

# ENGLISH FOR ETHIOPIA

## STUDENT'S BOOK

GRADE 8



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

GRADE 8

ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK



# ENGLISH FOR ETHIOPIA

## STUDENT'S BOOK

GRADE 8



Listening



Speaking



Writing



Reading



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

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# English for Ethiopia

## Student's Book

### Grade 7

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**UNIT 1: ECONOMIC ACTIVITIES IN RURAL AREAS****Unit Objectives**

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

- listen to a text and identify important details;
- talk about common economic activities in your village;
- read a text and identify main ideas;
- transfer information from a reading text to a table;
- use words to describe economic activities in your village;
- describe your daily routines in simple present tense; and
- write five sentences about the main economic activities in your area.

**SECTION ONE: Listening****Lesson One****Pre-listening****Activity 1.1: Read the following words and expressions, and study their meanings.**

average national income

contributes

forest

**Activity 1.2: Match the pictures (A-E) with the descriptions (1-5) below.**

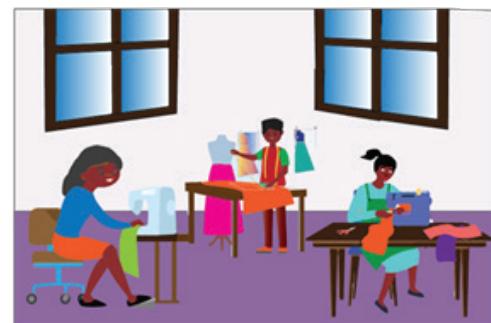
Picture A



Picture B



Picture C



Picture D

**Picture E****Descriptions of the pictures**

1. fishing
2. planting
3. farming
4. sewing/stitching
5. mining

**While-listening****Listening Comprehension**

**Activity 1.3: Listen to the text your teacher reads aloud. Then, match the types of economic activities with their descriptions. Do it individually and compare your answers with your partner's.**

Types of economic activities	Descriptions
1. Manufacturing	A. It is a process of getting minerals.
2. Mining	B. It is being used in construction and manufacturing.
3. Fishing	C. It employs 80 percent of the labor force.
4. Planting	D. It uses waterpower and forests as main sources.
5. Agriculture	E. It is being practised in freshwater lakes.
6. Energy	F. It includes food and beverage products.

**Activity 1.4: Listen to the text and complete the blank spaces with the appropriate words/expressions.**

1. Agriculture is the country's most promising \_\_\_\_\_.
2. Many other economic activities depend on agriculture, including \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ of agricultural products.
3. Forest products are mainly logs used in \_\_\_\_\_.
4. Ethiopia's fisheries are entirely freshwater rivers, as it has no marine coastline, and are a small part of the \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ are Ethiopia's main energy sources.

**Lesson Two****Post-Listening****Activity 1.5: Talking about one's economic sector (economic activity) preferences**

Discuss which economic sectors (economic activities) that you want to work for after finishing your middle school education. Explain your reasons for choosing a particular economic sector.

**Activity 1.6: Individually, rank-order the importance of each economic sector as:**

- “Most Important” or
- “Important” or
- “Least Important”.

Then, compare your rating with your partner's.

1. Agriculture	2. Mineral and mining	3. Transport
4. Forestry and fishing,	6. Energy	7. Telecommunication
8. Textile industry.	9. Manufacturing	10. Tourism

**SECTION TWO: Speaking****Lesson Three****Interviews****Activity 1.7: Remember an interview that you have watched or heard recently on a TV or a radio programme. What was the topic of the interview? Discuss with your partner the questions which you remember from the interview.**

**Activity 1.8: Be in pairs and interview each other about the major economic activities people do in your area. Below are sample questions you may use. While interviewing, you may also ask your own questions.**

1. What are the economic activities people do in your village?
2. Which economic activities do you like most? Why?
3. Which of the economic activities do you think are more profitable or less profitable?
4. Which economic activities employ more people in your area? Give examples.

## Lesson Four

### Role-play

**Activity 1.9: Below is a conversation between Akelo and Lucy about Lucy's part- time job. Be in pairs and answer the following questions. Then, act out the sample conversation.**

- 1) What question did Akelo ask Lucy?
- 2) Why does Akelo ask Lucy some questions?



**Akelo:** Hi, Lucy! How's is it going?

**Lucy:** Fine, thanks, and you?

**Akelo:** Just fine. Where are you going?

**Lucy:** To the library. I have to finish the assignment for tomorrow's class.

**Akelo:** Why don't you do it at home?

**Lucy:** I have a part-time job in the evening so when I get home, I'll be too tired to do an assignment.

**Akelo:** Where do you work?

**Lucy:** I work in a café.

**Akelo: Why do you like the job?**

**Lucy:** It's interesting. I really enjoy working with people and get extra money.

**Akelo: How is the pay?**

**Lucy:** The pay's alright. I get 15 Birr an hour. I would like to earn more as I need a lot of money to buy a new laptop and a smartphone.

**Akelo: And how would you do that?**

**Lucy:** I'll try to pick up as many extra shifts as I can.

**Akelo: What about your studies?** How would you manage your time?

**Lucy:** Well, I don't know yet. I might consider taking fewer courses next semester.

**Akelo:** I wouldn't do that if I were you. You should make your studies the first priority. **What if your parents know about it?**

**Lucy:** Ugh. You're right. Thanks for your advice, Akelo. I've got to go now. See you later.

**Akelo:** See you, Lucy

## SECTION THREE: Reading



### Lesson Three

#### Pre-reading

##### Activity 1.10: In groups, discuss the following points.

- Tell your group members about the source of income of your family.
- Discuss the differences you observe between the economic activities in Picture A and Picture B.
- Which set of pictures represents on-farm activities and which one represents off-farm activities?

**Picture A**



**Picture B**

Read the following passage and answer the questions that follow.

1. Rural people have **diversified** their livelihood means and income earnings across farm, non-farm and off-farm activities. Thus, non-farm income generating activities have become an essential component of livelihood strategies among rural households. Farmers particularly, the rural farm families usually engage in different non-farm income generating activities apparently to **balance** the shortfall of income due to the seasonality of primary agricultural production and create a continuous stream of income to cater for the various household needs.
2. Non-farm income generating activities include all economic activities in rural areas except agriculture, livestock, fishing and hunting. It includes all off-farming activities, processing, marketing, manufacturing, wage and causal local employment in the rural villages. It encompasses all economic activities except the conventional crop production and livestock rearing. Rural non-farm income sector as described by Kazungu and Guuroh (2014) include: household and non-household manufacturing, trade, handicrafts, repairs, constructions, processing, transportation, communication, mining, and quarrying, as well as community and personal services in rural areas.
3. Rural non-farm income generating activities are considered an essential component of livelihood strategies among rural households. The reasons for diversification to non-farm activities include declining farm incomes and desire to insure against agricultural production risk. Households are pulled into the rural non-farm activities when returns from non-farm income activities are higher and less risky than in agriculture. Most households in the rural communities engage in non-farm activities in order to enhance an economic base.
4. Non-farm income generating activities are generally classified into two broad categories: 'high-labour-productivity that leads to high-income activities and low-labour-productivity activities that serve only as a residual source of income. The low-labour-productivity activities are common among the poor. Such employment may be, nevertheless, very essential from a social welfare perspective. Some families of the rural population, who do not have options for

agricultural employment, work on rural non-agricultural employment opportunities. Though the latter are not highly remunerative, households who do not possess farmland make a difference in their life. (Slightly adapted from Bassie Yizengaw, 2014.)

## While-reading

**Activity 1.11: Match the main ideas of each paragraph in Column A with the paragraph number in Column B.**

Column A	Column B
1. Rural non-farm sources of income have been becoming more important than ever.	A. Paragraph 1
2. It describes types of non-farm sources of income generating activities.	B. Paragraph 2
3. Rural people have been increasing their livelihood income earnings.	C. Paragraph 3
4. It talks about classifications of non-farm income generating activities	D. Paragraph 4

## Lesson Six

**Activity 1.12: According to the reading passage, identify whether each of the following sentences is True or False. Write your reasons for your answer.**

- \_\_\_\_\_ 1. Rural people are increasing their income.
- \_\_\_\_\_ 2. Non-farm economic sources are important for rural people.
- \_\_\_\_\_ 3. The seasonality of agricultural production makes rural households to focus on non-farm activities.
- \_\_\_\_\_ 4. Agriculture, livestock, fishing and hunting are examples of non-farm economic activities.
- \_\_\_\_\_ 5. Non-farm activities generate high income.
- \_\_\_\_\_ 6. Rural households do not own adequate land work on non-agricultural income earnings.

**Activity 1.13: Answer each of the following questions based on the reading passage.**

1. What are the two non-farm income generating activities?
2. Why do an increasing number of rural families work in different non-farm income generating activities (Paragraph 1)?
3. What are the two reasons that have contributed to rural households' non-farm activities?
4. What are the two broad categories/types of non-farm activities (Paragraph 3)?
5. What is the main idea of the reading passage?

**Lesson Seven****Activity 1.14: Choose the correct answer to each of the following questions based on the reading passage.**

1. What does the word diversified in Paragraph 1 refer to?  
A. livelihood      B. income      C. mean of income.    D. increased
2. The word balance in Paragraph 1 means \_\_\_\_\_.  
A. equalise      B. compensate      C. equilibrium      D. shortfall
3. Which one of the following is a non-farm income generating activity?  
A. agriculture      B. livestock      C. fishing      D. marketing.
4. Households who do not have enough farmlands can work on \_\_\_\_\_.  
A. agricultural employment    B. non-agricultural employment  
C. low-productive activities    D. B and C are correct answers.

**Pre-reading****Activity 1.15: Answer the following questions based on the reading passage.**

1. Summarise the reading passage in two sentences.
2. On which of the on-farm activities would you like to engage in? Why?
3. Which of the off-farm activities are practised most in your area?

**SECTION FOUR: Vocabulary****Lesson Eight****Activity 1.16: In groups, read and discuss the extended definitions given to each of the farming activities.**

## Shifting cultivation

It is a form of agriculture, used especially in tropical Africa, in which an area of ground is cleared of vegetation and cultivated for a few years and then abandoned for a new area until its fertility has been naturally restored.

## Nomadic farming

Nomadic farming is farming is done by peoples who are not permanent residence of an area and who keep on moving. Nomadic farming includes rearing of cows, goat, sheep, various cattle, in herd. People take from one place to another wherever they travel.

## Livestock ranching

Ranching is the activity of running a large farm, especially one used for raising cattle, horses, or sheep.

## Commercial plantation

Commercial farming includes commercial grain farming, mixed farming and plantation agriculture. Examples of commercial crops include coffee, cotton, sugarcane, tea, tobacco, oilseeds etc.

## Mixed Farming

It is the growing of food or cash crops, feed crops, and livestock on the same farm. The main characteristics of the mixed farming are that farms produce both crops and livestock and the two farming activities are integrated.

## Subsistence farming

Subsistence agriculture occurs when farmers grow food crops to meet the needs of themselves and their families on small lands. Subsistence agriculture is practiced for survival and for mostly local needs, with little or no surplus.

## Dairy farming

Dairy farming is the practice of raising animals such as cows, goats, buffalos and camels and using their milk to feed humans. Dairy products include cheese, butter, yogurt, ice cream, and milk.

## Arable farming

It means that only crops are grown on a farm and then used or sold by farmer according to his/her needs. The arable farming needs balanced moisture and human resources to work.

## Lesson Nine

**Activity 1.17: Use each of the expressions of farming activities in the box and complete the text.**

Nomadic farming	Livestock ranching/farming	Commercial plantation/agriculture
Mixed farming	Subsistence farming	Dairy farming
Arable farming		

Shifting cultivation is commonly practised in the tropics. It involves forest clearance through burning and slashing. \_\_\_\_\_ is the practice of keeping and grazing animals on natural pastures. It is common in the arid and semi-arid regions such as certain parts of Saudi Arabia, northern Africa and northern parts of Eurasia. \_\_\_\_\_ focuses on rearing animals. Unlike nomadic herding, farmers do not move from one place to another in search of pasture and water, but live in settlements. Also known as tree crop farming, industrialized agriculture or plantation farming, \_\_\_\_\_ covers large land areas. Even if practised on a smaller piece of land, the activity has a high commercial value. It involves the cultivation of tropical crops such as tea, rubber, coffee, coconut, cocoa, grapes, apples, spices, oranges, avocado, mangoes and palm oil. Also known as grain and livestock farming, \_\_\_\_\_ involves the growing of crops and rearing of animals. It has its origins in the humid, mid-latitudes, excluding Asia. \_\_\_\_\_ involves growing crops and keeping animals for the sole purpose of feeding the farmer and his family. It involves the use of simple farm tools on small pieces of land. \_\_\_\_\_ involves the rearing of cattle for milk. With its origins in Europe, the activity is highly developed in Sweden and Denmark. \_\_\_\_\_, unlike pastoral or mixed farming, involves the growing of crops without keeping animals. It can be practised on a large, commercial or small scale.

## Lesson Ten

**Activity 1.18:** Individually, write one sentence using each of the following words. Then, compare your answers with your partner's.

1. income	5. bonus
2. profit	6. benefit
3. expense	7. loss
4. fee	8. payment

## SECTION FIVE: Grammar

### Lesson Eleven

#### Simple Present Tense: Active and Passive

##### Daily Routines

**Activity 1.19:** Use the examples given in the table below and re-group the present simple sentences into their active and passive voice and study their difference.

1. Crops and cereals are sold by farmers.
2. Farmers sell crops and cereals.
3. Farmers' sons and daughters are taught about farming activities by their fathers.
4. Fathers teach their sons and daughters about farming activities.
5. Beehives are kept by farmers.
6. Farmers keep beehives.
7. Cows give milk.
8. Milk is given by cows.
9. The smallest income is earned by daily labourers.
10. Daily labourers earn the smallest income.
11. Farmers sow seeds on time.
12. Seeds are sown on time by farmers.
13. Spices are sown in between the onions and peppers.
14. We sow spices in between the onions and peppers.
15. My uncle sows soybean every year.
16. Soybean is sown every year by my uncle.
17. I ride a horse.
18. A horse is ridden by me.

## UNIT 2: TYPES OF CALENDARS

### Unit Objectives

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

- listen and comprehend a text about calendars;
- talk about different local calendars;
- work out the contextual meanings of new words;
- use the newly learned words in spoken or written sentences;
- apply comparative adjectives for different communicative purposes;
- use expressions of comparison while comparing calendar types; and
- write a well-developed paragraph.

### SECTION ONE: Listening

#### Lesson One

##### Pre-Listening

###### Activity 2.1: In your groups, discuss the following questions.

- What subjects do you study on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays at school and at home after school?
- What is a calendar? How many types of calendars do you know?
- What is the relationship between calendars and human activities?

###### Activity 2.2: Read the following words and study their meanings with the help of your teacher.

design

accord

##### Activity 2.3:

#### While-Listening

#### Information Completion

Complete the table below by writing one specific description for each calendars. Before you listen to the text, read the information in the given table. As an example, the last one is done for you.

No.	Type of calendar	Descriptions
1.	Purely Lunar Calendars	
2.	Purely Solar Calendars	
3.	Lunisolar calendars	
4.	Solilunar calendars	
5.	Lunistellar calendars	
6.	Other calendars	(a) These calendars do not have relationships with the cycles of the moon and the sun.

## Lesson Two

### Listening for Details

**Activity 2.4: Based on the listening text, answer the following questions and compare your answers with your group.**

- What is the main idea of the listening text?
- What is the relationship between the movement of the sun and academic calendars?
- How do other calendars that have little relations with the cycles of the moon and the sun work?
- How do many calendars work other than other calendars?
- Why are solilunar calendars more successful in tracking the lunar cycle than the seasonal cycle.

## Lesson Three

### Post-Listening

**Activity 2.5: Rewrite the listening text by using your own words. You may refer to your notes. Then, compare your version of the text with your partner's.**

**Activity 2.6: Get the mainstream Ethiopian calendar. Read the calendar and discuss the following questions in groups.**

- What important dates are there on the Ethiopian mainstream calendar?
- Which of the dates are more important to you? Why?
- What categories of dates can you make?

## SECTION TWO: Speaking

### Lesson Four

#### Talking about a special date in a family

**Activity 2.7:** Sit in your groups and talk about a special date in your family. In your talk, include the following points.

1. Which date is it?
2. Why is it special?
3. What do you do on this date?
4. If this date were not celebrated, what would happen to your family?

### Lesson Five

**Activity 2.8:** Below are two pictures on the Ethiopian and the Gregorian calendar. Form groups and discuss the following questions.

1. What does Picture A show?
2. What does Picture B show?



Picture A



Picture B

**Activity 2.9:** Read the poem below and answer the questions that follow. Compare your answers with your partner's.

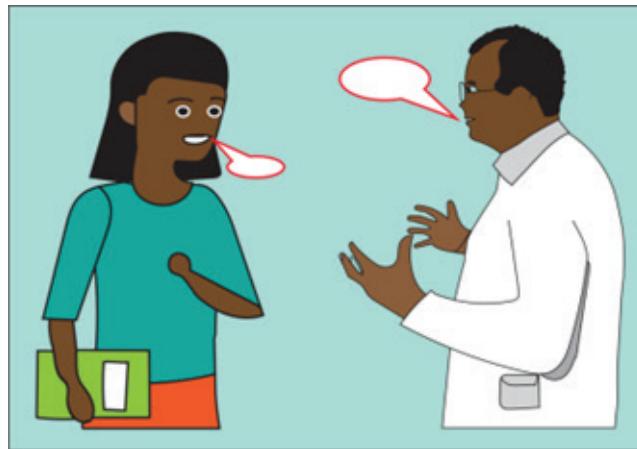
#### Months of the Year

Thirty days has September,  
April, June and November,  
All the rest have 31 days,  
Except February alone,  
This has 28 days clear.  
But 29 in each Leap Year.

- a) What type of calendar is it?
- b) Which month of the year has 28 days?
- c) Which months of the year have 31 days?
- d) Which months have 30 days?

## Lesson Six

**Activity 2.10:** In pairs, act out the following dialogue between a teacher and a student on the uses of calendars.



**Student:** Good morning, Sir.

**Teacher:** Good morning. How are you?

**Student:** I am fine. Thank you, sir. How are you?

**Teacher:** I am also fine. Thank you.

**Student:** Sir, would you please tell me how to use a calendar?

**Teacher:** Of course. Look at the calendar. What do you see?

**Student:** Names of months and days.

**Teacher:** Nothing else?

**Student:** There are dates also. Some are in black colour and some others are in red colour.

**Teacher:** You have almost learned. The dates and days tell you what date each day is.

**Student:** Colour of dates?

**Teacher:** The red colours are holidays, but the black ones show working days.

**Student:** Thank you, sir.

**Teacher:** Thank you, too.

## **SECTION THREE: Reading**

## Lesson Seven

## Pre-reading

### Activity 2.11: In groups, discuss the following questions.

- 1) What makes the Gregorian calendar different from other calendars?
- 2) How are days and months named?
- 3) For what purposes do we use it?

**Activity 2.12: Practise pronouncing the following words and study their meanings with your teacher.**

## While-reading

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

## History of the Gregorian Calendar

The Gregorian calendar, also known as the solar calendar, is the time table that is being used in the present times. The **contemporary** calendar has been changed many times, from the original calendar that began the daily dairy. Apart from serving as the present day **international** civil calendar, the Gregorian calendar also **regulates** the ceremonial cycle of the Roman Catholic and Protestant churches. As a matter of fact, the calendar was originally aimed for **ecclesiastical** purposes. Though many other calendars are also in use today, they are mostly **restricted** to particular religion and cultures.

The history of the Gregorian calendar can be **traced** to the times when Rome was ruled by the empire of Roumulus. In those times, the days and months of the Roman calendar **were set according to the cycles of the sun and the moon**. Rather than the 12 months in a year today, the Roman calendar was considered to be **ten months long**. The New Year commenced in Spring, on March 1, and ended in December. A new calendar was introduced by Numa, the new ruler who succeeded Romulus.

**The new calendar had 12 months and ended in February.** The beginning of the year was later changed from March 1 to January 1. This was marked as the beginning of the civil year. The num

ber of days in the civil year was 365. However, a new Julian calendar was introduced by Julius Caesar, the famed Roman ruler. The Julian calendar began from the 1st of January, in the year 45 B.C. Finally, a new version of Gregorian calendar was introduced by Pope Gregory XIII in the year 1582. This was the calendar that evolved into the present day Gregorian calendar that we use. In the Gregorian calendar, Sunday was originally named after the sun. Monday was originally called the moon. The next day to Monday was named after mars, the warrior god of Rome. However, the name was later changed to Tiu's day for the Teutonic warrior god. Tiu's Day gradually evolved into Tuesday, as we call it today. The day after Tuesday was called Wotan's day, for the Roman god of peace. This was later changed to Woden's day, today known as Wednesday, after a Teutonic god. Thursday, originally was called the Jupiter's Day, tracing its name to the Roman god of thunder and lightning. Later, the name was changed to Thor's Day, after the ancient thunder god, which finally evolved into Thursday.

The six day of the week was named after the Roman goddess, who was symbolic of spring. Later, it became the Frigg's day, after the Scandinavian goddess of love. Finally, Frigg's day became Friday, as we know it today. There was no major change in the seventh day of the week, as it was already known in the Gregorian calendar as the Saturn's day, named after the Roman goddess of harvest. As time passed, it evolved into the present day Saturday. The months in the Gregorian calendar were borrowed from the Julian calendar. For instance, January was named after Janus, the god of beginnings.

In the calendar, February came from Februa, a big feast. March was named after the god of war, Mars. April derived its name from the name of Greek goddess, Aphrodite. The month of May was named after another goddess, known as Maia. June's name was derived from Juno, an ancient goddess. The months of July and August were named after Julius Caesar and Augustus, who succeeded Caesar's throne. The last four months of the year were named according to the numerical placement in the year. The old names of all the months in the Gregorian calendar evolved over time, to assume their modern names.

*Slightly adapted from <http://lifestyle.iloveindia.com/lounge/history-of-gregorian-calendar-6545.html>*

## Direct Questions

**Activity 2.13: Read the above passage carefully and answer the questions that follow.**

- (1) Where does the contemporary calendar originate from?
- (2) What is the main reason for the wider use of the Gregorian calendar in the present time?
- (3) Write down the two purposes of the other calendars in use today?
- (4) What marks the beginning of the civil year, Paragraph 3, line 3?
- (5) By whom was the last version of the Gregorian calendar developed?
- (6) Write down the expressions used to refer to September, October, November and December, Paragraph 6?

## Lesson Eight

### Inferential questions

**Activity 2.14: Answer each of the following questions individually and compare your answers in groups.**

1. What do we mean by ecclesiastical purposes?
2. What was the difference between the Gregorian calendar which was proposed by Roumulus and the new form of the same calendar that was introduced by Numa, Paragraph 2?
3. How were Sunday and Friday named?
4. Why do you think that names of months such as February, March and April named are named Greek Goddess?
5. Why does the author/writer suggest that the present names of months have not been identified at once?
6. What impressions does it give when the author says that March has been named after the god of war?
7. How were the months of July and August named?

## Lesson 9

### Reading for main ideas

**Activity 2.15: Write the main ideas to each of the six paragraphs you have read above. As an example, the main idea of the first paragraph has been written for you. Then, discuss your answers with members of your group.**

1. Paragraph 1 is about the Gregorian calendar which is used by the Catholic and Protestant churches.
2. The main idea of Paragraph 2 is \_\_\_\_\_
3. The main idea of Paragraph 3 is \_\_\_\_\_
4. Paragraph 4 discusses \_\_\_\_\_
5. The main idea of Paragraph 5 is \_\_\_\_\_
6. The main idea of Paragraph 6 is \_\_\_\_\_

## Lesson 10

**Activity 2.16: In your small group, guess the meanings of the following words and expressions as they have been used in the reading passage. Then, compare your answers with any of the other groups.**

- 1) What does the word “contemporary” mean?
- 2) What do these words refer to/mean?

- Gregorian
- New Year
- ...the god of beginnings
- in those times ....
- commenced
- ...present day...
- the old names....
- ...over time
- .... placement

## Lesson 11

### Post-reading

**Activity 2.17: In your groups, discuss the following questions.**

- (1) For what purposes do people in your community use calendars?
- (2) Why do many countries of the world use the Gregorian calendar?
- (3) What would happen if the calendars of the world disappeared?

## SECTION FOUR: Vocabulary

### Lesson 12

**Activity 2.18: Refer to the reading passage and guess the meaning of the following words.**

1. ‘...time table...’ Paragraph 1, Line 1 \_\_\_\_\_
2. ‘...ceremonial...’ Paragraph 1, Line 4 \_\_\_\_\_
3. ‘...empire...’ Paragraph 2, Line 2 \_\_\_\_\_
4. ‘...ruler...’ Paragraph 2, the last line \_\_\_\_\_
5. ‘...version...’ Paragraph 3, Line 5 \_\_\_\_\_
6. ‘...evolved...’ Paragraph 4, Line 4 \_\_\_\_\_
7. ‘...tracing...’ Paragraph 4, the 3rd line from the last \_\_\_\_\_
8. ‘...present...’ Paragraph 5, Line 5 \_\_\_\_\_
9. ‘...Februa...’ Paragraph 6, Line 1 \_\_\_\_\_
10. ‘...placement ...’ Paragraph 6, Line 6 \_\_\_\_\_

**Activity 2.19: From the reading passage, find a word that has a similar meaning to each of the following words. Then, make one sentence of your own using each word. Compare your answers with your group members’.**

a) timetable      b) original      c) ceremonial  
 d) ecclesiastical      e) symbolic

## SECTION FIVE: Grammar

### Lesson 13

#### Comparative Adjectives

• **Wide/wider ... than, more ... than**

The **comparative** adjectives are used to compare two nouns or pronouns. For one syllable adjectives and for two syllable adjectives that end in y, add –er. (Change the y to I and add er: (happy – happier). For one-syllable adjectives that end in consonant-vowel-consonant (CVC), double the consonant and add er (big – bigger). For adjectives that end in e, just add an r to form the comparative (fine-finer). For long adjectives (two syllables or more), use **more + adjective**. The adjectives are followed by than in the comparative form.

In Ethiopia, June has **shorter** nights than other months.

In autumn, children are **happier** than adults.

Autumn is **more attractive** than winter.

**Activity 2.20: In groups, study the following sentences, identify the comparative adjectives and copy them in your exercises books.**

1. The Gregorian calendar is used wider than the Ethiopian calendar.
2. The Gregorian calendar is used more than the Ethiopian calendar in Ethiopia.
3. The Gregorian calendar is older than the Ethiopian calendar.
4. The Ethiopian calendar has greater number of months than the Gregorian calendar.
5. The Ethiopian calendar is seven/eight years younger than the European calendar.

**Note:**

- We use than after comparatives (older than, more expensive than, etc.).
- We usually say: than me, than him, than her, than us, than them.

**Activity 2.21: Construct a complete sentence using each of the comparative adjectives. The first one has been done for you as an example.**

**.Many people look more wonderful during holidays than the usual days.**

... happier than....	... crazier than...
...more wonderful than.....	... more foolish than...
... more excited than ...	... more expensive than ...

## Lesson 10

**Activity 2.22: Based on the sample sentences given below, write three sentences on the similarities between the Ethiopian and the Gregorian calendars. Then, compare your answer with your partner's.**

**... as + adjective + as ... or not as + adj+ as**

- a) The names of the weeks in Ethiopian calendar are the same as the names of weeks in the Gregorian calendar.
- b) The number of weeks in the Ethiopian calendar are the same as the number of weeks in the Gregorian calendar.
- c)
- d)
- e)

**Activity 2.23: In pairs, study the following sentences.**

- ...not as ...as ...

- a) The festivity dates of the Ethiopian Christmas and Easter are **not the same as** the festivity dates of the European Christmas and Easter.
- b) The months in the Ethiopian main stream calendar are **not as many as** the months in the Gregorian calendar.
- c) The types of seasons in the Ethiopian calendar are **not the same as** the types of seasons in the Gregorian calendar.

## SECTION SIX: Writing

### Lesson 15

#### Basics of paragraph writing

**Activity 2.24: In pairs, list down those writing activities/assignments you do during your English lessons.**

**Check if the following are among the list of the English writing activities you do in your English classes.**

- a) Writing notes
- b) Writing assignments
- c) Combining sentences
- d)
- e)
- f)
- g)
- h)
- i)

#### What is a Paragraph?

**In groups, study the following text.**

The warm weather allows me to play outside. I play on the ground with my brother. We run through the water and scream each time. At night, I play hide and seek with my friends. I usually hide behind a big bush. I love it when the weather is warm.

**Notes:**

- The text in the box is a simple paragraph.
- A paragraph is a group of related sentences as shown in the above paragraph.
- The first sentence has the main idea and the other sentences support this main idea.

**Lesson 16**

**Activity 2.26: Helen is a Grade 8 student who uses a timetable to do her daily activities. The information in the box shows her schedule for next week. Use the information below and write a complete paragraph.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
study English	clean the house	study mathematics	go shopping	do assignments	wash cloths	play with her friends

**You may use the sentences given below to begin your paragraph.**

Helen does many things next week. She studies English on Monday. ...

## UNIT 3: TRAFFIC RULES AND REGULATIONS

### Unit Objectives

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

- listen to a text on traffic rules in Ethiopia;
- talk about common traffic rules to their classmates;
- conduct a role-play based on a dialogue;
- learn the meanings of vocabulary items related to traffic rules;
- use modals (should/ought to, have to, may, might, can, could...) while giving and receiving advice;
- comprehend a reading text;
- give and receive advice on the subject of the use of traffic rules and regulations using modals; and
- write a letter to a friend.

### SECTION ONE: LISTENING

#### Lesson 1

##### Pre-Listening

###### Activity 3.1: In groups, answer each of the following questions.

1. What do we mean by rules?
2. What are the classroom rules which you and your classmates respect? Why do you respect these rules?
3. What are traffic rules?

###### Activity 3.2: Study the meanings of the following words with the help of your teacher and make a sentence.

pedestrian      sidewalks      buckling

##### While-Listening

###### Activity 3.3: Answer each of the following questions based on the listening text. Before you listen to the text, read the questions.

1. What is the title of the listening text you have heard?
  - A. New Traffic Rules in Addis Ababa
  - B. New Traffic Rules
  - C. Top 5 Most Helpful New Rules
  - D. The New Laws Have Good Intentions
2. Some of the cars should not be allowed to give transport services because \_\_\_\_\_.
  - A. they have mechanical problems
  - B. they have engine problems
  - C. they are killers
  - D. all are correct answers.
3. In contrast to the developing countries, Addis Abeba's traffic problems are \_\_\_\_\_.
  - A. worth worrying
  - B. dangerous ones
  - C. not worrying about
  - D. worth talking about
4. In Addis Ababa, \_\_\_\_\_.
  - A. sidewalks are used by pedestrians
  - B. sidewalks are available
  - C. sidewalks are not used by pedestrians
  - D. sidewalks are not available
5. Who violates traffic rules?
  - A. Pedestrian
  - B. Taxi-drivers
  - C. Mini-bus drivers
  - D. All are correct answers.
6. What was the good news about?
  - A. The revised traffic law
  - B. Foot-travelers
  - C. Traffic laws
  - D. Drivers

## Lesson 2

**Activity 3.4: According the listening text, complete the following sentences with the appropriate words, or expressions. Discuss you answers with your partner's.**

1. Addis Ababa is continuously \_\_\_\_\_ and the number of cars on the road is growing on a \_\_\_\_\_.
2. Some of the cars should not be allowed to be on the road at all as they could be potential \_\_\_\_\_.
3. Many of the \_\_\_\_\_, especially cabs, that transport people, had \_\_\_\_\_ and \_\_\_\_\_ problems.
4. However, the recent traffic law changes in \_\_\_\_\_ triggered me into writing this \_\_\_\_\_.
5. For some reason, pedestrians like to share the \_\_\_\_\_ with \_\_\_\_\_.
6. Yes, I agree that the new rules are \_\_\_\_\_.
7. \_\_\_\_\_ are compulsory for driver and front seat passenger.
8. These new set of rules are great if followed by all \_\_\_\_\_ and \_\_\_\_\_.
9. I hope that all will obey these rules and as a result, the roads of Addis Ababa will be \_\_\_\_\_.

## Lesson 3

### Post-Listening

**Activity 3.5: Read the traffic rules in the table below and rate each of them based on your beliefs as:**

- a) “Most Important” or
- b) “Important” or
- c) “Least Important”.

Discuss your ratings and reasons with your group members’.

### Importance of the Traffic Rules

No.	Traffic Rules	Importance			Reasons for your choice
		Most Im- portant	Important	Least Im- portant	
1	Always wear a seat-belt.				
2	Respect the speed limits.				
3	Follow traffic signals.				
4	Do not drink alcohol if you drive.				
5	Cross the road at the Zebra Crossing.				
6	Always walk on the pavement.				

## SECTION TWO: SPEAKING

## Lesson 4

### Auxiliary Verbs (*can, should, must*)

#### Asking for Advice on Using Traffic Lights

**Activity 3.6: Act out the dialogue in pairs and study how advice is requested and given.****At the Traffic Lights and Signs**

A: What **should** I do if the traffic light turns red?

B: You **must** stop. You **must not** cross on any of the crossing lines.

A: What should I do when red arrow goes out, leaving only a green light?

B: You **may** proceed if it is safe to do so by observing other pedestrians crossing the road you are entering.

A: Should I cross when the traffic light turns yellow?

B: You **should not** cross, for it indicates that the lights are about to change to red. You **should not cross** unless you are so close to the zebra-crossing and should do the crossing soon.

A: Should I cross when the lights turn a **yellow arrow**?

B: This arrow indicates that the lights are about to change to red. You **must** prepare to stop and not enter the road beyond the stop line unless you are able to cross safely. You **may** cross if the yellow arrow goes out leaving only a green light. You will do this if it is safe to do so, but beware of oncoming vehicles.

A: **Can** I cross the road when the traffic lights turn green?

B: Green Lights? You **can** cross, if it is safe to do so.

**SECTION THREE: Reading****Lesson 5****Pre-reading****Activity 3.7: Do the following questions in your groups.**

1. Have you ever seen or heard about a car accident? Tell your group members about it.
2. Write causes for car accidents. Compare your list with your partner's.
3. How does it damage the life of human beings and their properties?

**Activity 3.8: Read the following words and learn their meanings with the help of teacher.**

**devastating    gravity**

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

## Road traffic accident: a major public health problem in Ethiopia

1. A secondary data collected by the Amhara National Regional State Police Commission from 2007-2011 shows that road traffic accidents are serious, but neglected health problems in Ethiopia. **Fatalities due to traffic accidents are reported to be among the highest in the world.** According to the World Health Organisations' global status report on road safety, the road crash **fatality** rate in Ethiopia was at least 114 deaths per 10,000 vehicles per year. This is only 10 in the UK and Ireland and 60 across 39 sub-Saharan African countries. In addition, the number of people injured or killed in one crash in Ethiopia is about 30 times higher than that in the US. Furthermore, it is sad to note that fatalities due to road traffic accidents are higher among **pedestrians in countries like Ethiopia than in developed countries.** For instance, 60% of the fatalities in the US account to the car drivers, while in Ethiopia only about 5% account to drivers. **This** is also supported by a recent study where the majority of fatalities were **pedestrians** (87%) followed by **passengers** (9%) and **drivers** (4%), among a total of 25,110 accidents and 3415 fatalities during the period 2000-2009 in Addis Ababa.
2. The economic implications of traffic accidents are highly devastating especially for developing countries, since deaths due to these causes are highest among the most economically active population whose ages are between 15-59 years. A study has estimated the total health and life-related cost of motor vehicle injuries in Addis Ababa in 2010 to be about 31,692,892 Ethiopian Birr, which shows the seriousness of the problem.
3. In spite of the fact that road traffic accident is a huge public health development problem in Ethiopia with significant impact on morbidity, mortality as well as devastating economic effects; proportionate measures have not been taken to address the problem. According to the WHO's global status report mentioned above, even though Ethiopia has put in place relevant laws on traffic speed limits, the effectiveness of their overall enforcement was only 2 (in a scale of 0-10) in 2009. There are **some laws** on road safety management and on major risk factors in the country. However, they seem to be largely nominal, as the country neither strictly enforces speed limits on urban roads nor controls blood alcohol levels in drunk-driving.
4. Overall, the **gravity** of the problem is getting worse from time to time, approaching a crisis level and requiring urgent and multi-pronged actions. Multi-sectorial and combined enforcement strategies are **the most efficient way to respond to the crisis.** In addition, there is an urgent need for interventions that can address **risk factors** such as **speeding, improper use of lanes, and drunk-driving**, which have important public health implications as large proportion of traffic injuries are attributed to them

*Slightly Adapted from Ethiopian Journal of Health and Development, 2014:28.*

## Lesson 6

### While-reading

#### Direct questions

**Activity 3.9: Identify whether each of the following sentences is true or false. Write your reasons for your answer and discuss them in groups.**

1. Ethiopia stands first in the world in the traffic road accident.
2. The road traffic accident fatalities in Ethiopia were approximately 11 times greater than the UK.
3. The major traffic accident fatalities were drivers.
4. The active population of Ethiopia was the most affected by the road traffic accidents.
5. Ethiopia has succeeded in implementing its traffic laws.
6. Ethiopian drivers were not grouped from the majority of fatalities.
7. The majority of traffic injuries in Ethiopia are due to speeding, improper use of lanes and drunk driving.
8. Ethiopia practices controlling of drunk-driving and speed limits

## Lesson 7

**Activity 3.10: Individually, answers each of these questions and then discuss your answers in groups.**

1. Where did the writer get the information about the road traffic accident, Paragraph 1?
2. Why does the writer label speeding, improper use of lanes, and drunk-driving as risk factors, Paragraph 4?
3. How many years of road traffic accident report did the writer use while writing this text, Paragraph 1?
4. What was the road accident fatality rate in Ethiopia in the years 2009, Paragraph 1?
5. What was the road accident fatality rate in UK, Ireland and the Sub-Saharan Africa in the same year, Paragraph 1?
6. What does the estimated 31,692,892 Ethiopian Birr of the life-related cost of motor vehicle injuries in Addis Ababa in 2010 indicate, Paragraph 2?
7. What is the contradiction mentioned by the author/write in Paragraph 3?
8. Why has Ethiopia not succeeded in decreasing traffic road accidents, Paragraph 3?

## Lesson 8

### Inferential questions

**Activity 3.11: In pairs, answer each of the following questions. Then, discuss in your groups.**

1. Why did the author sequentially mention evidence from the WHO's 2009 global status report and the recent study?
2. What has hindered Ethiopia from implementing its relevant laws it has approved on traffic speed limits, road safety management and major risk factors?
3. Why did the writer conclude that the economic implications of traffic accidents are highly damaging in developing nations?
4. Why did the road traffic accident solutions require multi-sectorial and combined enforcement strategies?
5. What were the solutions suggested by the writer to solve the risk factors?

## Lesson 9

### Referential questions

**Activity 3.12: Individually, write out what each of the following words refers to. Then, check your answers with your partner's.**

1. The word '...secondary...', in Paragraph 1, Line 1 refers to \_\_\_\_\_
2. In Paragraph 1, the 4th line from the last, the pronoun, 'This...' refers to \_\_\_\_\_
3. In Paragraph 2, Line 2, the pronoun, '...these...' refers \_\_\_\_\_
4. In Paragraph 2, the last line, the phrase, "...the problem..." means \_\_\_\_\_
5. The words, '...laws...' in Paragraph 3, Line 4 and '...laws....' in Paragraph 3, line 6 refers to \_\_\_\_\_ and \_\_\_\_\_
6. 'The problem...' in Paragraphs 3, Line 6 means \_\_\_\_\_
7. The pronoun, '....they...' in Paragraph 3, the 2nd line from the last means \_\_\_\_\_
8. The pronoun, '....them' in Paragraph 4, the last line refers to \_\_\_\_\_

## Lesson 10

**Activity 3.13: Based on the reading passage, what do the following words and expressions refer to? Check your answers with your partner's.**

1. In Paragraph 1, Line 2, the word, '...neglected ...' roughly means \_\_\_\_\_
2. The word, '...rate...' in Paragraph 1, Line 5, means \_\_\_\_\_
3. In Paragraph 1, Line 7, the phrase, '...30 times...' means \_\_\_\_\_
4. The word, '...pedestrians...' in Paragraph 1, Line 9 \_\_\_\_\_
5. Roughly, the verb phrase '...accounts for ...' in Paragraph 1, the 5th line from the last, \_\_\_\_\_
6. The phrase, '...active population' in Paragraph 2, Line 2-3, approximately means \_\_\_\_\_
7. The word '...enforcement...' in Paragraph 3, Line 5, means \_\_\_\_\_
8. In Paragraph 3, the 2ndline from the last, , 'nominal...' roughly means \_\_\_\_\_
9. The word, '...implication...' in Paragraph 4, the last, means \_\_\_\_\_

## Lesson 11

### Post-reading

**Activity 3.14: In your groups, answer the following questions.**

1. Discuss major causes of road traffic accidents in Ethiopia.
2. List down solutions that can help to reduce traffic accidents? Then, compare your list with your partner's.
3. If you were a minister of transport what would you do to minimise the road traffic accidents in Ethiopia?

## SECTION FOUR: Vocabulary

## Lesson 12

**Activity 3.15: Based on the given sample, write a sentence using each expression. Then, discuss your sentences with a partner's.**

Example:

### Traffic rules

Knowing **traffic rules** is important for safety.

### Speed limit

Knowing the **speed limit** for all the roads is important for safe driving.

### Driving rules

Knowing **driving rules** is important for safe driving.

old vehicles	traffic jam	traffic laws	traffic light
traffic restrictions	traffic accident	traffic regulations	

## SECTION FIVE: Grammar

### Lesson 13

#### Asking for and giving advice on traffic lights and turn signals

Uses of Modal verbs:

- **must/must not,**
- **can/ cannot, and**
- **should/should not.**

Notes:

- We use **can** to say something is possible or allowed. Somebody has the ability to do it.

**Example: I can cross the road when the traffic light turns green.**

- We use **must** to say that we believe something is **certain**.

**Example: we must not cross the road when the traffic light turns red.**

- We use **should** to mean it is a good thing or the right thing to do.

**Example: we should use a zebra-crossing.**