

## Objective

In this unit, you will describe and tell simple stories about animals.

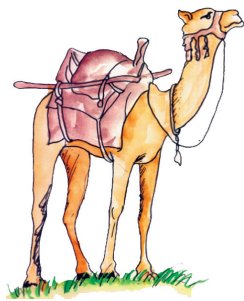
## A Listening and speaking

### LESSON ONE

#### Activity

Look at the pictures of the different animals. Work with a partner to write sentences about each of the animals as in the given example.

**Example:** It is a camel.  
It lives in a desert



(a)



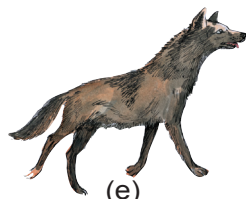
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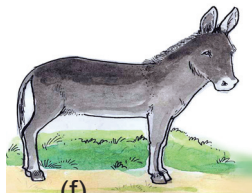
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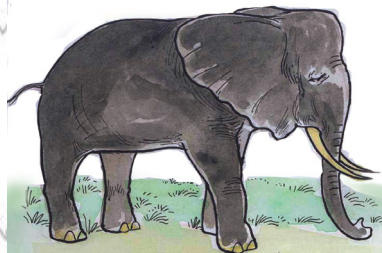
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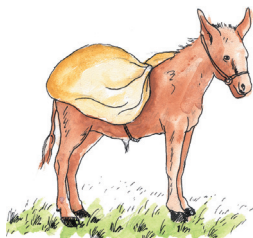
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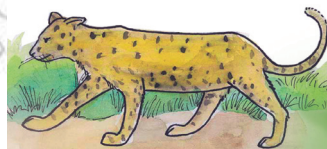
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(l)



**EXERCISE:** In your exercise book, answer the questions based on the pictures on page 73.

1. Which animals are found in your area?
2. Are these animals important to our country? Why?
3. What stories do you know about these animals?

## LESSON TWO

### Listening Exercise

#### Activity

Do you know of any animal story? Tell it to your class. What lesson do you want your class to learn from the story?

**EXERCISE 1:** Your teacher will read a short story for you. Listen carefully and answer the following questions.

1. What animal is the story about?
2. Where were the animals living?
3. Which animal later became very stubborn?
4. What did the other animals do?
5. Why did the animals call for a meeting?
6. What idea did one animal come up with?
7. Did other animals support the idea? Why?

**EXERCISE 2:** Write down a list of animals. Show what they eat and where they live. Imagine you were those animals, what messages would you write?

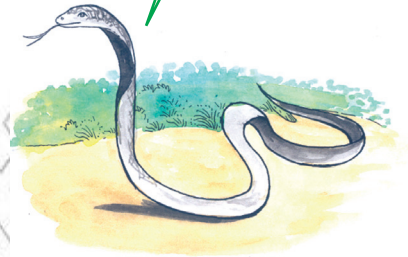
I wish I could eat meat. I don't like grass



I wish I could eat grass. I don't like meat.



In my opinion, we should not be killed and we should not kill.



## LESSON THREE

### Vocabulary Practice

#### Activity

Name the animals you know. Select animals from the table and arrange them according to the groups as shown below.

#### Example:

Wild animals	Farm animals	Pets
lion	sheep	cat

camel	goose	giraffe	ostrich	cat	hyena
hippo	donkey	crocodile	mule	lion	goat
gorilla	duck	jackal	dog	monkey	sheep

## Describing animals

Lions are big animals in the cat family. They live in **dens**. They have sharp **paws** which they use to kill their prey. Their young ones are known as **cubs**. They roar making a loud sound that threatens other animals.

**EXERCISE 1:** Select other animals and describe them as shown above.

**EXERCISE 2:** Use the table to record information about the animals as shown below.

Animal	Young	Animal Home	Animal Sound
lion	cub	den	roar
leopard	cub	_____	_____
elephant	calf	_____	_____
bull	calf	_____	_____
goat	kid	_____	_____
dog	puppy	_____	_____

**EXERCISE 3:** Write about other animals and birds you know of.

## LESSON FOUR

### What animals can do and what they feed on

#### Activity 1

In groups of four, write down a list of animals you know. Identify different activities these animals do and the food they eat. This may be done using a big chart.

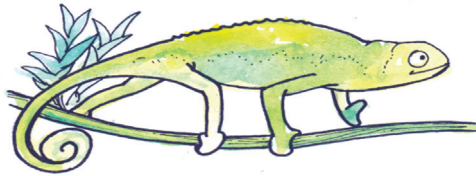
**Example:** What can lions do?

Lions can **hunt**.

Lions can eat **meat**.

Display your chart on the wall after the teacher has marked your work.

**Example:**



**What can a chameleon do?**

A chameleon can change its colour.

**EXERCISE 1:** Animals do different things to get their food or protect themselves from harm. They have different feeding habits. Identify animals and what they can do under A plus what they feed on under B.

**A**

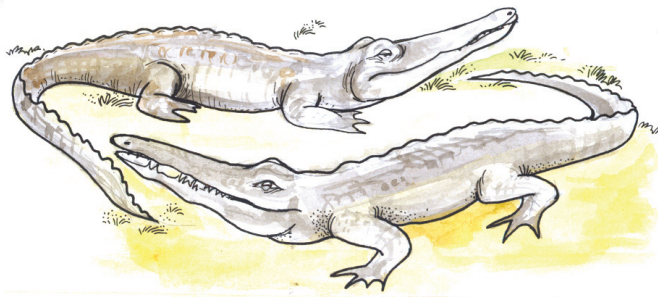
hunt/kill
bite
sting
climb
swim
scratch

**B**

animal meat
insects/grass
sweet juice
plant shoots
water plants
fish and rats

### Activity 2

Discuss with a partner the activities animals cannot do.



**Examples:**

Crocodiles cannot fly **at all**.

Sheep cannot eat flesh **at all**.

Ostriches can not fly at all.



**EXERCISE 2:** Complete the sentences below with the words given below.

fly    bite    run    fight    lay    swim    climb    break    roar

1. Cheetahs can \_\_\_\_\_ **very** fast.
2. Birds can \_\_\_\_\_ high.
3. Fish can \_\_\_\_\_ **very** well.
4. Animals can \_\_\_\_\_ fiercely.
5. Apes can \_\_\_\_\_ trees **very** quickly.
6. Elephants can \_\_\_\_\_ trees quite easily.

### Activity 3

Discuss with your partner, how different animals are useful to us. Consider the products we get from them.

## LESSON FIVE

### Grammar practice

**Adverbs of degree: Using ....quite... and ...rather...**

### Activity 1

In groups of four, talk about the activities you can do **quite** well at school and at home. Are there activities you cannot do at all?

Study the sentences below.

- A.**
1. I am surprised you haven't heard of her.  
She's **quite** famous.
  2. It is **quite** cold. You'd better wear your coat.
  3. Wede lives **quite** near me, so we see each other quite often.
- B.**
4. It is **rather** cold. You'd better wear your coat.

5. What was the examination like? **Rather** difficult, I'm afraid.
6. Let's get a taxi. It's **rather** a long way to walk.

**EXERCISE 1:** Complete the sentences using **quite** and any of the phrases below.

a busy day    a good voice    a nice time    a lot of mistakes  
a nice day    a long way    a strong wind    a frightening experience

1. The weather was better than we had expected. It was **quite a nice day**.
2. Tom often sings. He has got \_\_\_\_\_.
3. The bus stop was not very near the hotel. We had to walk \_\_\_\_\_.
4. I am tired. I have had \_\_\_\_\_.
5. Our holiday was okay. We had \_\_\_\_\_.
6. It is warm today but there is \_\_\_\_\_.
7. I hope that never happens again. It was \_\_\_\_\_.
8. She speaks English fluently but she makes \_\_\_\_\_.

**EXERCISE 2:** Complete the sentences using the words in brackets. Use **quite** or **rather**.

**Example:** she is **quite intelligent**, but **rather lazy**. (intelligent / lazy)

1. The car goes \_\_\_\_\_, but it is \_\_\_\_\_. (well / noisy)
2. The programme was \_\_\_\_\_, but \_\_\_\_\_. (long / interesting)
3. Kajela is \_\_\_\_\_, but he is \_\_\_\_\_. (a hard worker / slow)
4. I was \_\_\_\_\_ with the hotel, but Jim was \_\_\_\_\_. (disappointed / pleased)
5. It is \_\_\_\_\_ job, but it is \_\_\_\_\_ work. (a well-paid / hard)
6. Melkam lives \_\_\_\_\_ us, but it is \_\_\_\_\_ to get to her house. (near/ difficult)

**Activity 2**

With a partner, discuss the activities you can perform well and those you cannot perform at all.

Use ; quite, very, not at all.

**LESSON SIX****The past simple tense questions**

**Pre-reading activity:** Discuss answers to the following questions.

1. Which animal is called the “ King of the jungle”?
2. What do you know about foxes?
3. What are some of their similarities and differences?

**EXERCISE 1:** Read the story and answer the questions that follow in your exercise book.

**The Aging Sick Lion**

Once upon a time there lived an old Lion who could not hunt for food due to old age and sickness. He decided to trick other animals. He lay down in his den and pretended to be sick. A few days later, the other animals decided to visit Lion in the den.

Lion ate every animal that entered the den. One day Fox also went to visit the king of the jungle. When he reached the entrance, he noticed that the footprints were showing one direction into the den and not the outside. He knew how dangerous Lion was.

He greeted Lion from the entrance. Lion politely invited Fox into the den. The Fox told Lion that he was dirty so he couldn't enter. Lion said it was alright for Fox to enter. But Fox insisted there was another problem that stopped him from entering. He said, “All the footprints show that the animals which had entered the den did not come out again”.

1. Did Lion really fall sick?
2. Did Lion become too old to hunt?



3. Did Lion lie down in his den?
4. Did animals enter the den?
5. Did Lion eat some animals?
6. Did Fox enter the den?
7. Did Fox see any animal at the den?
8. Did Lion talk to Fox?
9. Did Fox meet any animal?

**EXERCISE 2:** Using the structure **Did..?**, form questions with the verbs below.

eat    swim    fly    kill    hunt    bark    run

## LESSON SEVEN

### Social expressions

#### Activity 1

Refer to the story you read about the aging sick lion. Form groups of five and discuss the following questions.

#### What do you think.....

1. What do you think made the Lion weak?
2. What do you think made other animals visit Lion?
3. What do you think made the Fox refuse to enter the den?
4. What do you think saved the Fox from death?
5. What do you think made other animals enter the den?
6. What do you think happened to other animals that entered the Lion's den?

Your teacher will read to you a story about Lion and Mouse. Share your opinions using the social expressions below.

What is your opinion about what the people in the pictures are saying?

I think giraffes are very beautiful animals. What do you think?

I think elephants are more beautiful than giraffes.

I disagree with you. Elephants are just big and scary but Giraffes have beautiful spots on their bodies.

I agree. Giraffes have beautiful spots, but elephants have better shapes.



### Activity 2

With your partner, write two short conversations about animals. The conversation should include some of the social expressions in the box/pictures. Act out your conversations to the class.

### Composition

### Activity 3

Write a sentence about what is happening in each picture.



(a)



(b)



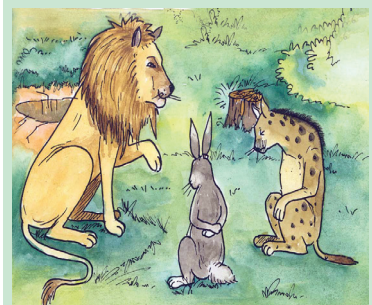
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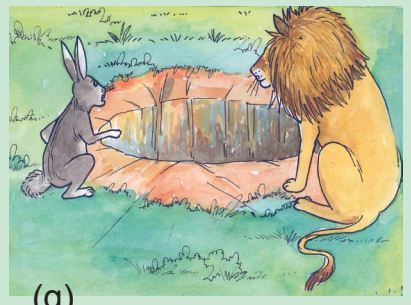
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(g)



(h)



(i)

What do you learn from the story ?

**What is your opinion about....?**

**EXERCISE:** Discuss with your partners. Give reasons for your answers to the following questions.

Write down the answers in your exercise books. Share your findings with the class.

1. Should we reserve some land for wildlife?
2. Do we need forests in our country?
3. Should we allow tourists to visit our country?
4. Do we need to protect the wildlife?
5. Is it good to keep pets?
6. Should the government give farmers money to increase on the number of their farm animals?
7. Do you think animals should be kept in homes?
8. Should all dangerous animals be killed?



## LESSON EIGHT

### Activity 1

With your partner, share your views about the following questions.

1. What animals do people keep at home?
2. What are the animals used for?
3. When did people start keeping these animals?
4. What are some of the disadvantages of domestic animals?

With a partner read the dialogue below .

Bedilu : The teacher told us a story about a farmer and a snake. Have you heard about that story?

Haile : Yes, but only a little bit.

Bedilu : Well, while the farmer was digging, he found a green snake in the freezing cold.

Haile : Why didn't he hit it?

Bedilu : It pleaded for mercy from the farmer.

Haile : I would not save a snake.

Bedilu : You would if you were kind.

Haile : So, did he save it?

Bedilu : Yes, but unfortunately, it bit him and he died.

Haile : That's why I would never save a snake.

Bedilu : It was really sad! I guess we should never keep harmful animals at home.

### Activity 2

Look at the pictures on pages 82-83. What were the animals talking about? With a partner write a good conversation among the three animals.

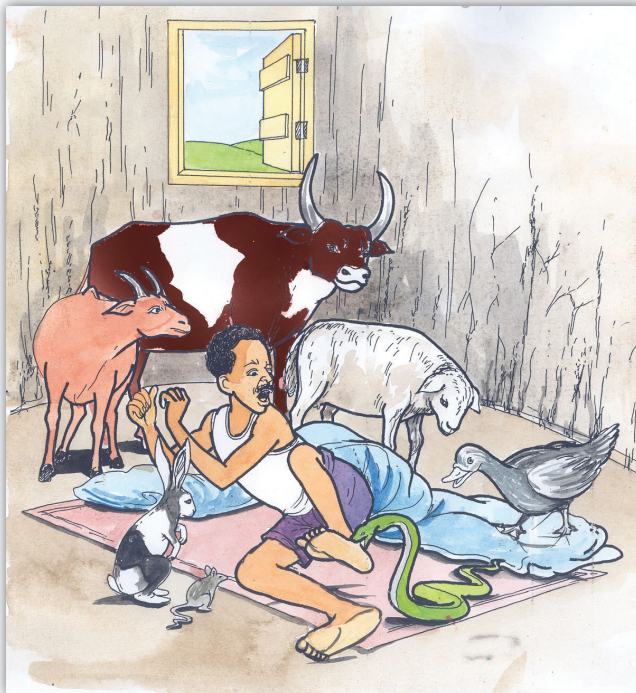
## B Reading

### LESSON NINE

**Pre-reading activity :** Work with a partner to identify animals that are commonly talked about in different stories. What are the animals doing? For example; are they clever, cheats, hardworking, lazy, treacherous, arrogant, cunning, etc?

**EXERCISE 1:** Read the story below. Answer the questions that follow in your exercise book.

#### Ato Alemu's animal friends



Once upon a time, there was a man called Ato Alemu. He lived together with his wife, Woizero Lelise, on an island. The island, Ato Alemu lived on, was occupied by a variety of animals which included rats, snakes, lizards, goats, cows, dogs, ducks, chicken and donkeys.

During the rainy season Ato Alemu built a big house. The animals asked him for **accommodation** since it was cold and wet. Ato Alemu agreed to help the animals and he let them into his house. The animals were happy and lived happily.

In the course of time, the animals grew fond of his wife. Ato Alemu also got along well with most of them. However, some of the animals became **notorious** and unmanageable. They started to come in and out of his house, without **permission** and would not clean the house. This annoyed Ato Alemu and his wife. "You are no longer good to live with" he said. One of the snakes answered rudely, "We are guests, and it's not our responsibility to clean your house".



Ato Alemu got angry and yelled at the animals. The snake hissed at him and bit his wife. She died instantly.

At Woizero Lelise's death, the dog expressed his disappointment at snake's behaviour to the rest. The snake hissed again and killed the dog. The animals held a meeting. They were fed up with the snake's hissing. "Your behaviour is **unacceptable**," said the duck, the cow and sheep.

Ato Alemu then said, "All snakes must leave my house immediately." This time the snake waited for Ato Alemu to go to bed. While he was sleeping, the snake bit him and he died.

Goat said, "We cannot live here anymore. Without Ato Alemu, there will be no food for us to eat!"

The snake's bad habits and the behaviour of the other notorious animals teaches us today that it is not safe for us to live in the same house with all animals.

1. Where did Ato Alemu and his wife live?
2. Why did the animals ask Ato Alemu for accommodation ?
3. What do you think annoyed Ato Alemu?
4. What work did the animals refuse to do?
5. Which animal killed Ato Alemu's wife?
6. Why wouldn't the animals stay in Ato Alemu's house any more?
7. Which animals do you think were well behaved?
8. Why were the other animals not happy with the snake?
9. Why don't we stay with all animals in the house anymore?
10. What do the coloured words mean?

**EXERCISE 2:** The following words are taken from the passage. Match the words in A with their meaning in B.

**A**

accommodation  
notorious  
permission  
unacceptable

**B**

being allowed  
infamous  
shelter  
wrong

## LESSON TEN

**EXERCISE 1:** Read the poem. Answer the questions that follow in your exercise book.

The wild animals in the jungle  
The tamed animals at home  
The fierce lion in the den  
The fish in lakes and rivers  
The huge elephant in the forest  
The obedient camel in the desert  
All are beautiful animals

A home in the jungle  
Where grazers feed on grass  
Where browsers pull down branches  
The carnivores feed on flesh  
The herbivores feed on grass  
While omnivores feed on both  
All is beauty for you and me

1. Where are wild animals found?
2. What type of animals are mentioned in the poem?
3. What do the herbivorous animals eat?
4. What are carnivorous animals?
5. Give examples of tamed animals.
6. Do you know of any animals that are not found in Ethiopia?
7. Which animals attract tourists to Ethiopia?
8. Why is it good to protect wild animals?

## Guided composition

**EXERCISE 2:** Complete the composition with the correct words from the list below. Do the work in your exercise book.

### Excuse Us, Mr. Cat



nails	hungry
behaviour	surprised
rats	unhappy
chairing	fasten
disappeared	message
suggested	complained

One day, the \_\_\_\_\_ held a meeting. They complained about Mr. Cat. His \_\_\_\_\_ towards the rat's children was not

good. He would find rat's children in their small holes and squeeze them to death. The big rat was \_\_\_\_\_ the meeting. He said, "Let us come together and use our long \_\_\_\_\_ to fight Mr. Cat. Whenever he feels \_\_\_\_\_ he eats up members of our family. One young rat \_\_\_\_\_, "we shall buy a bell and \_\_\_\_\_ it on Mr. Cat so that we hear him whenever he is coming. An old rat raised his tail. He was very sad. "Who will fasten the bell to the cat?" he asked. Other rats looked at each other. He raised his voice and said, "We should send a \_\_\_\_\_ to Mr. Cat and pin it up somewhere for him to read." The big rat was very \_\_\_\_\_ to hear this from an elder. At the end of the meeting, the rat family came up with this message: "We, the rats, are very \_\_\_\_\_ with your behaviour towards our children."

Before they could put the notice up on the wall, Mr. Cat came and all rats \_\_\_\_\_!

#### Activity 1

In small groups of three or four, act out the fable.

#### Activity 2

Think of a story you have heard of in your language. Translate it into English. Tell one similar animal fable to your class.



## LESSON ELEVEN

### Activity

Get into groups of five. Let one of you tell a story about animals to the group. Select a secretary to write down the story. Present your story to the class.

## LESSON TWELVE

### Vocabulary Revision

### Activity

In small groups, discuss whether there are animals which can do the following.

fly swim run climb talk play draw eat hunt  
laugh sing read crawl creep

**EXERCISE 1:** Write the correct words in your exercise book using the jumbled letters.

enlapthe	=	elephant	ulnegj	=	j_____
claem	=	c_____	hsub	=	b_____
oiln	=	l_____	elmu	=	m_____
ttneiks	=	k_____	yenkdo	=	d_____
ukdc	=	d_____	upppy	=	p_____
elaodrp	=	l_____	ooges	=	g_____
nogmlfia	=	f_____	misw	=	s_____
ietk	=	k_____			

**EXERCISE 2:** In your exercise book, match the animals and the birds with their young ones.

animals	hen	duck	goat	lion	cat	sheep	cow	dog
young ones	puppy	kitten	lamb	calf	kid	duckling	cub	chick



## LESSON THIRTEEN

### Activity

Work with a partner to rearrange the words to form correct sentences.

1. Lions well can quite run.
2. swim Crocodiles fast water in.
3. birds very there many are Ethiopia in.
4. playful are Puppies rather animals.
5. can quite run Leopards fast.
6. are good very Monkeys climbers.
7. live Some in birds trees.
8. Weaver birds well make nests can very.
9. huge are Elephants animals very.
10. Hippos not at fly all can.

**EXERCISE:** Work with a partner to find out the words that complete the puzzle. Write the words in your exercise book.

8			1				2		
			9						3
	4				5				
	10							6	
					11				
	12		7						

### Clues across

4. animal home (7)
8. young of a hen (5)
9. female lion (7)
10. animal shelter (3)
11. produces eaglets (5)
12. not young (3)

### Clues down

1. move uphill (5)
2. cock (female) (3)
3. shepherds look after them (5)
4. they live in water and land (6)
5. not wild (4)
6. move in space (3)
7. act (2)