



Objective

In this unit, you will talk about how different things were in the past.

A Listening and speaking

LESSON ONE

Activity 1

Discuss with a partner what you see in the picture and answer the questions that follow.



1. What do you see in the picture?
2. What do you think the city was like many years ago?
3. What do you think the city will be like fifty years from now?

Activity 2

In a group of four or five, discuss the importance of roads in the city and in the countryside.

LESSON TWO

Listening

Activity

In groups of three or four, talk about what is changed over the years in your home area.

EXERCISE: You will listen to your teacher telling you about what used to happen in an area many years ago. Based on what you have listened to, answer the questions below in your exercise book.

1. Who is telling the story?
2. How did he get information about Adama?
3. What was not there before?
4. What important things have been put in place today?

LESSON THREE

Vocabulary practice

Activity

Discuss with a partner what you used to do when you were young. Which one of these activities did you do? Write correct sentences and compare your answers with your partner's.

cry	drive	write	run	dig	act	sleep
eat	study	read	play	swim	pray	build
sing	wash	cook	tell lies	count	ride	

EXERCISE: In your exercise book, write sentences using the words in the table. Sentences should be written in the past simple tense.

road	swamp	ancient	market	forest	modern
traditional	bus station	skyscrapers	tarmac	police	station

Examples:

There were more wild animals in the villages.

There were no tarmacked roads a long time ago.

LESSON FOUR

Grammar: Language Practice

Using: ... used to ...

Activity 1

In groups of four, talk about activities that used to take place when you were in Grade 5.

Examples:

1. We used to live in a small house.
2. The teacher used to give us some books to read.

EXERCISE 1: Form correct sentences from the table. Write them in your exercise book.

The	baby shopkeeper teacher carpenter driver hunter farmer parents police guard doctor	used to	advise us not to play in the bush. punish us when we did wrong. drive for long hours. treat patients free of charge. cry as she was being bathed. harvest <i>teff</i> with friends. kill small animals for meat. buy timber from the workshop. sell wheat and corn flour. call us by name from the register.
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Past Simple Tense

Activity 2

Do you remember what you did when you were in Grade 2 ? The following questions should guide you. Work with a partner.

1. How tall were you?
2. How heavy were you?
3. Who washed your clothes?
4. What food did you like most?
5. Who took you to school?

EXERCISE 2: In your exercise book, write down what you used to do in holidays when you were in Grades Three, Four and Five.

Examples:

What clothes did you wear last year?

Where did you travel for your holidays?

LESSON FIVE

Using: What.....? and When.....?

Activity

With a partner, talk about what you did yesterday. Talk about what you did and when you did it. Use **What.....?** and **When.....?**

Study the table and form questions and answers about the following people.

Example: **When** did Gari have supper?

Gari had supper at 10 o'clock yesterday.

What did Gari do at 10 o'clock yesterday?

Gari had supper at 10 o'clock yesterday.

Person	Activity	(yesterday) time
Gari	had supper	10 o'clock
Turbo	went to bed	8 o'clock
Tigabe	played chess	11 o'clock
Ayana	said prayers	4 o'clock
Bulcha	watered plants	7 o'clock
Hilsan	did the homework	8 o'clock
Trillo	prepared 'Injera'	6 o'clock
Ashebo	read the books	3 o'clock
Mufriat	visited the museum	12 o'clock
Halima	washed clothes	1 o'clock

LESSON SIX

Prepositions of place

Activity

With your partner, talk about positions of different objects in the classroom. Find out why each object is placed in that position.

We use prepositions of place to locate the positions of the objects.

Example: Where are the sweets?
They are in the tin.

in	into	on	over	against	under
inside	outside	along	in front of	behind	beside

(a)



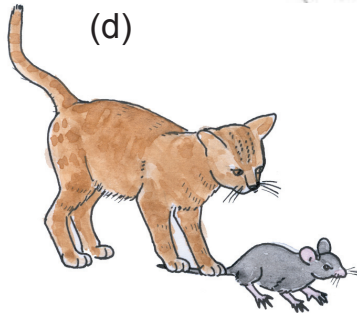
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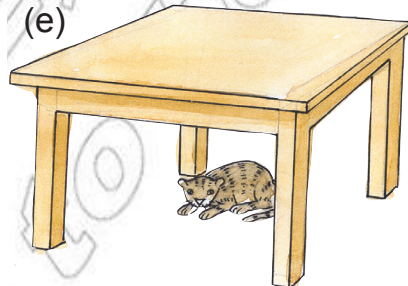
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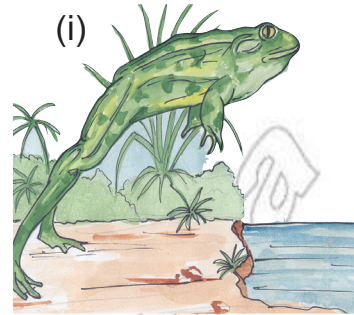
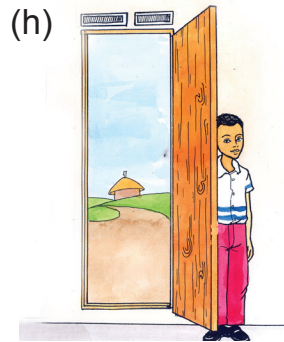
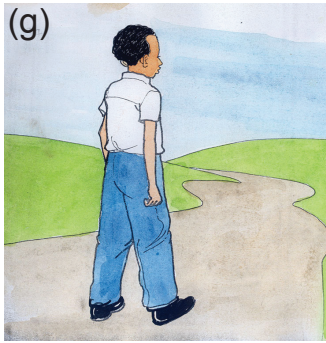


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LESSON SEVEN

Adjectives

Activity

Work with a partner to identify the words that are used to describe the location of objects.

Read the adjectives and their opposites used to describe nouns.

short - tall	easy - difficult
ancient - modern	smooth - rough
wide - narrow	soft - hard

EXERCISE 1: In your exercise book, write the opposites of the adjectives below.

dirty -	long -
young -	careful -
clever -	dull -
interesting -	neat -
new -	disciplined -

EXERCISE 2: Choose the correct adjective from the table on page 96 to complete the sentences. Do the work in your exercise book.

1. There are _____ buildings in Addis Ababa.
2. We need to have _____ roads because of the new cars.
3. Lalibela is well known for the _____ rock-hewn churches.
4. Museums keep _____ items that were used in the past.
5. An _____ student will not improve on his/her work.
6. Computer and information technology are _____ inventions.
7. This work is not _____ at all.
8. Some towns have _____ environment.
9. A _____ child listens to his/her parents.
10. We have listened to _____ tapes from the teacher.

LESSON EIGHT

Using: There is/are ...There was/were ...

Activity

Compare the classroom you are in with the one you were in last year. Where was your seat. Where was the teacher's table? Where is/was the door? Where were/are the windows?

is-are, was-were are helping verbs that we use in the present and past tense as shown below.

EXERCISE 1: Study the following sentences and identify the differences between there is/ are and there was /were.

1. There **is** a rat in the dining room.
2. There **are** some rats in the dining room.
3. There **is** a little girl in the classroom.
4. There **are** some little girls in the classroom .



5. There **was** a plate of food on the table.
6. There **are** some plates of food on the table.
7. There **was** a fork on the table.
8. There **were** some forks on the table.
9. There **was** only one bank in town.
10. There **were** few taxis in the city.

EXERCISE 2: Use *is/are was/were* to form sentences in your exercise book.

Using; Some

We use **some** to refer to a certain amount of countable or uncountable items.

Example:

I would like some bananas. (plural noun)

I would like some mineral water. (uncountable noun)

There are some eggs on the table.

EXERCISE 3: Based on the example above, write the following sentences using **some** in your exercise book.

Example: There is a leaf on my bed. **There are some leaves on my bed.**

1. There is a dog at the farm.
2. There is a new shirt in the shop.
3. There is an answer on the blackboard.
4. There is a new car in the garage.
5. There was a table in the sitting room.
6. There was a spoon on the plate.
7. There was a T-shirt on the line.
8. There was sugar in the container.
9. There were leaves on the floor.

Grammar Highlight

We use **some** and **not any** when we request and offer things.

LESSON NINE

Questions and negatives

Activity

With your partner read the sentences replacing the word **some** with **any**.

Example:

There is some sugar in the bowl.

There isn't any sugar in the bowl.

1. Henok is washing some apples.
2. Emebet wants some books to read .
3. There are some bottles of wine in the basket.
4. There was somebody waiting at the door.
5. There is some salt in the cupboard.
6. We have some clothes to iron.
7. We had some animals at home.
8. They ate some food at night.

Using: ...any...

We use **any** in negative sentences or in questions. Like some, **any** is a word used with uncountable nouns and plural nouns to mean **a certain amount of** or **a number of**.

Examples:

1. Is there **any** book in the box?
No, there isn't **any** book in the box.
2. Are there **any** books in the box ?
No, there aren't **any** books in the box.

EXERCISE: In your exercise book choose and write the correct word.

1. Can I have **any / some** milk please?
2. Do they have **some / any** sandwiches?
3. There are **some / any** oranges.
4. Would you like **any / some** coffee?
5. Are there **any / some** biscuits?

Grammar Highlight

We use **any** and not **some** in other questions and negatives.

LESSON TEN

Activity

Compare two objects to describe their size, weight or colour.

Examples: This book is heavier than that one.

What words would you use to complete the table?

small	smaller	tidy	_____
big	bigger	happy	_____
dark	_____	good	_____
large	_____	soft	_____
narrow	_____	bad	_____
clever	_____	interesting; more interesting	
strong	_____	beautiful	

EXERCISE 1: Use the correct form of the words in brackets to complete the sentences in your exercise book.

Example: The houses used to be big. They are now **bigger**.

1. The farms used to be large; they are now (large).

2. The load is no longer heavy; it is now (light).
3. There is no light in the room; it is now (dark) inside.
4. You cannot come now, try (late).
5. The boy has got the ball. He is (happy).
6. The vehicles used to be small but they are now (small).
7. The weather used to be bad: it is now (bad).
8. There were good roads but they are now (good).
9. There were many birds; they are now (many).

EXERCISE 2: Read the poem and answer the questions that follow in your exercise book.

The youth, Wake up!

Look, what went wrong!
The youth, wake up,
Work for the future.
Today is not the past
The future needs you
You need to make a difference.
The youth, wake up.

Buildings and roads have
Replaced the green
Fight erosion and dust
Air and water pollution go
Oh, the desert, dry and dusty
Hot and dry, day and night
The youth, wake up !

What went wrong!
Marriage so early



Education so late
Deforestation too fast
You can change the future.
The youth, Wake up !

1. Which group of people is the poet talking about?
2. What went wrong?
3. Why are buildings and roads not good for the environment?
4. What is meant by *the green*?
5. What needs to change?
6. Who is responsible for what is happening?

B Reading

LESSON ELEVEN

Comprehension

Pre-reading activity: In groups of five, discuss the questions below.

1. Name the kings you have heard of from your area.
2. Name other famous people you have learnt about.
3. What did those important famous people do for our country?

Kawo Tona, the last King of Walayta

The kingdom of Walayta during the Era of Warlords, commonly called the Zemene Mesfint in Amharic, was located in the Southern part of Ethiopia. It was part of the Christian kingdom of the **medieval** period probably until the wars of Imam Ahmed.

The Kings of Walayta had the **title** of Kawo and they ruled over the kingdom for a long period of time. Walayta was a **prosperous** and **fertile** region. Its economic foundation was agriculture. Important products of the kingdom included *Enset*, wheat, barely, maize, coffee, tobacco and cotton.

In the nineteenth century, Walayta had wider **political** and **commercial** relations with neighbouring states such as Jimma and Kaffa. In 1894, the last ruler of Walayta was **Kawo Tona**. He fought with Emperor Menelik objecting his empire **expansion** until he was captured by the Emperor's force after heavy **resistance**. His kingdom became part of Menelik's empire of Ethiopia. However, Walayta had a form of self-administrative status and was ruled by Governors directly accountable to the king until the fall of Emperor Haile Selassie in 1974. The Derg afterwards restructured the country and included Walayta as a part of the province of Sidamo.



Source: Slightly adapted from Grade 9 History Textbook, 2005 and from Wikipedia.

Activity

Find the meaning of these words in the dictionary.

medieval	title	political	expansion
prosperous	fertile	commercial	resistance

EXERCISE: Discuss the questions in groups of threes. Write down the answers in your exercise book.

1. What was the title of the kings of Walayta according to the passage?
2. Who was the last king of Walayta during the Era of warlords ?
3. What was special about Walayta during the nineteenth century?
4. Name the two neighbouring states of Walayta in the nineteenth century?
5. Why did king Tona fight with Emperor Menelik?
6. What was the form of administration of Walayta during the time of Haile Selassie?



LESSON TWELVE

Activity

Work in groups of four. Discuss what used to happen in your village many years ago. Are there any positive or negative changes?

EXERCISE 1: Read the dialogue with a partner.

- Gulema : The teacher asked us to discuss harmful traditional practices.
- Negatua : What do you mean? Did our grand parents make mistakes?
- Gulema : Yes, some practices were and are still dangerous. For example, forcing children into marriage, child labour in some families, deforestation and pollution.
- Negatua : Marriage at my age? At the age of 12? I think I would run away from home. Education is my future.
- Gulema : It is easy for one to contract HIV/AIDS if they are not careful about who they are getting married to.
- Negatua : Did you also discuss the reasons why women are not allowed to do some jobs?
- Gulema : Yes, we did. The world has really changed. Women should have equal rights as men.
- Negatua : Did you discuss the issue of who should cook and do house chores?
- Gulema : We shall talk about that during the next lesson. In my opinion both men and women can do any job.
- Negatua : I am going to suggest a debate about traditional practices in our next English lesson.

EXERCISE 2: Answer the following questions based on the dialogue.

1. What traditional practices do you consider to be bad?
2. Why should children not marry at an early age?
3. How old is Negatua?
4. What does Negatua suggest if she were forced to marry at that age?

5. Apart from missing school, what is the danger of early marriage?
6. What is your opinion, can women do the same activities as men?

C Writing

LESSON THIRTEEN

Composition

Activity

Discuss with your partner the recent events that have taken place in your area. How have they improved people's lives?

EXERCISE 1A: Complete the story below with the given words. Do the work in your exercise book.

camel	desert	endure	a journey	drank
nothing	poured	water	was	thirsty

Mahdi's Adventure

Mahdi's family was set for _____. Osure area had become very dry and the animals had _____ to eat. Mahdi and his two sisters were to move their family belongings on a _____.

Mahdi and his sisters grew tired, hungry and _____ as the sun grew hotter. They still had some little food and water which they ate and _____ sparingly.

Soon they ran out of food. There was not even a drop of _____ left in the bottle. Mahdi remembered that there were oases in the _____. He hoped they would find one.

The journey _____ endless. Mahdi took off his shirt because he could no longer _____ the heat. He didn't feel any better so he had to keep on walking.

Mahdi could not believe his eyes. Finally, they arrived at an oasis. He ran as fast as he could and _____ some water on himself before drinking to his fill. His sisters did the same.

B: Write a paragraph about what you think life was like 50 years ago.