

## Objective

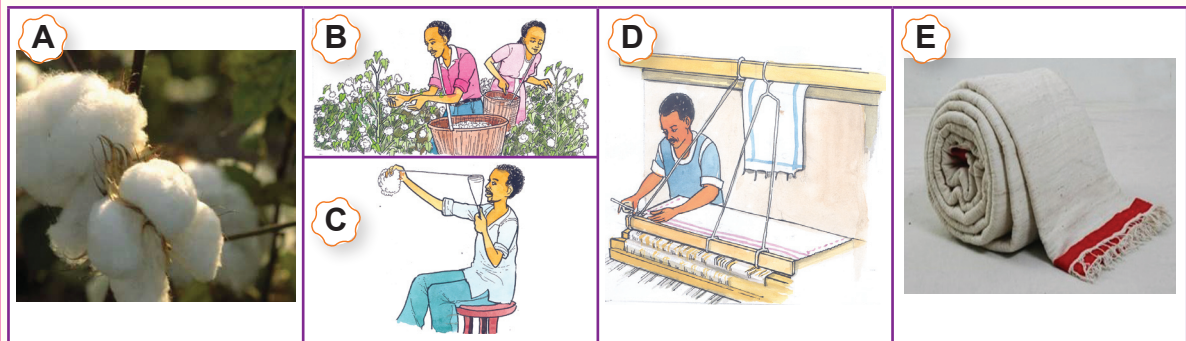
In this unit, you will describe processes of getting products.

## A Listening and speaking

### LESSON ONE

#### Activity 1

Study the pictures and describe what you see. Work with a partner.



How do you think the product in picture E is finally got.

### Listening Practice

#### Activity 2

Listen to the story read to you by your teacher and answer the questions that follow.

1. Which material is used to make cloth?
2. How is cotton delivered to factories?
3. How is cotton sent to different sections?
4. What other materials are used to make cloth?

**Exercise:** With your partner, write about different types of clothes and how they are made.

## LESSON TWO

## Vocabulary practice

## Activity

The following words are used in describing processes. Read them carefully to find out their meaning. Look up the difficult words in the dictionary.

cook	bake	bread	flour	salt	wheat	serve	bowl
stir	dissolve	mix	fold	cover	<i>injera</i>	<i>teff</i>	

**Exercise 1:** Use some of the words to complete these sentences in your exercise book.

- \_\_\_\_\_ the mixture until it \_\_\_\_\_.
- \_\_\_\_\_ is used to make bread.
- You can eat \_\_\_\_\_ with chicken stew (*dorowot*) for lunch.
- \_\_\_\_\_ the food when it is ready.
- You should \_\_\_\_\_ different ingredients to bake good bread.
- \_\_\_\_\_ the food with a plate and put it on the table.
- \_\_\_\_\_ needs enough rainfall to grow well.
- We shall have \_\_\_\_\_ for breakfast tomorrow.

**Exercise 2:** Write a list of ten words which are related to processing home requirements.

## LESSON THREE

## Using: Present simple active and passive voice

## Activity I

In groups of three, discuss these questions and answer them in complete sentences.

- Which products are made from timber?
- What juice do we get from pineapples?
- What product is made from wheat?
- When is cotton harvested?
- What crop is common in your area?

**Activity 2**

Form correct sentences from the table.

**Example:** Coffee is grown in Ethiopia.

Coffee			Japan.
<i>Ferraris</i>			Ethiopia.
Nikon cameras	is	grown in	Hawaii.
Rice	are	made in	Brazil.
Pineapples			Italy.
<i>Teff</i>			China.

**Exercise 1:** Rewrite the sentences. Choose the correct word from the words in bold.

1. Where **are/is** these shoes made from?
2. Coffee **are/is** carried from the store by the workers.
3. The products **are/is** sold to other countries.
4. The engineer **are/is** called to service the machine.
5. Somebody **are/is** informed about the harvest.
6. All the food **are/is** prepared at the factory.

**Exercise 2:** Which of the following sentences are in the active voice and which are in the passive voice?

1. Shewit bakes bread at the bakery.
2. Delicious food is prepared by the cook.
3. We use 'teff' flour to make *injera*.
4. Tona buys cooking oil from the shop.
5. Hailu eats *injera* for his lunch.
6. Rice is packed in sacks.
7. Alexander Graham Bell invented the telephone in 1876.
8. The Eiffel Tower is visited by over 5 million people every year.

**Exercise 3:** Begin these sentences with the words in brackets and rewrite them correctly.

1. My mother mixes (**ingredients**) to make *injera* every morning.



2. Rebika serves (**bread**) with tea.
3. The baker slices (**bread**) with a knife.
4. Embet bakes (**injera**) every weekend.
5. Beyene grinds (**teff**) from home.
6. Ali grinds (**coffee beans**) every weekend.
7. Mother cooks (**food**) everyday.
8. They give (**Sofia**) bread.
9. Aberu mixes (**the ingredients**).
10. Tigist shakes (**the bottle contents**).

## LESSON FOUR

### The active and passive voice

#### Activity

Read these sentences and tell your partner how sentences (a) are different from sentences (b).

- Examples:
- (a) *Teff* is brought from the market by Tiberu every Friday.
  - (b) Tiberu brings *Teff* from the market every Friday.
  - (a) *Injera* and spinach are eaten by Roro.
  - (b) Roro eats *injera* and spinach.

**Exercise 1:** Rewrite these sentences beginning with the words in bold.

1. Bread is baked in a hot oven by **Robera**.
2. Wheat is grown by **the farmers** in the garden.
3. Coconut is harvested weekly by **Lemessa**.
4. Pumpkin seeds are planted by **farmers** during the rainy season.
5. I was cut by a **knife** while slicing bread.

**Exercise 2:** Complete the sentences by using the correct form of the words in the brackets. Share your answers.

1. Lemon juice is \_\_\_\_\_ at the party. (**drink**)
2. The horse was \_\_\_\_\_ by the stable boy. (**feed**)

3. The tables are \_\_\_\_\_ by the waitress. (*lay*)
4. Rotten pineapples are \_\_\_\_\_ on the compost heap. (*throw*)
5. The bottle is \_\_\_\_\_ on the shelf. (*keep*)
6. *Injera* is \_\_\_\_\_ at the wedding party. (*eat*)
7. The mixture was \_\_\_\_\_. (*boil*)
8. Coffee beans are usually \_\_\_\_\_ by my brother. (*grind*)
9. The pan is \_\_\_\_\_ before the egg is fried. (*heat*)
10. Cloth is \_\_\_\_\_ from cotton. (*weave*)

**Exercise 3:** Use the words in the box to complete the paragraph on “How *injera* is prepared”

poured	cooked	batter	fire	days
flat	turn	mixed	<i>injera</i>	bottom

*Teff* is ground and the flour is then (1) \_\_\_\_\_ with water in a bowl. This mixture is covered and kept at room temperature. It will bubble and (2) \_\_\_\_\_ sour. This takes about three (3) \_\_\_\_\_. However, the (4) \_\_\_\_\_ should not be so thick. A large (5) \_\_\_\_\_ pan should be then oiled and put on the (6) \_\_\_\_\_. Starting at the edge of the flat part, the batter should be (7) \_\_\_\_\_ in circular movement to cover the pan (8) \_\_\_\_\_. The batter should be (9) \_\_\_\_\_ until when holes form in it and its edges are lifted from the pan. Now the (10) \_\_\_\_\_ should then be removed and let to cool.

## B Reading

### LESSON FIVE

#### Comprehension

##### Activity I

Discuss the process of making tea with your partner. Talk about the ingredients and equipment needed. While describing the process, use sequence words like: First, I make a fire.

Read this passage about the process of making Ethiopian coffee.

### The Ethiopian Coffee Ceremony

Ethiopian coffee is very delicious. It is one of the things that visitors enjoy when they come to our country. It is served to guests in most homes and served at ceremonies after the meals. The mother also referred to as the woman of the household, is the one who starts the ceremony.

First, she sits in the corner of the house on a stool near a hot charcoal brazier, on which she places a pan. Then, she roasts the coffee beans in the pan. When the beans are ready, she takes them away to the backyard from where she can be heard pounding them with a mortar and pestle.

After the coffee has been finely ground, she returns to the house with the traditional clay coffee pot and the ground coffee. She fills the pot with water and puts it on the stove. When the water boils, she puts the ground coffee into the pot and leaves it to simmer. When the coffee boils very well, the magnificent and strong aroma of the coffee is smelt.

Finally the coffee is poured into small cups and served to the guests. Sugar or coffee is added to each cup, depending on what each one prefers.

**Exercise 1:** Answer the questions about the passage.

1. Why is Ethiopian coffee enjoyed by many visitors to Ethiopia?
2. When and where is the coffee ceremony held?
3. Who prepares the coffee?
4. To whom is the coffee served and how?
5. Describe the coffee-making process from the time it is roasted to when it is served.

#### Activity 2

Write the process of making coffee and read your work to the class.

## LESSON SIX

### How a *gabi* is made

A *gabi* is traditional Ethiopian wear. It is made from cotton. It is usually white with stripes on the sleeves, neck and hem.

#### Activity 1

Have you ever seen weavers in your area making a *gabi*? Discuss the process with your partner.

**Activity 2**

In groups, discuss the process of making a *gabi* using these phrases.

1. Farmers sow cotton seeds.
2. Cotton pods grow and burst open.
3. Farmers harvest the cotton.
4. Cotton threads are made into textile.
5. Different *gabi* products are made and sold.

**Activity 3**

The pictures show the process of making a *gabi*. They are jumbled up. Arrange the pictures in the correct order to show the process of making a *gabi*.

<p><b>A</b></p> 	<p><b>B</b></p> 	<p><b>C</b></p> 
<p><b>D</b></p> 	<p><b>E</b></p> 	<p><b>F</b></p> 
<p><b>G</b></p> 	<p><b>H</b></p> 	<p><b>I</b></p> 

**Exercise:** Answer the following questions.

1. Where is cotton grown?
2. Who picks the cotton from the farm?
3. What are the threads made from?
4. Who designs the *gabi* wear?
5. How do women and men dress?
6. Why do they make the *gabi* wear?

## LESSON SEVEN

### Activity 1

In groups, discuss the steps taken from planting *teff* to making *teff* flour.

- ♦ Fields are prepared when the rainy season begins.
- ♦ The *teff* grain is sown.
- ♦ As it grows, weeding has to be done.
- ♦ After about four months, the ripe grain is harvested, usually in the dry season.
- ♦ It is tied in shears and dried in the sun.
- ♦ When it is fully dry, the *teff* grain is threshed and winnowed to separate it from the chaff.
- ♦ The grain is ground into *teff* flour.

### Activity 2

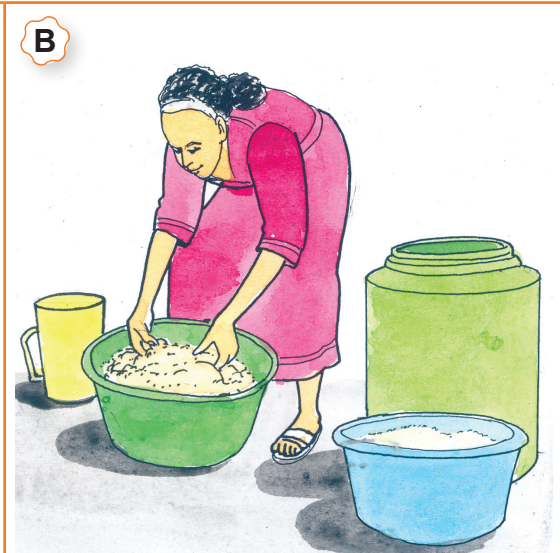
Discuss the process of preparing *injera* and then read this process to compare with what you discussed.

- ♦ First, *teff* flour is mixed with water and yeast.
- ♦ The mixture is then kneaded to make dough.
- ♦ Next, it is covered and then stored away for two to three days in order to ferment.
- ♦ A separate mixture of *teff* and water is boiled, and after it has cooled, it is added to the fermented dough and kneaded together.
- ♦ The dough is then left to rise.
- ♦ The dough is cooked on a hot flat iron.
- ♦ Finally, it is served with **wat**, a national dish, which may be chicken, beef, lamb, vegetables or lentils. Berber, a hot spiced stew is also served alongside.



**Activity 3**

In groups, discuss these pictures and arrange them in the right order to show the process of making *injera*.



**Exercise:** Using the steps, process and pictures you have discussed in your group, write a paragraph about the process of making *injera*.

## C Writing

### LESSON EIGHT

#### Using: How does ...?

#### How does Sofia bake a cake?

##### Activity 1

In groups of three, discuss the process of baking a cake.

##### Equipment:

mixing bowls	wooden spoons	teaspoon	grater
sieve	tablespoon	baking tin/pan	knife
fork or egg-whisk	pre-heated oven	kitchen scale	

##### Ingredients/Recipe:

- ♦ 500 g baking flour
- ♦ 1/2 teaspoon baking powder
- ♦ 1/2 cup of sugar
- ♦ 2 large eggs
- ♦ 250 g margarine
- ♦ 500 ml milk
- ♦ tablespoon vanilla essence or any other flavour of your choice
- ♦ grated lemon (peel) rind
- ♦ food colour (optional)

##### Activity 2

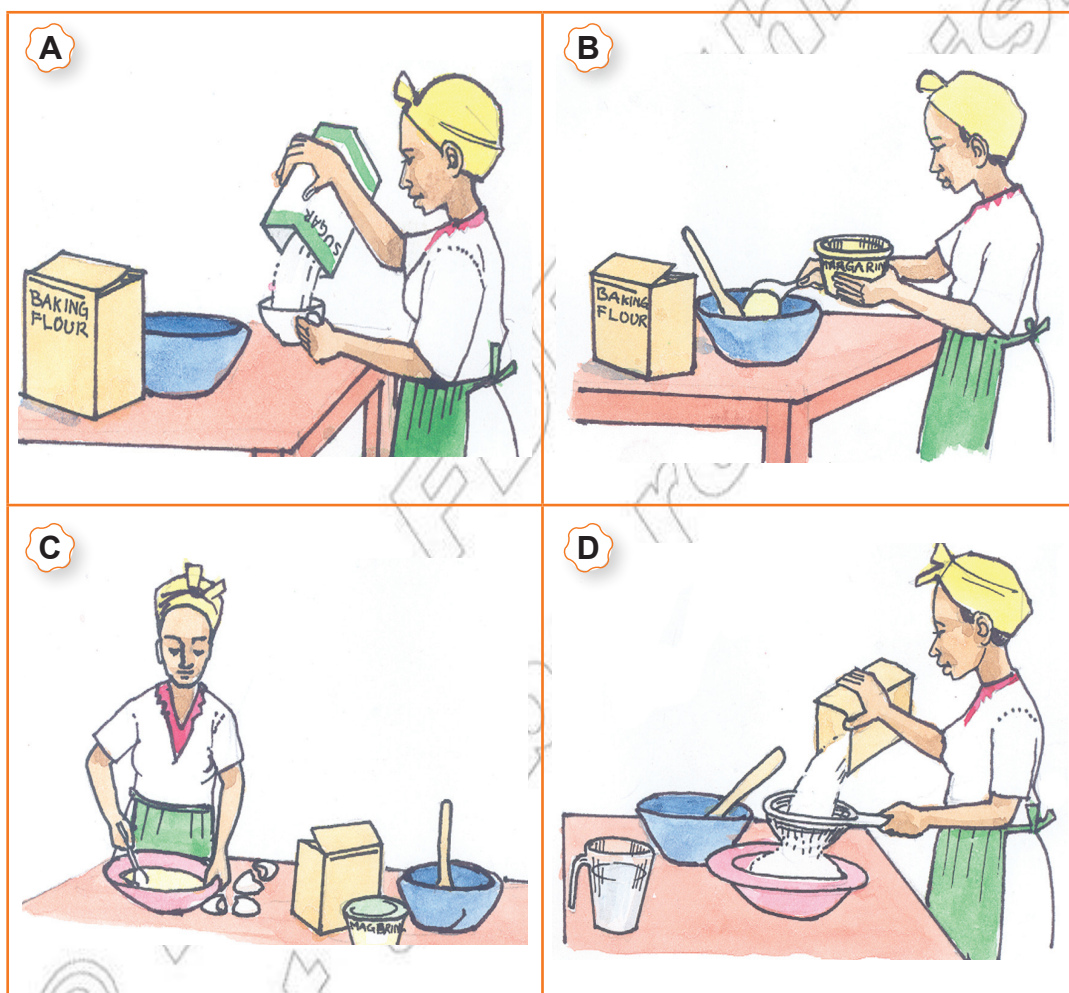
The following process of baking cakes is jumbled.

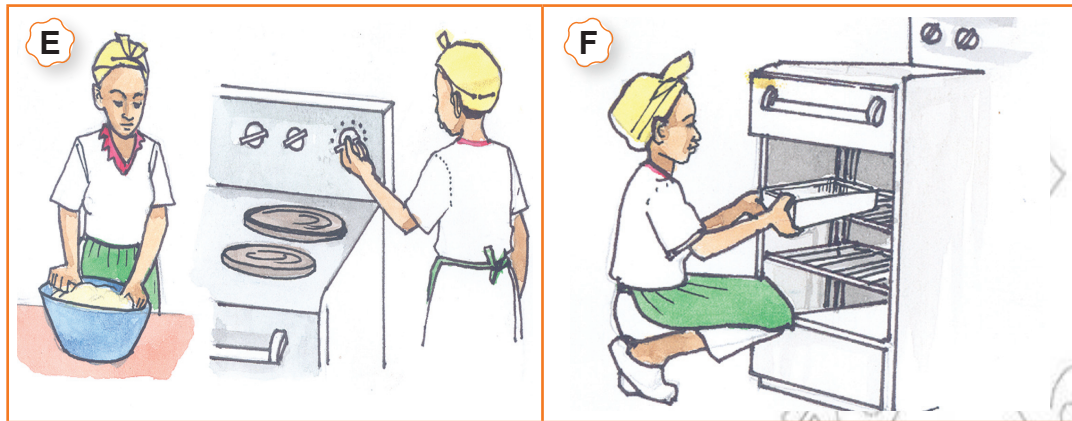
**Procedure:** Arrange it correctly to guide Sofia on how to bake the cake.

1. Next mix sugar and margarine together and whisk until light and fluffy.
2. Finally you remove the cake and put it on a rack. Leave it to cool before serving.
3. First sieve the flour, baking powder and salt together into a mixing bowl.

4. You then add well-whisked egg and continue beating until the mixture is light and creamy.
5. Then pour the cake mixture into the baking pan and place it inside the hot oven and bake for 30 - 40 minutes.
6. After add milk in little amounts while continuing to whisk the mixture.
7. Now add grated lemon rind or any other flavouring agent. You may add any food colouring of your choice if you have any.
8. Then put in the flour and stir the mixture until it is thick and creamy.

Here is Miss Amil. In groups of four, discuss what she is baking using the pictures (A-F). Write down the process about what she is baking.





**Exercise:** What is your most favourite meal? What ingredients are required? Describe the process of preparing this meal using the words **first**, **next**, **then** and **finally**.

### Grammar Highlight

#### Using do/does/did in questions

We usually make questions by changing the word order. We put first the auxiliary verb before the subject.

- In present simple questions, we use **do/does**:

You live —→ do you live?

The film begins —→ does the film begin?

Do you live here?

What time does the film begin? (not 'What time begins ...?')

- In forming questions in the past simple tense, we use **did**.

You sold —→ did you sell?

The accident happened —→ did the accident happen?

Did you sell the house?

How did the accident happen?

## LESSON NINE

## Dialogue

## Activity 1

Read the dialogue and act it out with a partner.

Hailu : Has your group baked any bread yet?

Senait : No, we still have much to learn.

Hailu : Our group has already learnt about the ingredients, weighing, kneading and shaping. I think we are going to do the actual baking in the next lesson.

Senait : I don't think so. You will learn something about the oven, temperature and how to store and sell what you bake.

Hailu : Why do we have to learn about the marketing of the baked products?

Senait : We to learn it because, it is very important especially when one bakes in order to earn money.

Hailu : That's right. That means that a baker earns money everyday.

**Exercise 1:** Compose a short dialogue about any process of baking you have learnt. Use the example above to guide you.

## Activity 2

With a partner, read these sentences and identify the tenses used.

- She comes to the party every month.
- Somebody gave me the key.

**Exercise 2:** Form five sentences in the present simple tense and four sentences in the past simple tense.

## LESSON TEN

## Poem

Read the poem.

The aroma of brown *injera*  
Fresh and hot from the oven  
Wafts through the air to my nose  
Round and flat like a large pancake  
Arouses my appetite for some breakfast

I love to tear pieces of the *injera*  
And swallow mouthfuls of the same  
With my little brothers silently giggling  
Amused at the speed with which I do it

Mother can never stop making *injera*  
For me to eat at breakfast and lunch  
That's what always makes my day  
*Injera, injera*, food for the day

**Exercise 1:** Answer the questions in your book.

1. What colour is baked *Injera*?
2. What shape is the *Injera*?
3. How does *Injera* arouse the author's appetite?
4. Describe the manner in which the author eats *Injera*.
5. What does this tell us about the author's character?
6. Who makes the *Injera*?
7. Write a suitable title for the poem.

**Exercise 2:** Write a poem about your favourite dish and share your poems in class.

## LESSON ELEVEN

### Comprehension

#### Activity I

1. What are cash crops?
2. Name the cash crops grown in your community?
3. Of what value are cash crops to our nation?

Read the passage.

#### Cotton growing

Cotton is one of the several major cash crops grown in Africa. Others are cocoa, coffee, tea and sugarcane. Cotton grows best on flat land in a hot climate.

When a field is ploughed and ready, the farmer drops two or three cotton seeds in little holes that are dug in straight rows. The rows are about one metre apart.

It takes up to four days for the seeds to germinate. During the rainy season, the farmer is kept busy weeding the cotton field and this must be done before the plants start to flower.

Like any other plant, cotton is affected by pests and diseases. The common pest is the boll-weevil which destroys the boll. However, with the use of pesticides, mecrus can be controlled.

With time the flowers die and fall off, leaving tiny green bolls. The bolls grow bigger and bigger until they ripen and finally dry up. In due course the boll bursts open to reveal beautiful white cotton fibre.

Cotton harvesting takes place in the dry season. It is a hot tiresome job, especially as the plants themselves have rough spiky hairs.

The cotton is then spread out on large mats to dry. Next, it is sorted to separate the white cotton from the brown-looking one. The cotton is then packed into large sacks and taken to the ginnery where the seeds are separated from the fibre. Seeds, too, are equally important because out of them, we get cooking oil and animal feeds. The cotton fibre is spun into thread or yarn and the yarn is spun into cloth.



Source: Adapted from African News, November 2007.

**Exercise 1:** Answer the questions.

1. List the major cash crops grown in Africa apart from cotton?
2. Where are the cotton seeds planted and how?
3. How long does the cotton seed take to germinate?
4. Why is weeding done during the wet season?
5. Name the pest that destroys the cotton boll.
6. Explain why cotton harvesting is done in the dry season.
7. Why are cotton seeds important?

**Exercise 2:** Match these words with their meaning.

germinate	chemicals sprayed to kill pests
mature	factory where cotton is made
ginnyery	carefully done to get final product
processed	reaping what is mature enough
pesticides	old enough for harvesting
harvesting	to develop from seed and grow to plant

**Activity 2**

Describe the steps taken from the time the cotton is harvested to when cloth is made.

**LESSON TWELVE****Revision Exercises****Activity**

Listen to the words read by your teacher and write them correctly.

**Exercise 1:** Arrange the jumbled up sentences in the right order to show how Ali got his new uniform.

1. Then, she took Ali's measurements for a pair of shorts and a shirt.
2. They went there so that Ali could get measured for new clothes.
3. Finally, the father and son went back home.



4. When the sewing was done, Ali tried his clothes on.
5. Ali's father then paid the seamstress.
6. After taking the measurements, she started sewing Ali's clothes.
7. They fitted him very well and he felt good.
8. Ali's clothes had got worn out.
9. The sewing took about four hours.
10. First, his father went with him to the seamstress.

**Exercise 2:** Rewrite each sentence beginning with the words in brackets.

1. They planted corn first. (Begin: corn ...)
2. They wove good sweaters. (Begin: Good sweaters ...)
3. Men and women planted cotton. (Begin: Cotton ...)
4. My mother ground the coffee beans. (Begin: The coffee ...)
5. Children drank the coffee. (Begin: The coffee ...)
6. They made the *gabi*. (Begin: The *gabi* ...)
7. They dried the seeds. (Begin: The seeds ...)
8. They processed cotton. (Begin: Cotton ...)
9. My mother served us sweet potatoes. (Begin: We ...)
10. The girls bought cooking oil. (Begin: Cooking oil ...)

**Exercise 3:** Complete the sentences by filling in the correct form of the words in the brackets.

1. Cotton is \_\_\_\_\_ in many parts of Africa. (grow)
2. My mother has made a \_\_\_\_\_ of different ingredients for making bread. (mix)
3. Rice is \_\_\_\_\_ mainly in wetlands. (plant)
4. A carpenter \_\_\_\_\_ the chairs and brought them to school. (make)
5. Cakes are \_\_\_\_\_ in an oven. (bake)
6. The \_\_\_\_\_ we got about making a *gabi* was correct. (inform)
7. The teacher \_\_\_\_\_ the class to use the bread making recipe. (instruct)
8. Musa \_\_\_\_\_ milk from the dairy every morning. (buy)
9. Harvesting of wheat is \_\_\_\_\_ during the dry season. (do)
10. My aunt \_\_\_\_\_ a beautiful basket last Saturday. (make)

**LESSON THIRTEEN**

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

1 B							2 S		
							3 L		4 B
				5 P	6				
7 I							8 B		
				9 C			10 T		
	11 C								
				12 S					
13 C									
							14 S		

**Clues across**

- Bread, buns, cakes are made there (6)
- Short form for laboratory (3)
- beg (4)
- spongy flat bread (6)
- lad (3)
- cloth is got from it (6)
- its plural is cakes (4)
- storage part of cupboard (5)
- makes food (5)
- we use a needle to do it. (3)

**Clues down**

- activity done in a bakery (6)
- stone or concrete cover (4)
- purchasing (6)
- a series of actions used to make a product (7)
- music note (2)
- informs (5)
- not very cold (4)

**Activity**

Work in pairs to make sentences using the words formed in the crossword puzzle.

**Revision Exercise 1****A. Arrange the words to make sensible sentences.**

1. name what? is your
2. you meet to nice
3. teacher's what your is name.
4. do how you do?
5. John Jinka from is
6. meaning village your the Do you of name know?

**B. Complete the dialogue.**

Visitor: What ...?

Sofia: My name is Sofia.

Visitor: Where ...?

Sofia: I live in Goba.

Visitor: Do ...?

Sofia: No, I don't know the meaning of **Goba** but I will ask my father.

Visitor: What ...?

Sofia: I think **Addis Ababa** means new flower.

Visitor: Who ...?

Sofia: Our teacher told us its meaning.

Visitor: What....?

Sofia: **Arba Minch** means forty springs.

**C. Arrange these sentences and phrases to write the letter from a headteacher to a manager of a bookstore.**

1. Dear Sir,
2. K.K.Kebede.
3. 20<sup>th</sup> January 2010.
4. RE : SUPPLY OF DICTIONARIES.
5. Yours faithfully,
6. Waka Bookstore Ltd. P.O. Box 474, Waka

7. I shall be grateful if I receive them at the earliest time possible
8. The purpose of this letter is to request you to send me four Advanced Learners' Dictionaries.
9. For payments, I have enclosed a cheque as you requested.
10. The General Manager,
11. Waka Secondary School, P.O. Box 488, Waka.

## Revision Exercise 2

### A. Use the words in the brackets to make correct sentences.

1. She (quick) learnt Amharic.
2. Sofia speaks English very (good).
3. (Sad), she couldn't understand our language.
4. We paid (cheap) to learn Shinasha.
5. Kaleb (humble) talked to the old lady.
6. We (steady) improved our pronunciation.
7. The students (noise) discussed the issue of choosing the national language.
8. She (practical) showed that she was good at debating.
9. We (thank) and clapped our hands when the first lesson ended.
10. He (miserable) read the report which had poor grades.

### B. Rewrite the sentences using the instructions in brackets.

1. Ali can speak Shinasha. He can't speak Amharic. (Use: ... but ...)
2. I am learning English. I am learning Afan Oromo. (Use ... both ...)
3. Sofia can speak Tigrigna, however, she can't write it. (Use: ... but ...)
4. Tesema can speak Sidama and English. (Use ... both ...)
5. Tiru speaks more languages than Boja. (Use ... fewer ...)
6. Roro knows Afan Dromo. He can translate it into English. (use: ... because. ...)
7. Tiru may speak Amharic. She may speak Arabic. (Use: ... either ... or ...)
8. I didn't understand what the lady was saying. I didn't say anything to her. (Join the sentences using ... because ....)

## C. Fill the gaps with the correct words given below.

both and more don't have to must most

1. The two girls \_\_\_\_\_ understand four languages.
2. It is a \_\_\_\_\_ you should learn the National Anthem.
3. Eshetu \_\_\_\_\_ Ferede are learning Arabic.
4. I know \_\_\_\_\_ languages than Abenet.
5. I \_\_\_\_\_ travel to Adwa next week.
6. Our teacher knows \_\_\_\_\_ of the languages in Ethiopia.
7. \_\_\_\_\_ the teacher and the students went to the language conference.
8. All students \_\_\_\_\_ strictly abide by the school rules.

## Revision Exercise 3

## A. Arrange the words correctly to form good questions.

1. celebrate Easter do you when?
2. holiday Where you did spend your?
3. much food How did they at party the eat?
4. *genna* Did play you?
5. are there What holidays Ethiopia in?

## B. Use the words in the brackets correctly.

1. She always (visit) her grandmother during the holidays.
2. Sofia usually (hurry) to the football field.
3. Last year she (go) to Lalibela for a tour.
4. We have (attend) the bull jumping function.
5. They had just (eat) their meal when the guest arrived.
6. Have the girls (decorate) the venue for the festival?
7. They (travel) to Metekei next year..
9. Yasin enjoys (swim) during the month of Ramadhan.
10. I can see everyone (dance) to the rhythm of the drum.

**C. Punctuate the sentences.**

1. abera sometimes visits ali.
2. he said it is a holiday tomorrow.
3. if abebe comes he will help arrange the seats.
4. did you attend last years masked festival
5. i think tigists postcard is well written.

**Revision Exercise 4****A. Use the words in the brackets correctly.**

1. We (travel) to Gambela next weekend.
2. Several (tour) were seen climbing the mountain.
3. Have you ever (swim) in Baro river?
4. They (visit) Asosa last holidays.
5. Have the students (pack) their luggage for the trip?
6. Our school has (organise) a trip to Asosa next week.
7. My father has (choose) Nekemte as our next destination.
8. Who will be (drive) the van on this trip?
9. Tourists enjoy (take) photographs of scenic places.
10. (Tour) is a good foreign income earner for our country.

**B. Rewrite the sentences as instructed in the brackets.**

1. It is interesting. We shall visit the Rift Valley. (Join using: ... because ....)
2. It is famous for its great caves. We shall tour Sof Omar.  
(Write as one sentence using ... because ...)
3. The Rift Valley is well known for its scenic beauty.  
(Rewrite: using ... famous ...)
4. Our teacher will travel to Ahmar mountains. (Rewrite using ... going to ...)
5. We are going to camp here. It is a scenic area. (Rewrite using ... because ...)
6. Ali is not going to swim. Ahazu is not going to swim.  
(Rewrite as one sentence using .... and neither ...)
7. My father usually rides a horse. My uncle usually rides a horse.  
(Rewrite as one sentence using .. and so.....)

8. I went on a tour to the national park. My sister went on the game tour. (Write as one sentence using ... and so...)
9. Kedir said I will go to Gode in the holidays (Punctuate correctly).
10. The boys have drawn their route on a map. Girls have also drawn their route on a map. (Write as one sentence using ... and so ...)

### Revision Exercise 5

#### A. Use the words in the brackets to form correct sentences.

1. While we (visit) Adwa, we met a world war veteran.
2. As I (listen) to an old song, my uncle called me.
3. (Write) in my diary when the teacher came.
4. While we (sail) on Lake Langano, the boat engine stopped.
5. She (explain) the war of Adwa when her telephone rang.

#### B. Arrange the jumbled words to make good sentences.

1. battle where the was fought?
2. disaster can wars cause people to.
3. defeated retreated army that was the very fast.
4. fire guns cowardly soldiers the couldn't the.
5. battle fierce Adwa the of was ?
6. protect country fight to soldiers their

#### C. Find a word that means the same as the bold words or groups of words.

1. We shall **tour** the national parks.
2. Which **war** are you talking about?
3. Those **guns, grenades, bullets**, tanks won't help.
4. The **men fighting a war** had to take cover.
5. They used magnifying glasses to **see words** on the map.
6. Where there is a **situation without war**, people are happy.
7. Did you see the captain **giving orders to other soldiers** at the front line?
8. War **ceased** when the Italians were defeated.

## Revision Exercise 6

A. Arrange the following activities in the correct order: Use: first, ...then, ... next, ... finally, ...

1. I run to school, I wake up, and take my lessons, I take a shower, I have tea.
2. Kemal takes the coffee, he grinds them, he roasts the coffee beans, he puts the ground coffee in hot water.
3. Sofia pays for the dress, Sofia goes to the shop, Sofia chooses the dress she wants, Sofia goes home with the dress.
4. The tailor sews the suit, Dino chooses the cloth he wants, Dino goes to the tailor's shop, Dino goes to the festival in the new suit.
5. The farmers harvest cotton, cotton is sold to the cotton factory, the clothes are made from the cotton materials at the cotton factory, threads are made into cloth materials.

B. Rewrite these sentences beginning with the bold words.

1. They processed the **coffee**.
2. Garedeu drank the **tea**.
3. They sold the **gabi** to the chief.
4. Hirut planted **barley**.
5. Debela planted the **cotton**.
6. Students made **shirts** from the cotton material.
7. They ate **the loaves of bread**.
8. The girl prepared **delicious coffee**.
9. Farmers irrigated **the sorghum**.
10. Ali bought **a sack of rice**.