

Objective

In this unit, you will describe historical events.

A Listening and speaking**LESSON ONE****Activity 1**

Study the picture and share with your partner what you see. What do you think was the cause of this situation?

**Activity 2**

Discuss these questions with your partner.

1. What causes wars?
2. Mention the negative effects of war.
3. How can wars be avoided?

Listening practice

Exercise 1: Your teacher will read a story to you. Listen carefully and answer the questions.

1. How do wars begin?
2. What happens when there is a war?
3. Talk to the class and explain how wars can be avoided?

LESSON TWO

Vocabulary Practice

Activity

The following words are related to war. Find out their meaning in a dictionary.

staying	right	weapon	win	climb	visit	battle	soldiers
destruction	lose	run	watch	war	shoot	losers	
more	watching	guns	enemy	history			

Exercise 1: Use some of the words in the box to complete the sentences correctly.

1. Abera was _____ his uncle in Adwa when the war broke out.
2. _____ who fight battles are brave people.
3. I was _____ a war film while my sister was reading a novel.
4. The army which is stronger will _____ the war.
5. While I was _____ at my aunt's home, the war broke out.
6. A strong army may not _____ the war easily.
7. The old guns were used to _____ at the _____.
8. A lot of _____ can happen during war.
9. You will learn a lot about Adwa's past if you read _____ books.
10. Soliders could not use the _____ because they were old and rusty.

Exercise 2: Form sentences using each of the words to show that you understand their meaning. Share your work with a partner.

LESSON THREE

Using: 'while', 'when' and 'as'

Read the sentences in the examples. How many actions are in the sentences? Which action is affected by the other? With a partner, take turns to make your own sentences.

- Examples:**
- (a) **While** I was visiting Tsega, their grandmother came around.
 - (b) **When** she was driving through the city, she heard gun shots.
 - (c) **As** the students were writing their last examination, the soldiers started firing gun shots.

Exercise 1: Form correct sentences from this table.

While As When	I we you they she he	was were	visiting Tsega, watching a match, walking home, writing the notes, crossing the road, having lunch, riding to school, fighting, firing guns	the commander ran away. Ali came in. my sister shouted. lights went off. the telephone rang. they saw an army vehicle. many soldiers fled.
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Activity

Construct five sentences of your own using 'while', 'when' and 'as' in your exercise book. Compare your answers with a partner.

Exercise 2: In your exercise book, rewrite these sentences correctly using the words in brackets.

Example: When Dibaba (come) to town, she met three soldiers.

When Dibaba was coming to town, she met three soldiers.

1. While they (watch) a war film, electricity went off.
2. As they (fight), it started raining heavily.
3. They (plant) cotton when the chief came around.
4. While they (walk) along the road, they were stopped by a policeman.
5. As I (climb) the hill, my shoe got off.
6. While the soldiers (run) downhill, they fell into an ambush.
7. The gardener (trim) the hedge when the visitors came.
8. When he (fix) the radio, he found a golden ring.
9. I (read) the story about Adwa when the teacher entered.
10. While Ali (read) the war story, his mother called him.

LESSON FOUR

Using: What did ...?

Activity

The table shows what the people did when they visited various places. Study it carefully and using the information, make sentences as shown in the examples below.

Example: (a) What did Aberu do when she was visiting Adwa?

Aberu talked to the war veterans when she was visiting Adwa.

(b) What did Selam do when she was visiting Jimma?

When Selam was visiting Jimma, he climbed the hills.

Name	Place	Activity
Selam	Jimma	(climb) the hills.
Mamitu	Dila	(do) voluntary work.
Aberu	Adwa	(talk) to war veterans.
Ali	Dese	(visit) historical sites.
Marga	Shambu	(help) grand parents.
Tadesse	Mega	(study) people's culture.
Sofia	Addis Ababa	(collect) information from the museum.
The baker	our school	(teach) students about baking.

Exercise: In your exercise book, make sentences using this example:

Example: What did the boy do when we were listening to the radio?

The boy blew the candle when we were listening to the radio.

watching a film

writing a letter

crossing the road

soldiers fighting

reading a newspaper

listening to the radio

LESSON FIVE

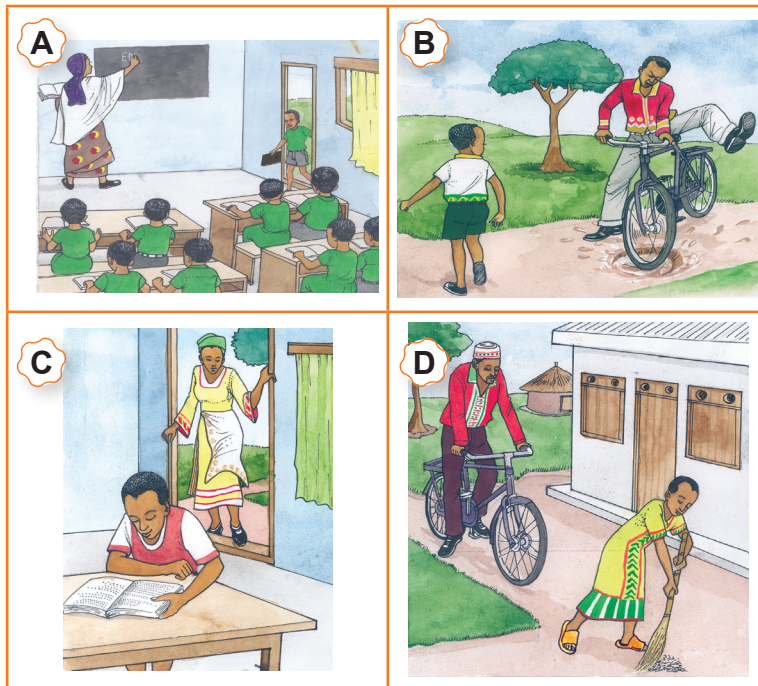
Using: **What were /was ... doing when ...?**

Activity

In groups of three, discuss what you see in each picture. One of your group members will ask questions and the two students will answer them by looking at the pictures.

Example: What were the students doing when the boy entered the classroom?

The students were reading their books when the boy entered the classroom.



Exercise: Think about activities that were happening when something else occurred. Write ten sentences about those activities.

LESSON SIX

Activity I

In groups, take turns to ask your group members about what you were doing when something happened.

Using: When and While

Form correct sentences from the phrases using the example below. Use **When**, **While**.

Examples: Deme swimming/an insect biting him.

- (a) When Deme was swimming, an insect bit him.
An insect bit Deme when she was swimming.
- (b) While Tamane was reading, the light went off.
The light went off while Tamane was reading.

Exercise 1: Write the sentences using **when** and **while**, in your exercise book.

Example: When I was having dinner, I heard a loud bang.

- (have) dinner - (hear) a loud bang.
- Dereje (check teacher's desk) - teacher (enter).
- Tariku (walk) along the road - (meet) his father.
- Soldiers (fight) - (discover) bodies of enemy soldiers.
- Boys (read) their notes - girls (start) to shout.
- Students (listen) to the news - (hear) a loud scream.

Activity 2

Ask your group members questions about what their friend/brother/sister/uncle were doing when something happened.

Example: (a) What was your sister doing when the fire broke out?
My sister was bathing when the fire broke out.

Exercise 2: Write ten sentences using **when** and **while**.

LESSON SEVEN

Jumbled sentences

Activity

In pairs, play a word game. Take turns to jumble up known words and ask your partner to arrange them correctly. Examples: WADA -ADWA, ATLBTE - BATTLE

Exercise: Rearrange the words to form correct sentences in your exercise book.

- Examples:
- Soldiers/away/while/ran/the/guns/firing/were/they.
They ran away while the soldiers were firing guns.
 - Watching/ movie/we/a/were/telephone/when/the/ rang.
We were watching a movie when the telephone rang.
- bang/reading/was/Betru/heard/when/he/the.
 - grandfather/staying/was/when/with/I/began/the/ war.

3. Adwa/father/my living/was/in/when/met/him.
4. men/the young/singing/were/we/met/them/when.
5. reading/Bible/the/when/lights/ got/ off/ was/ I.
6. on river/Tana/while/we/sailing/were/the/boat/almost/capsized
7. celebrating Enkutatash/they/were/ when/visited them/I.
8. wedding/a/attending/were/they when/raining/it/started.

LESSON EIGHT

Using: when / while / as

Exercise 1: In groups of three, form sentences using the phrases **when, while** and **as**. Write the correct sentences in your exercise book.

1. While/ I sweep the compound/my brother/carry the baby.
2. While/men clear the bush/women dig/children look after goats.
3. When/I come to school /meet /man ride a horse/woman ride a motorcycle.
4. As I/watch television/mother prepare dinner/my sister wash utensils.
5. While/we have dinner last night/mother prepare dinner/my sister wash utensils.
6. As/Dereje walk to post office/ our teacher come back/postman lock office.
7. When read/Ali sleep/Tola do his work.
8. While/mother trim my hair/my brother clean windows Fikre wash carpet.
9. As they/write exams/Abera look out of the window/teacher walk towards him.
10. As Gela/have breakfast/ her sister bathe/her brother pack his books.

Exercise 2: Complete the sentences in the past continuous tense in your exercise book.

1. While he (visit) Adwa, he met a lot of friendly people.
2. We (cross) the road when Ali was knocked down.
3. As Abdoshi (ride) downhill, he fell off the bicycle.
4. I met a friend when I (come) to school.
5. While we (watch) television, our father came in.
6. He fell down as he (try) to lift the heavy weapon.
7. While the soldiers (climb) the hill, they were fired at.
8. Students (stay) at school when the war started.
9. While Dino (milk) the goat, Ali (wash) the can and Fatuma (make) fire.
10. I (talk) to my teacher while Robe (finish) the work and Debabe (hand) in her book.

LESSON NINE

Dialogue

Activity

In pairs, act out Erjabo and Beferdu's roles.

Beferdu learns about the battle of Adwa

Erjabo : Hello Beferdu, have you read about the battle of Adwa?

Beferdu : No, but I hear it was a serious war.

Erjabo : How did you learn about it?

Beferdu : My great grandfather fought in that war. My father often tells us stories about it.

Erjabo : Ah! So he was a veteran. Wasn't he very old?

Beferdu : Yes, he was.

Erjabo : But the war must have been quite intense.

Beferdu : Oh yes, it was. Ethiopian soldiers were determined. They fought as a strong force.

Erjabo : How did they manage to win the battle?

Beferdu : The Ethiopian soldiers fought the Italians with all their might. The Italians were defeated.

Exercise : Write a short dialogue about any historical event. Share your work.

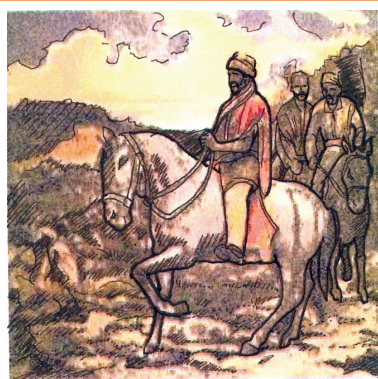
B Reading

LESSON TEN

Comprehension

Activity I

Study the pictures and answer the questions that follow.



1. What do you see in the pictures?
2. What shows that the pictures were taken a long time ago?
3. What kind of people do you see in the pictures?

Read the passage below and answer the questions that follow.

The Battle of Adwa

In March 1896 when Ethiopia was under the leadership of Emperor Menelik II, it surprised the world by defeating an Italian army which had been sent to **conquer** his empire. This battle, known as the Battle of Adwa took place in Adwa, on 1st March 1896. It is a testimony of how Ethiopians resisted European dominance. Ethiopia is the only African country that resisted colonisation.

The Italians had established themselves at the Red Sea Port of Massawa in 1885 from where they began to move to the now Eritrean Highlands. Ethiopian commanders had to halt this, though not so easily. By 1890, Italians had created the colony of Eritrea with Asmara as the capital city. They continued to push towards the northern Ethiopian province of Tigray but Ras Mangasha the ruler of Tigray resisted them from late 1894 to 1895 when they defeated his forces and **pursued** him northwards.

However, in September 1895, Menelik, King of the province of Shoa, called upon all Ethiopians to take up arms. He led about 100,000 men northwards to the Italian occupied areas. He brilliantly decampaigned and outmanoeuvred the Italians.

The Italian army under General Baratieri became **demoralised** and **retreated**. The Ethiopian king tactically deploying 15,000 men who **advanced** during the night and occupied led forward positions. This was on 29th February, 1896. One Italian Brigade marched into the Ethiopian camp. The second Brigade was separately engaged with Menelik's forces who defeated them in three separate fights. By the afternoon of March 1st 1896, the Italian forces who were **desperate** and panicky retreated to Eritrea. This victory of Adwa led to the unification of Ethiopia and Eritrea and Menelik claimed the title of Emperor.

Exercise 1: Answer these questions in your exercise book.

1. Why was the world surprised by the Ethiopians?
2. Which army had invaded Ethiopia?
3. Who encouraged and mobilised the Ethiopian army to fight?
4. Where were the Italians by 1885?
5. For how long did Ras Mongasha resist?
6. Who was commander of the Italian army?
7. How did Menelik expose Italian weakness?
8. How can wars be avoided?

Exercise 2: Match the words in **A** with their meaning in **B**.

A	B
desperate	lost confidence and hope
demoralised	withdraw from enemy
retreat	move forward
conquer	chasing after someone
colony	country controlled by another
pursuing	to take control of something
advance	very worried and angry about something

Activity 2

Work with a partner to discuss the advantages and disadvantages of wars. Write your findings in your exercise book.

C Writing**LESSON ELEVEN****Ethiopian Historical Event****Activity 1**

Read the words in the table below and find the meaning of the difficult ones in a dictionary.

colonised	domination	Italians	Ethiopians	importance	location	sons
Ethiopia	legends	born	Queen	brought	covenant	
interruption	occupied	Ethiopian				

Exercise: Use the words in the table to complete the paragraph. Do the work in your exercise book.

It is believed by early traditionalists that Cush, who was one of the (1) _____ of Ham and therefore a grandson of Noah came to (2) _____ from Mesopotamia. Old (3) _____ said that Menelik (I) the son (4) _____ to Solomon by the (5) _____ of Sheba settled in Axum. He (6) _____ with him the Ark of the

(7) _____ from the temple in Jerusalem. Here he settled and established the (8) _____ state which stayed without much (9) _____ until 1974. Ethiopia, as a matter of fact, had the longest monarchies in the world.

The historical (10) _____ of Ethiopia was due to its advantageous (11) _____ and terrain. By and large, this (12) _____ had quite some influence from outside countries but was not really fully (13) _____ by any of them.

When the (14) _____ under Benito Mussolini briefly (15) _____ it, they got a bloody nose from (16) _____ during the battle of Adwa.

Activity 2

Write a short paragraph about a historical event you know in Ethiopia. Share your story with other members of your class.

Revision Exercise (Home work)

Complete the sentences correctly using the words in the brackets.

1. Soldiers _____ very well and won the battle. (fight)
2. Italians _____ the battle many years ago. (lose)
3. Barena usually _____ war movies. (watch)
4. Many people were _____ during the war. (shoot)
5. I had _____ the mountain when the war started. (climb)
6. While Ali was _____ to school, he fell off the bicycle. (ride)
7. As they were _____ to grandfather's story, it started raining. (listen)
8. Toleshe was _____ on Lake Tana when a high wind blew. (sail)
9. They were _____ the rift valley when they heard the earthquake. (tour)
10. While we were _____ to the news, our uncle arrived. (listen)

LESSON TWELVE

Activity

In groups of six, perform a play about the Battle of Adwa. Use the reading passage on page 73 as a guide to get the characters, the causes of the war, the victors and losers, and the effects of the war.



LESSON THIRTEEN

Copy and complete the puzzle in your exercise book. Work in groups.

1C			2 F			3 H		
								4O
5 I			6 G			7 R		
					8 W			
9 B	10 A					11 Y		
								12 V
					13 P			
14 K		15 N						
16 N					17 S			

Clues across

1. short form for company (2)
2. past tense of 'fight' (6)
5. short for I am (2)
6. move (2)
7. jog (3)
8. battle (3)
9. war (6)
11. means 'you' (2)
13. place (3)
14. ruler (4)
16. first received (4)
17. fire a gun (5)

Clues down

1. move up (5)
2. goes on in battle (8)
3. be quick (5)
4. not two (3)
8. used in war (7)
10. same as while when (2)
12. tour a place (5)
14. relative (3)
15. at this time (3)

Exercise: In pairs, use the words you have formed to make meaningful sentences.