



ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK

GRADE 9

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First Published August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/ (DFID) -now merged with the Foreign, Commonwealth and Development Office (FCDO), Finland Ministry for Foreign Affairs (FMFA), the Royal Norwegian Embassy, United Nations Children's Fund (UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs (DMFA), through a Multi Donor Trust Fund.

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Printed by:

GRAVITY GROUP IND LLC
P.O.Box 13TH Industrial Area, Sharjah
UNITED ARAB EMIRATES
Under Ministry of Education
Contract no. MOE/GEQIP-E/LICB/G-01/23

ISBN: 978-99990-0-000-0

Foreword

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

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

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

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

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

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

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

ADDIS ABABA, ETHIOPIA FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

August, 2023

MINISTRY OF EDUCATION

Contents

1. Living in Urban Areas..... 1

1.1 Listening Skills	2
1.2 Reading Skills	4
1.3 Vocabulary Development.....	8
1.4 Grammar	11
1.5 Speaking Skills.....	26
1.6 Writing Skills.....	30

2. Study Skills 32

2.1 Listening Skills	33
2.2 Reading Skills	34
2.3 Vocabulary Development.....	39
2.4 Grammar	41
2.5 Speaking Skills.....	53
2.6 Writing Skills	57

3. Traffic Accident 60

3.1 Listening Skills	61
3.2 Reading Skills	63
3.3 Vocabulary Development.....	66
3.4 Grammar	67
3.5 Speaking skills	80
3.6 Writing Skills	82

4. National Parks 86

4.1 Listening Skills	87
4.2 Reading skills.....	88
4.3 Vocabulary Development.....	95
4.4 Grammar:	97
4.5 Speaking Skills.....	102
4.6 Writing Skills	103

5. Horticulture	106
5.1 Listening skills	107
5.2 Reading Skills	109
5.3 Vocabulary Development.....	112
5.4 Grammar	113
5.5 Speaking Skills.....	118
5.6 Writing Skills.....	121
6. Poverty in Ethiopia...	123
6.1 Listening skills	124
6.2 Reading Skills	126
6.3 Vocabulary Development.....	129
6.4 Grammar	132
6.5 Speaking Skills.....	137
6.6 Writing Skills	139
7. Community Services	141
7.1 Listening skills: Community Services	142
7.2 Reading Skills	144
7.3 Vocabulary Development.....	146
7.4 Grammar	148
7.5 Speaking Skills.....	155
7.6 Writing Skills	156
8. Communicable Diseases	160
8.1 Listening Skills	161
8.2 Reading Skills	162
8.3 Vocabulary Development.....	166
8.4 Grammar	168
8.5 Speaking Skills.....	176
8.6 Writing Skills.....	179

9. Fairness and Equity ...	180
9.1 Listening Skills	181
9.2 Reading Skills	183
9.3 Vocabulary Development	189
9.4 Grammar	190
9.5 Speaking Skills.....	197
9.6 Writing Skills.....	200
10. The Internet ..	203
10.1 Listening Skills	204
10.2 Reading Skills	205
10.3 Vocabulary Development.....	210
10.4 Grammar	212
10.5 Speaking Activity.....	217
10.6 Writing Activity	219

Introduction

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

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

The listening skills will be taught based on areas which are national and/ or international concerns, focusing more on national issues. The listening texts include topics such as urban life versus rural life, study skills, road accidents, Gambella national park, diversifying export earners through competition, poverty in Ethiopia, community services, infectious diseases, cultural diversity, human rights and democratic governance, and the concept of the internet. In these diversified areas students will listen to various texts, and they will develop their listening ability, get ideas about the issues they are introduced with, relate the ideas with their previous knowledge, and analyze, synthesize, evaluate and interpret the ideas with the environment they are living in. Students also learn vocabularies, and extend the ideas in the listening texts to their speaking and writing development. The main purposes of the lessons students learn can generally be two-fold: students' language skill development and their achievement of the expected competencies.

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

The vocabulary lessons constitute vocabulary from the listening and reading texts, phrasal verbs and word formation using affixes (prefixes and suffixes). The vocabulary is taught through the

Unit 1. Living in Urban Areas

Learning Outcomes

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

- listen to a variety of texts with medium level understanding and transfer information,*
- interact in English medium in varied communication situations with comprehensible grammar,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- select appropriate study skills and apply in learning vocabulary and other language skills,*
- use grammar with reasonable accuracy in communication, and*
- write accurate sentences and paragraphs.*

§Listening Skills

1.1 Listening Skills

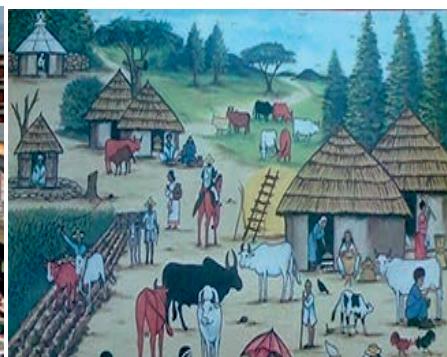


Activity 1.1 Before you listen to the text, answer the following questions based on your experiences.

1. Look at the pictures below and share with your partner what you see from the pictures. You can follow the examples given.



City



Village

Examples

In the city, there are

In the village, there are

2. Where do you like to live in? Why?

Example

I like to live in a city, because there are many attractive things for a living.

3. What do you expect the title of the listening text to be?

Title of the listening text _____.

§Listening Skills



Activity 1.2 Listen to the listening text and answer questions below.

1. In the villages, the people live in an _____.
2. There is no _____ in villages.
3. There are certain advantages which the urban people have over the villages. There are much better _____ in towns.
4. The _____ is also better in towns.
5. In towns we can have more variety of goods including _____ and _____.



Activity 1.3 After you have listened to the text, answer the following questions based on the information in the passage. The first one is done as an example to you.

1. Where do you like to live, in a village or in a town? Write a reason for your choice.

I like to live in a town because I can get more goods to buy.

2. I prefer to live in a village to town because....
3. What do you find in villages and towns?
4. What challenges does one get in villages and towns?
5. What benefits does one get living in villages and towns?



Activity 1.4 Answer the following questions.

1. Why do you think people usually migrate from rural to urban areas in Ethiopia?
2. Discuss the major problems people living in urban areas face.

§Reading Skills

3. Write a short paragraph on the problems people face in urban(or rural) areas.

1.2 Reading Skills



Activity 1.5 Before you read the text entitled ‘Life in a Big City’, answer the following questions and discuss your answers with your partner.

1. Are you living in an urban or a rural area?
2. What do you do in your living area?
3. Discuss with your partner about things you find in your surroundings.
4. Study the meanings of the words given below.

competition

reside

pollution

metropolitan



Activity 1.6 Read the passage carefully and decide whether each statement given below is ‘true’ or ‘false’.

Life in a Big City

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

§Reading Skills

2. Moreover, people experience a lot of competition in big cities to achieve their life's goal. Whether a business owner or an employee both struggle to be at par and earn more fame as well as money. They all have to match the pace of life to make the ends meet. A good life in a big city is almost impossible unless you are well settled. Also, you will hardly get any free and peaceful time in such cities as you have to hustle consistently.
3. You will see there is a great rush of traffic at peak hours of the morning as well as evening. It is not easy to shop around in the markets because they are bustling with the crowd always. The parks are full, and the metro is congested. These thickly populated cities even go through housing problems, which is even increasing every passing day. All this seldom gives the residents of the big city any peaceful moment.
4. Furthermore, essentials are so expensive that the middle-class families also lead a miserable life. Due to a high rate of population, demand for resources arises. As a result, you will find every product adulterated, ranging from milk, ghee, and oil to pulses. Pollution is another harsh reality of metropolitan cities. Air and water both are impure that create an unhealthy living environment.
5. On the contrary, life in a big city is a comfortable and convenient choice too. It is a place for luxury abundant of technology, entertainment, job opportunities, advanced education, and medical facilities. Undoubtedly, a big city is the best place to reside if your pockets are full of money.

§Reading Skills

6. There are oodles of recreational activities available in metro cities like gardens, amusement parks, restaurants, or clubs. You can hang out there with your family or friends. You will celebrate festivals here with more pomp and show. Additionally, there are fewer social issues when you live in big cities than in villages or small towns.
7. You can have an enjoyable yet stressful life here. The metro city will present you with many struggles, but you can't give up on them to live a happy and successful life. Thus, all you need is a thought and effort to live a balanced life for creating a sustainable living space.
8. Make sure to never give up. Moreover, make the right choices, have an organized life in which you don't hurt nature. Also, take out some time for your loved ones to maintain the relationship. After all, you are working hard to live a satisfying life with them not to get detached from them. Indeed you have to work hard for better living in a big city but without losing other precious things in life.

Now, write ‘true’ or ‘false’ for each of the statements below.

1. City life gives opportunities for a better life.
2. People must work hard to benefit in cities.
3. City life will be preferred if you have sufficient money to spend.
4. There are more social issues in cities than in villages.
5. According to the passage, city life requires more hard work.
6. Living in a city could not only be enjoyable but also stressful.

§Reading Skills

7. In a city, there are more recreational areas such as gardens, amusement parks and clubs.
8. Pollution is one of the problems facing a city life.
9. The housing problem and traffic congestions make a city life difficult.
10. In a city, people need to cooperate for creating peaceful living condition.



Activity 1.7 *Based on the information in the reading passage, complete the sentences given below.*

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

§Vocabulary Development



Activity 1.8 Questions are given to you in columns A and B. Ask the questions each other in turns for conversation. The first question is done as an example.

Column A	Column B
• Were you born in a city?	• Do you like to visit cities for holidays?
• How long have you lived in a city?	• What is the worst part of living in a city?
• Is it good or bad for children to grow up in a city?	• What are the differences between big and small cities?
• What is the best part of living in a city?	• Do you like living in a city?
• What is the biggest city in our country?	• Should more or less people live in cities?

Example

Student A: Were you born in a city?

Student B: Yes, I was born in Hawassa.

1.3 Vocabulary Development

1.3.1 Vocabulary from the reading passage

The vocabulary activities are based on the vocabularies in the reading passage and others that are assumed important to you to study at this stage.

§Vocabulary Development



Activity 1.9 In pairs, match the words in Column A with their meanings in Column B. The words are taken from the reading passage, and the meaning you choose should be contextual to their occurrence in the reading.

Column A	Column B
1. pleasant	a. plenty
2. reap	b. hurry up
3. runs	c. busy
4. settled	d. interesting
5. hustle	e. infected/adulterated
6. bustling	f. happens
7. impure	g. resolved
8. oodles	h. priceless/valuable
9. precious	i. secure/earn

1.3.2 Phrasal verbs

A phrasal verb is a phrase which is made up of a *verb* and usually a *preposition* or an *adverb*. The meaning of the verb usually changes because of the included preposition or the adverb. For example, the verb ‘come’, means ‘to move forward’, but together with ‘on’, that is, ‘come on’ is a phrase used for encouragement.

§Vocabulary Development



Activity 1.10 Study the meanings of the phrasal verbs in the Table and write your own sentences for each phrasal verb. Two of them are done for you as examples.

Phrasal Verb	Meaning	Example
act out	perform something with actions and gestures	The students acted out the story on stage.
act on	to take action because of something like information received	The police were acting on a tip from an informer and caught the thief.
act up	behave badly or strangely	
add on	include	
add up	to make a mathematical total	
aim at	to target	
allow for	include something in a plan or calculation	
allow of	make possible, permit	
back away	retreat or go backwards	
back down	retract or withdraw your position or proposal in an argument	
back up	make a copy of computer data	

1.4 Grammar

In this Unit, you will learn about multiple grammar elements: tag questions, simple present, present continuous tenses, wh-questions using simple present and present continuous tenses, yes/no questions, and questions with auxiliary verbs. You will learn each of them. Now let's begin with **tag questions**.

1.4.1 Tag questions

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

Examples:

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

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



Activity 1.11 Give tag questions for the following statements.

1. You are a student, _____?
2. She doesn't like chewing 'chat', _____?
3. It isn't raining, _____?
4. They have done their homework, _____?
5. Our teacher is always punctual, _____?
6. He lives in a big city, _____?
7. Living in rural areas is interesting, _____?
8. I am a student, _____?

§Grammar



Activity 1.12 Now read the following paragraph and underline the tag questions. Check whether or not you have underlined the correct tag questions with your partner.

Daniel is sitting alone in the field. He looks around and speaks to himself. “Birds are free, aren’t they? They can fly at large, can’t they? They are not the best of creations like man, are they? Man is the best creation of God, isn’t he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, doesn’t he? We should not pollute our environment, should we? Our people are not educated. If they are educated they will become conscious, won’t they? Our people must be educated, mustn’t they? Oh! The sun is already set. I am late for home, aren’t I? I have to return now, haven’t I?

Take the following sentences and the tag questions as examples.

- 1 Birds are free, *aren’t they?*
- 2 He cannot fly in the sky, *can he?*
- 3 They do not pollute our environment, *do they?*
- 4 It is man who pollutes the environment, *isn’t he?*
- 5 Our people must be educated, *mustn’t they?*
- 6 I have to return now, *haven’t I?*
- 7 I am late for home, *aren’t I?*

The italicized parts of the sentences are tag questions. They are formed by using the auxiliary verbs used in the first part of the sentence. The only exception is with sentence number 7. What is it?

§Grammar

Unlike the other statements that repeat the verbs in tag questions, the statement that has the verb ‘am’ will have the tag question as ‘aren’t I’?

I am late for home, <i>aren’t I?</i>	but	I am not late, <i>am I?</i>
I am a student, <i>aren’t I?</i>		I am not a student, <i>am I?</i>

Another important point you have to note is the positive and negative tags. For positive statements, you will have negative tags. The sentences ‘Birds are free, *aren’t they?*’ and ‘Our people must be educated, *mustn’t they?*’ are good examples. When the sentences are negative, however, you will have positive tags. The sentences ‘He cannot fly in the sky, *can he?*’ and ‘They do not pollute our environment, *do they?*’ are good examples.



Activity 1.13 Complete the missing parts of the statements by adding tag questions.

1. You would like to come with us, _____?
2. The club members played well, _____?
3. Our father will not be with us next week, _____?
4. They weren’t part of the regular team, _____?
5. The weather is really good today, _____?
6. I shouldn’t criticize my teacher, _____?
7. I have to behave good, _____?

1.4.2 Expressing habitual actions using the Simple Present Tense



Activity 1.14 Read the following paragraph and underline the simple present verbs.

§Grammar

Paragraph

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

The forms of the simple present tense

Singular subjects like he, she, it, the student, Abebe, etc. will add ‘-s’ or ‘-es’ to form the simple present tense, while plural subjects will have the infinitive forms of the verbs. Look at the forms in the Table below. The negative forms of the simple present tense are developed using the verbs ‘**does+ not +the infinitive**’ for the singular subjects and ‘**do+ not +the infinitive**’ for plural subjects. ‘I’ as a subject takes the same forms of verbs as plural subjects. In examples given in the table, the negative marker ‘not’ is contracted as ‘n’t’ (e.g. **do not** = **don’t**; and **does not** = **doesn’t**). Look at the examples given in the Table carefully, and discuss in groups how the positive, negative and question forms of the simple present tense are formed.

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



Note

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

§Grammar

section for more understanding of their application in the simple present tense.



Activity 1.15 Decide whether or not the verbs in bold are in their correct present forms, and supply the correct one if you find the wrong form.

Hagos is a mechanic. He **know** a lot about cars. He **work** at a garage. He **fix** cars and **talks** to customers. They **asks** questions about their cars. Hagos **works** from 8:00 a.m. to 10:00 a.m.



Activity 1.16 Supply the correct simple present forms of the verbs in parentheses.

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

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

1.4.3 The Present Continuous Tense

The present continuous tense is formed by the use of ‘is’, ‘am’, and ‘are’ as helping verbs and the –ing forms of the main verbs. How are ‘is’, ‘am’ and ‘are’ used? ‘Is’ is used with singular subjects, while ‘are’ is used with plural subjects. ‘Am’ is used with the subject ‘I’. Look at the examples given in the Table below very carefully, and discuss in groups how the positive, negative and question forms of the present continuous tense are formed.

Subjects	Positive forms	Negative forms	Question forms
Singular	He is playing football.	He is not (isn't) playing football.	Is (Isn't) he playing football?
	She is studying every night.	She is not (isn't) studying every night.	Is (Isn't) she studying every night?
	The student is going to school every day.	She is not (isn't) going to school every day.	Is (Isn't) the student going to school every day?
I	I am playing football.	I am not (amn't) playing football.	Am (Amn't) I playing football?
Plural	You are studying every night.	You are not (aren't) studying every night.	Are (Aren't) you studying every night?
	They are going to school every day.	They are not (aren't) going to school every day.	Are (Aren't) they going to school every day?
	We are playing football.	We are not (aren't) playing football.	Are (Aren't) we playing football?
	The students are playing football.	The students are not (aren't) playing football.	Are (Aren't) the students playing football?

§Grammar Note

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

Examples

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

**Activity 1.17** *Read the following dialogue and underline the present continuous forms of the verbs.***Dialogue: On the Telephone**

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



Activity 1.18 Complete the dialogue using the Present Simple or Present Continuous forms of the verbs given in parentheses.

Chaltu: (1) (Do) _____ you _____ (travel) a lot to Hawassa?

Zinash: Yes, but I (2) _____ (not / go) away as often as my dad does.

Chaltu: (3) (Do) ____ he often (fly)?

Zinash: Yeah, he (4) _____ (do).

Chaltu: (5) (Do) ____ your mum usually _____(stay) at home when he's away?

Zinash: Yes, but my aunt Silenat and my cousin Alemu, (6) _____ (come) to our house sometimes and (7) ____ (spend) time with us but Kassahun (8) _____ (not/come) very often.

Chaltu: Oh, why not?

Zinash: Well, from Monday to Friday he (9) ____ (study) hard. Sometimes at weekends he (10) ____ (watch) TV late at night, but my aunt (11) _____ (not/ like) that.

Chaltu: What do you think he (12) ____ (do) now? It's Sunday.

Zinash: Maybe he (13) _____ (sit) in his room. He (14) ____ (love) films, so perhaps he (15) _____ (watch) one now.

Chaltu: What about your aunt, Zinash? What (16) ____ she ____ (do) at the moment when his son is at home?

Zinash: I think she (17) _____ (cook) because Alemu (8) ____ (like) eating so much.

§Grammar



Activity 1.19 Select the appropriate word from the given list and complete the sentences using present continuous tense used to express future action.

<i>take</i>	<i>start</i>	<i>leave</i>	<i>go</i>	<i>do</i>	<i>depart</i>	<i>get</i>	<i>come</i>
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The Big Day

A : Have you heard of Brad and Mimi?

B : *Brad and Mimi? What's happened?*

A : They _____ (1) married on Saturday.

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

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

B : *Of course I did. But what time _____ (4) it _____ .(4) ?*

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

B : _____ (6) you _____ (6)?

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

B : *Do you think I could join you?*

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

B : *If your dad doesn't mind.*

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

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

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

B : *Bye-bye.*

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

1.4.4 Question types

You have learned about tag-questions above. The other types of questions you learn in this unit are ‘wh’-questions and ‘yes/ no’ questions.

A. Wh-questions

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

Examples

- 1 *What is your favorite book?*
 - My favorite book is Fikir Eske Mekabir.
- 2 *Where do you live?*
 - I live in Merawi.
- 3 *Which one do you like more, living in urban areas or in rural areas?*
 - I like to live in urban areas.
 - I like to live in rural areas.
- 4 *Why do you like to live in rural areas?*
 - I like to live in rural areas because I help my parents in farming in the winter.
- 5 *What advantages do you get living in urban areas?*
 - In urban areas, I can get access to read books in libraries.

§Grammar



Activity 1.20 Answer the following questions.

1. What does your mother do in the kitchen? _____.
2. What's your favourite sport? _____.
3. How many players are there in a football team? _____.
4. Who is the President of the Region you are living in? _____.
5. Why do people like to live in urban areas? _____.
6. Why do people like to live in rural areas? _____.
7. Which subject do you like most? _____.

B. Yes/No questions

The ‘yes/no’ questions are formed by using the ‘do verbs’ (do, does, did), ‘have verbs’ (has, have, had), and modal verbs (can, could, may, might, must, ought to, etc.).

Examples

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



Activity 1.21 Give answers to the following questions.

1. Do you like your English lessons?
 - a) _____.
 - b) _____.
2. Do you have a garden?
 - a) _____.
 - b) _____.
3. Are there big buildings in urban areas?
 - a) _____.
 - b) _____.
4. Is the number of schools in urban areas more than those in rural areas?
 - a) _____.
 - b) _____.
5. Does a student in a rural area score equal to the one who is in urban area in school leaving examination?
 - a) _____.
 - b) _____.
6. Has the teacher given you a reading activity?
 - a) _____.
 - b) _____.
7. Must you call him again?
 - a) _____.
 - b) _____.
 - c) _____.
 - d) _____.
 - e) _____.
 - f) _____.
 - g) _____.

§Grammar

Activity 1.22 Develop questions using ‘wh’, ‘auxiliary’ or ‘modal verb’ question beginners to the following answers with your partner.

1. I am learning in Hottie Primary School.
2. Yes, I like the English lessons very much.
3. Yes, I can swim very well.
4. I like to live in rural areas.
5. She likes biscuits most.
6. He works in a hospital.
7. They must read books to understand the tenses more.
8. Yes, she is a student.



Activity 1.23 Select the appropriate wh-words from the list and fill in the blanks in Column A and match the questions formed with their answers in Column B.

Column A	Column B
What/ where/ when/ why/ who/ how/ how many	
1. ____'s that boy?	a. My foot hurts.
2. ____ are Tesfu and Dilnesa?	b. Dancing.
3. ____ do you have English lessons?	c. Because it's nice and peaceful.
4. ____'s your mother, Molla?	d. That's Feleke, my friend.
5. ____ rooms are there in your house?	e. On Monday and Friday.
6. ____s your favorite hobby?	f. She is fine, thanks.
7. ____your friends like Gaynt?	g. They are in Debre Tabor.
8. ____ s the matter Worku?	h. They are six rooms

Now give your answer to each question as in the example given below.

Example

A: Who is that boy?

B: That's Feleke, my friend.



Activity 1.24 Change the sentences into ‘wh-questions’ and ‘yes/no questions’ about the underlined words or phrases.

1. Lelisa and Tirhas have got two children.

Yes/no question: _____

Wh-question: _____

2. Meseret is my favorite actress.

Yes/no question: _____

Wh-question: _____

§Speaking Skills

3. Daniel is a shopkeeper.

Yes/no question: _____

Wh- question: _____

1.5 Speaking Skills

1.5.1 Speaking activity based on the reading passage



Activity 1.25 Look at the pictures below and in pairs, say about what each person is doing.



1. She _____.
2. She _____.
3. He _____.
4. They _____.

Speaking Skills*Rural**Urban*

Activity 1.26 Look at the pictures above and decide where you want to live in and why, using the information about the advantages and disadvantages of living in rural area given in the table below.

1. Discuss the information in the table.
2. Before using the information for your conversation, make sure you know the meanings of important words in bold.

§Speaking Skills

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

Example

This is how you present your ideas to your group:

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

1.5.2 Pronunciation: Rising and falling intonations

A **rising intonation** () pattern would be used mainly for **yes/no questions** and **question tags** showing uncertainty and requiring answers. It invites the speaker to continue speaking.



Activity 1.27 In pairs, practice producing the following examples given for each discourse pattern. Then, give other examples by yourself for each intonation pattern.

1. Yes/no Question (Questions that can be answered by ‘yes’ or ‘no’.)

- Do you know your teacher’s ↗ name?
- Have you done the ↗ assignment?
- Do you have any ↗ question?

2. Question tags that show uncertainty and require an answer.

- We have agreed, ↗ haven’t we?
- You need bread, ↗ don’t you?
- You’re a new student ↗ aren’t you?

Falling intonation (↘) Wh-questions (information questions), confirmatory question tags are commonly produced in falling intonation.



Activity 1.28 Practice the following sentences with accurate intonations. Then, add examples of your own for more practice of the intonations.

1. Wh -questions (requesting information.)

(questions beginning with ‘who’, ‘what’, ‘why’, ‘where’, ‘when’, ‘which’, and ‘how’)

- What is your ↙ name?
- Who can answer this ↙ question?
- Whose pen is ↙ It?

§Writing Skills

2. Question Tags that are statements requesting confirmation rather than questions.

- He is so clever, doesn't ↴ he?
- We failed the test because we didn't revise, did ↴ we?
- It doesn't seem to bother him much, does ↴ it?

1.6 Writing Skills

1.6.1 Constructing sentences



Activity 1.29 *Construct sentences based on the example given(Discuss your sentences with your partner.)*

1. Write two sentences that explain why you like to live in a city.

Example: I like to live in a city because there are good transportations and health centers.

2. Write two sentences that explain why you do not choose to live in a city.



Activity 1.30 *Write 3 to 5 sentences about your village or town. Then, read them to your group of three or four members.*

Examples

- 1 *I live in a small village.*
- 2 *There are many cows and donkeys in my village.*

1.6.2 Developing a paragraph

Activity 1.31 The sentences you wrote for activity 1.29 above must be organized into a paragraph using appropriate cohesive devices. Use the following paragraph framework.

Living in a rural area gives me enormous satisfaction. There are many cows and pets such as cats.... There is **also**.... **Besides**, in my village,**Moreover**,**Generally**,