

## Objective

In this unit, you will describe how simple machines work. You will also be able to tell what they are used for.

## A Listening and speaking

### LESSON ONE

**Exercise 1:** In small groups, look at these pictures and discuss the questions that follow.



1. What are the names of the machines in the pictures above?
2. What is the use of each of the machines above?
3. What other machines do you know? What are the machines used for?
4. Which machine needs electricity to operate?

## Activity

Draw a picture of a machine you like most and describe it to your partner.

## Listening practice

**Exercise 2:** Your teacher will read to you a short story. Listen carefully and answer the questions that follow.

1. How has man made work easy?
2. Which three things are useful in entertainment?
3. In groups, discuss the various machines you use at home and their work.

## LESSON TWO

### Vocabulary practice

#### Activity

Read the words in the box and find the meaning of the difficult ones in the dictionary.

button radio robot switch off machine switch television mobile phone  
pull plug lever fan press power computer

**Exercise 1:** Use the words above to complete the sentences correctly.

1. Mengistu should press the big \_\_\_\_\_ to switch on the radio.
2. I have not seen a \_\_\_\_\_ set as big as that one.
3. When you press the off button, you \_\_\_\_\_ the radio.
4. You have to pull or push a \_\_\_\_\_ to make that machine work.
5. In order for a machine to operate, one has to insert a \_\_\_\_\_ in a socket.
6. A \_\_\_\_\_ has made communication very easy.
7. Always \_\_\_\_\_ the right button to switch on the television.
8. A \_\_\_\_\_ makes work easy.
9. A \_\_\_\_\_ is used for communication, typing work and storing important information.
10. It is very hot in here. Please, switch on the \_\_\_\_\_

**Exercise 2:** Use some of the words in the box above to write five sentences about a machine you use most at home.

## LESSON THREE

## Grammar: Using: may/might

## Activity

In a group, describe an object as others listen. Ask members to guess the object according to your description. Use **It might/may/could be ...** to name the object.

**Exercise 1:** Your partner will tell you the use and function of a machine of his/her choice. Guess what the machine is, using **may/might/could**.

**Example:** (a) It has a keyboard.  
(b) It stores information and programs.

**What is it?** (a) It might be a computer.  
(b) It may be a computer.  
(c) It could be a computer.

- It can use batteries or electricity.  
*It can be switched on or off.*
- It has a receiver.  
*We use it to communicate with other people.*
- It has buttons and each button bears a letter.  
*It can be used to enter data into a computer.*
- We use it to send written messages.  
*The message is transmitted very fast.*

## Grammar Highlight

- may and might**

These are words that are used to express a possibility that something is true or may happen.

**Example:** I may visit a factory.

She might acquire a new one.

They may be used in the negative form using “not”.

## Riddles: Using: It is either a ... or a ...

**Exercise 2:** Guess answers to the following riddles.

- Example:**
- (a) It is small in size.
  - (b) It has a pointed end.
  - (c) We use it for writing.

**Answer:** It is either a pen or a pencil.

- (a) We use it in our homes.
- (b) It is a source of heat.
- (c) It also gives us light.

**Answer:** It is either firewood or electricity.

Work in pairs and share your answer with others.

1. It has an engine.  
It is a common means of transport.  
It is either a \_\_\_\_\_ or a \_\_\_\_\_
2. We use it to cook food.  
It also provides us with heat.  
It is either a \_\_\_\_\_ or a \_\_\_\_\_
3. It has buttons and each button bears a letter.  
It is either a \_\_\_\_\_ or a \_\_\_\_\_

## LESSON FOUR

### Activity

Read the following sentences with a partner.

- Examples:**
1. (a) The programme that we watched was interesting.  
(b) The machine that I repaired belongs to Abeba.
  2. (a) Which button starts the machine?  
(b) The button, which is at the top, starts the machine.
  3. (a) The radio that Ayele repaired is Hunde's.  
(b) The knife that is on the shelf is blunt.
1. What is the difference between the sentences in (a) and (b)?
  2. What is the importance of the words **which** and **that** in the sentences? What meaning do they add to the sentences in (b)?

**Exercise 1:** From the table form correct sentences using **which** and **that**.

- Examples:**
1. The switch, which is found at the top, starts the machine.
  2. The radio, that we listen to, uses four cells.

The	switch	,	which	you gave me	,	starts the machine.
	button			is used at home		can be used at home.
	lever			can be found at the top		uses four cells.
	radio			is switched on		gives clearer images.
	machine			we use		helps us to get information.
	telephone			was repaired		makes the work easy.
	computer			Abebe rides		now works perfectly.
	pump			was replaced		is now spoilt.
	bicycle			was installed		can be used to send messages.

**Exercise 2:** Your teacher will dictate to you short sentences. Write down the sentences and join them using **which** or **that**.

## LESSON FIVE

### The Active and Passive Voice

#### Activity

Read and talk about the meaning of these sentences with a partner.

- Examples:**
1. Active voice : You switch on the machine.  
Passive voice : The machine is switched on.
  2. Active voice : They repair radios.  
Passive voice : The radios are repaired.

**Exercise :** Rewrite the sentences beginning with the bold words.

1. They clean **the machines** every morning.
2. Bekele repairs **the computer**.
3. Abenet switches on **the machine**.
4. They use **the crane** to lift the load.
5. You use **the telephone** to call someone.
6. They use **robots** to do their work.
7. Women use **needles** to sew clothes.
8. They repair **old machines**.
9. They use **the bicycle** to carry goods.
10. We watch **television** every day.

## LESSON SIX

### Imperatives

#### Activity 1

Ask your partner to do the following activities.

- (a) Look at the roof.                      (b) Stand up                      (c) lean on the wall.

Let your partner make statements and you act them out.

#### Activity 2

With a partner, match the actions in column **A** with the machines in column **B**.

A	B
Turn on	the cooker.
Switch off	the radio.
Insert	the plug/cells.
Turn off	the television.

- Exercise:**
1. Write ten sentences expressing orders and instructions in your exercise book.
  2. Suggest other machines and mention how you operate them.

## LESSON SEVEN

## Conditional Sentences: Probable conditions: Using if ...

## Activity 1

Mention the things you would like to achieve in life and what you should do in order to achieve them.

Make sentences about them using **if**.

**Example:** If you start the machine, it will make noise.

The machine will make noise if you start it.

My father will buy a bicycle for me if I pass my exams.

## Activity 2

In the sentences below, the result or outcome is achieved if certain conditions are fulfilled. Read the following sentences to find out which condition needs to be fulfilled first before a result is achieved.

(a) Press the button, turn on the machine.

If you press the button, you will turn on the machine.

You will turn on the machine if you press the button.

(b) Raising the lever, load comes down.

If you raise the lever, the load will come down.

The load will come down if you raise the lever.

With a partner write ten situations where a condition has to be fulfilled first before a result can be achieved.

**Exercise:** Write correct sentences in your exercise book beginning with **if** ...

1. (Switch) on the radio, (listen) to the news.
2. (Watch) television, (learn) a lot.
3. (Turn) the power on, the machine works.
4. Power (go) off, machine does not (work).
5. (Turn) off the power, the computer does not (work).
6. (Use) the computer, work (become) easier.
7. (Switch) on the fan, you feel fresh.
8. (Press) the switch, the robot (start) to work.

## LESSON EIGHT

### What will you do?

#### Activity

In groups of five, take turns to mention the different machines that are used at home and school. Briefly discuss how they work. Explain why some machines fail to work and what can be done to make them work.

**Exercise:** Study the examples below and do the given exercise using ... **will** ... **if** ...

**Examples:** (a) What will you do if the computer doesn't work? (use a typewriter)

I will use a typewriter if the computer doesn't work.

(b) What will they do if the bus doesn't come? (walk the distance)

They will walk the distance if the bus doesn't come.

1. What will you do if the taxi breaks down? (repair it)
2. What will the student do if he fails the exams? (repeat the class)
3. What will she do if the switch is faulty? (call a mechanic)
4. What will you do if the telephone doesn't work? (write a note)
5. What will the manager do if the workers are late? (caution them)

## B Reading

## LESSON NINE

### Riddles

#### Activity I

In pairs, take turns to state what you will do if all the machines you use become faulty.

**Exercise :** Can you tell what the machine is?

- (a) It is simple to handle. It has a rectangular or square shape. It has a view finder. Through the view finder you can focus on an object. After focusing on the image, you press a button. The outcome is a photograph.
- (b) The machine works depending on the given instructions. All instructions are given using a keyboard. It processes and stores information and can run different programs.



- (c) It is a household machine. It requires batteries or electricity to operate. You switch it on and off when you want to use it or after using it. At times, it has parts attached to it to play cassettes or compact discs. The latest versions can be operated with remote controls.

**Activity 2**

In pairs, discuss the following questions about the riddles.

- (a) 1. Describe the shape of the machine.  
2. What must you do before you can get a photo?
- (b) 1. How does this machine help people?  
2. What items can fit this machine?  
3. Why should everyone know how to use this machine?
- (c) 1. What does this machine use?  
2. What happens when you switch on this machine?

**Activity 3**

Draw the machines described in the riddles. Display your work in the classroom.

**C Writing****LESSON TEN****Compound Sentences: Using: ... and ...****Activity**

In pairs, read the sentences below and study how they are joined.

- Examples:**
1. (a) Tura plays netball. Tura swims very fast.  
(b) **Tura plays netball, and she swims very fast.**
2. (a) He speaks English. He sings in Amharic.  
(b) **He speaks English, and sings in Amharic.**

**Exercise 1: Join these sentences using: ... and ...**

- I went to Addis Ababa. I met a friend Yabello.
- She teaches Music. She choreographs dance.
- He paid my sister. He bought a new car.
- We drew pictures of hyenas. We took photographs of lions.
- She bought a typewriter. She repaired the computer.

**Using: ... but ...**

Read the sentences and compare sentences (a) with sentences (b).

- Examples:
- (a) Kidist ate the food. She did not get satisfied.
  - (b) Kidist ate the food, but she did not get satisfied.
  - (a) Taye ran very fast. He did not win a gold medal.
  - (b) Taye ran very fast, but he did not win a gold medal.

**Exercise 2:** With your partner, discuss the meanings of the sentences in (b).

**Exercise 3:** Join the sentences below using: ... but ...

1. Merid switched on the TV. Merid did not watch the play.
2. The teacher took our books. He did not mark them.
3. We travelled a long journey. I didn't get tired.
4. We work very hard. We do not get paid.
5. I have been working since morning. I am not tired.
6. Dromo has many clothes. He does not wear them.

**Grammar Highlight**

- Using: **and**

When we join two complete sentences with **and** the subjects of the sentences are both written, use a comma before **and**:

- (a) Shopping at the mall is expensive. Parking is hard to find.
- (b) Shopping at the mall is expensive, and parking is hard to find.

- Note that when you join two complete sentences and remove the subject of the second sentence, don't use a comma before **and**.

- (a) These days people mail cards. People e-mail electronic cards.
- (b) These days people mail cards and e-mail electronic cards.

- Using: **but**

When we join two complete sentences with **but**, you must always use a comma before **but**:

- (a) I didn't want to send her a present. I sent her one anyway.
- (b) I didn't want to send her a present, but I sent her one anyway.

**Using: ... or ...**

Read the sentences.

**Example:** Abebe went to the market. Abebe went to the shop.

What questions can you form from these statements?

Check whether your guess is correct.

Did Abebe go to the market? Did Abebe go to the shop?

These two questions can be joined together using ... **or** ... to become:  
**Did Abebe go to the market or to the shop?**

**Exercise 4:** Form questions from these statements and join them using: ... or ...

1. He paid me. He paid my brother.
2. She talked to the driver. She talked to the conductor.
3. We visited Lalibella. We visited Jimma.
4. I study Mathematics. I study English.
5. We go to the village. We go to the town.

**Exercise 5:** Join the sentences using the words in brackets. Do the work in your exercise book.

1. Ayele listened to the radio. Teshome listened to the radio.  
(Join the sentences using ... **and** ...)
2. Merid switched on the television. Sofia switched off the television.  
(Join the sentences using ... **but** ...).
3. The boy may pull the lever. The girl may pull the lever.  
(Join the sentences using ...**or** ...)
4. The secretary used the computer. The director used the computer.  
(Join using ... **and** ...)
5. I switched on the machines. The machine did not work. (Join using ... **but** ...)

## LESSON ELEVEN

### Using: ... because ...

#### Activity

Read this sentence and discuss its meaning with your partner. Take turns to construct similar sentences.

**Example:** She did not go to school because she was ill.

#### Exercise: Use **because** to join these sentences.

1. The type writer may not work well. It is broken.
2. This switch needs to be repaired. The wires are loose.
3. The cooker cannot work. We have run out of gas.
4. Workers haven't used the machines. The machines aren't working.
5. Bayene has to use the typewriter. The computer broke down.
6. The power is on and off. We can't switch on the television.
7. Better turn on the generator. We need to work twenty four hours.
8. Sofia switched on the computer and started working immediately. She has only an hour to finish the work.

## LESSON TWELVE

### Punctuation

#### Activity

In groups of four, mention the punctuation marks you know and when they are used. Write them in your exercise book.

**Exercise 1:** Work in groups and punctuate the letter correctly.

the general manager  
datamine electronics  
po box 4784  
addis ababa  
dear sir

addis technology institute  
p. o . Box. 347  
tori  
25th. jan 2010

re: supply of computers

with reference to our earlier communication I would be grateful if you could supply us with 20 (twenty) IBM PC with their printers and stationery

our computer literacy programme will commence next term and it would be of paramount importance if they were delivered not later than 31st july 2010

enclosed herein is the Bank draft to effect payment we look forward to receiving the items please reply and let us know when they will be delivered

yours faithfully

Feleke mekonnen  
PRINCIPAL

**Exercise 2:** Imagine you are the General Manager of Datamine Electronics, write a letter of reply to the Principal of Addis Technology Institute.

## LESSON THIRTEEN

### Guided composition

**Exercise 1:** Use the given words in the box to complete the passage.

automatically	think	limit	instructions	programmed
computers	complicated	themselves	speeds	1940s
world	electronic	individual		



### Machines with Brains!

Did you know that computers are the most impressive invention of man? The first invention was in (1) \_\_\_\_\_. Computerisation has now moved into almost every area of society.

(2)\_\_\_\_\_ are fascinating and frightening at the same time. Many people think of them as machines with “brains” and as machines that (3)\_\_\_\_\_. After all, they play music, ask questions, store a lot of information, sort out data and much more. We are fascinated and alarmed by their (4)\_\_\_\_\_ ways and the scientific knowledge on which they are (5)\_\_\_\_\_.

In fact, computers do not have brains and they cannot really think (6) \_\_\_\_\_. They are basically machines which can do anything. They are (7) \_\_\_\_\_ manipulated to do the work of human beings at very high (8)\_\_\_\_\_. The actual thinking is done by the humans who feed them with information and program them to perform given (9)\_\_\_\_\_.

Computers are (10) \_\_\_\_\_ tools that can receive a set of instructions or program, and then carry out these instructions by calculating on a lot of data or by (11) \_\_\_\_\_ it together and comparing with other forms of information.

Computers are available in many forms. They are used in industries, schools and (12) \_\_\_\_\_ homes. Imagine the \_\_\_\_\_ (13) before computers! The modern world of high technology is a result of the development of the computer.

**Exercise 2:** Write a paragraph describing a machine of your choice and what it is used for.