuous Active and Passive

Rewrite the sentences in the active into the passive.

Example:

Ali is drinking a cup of tea.

A cup of tea is being drunk by Ali.

1. Anteneh is washing the car.
2. My mother is milking the cows.
3. His sister is taking a picture of him.

4. I am writing a poem.
5. They are not playing football.
6. Kebede is not wearing a suit.
7. Is she preparing the party?
8. Are they talking about the meeting?

Active sentences in the Present Continuous Tense have the following structure:

Subject + is/are/am + -ing form of the verb + object.

Passive sentences in the Present Continuous Tense have the following structure:

Object of the active sentence + is/are/am + being + past participle form of the verb + by + subject of the active sentence.

Examples are given below.

Active: I am reading a story.

Passive: *A story is being read by me.*

Active: The engine is driving the train.

Passive: *The train is being driven by the engine.*

Active: She is singing a song.

Passive: *A song is being sung by her.*

Active: The carpenter is making furniture.

Passive: *Furniture is being made by the carpenter.*

How do we change active sentences into passive when the verb is followed by a preposition? Read the following sentence:

My mother is talking to a stranger.

Here the noun ‘a stranger’ is the object of the preposition ‘to’, and not the verb ‘talking’. But this sentence can be changed into the passive:

Passive: *A stranger is being talked to by my mother.*

Active: The children are laughing at the old beggar.

Passive: *The old beggar is being laughed at by the children.*

Active: I am waiting for him.

Passive: He is being waited for by me.

Fill in the spaces with words to complete the Passive form of each sentence in the Present Continuous. The agent preposition 'by' is not required.

Example:

They are discussing the case right now. (Active)

The case is being discussed right now. (passive)

1. They are putting the books in the wrong place.
The books..... in the wrong place.
2. They are closing a lot of night clubs in this area due to the noise.
A lot of night clubs.....in this area due to the noise.
3. The dentist is doing some work on my teeth.
Some workon my teeth.
4. The local council are pulling down the old flats around here.
The old flats.....around here.
5. Somebody is using the coffee machine just now.
The coffee machine.....just now.
6. They are building a motorway across our land.
A motorway.....across our land.
7. Are the police watching that person?
Is that person.....?
8. Can you tell me if they are opening the pool now?
Can you tell me if the pool.....now?
9. Nobody is dealing with this problem.
This problem with.
10. They are not cutting down these trees in the end.
These trees in the end.

Lesson 15

A. Learn how to change negative sentences into the passive.

When a negative sentence is changed into the passive, '**not**' will come between **is/am/are** and '**being**'.

Active: She is not writing a story.

Passive: *A story is **not** being written by her.*

B. Study how to change an interrogative sentence into the passive and do the activities below.

The passive forms of these sentences will begin with the verb *to be* (**is/am/are**).

When the active sentence begins with a question word such as, **when, whose, why, which** and **how**, the passive sentence will also begin with a question word.

When the active sentence begins with **who** or **whose**, the passive sentence will begin with ‘**by whom**’ or ‘**by whose**’. When the active sentence begins with **whom**, the passive sentence will begin ‘**with who**’.

Example:

Active: Are the masons building a house? (Active)

Passive: *Is a house being built by the masons?* (Passive)

1. **Active:** Who is waiting for you?

Passive:

2. **Active:** Whom are you waiting for?

Passive:

3. **Active:** Why is he not learning his lessons?

Passive:

4. **Active:** Whose father is helping you?

Passive:

Section V: Writing

Lesson 16

Match causes of air pollution with their effects and then write a paragraph with the complete sentences you have created.

Causes of air pollution	Effects of air pollution
the burning of fossil fuels ...	heart disease
industrial emissions ...	lung cancer
indoor air pollution ...	respiratory disease
wildfires ...	damages to people's nerves, kidneys, liver and other organs
microbial decaying process ...	
transportation ...	
open burning of garbage waste ...	

Assessment

1. Reading

Your teacher will give out a short reading text on air pollution and ask you some questions. Write your answers in your exercise book. Answer the following questions based on your reading of the passage.

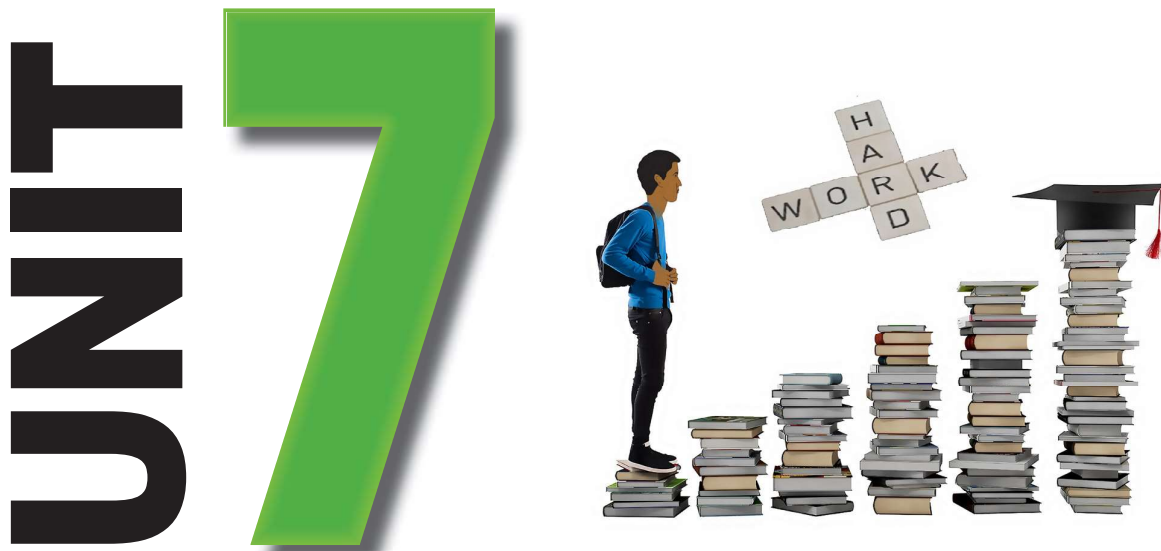
1. A university study suggests that up to 40% of the world's premature deaths are caused by _____.
2. _____ regions are often contaminated with air pollution.
3. What do open windows and fans that extract smoke provide?
4. The article implies that most of China's air pollution is caused by _____
5. According to the article, where is cancer the leading cause of death?

2. Speaking

Your teacher will ask you to give your opinion about the causes and effects of air pollution. The teacher will also ask you to support your answer with facts. Use information from the Unit and the short text on air pollution given to you by the teacher to answer the following questions:

- What are the causes of air pollution?
- What causes indoor air pollution?
- What are the effects of outdoor air pollution?

Write your answers in your exercise book and use them when you speak to the class.



HARD WORK

Learning outcomes

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

- identify the main ideas and important details from the listening text.
- identify the main ideas and supporting details of the reading text .
- identify and extract the main ideas and details from the reading and/or listening text.
- produce a written response based on textual information (listening and reading texts).
- discriminate meanings of words as used in the texts(listening and reading texts)
- define /tell new words related to hard work.
- use new vocabulary words correctly in a sentence and comprehend their meaning in the texts.
- orally express opinions and attitudes; express agreement and disagreement.
- write their own sentences using new words learnt from the texts .
- write a paragraph that express argument stating evidence, examples and support.
- use and differentiate between direct and indirect speech and
- use the past perfect tense correctly and effectively

Section I: Listening

Lesson 1

Pre-listening Activity



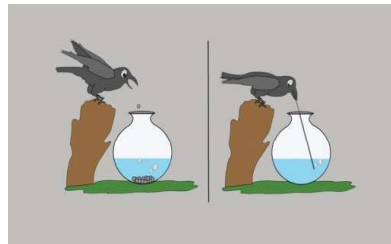
A. Answer the following questions in pairs.

1. Are you exclusively engaged in your studies?
2. What specific things do you do in your class?
3. What do you like most about your studies/your subjects?
4. What are the most interesting and most difficult parts of your student life?
5. Can you tell us some characteristics of hardworking people? Students? Teachers?

B. Examine the following diagrams and decide which of the pictures represents smart work and which hard work. Why? What does smart work constitute? What does hard work constitute?



A.



B.



C.



D.

C. Vocabulary

Read the following words slowly. You may use an English-English dictionary for more information.

hard work

beneficial/benefit

achieve/achievement

persist/persistent

patience

fortune

Listening 1

While-listening Activity

Listen to a text on Hard Work and answer the questions that follow.

I. List down qualities of hardworking people in general according to the information in the listening text.

•	_____
•	_____
•	_____
•	_____

II. Choose the best answer based on the information from the listening text.

- A. ☐
B. ☒
C. ☐



- A hard working student is _____.
A. honest B. dedicated C. helpful D. lazy
- 'Hard work always pays off.' *This means* _____.
A. Hard work is tiresome. C. Hard work may not lead to success.
B. Hard work is rewarding. D. Hard work punishes lazy students/workers.
- Optimal management of time and efforts:
A. relates to dividing your time between specific activities.
B. relates to the amount of work/the number of hours used to complete an activity/a particular task
C. it is most desirable or satisfactory D. All
- Does the speaker suggest the need to be only a harder worker? Yes () No ()

III. Fill in the blank spaces with appropriate words from the text (No. 5) and give a complete response (Nos. 6 and 7).



- Hard work needs _____ and _____.
- What is the sign of being a hard worker?
- What are the benefits of hard work?

IV. Write True or False based on the listening text. Write the answers in your exercise book.



- Hard work demands wanting fast results.
- There is no short cut to success.
- Hardworking people believe in the product.

Lesson 2

VOCABULARY

A. The following words under Column 'A' are taken from the listening text.
Find their contextual meaning from Column 'B'.

	Column A	Column B
1	absurd	A. do/does not work; lazy
2	distressed	B. to delay doing something until later
3	lazy	C. a thing that diverts someone's attention
4	height	D. very unhappy, worried, or upset
5	optimal	E. unreasonable, completely stupid, illogical, inappropriate or impossible to believe
6	pays off	F. not willing to work or do any activity that needs effort
7	idle	G. high level of activity or success
8	procrastinate	H. best or most favourable
9	distraction	I. brings some benefit



B. Fill in the blank spaces with words given in the box below.

height	lazy	optima	idle
pay off	distressed	distraction	

- Under _____ conditions, these plants grow quite tall.
- An example of _____ is the top achievement of someone's career.
- They were given ample time to study, but he was too _____ to read.
- The student was _____ by his exam result, 45 out of 100, which was the least _____ from the rest of the class!
- All those weeks of studying will _____ when you take the exam.
- Many students were made _____ as the schools closed down due to the Covid 19 pandemic.
- We have work to do and it is essential that there are no _____.

Lesson 3

Listening 2



A. Listen to a text on Smart Work and answer the questions that follow.

While-listening Activity

1. Fill out the table with information from the listening texts.

Hard work	Smart work
-	-
-	-
-	-

2. What is the difference between hard work and smart work?

3. Which is better - hard work or smart work?



B. Write True or False based on the listening text.

4. Achievement without hard work is impossible. _____

5. Hard work is more important than smart work. _____

6. Smart work is more important than hard work. _____

7. Do you agree to the following statement?

“Don’t only be a hard worker; be both a hard worker and a smart worker.”

VOCABULARY

A. The following words under Column ‘A’ are taken from the listening text

(2). Find their contextual meaning from Column ‘B’.

	<u>A</u>	<u>B</u>
1	exclusive	A. succeed in doing or completing something
2	dual role	B. something that you hope to achieve
3	deny/denying	C. an attempt to do something; activity done towards an aim
4	master	D. strong and powerful emotion
5	fruit	E. be unsuccessful; not do well enough

6	ensure	F. a state of being fully informed about or a description or an indication of what something is like
7	precious	G. strongly wished for or wanted
8	desired	I. rare or very necessary and not to be wasted
9	picture	J. make certain that something happens or is done
10	fail	K. the result or reward of work or activity
11	passion	L. to learn something thoroughly so that you know it
12	effort	M. refuse to admit the truth or existence of something
13	goals	N. consists of two roles, aspects, elements
14	accomplish	O. limited to a particular person, thing, or group and not shared with others



B. Fill in the blank spaces with words given in the box below.

picture	precious	exclusive	accomplish
dual role	deny	master	fruits
ensures	desired	fail	passions
effort	goal		

1. My friends had a rather distorted _____ of my life.
2. Human skills are the nation's most _____ resource.
3. The road is for the _____ use of residents.
4. We didn't _____ much at work this week.
5. I had the _____ of director and English teacher.
6. Officials continue to _____ that drug use is widespread in the sport sector.
7. She never managed to _____ the Greek language.
8. She enjoyed the _____ of her hard work.
9. Our new system _____ that everyone gets paid.
10. Foreign donations abroad did not have the _____ effect.
11. Most people who try to lose weight _____ dismally.

12. _____ run high when marriages break up and children are involved.
13. I have made an _____ to drink less tea and coffee.
14. Our _____ is to provide a good standard of education.

Post-listening Activity

Answer the following questions first individually and then in groups of four or five.

1. What is your opinion on the topic of hard work in contrast to smart work?
2. What do you do when you have to choose between hard work and smart work? You may be asked to share it with the rest of the class. Be prepared!

Put a tick (✓) in the right column of the table: Hard Work (HW), Smart Work (SW), or both?

	Description of Work Type	HW	SW	HW& SW
1	Haimanot works long hours to complete her work without any short cuts. She gets good results but she found the process is long and stressful. She decided to get the same results but with planning and prioritization of tasks. In school, the trend of examination questions for the grade six national examinations is repetitive. The questions asked in the last few years would be asked again. She realized this after her first semester and she has learnt this from her elder brothers and sisters. Since then, for the examinations, she would only study the previous 5 years' grade six national exam questions. For the rest of the semester, she said, she would focus on studying everything else. Therefore, she works to study all the textbooks for her own knowledge to score well in the examinations.			

2	<p>Student Bala: I cannot concentrate on one work/task for long periods of time. I'd rather work to achieve more in short time spans. I have developed my own process to work: as soon as I am assigned a task/homework/assignment, I spend 15 minutes researching about the same. Then, I take 5-10 minutes to note down any questions that I might have. Over the next 20 minutes, I try to break down my task into: 1) actionable steps to be taken 2) the goal to be achieved. If the teacher has a few minutes to spare, then I try to get clarity on my questions. If not, I focus on steps which I have the most clarity on and start there. It allows me to start homework/an assignment feeling focused and positive. In order to be more productive, I have short breaks in between my work to stay engaged.</p>			
3	<p>Student Ujullu works towards having improved average scores in all of his grade six subjects. He works on his assignments and then studies three different subjects, be it mathematics or science, through memorization.... He reads his math notes and explanations from the text books as many times as possible until he understands how to go about it...the way he reads social studies. He does not go to bed before midnight.</p>			



Answer the following questions in complete sentences, first individually and then discuss in groups of three or four.

3. Which do you prefer over the other: hard work or smart work? Why?
4. What do you think is more important: hard work or smart work?
5. Would you consider yourself a hard worker or a smart worker?

Section II: Speaking

Lesson 5

Expressing opinion

Rehearse the notes below slowly with an intention of recalling as many of them as possible. Then, you will have pair and small-group work.

Stating opinion	Asking for opinion
*In my opinion ...	*What's your idea?
*The way I see it ...	*What are your thoughts on all of this?
*If you want my honest opinion ...	*How do you feel about that?
*According to Bereket ...	*Do you have anything to say about this?
*As far as I'm concerned ...	*What do you think?
*If you ask me ...	*Do you agree?

Activity 1: In pairs, recall as many phrases/expressions of stating an opinion and asking for an opinion. Work in turns.

Lesson 6

Expressions of agreement:	Expressing disagreement
* <i>I agree with you 100 percent.</i>	* <i>I don't think so.</i>
* <i>That's so true.</i>	* <i>I'm afraid I disagree.</i>
* <i>That's for sure.</i>	* <i>(strong) I totally disagree.</i>
* <i>You're absolutely right.</i>	* <i>(strong) I'd say the exact opposite.</i>
* <i>Absolutely.</i>	* <i>That's not always true.</i>
* <i>That's exactly how I feel.</i>	* <i>No, I'm not so sure about that.</i>

Activity II: Review/Revise useful phrases or vocabulary on agreement.

Read and reread (rehearse) the expressions listed above. Then, work in pairs. Your partner covers the expressions with his/her **palm** and asks you to recall the phrases or expressions listed. Tell him or her.

Activity III: Review/Revise useful phrases or vocabulary on disagreement.

Activity IV: Individual work: Agreeing and disagreeing with statements

You are given three situations. Write down your individual answers.

Identify the right phrases for agreement and disagreement.

1. Hard work is more important than luck.
2. Hard work is more important than smart work.
3. Money is more important than hard work.

Lesson 7



Activity 3: Pair work

Now talk to your partner using expressions of opinion, agreement, and disagreement. Your partner shall respond to you with appropriate expressions of agreement and disagreement.



Activity 4: Small-group work

Work in a group of four or five. Use the statements given to practise the target phrases and statements for asking for opinions, stating opinions, expressing agreement, and expressing disagreement.

Lesson 8

Activity 5: Whole-class discussion

Some people believe that success is about hard work and determination. Others think that success has a connection with money and personal appearance. Discuss both views. Give your opinion and some of your own experiences or observations. You express your opinions using some of the phrases (phrases/expressions of expressing agreement and disagreement) studied.

Section III: Reading

Lesson 9

Pre-reading Activity

A. Answer the questions below before you read the passage.

1. What does a hardworking student mean? A hardworking businessperson?
A hardworking athlete?
2. Have you heard about Haile Gebresillasie? Is he an athlete or a businessman now?
3. Do you know these words?
 - athlete
 - businessperson/businessman/businesswoman
 - entrepreneur

B. The following are common words used to describe someone who works hard. Which ones do you think would be used in the following passage? Put a cross (X) next to the words. Read quickly through the text to check whether your guesses were right.

• conscientious ()	• tireless ()	• patient ()
• diligent ()	• productive ()	• hardworking ()
• industrious ()	• committed ()	• disciplined ()

While-reading Activity

A. Read the text below and answer the questions that follow.

Hard Work

1. Haile Gebrselassie is the most famous man in Ethiopia. He was born on April 18, 1973 in Asella, Arsi Province, Ethiopia. One of ten children, he watched his father farm wheat and maize and tend to his cows and sheep. His parents had poor backgrounds. **He** used to run barefoot 10km to school every day, carrying his school books. While in high school, a 14-year-old Haile pleaded with his teachers to compete in the local marathon. He was the youngest in the competition, but was at least 60 metres ahead of the rest when he eventually won. The prize was a dollar. Overnight, he became a school hero.

2. Haile moved to Addis Ababa as a 15-year-old and lived with his brother, Tekeye, who was a marathon runner, borrowed his shoes, and entered a marathon - the Abebe Bikila Marathon - finishing 99th in two hours and 48 minutes. Haile said his first race was a 1,500m school race. Although he was younger than the other competitors, he started off fast and held on to win. As a youngster, **his** big running hero was fellow Ethiopian Abebe Bikila - who won Olympic gold in 1960. Haile is an Olympic and world champion. He has won major titles at all distances from 1500 metres to the marathon. During his career, he broke 27 world records and is widely considered one of the greatest distance runners of all time. In 2000, Haile successfully defended his 10,000 metre title and defeated Paul Tergat in the margin of 0.09 seconds - the closest of all **their** titanic battles, according to reports of journalists.



On September 25, 2000, Haile narrowly beating the great Paul Tergat in Sydney, Australia

3. Asked about how he manages to retain the enthusiasm to keep training and racing into his 40th year, Haile replied: “You know, there is no secret. I am just always very careful when I’m training. All athletes need three things: commitment, discipline, and hard work. Without **that**, it’s hard to keep running for a long time.” Haile’s training philosophy is training hard at a steady pace. He likes to train at Entoto, Addis Ababa, because at 3,000m altitude, **it** is perfect for long distance running.

4. Haile Gebreselassie announced his retirement from competitive running in May 2015 and focused more on his businesses in Ethiopia. Haile is now one of Ethiopia’s most successful businesspeople and **busy entrepreneurs**. He employs over 3,000 people in several businesses; he is involved in real estate projects; and he owns four hotels and a coffee plantation. Haile’s burgeoning businesses are so many and so varied. He owns Marathon Motors, a vehicle business that also assembles and distributes Hyundai cars, which recently rolled off the first electric car from its assembly plant. The company assembles 36 cars per day.



The Newest Haile Resort, Adama

5. Haile Hotels and Resorts is situated in various parts of Ethiopia. It was established in 2010, by opening Haile Resort in Hawassa. Since then, the company has increased its destinations to four, by opening Haile Hotel Shashemene, Ziway Resort, and Yaya Africa Athletics Village. He gets an income of not less than 30 million Birr a month only from the hotel and real estate business; it doesn't include the car business. "My business and what's happening now is the result of 25 years," he told the journalist at an interview. Haile also has coffee plantations, a cinema hall, gymnasiums, and schools. Coffee farming in 1,500 hectares of land has already proven to be a lucrative business. The coffee plantation has created jobs for about 600 people.

6. Haile Gebreselassie tells the secret behind his business success: "In business, you have to plan and wait. What I learnt is patience. A marathon is like a two-hour-plus of running. The 10,000m is less than 30 minutes. The same thing when I switch from running to business - I learnt more patience." He strongly believes that discipline is the most important part. "Without discipline, you can't achieve anything; talent alone is not enough," said Haile.

1. One of the following words does not describe Haile's engagement in business. Which one is it?

A. diversified B. mixed C. fixed D. varied

2. How profitable do you think is Haile's investment on coffee plantations?

3. How old is Haile Resort in Hawassa now?

4. When did Haile focus on marathons and road races in his career?

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5. Which of the following adjectives describe Haile based on your reading of the passage?

patient	negligent	disciplined	talented	busy
inactive	committed	hardworking	careless	

B Meaning in context: Fill out the following table with words from the reading text.

Find a word:		
Para. No.	Meaning	Word used in the text
1	<i>popular or well-known</i>	
2	a competition between runners to see which is the fastest in covering a set distance	
2	an occupation undertaken for a significant period of a person's life with opportunities for progress	
2	<i>won</i>	
4	<i>growing or developing quickly</i>	
5	<i>bringing a lot of money</i>	
4	<i>(of a product) issued from an assembly line or machine</i>	
6	change; an act of changing to or adopting one thing in place of another	

C. Write True or False based on the passage.



7. Haile belonged to a well-to-do family.

8. Haile undermines talent.

9. Haile has a monthly income of about 30 million Birr from all of his businesses.

D. Give short answers to the following questions.



10. Haile has a precondition for investment. What is it?

11. Who is Haile's role model in athletics?



E. References: What do the following words refer to?

1. **He** ... (Para. 1) refers to _____
2. ... **his** (Para. 2) refers to _____
3. ... **their** (Para. 2) refers to _____
- 4.... **that** (Para. 3) refers to _____
- 5.... **it** (Para. 3) refers to _____
6. The phrase “**busy entrepreneurs**” (Para. 4) refers to _____

Lesson 10

Post-reading Activity

A. Answer the questions below. Discuss your answers in groups of five.

1. Do you agree with Haile’s view of success in business in the last paragraph?
Why? Why not?
2. Do you know any person who escaped from the yolk of poverty and has become richer or a very successful business person? What qualities of hard work does the person have?

B. Read the instruction below and respond accordingly.

Conduct some inquiry by reading newspapers or magazines or asking your teachers, parents, elder brother and sisters, or any person from your neighbourhood and write a brief report. You will discuss in groups about your findings later in class. Your teacher may also ask you to present it to the whole class.

Reading 2

Before reading the text on ‘The Successful Businesswoman’, describe and interpret the diagram below.



While-reading Activity



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

1. Bethlehem was born in rural Ethiopia.
2. Bethlehem had a well-to-do family background.
3. Sole Rebels products were environmentally friendly.
4. According to the passage, there is no other shoe company in the world certified by the World Fair Trade Organization except for Sole Rebels.

The Successful Businesswoman

1. Bethlehem Tilahun was born in the Zenebework area of Addis Ababa. She spent her childhood in **this poor district**. Despite coming from a humble background, she attended public primary and secondary schools, and then went on to study accounting at Unity University. She managed to earn a degree in accounting in 2004 at the age of 24. Her parents worked at a local hospital.

2. As stated, she grew up in a disadvantaged neighbourhood and she had an ambition to fight against unemployment in Addis Ababa. *“I wanted to do something that would give job opportunities to people around me. I immediately thought: I have to start a small business,”* she told her interviewer.



Bethlehem Tilahun, an Ethiopian entrepreneur who founded Sole Rebels, a footwear company using recycled tires

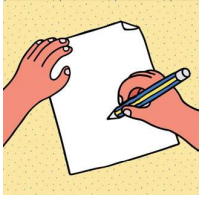
3. Therefore, after working for a year as an accountant, she decided to quit her job, with one idea in mind: becoming an **entrepreneur**. She **launched** a shoe company using **recycled** tires, a cheap and available raw material. Sole Rebels was **founded** in early 2005. It provided ecologically and economically sustainable jobs for her community. The first two years of the company were not easy, given the challenge to find the best design for its shoes. After two years, she finally managed to find the best design which became successful. In 2012, the brand had stores in 20 countries. Sole Rebels shoes are sold in London and New York. In 2016, the company sold 125,000 pairs of shoes and it had created 1,200 jobs. From its opening until 2018, Sole Rebels had created 1,200 jobs in Ethiopia. At the end of 2015, its international stores **generated** more than 600 jobs in the countries where they are located. With an **annual revenue** of about \$15 million, Sole Rebels is the first African consumer brand to open retail stores around the globe, with locations in 55 countries. According to the passage, **it** is the only **footwear** company on the planet to be certified by the World Fair Trade Organization.

4. The young entrepreneur managed to make her business successful working in partnerships with internationally known business enterprises. In addition to her shoe brand, she also launched «The Republic of Leather », a collection of luxury items made from leather. In 2016/2017, she also launched “Garden of Coffee”, in Addis Ababa, which promotes Ethiopian coffees.

5. Bethlehem’s entrepreneurial success has earned **her** several distinctions. Among the many, the following can be stated: In 2011, she was chosen by the World Economic Forum as a Young Global Leader; in 2012, she was named as one of “Africa’s Top 5 Female Entrepreneurs” by Business Insider; in 2013, she was named as one of the “25 Most Influential Women in Africa” by The Guardian; and in 2014, her company was named the fastest growing African brand company.

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

1. When did Bethlehem become an entrepreneur?
2. At what age did Bethlehem become an entrepreneur?
3. How much does Sole Rebels earn in a year?



C. References

- 1... **this poor district** (Paragraph 1) refers to _____
- 2.... **it** (Paragraph 3) refers to _____
3. ... **her** (Paragraph 5) refers to _____

D. Matching

Match the following words in Column ‘A’ with their meanings in Column ‘B’. Write your answer in your exercise book.

Column ‘A’	Column ‘B’
1. named	A. a strong desire to do or achieve something
2. footwear	B. a person who sets up (creates) a business or businesses
3. revenue	C. to give up employment
4. annual	D. start an enterprise
5. generate	E. use again; convert into reusable material
6. chronic	F. lasting for a long time; difficult to get rid of
7. recycle	G. produce something or cause (something) to be produced
8. launch	H. covering the period of a year; happening every year or once a year
9. quit	I. the total income produced; the gross income returned by an investment
10 .entrepreneur	J. an item of clothing that is worn on the foot; shoes, sandals, etc.
	K. nominated; chosen; selected; mentioned; identified

E. Use the words from the box below and complete the sentences.

quit revenue chronic entrepreneur generate

Example: She has been named Business Woman of the Year.

1. He was a successful _____ and farmer.

2. Alemu had lost his parents and had to _____ College to raise his little sister.
3. The country has a problem of _____ unemployment and rampant crime.
4. This business should _____ a lot of revenue.
5. The factory lost _____ because of the strike by the workers.



F. Complete the following sentences (1-6) with words from the box.

footwear	ambition	launch
annual	chronic	recycled

1. Niyana's _____ is to become a medical doctor. Her _____ made her work hard.
2. Dingamo is planning to _____ his business.
3. The _____ plastic is made from a range of waste plastics.
4. The organization has a large _____ budget.
5. Be sure to put on the correct _____ to prevent yourself from injuries.
6. _____ poverty remains the greatest obstacle to fulfilling children's needs.

G. Which of the following adjectives describe Bethlehem? Put a tick (✓) in the parentheses.

- | | | |
|--------------------------|--------------------------|---------------------------|
| A. lazy () | D. careless () | G. ambitious () |
| B. successful () | E. optimistic () | H. pessimistic () |
| C. creative () | F. flexible () | I. hardworking () |

Post-reading Activity



1. Complete the following summary of the reading text with appropriate words from the passage.

Bethlehem Tilahun was born in the Zenebework area of Addis Ababa. She _____ (1) her childhood in this poor district with neighbors of disadvantaged background. She _____ (2) public primary and secondary schools. She _____ (3) to earn a degree in accounting in 2004 at

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Unity University. Bethlehem had an _____ (4) to fight against _____ (5) by creating job opportunities to people around her. Therefore, she _____ (6) her job and became an _____ (7). She launched a shoe company, known as _____ (8), using recycled tires, a cheap and available raw material. The first two years of the company were _____ (9) in finding best designs for its shoes. After two years, however, she managed to find the best designs. The new designs became _____ (10) and _____ (11) known. The company had created 1200 _____ (12) in Ethiopia. In 2012, the brand had stores in 20 countries. It had an annual _____ (13) of about \$15million. It won certification and several recognitions.

2. Do you know any other successful woman or female? Consider business, sport, science and technology, research or any other career. Write down your answers in sentences. You will have a group discussion and presentation later.

Lesson 11



Work in small groups to answer questions and discuss the issue of hard and smart work.

1. In which of the following ways do you think you can normally achieve your goals?

- A. Through being lucky I can achieve my goal. ()
- B. Through being smart I can achieve my goal. ()
- C. Through being wealthy I can achieve my goal. ()
- D. Through hard work I can achieve my goal. ()

2. Which of the following describes hard work?

- A. What we have to do to survive ()
- B. What you do on top of your regular work ()
- C. What you do after you've fulfilled your duties of every single day ()
- D. Your school attendance and doing your homework/assignments ()
- E. The favours you do to your friends/relatives, e.g helping (money, labour, etc.) ()
- F. What we do on a day-to-day basis ()

- G. Your obligation to your family (helping your parents: shopping, looking after your young brothers and sisters, cleaning the house, preparing food, fetching water and fire wood, looking after cattle and pets ()
- H. What you do above and beyond your obligation to your family, school, any other routine work ()

You will use input from the Unit: the listening and reading texts, writing exercises, and other activities. Conduct some research from various sources: the press and media in general, and some books or reading materials. Be ready for classroom presentations and discussions.

Section IV: Vocabulary

Lesson 12



I. Now, fill in the blanks as required with the words from the box below.

inactive	idle	careless
lazy	tiring	indifferent

1. Physically _____ people are at risk of developing heart disease.
2. Get upstairs and wake that _____ brother of yours up!
3. Someone who is _____ does nothing when they should be taking action.
4. He is a _____ student who sits in front of the TV all day.
5. The director found the teacher _____.
6. The work was _____ and tedious.

II. Match the words in Column A with their similar meanings in column B.

	<u>A</u>	<u>B</u>
1	dedicated	A. having a lot of things to do
2	tireless	B. does a lot of different activities
3	industrious	C. always working very hard
4	diligent	D. working very hard without stopping
5	busy	E. continues to do something with a lot of effort or energy
6	active	F. constant, devoted, faithful, loyal



III. Fill in the blanks with the most appropriate words given in the box below.

Do not use the same word twice.

hardworking	active	busy	
diligent	industrious	tireless	dedicated

1. The _____ teacher was rewarded with a 34-inch TV set.
2. She continues to be _____ in business.
3. Parents of young children are always _____.
4. He read many books. He was a most _____ scholar and writer.
5. The people are peaceful and _____, and chiefly occupied with agriculture.
6. I am very grateful for your _____ efforts.
7. He was very hardworking and _____ to his business.

Section V: Grammar

Lesson 13

The Past Perfect Tense

Read the following note on the Past Perfect Tense and answer the following questions.

Examples:

- She had met him before the party.
- The plane had left by the time I got to the airport.

To form the Past Perfect Tense you use the past tense of the verb “to have”, which is “had”, and add it to the past participle of the main verb.

Subject + had + past participle = past perfect tense.

Form of the Past Perfect Simple:

Affirmative	Negative	Interrogative
I had worked.	I had not worked.	Had I worked?
You had worked.	You had not worked.	Had you worked?

Using the Past Perfect Tense

There are several situations where the Past Perfect Tense can be used. It is appropriate to use in the following ways.

To show that an action happened before something else in the past:

- Dinsamo stayed up all night because he **had received** bad news.
- They lost many of the games because they had not practiced enough.

To show that an action happened before a specific time in the past:

- Ahmed had learned English before he went to England.
- I had fallen asleep before eight o'clock.

The Past Perfect Tense makes it clear that one thing happened before another in the past. The order of events does not matter since the tense makes it clear which event happened first.

Activity I: Put the verbs into the correct tense (Simple Past or Past Perfect).

Example:

1. When he (wake up) **woke up**, his mother (already/prepare) **had already prepared** breakfast.
2. We (go) _____ to Addis Ababa because the Prime Minister (invite) _____ us for a dinner reception.
3. He (hear) _____ the news, (go) _____ to the telephone and (call) _____ a friend.
4. When she (start) _____ to learn English, she (already / learn) _____ French.
5. Jamile (already/type) _____ ten pages when her computer (crash) _____.
6. By the time he (arrive) _____ at the pub, they (run) _____ out of beer.

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7. Before that day, we (never/think) _____ of going to South Sudan.
8. I (know) _____ him for a long time before I (meet) _____ his family.
9. They (not/know) _____ where to meet because nobody (tell) _____ them.
10. It (be) _____ cloudy for days before it finally (begin) _____ to rain.

Activity II: Using the Past Perfect Tense

1. Write down something you did in the past and its specific time in the past in the table below.

Example: *applied to a school* = *in June*

Something done in the past	Past times
-	
-	
-	

2. You randomly take one of the past times kept in a small box or hat on the classroom table by the teacher. State something you had already done by that time using the Past Perfect Tense. You should include ‘already’ in your answer.

Example: ‘I had already applied to the school in February.’

Lesson 14

Activity III: What things have you done recently?



- Have you looked after cattle?
- Have you visited some places?
- Have you watched certain movies?
- Have you done some farming?

1. As a class, brainstorm a list of activities you have done using the Simple Past and time references. Your teacher writes it on the board.

- I studied history yesterday morning.
- I finished the book this morning.
- I washed my clothes yesterday afternoon.

- I **visited** my grandmother **last Monday**.
- I **helped** my younger brother study **last Tuesday**.

2. Work in pairs.

Tell your partner something you completed before one of the events listed on the board. You should use the Past Perfect for your own event and a subordinate clause starting with ‘before’ for the event in the Simple Past.

Example: ‘I had seen the movie before you finished the book’.

3. Use the same events from the previous activity and restate your sentences using a subordinate clause starting with ‘after’.

Example: ‘You finished the book after I had seen the movie.’

Section VI: Writing

Lesson 15

Activity A

Listen to your teacher reading a text on the merits of hard work and answer the following questions.

1. What should students believe in to be successful?
2. What must a person do to achieve success?
3. Does hard work have a reward?
4. How much distance did Haile use to cover per week when he was in school? How many hours per day did he use to spend training in Addis Ababa?
5. Which basic principles are credited by Haile for his achievement?

Lesson 16

Now, join the complete sentences to produce a paragraph.

Paragraph writing

Work with a partner on your draft paragraph. Your teacher may randomly ask you to read your piece to the rest of the class.

Assessment

1. Listening

Your teacher will read a passage about a certain Ethiopian successful person and ask you some questions.

Listen to the text and answer the following questions.

1. How long did it take Amsale to become captain?
2. It can be concluded from the text that there would be _____ number of female pilots and captains in Ethiopia.
A. less B. more C. great D. little. E. B and C
3. Amsale was the first woman to become a pilot in Ethiopia. A. True
B. False
4. Amsale took the entrance exam to join the pilot training school at Ethiopian Airlines twice.
A. True B. False

Answer the following questions in complete sentences.

5. How old was Amsale when she graduated from Ethiopian Airlines as a pilot?
6. How old is captain Amsale now?
7. Would you like to be a pilot?

2. Speaking

A. You will be asked to compare information about the people shown in these two photographs. Find out what you can about Captain Amsale and Captain Alemayehu.



Ethiopian Airlines' first female captain
Amsale Gualu waits to be cleared to board
before take off at Bole International airport



The late Captain Alemayehu Abebe
in his early years

B. Your teacher will also give you a passage about a certain Ethiopian successful person (Captain Alemayehu Abebe) and ask you some questions. Read the text and answer the questions.

1. When did Alemayehu Abebe join the Ethiopian Airlines?
2. When did he join secondary school in Addis Ababa?
3. There was no black African pilot and commander before Captain Alemayehu Abebe.

True/False

4. The Captain had a well-to-do family background.
5. What personal qualities did the Captain have in his career?
6. The captain died of short ailment.

Now, compare information about the people shown in these two pictures. Find out what you can about Captain Amsale and Captain Alemayehu and tell the class. Consider their place of birth, school background, training and unique features.

3. Grammar

Listen to your teacher, who will make some statements in direct speech. Put these sentences into reported speech.

4. Writing

Write a paragraph to a friend who wastes his time playing and idling around instead of studying hard on his/her subjects. Give him/her a piece of advice.

[illegible]

Learning outcomes

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

- take notes from details of a listening text;
- identify the main ideas of a listening text;
- identify the main ideas of reading texts;
- extract details from a reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about the importance of First Aid;
- identify the form, meaning and use of Conditional Sentence Type I
- distinguish different types of nouns and
- use expressions for giving and receiving advice.

Section I: Listening

Lesson 1

Pre-listening Activity



Answer the following questions before you read the text below.

Then, read the text to see if you were correct.

1. Do you know the meaning of the words “accident”, “injury”, “encounter” and “consequence”?
2. Have you ever encountered an accident? Write brief notes that describe the accidents you remember very well.
3. What do you understand from the following picture?



While-listening Activity:

A. Listen and answer the following questions.

1. Write five accidents that have been mentioned in the text.

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

2. What do some of the main emergency illnesses include?

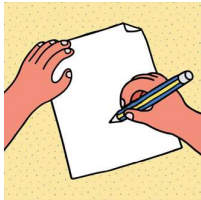
3. Where is first-aid treatment often given?

4. Who should provide first-aid treatment?

5. What is the ultimate goal of first aid?

Lesson 2**B. Listen to the text again and fill in the gaps.**

1. Accidents can happen _____.
2. Unintentional accidents need _____ life-saving care before the affected person gets a major treatment.
3. The rural population encounters more _____.
4. The type of material needed for first-aid treatment is _____.
5. The ultimate goal of first-aid is to _____ the possible harm at a given time before the injured person reaches the appropriate health care centre.

**C. Match the words in the box with their meanings based on the information in the listening text.****numerous****encounter****emergency****treatment****bite****consequence**

1. to be faced with something difficult to deal with: _____
2. to puncture or tear the skin of a person or animal using fangs, teeth, mouthparts, or a stinger: _____
3. an unexpected and sudden event that must be dealt with immediately: _____
4. something that follows as a result: _____
5. the application of medical care to cure diseases, heal injuries, or ease symptoms: _____
6. Many in number: _____

Lesson 3

Post-listening Activity



Discuss the following questions in pairs and then report your answers to the class.

1. Mention some of the accidents you know which were not in the listening text.
2. Can you tell the whole class about the first aid treatment of the accidents that you know?

Section II: Reading

Lesson 4

Pre-reading Activity



Answer the following questions in groups of four.

1. What do you know about first aid?
2. What are the general directions to be followed while giving first aid?
3. Tell your neighbour what is going on in the picture below and where it is happening.
4. Describe situations where first aid is given.

First Aid



First aid is the immediate **care** given to a person who is injured or who suddenly becomes ill. When there is an emergency, minutes are very important, so first aid has a **vital** function. Immediate action is necessary when there is a lot of bleeding, when breathing has stopped for any reason, when there is poisoning, or when irritating chemicals come in contact with the

skin or get in the eyes.

People should be trained to care properly for injuries to themselves and others at home, at work, or in the **community**. Even a small injury can be very serious and

cause death, so everyone should know first aid techniques.

When first aiders face an emergency, they must be able to keep **calm** and organize other people to do like them. He or she must know how to supply artificial **respiration**, control bleeding, and **protect** injuries. Medical **assistance** has to be arranged. Knowing how to carry the victim without causing more injuries is very important.

In short, effective first aid depends on **prevention**, recognition, and organization. In Ethiopia, thousands of people die due to traffic accidents every year because most people don't have first aid information. If more people were trained in first aid, the number of dead people would decrease. You may face an emergency anywhere. One day, somebody from your family may be injured or suddenly become ill. In order not to be helpless in such a situation, you have to know first aid techniques.

While-reading Activities



A. Write the correct answer for the following questions based on the reading text.

1. What is first aid?
2. In what situations is first aid necessary?
3. Why do thousands of people die in Ethiopia every year?

B. Write True or False

1. Not everybody should know first aid techniques.
2. Time is very important where there is an emergency.
3. When first aiders face an emergency, they should be calm and organize other people.
4. Traffic accidents cause a few deaths in Ethiopia every year.

Lesson 5

C. Choose the correct answer.

- A. ☐
B. ☒
C. ☐



1. Immediate action is necessary where there is _____.

- A. sneezing B. coughing C. bleeding

2. A small injury can be very serious and _____.

- A. cause death B. cause trouble C. easy to cure

3. Effective first aid depends on _____.
- A. promotion B. avoidance C. prevention
4. If more people were trained in first aid, the number of dead people would _____.
- A. increase B. decrease C. remain the same
5. Knowing how to carry a victim without causing more injuries is _____.
- A. very important B. unacceptable C. impossible



D. Guess the meanings of the following words and phrases as used in the reading text. First, work individually, and then in groups of three.

1. care (Para. 1, line 1): _____
2. vital (Para.1, line 2): _____
3. community (Para. 2, line 2): _____
4. calm (Para.3, line 1): _____
5. respiration (Para. 3, line 2): _____
6. protect (Para.3,line 3): _____
7. assistance (Para.3, line3): _____
8. prevention (Para.4, line 1): _____

Lesson 6

Post-reading Activity

Summarize the benefits and dangers of first aid individually and compare your answers with your partner's. _____

_____.

Section III: Vocabulary

Lesson 7

Getting meaning from context



A. Read the following text and write the meanings of the words listed below (1-7).

The majority of **public** school teachers were **deficient** in both training and knowledge of **emergency** care. Most incidental **injuries** that occurred in school **demand** first aid care. Despite the accidents that are common in school children, the knowledge, attitudes, and practices of first aid are low. Studies conducted on knowledge, attitude and practice of first aid among kindergarten teachers are very limited. Therefore, since this study is **focused** on the knowledge, **attitudes**, and practice of teachers at kindergartens with regard to first aid, the finding can be used by various concerned bodies.

1. Public: _____
2. deficient: _____
3. emergency: _____
4. injury: _____
5. demand: _____
6. attitude: _____
7. focused: _____



B. Write seven sentences using the words above.

Listening II

Lesson 8

Pre-listening Activity



A. Before you listen to the text, give answers to the following questions individually first, and then discuss the answers in pairs.

1. What is an electric shock?
2. Have you ever seen a person who came into contact with a live source of electrical energy?

B. Guess what each of the following words or phrases mean.

hazardous

cardiac arrest

prone

current

C. Describe the following picture.

Electric Shock



While-listening Activities



A. Write True or False based on the information from the listening text.

1. An electric shock happens when a person comes into contact with a live source of electrical energy.
2. The danger of an electric shock depends on how low the voltage is.
3. The physical effects of an electric shock may range from burns to severe internal organ failure, cardiac arrest, and death, in severe cases.

4. High voltage of electricity does not usually cause serious injuries to humans.
5. A current of below 1 milliampere causes some physical damage.

Lesson 9

Post-listening Activity

Describe an accident you have seen or experienced individually and then discuss in groups of three.

Reading II

Lesson 10

Pre-reading Activity

Write the answers to the following questions before reading the text first individually and then in groups of three.

1. Do you know how to avoid an electric shock?
2. Write some of the ways to avoid an electric shock.
3. What do you understand from the following pictures?



The first step to **avoid** electric shock is to disconnect the power supply. Turn off the electrical supply, unplug the machine, or switch off the fuse box, if within reach. Don't attempt to touch the **victim** until you're certain the power supply is turned off.

Be careful in areas that are wet such as bathrooms, pool areas, and wet grounds. Water is an electrical conductor and you may get electrocuted. If you're uncertain about wet grounds, make sure the main electricity supply of the house or building is turned off.

If turning off the power supply is not possible, use a material that does not conduct electricity to separate the person from the electrical source. You can use a wooden broom handle or any dry wooden objects.

As soon as the victim has been freed from the electrical source, call for an ambulance or medical help if you are alone with the patient. While waiting for the ambulance, **apply** first aid.

First, assess the person's condition. Check whether the patient is conscious and breathing. In severe cases, the patient may have a weak or no pulse. Breathing may have stopped.

If the person is unconscious and has stopped breathing, begin cardiopulmonary resuscitation. Position your hand in the central part of the chest, about a couple of inches above the end of the breastbone. Lay one hand on top of the other. Push hard and fast to about a third of the chest diameter. Give 30 compressions.

After each set of chest compressions, give two rescue breaths. Do this by tilting the head back and lifting the chin. Pinch the nose shut and create a complete seal. Blow into the patient's mouth and see if the chest will rise.

Keep doing sets of chest compressions and rescue breaths until medical help arrives, the person is **oil** breathing. Place the patient in a recovery position if he or she is already breathing. You can prevent shock by laying the patient flat on the ground, with the head slightly lower than the body.

If the person is **conscious** and breathing is normal, and if burns are present, cover with ordinary cling wrap or other non-adhesive dressing, but no ointment or lotion. If the person fell from a height, do not move. If bleeding is present, compression and a tourniquet may be necessary.

An electric **shock** is a potentially fatal injury. Immediate medical attention is important to prevent severe injury and death.

While-reading Activity

A. Choose the correct answer according to the information in the reading text.

1. To avoid an electric shock, _____.
 - A. turn on the electrical supply
 - B. plug the machine
 - C. switch on the fuse box
 - D. turn off the electrical supply
2. If turning off the power supply is not possible, _____.
 - A. use a material that does not conduct electricity.
 - B. use a material that conducts electricity.
 - C. don't use any dry wooden objects.
 - D. use any wet wooden objects.
3. If the person is conscious and breathing is normal, and if burns are present, _____.
 - A. don't cover the burn with ordinary cling wrap.
 - B. cover the burn with other non-adhesive dressing.
 - C. don't cover the burn with other non-adhesive dressing.
 - D. use ointment or lotion.
4. Immediate medical attention is important to prevent _____.
 - A. electrical currents through the body.
 - B. contact with a live source of electrical energy.
 - C. severe injury and death
 - D. high voltage of the electricity.
5. In severe cases, the patient may have _____.
 - A. a weak but stable pulse
 - B. a strong pulse
 - C. a weak or no pulse
 - D. heavy breathing