



ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK

GRADE 6

ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK GRADE 6

F.D.R.E, MoE



Federal Democratic Republic of Ethiopia
Ministry of Education

Price: Eth. Birr 17.70

ISBN: 978-99944-2-239-5



Federal Democratic Republic of Ethiopia
Ministry of Education



Take Good Care of This Textbook

**This textbook is the property of your school.
Take good care not to damage or lose it.**

Here are 10 ways to help you take care of the book:

1. Cover the book with protective material, such as plastic, old newspapers or magazines.
2. Always keep the book in a clean dry place.
3. Be sure your hands are clean when you use the book.
4. Do not write on the cover or inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any pictures or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school bag.
9. Handle the book with care when passing it to another person.
10. When using a new book for the first time, lay it on its back. Open only a few pages at a time. Press lightly along the bound edge as you turn the pages. This will keep the cover in good condition.



English For Ethiopia

Student Textbook

Grade 6

Authors

Wagaba William (Phd)

Tarekegn Mekonnen

Fekadu Mulugeta

Tamale Charles

Reviewed by

Getahun Gebremedhin

Ejeta Negeri

Demir Zewdu



Federal Democratic Republic of Ethiopia
Ministry of Education



Setting a New Trend in School Book Publishing

Acknowledgement

The development, printing and distribution of this Student Textbook has been funded through the General Education Quality Improvement Project (GEQIP), which aims at improving the quality of education for Grades 1 - 12 students in government schools throughout Ethiopia.

The Federal Democratic Republic of Ethiopia received funding for GEQIP through credit/financing from the International Development Association (IDA), the Fast Track Initiative Catalytic Fund (FTICF) and other development partners - Finland, Italian Development Cooperation, the Netherlands and UK aid from the Department for International Development (DFID).

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved - directly and indirectly - in publishing the textbook and accompanying Teacher's Guide.

© **Federal Democratic Republic of Ethiopia, Ministry of Education.**

First Published 2003

The copyright in all drawings, documents and other materials in the textbooks and teacher guides, containing data and information furnished to the Purchaser by the Supplier herein shall remain vested in the Purchaser for a period of five (5) years from receipt of textbooks and teacher guides. Extension of this period can be negotiated through agreement by both parties as per contract number MoE/GEQIP/IDA/ICB/07/09-G.

Publisher

MK Publishers Ltd.
MK Book House
P.O. Box 12385 Kampala
Tel : +256 414-269150
Fax : +256 414-269150
website: www.mkpublishers.com
Kampala - Uganda

ISBN : 978-99944-2-239-5

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means (including electronic, mechanical, photocopying, recording or otherwise) either prior written permission of the copyright owner or a licence permitting restricted copying in Ethiopia by the Federal Democratic Republic of Ethiopia. Federal Negarit Gazeta Proclamation No. 410/2004 Copyright and Neighbouring Rights Protection Proclamation, 10th year, No. 55, Addis Ababa, 19th July, 2004.

Layout and design - Ismail Mukaaya /Hilda Nabankema/Dorah Namayanja

Illustrations - Moses Ssekiranda

Cover design - Nathan Baryongo

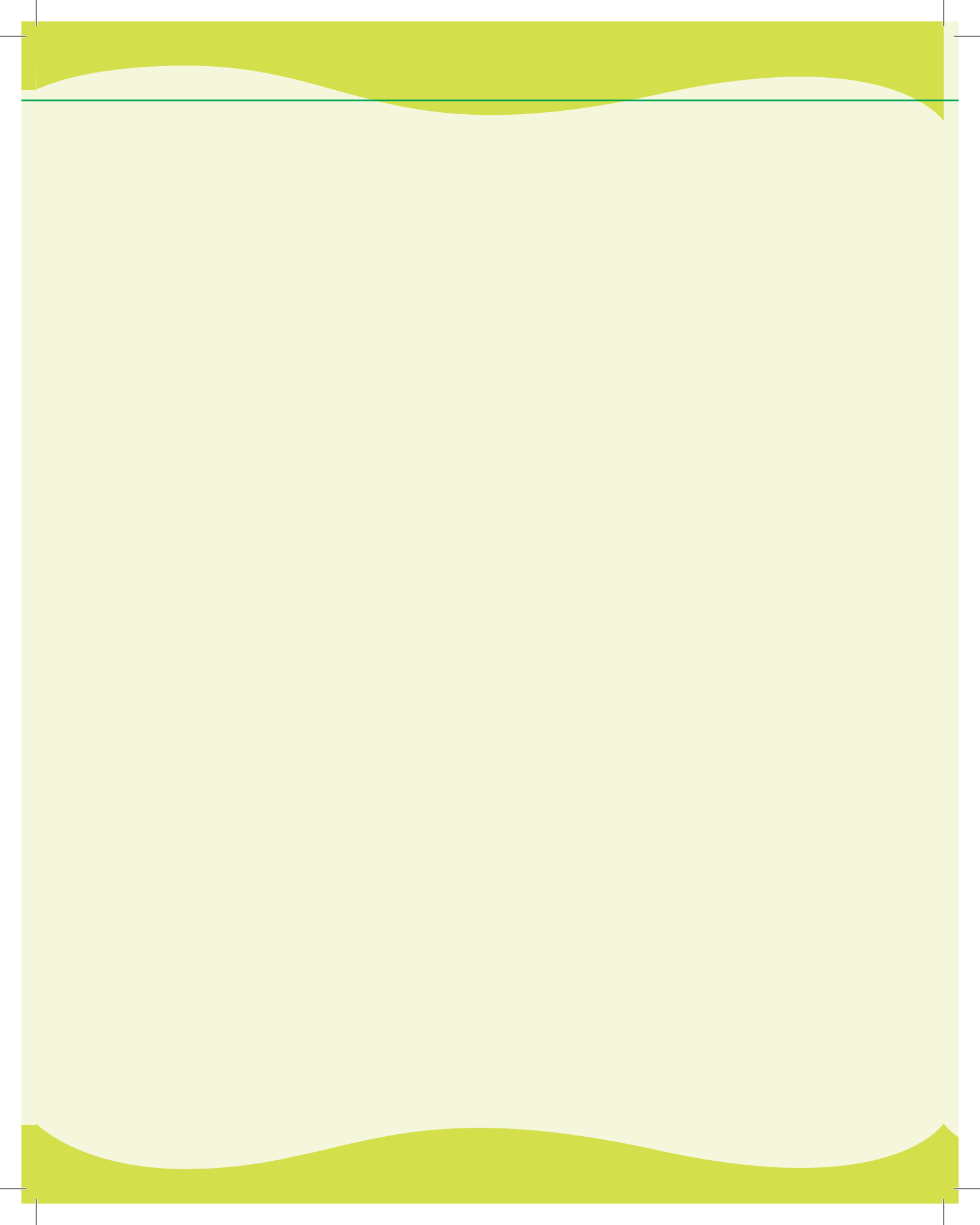
Editorial - MK Publishers Ltd. Editorial Board

Disclaimer

Every effort has been made to trace the copyright owners of material used in this book. We apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any future edition.

Table of Contents

Unit 1	: What are you wearing?	1
Unit 2	: Ras Dashen	17
Unit 3	: Who am I?	35
Unit 4	: My favourite dish	55
Unit 5	: Animal fables	73
Unit 6	: How we used to live	91
Unit 7	: Having a large family or	109
Unit 8	: Where is your home town/village?	127
Unit 9	: I think I will	149
Unit 10	: Save our world	163
Unit 11	: Healthy living	181
Unit 12	: I can do it	199
Unit 13	: Say no to child labour	217



Objectives

In this unit, you will

1. learn about social expressions and greetings.
2. learn to talk about clothes and what people wear.
3. read and answer questions about traditional Ethiopian clothes.

A Listening and Speaking

LESSON ONE

Greetings and introductions



Activity 1

Find out how different students greet and introduce one another in their local languages. Discuss the difference between forms of greeting in English and in the local language.

It is important to greet people at home, along the way, at school and at places of work. Sometimes, you may meet people you do not know much about. In such situations, you should introduce yourself.

When you meet strangers, it is important to ask for more information about them, so that you can get to know each other.



Activity 2

In a group of three, introduce and greet one another. Do you know all the students in your class? If there are any new students, introduce yourself to the new students or let the new students introduce themselves in English to the group.

EXERCISE 1: Study these introductions and greetings. When do you use them?

How do you do?	Good morning.
It is a pleasure to meet you.	Good evening.
Nice to meet you.	This is ...
I am glad to meet you.	He/She is ...
I am pleased to meet you.	

EXERCISE 2: Read about Mulu and Hailu.

Mulu : Good morning.
Hailu : Good morning.
Mulu : My name is Mulu. Nice to meet you.
Hailu : Nice to meet you too. My name is Hailu.
Mulu : How do you do Hailu?
Hailu : How do you do, Mulu?
Mulu : This is my brother, Alemu. He is five years old.
Hailu : I am glad to meet you, Alemu. How do you do?
Alemu : How do you do?

LESSON TWO

Clothes

Activity

With a partner, talk about the following clothes and when they are worn.

a shirt
a tie

a pair of trousers
traditional clothes

a dress
a sweater



EXERCISE: Look at the picture below and answer the questions that follow in your exercise book.



1. What traditional clothes can you see in the picture above?
2. What material are Ethiopian clothes made of?
3. Name the different types of traditional clothes in your area.
4. What do the people in the picture have in common?
5. Do all the people in your community have the same clothes?
6. Why do people like traditional clothes?

LESSON THREE

Listening Practice

Activity

1. In a group of four, discuss the traditional and modern types of clothes that are worn in Ethiopia.
2. Talk about the different uniforms worn by other people.
3. Describe the different clothes that are worn during the different seasons; winter, summer, autumn and spring.
4. List the different clothes people buy from shops and what materials they are made of.
5. Study the pictures which your teacher will show you, discuss with your partner the differences between modern and traditional clothes.

EXERCISE: Your teacher will read to you a short story about clothes. Listen carefully and answer the questions below.

1. What materials are used to make clothes?
2. What is the use of a wrap-around blanket?



3. What do you expect people to wear at festivals?
4. What is the jewellery made of?

LESSON FOUR

Adjectives

Activity

Discuss with your partner the different words and phrases you use to describe different clothes.

EXERCISE 1a: The words in the table are used to describe clothes. Match the words in column A with their opposites in column B.

A	B
long	dry
loose	short
old	cool
light	tight
wet	dark
warm	new

EXERCISE 1b: In your exercise book, write more words that can be used to describe clothes and give their opposites like **long - short**.

EXERCISE 2: Use as many words as you can from the list in Exercise 1a and describe your clothes.

Example:

This is a short dress.

This is a long dress.

EXERCISE 3: Describe the different clothes you have seen in your class to your partner.

Example:

He is wearing a long white shirt.

She is wearing a short blue dress.

Grammar Highlight

An Adjective is a word which is used to describe a noun.

LESSON FIVE

Vocabulary practice

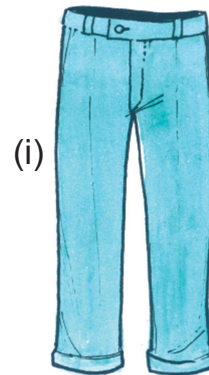
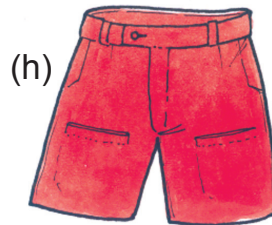
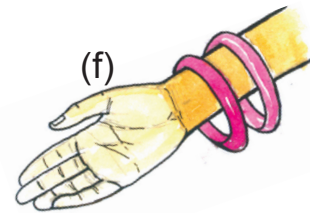
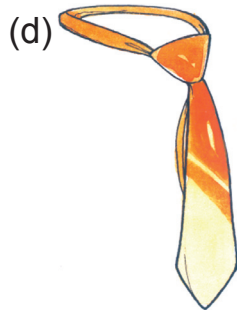
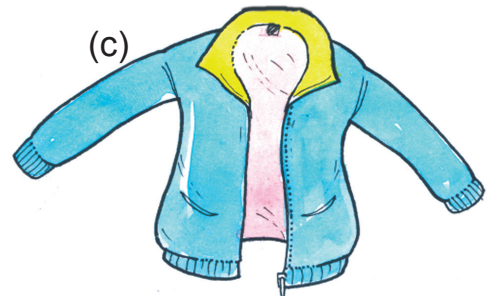
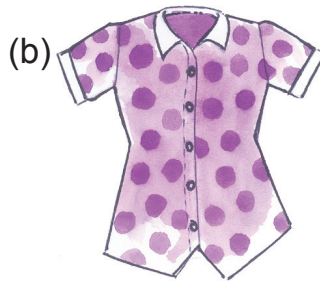
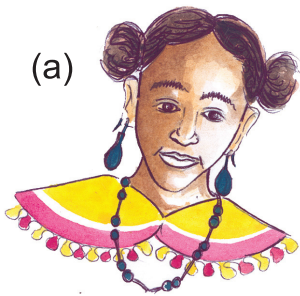
Activity

With a partner, choose suitable adjectives for the clothes shown.

a long-sleeved shirt
bracelets
a tie

a short-sleeved blouse
a pair of trousers
a necklace

a pair of earrings
a jacket
a hat
a pair of shorts





EXERCISE 1: Complete the sentences using the words and phrases below. Write the sentences in your exercise book.

a pair of trousers shirt blouse sweater a pair of shorts
socks T-shirt suit earrings dress

1. Yadessa is washing a _____.
2. Senait is ironing a pink long-sleeved _____.
3. Lemlem is buying a red short-sleeved _____.
4. Arya is selling a brown cotton _____.
5. This old pair of _____ is made of wool.

EXERCISE 2: Match the phrases with the pictures below.

a yellow leather jacket a cotton blouse a white leather hat

(a)



(b)



(c)



EXERCISE 3: Use adjectives to complete the following phrases meaningfully.

a blue _____ dress a _____ yellow blouse
a brown _____ strap a _____ blue sweater
a _____ torn T-shirt a _____ pair of shorts

Grammar Highlight

Order of adjectives

Opinion → pretty, ugly, smart...

Colour → yellow, green, pink...

Size → big, fat, thin, tall, large...

Shape → circular, rectangular...

Age → new, old, young, ten years, a year, a week...

LESSON SIX

Grammar Practice

What iswearing?

Activity 1

In groups of three, name and describe the different clothes you are wearing.

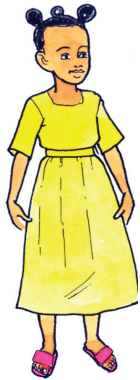
Activity 2

Look at the pictures and ask your partner about the clothes in the pictures.

Example:

What is Tiru wearing?

She is wearing a yellow dress.



Tiru



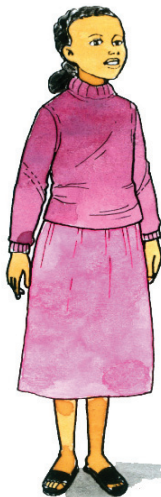
Toga



Tsehay



Kora



Halima



Ali



Hadas



What colour is/are your ...?

What colour is your T-shirt?

Girma : My T-shirt is **blue**.

What material is it made of?

Girma : It is made of **cotton**. It is a **blue cotton** T-shirt.

EXERCISE 1: Form sentences from the table. Let the sentences be similar to the one in the examples.

diamond ring	silk skirt
wooden anklets	leather necklace
metallic shoe sole	golden earrings
cotton dress	plastic shoes
pair of woollen trousers	paper beads

EXERCISE 2: Write three sentences about the clothes you are wearing. Describe them, their colour and what they are made from.

Examples: I have a sweater. It is blue. It is made of cotton.

LESSON SEVEN

What is/are ... used for ?

Activity 1

In pairs, ask your partner the use of the items he/she has either in his/her school bag or in front of him/her. Use the structure **...used for...**

Activity 2

Discuss the following questions with a partner and present your discussion to another group.

1. Why do people dress differently during occasions?
2. What are the traditional Ethiopian clothes?
3. Do you know any traditional clothes from other countries?

EXERCISE 1: What are the items in the table used for ?

Examples: What is a sweater used for? **It is used for keeping a person warm.**
 What is soap used for? **It is used for washing clothes.**

an umbrella	telling time
a jacket	tightening clothes on to the body
sunglasses	cleaning the face
a watch	keeping your feet free from injury
shoes	keeping one warm
belt	protecting the eyes from bright sunlight
hat	protecting the head from the hot sun
handkerchief	protecting one from rain and the sun
a necklace	making one look smart

EXERCISE 2: Write 3 sentences about the clothes you are wearing. Describe what they are, their colour and what they are made of.

Example: I have a sweater. It is blue. It is made of cotton.

LESSON EIGHT**Dialogue****Activity**

Stand up! Introduce yourself to the fellow students in your class. Talk about the clothes you are wearing. Start:

Hello! My name is _____.

I am from _____.

I am wearing _____.



EXERCISE 1: Read and act out the dialogue with a partner.

Halima : Hello, Roba, good afternoon.

Roba : Good afternoon, Halima. You look smart in that long blue dress.

Halima : Thank you. You also look nice in that short sleeved green shirt.

Roba : Thank you. My parents are preparing a birthday party for me this weekend. I am inviting you to the party.

Halima : Thank you. Can I come with my parents?

Roba : Yes, of course, You can't leave them behind.

Halima : What should we wear?.

Roba : You are free to wear anything but I would rather you wore traditional Ethiopian clothes.

Halima : I am going to inform my parents about it. I will wear my Ethiopian **Tibeb**.

Roba : Please, do. You should not miss the occasion. We will wear different traditional clothes, it will be like a fashion show.

EXERCISE 2: Imagine that you are talking to Zeritu. Complete the conversation with a partner in your exercise book.

A : Hello. My _____ _____ Lensa. What's _____ name?

B : Zeritu.

A : _____ are you from, Zeritu ?

B : _____ from Ethiopia. Where _____ you from ?

A : _____ Ethiopia, too!

LESSON NINE

Poem

Activity

In groups of five, list down the different types of clothes that are in your class. Use as many adjectives as you can to describe them.

EXERCISE: Read the poem and answer the questions that follow.

What we wear

Babies in nappies
Teens in T-shirts
Shorts on a hot day
Sweaters and cardigans
On a windy day
Old people in coats and jackets.
On a cold day.

What we wear

Tells the colour we like
The youth in blue, brown or black
Others in red, pink or purple
The colours we choose
Show what we are.

What we wear

Tells what function it is
Birthday or new year
Work uniform, casual wear for a party
Hot or cold, rainy or sunny
Clothes we wear tell what we are.

1. What clothes are mentioned in the poem?
2. What functions have you read about in the poem?
3. Why do the old prefer coats and jackets?
4. List the colours mentioned in the poem.
5. What clothing should you wear during functions that are held at home?
6. Do you have any of the above mentioned clothes in your class? If so, point them out.



B Reading

LESSON TEN

Comprehension

Pre-reading activity: Before you read the story, discuss the questions with a partner.

1. What traditional clothes can you name?
2. What materials are used to make traditional clothes?
3. Why do people wear heavy clothes?
4. Suggest what you would wear if you were going to attend a traditional occasion.
5. What is your favourite colour?

EXERCISE 1: Read the story below and answer the questions that follow.

Clothes in Ethiopia

Ethiopians wear different types of clothes. They wear different traditional styles depending on the area one comes from. For instance, the **traditional** dress of the people from the highland area is a white cotton cloth. The men wear long trousers, a tight fitting shirt and a **loose** wrap known as ‘shamma’.

Women in Harari region **wear** very colourful dresses; the men wear short trousers and coloured wraps. The women wear fine dresses of red, purple and black. Women in Somali and Afar regions wear brightly coloured cotton **wraps**.

Women in Oromia wear **bead-decorated** leather garments. Horsemen in Oromia wear lion-manes and baboon skin head dresses. They also carry hippo-hide whips, spears and shields. This is usually at big **celebrations**.

Many Ethiopians also **enjoy** wearing silver and gold jewellery, neat hairstyles and well-tailored dresses. For **instance**, women in Ethiopia wear braids known as ‘sheruba’. These braids are long and they drop up to the shoulders.

The dressing may reflect which region one comes from. Depending on the weather and the occasion, some people wear light and others warm clothes.

1. What is a **shamma**?
2. Which people wear leather clothes?
3. Apart from clothes, what else do people wear?
4. What is the advantage of wearing heavy clothes?
5. What are the different groups of people that you know in Ethiopia?
6. What may show the region that one comes from?
7. Why do you think there are so many different clothes?
8. What do you think Ethiopians feel about their clothing and why?

EXERCISE 2: These words are used in the passage. Find their meaning and use them in your own sentences.

bead-decorated	celebrations	wear	leather	wrap
traditional	loose	enjoy	instance	

EXERCISE 3: Write three sentences in your exercise book. Describe a traditional costume that you have seen. The following information should guide you. Write your description in your exercise book and compare with a friend.

1. Where did you see the clothes?
2. Who was wearing them?
3. What function was it ?
4. What colours were the clothes?
5. How were they designed?
6. What materials were used to make clothes?

LESSON ELEVEN

Group discussion

Activity

- A. In small groups of four or five students, discuss the different types of clothes in your area and report to the class. Remember to use the adjectives you learnt about colour. Describe the material the clothes are made of. Support your description with photos or pictures.
- B. Discuss why some clothing is appropriate for particular ceremonies in your community.
- C. The secretary to your group should present the finding to the class.

C Writing

LESSON TWELVE

Adjectives

Activity

With your partner, list different items where we use **a pair of.....**

EXERCISE 1: Rearrange the words to make appropriate sentences. Write the correct answers in your exercise book.

Example:

dress a silk blue It is.

It is a blue silk dress.

1. skirts are red They long.
2. shoes They of new pairs brown are.
3. She dress is green a long selling.
4. sweater is black a woollen It.
5. cardigan She cotton has purple light a.
6. cap It leather a is pink.
7. T-shirt sleeved It white short is a.
8. They polyester sheets white clean are.

9. are head dresses new black They.
10. have blouses red twelve We.

EXERCISE 2: Select the words used to describe clothes and write them in your exercise book.

blue	hot	tall	clever
dirty	cold	long	light
soft	green	short	hungry
cotton	cheap	black	small
hard	old	neat	new
coloured	tight	beat	shabby
dark	decorated	expensive	cheap

LESSON THIRTEEN

Compound sentences using ...and...

EXERCISE 1: Study these examples. How many things can Mohammed do?

1. Mohammed is a novelist, but he also writes essays.
2. Mohammed is a novelist, and he also writes essays.

Activity

Form sentences about clothes. Your teacher will write them on the chalkboard.

EXERCISE 2: Combine the following pairs of sentences using 'and'.

Example:

- a. Kalkidan wrote a novel.
 - b. She composed songs.
- Kalkidan wrote a novel, and she composed songs.

1. Jemila wears a black shirt.
Jemila carries a red silk dress in the bag.
2. Tulu goes to school.
Tulu takes fruits to the market.



3. John plays soccer.
John leads a hockey team.
4. The theatre group rehearsed in the morning.
The theatre group performed the play in the afternoon.

Grammar Highlight

A compound sentence is made of two or more simple sentences joined by a conjunction (and, but, or).

Revision exercises

- A. List down the traditional clothes that men and women in your village wear.
- B. Identify and compare the materials they are made of.
- C. Study the list of nouns and select which ones are clothes and which ones are words used to describe these nouns.

woollen	soft	jacket	expensive	jeans
dress	black	durable	coat	favourite
stripped	cheap	silk	skirt	long-sleeved
fashionable	green	dirty	warm	trousers
white	short	pull-over		

- D. Find the correct words described below.

Example:

Superlative form for the word good (4 letters) —————> best

- | | |
|---|---------|
| 1. material for making traditional wear (6 letters) | c _____ |
| 2. material for making warm clothes (4 letters) | w _____ |
| 3. usually lady's / gentle man's wear in office (4 letters) | s _____ |
| 4. women's /girls' cloth (5 letters) | s _____ |
| 5. material for making cloth (4 letters) | s _____ |
| 6. superlative for the word easy (7 letters) | e _____ |
| 7. usually worn on top of shirt/skirt (6 letters) | j _____ |
| 8. worn around the neck (3 letters) | t _____ |
| 9. part of the body for women beads (4 letters) | n _____ |

Objectives

In this unit, you will

1. learn how to describe the region in which you live.
2. be able to see different geographical features and related words.

A Listening and speaking

LESSON ONE

Activity 1

With a partner study the map and discuss the answers to the questions on page 18.



Source: MK Primary School Atlas - 2010



1. What mountains are shown on the map?
2. In which region is Mt. Ras Dashen?
3. What other physical features can you see on the map?
4. Discuss with your partner the different physical features in your area.
5. Can you locate your area on the map?

Activity 2

Your teacher will read to you a story about Ethiopia's geographical features. Listen to it and answer the questions orally.

EXERCISE: Answer the questions below in your exercise book.

1. What feature is found between the north-western and south-eastern highlands?
2. In which highlands is Mt. Ras Dashen?
3. In which region is the highest mountain?
4. What other physical features do we find in other different regions on the map?
5. What special feature is found on top of Mt. Ras Dashen?

LESSON TWO

Vocabulary practice

Activity

Work with a partner to find the correct words to complete the sentences that follow.

located	season	climb	desert	temperature	rivers
equatorial	Ethiopia	highest	jungle	weather	

1. During the dry _____ the air is hot and dry.
2. There is a lot of dust on the road in the _____.
3. If the _____ is good, planes land and take off easily at the airport.

4. Ethiopia is _____ on the African continent.
5. Countries near the equator experience _____ climate.
6. Wild animals live in the _____.
7. The higher you _____ a mountain, the cooler it becomes.
8. Addis Ababa is the capital city of _____ and it is the headquarters of the African Union.
9. _____ is measured in degrees Celsius or Fahrenheit.
10. Ras Dashen is the _____ mountain in Ethiopia.
11. The rainy _____ is bad for road transport.
12. Lakes and _____ are part of the physical features.

EXERCISE: Complete the sentences correctly in your exercise book using the words given below. Use your notes from lesson two to do this exercise.

savanna	rift	salty	lowland	shore
fertile	highland	plateau	Mountainous	Nomadic

1. The Great _____ valley divides the Ethiopian highlands.
2. Lake Tana _____ is the home of very many migratory birds.
3. The soil of Ethiopian highlands is _____ .
4. A _____ is a flat top highland.
5. A big part of our country is _____.
6. _____ people move from one place to another in search of grassland and food.
7. There are _____ lakes in the rift valley.
8. A _____ is the big piece of land covered by grass.
9. _____ areas usually experience cold winds.
10. Road transport on a _____ is easier than on the highland.



LESSON THREE

Vocabulary

Activity

In groups of three, talk about the weather conditions of your area. Write down how people dress and the reasons why people from your area dress the way they do.

EXERCISE 1: Learn the Adjectives we use to describe weather and other features. They are also used as adjectives. In your exercise book, change the words to make them adjectives based on the example below.

volcano	-	a volcanic mountain
sun	-	a _____ day
rain	-	a _____ morning
cloud	-	a _____ afternoon
storm	-	a _____ night
wind	-	a _____ day
hill	-	a _____ area
mountain	-	a _____ country
slope	-	a _____ hill

EXERCISE 2: Answer the questions with your partner orally.

1. What are the hottest places in Ethiopia?
2. How do the people from those areas dress?
3. What kind of work do the people there do?
4. What are the coldest places in Ethiopia?
5. What activities are carried out in those areas?
6. What crops do people grow in different areas in Ethiopia?

LESSON FOUR

Grammar: Language Practice

Using: How high ...?

Activity 1

- A. In groups move around your classroom and find out how high the ceiling, the roof, the board, the window and other items are.
- B. Discuss the landscapes in your home area (hills, valleys and flat areas). Find out how high they are and the activities carried out there.

EXERCISE: Study the heights of mountains in Ethiopia below and answer the questions in your exercise book. Use the atlas to find out more about other areas.

Mountain	Height (m)	Mountain	Height (m)
Alegua	3,291	Abune yosef	4,190
Ras Dashen	4,620	Guna	4,231
Belaya	3,131	Amba Ferit	3,975
Abuye Meda	4,000	Bichena	4,154
Ayelu	2,010	Dello	3,600
Tulu Welel	3,302	Batu	4,307
Gughe	4,202	Gara Muletta	3,381

Source: Phillips Modern College Atlas for Africa 21st edition 1998

Example:

How high is Mountain Alegua?

It is 3291 m above sea level.

1. How high is Mountain Belaya?
2. How high is Mountain Abuye Meda?
3. How high is Mountain Bichena?
4. How high is Mountain Ayelu?

5. How high is Mountain Guna?
6. How high is the lowest Mountain on the table?
7. How high is the second highest mountain to Ras Dashen?
8. How high is Mountain Batu?

LESSON FIVE

Adjectives

Regular adjectives

Activity 1

With a partner, talk about the objects in your classroom and compare them using the words in the table such as small-**smaller**, big-**bigger**.

Example: This pen is smaller than yours.

Adjective	Comparative	Superlative
high	higher	highest
hot	hotter	hottest
cold	_____	_____
tall	_____	_____
short	_____	_____
slow	_____	_____
quick	_____	_____
thin	_____	_____
ugly	_____	_____
big	_____	_____
near	_____	_____
dry	_____	_____
wet	_____	_____

Using: more and most

Word	Comparative	Superlative
dangerous	more dangerous	most dangerous
careful	_____	_____
handsome	_____	_____
attentive	_____	_____
disciplined	_____	_____
attractive	_____	_____
helpful	_____	_____

EXERCISE: Write ten sentences about things in your school using adjectives from the above table.

LESSON SIX**Irregular adjectives****Activity 1**

Form groups of three. The first student will mention an adjective (tall), the second student will give the comparative (taller) and the third student will say the superlative (tallest). Practise the adjectives you studied.

Activity 2

With your partner, read the text below and identify words which compare things.

Tomorrow the school will have one of the most interesting competitions. All the best players will be around. Our group will be better than it was last time. We have had more time to practise than before.



EXERCISE: Complete the table below by giving the correct comparatives and the superlatives. Do the work in your exercise book.

Adjective	Comparative	Superlative
many	_____	_____
much	_____	_____
little	_____	_____
bad	_____	_____

LESSON SEVEN

Adjectives

Activity

With your partner, talk about the different heights and sizes of your classmates.

Compare your classmates' handwriting and behaviour.

Example: Hussien has the best work in class.

EXERCISE 1: In your exercise book, copy and complete the sentences below using the comparative form of the words given in brackets.

- Gambella is _____ to the border of Ethiopia and Sudan than Jimma. (**near**)
- Lake Abaya is _____ than Lake Tana. (**small**)
- The weather in Dire Dawa Town is _____ than in Addis Ababa city. (**warm**)
- River Genale is _____ than the Blue Nile. (**short**)
- A ship is _____ than an aeroplane. (**slow**)
- Awash River is _____ than the Blue Nile. (**short**)
- Ethiopia is _____ than Uganda. (**large**)
- Mountain tops are _____ than lowlands. (**cold**)

EXERCISE 2: Complete the sentences using the superlative form of the words given in brackets.

1. The Nile is the _____ river in Africa. (**long**)
2. Gold is the _____ mineral in the world. (**expensive**)
3. Ras Dashen is the _____ mountain in Ethiopia. (**high**)
4. Lake Victoria is the _____ lake in Africa. (**big**)
5. Russia is the _____ country in Europe. (**large**)
6. Everest is the _____ mountain in the world. (**high**)

LESSON EIGHT

Using: as ... as... / not as...as...

We can compare people, objects, physical features and weather using the structure **as...as**.

Example:

1. Bekele is **as** tall **as** Habtamu.
2. Fida is **as** short **as** Wolde.

Activity 1

With three partners, name objects which we can compare. Find out what we usually consider when we compare two or more objects.

Activity 2

Among a group of four, identify your classmates' similarities and differences.

Example: Motuma runs as fast as Berena.

EXERCISE 1: Use the following adjectives to form sentences using **...as... as...** .
Do the work in your exercise book.

narrow	small	wet	friendly	nice	kind	neat
shabby	deep					

Example:

1. Addis Ababa is **not as** hot **as** Gambella.
2. Axum is **not as** dry **as** Asseb.
3. Lake Tana is **not as** large **as** Lake Victoria.

EXERCISE 2: Form similar sentences with the adjectives below using the structure **not as ...as**.

good	dry	big	wet	fertile	smart
short	dangerous	clever	careful		

EXERCISE 3: Complete the passage below using information from the table.

	Age	Height (m)	Weight (kgs)	Handwriting
Aynalem	8	1.35	35	better
Mekoya	8	1.35	40	good

Aynalem and Mekoya are classmates. Aynalem is as _____ as Mekoya. They are 8 years old. Aynalem is also as _____ as Mekoya. Both are tall. They differ in their weight and handwriting. Aynalem is not as _____ as Mekoya. Mekoya's handwriting is not as _____ as Aynalem. They are close friends.

Grammar Highlight

*Comparatives are formed by adding **-er** or **more** to regular adjectives while superlatives are formed by adding **-est** or **most** to regular adjectives.*

*Comparatives are used to compare two things while superlatives are used to compare more than two things. **as...as** is also used to compare similar things.*

Irregular comparatives and superlatives change the word spellings.

B Reading

LESSON NINE

Comprehension



Lake Tana



Addis Ababa

Pre-reading Activity: With a partner, discuss the questions below.

1. Describe what you can see in the two pictures.
2. What places have you visited before?
3. Did you enjoy those places? Give reasons.
4. Talk about what you didn't like about those places.

EXERCISE 1: Read the following short texts about beautiful places in Ethiopia and answer the questions that follow.

Addis Ababa

Africa Hall is **situated** opposite the Grand Palace. It has been the seat of the United Nations Economic Commission for Africa. The first African Heads of State Conference, which brought the Organisation of African Unity (OAU) currently known as African Union (AU) into being, was held in this building in 1963. Inside, you will find one of the **finest** works of Afework Tekle, depicting the Africans of yesterday, today and tomorrow in their struggle for freedom and progress.

Awash National Park

Awash National Park and Game Reserve is situated 225 *km* South-East of Addis Ababa. There is a signboard around the park to indicate the boundary. It is advisable to drive down towards the Awash River first, which constitutes the southern boundary of the park. Here, one can **observe** the Awash falls, the gigantic gorge, palm trees, hot springs and **species** of wild animals like oryx, hartebeast, water kudu, lion and gazelle.

Bahar Dar and The Blue Nile

Bahar Dar is a regional town situated on the southern **tip** of Lake Tana. The Blue Nile Falls is about 30 *km* from the town. The Blue Nile crosses Lake Tana. The lake provides access to about 30 islands which **house** many island monasteries. While touring this area, it is worth your time to stop by and see the craftsmen constructing papyrus boats in the nearby Fogera area.

Langano

Langano is located 200 *km* South of Addis Ababa. It is a sand beach that attracts many visitors. Along the road to Langano, one can see beautiful **landscapes**. As you continue driving, the first lake to be seen among the rift valley lakes is Lake Zeway. It is a **shelter** for a variety of birds and fish. Proceeding further to the South, Lake Abiyata and Lake Shala can be reached. These lakes are breeding places for flamingos and ideal for bird watching. Nearby is lake Langano, a resort area and a paradise for holidaymakers. Traditions for most vacationers include setting up tents along the beach and eating (fresh-meat) barbeque.

Ambo

Ambo is situated 125 *km* West of Addis Ababa. The Ambo road passes through Geferssa Reservoir, thereafter Mengesha and Addis Alem towns. Ambo yields the most popular mineral water source. Its hot springs have been turned into modern spas. After a few minutes drive, the town of Guder can be reached. Guder, a **popular** export quality red wine has been named after this town. A few

kilometres away to the South-East of Ambo, the beautiful volcanic crater lake of Wonchi, can be seen.

Sodere

Sodere is situated 126 km South-East of Addis Ababa. It is a very popular resort area with new hotel complexes. The Olympic size pool and physiotherapy centres are frequented by **visitors** of all ages. The vegetation of Sodere and its vicinity is evergreen, healthy and scenic. Nearby, the Awash River **meanders** through the forest that has giant shade trees.

Source: <http://www.ethioworld.com/Travel&Tourism/whileinEthiopia/placestovisit.htm>

1. What is Africa Hall known for?
2. How is the Awash national park useful to the country?
3. Of what importance is Lake Tana?
4. What beautiful landscapes do you see as you go to Langano?
5. Explain what the hot springs are in Ambo.
6. What attractions do you find in Sodere?
7. Discuss which place you would like to visit and why.

EXERCISE 2: Match the words with their meaning.

word	meaning	word	meaning
situated	see	shelter	famous
finest	located	popular	flows
observe	sceneries	meanders	guests
species	best	visitors	accommodation
landscapes	types		

Activity

Work in pairs and compare the beautiful places you have read about.



LESSON TEN

Dialogue

Activity

Work in pairs and talk about the places you have ever been to. Describe what you saw and found interesting.

EXERCISE 1: Read the dialogue below. Work with a partner.

- Gari : Hello, Fente. Welcome back from the holiday.
Fente : Thank you, Gari. How are you?
Gari : I am fine. We travelled to Addis Ababa for a weekend.
Fente : Is Addis Ababa as populated as Bahar Dar?
Gari : I am not sure?
Fente : I was in Bahar Dar. I travelled by air to get there. It is on the shores of Lake Tana. It is the largest and most attractive lake in our country.
Gari : Did you visit Axum? I am told it is just as beautiful as Bahar Dar.
Fente : Yes, I did. It is the centre of the ancient city state, the home of the Queen of Sheba.
Gari : I had a chance to fly to Lalibela which is located in the highlands. It has the best Rock Hewn Churches.
Fente : We should write down what each one of us saw.

Guided Composition

EXERCISE 2: With your partner, discuss the correct order of the words on the next page to make sentences and write them in your exercise book.

Example:

Addis Ababa not as hot Jimma is as

Addis Ababa is not as hot as Jimma.

1. Addis Ababa as Axum populated not as is.
2. Kero artistic as as Hamer is.
3. highland not the coast as is warm as The.
4. important Museums as are culture as.
5. good as Ethiopia as other country any is.
6. windy yesterday as as is not Today it was.
7. fierce as lions as not are Leopards.
8. Jeru hilly as as is Turmi.
9. Yabello Gondar not as ancient is as.
10. Lalibela attractive Gondar not as is as.

C Writing

LESSON ELEVEN

Guided composition

Group activities

- A. In small groups, discuss an area in your locality. Identify the various features of the area.
- B. If you were to build your house in a selected area, give reasons why you would want to build in that particular place.
- C. Describe a number of things you like in your area and present them to your class.

EXERCISE 1: Read the composition on the next page and use the words below to complete it in your exercise book.

tunnels	situated	plateau	attractive	mountainous
biggest	Tana	design	beautiful	Lalibela



Lalibela

Lalibela is _____ in the _____ highlands of Northern Ethiopia. It is on the Eastern side of lake _____. It is found on a plateau of 8000 feet above. A plateau is a raised flat piece of land. Lalibela is a home to one of the world's most _____ monuments.

A long time ago, King _____ wanted to create another Jerusalem in Ethiopia. A number of churches were built. Some churches had _____ underground. One could move from one church to another through tunnels.

Every church was special with different architectural _____. There is a myth that the _____ church is believed to have been constructed by the power of God. It is said that Saint George, supervised the work. Lalibela is a small but it is an _____ town.

EXERCISE 2: In your exercise book, write a paragraph about your neighbourhood. Include attractive landscapes and the activities that attract visitors to that area.

LESSON TWELVE

A. Using Social expressions: What...mean?

Activity 1

Identify five new words you have learnt in this unit. Ask your partner to explain the meaning of the words.

For example:

A: **weather** What does the word *weather* mean?

B: **The word weather means the conditions that exist in the atmosphere: wet, dry etc.**

A: **steep** What does the word *steep* mean?

B: **The word steep means a sharp slope.**

EXERCISE 1: Find out what the given words below mean. With a partner, form sentences about them in your exercise books.

climate temperature delicious lightning comfortable
jungle mountainous hilly countryside

B. Using: Can I...?

Activity 2

What kind of words do we use to make requests?

Example:

Can I close the window?

Can I go to the library?

Practise the responses: Yes, you can.

No, you can't.

C. Using: May I...?

Activity 3

With a partner, discuss what you say when you want to ask for permission.

Example:

May I clean the blackboard?

Practise the responses: Yes, you may.

No, you may not.



LESSON THIRTEEN

Vocabulary revision

EXERCISE 1: Make correct sentences in your exercise book using the words below.

Example:

The mountain is very **steep**.

mountain	steep	lightning	temperature	mountainous
shore	climate	plateau	meandering	continent
hilly	important	comfortable	valley	delicious

EXERCISE 2: In pairs, discuss and complete the puzzle in your exercise book.

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

Clues

Down

- Hills and Mountains (8)
- As a result of so much heat from underground (8)
- Refusing (2)
- A very high hill (8)
- Accepting/Agreeing (3)

Across

- | | |
|--------------------------------------|----------------------------------|
| 6. Grassland (7) | 7. Container (3) |
| 8. Longest River in Africa (4) | 9. Raised flat piece of land (7) |
| 10. Fierce animal in Ethiopia (4) | 11. Not wet (3) |
| 12. Highest mountain in Ethiopia (9) | |

Objective

In this unit, you will discuss some famous Ethiopians who have made outstanding contributions to their nation in various areas.

A Listening and speaking**LESSON ONE****Activity**

Look at the picture below and in pairs, discuss the questions that follow.



1. Name the people in the photos? What are they famous for?
2. Name any three famous people in our country?
3. Name any female artiste you have heard of ?
4. Which famous Ethiopian do you admire most and why?

EXERCISE: Make four to five sentences about one of the famous people in the pictures above. You may ask your teacher about their achievements.

LESSON TWO

Using the table

Activity

Answer the following questions about yourself. Share your answers with a friend.

1. What is your talent?
2. How would you like to develop your talent?
3. Why are some people more famous than others?

EXERCISE 1: Your teacher will read to you the information required to complete the table about an artiste. Listen carefully and complete the table on the next page in your exercise book.

First Name	Second name	Birthday	Age	Best dish	Best game	Hobby

EXERCISE 2: Use the table above to record information about the famous singer in Ethiopia. Answer the questions below basing on the story you have listened to.

1. Who is the famous artiste?
2. When was he born?
3. How old was he when he started his career in singing?
4. Which theatre promoted him?
5. Why was he awarded a doctorate degree?
6. When did the artiste die?
7. What was his interest when he was young?

LESSON THREE

Vocabulary practice

Activity

With a partner, form correct words from the jumbled letters and write them in your exercise books.

The first word is given.

ift	=	fit	lylows	=	s _____
elwl	=	w _____	dnosemah	=	h _____
aewve	=	w _____	serreahe	=	r _____
amfosu	=	f _____	rptsiaec	=	p _____
ecarer	=	c _____	tinmpator	=	i _____

EXERCISE: Study the words below and use them to complete the sentences.

important	famous	practice	rehearsals
slowly	fast	well	exercise
rehearse	sculpture		

1. Derartu Tulu is a _____ athlete.
2. All sports people are _____.
3. You must _____ in order to keep your body fit.
4. She walks _____ but she is steady and sure.
5. If you do not run _____, you cannot win the race.
6. We should do everything _____ to get good results.
7. Singers do a lot of _____ before going to the stage.
8. You have to _____ perfectly before any show.
9. The practices the singers do are called _____.
10. People from Konso _____ a lot of beautiful crafts.

LESSON FOUR

Grammar : Language practice

Past Simple Tense

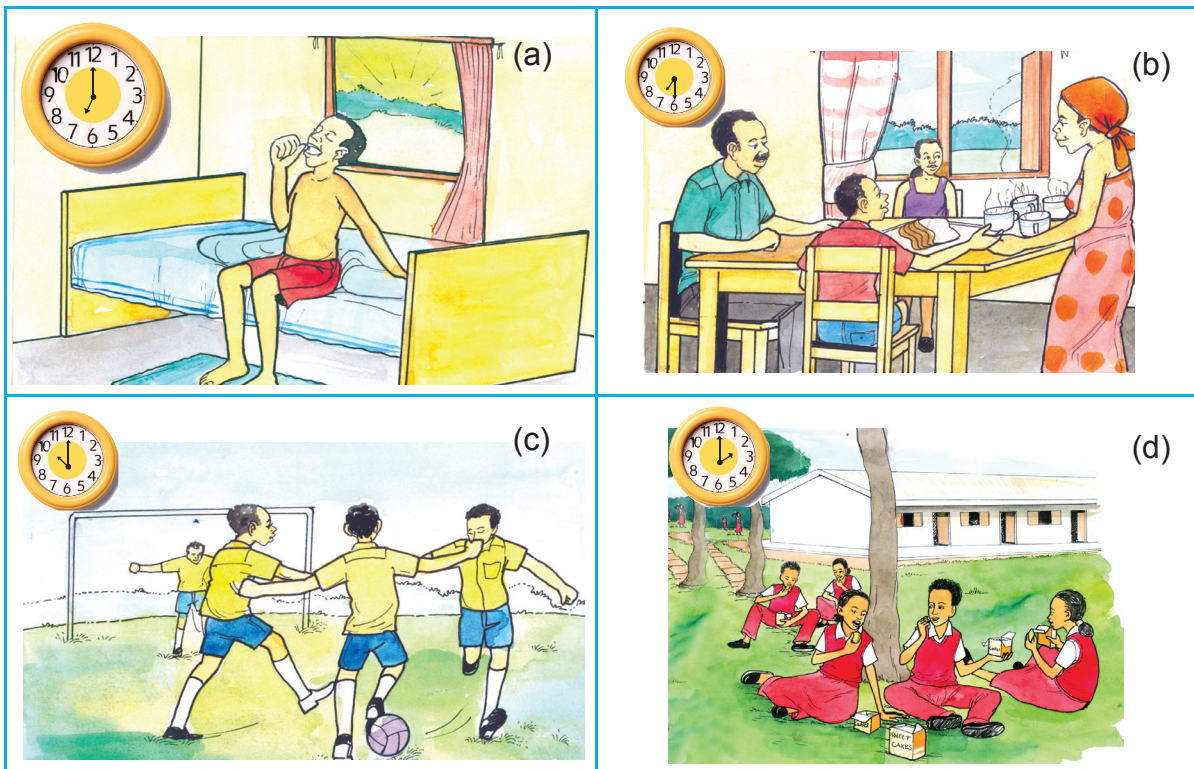
Activity

Work in groups of three. Tell the class what activities you did during the weekend.

EXERCISE 1: Look up the meaning of these verbs. What are their past forms?

fill steal hide throw spend destroy take think

EXERCISE 2: Study the pictures. They show what happened yesterday. Put them in the right order and answer the questions below.



1. What time did the family have breakfast?
2. When did the boy wake up?
3. What did the students do during break time?
4. What time did the students have lunch?

EXERCISE 3: Study and write the past form of the verbs below in your exercise book.

Add **-ed** to the verbs

Example:

cheat	→	cheated
climb	_____	
walk	_____	
wash	→	washed
open	_____	
close	_____	
help	_____	

LESSON FIVE

Using **last / ago**.

Activity 1

What activities did you do yesterday? Work in groups of three.

We use **last** and **ago** to express a period of time before now.

Example:

Adamu passed the test last year. (anytime during the year before this year)

Ato Seru died ten years ago. (exactly ten years past, from this year)

EXERCISE 1: Use **last** or **ago** to complete the following sentences in your exercise book.

1. Tirunesh won a gold medal _____ year.
2. Bekele rejoiced after winning a medal one year _____.
3. Wosene Kassa appeared in a national newspaper _____ week.
4. Abebe was born in Axum many years _____.
5. Kidan came here for practice _____ month.
6. Gobena became a member of the team three years _____.
7. Layne used all the money _____ year.
8. Kidane married a few years _____.

Activity 2

Work with a partner to study the following words and change them to the past simple tense.

Example:

carry carried

worry	_____
marry	_____
hurry	_____
cry	_____
study	_____
bury	_____

Words whose spellings do not change.

cut	cut
shut	_____
cost	_____
burst	_____
beat	_____
hit	_____

EXERCISE 2 (a): Complete the following sentences in your own way.

1. I was at _____ yesterday.
2. I _____ yesterday in the morning.
3. My friends were _____ yesterday.
4. My mother and I _____ food to the guests last week.
5. When I was in grade six, I _____ the zoo.

EXERCISE 2(b): Put the correct form of the verbs in the bracket to complete the sentences.

1. Who _____ (be) your English teacher last year?

2. When _____ (be) you to the theatre last?
3. What _____ (be) your first book when you _____ (be) in grade 2?
4. _____ (be) you playing tennis before?
5. _____ (do) you go to school last Sunday?

Grammar Highlight

A The form of the past simple is used for all persons.

I	arrived	two years ago.
He She	went	
It	didn't arrive didn't go	last week.
We		yesterday.
You		last year.
They		

B Questions

We use **did** plus infinitives in all persons.

Did you go to work yesterday?

When	did	I	arrive?
Where		you he/she/it we / they	

Short answer

Yes, I did / No, I didn't.

C Past simple spelling of regular verbs.

3. The normal rule is add **-ed** or **-d**.
worked started lived loved
2. Some short verbs with only one syllable double the consonant.
stopped planned
3. For verbs ending in **-y** change **-y** to **-i** and add **-ed**
studied carried

There are many common irregular verbs.

D: *The past simple expresses a past action that is finished.*

- (a) *We played football last Sunday.*
- (b) *I lived in Arba Minch when I was six.*
- (c) *Goitom left two minutes ago.*

LESSON SIX

Using *Wh* questions in the past tense.

Activity 1

Work with a partner. Find the correct answers in **(B)** to the questions in **(A)**.

A	B
1. What happened last year?	Last Weekend
2. Who was here last week?	The old table.
3. Which table was broken?	Behind the tree.
4. Where did they hide the ball?	The strangers were here.
5. Why did you run slowly?	My foot was hurting.
6. When did you go to the theatre?	Most students left to high school.

Activity 2

Practise questions using the words; ***why, what, where, which*** and ***when***.

EXERCISE 1: Study the examples below and, with a partner, discuss the verb difference in the questions and answers.

1. Why did Mulunesh go to the market?
Mulunesh went to the market to buy sweet potatoes.
2. What did Engida buy last week?
Engida bought a bottle of cold water last week.
3. Where did Tesfaw go?
Tesfaw went to Addis Ababa to sell his car.

4. Which car did he sell?
He sold the blue car.
5. When did you watch the match?
I watched the match yesterday.

Using Did.... ? Yesdid / No ... didn't

Activity 3

Ask your partner about the activities he/she did yesterday. Use **Did** to form the questions. Follow the examples below.

1. Did you visit Omer?
Yes , I did./ No,I didn't.
2. Did the teacher give a test yesterday?
Yes,she did / No, she didn't.

EXERCISE 2: Match the phrases on the right with those on the left to form correct sentences. Do the work in your exercise book.

1. He went to Addis Ababa	to get more money.
2. He switched on the radio	to be able to read better.
3. Mariam went to the hospital	to make a better painting.
4. She paid the butcher	to study African History.
5. Adugna bought water colour	to listen to the latest news.
6. Tigabe worked hard	to get some meat.
7. Gari did a lot of practice	to win the gold medal.
8. Bulcha bought spectacles	to be treated.
9. She went to Nairobi University	to get correct information.
10. He bought the newspaper	to attend African Union Meeting.

LESSON SEVEN

Present simple tense

Activity

A. Provide the information about yourself and complete the form below.

Name _____ Date of birth _____.

Place of birth _____ Gender Male Female

Languages you speak _____. Number of people in your family _____.

Living area _____ Sport you play Football

Valley ball

Athletics

None

Favourite subject Language

Mathematics

Science

Art

B. Based on the form you have completed, write a paragraph about yourself.

What do you do everyday?

EXERCISE 1 (a): Complete these sentences about yourself, then compare your activities with a partner.

I always _____.

I usually _____.

I often _____.

I don't _____ very often.

Sometimes I _____.

I never _____.

EXERCISE 1 (b): Copy and complete the sentences on the next page. Use the verbs given below.

talk
greet

walk
have

wash
dress

sweep
wake

brush

read

Example:

I **wake** up from bed everyday.

1. I _____ my face everyday.
2. I _____ my teeth everyday.
3. I _____ my parents everyday.
4. I _____ my books everyday.
5. I _____ breakfast everyday.
6. I _____ myself everyday.
7. I _____ to school everyday.

Grammar Highlight**Positive and negative**

I We you They	live don't live	near the school.
He She It	lives doesn't live	

Questions

Where	does do	he you we she it	live?
-------	------------	------------------------------	-------

The present simple is used to express:

(a) A habit

I get up at 7:30.

My father reads a lot.

(b) A fact which is always true.

Vegetarians don't eat meat.

The sun rises in the east and sets in the west.

LESSON EIGHT

The present simple tense

Activity

Work with a partner to identify common activities that people do everyday. Use **He, She, It**. Take note of what happens to verbs like go, wash, talk etc.

EXERCISE 1: Complete the following sentences using the present simple forms of the words in the brackets.

Examples:

Tibebu **goes** to school everyday.

Merid **touches** the wall everyday.

The teacher **carries** some books to school.

1. Zenabu (do) his home work regularly.
2. The pilot (fly) to different places.
3. She (study) French.
4. The child (push) the doll.
5. The chef (fry) potatoes when he receives orders.
6. The teacher (sing) a song to the children everyday.
7. She (borrow) money from the canteen every week.
8. He (say) sorry every time he makes mistakes.
9. Senait (come) to school early everyday.
10. Lidiya (play) netball everyday.

EXERCISE 2: Copy and complete the sentences on page 47 using the verbs given below.

Example: We **say** thank you to our parents everyday.

come	say	mark	forgive	sing	borrow
lend	bring	dress	like	take	

1. We _____ sorry to our friends at school.
2. They _____ us many times everyday.
3. We _____ what we do not have from friends.
4. They _____ us pencils and pens everyday.
5. We _____ ourselves every morning.
6. We _____ books to school everyday.
7. They _____ for us at the assembly every Friday.
8. They _____ our books everyday.
9. The students _____ to school early everyday.
10. Some children _____ milk and porridge.

LESSON NINE

The present continuous tense: (am /is / are + ing)

Activity

Write five sentences describing what is currently going on in your classroom. Compare your sentences with those of your partners.

EXERCISE 1: Complete the sentences in your exercise book using the correct form of the word given in brackets.

1. Abeba is **running** a marathon. (run)
2. I am _____ out of the classroom. (get)
3. The boys are _____ outside. (wait)
4. The artists are _____ for the first time. (assemble)
5. The waiter is _____ coffee to the guests. (serve)
6. She is _____ some skins from the store. (collect)
7. My mother is _____ some food. (prepare)
8. The teacher is _____ on the blackboard. (write)

Study the verbs which have double letters on adding -ing

run _____ running

stop _____ stopping

EXERCISE 2: Identify the verbs in which the last consonant is doubled when we change them to **-ing** forms.

tap	flap	dance	write	open	serve
trap	begin	get	know	join	heat
drop	trot	buy	call	kill	lead
shut	chop	slap			

LESSON TEN

Guided composition

Activity 1

Discuss with a partner what you would talk to each other if you met for the first time.

EXERCISE 1: Find the correct words to complete the dialogue.

A : How are you? My name is _____.

B : I am _____.

A : How _____ you, _____ ?

B : I _____ fine, and you _____ ?

A : I _____ alright. _____ You?

B : What _____ you _____ now?

A : I _____ my note book. When I am _____ I shall _____ to music.

B : What kind of music _____ ?

A : Country music.

B : That's good. Let us _____ out to the field when you are _____.

A : That _____ good idea.

B : Thank you.

Activity 2

Your teacher will give you a piece of paper. Form questions to ask your partner.

Begin the questions with: **Who... When... What... Which... Why... How... Where... Did...**

Show your work to the teacher.

EXERCISE 2: Arrange the words to make correct sentences.

1. you Did get yesterday the books?
2. ? chair broke Who my
3. did take you book Which?
4. all here They came in morning the.
5. year me She paid last.
6. died ago ten He years.
7. Did enter class the they late?
8. week work all wrote my last I.

LESSON ELEVEN**Dialogue****Activity 1**

With a partner, discuss the possible answers to the following questions.

1. What do you want to be when you grow up?
2. What do you think people do to become famous?
3. Who are the most famous people in Ethiopia?

EXERCISE: Practise the dialogue with a partner.

Duguma : What did you read about in the library today?

Tune : Information about famous people.

Duguma : Who interested you the most?

- Tune : Abba Seru Gwangu. He was born a long time ago and died in 1778.
Duguma : What was he famous for?
Tune : He was a great fighter and leader. He defended this country a long time ago.
Duguma : Who else did you read about?
Tune : Agegnehu Engida, he was a great artist and painter. His artwork sold a lot in exhibitions in Addis Ababa.
Duguma : Where is he now?
Tune : He died of an unknown cause in 1950.
Duguma : Oh! That's too bad.
Tune : When we meet again, I will tell you about Abebe Aregai who was born in 1903.
Duguma : Alright!

Activity 2

Talk about a famous person you have heard of or read about. Consider the successful things he/she did or has done.

B Reading

LESSON TWELVE

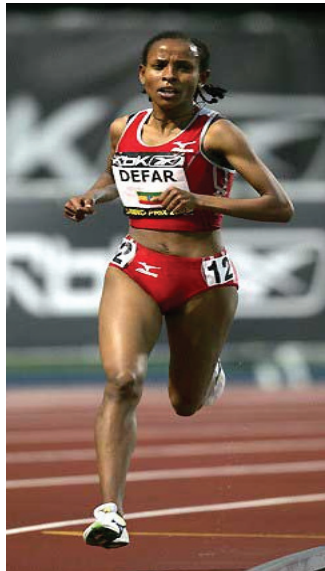
Comprehension

Pre- reading Activity: In groups of three, discuss the questions below.

1. Which famous sportsmen / women do you know ?
2. What medals did they win?
3. Which famous artists have you heard of?
4. What did they do?
5. What job would you like to do when you grow up?
6. What would you like to do for Ethiopia?

EXERCISE 1: Read the passage and answer the questions below in your exercise book.

Hard work pays



Meseret Defar was born on 19th November 1983 in Addis Ababa, Ethiopia. She is a famous long distance runner and a world champion. She has travelled to different countries. She has been to Germany, Belgium, Sweden and United Kingdom. Her talent has made her meet other famous athletes like Sentayehu Ejigu, Tirunesh Dibaba and Gabriels Szabo.

Meseret Defar began her running career when she was very young. She competed in primary and secondary school races. She was determined, worked tirelessly and participated in the first international marathon in 1999 in Poland. The following year, she won a silver medal at the African Championships in Algiers and

world Junior Championship in Santiago. Since then, she has laboured for success from time to time.

Meseret Defar has participated in 3,000 metres 5,000 metres and 10,000 metres indoor games. She has made so many friends and her fans give her support to compete even further.

Meseret Defar won a gold medal at the 2000 Olympics in Athens. Because of hard work, she has won different medals and awards. By 2002 she had won twelve gold medals, twelve silver medals and three bronze medals. Today, Meseret Defar holds one of the largest winning streaks in indoor athletics with 27 consecutive wins. This shows how hardworking and determined she is. We are very proud of her talent and the fame she has brought to our country.

1. What are Meseret's achievements?
2. Whom did she meet as a result of her talent?
3. How many medals had she won by 2002?

EXERCISE 2: Based on the passage you read, complete the guided composition in your exercise book.

Meseret Defar was born in _____ on _____ in Addis Ababa. She _____ to different countries. Meseret Defar began her _____ when she was _____. She has participated in the _____ marathon in _____ in Poland.

Meseret won _____ at the _____ Olympics in _____. By _____ she had won _____ gold medals. She has participated in _____ , _____ metres in indoor games.

EXERCISE 3: Match the words from the text in exercise 2 with their meaning.

- | | |
|-----------------|----------------|
| 1. famous | a. several |
| 2. champion | b. inside |
| 3. athletes | c. took part |
| 4. began | d. started |
| 5. competed | e. winner/best |
| 6. participated | f. well known |
| 7. laboured | g. runners |
| 8. indoor | h. raced |
| 9. further | i. worked |
| 10. different | j. more |

C Writing

LESSON THIRTEEN

Activity 1

Work with a partner to find some information about famous people in Ethiopia. You can use photographs from newspapers, magazines etc. Write your work in your exercise books and read it to your friends in class.

EXERCISE 1: Rearrange the following sentences to make a short biography of Abebe Bekila . Write it in your exercise book.

1. As part of his training, he was sent to a camp that the government had set up after world war II.
2. Abebe Bikila was an Ethiopian track and field athlete.
3. He was known for his grace and stamina.
4. He was the first African to win an Olympic medal, and the first man ever to win two Olympic marathons.
5. He was considered the most perfect example of a naturally talented distance runner.
6. Abebe Bikila is a very good example to many people.
7. Abebe Bikila, the son of a shepherd, did not begin running until he was 24 years old.
8. He was born in the mountains of Ethiopia.
9. At the camp, Swedish coach, Onni Niskanen recognised that Abeba had exceptional talent in running.
10. When he was old enough, Abeba Bikila became a private in the army.
11. He participated in many local and international competitions where he won several medals.

source: encyclopedia of world biography on Abebe Bikila.

EXERCISE 2: Compare Abebe Bikila's achievements with those of Meseret Defar

1. What do you learn from the two people?
2. What do you admire about both athletes?
3. What similar activities did the two participate in?
4. How were the two people good examples to the people?
5. How have the two people benefitted the country?

Activity 2

Compare your biography with a friend. Give the biography to your friend to read to his/her parent or guardian at home.

Form questions using the following words.

1. When /parent/ guardian born?
2. Where/ he/ she/ born?



- | | |
|---------------------------------------|--|
| 3. When/ he/ she/ get/ his first job? | 4. he/ she/ go to school? |
| 5. Where/ study/ elementary school? | 6. What / he/ she/ do / for the country? |

EXERCISE 3: Use the words below to complete the sentences. Do the work in your exercise book.

for	every	last	ago	in
on	over	by	along	since

1. The doctor has a degree _____ medicine.
2. The artist has painted pictures _____ childhood.
3. _____ determined artist has to work hard.
4. Museums have existed in Ethiopia _____ many years.
5. The birds live _____ the shores of Lake Tana.
6. Birds sometimes fly _____ Ethiopian highlands on their way to Kenya.
7. The Emperor died many years _____.
8. Ethiopia does not depend _____ athletics only.
9. Our country will be rich _____ the end of this year because of hard work.
10. I was in Grade Five _____ year.

EXERCISE 4: Complete the sentences with the correct tense of the given word in the brackets in your exercise book.

1. Adebayo is _____ around the field now. (run)
2. Kibiru and Wole are _____ against each other. (compete)
3. He is _____ from this pole to the end of the track. (trot)
4. Gudeta _____ born in Addis Ababa. (to be)
5. Ayantu and Bulcha _____ trained in Axum. (to be)
6. Mulu usually _____ football in the valley. (play)
7. The boys _____ the pictures using water paint yesterday. (paint)

Objective

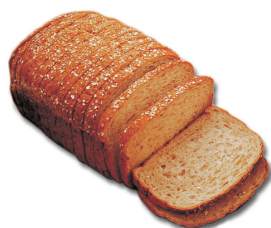
In this unit, you will name and describe the different types of food and how they are prepared.

A Listening and speaking

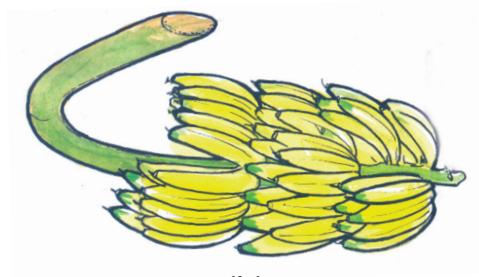
LESSON ONE

Activity 1

In pairs study the pictures (a-l) below and answer questions on page 56.



(a)



(b)



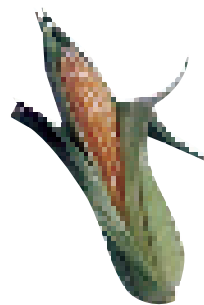
(c)



(d)



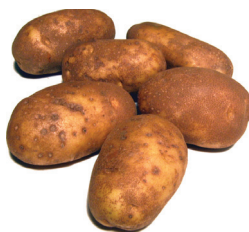
(e)



(f)



(g)



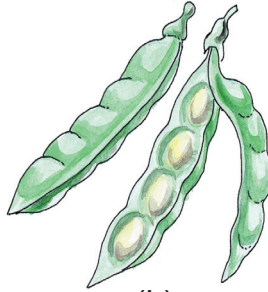
(h)



(i)



(j)



(k)



(l)

1. What do you see in the pictures?
2. What's your favourite ?
a) fruit b) drink c) vegetable
3. Write your answers in your exercise book. Compare them with a partner, then with the class.

Food and drink: Countable and uncountable.

Activity 2

With a partner, match the items shown in the pictures (a-q) with the names in the box.

apples	peas	bread	pizza
oranges	tomatoes	tea	pasta
bananas	hamburgers	coffee	cheese
strawberries	chips	milk	fish
			chocolate



(a)



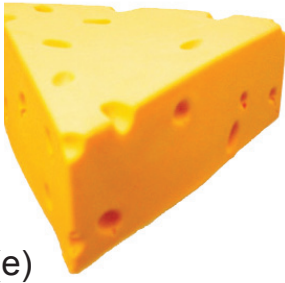
(b)



(c)



(d)



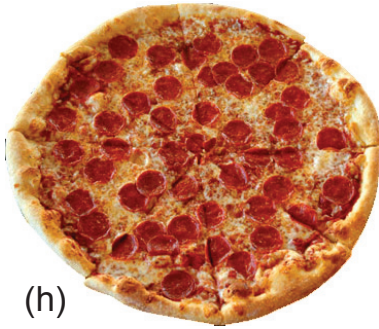
(e)



(f)



(g)



(h)



(i)



(j)



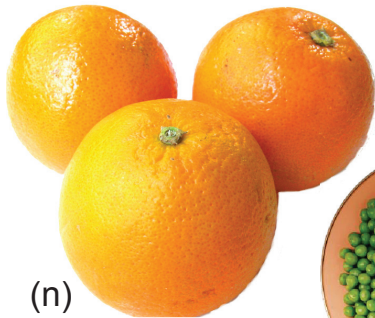
(k)



(l)



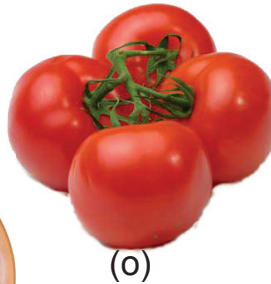
(m)



(n)



(q)



(o)



(p)



EXERCISE: With a partner, read and practise the conversation between Abdulkadir and Halima.

- Abdulkadir : Hello, Halima would you like some tea or coffee?
Halima : I would like a cold drink, if that's okay with you.
Abdulkadir : Of course, it is. Would you like some orange juice?
Halima : Yes, please. I would love some.
Abdulkadir : And would you like a chocolate biscuit?
Halima : Oh, yes please! Thank you very much.
Abdulkadir : You're welcome.

Activity 3

With a partner, write a conversation like the one above. Include other types of food and drinks.

Example:

- A: Would you like a banana?
B: No, thanks. I don't like bananas very much.

Listening

Your teacher will read to you questions and instructions about food. Write down what is required in your exercise book.

LESSON TWO

Vocabulary practice

Activity 1

With a partner, describe what you had for breakfast today. Talk about the colour and the taste of what you ate. What do you enjoy eating the most?

Activity 2

With a partner, talk about the possible answers to the following questions, thereafter write the answers in your exercise book.

1. What food do you buy from the market?
2. What food do you grow at home?
3. What food do you eat fresh?
4. What food do you eat after it has been cooked?

EXERCISE 1: Use the list of the words given below and construct meaningful sentences. Do the work in your exercise book.

flour fresh traditional delicious spiced fry roasted
pans bunch ingredients tasty favourite

Example: Ethiopians enjoy their traditional dishes wherever they are.

1. We use wheat _____ to make bread.
2. Well prepared food is _____.
3. _____ food is nice to eat.
4. Cooking oil is used to _____ sauce.
5. Some vegetables are eaten _____.
6. You can eat _____ maize.
7. Items used in preparing a meal are called _____.
8. She bought a _____ of bananas yesterday.
9. You should keep the _____ clean.
10. A refrigerator is used to keep food _____.
11. This is a _____ meal.
12. Their _____ dish is meat.



EXERCISE 2: Match the following foodstuffs with the adjectives that describe them. Write down two sentences in your exercise book describing other foods.

lemon
orange
pepper
cabbage
pineapple
tomato
potato
porridge
meat
chicken
cheese
butter

hard
watery
sweet
soft
tasty
bitter
fresh
cooked
raw
sour
juicy
hot
nice
oily

LESSON THREE

Countable and uncountable nouns

Activity

Imagine that you have the task of preparing a week's shopping list for your family. Make lists of countable and uncountable items are found in the market. Indicate the amount of money for each item you want to buy.

These items can be counted.

Examples:

Countable	
a knife	knives
a tomato	tomatoes
a mango	mangoes
an onion	onions

These items cannot be counted.

Examples:

Uncountable	
cheese	cheese
rice	rice
honey	honey
flour	flour

EXERCISE 1: In your exercise book, list down the countable and uncountable food items.

Examples:

countable noun	uncountable noun
carrots	butter

EXERCISE 2: Use the following units of measurements to describe the uncountable food items. Write the appropriate phrases in your exercise book.

Example: rice a bag of rice

a kilogramme of	a litre of	a cup of	a tin of
packet of	a tray of	a saucepan full of	a bottle of
pepper	wheat flour	potatoes	bananas
cooking oil	oranges	fruits	garlic
water	chicken	cheese	juice
salt			meat
			sugar
			milk tea
			coffee

LESSON FOUR

Grammar: Language practice

Using **How much ...?/ How many ...?**

Activity 1

With a partner, list down the items which you usually buy from your school canteen or local shop. How do you list uncountable nouns in plural?

Activity 2

Read the information from the table on page 62. Form questions about what Aman and Alemnesh bought.

Example:

How much rice did Aman buy?

Aman bought 2 kilogrammes of rice.

How many bunches of bananas did Alemnesh buy?

Alemnesh bought one bunch of bananas.



Aman and Alemnesh went to the market to buy some items.

Aman bought.....	Alemnesh bought.....
2 kg of rice	6 kg tin of cheese
1 kg of onions	10 litres of cooking oil
Ten oranges	1 tin of honey
10 kg of sugar	1 bunch of bananas
5 litres of milk	50 kg of wheat flour
4 kg of garlic	3 kg of carrots, 2 kg of salt

Activity 3

Imagine that you want to find out the amount of items in a shop or canteen, what questions would you use to ask the shopkeeper?

Examples:

How many exercise books do you have?

I have six exercise books.

How much sugar do you sell everyday?

I sell very little sugar.

LESSON FIVE

Using: a few and few, a little and little

Activity

With a partner, identify the items where **a little and little, a few and few** are used. What kind of items are these?

EXERCISE 1: With a partner, read the dialogue below and identify the countable and uncountable nouns.

- A. Do we need anything else?
- B. We have got some apples and some tea, but there aren't any grapes.

- A. Is there any juice left, or did anyone finish it?
 B. There is a little.
- A. How about vegetables?
 B. I can see a few carrots and a few onions.
- A. What about cooking oil?
 B. We have a little.

EXERCISE 2: Complete the following sentences using; **a little, a few, little, and few.**

- I have _____ close friends. One or two.
- He has _____ money. He cannot buy anything with it.
- How much sugar do you put in your coffee? Just _____ spoons.
- I will be ready in _____ minutes.
- He has very _____ friends.

Grammar Highlight

a few is used with countable nouns while *a little* is used with uncountable nouns.
 Use *a few / a little* to mean **some**, *few and little* to mean **almost none**.

LESSON SIX

Using: What is....? It is...

Activity

In groups of five, describe the traditional dishes in your home area. Compare these with the dishes served in restaurants and hotels in town.

Examples:

What is this?

It is cooking oil.

What is it made from?

It is made from sunflower seeds.



EXERCISE 1: With a partner identify the different items in column A. Match them with their descriptions in column B.

No	A	B
1	<i>Berbere</i>	(a) cubed beef
2	<i>Niter kibbe</i>	(b) a very spicy chilli powder
3	<i>Tibs</i>	(c) powdered chilli pepper and other spices
4	<i>Kitfo</i>	(d) butter with ginger garlic and spices
5	<i>Mitmita</i>	(e) grilled meat
6	<i>Gored gored</i>	(f) a large fried pancake
7	<i>Fatira</i>	(g) a kind of wine made from honey
8	<i>Tej</i>	(h) boiled and finely chopped cabbage with oily ground beef
9	<i>Quocho</i>	(i) breakfast meal with <i>injera</i> and spices
10	<i>Buna be Kibbe</i>	(j) spicy mixture of tripe, liver, beef, pepper with <i>injera</i>
11	<i>Gomen Kitfo</i>	(k) ground beef
12	<i>Firfir</i>	(l) a bread-like food
13	<i>Dulet</i>	(m) coffee with butter

EXERCISE 2: In your exercise book, write down the types of food found in your home area. What are these types of food made from?

LESSON SEVEN

Social expressions

Activity 1

With a partner, explain how you should behave towards your parents, teachers and other people. The following questions can guide you to find the correct expressions.

How do you show appreciation to ...?

How do you wish your... well ?

Activity 2

In groups of three, discuss whether you agree or disagree with the statements below. What are the reasons for your opinions?

1. Hot spices are good for our health.
2. Ethiopia should not export coffee.
3. People should grow the same crops.
4. Ethiopia should not import food.
5. People should not eat the same type of food throughout the country.
6. Salaries should be paid after every two weeks.
7. School children should join grade one at the age of ten.
8. We should say No to early marriage.

EXERCISE: Find the correct expressions below to complete the dialogues 1 and 2.

I'm sorry excuse me of course pardon
 That's right Oh, what a pity! congratulations never mind
 I hear

Dialogue 1

A. _____! Can I get some salt?

B. _____.

- A. Can I get some sugar, please?
 B. _____, did you say some sugar?

Dialogue 2

- A. _____ .You're getting married soon. _____ !
 B. _____,next July. Can you come to the wedding?
 A. _____! That's when we're going away on holidays.
 B. _____ .We'll send you a wedding cake.
 A. That's very kind.

LESSON EIGHT

Dialogue

Activity

Talk about your favourite dishes with your partner. What ingredients are used to prepare your favourite dish? Explain the process of preparing that dish to your partner.

EXERCISE 1: Read the dialogue with a partner and answer the questions that follow.

- Endris : How was the party?
 Shito : It was good. I learnt how to prepare 'Dabo kolo'.
 Endris : What is that?
 Shito : It is a little fried snack made from flour.
 Endris : What ingredients do you need to make 'Dabo kolo'?
 Shito : I need all purpose flour, salt, honey, pepper and cooking oil.
 Endris : Do you know the measurements ?
 Shito : Yes, after measuring them well, mix them all in a bowl.
 Endris : Don't you add any water?
 Shito : Yes, I do. This makes the dough stiff. I knead it for about 5 minutes, then I pull off bits that I press and roll out.
 Endris : When do you fry them?
 Shito : First I cut out the pieces into squares, then I fry them in medium heat.
 Endris : It is good to learn about Ethiopian snacks.

EXERCISE 2: With a partner write a short passage about the food you enjoy most. Show how it is prepared and served.

B Reading

LESSON NINE

Comprehension

Pre-reading activity: Discuss the following questions.

1. What types of food have you seen in the market?
2. What types of food do you eat at home? How are those foods prepared?
3. What ingredients are used to cook food at home?

EXERCISE 1: Read the passage and answer the questions that follow.

An Ethiopian Dish

Injera is a staple food in many parts of the country. *Injera* is a flat **sour** dough pancake. It is made from a special **grain** flour known as *teff*. *Teff* is a cereal crop that commonly grows in Ethiopia.

When eating, *injera*, the **delicious** food, is usually eaten in a group. It is served on large round plates. *Injera* is prepared at home and available in restaurants in commercial centres. *Injera* is usually **served** with soup, chicken or beef **stew** and vegetables. Ethiopian dishes are usually prepared with *Berberere*. *Berberere* is a blend of **spices** which give the food taste and flavour. It is always advisable to have a refreshment with your meal.

Another delicious dish is known as *quocho*. It is prepared from a plant called *Inset* which is widely grown in the south western part of Ethiopia. *Inset* is known as *false - banana*. What makes *Inset* unique from other plants is that it is able to grow even during the **dry season**.

The root of this plant is the most important part. It is harvested and prepared in different forms. It may be **baked** into soft white or hard brown bread. Which ever the form, one needs a lot of time and patience to prepare it.

Quocho is usually enjoyed with ground beef known as *Kitfo*. The two make a very delicious meal for people in the village and the city. You need to taste different traditional dishes in order to know the difference in their taste.

1. What is the staple food in Ethiopia?
2. Describe *Injera*.
3. What is *berbere*?
4. In which region is *Quocho* very common?
5. Mention some differences between *Injera*, and *Quocho*.
6. What are the similarities between *Injera* and *Quocho*?

EXERCISE 2: Match the words below from the passage above, in table A with their meaning in B. Use them to form sentences in your exercise book.

Example: served - provided

A cabbage served drought baked delicious spices cereal stew

B cooked good flavour provided dry season grain sauce vegetable

LESSON TEN

Poem

Activity

In small groups of three or four people, discuss the possible answers to these questions about meals in your area.

1. What is a typical breakfast?
2. Is lunch or dinner the main meal of the day?
3. How is a typical meal in your area prepared?
4. What special dishes are prepared during specific occasions? Present your findings to your classmates.

EXERCISE 1: Read and study the poem with your partner.

Taste Ethiopian Dishes

Taste Ethiopian dishes
At home, in hotels and restaurants
'Firfir' makes your breakfast
For a good start in the day
'Injera' is made from teff cereals
For tasty flat bread
Famous in Ethiopia and beyond

Delicious stew flavoured with onions
Is prepared with meat, eggs and butter
The cooks add beef fish and lamb
Vegetables or legumes like peas
To spice and flavour the meal

Ethiopia, land of beauty and plenty to eat
Fresh juicy fruits, honey wine
Spiced rice, pan cakes and potatoes
Cheese and butter with milk coffee
All at affordable prices for you
To enjoy tasty Ethiopian dishes.

EXERCISE 2: Write ten sentences describing the dish you like most and why.

LESSON ELEVEN

Making a recipe

Activity

In groups of three, write a recipe for making Ethiopian butter. Describe the process of making *Niter Kebbe*- spiced butter using the ingredients below.

Ingredients

4 teaspoons fresh ginger	$1\frac{1}{2}$ teaspoon of tumeric
$\frac{1}{4}$ teaspoon of cardamom seeds	1 cinnamon stick 2.5 cm long
$\frac{1}{8}$ teaspoon of nut meg	1 kg of butter
3 table spoonfuls of peeled and chopped garlic	

EXERCISE: In your exercise book, list the ingredients needed to make two Ethiopian dishes. Write down the recipes and the processes of preparing those dishes. Draw pictures of those dishes and share your work with the class.

LESSON TWELVE

Composition

EXERCISE 1A: Write five sentences about types of food you like and dislike. Compare your answers with those of your partner.

Example:

I like *quocho*.

I don't like raw meat.

B: Write a short paragraph comparing your likes and dislikes with your friends. Read your paragraph to the class.

EXERCISE 2: Write a paragraph about typical meals in your area. Which meals would you recommend that a visitor to your home should eat?

C Writing

LESSON THIRTEEN

Vocabulary Revision

EXERCISE 1: List down the types of food in your area.
Explain the meaning of each of the foods in English.

EXERCISE 2: Which of these nouns are countable or uncountable? Do the work in your exercise book.

flour	vegetables	dish	basket	pancake
milk	yoghurt	utensil	beef	cheese

Write these words in the right category in the table below. Think about any more items to include in the table.

Meat	Vegetables	Dairy	Fruit	Verbs(cooking)	Utensils

EXERCISE 3: Add more information to the table by selecting a type of food and describing it as shown in the example.

Type of food	Colour	How it is prepared?	Other ingredients	Taste
Example:				
Carrot	orange	washed peeled chopped into slices may be eaten fresh or cooked		sweet and nice

**EXERCISE 4:** Find the missing words according to the given example.**Example:** pepper hot (3 letters)

1. Added to give taste; s _____ (6 letters)
2. Ethiopian meals are; s _____ (6 letters)
3. Used to make bread y _____ (5 letters)
4. Not difficult; e _____ (5 letters)
5. Not sour; s _____ (5 letters)
6. Vegetable added to make sauce; t _____ (6 letters)
7. Ethiopian staple food; i _____ (6 letters)
8. Made from bees; h _____ (5 letters)
9. Part of an egg; y _____ (4 letters)

EXERCISE 5: Use these words to complete the sentences.light
fattydelicious
hotspicy
sweetheavy
tastysour
healthy

1. Breakfast is a _____ meal.
2. Lunch is a _____ meal.
3. _____ meat is not good for your health.
4. _____ food can be tasty.
5. Unboiled milk can easily become _____.
6. Children like _____ cakes.
7. _____ pepper is not good for babies.
8. We usually have _____ meals on festive days.
9. A good meal is always _____.
10. A balanced diet makes a _____ body.

Objective

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

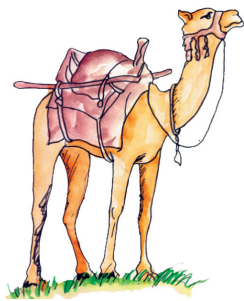
A Listening and speaking

LESSON ONE

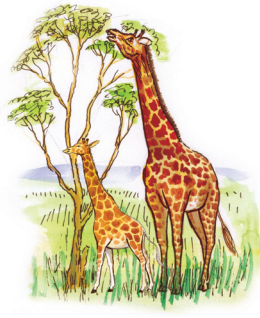
Activity

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)



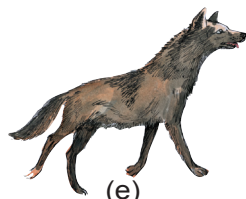
(b)



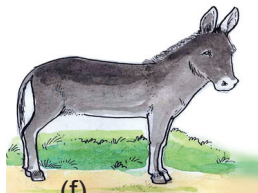
(c)



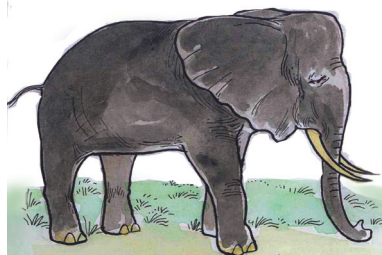
(d)



(e)



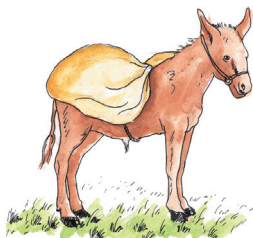
(f)



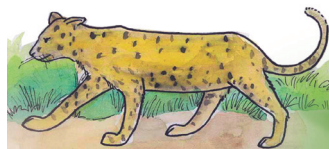
(g)



(h)



(i)



(j)



(k)



(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?

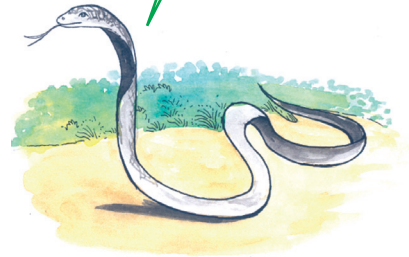
I wish I could eat meat. I don't like grass



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.

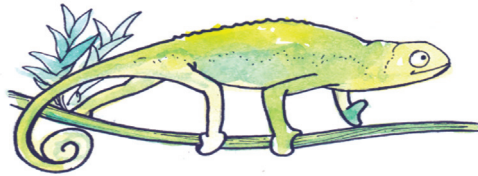
Example: What can lions do?

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

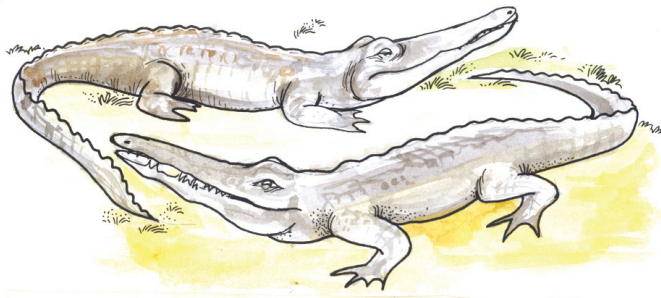
hunt/kill
bite
sting
climb
swim
scratch

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: Usingquite... 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)



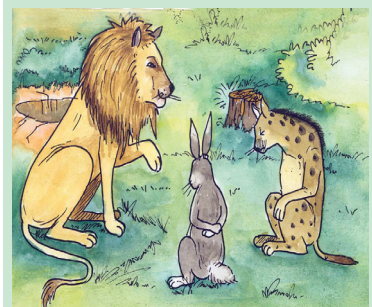
(c)



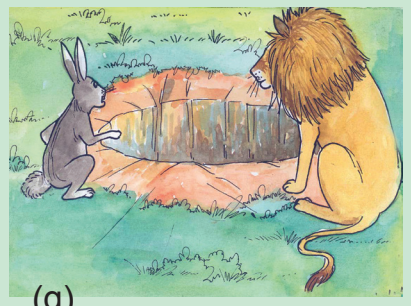
(d)



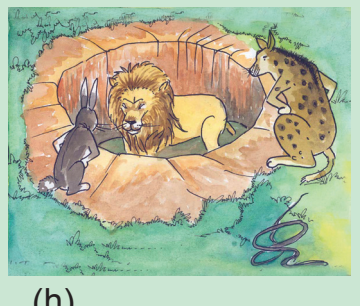
(e)



(f)



(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.

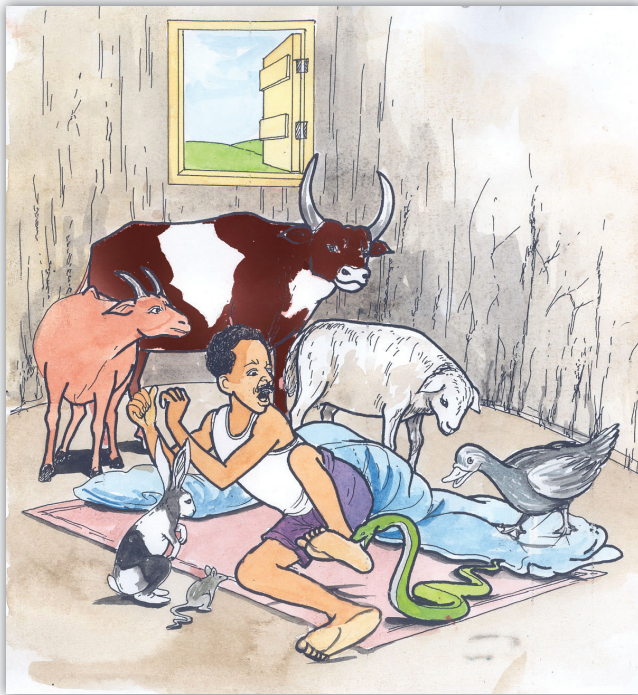
B Reading

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 brouzers 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_____	hseub	=	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)



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.
-----	---	---------	---

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)



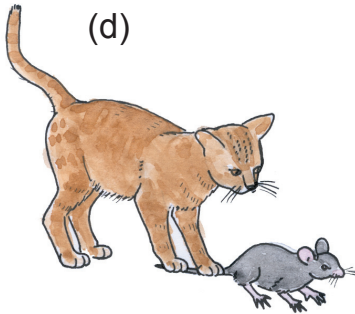
(b)



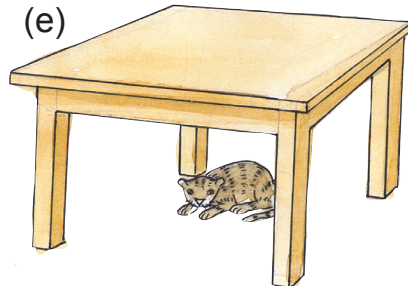
(c)



(d)

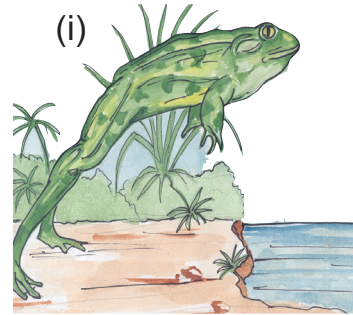
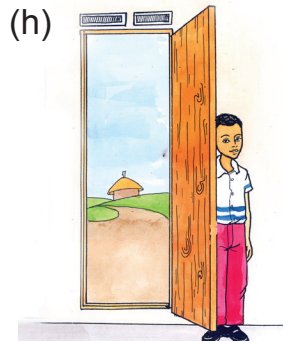
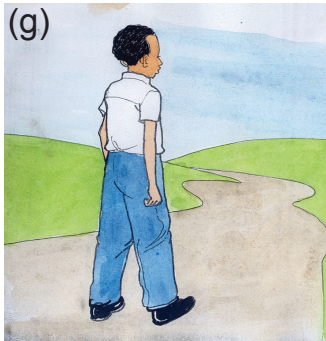


(e)



(f)





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.



Vocabulary

EXERCISE 1: These words are wrongly spelt, write them correctly in your exercise book.

Ethopia	heighest	maried	favourate
greatings	montain	famos	traditionl
waring	hotest	schooll	testy
dreses	dangerus	swich	speces
loin	ancent	swiming	mordern
flys	in frot	kenel	biger

EXERCISE 2: In your exercise books, complete the sentences using the correct form of the word given in the brackets.

1. Tirunesh Dibaba is _____ in the world athletics championship. (participate)
2. Her sister is _____ in music, dance and drama at the college. (train)
3. Most students _____ very hard so as to become famous. (work)
4. Haile Gebreselassie _____ a medal whenever he goes for a marathon race. (win)
5. The teacher (wear) light cotton shirts.
6. Shifa (participate) in the marathon last year.
7. It is (begin) to shine now.
8. The (high) mountain in Ethiopia is Ras Dashen.
9. There are famous artists who (die) long ago.
10. Tiru (run) five times faster than me.

EXERCISE 3: Read the sentences below. They are not in the right order. Rearrange them to make a good story in your exercise book.

1. As she was getting up, she slipped and fell down.
2. Turjum Hyena was 50 years old.
3. She promised to organise another party the next week.
4. Her children made a big party to celebrate.
5. After taking the medicine, she became better and her children were happy.
6. Her children and other animals started crying.
7. All other animals in the jungle were invited to attend.
8. The doctor gave her some medicine to take.
9. In the middle of the party, Chatu stood up to give her speech.
10. The children went out to look for the doctor.

EXERCISE 4: In your exercise book, list the words in the groups shown. For example: verbs- roast, cut ...

verbs	vegetables	fruits	meat	dairy	adjectives
salty	scoop	salads	grill	carrot	
cheap	beef	milk	warm	pineapple	mutton
guava	fresh	dry	roast	butter	beans
mango	chicken	cheese	fry	expensive	cabbage
orange	turkey	hot	yoghurt	cut	onion
cut	pumpkin	wash	spiced	sour	clean
cauliflower	lemon	lamb	margarine	cucumber	

Vegetable	cabbage	_____	_____
Fruits	orange	_____	_____
Meat	lamb	_____	_____
Dairy	milk	_____	_____
Verbs	cut	_____	_____
Adjectives	fresh	_____	_____

EXERCISE 5: Arrange the sentences to write a good composition.

Leopard traps hare

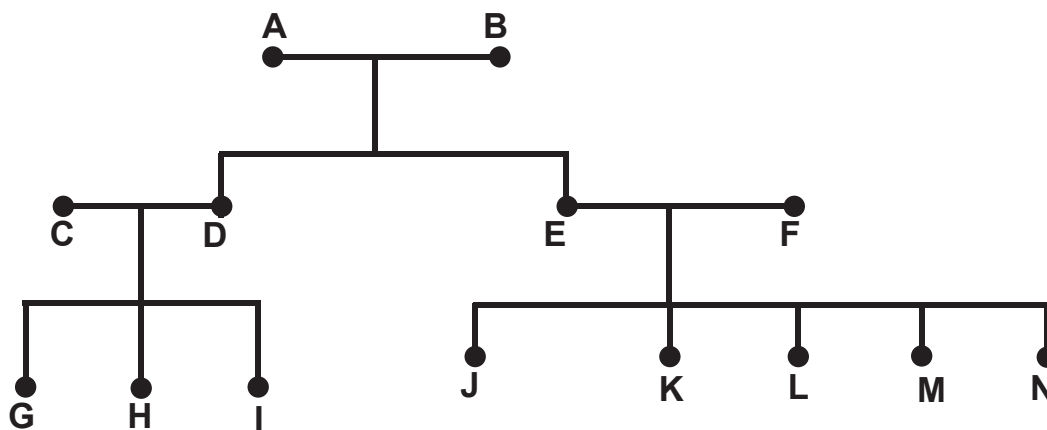
1. One day, he saw Hare walking along the path.
2. Leopard was a cunning animal.
3. He said, "Hare is a greedy animal, so I can trick him."
4. He used to trap many animals and eat them.
5. As hare was passing by, he saw some meat on the stick.
6. He used some magic power to put some pieces of meat on a stick.
7. Hare came to eat the meat.
8. Leopard saw Hare salivating.
9. Hare cried and pleaded with leopard to help him go off the trap but Leopard just laughed at him.
10. When Hare tried to eat the meat, his mouth got glued onto the stick.

Objective

In this unit, you will describe and express your opinions about extended families.

A Listening and speaking**LESSON ONE****Activity**

Work with a partner. Who are the members of your family? What do they do?

A family Tree

The diagram above represents people in a family. Letters A to N are the different members of the family. There are grandparents, parents, children and grandchildren.

EXERCISE: Answer the questions below based on the above family tree.

1. How many people are represented in the diagram?
2. Who are the grandparents?
3. Who are the grand children?
4. What happens if all these people live in one house?
5. Use this example to draw a family tree to represent people in your family.

LESSON TWO

Listening Exercise

Activity 1

Draw a family tree to represent members of your family. Go to the front of the class and tell other members about your family. Tell them about what they do, where they go to study and their responsibility at home.

Activity 2

What is the importance of a family tree? Who are these people in your family? Discuss with your partner.

father	mother	uncle	aunt	mother-in-law
cousin	nephew	niece	grandfather	sister-in-law

EXERCISE: Write the sentences in your exercise book.

Example: Your father's father is your **grandfather**.

1. Your mother's sister is your _____ .
2. Your father's brother is your _____.
3. Your husband's mother is your _____.
4. Your uncle's son is your _____.
5. Your aunt's daughter is your _____.
6. Your brother's son is your _____.
7. Your sister's daughter is your _____.
8. Your father's father is your _____.
9. Your sister's son is your _____.
10. Your wife's sister is your _____.
11. Your wife's brother is your _____.

LESSON THREE

Vocabulary practice

Activity

The following people are members of our family. Tell your partner their names in your family.

mother-in-law

step-father

father-in-law

step-mother

brother-in-law

step-brother

sister-in-law

step-sister

EXERCISE 1: Find one word to replace the words in blue. Do the work in your exercise book.

1. My **brother's daughter**, Roza, is coming to visit me next week.
2. Senait is my **father's daughter but not my mother's**.
3. I am going to the village to visit my **uncle's son**.
4. The **father to my father** loves us very much.
5. Hamid and Kedija will soon **become husband and wife**.
6. Merid is not my **mother's brother**.
7. The boy over there is my **sister's son**.
8. My **sister's daughter** passed last year's national examinations.

EXERCISE 2: Use the words and phrases below. Complete the sentences in your exercise book.

families siblings extended old important young
 firstborn older adults roles step brothers / sisters

1. All of us come from different _____.
2. Uncles and aunts are part of _____ family.



3. Grandparents are so _____ in our families.
4. The first child in a family is known as _____.
5. Your bigger brother is _____ than you.
6. Our parents are _____.
7. Our _____ should be respected.
8. Children have _____ in a family.
9. My brothers and sisters are called _____.
10. My father is as _____ as my uncle.
11. Obang's _____ sister will celebrate her eighth birthday next Tuesday.
12. If one of your parent has children from a step parent, then those children are your _____.

LESSON FOUR

Grammar practice

Using: has/have

Activity 1

Imagine that you have a home, what items would you like to acquire for your members of the family?

EXERCISE 1 : Practise by forming proper sentences using words in the table below. Do the work in your exercise book.

A		B
Their grandson	has/have	gone missing.
The kittens		forgotten my address.
Our daughter		died.
His niece		punished me.
Her uncles		married my friend.

EXERCISE 2(a): Write sentences about what you have. Choose four of the following things.

a bicycle a computer a camera a job a dog / a cat

EXERCISE 2(b): Write two sentences each time using **I've got / I haven't got** and **I had / I didn't have**

Example: I have got a car.

Activity 2

Form Sentences using has/have with the given verbs.

Example: He has beaten a wild dog.

A.

Verb	Past Participle
beat	beaten
bite	_____
break	_____
choose	_____
drive	_____
rise	risen
see	_____
shake	_____
speak	_____

B.

Verb	Past Participle
blow	blown
draw	drawn
fly	flown
grow	grown

Verb	Past Participle
tear	torn
throw	_____
wear	_____
know	_____

C.

Verb	Past Participle
come	come
cut	cut
hit	_____
hurt	_____
let	_____
put	_____

Verb	Past Participle
quit	quit
read	_____
run	_____
set	_____
shut	_____

D.

Verb	Past Participle
go	gone
shine	_____
begin	_____
drink	_____

Verb	Past Participle
ring	rung
sing	_____
swim	_____

Grammar Highlight

Have/ has show possession.

Example:

I have a ball.

My sister has a blue bag.

When **have/has** show possession they are not used in continuous form.

LESSON FIVE

Grammar practice

Activity

In pairs, complete the conversation.

- A. : Where _____ live?
 B. : In a flat on Haile Gebresellasia street.
 A. : How long _____ there?
 B. : Only for three months. Yes, since June.
 A. : And why _____ move?
 B. : Well, we wanted to live near the park.

Using present perfect tense / simple past tense

Practise by forming proper sentences using words in the table below. Match the sentences in A and B with one in C. There is more than one answer.

A	B	C
1. I've known my best friend	from 2001 to 2005.	It's not bad. I quite liked it.
2. I last went to the cinema	for an hour.	It was very interesting.
3. I've had this watch	two weeks ago.	We met when we were so young.
4. We've used this workbook	since the beginning of term.	I really need a cup of coffee.
5. We lived in Hawassa	for years.	My dad gave it to me for my birth day.
6. We haven't had a break	for three years.	We moved because I got a job in Adama.
	in 2005.	



EXERCISE 1: Form correct questions from Table A below. Write them in your exercise book.

Table A

Has Have	he	won the game?
	she	beaten the dog?
	it	laid an egg?
	you	hit the animal?
	we	sung a nice song?
	they	heard the news?
	I	gone to the market?
		cleared the compound?

EXERCISE 2: Form correct sentences from Table B below to answer the questions in Table A.

No, Yes,	he	has have has not have not	won the game.
	she		beaten the dog.
	it		laid an egg.
	I		hit the animal.
	you		sung a nice song.
	we		heard the news.
	they		gone to the market.
			cleared the compound.

EXERCISE 3: Make sentences in the present perfect. Write the sentences in your exercise book.

Example:

You (do) your homework.

You have done your homework.

1. You (**see**) Zereba.
2. You not (**make**) decision yet?
3. How **long** (**know**) Jemal?
4. She (**be**) to Sweden twice.
5. Their plane just (**land**).
6. Where you (**be**)?

LESSON SIX

Present perfect tense

Activity

Talk to your partner about the activities you have done since morning. Use **has/have**.

Examples:

He (**wash**) the clothes.

He **has washed** the clothes.

EXERCISE 1: Using **has/have**, complete the sentences correctly.

1. She (see) the woman.
2. The chief (visit) our school.
3. We (enjoy) the music.
4. You (eat) the food.
5. I (throw) it away.
6. The mother (take) the children for immunisation.
7. The children (clap) their hands.
8. We (speak) to the head teacher.
9. The tree (fall) across the road.
10. Mariam and Yoseph (shut) the windows.
11. The sun (rise) already.
12. They (build) the house already.

Possessive pronouns

Examples:

1. This is **your** umbrella. It is yours.
2. This is **their** house. It is theirs.
3. This is **my** book. It is mine.



EXERCISE 2: Complete the sentences with the appropriate possessives of the words given in the brackets correctly.

1. Those boxes are _____. (our)
2. We have brought _____ baskets for sale. (we)
3. They have paid for _____ cousins. (they)
4. He has seen _____ grandfather. (he)
5. She has listened to _____ aunt. (she)
6. It has eaten all _____ food. (it)
7. He has done _____ work. (he)
8. One has to respect _____ friends. (one)
9. That book is _____. (my)
10. These bags are _____. (they)

EXERCISE 3: Write your own sentences using possessive pronouns in your exercise book.

Grammar Highlight

<i>Subject</i>	<i>Adjective pronouns</i>	<i>Possessive pronouns</i>
<i>I</i>	<i>my</i>	<i>mine</i>
<i>We</i>	<i>our</i>	<i>ours</i>
<i>They</i>	<i>their</i>	<i>theirs</i>
<i>He</i>	<i>his</i>	<i>his</i>
<i>She</i>	<i>her</i>	<i>hers</i>
<i>It</i>	<i>its</i>	<i>its</i>
<i>Taye</i>	<i>Taye's</i>	<i>Taye's</i>

LESSON SEVEN

A. Expressing opinions

Activity

Get into groups of five and discuss the statements below. Present the findings to the class.

1. Having a small family is better than having a bigger family when you don't have much money.
2. A large family is better than a small one.
3. Larger families find it difficult to educate their children.
4. Street children mainly come from large families.
5. Having too many children is a challenge today. Yes or No?

B. Compound sentences

Using: **and** and **but**

We can use the words **and** and **but** to join pairs of sentences. The joined sentences are called compound statements.

Examples:

The students are hard working. The teacher is helpful.

The students are hard working, and the teacher is helpful.

He is a rich man. He is not happy.

He is a rich man, but he is not happy.

EXERCISE 1: select any pairs of statements to form compound sentences.

1. It is simple to educate.	It is small enough to feed.
2. It is hard to educate.	It is difficult to feed
3. It is good for a small house	It is good to transport.



4. It is good to share work	It is not easy to complete work in time.
5. It is troublesome when you have little money.	It is good during harvest Time
6. It is easy to do work together.	It is difficult to share work.
7. It is difficult to share little bread	It is not easy to complete any work.

LESSON EIGHT

Group discussion

Activity

In groups of four, your teacher will guide you to discuss the advantages/disadvantages of small and large families. Talk about extended families. What kind of family would you like to have in the future? Why? Present your answer to the class.

LESSON NINE

Dialogue

Activity

Discuss the questions with a partner.

1. How many good friends do you have?
2. Do your friends help you to do some work?
3. Who is your best friend?
4. What makes him/her your best friend?

EXERCISE: Read and practise the dialogue below with a partner.

- Bekele : Bad news! I have just lost my grandmother.
 Wole : Sorry dear, your grandmother on which side?
 Bekele : My mother's mother.

- Wole : I am sorry to hear that. I am lucky that all my grandparents are still alive.
- Bekele : Lucky you! I pray that my parents live as long as my grandparents have.
- Wole : When I was younger, I used to think my grandmother was my mother.
- Bekele : Oh, funny you! Why?
- Wole : We were such a big family, but she loved me in a special way.
- Bekele : Do you think she loved you more than your own mother?
- Wole : Yes, it was not until I was in Grade 4 that I found out that I did not have a mother.
- Bekele : Oh, dear! So does that mean that the tall, light brown lady is your step mother?
- Wole : Yes, it is true but ...
- Bekele : But what?
- Wole : At times, I wish she was my real mother.
- Bekele : The most important thing is that she loves you. That makes her your mother.
- Wole : I'm happy she treats me like I was her biological son.
- Bekele : Good for you, my friend!
- Wole : Well, I think it is high time we went home. It is getting late.

B Reading

LESSON TEN

Comprehension

Pre-reading activity: With a partner, discuss the following questions.

1. Is there any good thing you enjoy about coming from a small family?
2. What problems are you likely to face in a large family?

EXERCISE 1: Read the passage below and answer the questions that follow.

Soressa's Family

I am Soressa Fida. I am thirteen years old. I am in Sixth Grade. I live in Eastern Ethiopia. Our family is large. I live with my parents, aunties, uncles, cousins and



grandchildren. I am so happy to have many **relatives** living together with me as a family.

During the holidays, more relatives come home and we all get busy. Some stay at home doing **domestic** work while others **graze** the cattle and do some farming with our uncles. However, food is never enough for all of us. Sometimes, there is not **sufficient** food for each family member.

With a large family, there are times of happiness and times of **challenges**.

Some of the challenges are quarrels and fights. The young ones are afraid of some of the elders who are not friendly. The younger ones must be **obedient** to the elder brothers and sisters without questioning.

Generally, large families like mine must work **tirelessly** in order to **survive**. We need to get a bigger piece of land to produce enough food. We also need enough **shelter**. I am happy that I come from a family where we can learn about our **culture** and religion in an interesting way.

1. How old is the writer?
2. In which part of the country does he live?
3. List any three roles which the family does.
4. According to the writer, what problems do family members face at home?
5. How do children behave in Soressa's family?

EXERCISE 2: The following words are taken from the passage. Match them with the appropriate meaning. Do the work in your exercise book.

A	B
relative	difficulties
tirelessly	feed
domestic	loyal
survive	a place to live
challenges	enough
culture	tradition
graze	home
sufficient	family member
obedient	live long
shelter	hard

EXERCISE 3: Write ten sentences using any word of your choice from the table.

LESSON ELEVEN

Poem

Activity

Work in a group of three. Tell your partner the good practices in family. Suggest what you would like to improve upon.

EXERCISE: Read the poem and discuss the statements that follow.

My family

My family, my treasure
When all of us sit together
It is a world full of happiness
Children play and sing
The adults sit and talk
My family, my pride
A big, large family
Even in times of sorrow
We sit closer to solve problems
All of us feel the same pain
United we stand

When a new one is born
Our family expands
Everybody rejoices

Our parents become grandparents
Grandparents become great grandparents

My family, my life
When God created us
He put us in families
A family to keep us together

Answer true or false to the statements below in your exercise book.

1. Large families don't share their happiness and sorrow.
2. The birth of a new child is welcomed by the family.
3. When grandparents become great grandparents, parents become grandparents.
4. The writer is not happy about a large family.
5. The family members don't meet any time.

C Writing

LESSON TWELVE

Composition writing

Activity

In a group of four, discuss how members of your family help you to work.

EXERCISE: Answer the questions below and write a paragraph about your family in your exercise book.

1. Who is the youngest person in your family?
2. Who is the oldest person in your family?

3. How many people are there in your family?
4. What chores do girls and boys do in your family?
5. Do you help your parents with the house chores?
6. Do your parents help with the house chores?

LESSON THIRTEEN

Revision Exercises

A. Rewrite the following sentences using appropriate possessive pronouns:

1. Hagoshe has taken _____ grandfather to the hospital.
2. We have ended _____ term today.
3. All the students said that Addis Ababa is _____ capital.
4. Almaz has gone with _____ bag.

B. Complete the sentences with the correct form of the verbs in the brackets.

1. Their sons have _____ a nice song. (sing)
2. Our step brother _____ an Ethiopian. (marry)
3. His sister has _____ a gold medal. (win)
4. My cousin has _____ the chair. (break)
5. Her dresses have _____. (dry)
6. His donkeys have _____. (disappear)
7. My brother has _____ for us. (pay)
8. Their camel has _____ a lot of water. (drink)



C. Answer the following questions in your exercise book.

1. Mulu Zeberga is the son of my brother. He is my _____.
2. Those twins are brothers to my dad. They are my _____.
3. Alula is married to my elder sister. He is my _____.
4. I share a father with Zeituna but our mothers are different. She is my _____.

D. Answer True or False to the statements below.

1. Your mother's brother is your brother-in-law .
2. A niece is a daughter of your brother or sister.
3. A half sister is the same as a step sister.
4. Grandfather and grandmother are called grandparents.

E. Find one word to replace the coloured words.

1. My **brother's daughter** is coming next week.
2. She is my **father's daughter but not my mother's**.
3. I am travelling to the village to visit my **uncle's son**.
4. The **father to my father** loves us very much.
5. He will soon see his **wife's brother**.
6. The boy over there is my **sister's son**.
7. Your **sister's daughter** has passed the test.
8. My **mother's brother** will pay the fees.

Objective

In this unit, you will describe where different places are located and give basic facts about countries.

A Listening and speaking

LESSON ONE

Activity

With your partner, describe the location of your school from the main town.

EXERCISE 1: In a small group, study the map and discuss the questions that follow.



1. Where is Addis Ababa located?
2. In what direction is Dire Dawa located from Addis Ababa?
3. Where do you find Lake Tana?

4. In what part of the country is Mega found?
5. Where is Harar located?
6. Where is Moyale located?

EXERCISE 2: Draw the map of Ethiopia in your exercise book. Indicate the nearest town to your village.

LESSON TWO

Listening exercise

Activity

In groups of five, draw the map of your school. Identify different features on the school compound. Find out what features are around your school.

EXERCISE: Your teacher will read to you a short story. Listen carefully and complete the chart later in your exercise book.

Physical features of Ethiopia	Bordering / neighbouring countries of Ethiopia	Regions of Ethiopia

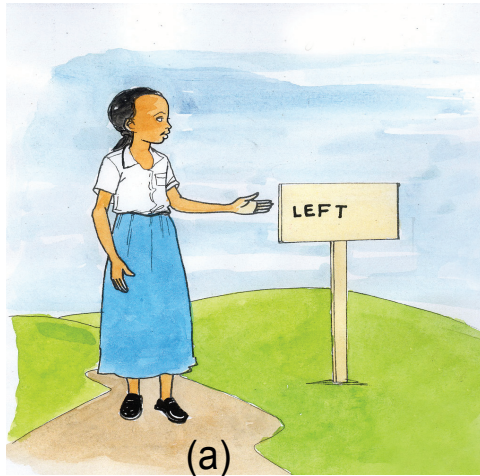
LESSON THREE

Vocabulary practice

Prepositions of places

Activity 1

What buildings do you find on your way to school? What do you find on your left and right hand side of the road?



(a)



(b)



(c)



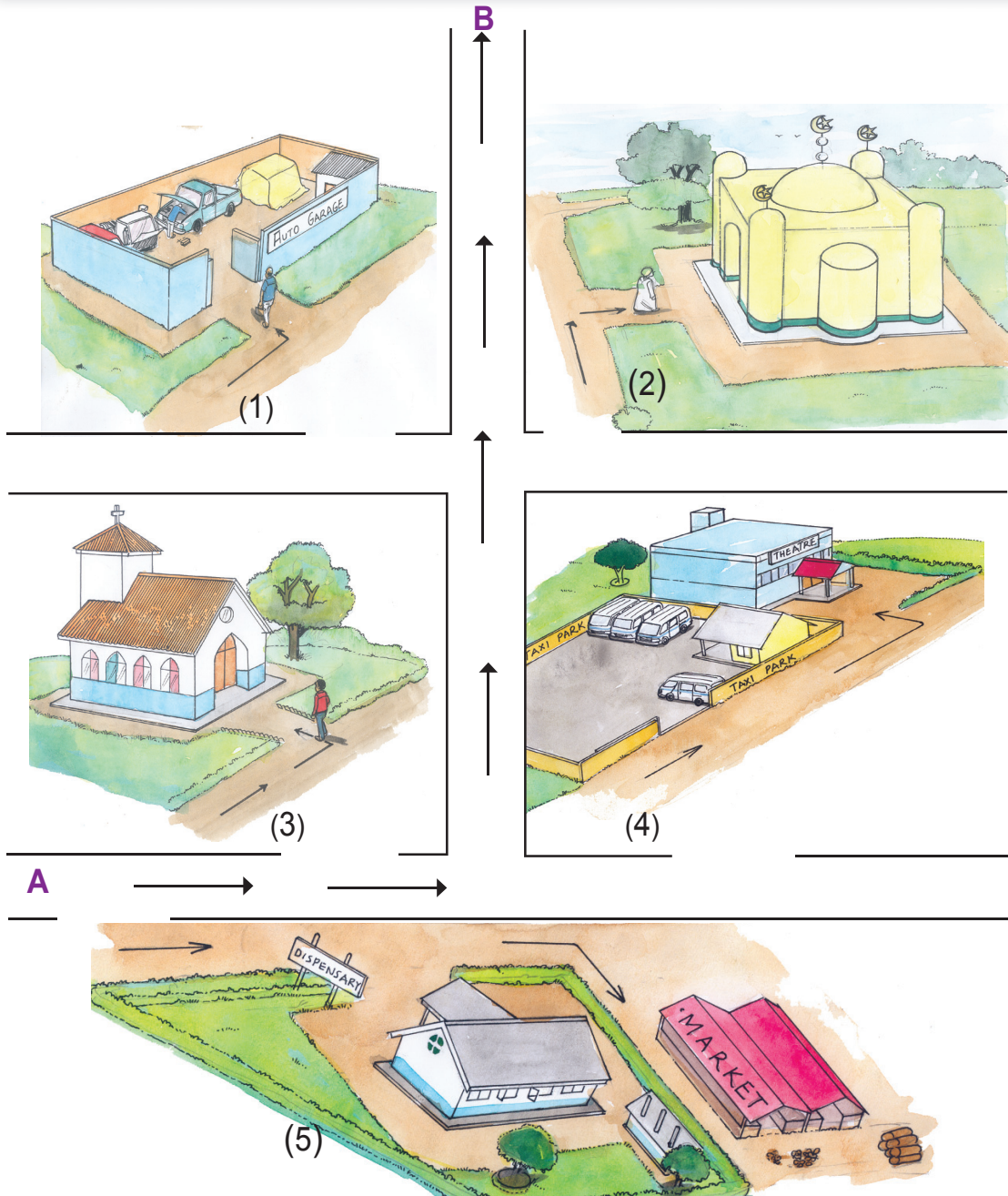
(d)

EXERCISE 1: Match the pictures with the sentences below.

- 1) The hill is on the **right-hand** side of the road.
- 2) The police station is on the **right-hand** side of the road.
- 3) The trees are on the **left-hand** side of the road.
- 4) The sign-post is on the **left-hand** side of the road.

Activity 2

Lemlem walks out of town from point A to B. Based on the pictures below, describe the directions which Lemlem follows to different places.



EXERCISE 2: In your exercise book, answer the following questions based on the pictures shown on page 130.

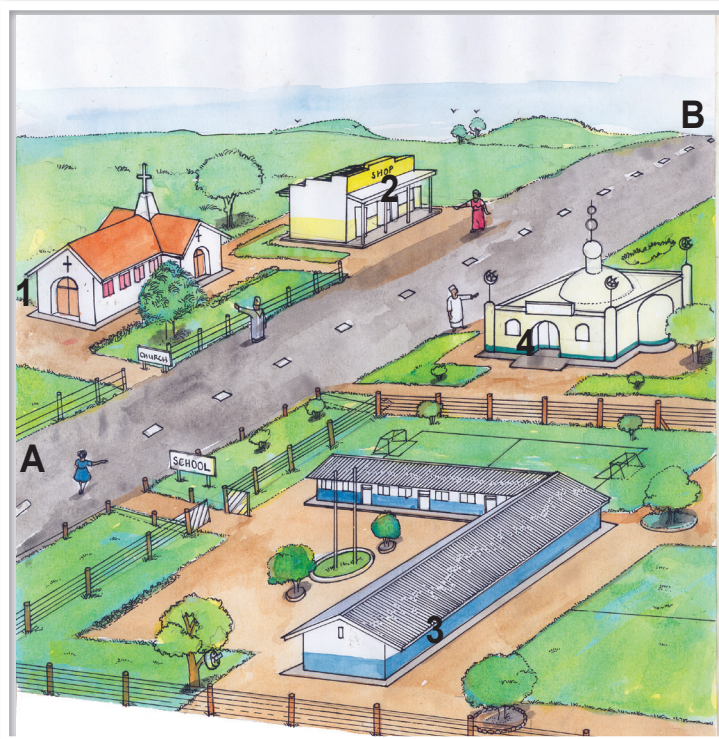
1. How do you get to the garage? (Picture 1)
2. How do you get to the mosque? (Picture 2)
3. Where is the church located? (Picture 3)
4. Where is the theatre located? (Picture 4)
5. Where is the dispensary located?(Picture 5)
6. Where is the market located? (Picture 5)

LESSON FOUR

Vocabulary practice

Activity 1

With a partner, describe the location of the buildings in the picture as you move from A to B.



EXERCISE: In your exercise book, refer to page 131 and complete the direction from picture 3 to picture 2 with the prepositions given below.

out up next to opposite on

You go _____ of the school, turn _____ the right and go _____ until you reach the mosque. _____ it, _____ the left is the shop _____ the church.

Activity 2

In pairs, study the table below. Form questions and answers as shown in the examples. Where are the named places located in Ethiopia?

- Where do you live?
I live in Awash.
- Where is Awash?
Awash is East of Addis Ababa.

Place	Part in Ethiopia
Axum	North of Ras Dashen
Mekele	North of Addis Ababa
Nekemte	West of Addis Ababa
Dembi	East of Gore
Mega	South of Lake Chamo
Gara	South of Dire Dawa
Dodola	West of Goba

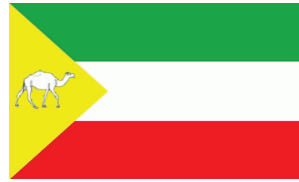
Adama	South-East of Addis Ababa.
Chamo	North of Mega
Gondar	South-West of Mekele
Harar	South-East of Dire Dawa

LESSON FIVE

Study the regional flags in Ethiopia.

Activity

With your partner, discuss which regions the flags belong to and answer the questions that follow.



Oromiya SNNP	Amhara Hararhi	Afar Tigray	Gambella Somali	Benishangul-Gumuz
-----------------	-------------------	----------------	--------------------	-------------------

1. Name the colours of the different flags?
2. What other special marks do you see on the flags?
3. Where do we find the regions represented by the flags?
4. Describe the flag of your region.
5. Draw the national flag of Ethiopia.

EXERCISE: Study the map of Africa with a partner. Find the locations of the different places. Complete the sentences in your exercise book.



Source: MK Primary School Atlas - 2008

1. _____ is found North of Ethiopia.
2. _____ is found South of Ethiopia.
3. _____ is found West of Ethiopia.
4. _____ is found East of Ethiopia.
5. _____ is found North-East of Ethiopia.
6. Kenya is situated _____ of Ethiopia.
7. Somalia is situated _____ of Ethiopia.
8. Sudan is situated _____ of Ethiopia.
9. Djibouti is situated _____ of Ethiopia.
10. Eritrea is situated _____ of Ethiopia.
11. _____ is located North of Kenya.
12. _____ is located South of Sudan.
13. _____ is located East of Sudan.
14. _____ is located South of Eritrea.
15. _____ is located West and South of Djibouti.

LESSON SIX

The present simple tense

Activity 1

In groups of four, find out activities that you do at school; once, twice, thrice a week . Form sentences using; I..., he..., she...

Example: I go to the library once a week.

Talking about yourselves

Activity 2

With three members of your class, talk about yourselves. Ask and answer the questions below.

1. Where do you live ?
2. Who do you live with?
3. How many languages do you speak?
4. What do you like doing over the weekend?

Make more questions. Ask the teacher some of the questions.

EXERCISE 1: In your exercise book complete the sentences correctly.

1. The farmer (**pay**) her workers every month.
2. He (**tell**) us good stories everyday.
3. She (**wait**) for us at the gate every evening.
4. Tiru (**run**) around the field five times everyday.
5. Yada (**draw and paint**) pictures every weekend.
6. I (**say**) prayers every day.
7. She (**push**) the door every time she (**come**) in .
8. The teacher (**match**) the words with figures.

EXERCISE 2: In your exercise book, write your own sentences showing what activities you do everyday or every week.

Grammar Highlight

We use the present simple to talk about things that happen all the time or repeatedly, or that something is true in general.

——→ *We eat food everyday.*

——→ *Nurses look after patients in health centres.*

——→ *The earth goes round the sun.*

LESSON SEVEN

The past simple tense

Activity

Work with a partner to form questions and answers using; What did you do....?

1. last night
2. last weekend
3. on your birthday
4. last new year's eve
5. on your last holiday

Ask for more information, using the past simple tense.

Who.....? Why.....? Where.....? How.....?
How many.....?

EXERCISE 1: Here are the past tense forms of some irregular verbs. Write the infinitives in your exercise book.

- | | |
|------------------|----------------|
| 1. <u>is</u> was | 7. _____ did |
| 2. _____ were | 8. _____ got |
| 3. _____ went | 9. _____ had |
| 4. _____ saw | 10. _____ made |
| 5. _____ thought | 11. _____ came |
| 6. _____ put | 12. _____ said |

Joining sentences

EXERCISE 2: Match the verb phrases as shown in the table on page 138. Form sentences using both verbs in the past. Join the sentences with “so”, “because”, “and”, or “but”.

Example: Phone ring answer it.
The phone rang, and I answered it.



1. phone ring	mend it
2. feel ill	pass it
3. make a sandwich	wash my hair
4. have a shower	nobody laugh
5. lose my passport	be hungry
6. call the police	go to bed
7. printer break	say sorry
8. forget her birth day	find it later
9. take my driving test	answer it
10. tell a joke	hear a strange noise

EXERCISE 3: Practise the past simple tense using the verbs shown below. Complete the tables in your exercise book.

Add “-ed” to the verbs

cheat		cheated
climb		
walk		
wash		
open		
close		
help		
play		
clean		cleaned
stay		
mend		

These verbs change spelling

go		went
break		
come		
do		
steal		
drink		
say		said
buy		
bring		
sing		
leave		
eat		ate

Change **y** to **i** and add **-ed**

carry		carried
worry		
marry		
hurry		
cry		
study		
bury		

Repeat the last letter and add **-ed**

stop		stopped
wrap		
mop		
spot		
slot		slotted
plan		
knit		
trot		
hop		
skip		

LESSON EIGHT

Dialogue

Activity 1

Talk about the possible answers to the following questions with your partner.

1. Where do we find the biggest number of wild animals and birds in Ethiopia?
2. Where are historical sites in Ethiopia located?
3. Why do we need to locate different places on a map?

Activity 2

In groups of five, describe the location of your school from your home town.

Read the dialogue with your partner.

- Ayana : Welcome back from the tour, Mariam.
- Mariam : Thank you, welcome back too. We travelled to the North. Where did you go?
- Ayana : We travelled to the South. It was very interesting. What places did you visit?
- Mariam : We visited Lake Tana, Ras Dashen and Danakali Desert in the North-East.

- Ayana : We travelled to Adama and followed the lakes in the rift valley South of Addis Ababa. What did you enjoy seeing the most?
- Mariam : We enjoyed seeing the Blue Nile, Lake Tana and the birds on the lake shores.
- Ayana : Next time, we shall tour the Eastern part of the country. There are good sceneries in the North of Dire Dawa.
- Mariam : I will request my parents to take me for a tour to the West of the city centre and to the border shared by Ethiopia and Kenya in the South.

EXERCISE: Select a place you have travelled to. Write a paragraph in your exercise book giving someone else directions to that place.

B Reading

LESSON NINE

Comprehension

Activity 1

Work with a partner. Talk about the tourist attractions in Kenya and Ethiopia with your partner. List down the different tourist attractions in Ethiopia. Where are they located?

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

Tourism in Kenya

Every year tourists from many countries visit Kenya. Tourists come to see a number of things. There are many types of animals found in Kenya game parks, that are not found in other parts of the world.

The other factors that attract tourists to Kenya are the **natural physical features** like Mt. Kenya, whose height tourists find very attractive.

Tourists also enjoy the tropical weather as they view the **landscape**.

The natural forests are also major tourist attractions. Some tourists form forest 'safari' groups. They travel and camp in the forest. The **purpose** of this arrangement is to enable tourists see several animals like monkeys in their natural **environment**.

Kenya is made up of many ethnic groups. This means that there are many different cultures and traditions.

Culture and art from various communities also attract tourists. Tourists enjoy the **traditional** music and dances which are performed at different ceremonies. Each community has its own traditional artwork. The Kamba people have beautiful **carvings**. The Masai women weave baskets and make beads among other things. The local people earn a living from the sale of their carvings, handicrafts and other art pieces to tourists.

Tourists stay in hotels which **employ** quite a big number of Kenyans. It is therefore important for Kenyans and other countries to conserve tourist attractions.

1. Where are the animals found?
2. Why do tourists visit Kenya?
3. Why do some tourists form forest 'safari' groups?
4. How useful is tourism in Kenya?
5. How do local people benefit from tourism?
6. What are the special features of Mt. Kenya?
7. What have you learnt about Kenya's culture in the story?
8. What do you think tourists would find attractive in your home area?
9. Apart from landscapes, what else do tourists enjoy?
10. Suggest what tourists are interested in watching when they visit our country.

Activity 2

In small groups, use a dictionary to find out the meaning of the words in column **A**. Match the words that are similar in column **B** to those in column **A**.

A	B
landscape	objective
conserve	local
purpose	habitat
environment	topography
traditional	handicraft
carvings	protect
employ	hire

LESSON TEN**Reading****Activity 1**

Describe a journey you have made before. Tell your partner the means of transport you used and what you saw there.

EXERCISE 1: Read the story on page 143 with a partner and find the meaning of the words listed below as used in the story.

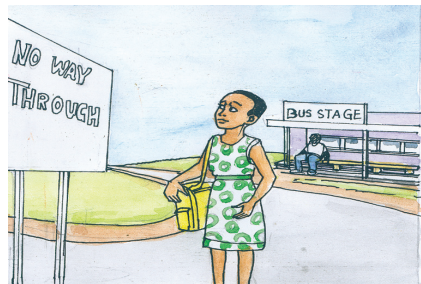
right	Mekele	direction	several	instead
journey	junction	forward	adjacent	signpost



Bikiltu travelled from Mekele to the **South** by bus. She wanted to visit her aunt. She had been to her aunt's place several times before. On her way, she fell asleep. It is a **long journey** to Addis Ababa.



Bikiltu then heard the bus **conductor** calling Addis Ababa Centre. She was looking forward to seeing her aunt again.



Bikiltu realised that the road she used to take to her aunt's home now had a **signpost** that read; "No Way Through" She got confused.



There was an old man seated at the bus stage. "Excuse me, Sir! How do I get to the **city hall**?" She inquired. "Walk straight on," the old man said. "You'll get to a junction, you will see a hospital. The city hall is just **adjacent** to the hospital." "Thank you, Sir," Bikiltu said and walked on.



When Bikiltu reached the **junction**, there were no **signposts**, so Bikiltu turned right instead of turning left.



Soon, Bikiltu was back to the stage. “Young lady, you did not follow my **directions**. I was once a guide, you know!” the man boasted. “Now first learn what left is and what right is. Follow my **directions**. This time you will not lose your way.”



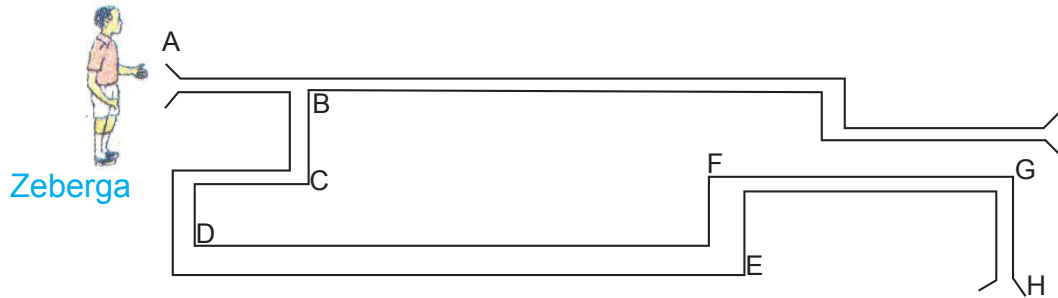
Bikiltu followed the directions carefully this time. She kept **reminding** herself not to confuse “left” with “right”. She got to her aunt’s home and was happy that she had found her way.

EXERCISE 2: Discuss the questions with your partner. Answer the questions in your exercise book.

1. What direction is Bikiltu’s home from Addis Ababa?
2. Why did Bikiltu get confused?
3. How did Bikiltu get the right information?
4. What should people do when they lose their way?
5. What is the use of signposts?

Activity 2

How does Zeberga move from point **A** to get to point **H**?

**Activity 3**

Work in pairs. Direct your partner to the following places; the nearest market, clinic and shop from your home.

C Writing**LESSON ELEVEN****Composition****Activity**

In groups, write either a poster or leaflet focusing on the tourist attractions found in your area. What would you want the tourists to see and why?

EXERCISE: Read the following short paragraph about the Bale Mountains National Park and in your exercise book, write a short paragraph about any other tourist attraction in Ethiopia.

The Bale Mountains National Park covers an area of 2470 *sq.km*. It is where Ethiopia's second highest Mountain Mt. Batu (4307m) is located. In the Bale Mountains National park, you can either walk or drive through the park. It is one of the best places to see the endemic Simien red fox, the mountain Nyala and Menelik's Bushbuck. Colobus monkeys, giant forest hog, lions, leopards and a variety of birds can also be seen.

LESSON TWELVE

Activity

With a partner mention and describe the location of the neighbouring villages and towns in your area.

EXERCISE 1: Read the passage and fill in the information in the table on page 147.

Ethiopia is the tenth largest country in Africa. It has a population of about 80 million people of different ethnic groups. There are nine regions that form Ethiopia; Oromiya, Amhara, Afar, Gambella, Benishangul-Gumuz, Hararhi, Tigray, Somali and SNNR and two administrative regions; Addis Ababa and Dire-Dawa.

Although Ethiopia is a landlocked country, it enjoys a very good tropical climate with good flora (plants) and fauna (animals). There is plenty of land for agriculture and there are many natural resources: wild life and minerals.

Ethiopia mines gold, platinum, tantalum, potash, salt, soda ash, limestone, clay silica and coal.

Ethiopia is endowed with rich fertile soil. The people grow many crops such as fruits, vegetables, teff, inset, wheat, barley, sorghum, millet, sugarcanes, cotton, tobacco, coffee, tea and rubber. Animal farmers keep cattle, sheep, goats, mules, asses, camels, poultry and bees.

Ethiopia is proud of the many tourist attractions which include highland and low lands, forest, savanna woodland and semi-desert plants. The natural scenery and the endemic animals such as walia ibex, nyala, gelada, bushback, and wild ass add to the beauty of the country.

Ethiopia has numerous lakes; Tana, Abaya, Charmo, zaway and other smaller ones which do not only provide fish but also provide inland waterways. They are also homes to many animals. They provide employment. Ethiopia has a variety of things to enjoy and see.

EXERCISE 2: Draw and complete the table in your exercise book. You may also use an atlas to help you do the work.

Country	Town	Lakes	Mountain	Minerals	Crops	Wild animals	Farm animals
---------	------	-------	----------	----------	-------	--------------	--------------

LESSON THIRTEEN

Revision Exercises:

EXERCISE 1: Complete the sentences using the correct tense of the verbs in brackets. Do the work in your exercise book.

1. Tourists usually (to travel / to fly) to different parts of Ethiopia.
2. Ethiopia's flag (to fly) high at our Embassy every day.
3. Abdul (to win) a gold medal two years ago.
4. Lake Chamo is (to locate) in the south of Ethiopia.
5. Students (to study) the map well last week.
6. The teacher (to teach) us about several places on the map.
7. The TV set was (to place) just above the radio system.
8. Someone (to break) the chair yesterday.
9. Toga (to go) to school everyday.
10. Aberu (to fly) out of the country last week.
11. Pastoralists (to travel) from the east in search of pasture and water last year.

EXERCISE 2: Rearrange the sentences to form a story.

1. Her uncle lived in the suburbs of Desse.
2. It was in the North of Addis Ababa.
3. She asked her friend, Alemu to direct her.
4. Kene enjoys travelling to far places during the holidays.

5. The following day Kene travelled to Desse.
6. Alemu advised her to use a map instead.
7. Last holidays, she decided to pay a visit to her uncle.
8. When Kene read the map, she saw the place which she wanted.
9. That is why she is always excited about holiday time.
10. Kene had never been to Desse, although it was her mother's ancestral home.

EXERCISE 3: Fill the gap with appropriate words / information about you.

Our home is near _____ town. There is a _____ not far from where we live. As you approach our house you see _____, _____, _____ and _____.

I have a room for myself. The other rooms are for _____, _____, _____ and _____. Our neighbouring villages are _____ in the South, _____ in the West, _____ in the North and _____ in the East.

EXERCISE 4: Write the sentences in the past simple tense.

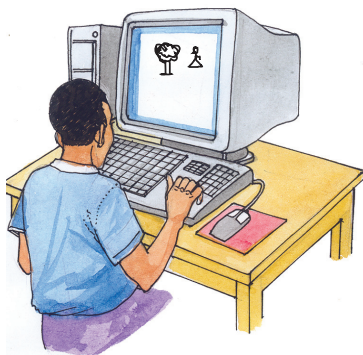
1. She is travelling to the North.
2. They are waiting for the bus.
3. Ali works hard at school.
4. I sit at the back of the classroom.
5. Jani keeps her bag in the store.
6. Thomas tells us stories from the classroom.
7. They fly by Ethiopian Airlines.
8. We direct their visitors to the office.
9. I know the answer to the question.
10. The teacher writes on the blackboard.

Objective

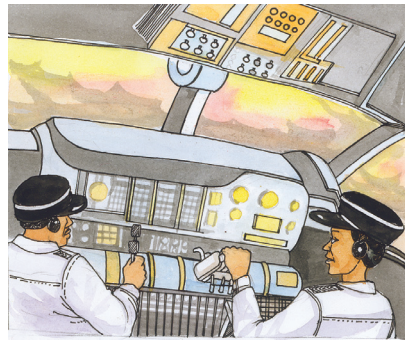
In this unit, you will talk about your future predictions.

A Listening and speaking**LESSON ONE****Activity**

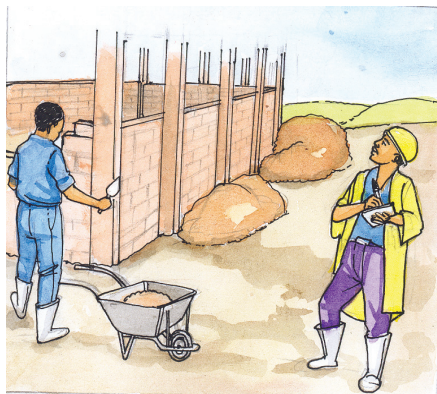
Study the pictures with your partner. Talk about what the people in the pictures are doing. Answer the questions that follow.



(a)



(b)



(c)



(d)

1. What are the people in the pictures doing?
2. What are their professions?
3. What job do you want to do in future?

LESSON TWO

My future job!

Activity

In groups of five, talk about the job you would like to do in the future. Why would you like to do that job?

EXERCISE 1: Your teacher will read to you a short story regarding careers. Listen carefully and in your exercise book answer the following questions.

1. Give another word that means **career**.
2. Which job did the writer choose to do?

EXERCISE 2: Your teacher will tell you titles for professionals in different occupations. Listen carefully. Write down the tools that the workers use to do their work. Do the work in your exercise book.

Example:

Nurse - thermometer

EXERCISE 3: Find out what the following people do.

Example: A plumber repairs water pipes.

plumber	sells home groceries
fish monger	draws building plans
pilot	teaches university students
shoeshine boy	sells fish
doctor	repairs water pipes
lawyer	repairs engines
member of parliament	sells small items from door to door
lecturer	shines shoes
grocer	discusses issues in parliament
architect	treats patients
engineer	defends people in court
hawker	flies planes

LESSON THREE

Grammar Practice: Adjectives

Activity

Get in groups of five. Find words to describe your school, village, town and city. Write the sentences in your exercise book.

Examples:

Our school is **good**.

Our village is **small**.

The town is **populated**.

The city is well **maintained**.

Revise the adjectives.

Example:

I would like our country to be **richer**.

good - better

sad - sadder

small - smaller

slow - slower

tidy - tidier

lazy - lazier

neat - neater

beautiful - more beautiful

strong - stronger

hard working - more hard working

weak - weaker

dangerous - more dangerous

EXERCISE: Choose the correct word.

1. This tea tastes a bit _____. (strange / strangely)
2. I always feel _____ when the sun is shining. (happy / happily)
3. The children were playing _____ in the garden. (happy / happily)
4. You look _____.! Are you alright? (terrible / terribly)
5. You answered the questions _____. (correct / correctly)

LESSON FOUR

Grammar Practice: Using I would like to...

Activity

Work in pairs. What would you like to be in the future? What do you like about the job you have chosen?

EXERCISE 1: Select what you would like to be in future and form sentences as shown in the example below. Write the sentences in your exercise book.

Example: What would you like to be in the future?
I would like to be a doctor in the future.

priest	director	prime minister
preacher	bank manager	minister
maid	mayor	farmer
matron	mayoress	coffee processor
patron	village chief	computer scientist
housewife	journalist	laboratory technician

EXERCISE 2: Form correct sentences from the table below. Write the sentences in your exercise book. Work with a partner.

I would like	our school	to	plant more trees.
	my parents		have tarmac roads.
	the plumber		grow more crops.
	the cattle keepers		find out what I am suffering from.
	the farmers		drive the car carefully.
	our town		enforce law and order.
	my doctor		repair the pipes properly.
	the driver		have more money.
	the police force		plant more trees.

LESSON FIVE

Comparatives

Activity

In a group of four, mention what people do and how they help society.

Example: Doctors treat patients. They help them live a healthy life.

EXERCISE 1: Write down what you would like to improve upon in your home. Select areas that you think are not well-looked after.

Example:

Habtome would like to have a large modern house.

Tejetu would like the village to be cleaner and safer.

EXERCISE 2: Form sensible sentences from the table below and write them in your exercise book.

Example:

I would like the roads to be **wider**.

I would like	Ethiopia Addis Ababa our people my village the town the farmers the hospital the school the church the mosque my parents the roads	to be	(rich). (healthy). (good). (clean). (spacious). (strong). (populated). (busy).. (expanded). (wider). (hard working). (small).
--------------	---	-------	--

Grammar highlight**Offering and inviting**

To offer or to invite, we use (*would you like...?*) and not (*do you like...?*)

→ *Would you like a cup of coffee? Yes, please.*

→ *Would you like to come to dinner tomorrow evening? Yes, I would like to.*

I'd like ... is a polite way of saying what you want.

LESSON SIX**Certainty and doubt**

There are some things we are sure of and those we are not quite sure of. Therefore when we are sure of them then we are **certain** but when we are not, we are **doubtful**.

Activity 1

Work in pairs. What activities are possible or impossible for your partner to do?

EXERCISE: Identify the possible answers to the questions in **A**. The answers are in **B**. Do the work in your exercise book.

A	B
1. Are you sure you will study up to the university?	Surely, I can.
2. Do you think you will be an engineer?	I think, I can make it.
3. Will you be able to win that court case?	May be, I will.
4. Do you believe our city will be a modern city by 2030?	I think, I will.
5. Will there be enough jobs for all Ethiopians by 2020?	I believe, it will be.
6. Do you think we shall be alive in the next century?	I hope, we shall.

Activity 2

In groups of three, talk about what you think your village/town will be like in the year 2050.

LESSON SEVEN

Compound sentences using: and

Activity 1

Compose pairs of separate sentences about what you will do in future.

Examples:

I shall complete my studies.

I shall get a job at the factory.

EXERCISE 1: Join the pairs of sentences using **and**. Write the answers in your exercise book.

Examples:

- 1 I will go to a secondary school.
I will go to the university.

I will go to a secondary school, and I will go to the University.

- 2 She will have to do a lot of practice.
She will win a gold medal.

She will have to do a lot of practice, and she will win a gold medal.

- 1 I will study very hard.
I will join the university.
- 2 We shall work very hard.
We shall get good jobs.
- 3 Gadissa will go to the village.
Gadissa will teach people about the environment.
- 4 She will go to the college.
She will qualify as a nurse.
- 5 I shall work in the bank when I grow up.
I shall assist my relatives.

EXERCISE 2: Write down ten sentences using **and** about your future plan. Do the work in your exercise book.

LESSON EIGHT

Using: *but*

Activity

With your partner, talk about why you fear doing certain jobs.

Example: I would like to be a nurse, but I fear treating cuts and wounds.

We use **but** to join two sentences that seem not to be agreeing with each other. Study the examples.

Examples:

1. The examination will be quite hard.

We shall all pass it .

The examination will be quite hard, **but** we shall all pass it.

2. I shall be a doctor after studies.

I shall not work outside my country.

I shall be a doctor after studies, **but** I shall not work outside my country.

EXERCISE 1: Talk to your partner about certain things you would like to do but you cannot for some reason.

EXERCISE 2: Join the sentences as shown in the examples above. Write down the answers in your exercise book.

1. I advised him to study law.

Hagose didn't take my advice.

2. I will pass and go to the training college.

I will study selected subjects.

3. I shall be a rich person.

I shall not stop working hard.

4. We shall be studying together.
We shall not be doing the same course.
5. She will join the school soon.
She will not be with her friends.
6. They will win the match.
They will not take the trophy.

LESSON NINE

Describing something using more than one adjective.

Activity

Take a look around your classroom. What words would you use to describe the objects and people in your classroom?

EXERCISE 1: Work in pairs, list down some words you have used to describe the objects.

Examples:

tiny small good large healthy heavy

Revise the words you use to describe nouns.

Examples:

- a) This will be a **large modern** school.
- b) We shall have a **better developed** country.

EXERCISE 2: Find some two adjectives that you can use to describe one noun. Write complete sentences in your exercise book.

Example 1:

A big blue box.

A large metallic container.

LESSON TEN

Poem

Activity

Work in groups of four or five. Tell your group what you want to do in the future.

EXERCISE: Recite the poem with your partner and answer the questions.

I will be a carpenter

I will be a carpenter and a **designer**
With two hands I will make a name
I will make great things out of wood
I will be a carpenter by **profession**
I will design sofa sets and cupboards
Wardrobes, frames and the like.
Out of Mahogany and Oak
Pine and Cypress
Something wonderful can be made
I will be proud of my work
I will beautify your house
I will use my skills to survive
I am proud, I will be a carpenter.

1. What will make the carpenter famous?
2. What will the carpenter use to make furniture?
3. What furniture is the carpenter planning to make?
4. What will make the carpenter proud?
5. What will you do in the future? Write a short paragraph in your exercise book.
6. Write another paragraph about other professions.

B Reading

LESSON ELEVEN

Comprehension

Pre-reading Activity: Form a group of three and discuss what you think your school will be like in the future. Write your ideas on a large piece of paper for presentation to the class.

EXERCISE 1: Read the passage and answer the questions about it in your exercise book.

What I hope the world will be like

Development around the world takes place at a very fast rate. We hope to see bigger changes in the next years. For example, our country in particular, will improve on its irrigation scheme so that there are more food crops grown hence reducing hunger.

I think that at international level, more **research** will be done on diseases like HIV/AIDS and cancer. It will be a great achievement for this **millennium** if a cure for these diseases is found.

I think that in the next 50 to 100 years, the world will be a changed place. There will be an increase in population in most countries of the world. This will create a lot of problems, the biggest problem being **unemployment**. This is already a problem in **various** countries. I think one of the solutions is to develop the agricultural sector in order to create more jobs.

I hope to see greater **improvement** in agriculture where farmers will no longer need to use hoes or animals to get their work done. I also hope to see more **development** in the transport sector with electric trains being used in almost all countries of the world.

More people will go to space and discover more about the other planets. There will be more **achievement** in the field of fashion. The designers of clothes will compete to produce the best designs. Even hair dressers will be working round the clock to discover better hair styles.

In the next 50 to 100 years, there will be a big improvement in the field of education. More people will be educated, there will be increased use of computers even in **elementary** schools. I am sure that with more changes in education, the world will be a better place to live in.

1. What is the writer's main idea?
2. According to the writer what things are likely to change?
3. What is likely to be the most important development?
4. Which development has interested you most?
5. Suggest other changes that you think the writer has not mentioned.
6. Do you think the changes are likely to happen?

EXERCISE 2: In groups of three, match the words in **A** with their meanings in **B**.

A**word**

research
 millennium
 unemployment
 various
 improvement
 achievement

B**meaning**

many
 development
 joblessness
 study
 success
 one thousand years

C Writing**LESSON TWELVE****Writing posters****Activity**

In groups of three, design three posters showing how you think the world will be like in the future. Present the posters to your class.

Examples:

Poster 1

**THE DRUG
TO CURE
HIV/AIDS IS
NOW HERE**

Poster 2

**THIS IS 2020
A WORLD
FREE FROM
CHILD
LABOUR**

Poster 3

**CLEAN
WATER
FOR ALL
ETHIOPIANS**

LESSON THIRTEEN

Future goals

Activity

With a partner, talk about what you think your school will be like five years from now. Write what you think the school should do better.

EXERCISE: Write a prediction about what the weather will be like in the coming week.

Revision Exercises

A. Give the comparative form of the following in your exercise book.

Example:

High -higher

good _____

poor _____

hard _____

kind _____

near _____

obedient _____

ugly _____

far _____

bad _____

sad _____

happy _____

long _____

narrow _____

careful _____

deep _____

beautiful _____

sweet _____

B. Use comparative forms of the words in the brackets to complete the sentences below.

1. Mercato is _____ than many other markets in Addis Ababa. (large)
2. In Africa, _____ coffee is grown than many other crops . (many)
3. Air transport is _____ than road transport. (fast)
4. Traditional food is _____ than continental dishes in Ethiopia. (delicious)
5. Ras Dashen is _____ than Mt. Tulu Welel. (high)

C. Write about yourself.

1. These are my hobbies;
I like
2. These are the subjects I learn at school;
I like English,.....
3. These are the things I like to use;
Computer, knife,
4. These are the games I like to play;
Football,
5. These are the things I don't like doing;
.....
6. These are my favourite activities;
.....
7. When I grow up I will do the following;
.....
8. We can do the following to improve our village;
.....
9. These are the good things in our school;
.....

Objective

In this unit, you will discuss ways of improving the environment. This should include ways in which pollution and deforestation can be controlled.

LESSON ONE

A Listening and speaking

Activity

Look at the picture with a partner and discuss the questions that follow.



1. Describe your environment and how it can be improved.
2. What activities are being carried out in the picture above?
3. What is the likely danger of the activities being carried out in the picture?
4. What event is likely to happen to this area in the next ten years?
5. Besides forests, what else should be protected in our environment?
6. Why should forests be specially protected?.

EXERCISE: Write a paragraph describing the environment in your area and how it can be improved upon.



LESSON TWO

Listening

Activity

Your teacher will read to you a story about the environment. Listen to it carefully and in small groups answer the following questions.

1. What two things can destroy the environment?
2. Give two reasons why people cut down trees.
3. How can we protect plants and animals?
4. Discuss different types of plants from your area.
5. What can be done to protect the environment?

EXERCISE 1: Complete the sentences with the given words. Do the work in your exercise book.

protected	rubbish	well-drained	sewage	temperature
overpopulated	planned	overgrazed	soil erosion	garbage
conservation	season	protect	environment	

Examples:

1. Areas with trees and grass have fresh air and cool **temperature**.
2. The **environment** is made up of water, air, plants, animals, soil, hills and mountains.

1. A healthy environment should not have open _____ pits.
2. Places with so many people should have well protected _____.
3. Cities and towns should be _____ well.
4. Terraces can reduce _____.
5. The _____ of wildlife is very important.
6. We should plant trees to _____ the environment.
7. There is a lot of dust during the dry _____.
8. _____ should be buried to make humus.

9. Soil erosion takes place in _____ areas.
10. People in _____ areas live closely together.
11. Mosquitoes do not breed in _____ areas.
12. People should not cut trees from _____ forests.

EXERCISE 2: In your exercise book, arrange the words below to form correct sentences.

1. animals jungle enjoy The in birds and living.
2. Deforestation can desertification to lead.
3. twigs feed Animals grass and on.
4. soil erosion Overgrazing of one is cause.
5. areas We swampy should drain not.
6. The rain forests of are formation useful the in.
7. Terraces highlands reduce in soil erosion.
8. Global pollution warming air is result of a.
9. It good is maintain to environment a clean.
10. Cholera environment is caused dirty by.

LESSON THREE

Present continuous tense

Activity 1

Write down different verbs to which you can add **-ing**.

Example: get -getting

EXERCISE 1: Form sentences using the verbs you have suggested.

Examples:

1. The pupils **are littering** the compound with paper.
2. The cattle keepers **are keeping** a big number of animals.
3. She is drawing a picture in her book.



Activity 2

In small groups, describe and answer the questions based on the picture.

1. What are the students doing?
2. What are they holding?

EXERCISE 2: Complete the sentences in your exercise book using the present continuous form of the verbs in brackets.

1. Hailemariam is (plant) some more trees on the hill.
2. The city workers are (clear) the sewage channel.
3. The school children are (slash) the compound.
4. Villagers are (burn) all polythene paper.
5. Hagos is (pick) litter from the compound.
6. The bush is (burn). The poor animals are (run) away.
7. Abeje is (collect) all plastic bags from the rubbish.
8. The street children are (sleep) under the tree.
9. They are (cut) down all old trees.
10. The soldiers are (replant) seedlings in the open space.

LESSON FOUR

Present simple tense

Activity

Ask your partner to list down the activities he/she does at school and at home everyday. Why is it good to participate in such activities?

Examples:

1. The teacher **teaches** us about the environment.
2. The environmentalists **advise** us about soil erosion.
3. I **water** the plant everyday during the dry season.

EXERCISE 1: In your exercise book, complete the sentences with the present simple tense form of the verbs in brackets.

1. Vehicles _____ a lot of fumes in the space. (release)
2. Unnecessary burning of tyres _____ not good for your health. (be)
3. Ignorant people _____down all trees in the bush for firewood. (cut)
4. The farmers _____ tree seedlings in the wet season. (plant)
5. Degeffa _____grass for her animals everyday. (collect)
6. We _____rubbish in the pit everyday. (throw)
7. People _____a lot of items from the market. (buy)
8. She _____ a great deal of firewood. (use)
9. They _____them about the environment everyday. (teach)
10. The officers from the city _____about sewage and garbage everyday. (talk)

EXERCISE 2: Complete the sentences with the present simple or continuous form of the verb in brackets in your exercise book.

1. Ayana _____ (go) to the gym three times a week.
2. I _____ (think) he is really fit.
3. We _____ (meet) Hanna at 9 o'clock tonight.



4. What _____ you _____ (do) now ?
5. Wakjira always _____ (look) beautiful.
6. _____ you _____ (come)? The film is starting.

LESSON FIVE

Using: some and any

Activity

With your partner, mention the items you are likely to find in a shop nearest to your school. Mention the items you are not likely to find there.

Affirmative (agreeing) sentences use **some**

Negative and questions use **any**

Examples:

- 1
 - a) There are some forests in the countryside.
 - b) There aren't any forests in the desert.
 - c) Are there any forests in our country?
- 2
 - a) She has some seedlings at the farm.
 - b) She doesn't have any seedlings at the farm.
 - c) Does she have any seedlings at the farm?

EXERCISE: Study the sentences below and use **some** or **any** to complete them in your exercise book.

1. There are _____ small rivers in the south of Ethiopia.
2. There aren't _____ elephants in the desert.
3. They keep _____ of the animals that will contribute to overgrazing.
4. There isn't _____ thing we can do to stop vehicles from overspeeding.
5. We can see _____ dust on the desk.
6. They do not cut down _____ of the trees in the forest.
7. I do not have _____ thing to comment about the cleanliness of your school .

8. There isn't _____ person in the classroom.
9. There are _____ camels in the compound.
10. I don't see _____ forest in our area.
11. We would like to plant _____ trees to protect the environment.
12. _____ streets are cleaned well everyday.

LESSON SIX

Using: ...many... and ...much...

Activity

Identify items to which **many** or **much** may be used.

Examples: **many** students
much sugar

Examples:

How **many** people were at the party?

There aren't **many** birds in the dry areas.

I didn't take **many** photos on holiday.

How **much** money have you got?

There isn't **much** milk left.

Was there **much** rain during the wet season?

EXERCISE 1: Rewrite the sentences below using **many/ much** as shown in the examples above. Write the answers in your exercise book.

1. They saw **some** rivers on their way.
2. We caught **some** fish from the lake.
3. There are **a lot of** trees in the forest.
4. She is doing **some** work at home.
5. He could bring **some** milk from the farm.
6. We eat **a lot of** meat at the festival.



7. The teacher gave us **some** work to do.
8. They got **some** information about deforestation.

EXERCISE 2: Complete the sentences below using; some, any, many and much. Do the work in your exercise book.

1. People in the highlands grow _____ coffee.
2. There isn't _____ garbage in the pit.
3. There are _____ tree seedlings for us to plant.
4. Is there _____ one cleaning the sewage drain?
5. There is _____ smoke in the factory.
6. Abeba has not cleaned _____ classroom.
7. _____ streets are not cleaned in good time.
8. Not _____ people enjoy living in a dirty environment.
9. There are _____ animals living in the desert.
10. Will they see _____ plants around the lake shores?

Grammar Highlight

We usually use **many** with countable nouns in **question** and negatives.

We usually use **much** with uncountable nouns in **question** and with negatives.

LESSON SEVEN

Using: too many.../ too much...

Activity

In groups of five, discuss environmental problems in your area. Suggest serious problems in the environment.

Examples:

1. There is **too much** rubbish in the pit.
2. There is **too much** sand in the desert.

3. There are **too many** birds at the lakeside.

4. There are **too many** animals in that area.

Present your written sentences to the class for discussion.

EXERCISE: Complete the sentences with **much** or **many** in your exercise book.

1. Have you got _____ home work?
2. We don't need _____ eggs.
3. Is there _____ traffic in your town?
4. There aren't _____ students in my class.
5. How _____ people live in your house?

LESSON EIGHT

Using: good/bad for ...

Activity 1

With your partner, discuss what you like about your school or home compound. Talk about some of the bad practices that could destroy your school or home compound.

EXERCISE 1: Write down your findings in activity 1 on a chart for presentation to the rest of the class.

Examples: Burning bushes is **bad** for the animals.
Planting trees is **good** for the environment.
Cleaning the compound is **good** for our health.



EXERCISE 2: Form sentences from the table below. Write the sentences in your exercise book.

A		B
Pollution	is good for is bad for are bad for	their health.
Mulching		the plants.
Poaching		the animals.
Littering		the environment.
Deforestation		the climate.
Weeding		the seedlings.
Watering		the plants.
Overgrazing		the soil.
Sowing		the hilly areas.
Digging terraces		the ozone layer.
vehicles fumes		the plants.
Polythene papers		

LESSON NINE

Using: should / must

Activity

With a partner, talk about protecting the environment . The following questions should guide you.

(a)

Do you believe in keeping many animals?

(b)

How should the lakes and rivers be protected?

(c)

What is likely to happen when we neglect the environment?

EXERCISE 1: Suggest answers to the questions and read them out to the class.

1. What should we do to people who litter the city?
2. What must we do to people who cut down trees?
3. What should we do to avoid drought?
4. What must we do to avoid soil erosion?
5. What should we do to avoid air pollution?
6. What must we do to add fertility to the soil?
7. What should we do to have good gardens?
8. What must we do to grow crops in dry areas?

Practise: must or should.

EXERCISE 2: Complete the sentences with **must** or **should** in your exercise book.

When you are driving.....,

1. You _____ stop when the traffic light turns red.
2. You _____ wear a seat belt.
3. You _____ be kind to other drivers.
4. On the highway, you _____ drive on the right.
5. In Britain, you _____ drive on the left.

EXERCISE 3: Form sentences from the table.

If you want to		
learn English	you have to	work hard.
do well in life	you don't have to	do some sport.
keep fit	you should	learn the grammar.
	you shouldn't	go to university
	you must	buy a dictionary.
		smoke



LESSON TEN

Dialogue

Activity

As a student, talk about your responsibilities at home and at school. What are you supposed to do to save the environment?

EXERCISE: Read the dialogue with a partner.

Rukia : Hello Taya, what is your opinion about our environment?

Toga : Hello Rukia. I think that today our environment is being destroyed at a very fast rate.

Rukia : In which ways is it being destroyed?

Toga : People are cutting down trees and burning grass.

Rukia : How else is the environment endangered?

Toga : Farmers constantly overgraze the land and the water is polluted.

Rukia : What have you tried to do in order to stop this?

Toga : My friend and I have explained to the people about conservation methods.

Rukia : What methods have you talked about?

Toga : We have talked about terracing and mulching.

Rukia : What about the disadvantages of overgrazing?

Toga : Overgrazing causes soil erosion.

Rukia : Can you tell me about the importance of trees?

Toga : Yes. Trees are important because they keep the air pure.

Rukia : What else do you advise people to do?

Toga : All people should plant trees.

Rukia : I agree with you.

Toga : Yes, trees give us shade, hold the soil together and also act as wind breaks.

Rukia : Trees also provide us with food.

Toga : True. Trees provide us with nutritious fruits.

Rukia : I hope that people's attitude towards the environment can be changed eventually.

Toga : I hope so too. Our health depends on the environment we live in.

LESSON ELEVEN

Picture Study

Activity

Work with a partner. Identify an environmental problem in your school, home area, town or city. Write a paragraph on how you think the problem can be solved.

EXERCISE: Study the picture below and answer the questions that follow:



1. Describe the area where the people are working.
2. What are the two women doing?
3. Why does such an activity require people to work together?
4. How are stones useful in this kind of area?
5. What are the children doing?



6. How is grass useful in this kind of area?
7. Why is it important to have trees in this kind of area?

B Reading

LESSON TWELVE

Comprehension

Pre-reading Activity: In small groups, discuss how pollution is destroying our environment. Can you suggest how it could be minimised.

EXERCISE 1: Read the story and answer the questions that follow.

One Thursday morning, Ato Tajure the science teacher took the Grade Six class out on an **excursion**. He wanted to teach them about the importance of trees. "I want you to look at the **landscape**," the teacher said. The students looked at the hill, then the gardens down in the valley. "Do you notice that there are very few trees left on that hill? Years ago, that hill was covered with forest. As people increased in number, more and more trees were cleared in order to **cultivate** crops and to build houses. Soon, there were no trees. What do you think is the danger of cutting down trees?" He asked. "Cutting down trees leads to soil erosion," Tekilu said.

"That is a very good answer," said Ato Tajure. "Trees can also influence the weather and climate of a place. They also help in the formation of rain. They provide shade from the sun." said Ato Tajure. He then explained to the students the reason why the crop yields are becoming poorer and poorer. He said that the place had lost part of its fertile soil.

Another student asked how such land could **regain** its fertility. Ato Tajure explained that there were many things everyone could do to protect the environment. He reminded the students that they had learnt some of the methods in their Agriculture lessons.

Omer, one of the students in the class explained that **digging terraces** was one way of doing this. "Building gabions is another one," said another. Ato Tajure told the students that tree planting was the best way to protect the environment

because whenever it rains, the tree roots hold the soil in place.

Besides, trees prevent the wind from **blowing the top soil away**.”Ato Tajure replied that leaves and twigs which fall onto the ground form **mulch** and later **humus**. This helps the ground to **retain moisture**.

“Which trees are good to plant?” asked Habiba. Ato Tajure replied, “There are many kinds of trees one can plant. Farmers need to plant soft wood trees such as Cypress or gum tree because they don’t take long to grow.”

1. What happened to the forest on the hill?
2. How does cutting down trees affect the soil?
3. Why are trees important?
4. When are crop yields likely to become poor?
5. Why should people dig terraces?
6. How can wind cause soil erosion?
7. What is the importance of mulching?
8. List down three methods of reducing soil erosion.
9. Give two examples of soft wood trees.
10. What is likely to be reducing the trees?

EXERCISE 2: Guess the meaning of the words in blue in the passage. Make your own sentences using them in your exercise book.

C Writing

LESSON THIRTEEN

Guided composition

EXERCISE 1: With a partner, rearrange the sentences to form a good story. Write it in your exercise book.

1. Soil conservation keeps the soil fertile.
2. One of the best ways is to practise crop rotation.
3. It is important for a farmer to conserve soil.
4. This is because roots of different crops hold the soil in place when it rains.



5. To keep the soil fertile, the farmer has to ensure that the soil does not lose its fertility.
6. One is through deforestation.
7. However, soil erosion can be prevented.
8. And also due to poor methods of farming.
9. Another reason is overgrazing.
10. Soil may lose its fertility in three main ways.

Composition

Students are involved in different activities to save their environment.



Activity

In groups, discuss what is taking place in the above pictures. Write what you can do in order to protect your environment.

EXERCISE 2: Re-write the given sentences using words which are similar in meaning to the underlined words and phrases. Choose from the list below.

canopy	deposited	eroded	altitude	flows
fertile	floods	polluted	surface	environment

Examples: height - altitude

- Do you know the **height** of Mt. Ras Dashen?
- A lot of soil **is washed away** by running water.
- Do plants grow on **top of** water?
- We watched the birds building their nests on the **tree branches**.
- Most people don't want **heavy rains**.
- The land around highland slopes is **good for farming**.
- A lot of soil was **collected** below the hill.
- Rain water **moves down** along steep slopes.
- Our **surrounding** needs protection.
- Water, soil and air can be **spoilt**.

EXERCISE 3: Write correct sentences from the table below. Do the work in your exercise book.

Why do people dig terraces	of	the rubbish pit.
All rubbish should be thrown	under	the hills?
People build terraces to stop soil	into	a high altitude.
Some plants grow	along	being washed away.
We can prevent soil erosion	from	the water surfaces.
We should keep our homes clean	at	building terraces.
We should keep our homes clean	by	all rubbish.
Which river flows	in	the sea.

**What we find in the environment**

Bushes	trees	garden	park	forest	mushrooms
wood	flowers	animals	birds	landscape	river
mountains		lake	hills	wells	

EXERCISE 4: Select what is good from the environment. Complete the sentences with any of the above words. Do the work in your exercise book.

- I am fond of _____.
- I watch _____.
- I grow _____.
- I collect _____.
- I enjoy _____.
- We have _____ in our compounds.
- What do you do to protect the environment?

EXERCISE 5: Revise the vocabulary you have learnt.

- putting seedlings in the soil to grow (8 letters) P _____
- covering the soil with grass to keep it moist (8 letters) M _____
- plants, animals, air, water, land as God created them (6 letters) N _____
- protect the environment from being destroyed (8 letters) C _____
- heaping rubbish in a place (7 letters) D _____
- to make the environment dirty (7 letters) P _____
- Colour for vegetation (5 letters) G _____
- same as rubbish (7 letters) G _____
- to wash away top soil by rain or wind (5 letters) E _____

Objective

In this unit, you will talk about how to maintain a healthy lifestyle.

A Listening and speaking

LESSON ONE

Activity

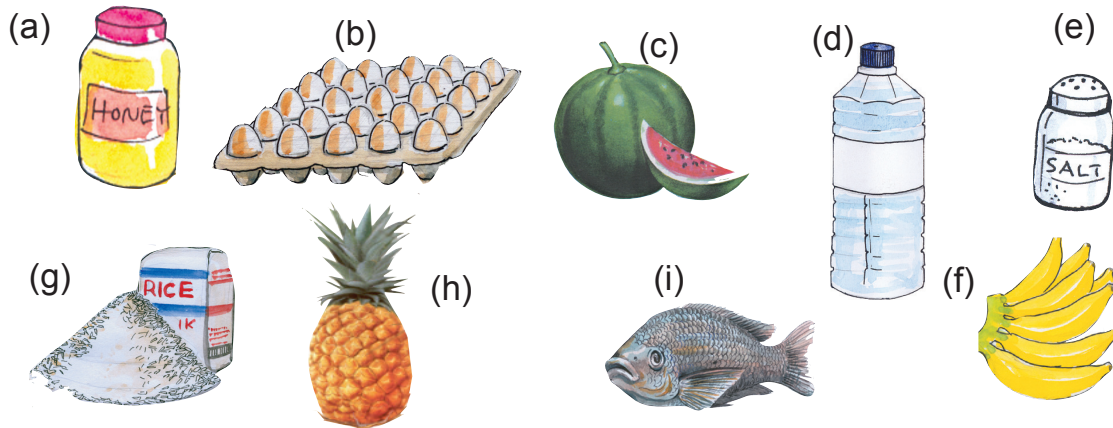
Discuss the questions below in groups of three.

1. What game do you see in the picture?
2. How are physical exercises useful to your body?
3. Talk about the different games you know.
4. Which games do you enjoy most?
5. What time do you play games?
6. What do you think you will miss if you do not play games?



EXERCISE: Look at the pictures below. In your exercise book, arrange the foodstuffs according to the categories they belong to.

(a) vitamins (b) carbohydrates (c) proteins



LESSON TWO

Listening exercises

Activity 1

In groups of five, talk about what you think people should eat to keep healthy. What other good habits should one practise?

EXERCISE 1: Your teacher will read to you a short passage about general hygiene. Listen carefully and answer the questions below.

1. Why is it important for people to brush their teeth daily?
2. Name the types of food mentioned.
3. What will happen to someone who does not keep his/her body clean?
4. With a partner, discuss the things you do to keep your body healthy.
5. In your exercise book, write down the things we should avoid in order to keep healthy.

Activity 2

Do you maintain a healthy life? Study the habits below and discuss with your partner which ones are good or bad for your health.

- | | |
|--------------------------------|----------------------------------|
| 1. Having regular meals | 7. Having regular meals |
| 2. Drinking unboiled water. | 8. Sleeping under a mosquito net |
| 3. Spending days without sleep | 9. Covering food |
| 4. Wearing ironed clothes | 10. Covering food |
| 5. Eating too many sweets | 11. Spitting in public |
| 6. Playing games | 12. Washing hands after toilet |

EXERCISE 2: Work in groups of three. Find out eight more practices as shown above. Four of them should be good and four of them should be bad practices for your health. Your teacher will let you read them to your classmates.

EXERCISE 3: Suggest what will happen to you if you ...

1. Eat fruits without washing them.
2. Do not cover the dustbin at home.
3. Do not cut your nails short.
4. Play in the rain.
5. Swim in dirty water.
6. Leave your wound open
7. Burn polythene bags
8. Do not play games.

LESSON THREE

Vocabulary practice

Activity

With your partner, discuss the answers to the questions below.

1. What **physical exercises** do you do at school?
2. Where do you dispose of **rubbish** or (**garbage**)?
3. What do you understand by the word "**litter**"?
4. Why do you need a **dustbin** in the school compound?
5. How do you feel when you are **unhealthy**?
6. What is **over-weight**?
7. What are some of the **disinfectants** that you know?
8. When do you use **disinfectants**?
9. Why should we keep our bodies **healthy**?
10. What is **contaminated** water?
11. What **bad habits** do you know of?.
12. How can a bad **drainage** system be dangerous to you?

EXERCISE 1: Practise making sentences using the words below in your exercise book.

balanced-diet

fats

hygiene

toilet

sick

EXERCISE 2: Complete the sentences using the words below.

soap

pit

bush

well

pond

bathroom

broom

handkerchief

mosquito net

sweep

1. Grade six girls have dug a _____. They want to dump rubbish there.
2. You should always boil water collected from the _____.
3. Always keep the _____ clean and cover pit latrines.
4. You should use a _____ to wipe your nose.
5. It is advisable to sleep under a _____ to avoid mosquitoes.

6. We _____ the compound using a _____.
7. Water from the _____ is not safe for drinking.
8. Always clear the _____ around your home to avoid mosquitoes.
9. Always wash dirty clothes with _____.

LESSON FOUR

Grammar Practice

Activity

Suggest what tools/machines we use at home or school.

EXERCISE 1: In your exercise book, form sentences from the table using **...used for ...**

Example: A mosquito net is **used for** keeping away mosquitoes.

A		B
1. Soap	is / are used for	a. disposing of dirty water.
2. A dustbin		b. keeping clean water.
3. Brooms		c. killing germs and insects.
4. A mosquito net		d. sweeping.
5. Towels		e. stopping flies from contaminating food.
6. Disinfectants		f. keeping utensils dry.
7. A rack		g. keeping away mosquitoes.
8. A water tank		h. drying the body.
9. A latrine cover		i. keeping rubbish.
10. Drainage pipes		j. washing clothes.

EXERCISE 2: Identify the items we use at home, school, hospital or any other place. Form sentences using **used for** as in the examples in the table.

LESSON FIVE

Using; If you ..., you ...

Activity

With a partner, discuss five things that would happen to you if you did not care for your body well. What is the importance of living a healthy life?

Join the sentences below using; **If you ..., You ...**

Examples:

- (a) What will happen to you if you eat food with dirty hands? (Suffering from diarrhoea).

If you eat with dirty hands, you will suffer from diarrhoea.

- (b) What do you do if you are not feeling well? (visiting a doctor.)

If you are not feeling well, you will visit a doctor.

EXERCISE 1: Form sentences using “if”. Write the sentences in your exercise books.

Example:

not doing physical exercises.

If you do not do physical exercises, you will fall sick.

1. not washing the clothes
2. eating one type of food
3. bathing everyday
4. using soap all the time
5. resting the body
6. eating a balanced diet
7. playing games
8. practising hygiene

EXERCISE 2: Form sentences from the table below. Write the answers in your exercise book.

If I	find know have don't eat don't smoke	cakes and, ice-cream, the answer, a car, so much, a lot of money, some money, in the street,	I will I will not	feel better. lose weight. buy a big house. keep it. tell you. give you a lift. suffer from cancer
------	--	---	----------------------	---

LESSON SIX

Using: You will ... If you ...

Activity

What will you do if...? Discuss in small groups.

- your classmate falls sick.
- you lose your appetite.
- you become overweight.
- your school compound gets littered.

Examples:

- Sleep under a mosquito net or else you will get malaria.
You will get malaria if you don't sleep under a mosquito net.
- Boil drinking water or else you will catch the typhoid fever.
You will catch typhoid fever if you don't boil drinking water.

EXERCISE 1: Form sentences like the ones in the examples above. Write the answers in your exercise book.

- Wash your handkerchief or else you will catch the flu.
- Drink boiled water or else you will suffer from dysentery.



3. Mop the house or else you will attract germs.
4. Do not eat a lot of sweets or else you will develop dental cavities.
5. Do not smoke cigarettes or else you will suffer from cancer.

EXERCISE 2: For questions 1-6, answer beginning: **If you,**

1. What will happen if you eat fruits without washing them?
2. What will happen if you don't cover your food?
3. What will happen if you don't cover the dustbin?
4. What will happen if you don't brush your teeth?
5. What will happen if you play in the rain?
6. What will happen if you don't bathe well?

LESSON SEVEN

Using: should/ must

Study the following situations and pieces of advice given.

- (a) Jemila has got a toothache.
The doctor told her that she **should not** eat a lot of sweets.
- (b) Faisal wants to buy a car.
His mother told him that he **should buy** a house first.
- (c) The child has got an electric shock.
His father warned him that he **must not** touch a bare wire.
- (d) The student failed the exam.
The teacher told him that he **must** study hard.

Activity

Ask your partner if he/she has ever had a health problem. What kind of advice would you give him/her? Use **should** and **must**.

EXERCISE 1: Form sentences from the table and write them in your exercise book.

We	should	cover the hole	of the pit latrine.
		use water and toilet paper	in the toilets.
		mop the floor	to keep it clean.
		burn rubbish	to avoid flies.
		throw away	used tins after use.
	must	cut the tall grass	to avoid mosquitoes.
		wash plates	after the meals.
		wash and keep dry	to live a healthy life.
		exercise our bodies	to keep fit.
		have enough rest	to have a healthy mind.

EXERCISE 2: With your partner, form correct sentences from the table and write them in your exercise book.

We	should not	keep the house clean.
		wash our bodies every day.
		let young children bathe themselves.
		brush our teeth after every meal.
		avoid many sweets.
	must not	smoke cigarettes.
		keep the environment clean.
		eat a balanced diet.
		teach every body about good samaritans.
		leave rotten materials for flies to feed on.
bury all rubbish.		
exercise our bodies to live a healthy life.		

LESSON EIGHT

Using: un + adjective

Activity

In a group of four, Identify the adjectives that are used to describe both good and bad health habits. How can people be helped to turn bad health habits into good ones?

Study these adjectives

necessary → unnecessary

fair → unfair

conditional → unconditional

Example:

When you are **not** feeling **well**, you are **unwell**.

When you are **not** **happy**, you are **unhappy**.

EXERCISE 1: Fill in the opposites to the adjectives in the tables below. Do the work in your exercise book.

Word	opposite
healthy	unhealthy
fit	_____
well	_____
kind	_____
happy	_____
like	_____
ruly	_____

word	opposite
fortunate	_____
worth	_____
washable	_____
fair	_____
true	_____
trustworthy	_____
willing	_____

EXERCISE 2: Write sentences using the opposites of the provided adjectives in the table. Do the work in your exercise book.

Example:

A sick child is unwilling to eat the food.

LESSON NINE

Grammar practice: Using: look + adjectives

Activity 1

With your partner, revise the adjectives you have studied before. List them down on a piece of paper and present them for marking.

EXERCISE 1: Find the missing letters to complete the words.

tir__d	h__ngry	b__sy	unw__ll
s__ck	unhe__lthy	th__rsty	exha__sted
yo__ng	o__d	sm__rt	shab__y
bor__d	unh__ppy	he__pless	

EXERCISE 2: Form sentences using the adjectives you have completed above. Do the work in your exercise book.

EXERCISE 3: Read the dialogue below and write another similar one to describe your health.

- A : You look tired.
 B : Yes, I am.
 A : Are you unwell?
 B : No, I am fine but I did not sleep well.
 A : You need some rest then.
 B : Yes ,I do. Let me do that now.

LESSON TEN

Dialogue

Activity

With your partner, talk about a disease which you or someone in your family or in your school has ever suffered from. What exactly happened? Who took the sick person to hospital?

EXERCISE: Practise and act the dialogue below with a partner.

- Nurse : Nur din, how old is your son?
- Nur din : He turned six on Wednesday.
- Nurse : Did you take him for immunisation?
- Nur din : Yes, I did.
- Nurse : What was his condition last night?
- Nur din : He had a high temperature. He was also shivering.
- Nurse : That could be malaria. Does he sleep under a treated mosquito net?
- Nur din : Not at all but I always make sure the grass around my house is kept short.
- Nurse : Are the gutters clean? What about the water he drinks, is it clean?
- Nur din : I always make sure my children drink boiled water.
- Nurse : Does your son usually suffer from fever?
- Nur din : No, he doesn't. He last had a fever two years ago.
- Nurse : Your child's blood needs to be tested. He could be suffering from typhoid or malaria.
- Nur din : How long will the test take?
- Nurse : Just a few minutes.
- Nur din : Please, go ahead.
- Nurse : *(After reading the blood test result)* Your son has typhoid fever. The doctor will treat him. He will also give you further instructions on how to take good care of yourself.
- Nur din : Thank you.

B Reading

LESSON ELEVEN

Comprehension

Pre-reading activity: With a partner, discuss the questions and report to the class.

1. In order to live a healthy life, what should be done by each individual?
2. Name some of the things that can be found in your surrounding.

EXERCISE 1: Read the passages below and answer the questions that follow in your exercise book.

A good place to live in

Living and non-living things are part of our **environment**. The environment includes, plants, animals, stones, the air, things that we find at home, in schools, at places of work and in all other places.

In order to live a **healthy** life, animals and plants should grow in a clean environment. When this happens, we can talk of an environment with good **sanitation**.

When the sanitation is poor, the environment is full of germs, bacteria, and viruses that cause diseases. Germs are **transmitted** by insects like houseflies, mosquitoes, fleas, and others.

Diseases and germs are on the increase in many areas. This is often due to poor disposal of **sewage** and other waste matter.

Wash your hands after visiting the toilet or else you will catch cholera.

Healthy living

The function of wetlands is to **filter** water and other waste materials before it flows out to the lakes or sea. Unfortunately, people have built their houses or made gardens in wetlands. As a result, there is plenty of **stagnant** water. Stagnant water is the breeding ground for mosquitoes.

Diseases like cholera, dysentery, malaria and typhoid fever are difficult to prevent if we do not improve on the sanitation in our areas.

We should do the following to improve on our sanitation: clean the toilets, use **disinfectants** and soap when washing, disinfect toilets, **dispose of** dirty water and educate people about the advantages of living in a clean environment.

When the environment is **regularly** kept clean, one can talk of good health.

1. Why do you think **clean** environment is important?
2. What important things make up the environment?
3. What kind of insects transmit diseases?
4. How do people misuse wetlands?
5. Name two water-borne diseases.
6. Where do we usually find germs?
7. Suggest ways in which you can improve on the environment in your home.
8. How can you keep your body healthy?

EXERCISE 2: Match the sicknesses in A with the way they are spread in B.

A		B
1. cholera 2. cough 3. malaria 4. dysentery 5. river blindness 6. tuberculosis 7. diarrhoea 8. lung cancer	is is caused by	a. smoking cigarettes. b. bacteria. c. housefly germs. d. blackflies. e. eating contaminated food. f. air borne. g. anopheles mosquito.

EXERCISE 3: With a partner, match the words in **A** with their meaning in **B**.

A

sanitation
filter
stagnant
disinfectant
dispose of
regularly
transmit
sewerage

B

hygiene
from time to time
get rid of
clean
not moving
chemical that kills germs
spread
waste

C Writing

LESSON TWELVE

Guided composition

Activity 1

With your partner, imagine that you are a doctor/patient. Talk about a health problem of your choice.

EXERCISE 1: Use the correct words to complete the dialogue below.

No matter find high suffering alright feel temperature
unwell treated

- Aziza : You look _____ ! Are you _____ ?
Gebre : _____ am not. I don't _____ alright.
Aziza : Sorry, what is the _____?
Gebre : The doctor checked my _____ yesterday.
Aziza : What did he _____ out?
Gebre : My body temperature was _____.



- Aziza : Are you _____ from malaria?
 Gebre : Yes, the doctor _____ me and advised me to sleep under a treated mosquito net.

EXERCISE 2: With a partner, form correct sentences from the table. Write your answers in your exercise book.

Example: If you eat well, you will be healthy

If you eat well,	before you eat food.
Brush your teeth	so that you keep fit.
Wash your hands	you will feel strong and fine in class.
When you wash your body	well balanced food.
Exercise the body	you will be healthy.
Sportsmen and women	means healthy lives.
If you exercise well,	to avoid bad teeth.
Your body needs	by keeping a clean environment.
A good environment	you feel fresh.
You can avoid diseases	practise running every day.

Practice : What will happen if...?

Activity 2

Study the statements below. They talk about hopes for the future. What do you note about the way the sentences are constructed?

- For example:** If I study hard, I will pass my exams.
 If I do more work, I will...

<p>If...</p> <p>I don't go out</p> <p>↓</p> <p>do more work</p> <p>↓</p> <p>pass my exams</p> <p>↓</p> <p>go to university</p> <p>↓</p> <p>study medicine</p> <p>↓</p> <p>become a doctor</p> <p>↓</p> <p>save people's lives</p>	<p>If...</p> <p>I spend money on new clothes</p> <p>↓</p> <p>have more money</p> <p>↓</p> <p>save some every week</p> <p>↓</p> <p>be rich when I am thirty</p> <p>↓</p> <p>start my own business</p> <p>↓</p> <p>make a lot of money</p> <p>↓</p> <p>retire when I am fifty</p>
---	---

Grammar highlight

1. The form of the sentences (first conditional) is:

If + present simple, will + infinitive with out to

2. Positive and negative

If you work hard, you'll (will) pass your exams.

If we don't hurry up, we'll (will) be late.

The conditional clause if... can be used at the beginning of the sentence or at the end

If I work hard, I'll pass my exams.

I'll pass my exams if I work hard.

LESSON THIRTEEN

Revision exercises

Activity

In small groups of four, talk about the common diseases in your area.

1. What do you think are the causes of the diseases?
2. What should people do to avoid those diseases?

Present your answers to the class.

EXERCISE 1: Write sentences in your exercise book as shown in the example below.

Example:

1. Get treatment from a doctor or else you will get into a worse condition.
If you do not get treatment from the doctor your condition will worsen.
2. Drink boiled water, or else you will get sick again.
3. Close the windows early enough, or else you will let mosquitoes in.
4. Drink boiled water, or else you will catch cholera .
5. Wash dirty clothes, or else you will attract germs.
6. Sleep under a treated mosquito net, or else you will be bitten by mosquitoes.
7. Drink boiled water, or else you will suffer from typhoid fever.
8. Clean all gutters, or else they become breeding places for mosquitoes.
9. Don't play in dirty water, or else you will catch skin diseases.
10. Use a handkerchief, or else you will spread the germs.

Vocabulary Revision

EXERCISE 2: Which words belong to the groups shown? Write the answers in your exercise book.

Parts of the body	Exercise	Diet	Hygiene

Chest	fresh	washing	body	balanced	health	fit
physical	running	education	neck	proteins	active	fast
vitamins	water	clean	smell	rotting	walking	smoke
fruits	limbs	sit straight up		water	backache	fatigue

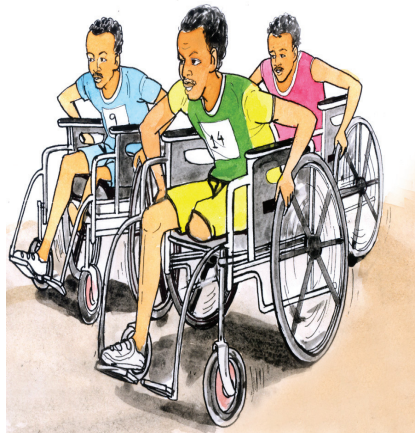
Objective

In this unit, you will talk about people with special needs.

A Listening and speaking**LESSON ONE****Activity**

In small groups, talk about people with special needs. How can such people also contribute something to society and the nation? Talk about such people in your homeland or outside.

EXERCISE: Study the picture below with a partner and answer the questions that follow.



1. What activities are taking place in the pictures?
2. What other games or activities can people with special needs do?
3. How can we assist people with disabilities?
4. What are some of the causes of disabilities?

LESSON TWO

Listening exercise

Activity 1

Form groups of five. Talk about how you would help people with different special needs in your community. Present your ideas to the group and then to the class for discussion.

Activity 2

What are the causes of different impairments? How can people with impairments be loved and cared for in society?

EXERCISE: Your teacher will read a short passage for you. Listen to it and answer the questions he or she will ask you.

LESSON THREE

Vocabulary practice

Activity

Which of the sentences below are grammatically correct. Tick (✓) the correct sentences. Work with a partner.

- I don't use a computer.
 I can't use a computer.
- I can't speak English very well.
 I can speak English well.
- I'm sorry. I can't go to the party.
 I'm sorry. I no can go to the party.
- He could play chess when he was five.
 He can play chess when he is five.
- I can fly.
 I can't fly.

Vocabulary practice

Identify words related with the ones in the table.

elderly	impaired	sign language	speechless
sight	deaf	speak	dump
disabled	blind	visually impaired	see
crippled	braille	physically impaired	communicate

(a) Eyes	blind
(b) Ears	
(c) Legs	
(d) Mouth	speechless
(e) Age	

EXERCISE: Complete the sentences using some of the given words above.
Write the sentences in your exercise book.

1. A person who cannot hear is **deaf**.
2. A person who cannot see is _____.
3. A person who is lame is _____.
4. A person who cannot talk is _____.
5. A person who cannot see and hear is _____.
6. Old people are referred to as _____.
7. A person who is _____ impaired cannot see.
8. A person who is _____ may not run fast.
9. A blind person can read using _____.
10. When you can talk and hear well; then we say you can _____ effectively.

LESSON FOUR

Grammar practice Using: can, can't

Activity 1

Work with a partner. Write down the activities that you can do alone and those that you can do with the help of other people. Are there also activities you cannot do at all? Compare your views with your partner's.

EXERCISE: Study the examples below and complete the sentences in your exercise book using; **can** and **can't**.

Example: I have one hand but I **can** write very well.

She lost her leg in the war, she **can't** go for high jump.

1. A deaf person _____ use the eyes to see.
2. A blind person _____ use ears to listen.
3. A physically disabled person _____ work to earn a living.
4. We _____ assist people with special needs.
5. The government _____ put all people with special needs in our school.
6. A wheel chair _____ run as fast as a vehicle.
7. Blind people _____ sing beautifully.
8. Some people with disabilities _____ win gold medals in games.
9. We _____ stop helping people who are elderly.

Activity 2

What can computers do? Discuss with a partner.

Can they...?

translate

check spellings

write poetry

feel ill

speak English

make music



think

play chess

have conversations

heal

translate

take photos

LESSON FIVE

Grammar practice Using: Adverbs of degree

Activity

List down activities that people with impairments can do 'very well', 'quite well' and those that they can't do at all.

Example:

1. Mekoya hurt his leg in an accident. He walks **very** slowly.
2. Her wheel chair is **quite** big. She can't use it **well**. She is **not** comfortable **at all**.



3. It is **quite** cold. You'd better wear your coat.

EXERCISE: Fill in the gaps below with **very** or **quite** in your exercise book.

1. Nega's children have hearing impairment, they don't hear _____ well.
2. Shewit has two walking sticks, she moves _____ comfortably.
3. Tariku was born with only one arm, he writes _____ well with one hand.
4. The young lady was angry because her son couldn't speak _____ well.

5. He was involved in an accident, he can't speak _____ well .
6. Terlase was _____ stubborn, she broke her arm.
7. The bees were _____ many; they stung him to death.
8. Dema broke his spine bone, he cannot stand _____ well.
9. Zeritu recovered from a fever, she can speak _____ well.
10. Dugassa is blind, he cannot see _____ well.
11. She is heavy but she can lift the bag _____ well.

Grammar highlight

→ *I am surprised you haven't heard of her. She is quite famous.*

→ *Shilaya lives quite near me, so we see each other quite often. Quite before a / an.*

quite a nice day.

quite an old house.

Sometimes we use quite and a noun (without an adjective)

Example: *I didn't expect to see my parents. It's quite a surprise.*

Good/well

well

We use well with past participle (dressed/known etc).

Well is also an adjective with the meaning 'in good health'.

Example: *How are you today? I am very well thank you.*

We don't say I am very good.

Good

Good is an adjective. The adverb is well.

Example: *Abegazi is a good guitarist. (adjective)*

He plays the guitar well.

LESSON SIX

Imperatives

Activity 1

Discuss with your partner what orders your parents /guardian usually give you.

Example:

Teacher: Can you bring the duster here?
You should bring the duster to me.

Can you close the window?
You should close the window.

Using; Can ...? and ... should ...

Examples

1. Can I help you move to the next step?
2. You should bring the wheel-chair closer.

Activity 2

Suggest means and ways through which you can help your classmates and friends whenever they have a problem.

EXERCISE: Complete the sentences using the correct words below. Do the work in your exercise book.

buy	carry	mop	push
show	split	wash	teach
fetch	sing	collect	

1. Can I _____ the wheel chair for you?
2. I should _____ the clothes for you.
3. Can we _____ some fruits for you to take?
4. We should _____ some water from the well for him.
5. Can they _____ the baby how to walk?

6. Toheshe should _____ the firewood for us.
7. Can I _____ you a song?
8. Habtome should _____ a wheel chair for the disabled.
9. Can you _____ the way to the blind?
10. I should _____ the house for you.

LESSON SEVEN

Using: Reflexive pronouns

Activity

In a group of three, study the pronouns. What is the difference in the use of these pronouns?

I	me	my	_____	myself
we	_____	our	ours	_____
they	them	_____	theirs	themselves
he	him	his	_____	himself
she	_____	hers	hers	_____
it	it	its	_____	itself

Examples:

1. I can't talk but I can interpret this work by myself.
2. Haimanote has one arm but he wrote that story himself.

EXERCISE 1: Find the words you use to replace nouns.

Examples:

Cow - It
Shewit - She.

EXERCISE 2: Complete the sentences with reflexive pronouns. Do the work in your exercise book.

1. They are very old but it is good that they can go to the dispensary by _____.
2. I have a problem with my eyes but I can draw the picture by _____.

3. Asegid lost his parents but he built his hut _____.
4. Will you be able to push your wheel chair by _____?
5. Abetew is quiet bright, he crossed the road by _____.
6. He is so weak that he cannot walk home by _____.
7. She cannot listen very well but she can do everything else by _____.
8. You are still too young to go to town by _____.
9. We used to do the exercise by _____.
10. I am not able to carry the luggage by _____.

A pronoun is a word which is used to replace a noun. Myself, him/herself, themselves, itself, ourselves are reflexive pronouns.

LESSON EIGHT

Grammar practice: **Using: could/couldn't**

Activity 1

There are things you could/could not do when you were young. Discuss them with your partner.

EXERCISE 1: Discuss the following questions with your partner.

1. Who should assist the people with special needs?
2. Why must we accept to work with them?
3. Do people with special needs have talents?
4. How have people with special needs been successful?

Study these examples.

1. Abeje **could** run faster than Fantye.
2. Shume **couldn't** run faster than Abeje.
3. I **could** work for longer hours when I was young.
4. I **couldn't** take myself to school.

5. You **could** sing very well.
6. You **couldn't** listen to other music.

EXERCISE 2: Remember what you could and couldn't do when you were in grade one. Form sentences from the following table. Use **could** and **couldn't** and write sentences in your exercise book.

could	couldn't
play	drive
sing	cook
dance	fetch water
talk	act
laugh	speak English
jump	write in my language
eat	wash clothes

Activity 2

With a partner, talk about the activities that you could or couldn't do when you were young. Compare these with the activities you can do today.

LESSON NINE

Conversation

Activity

With a partner, think of ways through which people with impairments can be assisted.

Read the conversation with a partner.

- Aman : What was it like in class when you were still a student?
- Mulu : My teacher used to be of great help to me.
- Aman : How did he help you?
- Mulu : Whenever the lesson was finished, he would call me into the staff room and teach me using sign language.

- Aman : Who would help you during exam time?
- Mulu : The director would bring special interpreters for us.
- Aman : Were your exams similar to those of the other students?
- Mulu : They were somehow different and they were a little bit easier.
- Aman : How about you, Woizero Zeineba? Did you face any discomfort at school because of your physical disability?.
- Zeineba : Mine was a special school for only students with severe physical disabilities.
- Aman : Who took you to that special school?
- Zeineba : The special school offered me a scholarship.
- Aman : What were some of the problems you faced in school?
- Zeineba : Every time I needed to go for a private call, I would call a friend to help me.
- Aman : I'm happy that both of you were able to study and get good jobs.
- Mulu : I hope even other students with disabilities don't give up.
- Zeineba : Life is what you make it.
- Aman : Thanks for your time.

EXERCISE: Complete the sentences using **could, couldn't** or **was/were able** to in your exercise book.

1. My father was a very clever man. He _____ speak five languages.
2. I looked everywhere for the book but I _____ find it.
3. They didn't want to come with us at first but we _____ persuade them.
4. Ali had hurt his leg and _____ walk well.
5. Yohannes wasn't at home when I called but I _____ contact him at his office.

LESSON TEN

Poem

Activity 1

In groups of five, discuss how you would encourage people with impairments to participate actively in what goes on in the community. Present your views to the class.

EXERCISE: Read the poem and answer the questions that follow.

I am what I am

I am happy for what I am
For there is nobody in the world
who is what I am,
Breathing, eating and smiling
like all others do
But I have a special talent!

Not because I am aurally impaired
Not because I am visually impaired
Not because I am speech impaired
Not because I am physically impaired
I am normal
with a special talent!

I am happy for what I am
that I sleep and rest
that I play, pray and smile
that I am able to do what I can
with my special talent in music
I will succeed in life
to love my country, Ethiopia.

1. Describe the writer.
2. What does the writer have?
3. Who is a deaf person?
4. Who is a dumb person?
5. What physical impairments have been mentioned in the poem?
6. Who is the writer grateful to?
7. What does the writer love most?
8. What is the poet's talent?

Activity 2

In small groups of four or five, write a poem about disability. Show your work to your teacher and then present it to the class.

B Reading

LESSON ELEVEN

Comprehension

Pre-reading activity: Discuss the questions below with a partner.

1. When do people acquire impairments?
2. What impairments do you know?
3. How can our parents help children who are impaired?
4. Can people with impairments be successful in future?

EXERCISE: Read the passage and answer the questions that follow.

My success story

When I was born, no one of course expected what would **befall** me in the years that followed. My **caring** parents had welcomed me with **great** joy and love but it was going to be hard for them to raise me as life was going to change. I grew up normal until I was in Grade Five. I started to find it hard to walk. I preferred to crawl like a **small** child. I could only get support from my arms.

My ill health became a problem and my parents started taking me to various places **in search** of help. It was all in vain. Polio was my unfortunate disability. The **effects** were **irreversible**.

My father was so **courageous**. He took me to Happy Child Centre School. He used to carry me on his back or shoulders. He would take me in the morning and at lunch time he would bring me food. Because of high fever and **continuous** strong medicine, I lost the hearing sense as well. I had to learn sign language. I would read lips to understand what people meant.

After my education at university, I was **selected** to represent the disabled at the regional level, because compared to the rest of the students, I had gone so far in education. This helped me a lot. My helpful family was so happy for me. My father especially never **gave up** when people told him to leave me at home because I was disabled. As a regional representative, I received a lunch allowance, every time we held a meeting. I have now taken on my family's responsibility of providing the basic needs.

I used to be a burden but I have now become a bread winner! I enjoy assisting other people.

I have been very lucky. There are many other people with disabilities that need our help. We should all get involved and help them out.

1. What physical impairment does the writer have?
2. What caused the disability?
3. What can you say about the parents?
4. What does the word **irreversible** mean?
5. Who encouraged the writer so much?
6. How did the writer pay back his family?
7. What shows that the writer was determined?
8. What educational standard did the writer achieve?
9. How did the writer get money?
10. What does the story teach you?

Activity

The words in column 'A' are taken from the passage on pages 211-212. With a partner, match them with their meanings in column 'B'.

A	B
befall	per diem
caring	stop
great	find
small	impact
search	chose
effect	determined
irreversible	little
selected	maximum
courageous	help
gave up	thoughtful
allowance	happen to

LESSON TWELVE

Pre-reading Activity: Discuss the following with your partner.

1. What are your likes and dislikes? How would you feel if you lost your speech and sight?
2. What will you do to help people with disabilities?
3. Do you know of some disabled people who are working hard inspite of their impairment?

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

Helen Keller

Helen Keller was born on 27th June, 1880 in Tuscumbia, Alabama USA. She was not born blind and deaf but after, an **acute** illness of the stomach and brain at 19 months, she lost the ability to see and to hear.

At the age of six years, she started learning sign language from Marta Washington. Soon afterwards, Helen could communicate with 60 signs. Helen attended the institute for the blind. She **graduated** with a Bachelor of Arts. Helen travelled widely to over 39 countries. The **purpose** was to **advocate** and to acquire funds for the people with disabilities.

Helen wrote a number of books and her devotion to work led to her **popularity**. She suffered several strokes which led to her death on 1st June 1968. She is remembered for the following among many others things:

- i. In 1999, Keller was listed in Gallup's most widely admired people of the 20th century.
- ii. In 2003, Alabama honoured its native daughter on its state quarter.
- iii. The Helen Keller Hospital in Sheffield, Alabama is dedicated to her.
- iv. There are streets named after Helen Keller in Getafe, Spain and Lod Israel.
- v. A pre-school for the Deaf and Hard of Hearing in Mysore, India, was originally named after Helen Keller by its founder K.K. Srinivasan.
- vi. On October 7, 2009, a bronze statue of Helen Keller was added to the national stationary hall collection.

1. What nationality was Helen Keller?
2. How did Helen Keller lose her sight and hearing senses?
3. Why did Helen go to study, yet she was deaf and blind?
4. What did Helen do after her studies?
5. What shows that Helen was very determined in her work?

Activity

What have you learnt about Helen Keller? In pairs discuss what you have personally learnt from the story. Share your answers with the rest of the class.

EXERCISE 2: Match the words with their meaning.**A**

acute
 graduated
 purpose
 advocate
 popularity

B

aim
 fame
 qualified
 serious
 represent

C Writing**LESSON THIRTEEN****Guided Composition****Activity**

In groups of four or five, discuss the questions below.

1. What do you think are the problems which children with disabilities face?
2. How does your community help to make the life of disabled children more enjoyable?
3. What will you do to improve your life when you grow up,?
4. Do you know of a disabled person in your community? Describe that person.

EXERCISE 1: Use the words to complete the story below. Do the work in your exercise book.

normal	worse	deaf	discriminated	sad
reaching	survive	neighbours	anything	

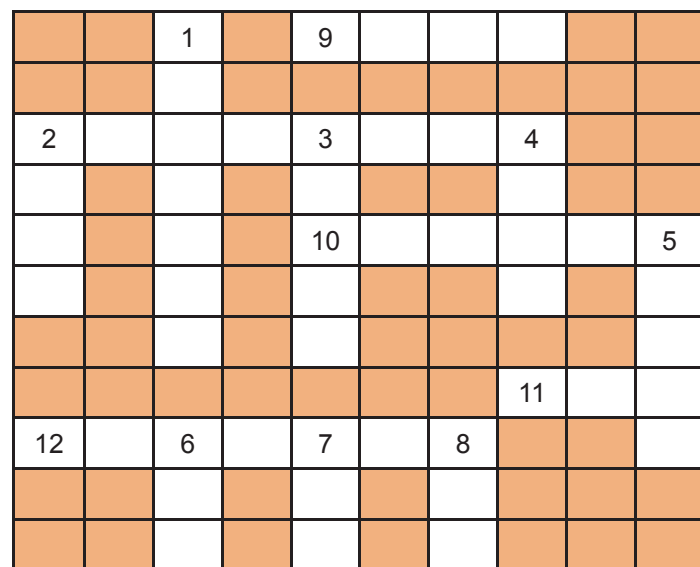
Guided composition**Balcha's sad story**

My name is Balcha Dado. I am 20 years old and I am in Grade 6. I was born _____ . I stay in the town of Konso. I used to stay with my father who is

a miner. I have 2 sisters and 3 brothers, whom father calls his _____ children. I am _____ against. When my sisters and brothers were going to school, he could lock me in the house with little food and water. I would cry the whole day until my brother and sister returned from school. He never wanted the _____ to see me as one of his children. I led a very _____ life. When the community members got to know about it, I was taken to a special school centre where children like me, or even _____ than I was stayed.

On _____ there, conditions were very harsh. Even worse than they were at home. We were locked up in our classes the whole day with hardly _____ to eat. Other children started taking alcohol so as to _____. Our parents never came back to visit us. It was indeed hell on earth.

EXERCISE 2: Complete the puzzle and write the answers in your exercise book.



Down

1. able to be seen (7)
2. unable to talk (4)
3. unable to see (5)
4. unable to hear (4)
5. prepared (5)
6. request (3)
7. allow (3)
8. last(3)

Clues

Across

- | | |
|--------------------------------------|-------------------|
| 2. disadvantaged (8) | 9. courageous (4) |
| 10. disable (5) | 11. do (past) (3) |
| 12. writing system for the blind (7) | |

Objective

In this unit, you will discuss the issue of child labour.

A Listening and speaking

LESSON ONE

Activity 1

Describe the activities you see in the pictures. Comment on the kind of work or on what the people are doing.





EXERCISE: Answer the questions based on the pictures on page 217. Write the answers in your exercise book.

1. What are the children doing?
2. About how old do you think are the children?
3. Do you think this is fair work for them?
4. Where else do you see children doing hard labour?

Activity 2

In groups of three, discuss the following.

1. What does child labour mean?
2. What do you think causes children to become beggars?
3. How do you think street children can be helped ?

Present your views to the rest of the class.

LESSON TWO

Class discussions

Activity 1

With a partner, talk about the possible answers to the questions below.

1. Why do some children work?
2. Where do children go to work?
3. What can be done to prevent child labour?

Activity 2

Have you seen or met children working in your area? Tell the class what you saw.

LESSON THREE

Vocabulary practice

Activity 1

With a partner, discuss what kind of work each one of these people does.

housekeeper	vendor	herdsboy	hawker
house cleaner	beggar	herdsgirl	courier
babysitter	shepherd	porter	conductor
garbage collector	shop attendant		

What is the importance of the work each of these people does?

Activity 2

Write down some of the work that you enjoy doing. What kind of work are children forced to do at home, on streets or elsewhere?

EXERCISE 1: In your exercise book, write down the work that children can do without complaining. Write down work which you think is too hard for children.

Grammar Practice

Using: comparisons

Example:

1. Street children eat **less** food than children at home.
2. Children at home are **healthier** than street children.
3. Her sister is **more beautiful** than she is.

EXERCISE 2: Based on the examples above, complete the sentences correctly in your exercise book using the words in the brackets.

1. Children at the construction sites work (**hard**) than newspaper vendors.
2. Adults are (**strong**) than children.



- I am (careful) than my siblings.
- Legesse is paid (much) money than Fida.
- Tariku is (heavy) than Gulelat.
- Diriba is (weak) than his brother.
- Wole is (clever) than Abiot.
- We are going to work (hard) than last year.
- Their manager is (hard working) than ours.
- This work is (tiresome) than the other.

LESSON FOUR

Conditional sentences

Activity

Work in pairs. Share with your neighbour what you would do if the following happened.

get money	buy school books
eat bad food	fall sick
work hard	get paid
study hard	go to university
mosquito bite	get malaria

A Using: If... (present simple + future tense)

Example:

- If I get money, I shall buy new clothes.
- If they pay my school fees, I shall go to a boarding school.
- I shall visit you if I get time.
- I shall sit and wait If they do not call my name.

B Using: If... (past simple + future past)**Examples:**

1. If he came, I **would go** with him.
2. If she told me, I **would not refuse to go**.
3. He **would cry** if you **beat him**.
4. She **would not get married** If you **didn't force** her.

EXERCISE 1: Form correct sentences using the examples in the table. Write complete sentences in your exercise book.

take her to school	study well
go to market	buy enough food
do not beat him	not run away
tell me what to do	do it
sell in the market	get money

The Past Tense

EXERCISE 2: Complete the table by filling in the Past Simple Tense of the given words. Do the work in your exercise book.

is — was	choose — _____
are — were	select — _____
eat — ate	say — _____
drink — drank	sleep — _____
sing — _____	work — _____
swing — _____	give — _____
tell — _____	break — _____

EXERCISE 3: Use the past simple tense of the words given in brackets to complete the following sentences.

1. I _____ fishing with my father last holiday (go).
2. Abeba _____ two acres of coffee to get school fees last year. (digs)
3. Shume _____ his daughter to Dessie to work in a shop. (send)



4. I _____ as a shoeshine girl before I joined school. (work)
5. At our home, girls _____ lunch while boys _____ the garden.
(cook, weed)

Using: ...some... and ...any...

Example:

1. Kibiru has **some** oranges in the bag.
2. Desta doesn't have **any** pencil on the table.
3. There aren't **many** books in the library.
4. Chala doesn't have **much** money to pay for us.

EXERCISE 4: Complete the sentences in your exercise book using; **some, any, many, much, a lot of.**

1. Abeba paid _____ money at the bank.
2. Henok carries _____ stones at the new building construction site.
3. Frewoire has lost _____ money because of the thieves.
4. There are _____ children on the streets.
5. We do not have _____ food in the store.
6. _____ children need help.
7. They have destroyed _____ forests; this is dangerous!
8. I didn't see _____ children going to school.

EXERCISE 5: Use these words correctly to complete the sentences. Do the work in your exercise book.

very quite well at all ago last at all

1. She was a _____ good student but because of her sickness, she fell out of school _____ year.
2. They are doing a lot of work but they are not friendly _____.
3. He visited his parents two days _____.

4. _____ year we were in Grade 5.
5. She is _____ sick, she needs to see a doctor.

LESSON FIVE

Dialogues

Activity

Do you know a child who is suffering because of child labour? Discuss what the child is going through with a partner.

Talking about yourself:

EXERCISE 1: Complete the sentences. Compare your ideas with a partner then share with the class.

1. As soon as this lesson ends, I am going to _____.
2. If I have time this evening, I'll _____.
3. If our teacher gives us a lot of home work, I won't _____.
4. While I'm doing my home work, I'll _____.
5. I won't go to bed until _____.
6. When I perfect my English , I will go to _____.
7. As soon as I'm earning a good salary, I'll _____.
8. Before I get old, I'm going to _____.

EXERCISE 2: Practise the following conversation with a partner.

Abeje : Times have changed, children in the past were not subjected to child labour as it is these days.

Desta : **Father, I don't think that is bad. They work to earn some money.**

Abeje : If you start working at an early age, you will suffer from stress related sickness.

Hana : Father, what do you mean?

Abeje : It means getting problems as a result of working too hard.

Desta : **I would think working in the holidays has no problem.**



- Abeje : During holidays, children are supposed to be doing some domestic work.
- Hana : Father, you mean one should work after studying?
- Abeje : Yes, my dear, there are many problems that children face when they start working at an early age.
- Desta : Like which ones?
- Abeje : Girls can be defiled, boys can be tempted to steal, there are accidents at places of work and also children lose interest in their studies.
- Hana : When I grow up, I want to stay with my family and look after my children.
- Desta : Do you think your husband will give you everything?
- Hana : I think working when you are an adult is okay but staying home to look after your children is what I want to do.
- Abeje : Yes dear. So, I think you won't choose to make quick money now.
- Desta : It's okay dad, I will work in an office when I grow up.
- Hana : Pity! children doing hard manual work like slashing, carrying heavy loads to the market.
- Abeje : Let us hope that our government will do something about this problem.

B Reading

LESSON SIX

Comprehension

Pre-reading activity:

1. In groups, give some reasons why you think children are paid to work.
2. Design posters against child labour. Pin them on the wall outside the class.

Examples:

“SAY NO TO CHILD LABOUR”

“DON'T EMPLOY CHILDREN”

EXERCISE: Read the story below and in your exercise book, answer the questions that follow.



Tesfaye's Story

My name is Tesfaye Bekele. I am 12 years old. I come from Gondar City. I am an orphan, I stay with my **grandmother**, my two young sisters and one brother.

During the **holidays**, I look for part-time work around the city. Some people do not like giving us jobs, they say we are not strong and fast. But on a lucky day, I work as a porter on a big building. I get some little money which grandmother uses to buy food and other needs.

Sometimes, as I wake up to go for work, I feel sick. There is always a lot of pain in my back and neck. I think this is because of the heavy loads that I carry. Grandmother



then looks for herbs to treat me. When I feel strong, I again go to work the next day.

Working as a child has so many disadvantages and little **benefits**. For example, on some days, I do not get paid and my fellow workers mistreat me. When the school term starts, I am able to buy some books and pens and save some little pocket money. If my grandmother had a job, I would not be working.

1. Why is Tesfaye working as a porter?
2. Why does Tesfaye feel pain sometimes?
3. What problems does Tesfaye face while at work?
4. What makes you feel sad about Tesfaye's life?
5. Give any two solutions that parents may suggest to reduce child labour.

Hussein's story

I am called Hussein Adem. I am thirteen years old. I come from Semera. I live with both my parents. I have two sisters and two brothers. My father is a civil engineer while my mother stays at home most of her time. She has a shop at home.

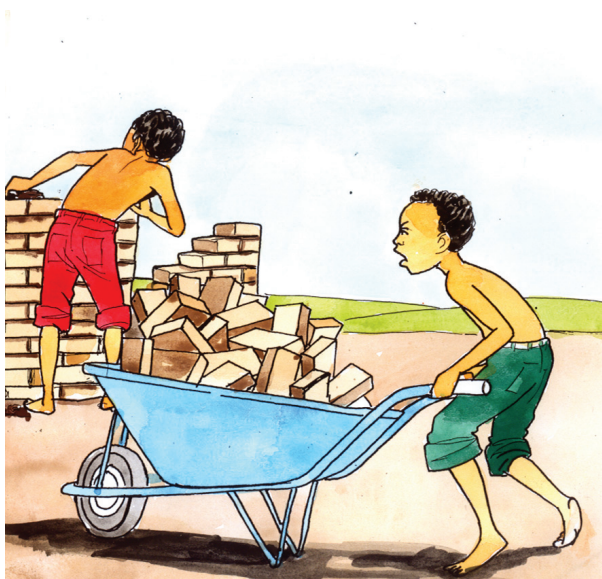
During our free time, we sit down with our parents to discuss different things in life. For example, what each of us would like to be in future, being God fearing and using our time in school well. My mum advises my sisters to keep away from boys because of the increased cases of defilement in the country.

One day, I told our parents about a story of two boys who escaped from school and one of our teachers, Woizero Roman Gebre, saw them working in an auto garage. They were both carrying heavy spare parts and when my teacher called them, they both ran away.

1. Where does the writer come from?
2. What is the job of the writer's father and mother?
3. What advice does Adem's mother give to his sisters?
4. Why do you think those boys escaped from school to go and work?
5. How would you help the boys who ran away from their parents homes?

C Reading**Activity**

With a partner, describe what you see in the pictures. What problems do you think the children may face as a result of the kind of work they have to do?





Exercise:

1. Name the work which children enjoy doing.
2. Which work do children find difficult to do?
3. Suggest the problems which children face when doing difficult jobs.
4. Why do you think that children should not do some jobs?
5. How can you be of help to children who work under difficult conditions?

Revision Unit Two:

Exercise one:

A. Read the following statements. Are they true or false? Give reasons for your answers.

1. Children have a right to drop out of school when they feel like.
2. Carrying luggage / loads in market is an example of child labour.
3. Children should not do any work at home because that is abusing their rights.
4. Looking after cattle at home is considered as child labour.
5. Children have the right to work when they want.

- Children below 18 years are allowed to marry.
- It is dangerous to drop out of school.
- You cannot concentrate on studies while working.
- You should study hard before getting married.
- Do not employ children for work.

B. Use **some or **any** to complete the sentences. Do the work in your exercise book.**

- I have _____ cooking oil to give you.
- Fate hasn't _____ more paper left.
- They prepared _____ coffee for the guests.
- Do you have _____ food in the dish?
- We saw _____ tourists walking towards Lalibela.
- Can you pay _____ money?
- Roro is selling _____ books.
- Barena did not sell _____ apples at the market.
- There aren't _____ loaves of bread in the shop.
- I have paid _____ money to the cashier.

Exercise Two:

A. Which of these words are used to describe nouns?

black	vehicle	dry	correct
gate	books	good	fast
lion	cotton	indisciplined	slow
wet	radio	collect	desk
sunny	run	wall	keys
old	expensive	blue	

**B. Select two adjectives to describe a noun. Do the work in your exercise book.**

- | | | |
|----------------|------------------|------------------------|
| 1. dress | new, expensive | an expensive new dress |
| 2. machine | big, old | _____ |
| 3. vehicle | running, fast | _____ |
| 4. tree | leafy, tall | _____ |
| 5. examination | short, easy | _____ |
| 6. journey | tiresome, long | _____ |
| 7. bottle | plastic, big | _____ |
| 8. shirt | new, nice | _____ |
| 9. chair | sofa, dining | _____ |
| 10. ball | spherical, light | _____ |

Exercise Three:**A. Use the correct form of the words in brackets to complete the sentences. Do the work in your exercise book.**

- One of the twins is _____. (tall)
- Robera is the _____ boy in class. (short)
- Tesema was the _____ student in school. (fat)
- Ras Dashen is the _____ mountain in Ethiopia. (high)
- Of the two athletes, Taye is _____. (fast)
- Ethiopia has produced the _____ dancer in Africa. (beautiful)

B. Write the opposites to the following adjectives in your exercise book.

- | | | |
|------------|--------------|------------|
| 1. young | 6. expensive | 11. harder |
| 2. older | 7. neatest | 12. rough |
| 3. better | 8. cleverest | 13. easy |
| 4. careful | 9. wide | 14. bright |
| 5. ugly | 10. deep | |

Exercise Four:**Comprehension**

Read the passages and answer the questions that follow.

My Sad Story

My name is Mindaye. I am 14 years old. One day while I was taking a walk in the mountainous area of Mt. Batu, I suddenly heard a threatening and deafening sound. “BOOM!” is all I heard, and the next thing I remember was me falling to the ground. After three days in the hospital, I realized that I only had one leg. My mother and I were so heart broken and we cried in pain for days. The nurses tried to console us, but it just did not work.

The reality was that I had stepped on a land mine, which blew off my leg and there was nothing I could do about it. It was unbelievable that three days before I had both my legs and now I only had one. “Oh my God!” I cried even more.

Three weeks later, I was given a wheel chair. Our community supported my family and I. I am happy to say that I am now learning some weaving skills.

1. Who is the writer of this story?
2. What happened to the writer?
3. Who do you think took the writer to the hospital?
4. Why must we avoid going to lonely places alone?
5. What hit the writer?
6. Why was the writer given a wheel chair?
7. What shows that the writer has hope of living a better life?
8. What advice would you give to the writer if you were a member of the community?
9. What other word could mean “handicapped”?



Comprehension

The Lion and the Jackal go hunting

Shortly after the lion and the jackal set off hunting together, the lion killed a fine fat eland. 'Run back to my house while I look for more game,' said the lion 'and tell my children to come and carry the meat home.' But the jackal ran quickly to his own house and called his own children who soon carried away all the meat. The lion could find no more game, so he stopped hunting and went home.

"Is that not a fine eland I killed?" he boasted before his wife, the lioness. She looked puzzled. "We see no eland," she growled.

"Didn't the jackal come and tell the children to carry the meat home?" He asked.

"He did not, and we are starving," was the reply. The lion was furious. He strode to the jackal's home, which was high up on a rocky ledge, and could only be reached by a rope.

In a little while, the jackal came down to drink after his large meal. And out jumped the lion. The jackal ran with all his might and just managed to dodge down a small hole, but not before the lion grabbed him by his tail.

"Now I've got you!" He roared.

"What do you mean?" retorted the jackal, "That is not my tail you are pulling, it is just an old root. If you don't believe me, hit it with a stone and see if it bleeds."

The lion thought this would be wise and went to look for stones which, however, were not plentiful. When he returned the jackal was long gone. On finding out that he had been tricked again, the lion was furious, and went romping off to the jackal's rocky stronghold. "Hey, there, little jackal," he roared. The jackal peeped through the ledge. He was safe, so he was cheeky.

"Who are you?" he shouted back. "What is your name? Whose son are you? Who was your father? Where are you from? Where are you going? Who do you want? Why?"

The lion replied, "I have merely come to see you. Just let down the rope so I

can come up.” The little jackal let down a rope of mouse skin, and when the lion climbed a good way up, it broke and he fell down. The jackal laughed, and the poor lion went home to nurse his sore head.

1. What animals went to hunt?
2. Why did the jackal hide away?
3. How did the jackal trick the lion when he caught him?
4. What happened to the lion when he tried to punish the jackal again?
5. Do you think the lion deserved this punishment?

Extra reading work

Deadly Living Organisms in Water

Millions of living organisms live in the soil, water and air. Decaying matter is a very good habitat for these living organisms. This is because there is water and oxygen necessary for their survival. The deadly living organisms in water secrete substances which are poisonous to human life. That is why we should keep all water sources clean. We must boil our drinking water. This is the only way we can get rid of deadly living organisms in water.

An example of these deadly organisms are bacteria which endanger our environment. These bacteria do a lot of harm to the body because of the waste material (toxins) which cause diseases like diphtheria and tetanus.

Most food contains bacteria. This is the reason why all food must be cooked or washed before being eaten. Because of the big number of bacteria in our environment, everyone is advised to keep the environment clean. Drain all stagnant water and sewage. Correctly dispose of rubbish or any sanitary products. Good health habits include cooking, refrigeration, bottling, drying, roasting, proper sewage disposal, proper hygiene, sterilisation and immunisation.

**Questions**

1. How many living organisms live in the soil?
2. Why is decaying matter a very good habitat for living organisms?
3. What do bacteria do to the body?
4. What do the deadly living organisms secrete?
5. Why must all food be cooked?
6. What diseases do waste materials cause?
7. What should you do with stagnant water?
8. What must you do with rubbish or any sanitary products?

Anile the Careless Housekeeper

When aunt Aysha came back from work, her housekeeper, Anile was nowhere to be seen. Everything at home was in total disorder. There were broken bottles in the compound. If she had not had any shoes on, she would certainly have got a deep cut in her foot.

She quickly walked to the house. In the kitchen there was a burning stove. The baby was crawling towards the stove! Aunt Aysha quickly pulled the baby away. She had arrived just in time to save her baby.

“What a careless girl Anile is!” Aunt Aysha said to herself. As she was thinking of what to do next, she saw a small bottle of rat poison on the window sill. It had been placed near a jug of milk. The jug was not covered! Somebody could accidentally mix the milk with the poison.

Aunt Aysha was very angry. She asked Anile to leave because she had proved to be a very careless housekeeper.

Questions

1. Where was Anile?
2. Where had Aysha gone?

3. How did the home look like when aunt Aysha returned?
4. What was happening in the kitchen?
5. Who pulled the baby away?
6. What was in the small bottle?

Using a Dictionary

A dictionary is a reference book. We use a dictionary to look up the meanings of words and expressions which we do not understand well. A dictionary has the following:

Naming words (nouns), describing words (adjectives), words indicating actions (verbs), words describing verbs (adverbs).

When we want to know the correct way of reading a word then we refer to pronunciation. When we wish to understand grammar in any language, it is advisable to check the definitions, punctuation, and other explanations given.

A dictionary has regular and irregular verbs, compound words, comparatives and superlatives, synonyms and similes. The most interesting words are abbreviations like i.e., etc., and acronyms like UNESCO, WHO.

When you have a dictionary, your learning is made a lot easier.

Questions

1. What is a dictionary used for?
2. What should one do if he or she does not understand a word well?
3. What do you look for when you want to find the correct way to read a word?
4. What are words which describe verbs in a dictionary called?
5. What is a naming word called in a dictionary?
6. What word describes a verb?
7. How are words arranged in a dictionary?
8. How are acronyms different from abbreviations?



Clothes	Jobs	Place and geography	Adjectives/ Verbs	Family words	Prepositions
Sleeve earring bracelet tie	artist sportsman sportswoman athlete shoeshine boy shoeshine girl	air climate coast continent desert equator jungle land lightning ocean soil temperature wave city country mountain valley degree celsius	alive alone awake blind bright cheap comfortable deaf delicious dangerous famous handsome polite important hot curly healthy sick ill fit visually impaired- hearing impaired- elderly physically disabled sensibly fast slowly quickly well quite very not at all	grandson granddaughter stepson stepdaughter cousin niece nephew elder Materials leather cotton silk wool Places capital factory grocery kiosk province market bus station police station gas/petrol station	above over below under against Quantifier/ counter a bag of a bunch of a sack of a kilo of a pair of a piece of other nouns sign language labour victim braille other places climb fly kill related to communicate beg polish sell buy
Food flour rice cheese honey tasty spicy sour sweet juicy fry grill roast wash chop	Animals camel hyena mouse lion scorpion zebra hippo giraffe Directions East West South North Health hygiene health fit exercise	Environment pollution rubbish garbage smoke sewage litter plastic bag			
Kitchen equipment tools pan ladle stove bowl bucket					