

## Lesson 7

### Vocabulary

**Activity 6.12: Discuss the following questions in your group.**

**1. Based on the poem you have read, match the words on the left with the definitions on the right.**

A	B
1. afforestation	a. Planting trees in an area where there used to be a forest
2. deplete	b. Planting trees to form a new forest
3. spring	c. Damage or injury
4. beam	d. To consume a limited resource
5. harm	e. The season between winter and summer when plants begin to grow
6. kind	f. A line of light
7. reforestation	g. Caring about others

**2. Write meaningful sentences of your own using each of the words under column A.**

**Activity 6.13: Read the poem presented again. Find words that describe the following. Then, write the meanings of the phrases.**

e.g. depleted lands (The word 'depleted' describes 'lands').

- i) \_\_\_\_\_ cows
- ii) \_\_\_\_\_ things
- iii) \_\_\_\_\_ buds
- iv) \_\_\_\_\_ sun
- v) \_\_\_\_\_ lullaby
- vi) \_\_\_\_\_ children

**3. Write sentences using the expressions, and compare it with your partner's.**

## Lesson 8

### Affixes: Prefixes and Suffixes

**Brainstorming:** Study how the following words are formed.

- afforestation (a-forest-ation) [originally from add-forest]
  - deforestation (de-forest-ation)
- a. The two words differ in meaning. Why do they have different meanings?
  - b. What is the meaning of the prefix **de-** in ‘deforestation’?

*Prefixes are a letter or a group of letters that are added before a word to change its meaning.*

*Example: misuse*

*‘mis-’ means ‘wrongly’.*

*Suffixes are word endings to change the word classes.*

*Example: selfish*

*‘-ish’ means ‘like’.*

### Prefixes: changing meanings

#### o With adjectives

Prefixes, e.g. *un-*, *dis-*, *im-*, can be added to some adjectives to give the opposite meaning.

happy (feeling or showing pleasure)	unhappy		honest (tells the truth)	dishonest
possible (that can be done)	impossible		correct (right)	Incorrect
regular (following pattern)	irregular		legal (allowed by law)	illegal

## o With verbs

With some verbs, these prefixes can have particular meanings.

<b>dis-</b> [the opposite of something]	I <b>disagree</b> with the others. [don't agree/ have the same opinion]
<b>un-</b> [the opposite of an action]	I couldn't <b>unlock</b> the door this morning. [open the door using a key, opposite= lock]
<b>over-</b> [too much]	The bank <b>overcharged</b> me. [asked me to pay too much money]
<b>mis-</b> [do something incorrectly]	I <b>misunderstood</b> what the teacher said. I am sorry, my English is not very good.
<b>re-</b> [again]	The teacher has asked me to <b>rewrite</b> my essay.

## o With Nouns

<b>co-</b>	joint	co-founder, co-owner, co-descendant
<b>dis-</b>	the converse of	discomfort, dislike
<b>sub-</b>	below	subset, subdivision
<b>tele-</b>	distant	telecommunications,

**Activity 6.14:** Read the poem presented again. Find words that describe the following. Then, write the meanings of the phrases.

- Can you name some more?
- Make a sentence using some of the words.

## Lesson 9

**Activity 6.15:** In each of the following dialogues, B agrees with A using different words. Complete the blank spaces from the list of words given in the box below.

dishonest	illegal	undressed
incorrect	unlucky	unlikely
unexpected	unfair	unfit

1. A: That is a strange name.  
B: Yes, it's very unusual.
2. A: It's against the law, isn't it?  
B: Oh yes, it's \_\_\_\_\_.
3. A: You mean he took off all his clothes!  
B: Yes, he got completely \_\_\_\_\_.
4. A: He probably won't get back in time for the meeting.  
B: I agree. It's very \_\_\_\_\_.
5. A: A lot of the answers were wrong \_\_\_\_\_.  
B: Yes, I'm afraid they were nearly all \_\_\_\_\_.
6. A: He doesn't look in very good condition; he's a bit overweight.  
B: I know. He looks terribly \_\_\_\_\_.
7. A: Nobody thought this would happen.  
B: Yes, it was completely \_\_\_\_\_.
8. A: They never tell the truth.  
B: I know. They're both \_\_\_\_\_.
9. A: His business always seems to lose money, and it's not his fault.  
B: I know. He's very \_\_\_\_\_.
10. A: Semira always gives more attention to Kibru than she does to Befekadu.  
B: Yes, it's very \_\_\_\_\_ on poor Befekadu.

## Lesson 10

### Suffixes

#### Verb + noun suffix

Suffixes are used at the end of words; they often tell you if a word is a noun, a verb, an adjective or an adverb. Two suffixes which form nouns from verbs are -ion and -ment.

Verb	Noun
invent [produce or design something completely new]	invention
discuss [talk about something seriously]	discussion
translate [change from one language to another]	translation
relax [rest, and feel calm and comfortable]	relaxation
improve [get better] govern [control the affairs of a city or country]	improvement
manage [direct or control a business]	management
develop [grow or change and become more advanced]	development

Examples:

- His latest invention is a new board game.
- The management has to change.
- We need an improvement in the weather.

**Activity 6.16: Make sentences using discussion, translation, relaxation, and development.**

- **Adjective + noun suffix**
- **The suffixes *-ness* and *-ity* often form nouns from adjectives.**

weak (opposite: strong)	weakness
happy	happiness
ill [sick, not well]	illness
fit [in good condition, usually because of exercise]	fitness
stupid (opposite intelligent, clever)	stupidity
popular [liked by a lot of people]	popularity
similar [almost the same; opposite: different]	similarity
Able	ability

Examples

- What is his main weakness as a teacher?
- Fortunately, it wasn't a serious illness.

## Lesson 11

**Activity 6.17: Write down meaningful sentences using happiness, fitness, stupidity, popularity, similarity, and ability.**

- ***-er*, *-or* and *-ist***
- **These suffixes can be added to nouns or verbs. They often describe people and jobs.**

<b>-er</b>	<b>-or</b>	<b>-ist</b>
foreigner	director	scientist
footballer	actor	artist
pop singer	translator	economist

**Activity 6.18: Write down the names of the people who do these things as a job.**

- Example: sing music **singers**

1. act in films \_\_\_\_\_
2. important managers in a company \_\_\_\_\_
3. change words from one language into another \_\_\_\_\_
4. play football \_\_\_\_\_
5. dance in ballets \_\_\_\_\_
6. paint pictures \_\_\_\_\_
7. work in science \_\_\_\_\_

**Activity 6.19: Complete the dialogues.**

Example: A: He hasn't been well at all, has he?

B: No, it's quite a serious **illness**.

1. A: Are they almost the same?  
B: Yes, the \_\_\_\_\_ is amazing.
2. A: Has anyone made anything like this before?  
B: No, it's a brand-new \_\_\_\_\_.
3. A: Is her new novel going to be published in other languages?  
B: Yes, someone is working on a \_\_\_\_\_ right now.
4. A: Does your daughter enjoy drawing too?  
B: Yes, she's a very good \_\_\_\_\_.
5. A: Javier gets tired after he's been playing for about ten minutes.  
B: I know. If he wants to be in the team, he'll have to improve his \_\_\_\_\_.
6. A: Do you think the organization can still grow?  
B: Yes, I think there is an opportunity for further \_\_\_\_\_.

**Lesson 12****Suffixes: forming adjectives**

Common suffixes that form adjectives include: **-able** (comfortable), **-al** (musical), **-y** (cloudy), **-ous** (famous) and **-ive** (attractive).

**A) -al**

Adjectives ending -al are usually formed from nouns, and often mean 'relating to the noun', e.g. a musical instrument (from music), a political issue (from politics), an electrical fault (related to electricity), a personal opinion (the opinion of one person).

**B) -able**

This suffix forms adjectives from nouns and verbs, and the prefix un- often forms the opposite:

- an enjoyable party
- a comfortable chair (opposite: uncomfortable)
- a suitable word or phrase [right/correct for a particular situation; opposite: unsuitable]
- a reliable service; reliable information [able to be trusted or believed; opposite: unreliable]
- fashionable clothes [popular now with many people; opposite: unfashionable]
- a reasonable decision or price [fair; not a bad decision or price; opposite: unreasonable]
- a sociable person [enjoys being with people; opposite: unsociable]
- a forgettable experience; opposite an unforgettable experience [something that cannot be forgotten]
- a believable story; opposite: an unbelievable story [something that is very surprising and very difficult to believe]

***-ful and -less***

The suffix *-ful* often means ‘full of’.

e.g. A colourful room has a lot of colour in it.

A helpful person gives a lot of help.

A peaceful place is calm and quiet.

**The opposite meaning is sometimes formed by adding the suffix *-less* to the noun.**

e.g. a useful machine [having a lot of uses]; opposite: a useless machine]

a painful injection [giving pain and being unpleasant; opposite: a painless injection]

a careful driver [drives with care and attention; opposite: a careless driver]

**Lesson 13**

**Activity 6.20: Match the words on the left with the words on the right.**

1. a national <b>d</b>	a. injection
2. a useful_____	b. mistake
3. a painful_____	c. price
4. fashionable_____	d. holiday
5. a careless_____	e. man
6. an electrical_____	f. bit of advice
7. an unsociable_____	g. clothes
8. a reasonable_____	h. fault

**Activity 6.21: Complete the sentences by adding suffixes to the following words.**

Careful	useless	unbelievable
Helpful	unforgettable	painful
Suitable	traditional	
Annual	personal	
Reasonable	reliable	

E.g. You must be very careful when you drive in wet weather.

- 1) She told us an \_\_\_\_\_ story about a dog that could speak.
- 2) The tourist information office was very \_\_\_\_\_, and told us everything we needed to know.
- 3) The festival is an \_\_\_\_\_ event, held on the first Monday in September.
- 4) It was very \_\_\_\_\_ when I hit my leg against the corner of that table.
- 5) This bag is \_\_\_\_\_; it's too small for me to put anything in it.
- 6) We've never had any problems with our TV in ten years; it's been very \_\_\_\_\_.
- 7) Most people agreed with it, so I think it was a \_\_\_\_\_ decision.
- 8) This is just my \_\_\_\_\_ opinion; others may not agree.
- 9) Travelling round Hawassa and Arba Minch was an \_\_\_\_\_ experience.
- 10) Children perform \_\_\_\_\_ dances at the ceremony, as they have done for hundreds of years.
- 11) Do you think this dress is \_\_\_\_\_ for a wedding?

**SECTION FOUR: Grammar****Lesson 14****Relative Clauses**

I met a girl. She **can speak six languages**.

[Two sentences]

She **who**

I met a girl **who can speak six languages**.

[One sentence]





Kedir is reading a book. The book is about physics.

[Two sentences]

The book → which/that

Kedir is reading a book which is about physics.

or

Kedir is reading a book that is about physics.

[One sentence]

**Activity 6.22: Based on the context presented above, answer the following questions.**

- What is the function of the underlined parts?
- Write the name of your friend. Write also her/his one characteristic. Then, put the information together as follows.

\_\_\_\_\_ (name of your friend) who \_\_\_\_\_ (a characteristic) is my friend.

**Study this example situation.**

Last week, we had a party, and a lot of people came. Everybody enjoyed it.

Everybody who came to the party enjoyed it.

What is the function of the clause 'who came to the party'

- ♦ **A relative clause tells us which person or thing (or what kind of person or thing) the speaker or the writer means.**

e.g. The woman who lives next door to me ('who lives next door to me' tells us which woman

✓ *Who* is used for people (not things)

e.g. The student who is sitting beside me is very friendly.

✓ *That* is for things or people.

e.g. An airplane is a machine that flies.

The people that work in this school are kind.

✓ *Which* is for things (not for people)

e.g. An airplane is a machine which flies.

✓ *Whose* is to refer to the person or thing something belongs to.

Hawi, whose daughter stood first, is a policewoman.

**Activity 6.23: What differences do you see between the two sentences?**

- a. My father, who is 50 years old, is a businessman.
- b. People who commit crimes should be arrested.

Discuss your answers with your partner.

**Defining relative clauses**

- 1) The house that we were thinking of buying has been sold.
- 2) The girl who was hit by the bike wasn't seriously hurt.
- 3) The award was given to Hana, whose scores were impressive.

Sentences 1, 2, and 3 are **defining** relative clauses (also called **restrictive** relative clauses).

- These relative clauses give the information that directly identifies what is being talked about.
- Without the relative clause, we don't know what was being talked about.

**Non-defining relative clauses**

- 1) *Chechebsa*, which is my favourite food, is expensive.
- 2) My aunt gave me her number, which I wrote on a piece of paper.
- 3) Abera's father, who is 78, runs five kilometres every day.
- 4) The Prime Minister, whose speech is impressive, has gone to Kenya.

Sentences 1, 2, 3, and 4 are **non-defining** relative clauses (also called **non-restrictive** relative clauses).

- Non-defining relative clauses give us extra information about someone or something. It is not essential for understanding who or what we are talking about.
- We always use a relative pronoun to start a non-defining relative clause: **who**, **which**, **whose**, **when** or **where** (but not **that**). We also use commas to separate the clause from the rest of the sentence.

**Places and times**

We can use **which** with a preposition to talk about places and times.

*Examples:*

- a. *Sheger Park*, which is found in Addis Ababa, is a beautiful place.  
*Sheger Park*, where my parents celebrated their birthday, is an attractive place..
- b. *September*, which Ethiopian New Year is celebrated in, is a bright month.  
*September*, when Ethiopian New Year is celebrated, is a bright month.

## Lesson 15

**Activity 6.24: Make one sentence from two sentences. See the example below.**

Example: A man phoned. He didn't give his name.

- The man *who phoned* didn't give his name.

1. A woman opened the door. She was wearing a yellow dress.

- The woman \_\_\_\_\_ a yellow dress.

2. Some students took the exam. Most of them passed.

- Most of the students \_\_\_\_\_

3. The policeman stopped our car. He wasn't very friendly.

- The policeman \_\_\_\_\_

**Activity 6.25: Fill in the blank spaces with either *who* or *which*.**

e.g. I met a woman who can speak six languages.

1. What's the name of the man \_\_\_\_\_ has just started work in your office?

2. What's the name of the river \_\_\_\_\_ flows through the town?

3. Where is the picture \_\_\_\_\_ was hanging on the wall?

4. Do you know anybody \_\_\_\_\_ wants to buy a car?

5. You always ask questions \_\_\_\_\_ are difficult to answer.

6. I have a friend \_\_\_\_\_ is very good at repairing cars.

**Activity 6.26: Complete the sentences according to the information given in brackets.**

Example: My brother is an architect. (He lives in Mekelle.)

My brother, *who lives in Mekelle*, is an architect.

1. The strike at the factory has now ended. (The strike began ten days ago.)

The strike at the factory \_\_\_\_\_.

2. I was looking for a book this morning. (I've found it now.)

I've found \_\_\_\_\_.

3. I've had my car for 15 years. (This car has never broken down.)

My car \_\_\_\_\_.

4. A lot of people applied for the job. (Few of them had the necessary qualifications.)

Few of \_\_\_\_\_.

5. Haimanot showed me a picture of her brother. (Her brother is a police officer.) Haimanot showed me \_\_\_\_\_.

**SECTION FIVE: Writing****Lesson 16****Summarizing a text**

**Activity 6.27: Read the following text. Write a brief summary of the text in one or two sentences.**

► **Do not attempt to copy directly from the text. Use your own words and expressions.**

The Amazon forest covers five million square kilometers, an area as big as the whole Europe excluding Russia. It contains one third of the world's trees. However, the trees are disappearing. By 1974, a quarter of the forest had already been cut down. In the following year, 1975, four per cent of the remaining trees disappeared. If the destruction of the forest continues at the same rate, there will be nothing left in a few years.

What will happen if more of the Amazon forest is cut down? According to climatologists if the Amazon forest disappears, there will be less oxygen and it will be difficult for us to breathe. The temperature will rise. The ice-caps at the North and the South poles will melt. Even the sea level will rise. Therefore, seaside cities will be flooded.

All scientists agree that if we destroy the Amazon forest, it will be an environmental suicide. Life on earth will become difficult.

## UNIT 7: CHARITY

### Unit Objectives

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

- Listen and comprehend a story;
- Tell a story;
- Read and comprehend a story;
- Add new words to their word store and use them in context;
- Apply past tense verb forms to narrate a story about the past;
- Write a narrative paragraph.

### SECTION ONE: LISTENING

#### Lesson 1

##### Pre-Listening

**Activity 7.1: In your group, discuss the following questions.**

1. Do you know people who do not have food to eat and clothes to wear?
2. Do you know people who help such poor people? How do they help them?

##### While-Listening

**Activity 7.2: Listen to the story that your teacher tells you about. Then answer the questions below briefly. Preview the questions below.**

1. Who is the story about?
2. What do you understand by the word 'charity'?
3. How old was Hanna when she saw a man eating from garbage can?
4. Why was Hannah inspired to help people?
5. Hannah began by learning all she could about \_\_\_\_\_ and \_\_\_\_\_.
6. What did Hannah do at age 8?
7. At what age did Hannah found the Ladybag Foundation?
8. What does the Ladybag Foundation do?

## Lesson 2

### Post-Listening

#### Activity 7.3: Answer the following questions.

1. What have you learnt from the story of Hannah Taylor? Share the lessons you have got with your partner.
2. Retell the story of Hannah Taylor to your group members.

## SECTION TWO: Speaking

### Lesson 3

### Agreeing and disagreeing

Here are some expressions you can use to agree and disagree.

Agreeing	Disagreeing	Partly agreeing
✓ That's right! ✓ Absolutely! ✓ Exactly! ✓ Me too! ✓ Yes, I agree! ✓ I totally agree! ✓ I couldn't agree more! ✓ I see exactly what you mean! ✓ You're right. That's a good point.	✓ I don't agree! ✓ I totally disagree! ✓ Absolutely not! ✓ That's not right! ✓ I'm not sure about that.	✓ I agree up to a point, but ... ✓ I see your point, but ... ✓ That's partly true, but ... ✓ I'm not so sure about that.

#### Activity 7.4: In your group, discuss the following questions.

1. '*Charity begins at home.*' Discuss the meaning with your group members.  
Do you agree with the saying? For example should people begin to help their own family members? Why?/why not?
2. The rich should help the poor. Do you agree? Why/why not?

**Lesson 4**

**Activity 7.5: Do you know someone who devoted her/his life for charity? Ask information from your parents or another person in your area. Gather information on the following points.**

- The name of the person
- How the person started charity
- When she/he started the charity
- What she/he did.

**Then, make an oral presentation about the life of the person.**

**SECTION THREE: Reading****Lesson 5**

**Volunteering to help special needs children**

**Pre-reading**

**Activity 7.6: In pairs, discuss the following questions.**

1. Look at the picture of the three students presented above. Which student needs a special help?  
How can others help this student?
2. How do you or your friends help students with disabilities?
3. What can you benefit from helping others?

## While-reading

Read the following passage and answer questions that follow it.

Sometime ago, there was an event for students with disability problems to work with other students in our school. My teacher asked me to **take part** in volunteerism helping children with special needs. I was happy because I had the opportunity to help students with physical disability with schoolwork, art projects, and everyday activities. I realized that the students with physical disability enjoyed and leaned by working with us. Our teacher showed us about how we had to help each other. At the beginning of the program, I thought it would be difficult to work with students having disabilities, but later on I realized that these **unique** students taught me about.

My teacher asked me to help a blind student. Reading stories was my **favourite** activity. I read so many interesting stories for the student. I also read stories aloud for other students. I felt good to see the children's smile.

That experience has greatly shaped me. Although I am studying at college now, I still help individuals with special needs. I provide transport support. I organize sports festival. I also mobilize other students to give home-based education to disabled people.

My experience which began at school has greatly changed my way of life. Now, I feel that my life can best be defined when I help others. Helping others and collaborating with disabled people is more than anything. I advise you to be open-hearted to people with all kinds of disabilities.

### Activity 7.7: Choose the correct answer.

1. The main idea of the above passage is:
  - a) disabled children helping themselves
  - b) school activities in the afternoon
  - c) the future of community service
  - d) working with special needs children
2. The writer of this article is a \_\_\_\_\_.
  - a) college student
  - b) teacher
  - c) disabled child
  - d) mother of a disabled child



3. The word 'take part' means
  - a) break into
  - b) start
  - c) participate
  - d) stop
4. How did the writer help in the classroom?
  - a) She took the children on trips
  - b) She helped at schoolwork, art projects, and everyday activities
  - c) She taught the children when their teacher was not there
  - d) She took the children home at the end of the day
5. The word unique means
  - a) happy
  - b) similar
  - c) different
  - d) ordinary
6. The writer felt good because
  - a) She saw the children's failure
  - b) She saw the children's smile
  - c) She likes doing art projects
  - d) She likes to help the teacher at school
7. The word 'favourite' means
  - a) Liked more than others
  - b) Unfairness
  - c) Happy
  - d) Hated
8. Which one of the following is false about the writer?
  - a) Her life has changed due to her work with disabled people
  - b) She believes that helping others is more than anything.
  - c) She advises readers to be open-hearted towards special needs people.
  - d) She thinks other people collaborate with special needs people

## Lesson 6

**Activity 7.8: Complete the following sentences according to the text.**

1. The teacher asked the writer to take part in \_\_\_\_\_
2. How did the students with physical disability enjoyed and leaned? \_\_\_\_\_
3. The writer discovered that working with children with special needs \_\_\_\_\_
4. How did the writer help the blind student? \_\_\_\_\_

## Lesson 6

### Post-Reading

**Activity 7.9: Work individually and then share your answers to the following questions with your group members.**

1. Who would you like to help? Why?
  2. How would you like to help them?
- Jot your answers down and make an oral presentation to your classmates.

## SECTION FOUR: Vocabulary

## Lesson 7

**Activity 7.10: What do you see in each of the following pictures? Use short phrases to describe each.**



Study the words that are written in bold in the following text.

- \* **Charities** are organizations that help others, for example, UNICEF. You can help charities by giving your time, money, or things that you own. Charities usually help **homeless** people, orphans (children who lost their parents), and others who are **helpless**.
- \* **Volunteering** is when you give your time to help others. Some ways of volunteering are joining a cleaning campaign in your area and visiting old people to help them or talk to them.
- \* **Fundraising** is when you collect money to help others. Some ways of fundraising are making bread to sell, doing a sponsored activity, and so on.
- \* **Donating** is when you give your things to help others. An example of donating is giving your old books to a library. One should be **generous** to give his/her things to others.

**Activity 7.11: Make your own sentences using the words that are written in bold in the box above.**

**Activity 7.12: Based on the short reading above, do the following.**

**What is it called under each situation?**

1. Matewos is always willing to give his time or money. He is \_\_\_\_\_.
2. School students are generating money to help the poor by making handicrafts and selling them. \_\_\_\_\_
3. School students are cleaning their village during their vacation. \_\_\_\_\_
4. A group of people established an organization for helping people in need. They established a \_\_\_\_\_
5. When people have no house to live in, they are called \_\_\_\_\_
6. When you are unable to do things without the help of others, you are \_\_\_\_\_.

## SECTION FIVE: Grammar

### Lesson 8

#### The Past Simple and the Past Continuous

#### The Past Simple

**Activity 7.13: Read the following story about an Ethiopian woman.**



Abebech Gobena **was born** in 1938 in a small rural village in Shewa called Shebel. Her father **died** during the second Ethio-Italian war. So her grandparents raised her until the age of nine. Then, she **moved** to Addis Ababa at the age of 10. She **went to** *Gishen Mariam*, Wollo, in 1973. At that time, there **was** famine in the area. In a feeding center, Abebech saw a child next to her dead mother. Then, she **took** the child along with another orphan to her home in Addis Ababa. In one year, she **brought** 21 children to her home. She **founded** AGOHELMA, which is a charity. Abebech **died** on July 4, 2021 at the age of 83.

#### Activity 7.14:

- i. Study the verbs underlined and written in bold. What kind of verbs are they?
- ii. Why are they used in this form?

#### Activity 7.15: Work in pairs. Complete the following dialogue.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When \_\_\_\_\_?

B: Her father died during the second Ethio-Italian war.

A: Who raised her?

B: \_\_\_\_\_

A: At what age \_\_\_\_\_ to Addis Ababa?

B: She moved to Addis Ababa at the age of nine.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When \_\_\_\_\_?

B: Her father died during the second Ethio-Italian war.

A: Who raised her?

B: \_\_\_\_\_

A: At what age \_\_\_\_\_ to Addis Ababa?

B: She moved to Addis Ababa at the age of nine.

## Lesson 9

**Very often the past simple ends in *-ed* or *-d* (regular verbs):**

Example:

- She **moved** to Addis Ababa at the age of 10.
- Her grandparents **raised** her until the age of nine.
- She **founded** AGOHELMA.
- Abebech **died** on July 4, 2021 at the age of 83.

**But there are many irregular verbs. In the irregular verbs, the past simple does not end in *-ed* or *-d*.**

For example:

- She **went** to Gishen Mariam, Wollo, in 1973.
- At that time, there **was** famine in the area.
- She **took** the child.
- She **brought** 21 children to her home.

See appendix for a list of irregular verbs.

In questions and negative sentences, **did/didn't** + infinitive (go/take/enjoy, etc.)

Example:



Abera: Did you enjoy the birthday party?

Yasin: Yes, I enjoyed it a lot. (Yes, I did)

Ejeta: No, I didn't enjoy it. (No, I didn't.)

The past of be (am/is/are) is was/were.

Example:

a) Last summer was a very cold season.

b) A: Did you eat your dinner last night?

B: I **was** not hungry, so I didn't eat anything.

## Lesson 10

**Activity 7.16: W**Read the text about Abeba, and complete the questions about her.



**Abeba**

I usually get up at 7 o'clock and have a big breakfast. I walk to school. I start class at 8 o'clock. I help my parents in the evening. I read for 2 hours in evening. I don't usually go out.

**Yesterday was a typical day for Abeba. Write what she did or didn't do yesterday.**

1. Abeba got up at 7:00 o'clock.
2. She \_\_\_\_\_ a big breakfast.
3. She \_\_\_\_\_ to school.
4. She \_\_\_\_\_ her parents yesterday evening.
5. She \_\_\_\_\_ for 2 hours yesterday evening.
6. She \_\_\_\_\_ out yesterday evening.

## Lesson 11

### Past continuous tense



**Time: 10:30**

Yesterday, Yonas and Teklay played football. They started at 10 o'clock and finished at 11:30.

So, at 10:30, they **were playing** football.

They were playing = They were **in the middle of** playing. They started but did not finish.

He/She/It	Was	Playing
We/You/They	were	playing

- \* I was doing something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

**Study the following situation.**



**They were walking when the car crashed.**

See also the dialogue between a mother and her son.

*Mother: Why couldn't you clean the house?*

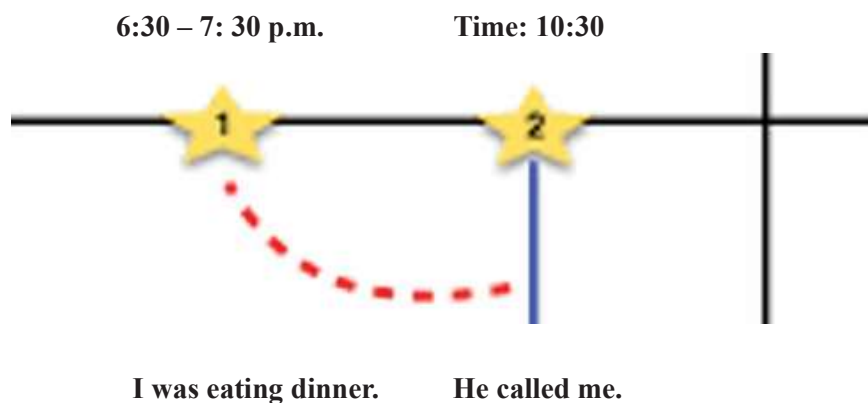
*Son: I was reading.*

**Compare the following:**

I was doing (= in the middle of an action)	I did (= complete action)
o We <b>were walking</b> home when I met Kahsay. (= in the middle of walking home)	o We <b>walked</b> home after school yesterday

**You can say that something happened (past simple) in the middle of something else (past continuous):**

- o My uncle **phoned** while we **were having** dinner.
  - o It was **raining** when I **got** up.
  - o *While I was studying, I suddenly felt sleepy.*
- The following diagram can help you understand how these verb forms are used with time expressions.



- I was eating dinner when he called me last night. Or
- When he called me last night, I was eating dinner.

Note: Some verbs (e.g. know and want) are not normally used in continuous forms.

We **knew** each other. (correct)

We **were not knowing** each other. (incorrect)

Such verbs are state verbs. See some examples of state verbs in the Appendix.



## Lesson 12

**Activity 7.17: Complete the blank spaces by choosing from the following verb forms. The first one is done for you as an example.**

was wearing      was working      wasn't listening      weren't looking  
was snowing      was looking      were sitting      were you going

1. Today, Mulunesh is wearing a skirt. Yesterday, she was wearing trousers.
2. A: What did he say?  
B: I don't know. I \_\_\_\_\_
3. We \_\_\_\_\_ at the back of the theatre. We couldn't hear very well.
4. This time last year, Hassen \_\_\_\_\_ on a farm.
5. They didn't see me. They \_\_\_\_\_ in my direction.
6. The weather was bad. It was very cold and it \_\_\_\_\_.
7. I saw you in your car. Where \_\_\_\_\_?
8. I saw Betelhem a few minutes ago. She \_\_\_\_\_ for you.

**Activity 7.18: Match the beginning of the sentence on the left with its complement on the right.**

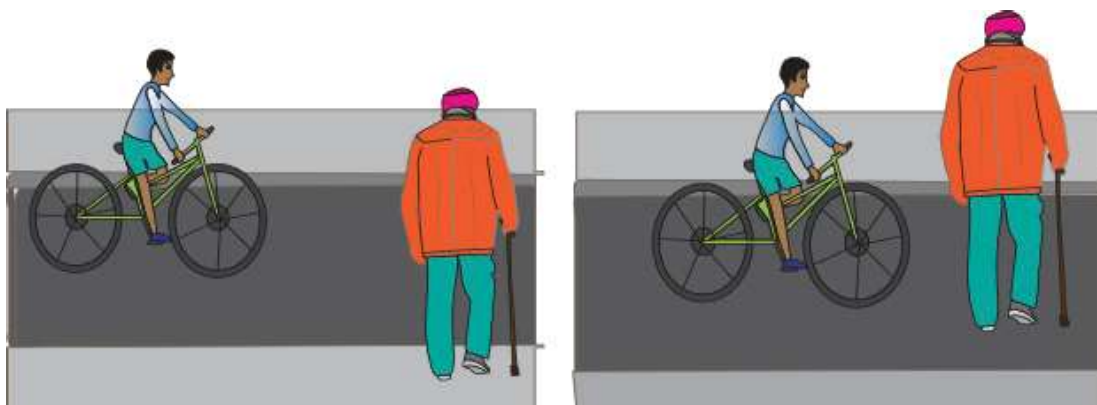
__f__ 1. When I got to the cafe	a. when she was living in Rome.
_____ 2. We fell asleep	b. she was working in a clothes shop.
_____ 3. Amy learnt Italian	c. when I was driving home.
_____ 4. Tom didn't come out with us	d. but nobody was watching it.
_____ 5. The car began to make a strange noise	e. while we were watching a film.
_____ 6. The TV was on	f. my friends were waiting for me.
_____ 7. When I first met Jessica	g. because he wasn't feeling well.

## Lesson 13

**Activity 7.19:** Look at the picture, and complete the blank spaces in the following story with the correct forms of the verbs given in brackets.



I \_\_\_\_\_ (see) Sara in town yesterday, but she \_\_\_\_\_ (not/see) me. She \_\_\_\_\_ (look) the other way.



I \_\_\_\_\_ (cycle) yesterday when a man \_\_\_\_\_ (step) out into the road in front of me.

I \_\_\_\_\_ (go) quite fast, but luckily I \_\_\_\_\_ (manage) to stop in time, and I \_\_\_\_\_ (not/hit) him.

**Activity 7.20: Read Helen's story. Complete the text with simple past or past continuous form of the verbs in brackets.**

I \_\_\_\_\_ (work) in Gambella when I \_\_\_\_\_ (decide) to do voluntary work.

After my training, I \_\_\_\_\_ (go) to the place. On the bus, I \_\_\_\_\_ (meet) another volunteer teacher called Markos, and we \_\_\_\_\_ (become) good friends. We \_\_\_\_\_ (visit) a lot of places together at the weekends while we \_\_\_\_\_ (live) in Gambella. The work was not easy, but I \_\_\_\_\_ (have) a great time while I \_\_\_\_\_ (teach) in a high school in Gambella. My students \_\_\_\_\_ (prepare) for their exam. So they were very busy.

## SECTION FIVE: Grammar

### Lesson 8

#### Telling a story

**Activity 7.21: Write about what you did yesterday.**

1. E.g. I washed my clothes.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Activity 7.22: Study the following story about a man. Pay attention to the words and phrases written in bold.**

**Last week**, I visited *Mekedonia*. **While I was there**, I decided to visit the fundraising activities. **To start off**, the bus was delayed. **Next**, the I forgot my luggage in the bus, so I had to wait for two hours at the bus station.

**As soon as** they found my luggage, I found a taxi and rode into town. **During** the ride into town, the driver told me about his last visit to *Mekedonia*. **After** I had arrived safely, everything began to go smoothly. The visit was interesting. **Finally**, I caught my bus back to *Asosa*. Luckily, everything went smoothly. **I arrived** home just in time.

## Read the following tips about telling a story.

### Sequencing Steps

#### Beginning your story

Create the beginning of your story with these expressions. Use a comma after the introductory phrase.

- First of all,
- To start off with,
- Initially,
- To begin with,

Examples of these beginning phrases in use include:

- To start off with, she decided to help poor people.
- Initially, she thought it was a difficult idea.

#### Continuing the story

When using a time clause, use the past simple after the time expression, such as:

- Then,
- After that,
- Next,
- As soon as / When + full clause,
- ...but then
- Immediately,

**Examples of using these continuing phrases in a story include:**

- Then, they started to get worried.
- After that, they knew that there would be no problem!
- Next, they decided on their strategy.
- As soon as they saw the children, they felt sad.

#### Interruptions and adding new elements to the story

Examples of using these interrupting phrases or turning to a new element include:

- **Suddenly**, a child fell on the ground.
- **Unexpectedly**, the mayor did not allow them.

#### Ending the Story

Mark the end of your story with these introductory phrases:

- Finally,
- In the end,
- Eventually,

Examples of using these ending words in a story include:

- In the end, he decided to postpone the project.
- Eventually, we became tired and returned home.

## Lesson 15

**Activity 7.23: Provide an appropriate sequencing word to fill in the blank spaces.**

My friend and I visited Lalibela last summer. (1) \_\_\_\_\_, we drove from Axum. It was fantastic! (2) \_\_\_\_\_ we arrived in Lalibela, we (3) \_\_\_\_\_ went to the hotel and took a long nap. (4) \_\_\_\_\_, we went out to find a great restaurant for dinner. (5) \_\_\_\_\_, a motorcycle appeared out of nowhere and almost hit me! The rest of the trip had no surprises. (6) \_\_\_\_\_, we began to explore the Rock-Hewn Churches. (7) \_\_\_\_\_ the afternoons, we visited ruins and museums. At night, we wandered the streets. One night, (8) \_\_\_\_\_ I was getting some kolo, I saw an old friend from elementary school. Imagine that! (9) \_\_\_\_\_, we returned home to Axum. We were happy.

## Lesson 16

**Activity 7.24: Write a story about a person who did a volunteerism work. Gather information about the following:**

- when and where the person was born
- what his/her dream was
- how he/she started volunteerism
- what he/she accomplished

## UNIT 8: PERSONAL HYGIENE

### Unit Objectives

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

- Listen and answer questions correctly;
- Speak on the meaning and importance of personal hygiene;
- Answer comprehension questions correctly based on the reading passage;
- Work out meanings of words from the reading text contextually; and
- Use adverbs of frequency appropriately to speak/ write about frequent events.

### SECTION ONE: LISTENING

#### Lesson 1

##### Pre-Listening

**Activity 8.1: Before you listen, please discuss the following questions in pairs.**

1. What does health mean? In a pair, list the signs of a healthy person and the signs of unhealthy person.
2. What is hygiene?
3. What is the problem if people are not clean? Discuss this point with your partner in your pair.

##### While-Listening

**Activity 8.2: Write True or False to each of the following sentences.**

1. The condition where all parts of the body function well is called health.
2. No matter how the body is, if one has a mental health, he/she is healthy.
3. Unhealthy person is likely to live longer than a healthy person.
4. Constant stress is a sign of unhealthiness.
5. Cleanliness leads generally to better health.

**Activity 8.3: Fill in the blank spaces.**

1. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ make it a priority for people to maintain their health and hygiene.
2. \_\_\_\_\_ is a positive state where every part of the mind and body is in harmony.
3. According to \_\_\_\_\_, health is not only the absence of disease.
4. \_\_\_\_\_ includes disposal of sewerage and cleanliness.
5. If you have a clean body and clean clothes, \_\_\_\_\_.

**Lesson 2****Post-Listening****Activity 8.4: In your group, discuss the following questions. Then, make a report of the points of the group.**

1. Do you wash your hands frequently? Why?/Why not?
2. Doctors advise people to wash hands and keep themselves clean at all times. Should people accept this? Why?/Why not? Discuss your answer with your partner.
3. In a group, discuss the consequences of absence of personal hygiene in a family? Present your report to the class.

**SECTION TWO: Speaking****Lesson 3****Interviewing****Activity 8.5: Ask your partner the following questions and take notes. Have you got complete answers to all the questions? You may add your own questions.**

1. Tell me your name.
2. What is the meaning of personal hygiene?
3. How important is personal hygiene for you?
4. What is your personal hygiene routine? (What do you do every day?)
5. What changes do you plan to make in your hygiene habit?

**Lesson 4****Activity 8.6: Compare your notes with your partner's. What are the things you are different from your partner?**

**Activity 8.7: Now make an oral report to the class. Your presentation should answer the questions you have raised to your partner.**

## SECTION THREE: Reading

### Lesson 5

#### Pre-Reading

**Activity 8.8: See the following picture. Work individually, and then discuss your answers the following questions in your group.**



1. What do you see in the picture?
2. Why do you think the person is doing this?
3. What other things do people do in order to keep themselves healthy?

**Read the following passage and answer questions that follow it.**

#### PRINCIPLES OF PERSONAL HYGIENE

Learning to properly **take care** of your body is one of the most important life skills. Proper personal **hygiene** requires you to take care of your body to prevent illness and keep your body healthy and clean. Practicing good personal hygiene can also prevent the **spread** of germs to others. Personal hygiene does not always refer to keeping your body clean, but also extends to the spaces where you live and work.

#### Skin

**Shower** every day to cleanse the skin using a mild soap. The skin is the largest organ of your body and needs to be washed and moisturized frequently. Cleansing the skin will wash away **bacteria** and prevent infections. Everyday moisture will keep the skin soft and healthy. Use a **mild** cleanser to wash your face twice a day. Your face is more likely to dry out if you use a **harsh** soap. Also use moisturizer on your face, depending on your skin type.



### Hair

It is not necessary to wash your hair every day, as washing too often **removes** the natural oils that are essential for keeping the hair healthy. If your daily activities cause excessive sweating, then daily washing is recommended. Choose a **shampoo** that is recommended for your hair type. For instance, don't use shampoo made for dry hair if your hair is oily. When washing your hair, massage the scalp to stimulate healthy growth and wash away dirt, oil, and dandruff. Use a gentle, conditioner at least twice a week. Keeping the scalp and hair clean prevents any excess oil.

### Teeth

Studies estimate that 75 percent of people in the world suffer from some form of dental disease. Brushing daily and flossing can reduce the risk of any permanent damage, including tooth loss. Brush your teeth at least twice a day. Your teeth are exposed to harmful foods and beverages every day that cause **tooth decay**. These acidic foods and beverages break down the enamel that protects your teeth. Brushing your teeth will give you fresh breath and a confident smile.

### Personal surroundings

Wash your bedding every week. Bedding can absorb sweat when you sleep and germs can foster. Do not sleep on a dirty sheet. Clean your home because having a clean home makes you more relaxed and productive.

## **Lesson 6**

**Activity 8.9: Based on the passage, choose the correct answer.**

1. What does personal hygiene require you to do?
  - A. To take care of your body to prevent illness
  - B. To keep your body and clean
  - C. To prevent the spread of germs
  - D. All
2. Which part of the body should not be washed daily?
  - A. skin
  - B. hair
  - C. teeth
  - D. all
3. What happens if you wash your hair very frequently?
  - A. You lose your natural oil from your head
  - B. You become healthy
  - C. You lose your hair immediately.
  - D. You can have good health condition

4. What percentage of people in the world have dental health problem?
  - A. 25
  - B. 50
  - C. 75
  - D. 100
5. Tooth decay occurs because of one of the following?
  - A. food
  - B. beverage
  - C. water
  - D. A and B

## Lesson 7

**Activity 8.10: Based on the reading passage, are the following statements true or false?**

1. The spread of germs can be stopped by exercising hygiene.
2. Personal hygiene is only about keeping your body clean.
3. You should brush your teeth once a week.
4. Unwashed bed sheet has brings a health problem.
5. Personal hygiene makes you healthy and happy.

**Activity 8.11: Give short answers to the following questions**

1. What is the problem with washing your face using harsh soap?
2. How often do you need to wash your bedding?
3. What is the advantage of brushing your teeth?
4. Why is it important to wash the scalp? Explain.
5. What do you need to do if your daily activities cause excessive sweat?

## Lesson 8

### Post-Reading

**Activity 8.12: In your group, discuss the following questions.**

1. What do you do to keep your personal hygiene? List them down and compare your answers with your partners'.
2. Do you know people who are good at personal hygiene? What do you like about them?
3. Do you know people who are not good at personal hygiene? What do you dislike about them?