

Objective

In this unit, you will listen to different stories and express your feelings.

A Listening and speaking

LESSON ONE

Group discussion

Activity 1

The picture below shows a mother talking to her children. What do you think she is telling them?



Exercise 1: Answer these questions about the picture above.

1. Why do you think the children are listening attentively to their mother?
2. Do you think the children are interested in what she is telling them? Give reasons.
3. Why are traditional stories important even in modern times?

Listening practice

Exercise 2: Your teacher will read to you a short story about Tsegaye, a stubborn boy. Listen carefully, then answer the questions after the second reading.

1. When did Tsegaye's parents leave the house?
2. Why did his parents leave the house?
3. What did Tsegaye forget to do before leaving the house?
4. What did the thieves do to him?
5. What happened to the things he left in the house?
6. What did the neighbours do to Tsegaye?

LESSON TWO

Using: ... had better ... / ... should have ... / ... could have ...

Activity 1

Read and act these two dialogues with a partner.

Hagos : I am ill.

Toleshe : You **had better** go to the clinic.

Hagos : I am too tired to walk there.

Toleshe : You **had better** take a taxi.

Tona : I have a toothache.

Faine : You **had better** go to the dentist.

Tona : I feel tired.

Faine : You **had better** take a rest.

Teacher : How did Bereket feel yesterday?

Student : He felt ill. He **should have** felt better.

Teacher : What should he have done?

Student : He **should have** seen a doctor.

Teacher : How did Bereket feel after eating food?
 Student : He had a toothache. He **could have** felt pain from a bad tooth.
 Teacher : What should he have done?
 Student : He **should have** seen a dentist.
 Teacher : What could he have done?
 Student : He **could have** seen a dentist.

Exercise 1: What will you and Faine advise Jemila and Anjelo to do? Refer to the dialogue.

Jemila : I have a broken leg.

You :

Anjelo : I feel so bored.

Faine :

Read the story below and answer the questions that follow.

One night, Alem forgot to close the main gate at night. She also forgot the clothes hanging on the line to dry. Since no one asked her about the clothes, she went to sleep anyway. When she woke up the next day, the clothes had been stolen.

Exercise 2: Write what Alem should have done to prevent the theft.

Example: She **should have closed** the main gate.

Exercise 3: Ask your partner activities he/she didn't do in the past. What would he/she have done?

Example: A : I didn't go to the library last year.

B : You **should have gone** to the library.

A : I didn't score high marks.

B : You **could have scored** high marks.

Activity 2

Work in groups of four and identify two common challenges in your school. Discuss what you should **have/could** have done to deal with the challenges.

Grammar highlight

had better, should, should have, could, could have, need to and ought to are called modal verbs. Modal verbs express ideas such as possibility, permission or intention. These verbs are often used with other verbs.

Example: 1. He **should** see a doctor. (modal verb of advice)

2. He **should have** seen a doctor. (modal verb of regret).

LESSON THREE**Using: should / ought to / need to****Activity**

Practise the dialogue below with a partner.

Teacher : I have a meeting at 9:00 a.m. If I don't leave now, I could be late.

Student : It is 8:45 a.m. You should go. I can do the assignment myself.

Teacher : You need to complete it before midday.

Student : Sure, it ought to be done by then.

Work in pairs. Do a dialogue about what you should/could/ought to and need to do or have done.

Exercise 1: Construct sentences from the table below.

You	should	go to the church.
	could	have your lunch early.
	ought to	come to school tomorrow.
	need to	wait for the director.
		nurse the baby now.

Exercise 2: Find out which of the sentences below are not correct. Rewrite them correctly.

1. Zanebech **should have** to see a doctor.
2. Turjum **needed** to see the elephant.
3. Mariam **could waited** for her mother.
4. Shiferaw **could win** the competitions.

5. Makida **ought to visited** her grandmother.
6. Dugassa **needed to wake up** early to go to school.
7. Yemecha **ought to have been** here by six o'clock.
8. Zeberga **shouldn't have beaten** the young child.
9. Toga **needed to have protected** her sister from the bullies.
10. Soressa **could do better** in Mathematics if he puts in more effort.

Exercise 3: Complete the dialogue below using **...should... ...ought to... and ...need to ...** in your exercise book.

Remedan : Hi Bulcha! I am running to class. I am about 5 minutes late.

Bulcha : Oh! You _____ (wake up) early.

Remedan : You are right. I _____ (adjust) my alarm.

Bulcha : That _____ (be) helpful in solving your problem.

Remedan : I know, but you _____ (get) help.

Bulcha : Now that you are late, you _____ (ask) to be excused.

LESSON FOUR

The past simple tense

Activity

Tell your partner the chores you did yesterday. Let your partner also tell you what he or she did yesterday.

Example: Yesterday, I **washed** my clothes.

The verb **washed** is in the past simple tense.

Read the story below. Why did Hajera call the police? Identify the verbs in the past simple tense.

It was midnight when Hajera woke up from her deep sleep only to hear sounds coming from the living room. She was scared. There were people talking. She thought they were thieves so she grabbed her mobile phone and called the police.

The policemen arrived in ten minutes and by then, Hajera was hiding under her bed. The doors were locked. They looked through the windows and listened. The only sound they heard was from the TV Hajera had left on.

Exercise 1: Write the past tense form of these verbs from the passage above.

be	_____	grab	_____	wake	_____
arrive	_____	come	_____	open	_____
think	_____	show	_____	keep	_____

Exercise 2: The following sentences are about the story, but they are not correct. Rewrite them correctly.

Example: Hajera woke up in the morning. She didn't wake up in the morning.
She woke up at midnight.

1. The sound came from the garden.
2. She thought that she forgot to turn off the TV.
3. She grabbed her gun to shoot.
4. The police showed her the thief.

Exercise 3: Write questions to the answers below based on the story.

1. Because she heard a voice.
2. She called the police.
3. The police.
4. Within 10 minutes.
5. It was the TV.

Exercise 4: Use the correct verb tense to complete the following sentences. Some of the sentences are correct. Identify them and explain why they are correct.

1. The thief did not (leave) any footprints.
2. Did Terhase (accomplish) her duty?
3. Last year we (celebrate) her birthday.
4. Feyissa (advise) Dadi not to escape from school.
5. Dereje (compose) a song for our club.
6. Goshu (hate) horror movies when he was young.
7. Did Desta or any of your friends (break) that glass?
8. Tejetu (grow) maize in her grandmother's garden.
9. After the battle many soldiers were (exhaust).
10. Did Abenet (explain) to Woinwa how Ethiopian tea is prepared?

Exercise 5: Write sentences of your own using the past simple tense.

Example : Last week, I played football. Did you play football?

LESSON FIVE

More about the past simple tense

Exercise 1: Do you remember how the past simple tenses of some verbs are formed? Write the past simple tenses of 10 verbs of your choice.

Activity

Dictation

Your teacher will read a short passage about the **Wind and the Sun**. Listen carefully and write it in your exercise book. Underline the verbs in past simple tense. Exchange your work with a partner to check your spelling, tense and punctuation.

Exercise 2: Here are 10 sentences containing regular and irregular verbs. Change them into past simple tense.

1. The students **find** some lessons difficult.
2. Birhane's nose often **bleeds**.
3. Shito never **puts** her baby on a mat.
4. Meskerem **lends** her brother money.
5. Tadesse **draws** pictures in his composition book.
6. We **light** the lamp when it **gets** dark.
7. The sun **shines** everyday in the dry season.
8. Hordofa **rides** a motor cycle.
9. Haregewoin **shakes** Fate's hands sometimes.
10. Kedist always **wakes** up before the cock **crows**.

Exercise 3: Study the following statements, questions and negatives in groups of three.

Statement	He looked at the car.
Question	Did he look at the car?
Negative	He did not look at the car.

In the example above, you will note that in questions and negative sentences, the tense (past) is shown by the helping verb **did** and not by the main verb **looked**.

Exercise 4: Make correct questions from the sentences below.

Example : have a fever last Monday

Question : Did you have a fever last Monday?

- | | |
|---|----------------------------------|
| 1. like being carried when she was a baby | 5. take a photograph on Tuesday |
| 2. taught Music at night | 6. answer any questions in class |
| 3. paint a picture | 7. joke with a friend |
| 4. forget to do the homework | |

B Reading

LESSON SIX

Comprehension

Activity 1

Discuss the following questions in small groups.

1. Have you ever lived with distant relatives?
2. How did the relatives treat you?
3. What chores were assigned to you?
4. What chores do you think are unsuitable for children?

Read the passage below.

Part 1

An encounter with the bullies

My name is Mulunesh. My mother passed away when I was four years old. She was such an **angel** and took great care of me. I was really happy. My parents and I lived in Jimma but after my mother's death, father found a job in Nekemte. I had to stay with my aunt as a result.

My aunt was very cruel and she always found fault with me. She was extremely harsh. Whenever she



found out that I wasn't doing my chores, she would **yell** at me and order me to work in the garden for long hours.

Each time she yelled, her face turned **fierce** like that of a crocodile. To escape her **wrath** I would extend my time in the garden, under the **hot** sun. There, I would admire wild birds, rocks and any other natural features that **fascinated** me.

Exercise 1: Write answers for the following questions in your exercise book.

1. What feelings does Mulunesh have towards her mother?
2. How old was Mulunesh when her mother passed away?
3. Describe Mulunesh's relationship with her aunt.
4. What would Mulunesh do in the garden?

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

A	B
extremely	shifted
relocated	scary
fierce	shout
yell	very

If you were Mulunesh, what would you have done?

Activity 2

Work with a partner and predict what could have happened to Mulunesh in Part 2 of the story.

LESSON SEVEN**Read the passage****Part 2**

One afternoon, my aunt sent me shopping to the market. While I was going to the market, a **gang** of boys attacked me and **snatched** my shopping basket. They took the shopping money and sent me running home in **panic**.

“What is the matter, Mulunesh?” my aunt asked rudely.



“I met a gang of boys and they attacked me,” I said.

“You’ve got to get over it,” she said. “Now, go on. Go to the market.”

“I’m scared,” I said.

“For the last time, take this money, the shopping list, and this club,” she ordered. “If those boys bother you again, fight them.”

I was **baffled** that my aunt was telling me to fight a gang of bullies!

“But I am really terrified,” I said.

“Don’t you dare come into this house until you have brought the items on the shopping list,” she said.

“They’ll beat me. They’ll beat me up,” I **sobbed**.

“Then you will sleep outside. Don’t come back here!”

I ran up to the door and tried to force my way past her. She slapped me across the face and pushed me back. I stood on the verandah and cried.

Please, let me wait until tomorrow,” I begged.

“No,” she said. “Go now! If you come back without those items, I will teach you a lesson.”

She **slammed** the door and I heard the key turn in the lock. I was alone and it was getting dark. The gang would be waiting for me if I went back to the market.

Exercise 1: Answer the questions below in your exercise book.

1. Who attacked Mulunesh?
2. Why wasn't her aunt bothered when Mulunesh told her about the gang of boys?
3. What did the gang do to Mulunesh?
4. What did the aunt care for most?
5. How would you describe her aunt's attitude?

Exercise 2: Find words from the passage which mean the same as these below.

A	B
Example: clique	gang
afraid
cried
stole
shocked

Activity

What happened next? Discuss the following questions in your groups.

1. Do you think Mulunesh went back to the market?
2. Do you think she gathered enough courage to fight the gang?
3. What do you think her aunt would do if Mulunesh did not return with the items?

LESSON EIGHT

Read the passage

Part 3

“I would either get beaten at home or away from home,” I thought. “If I got beaten at home, there was absolutely nothing I could do about it; but if I was beaten along the lonely path, I would have the chance to fight and defend myself.”

I walked slowly down along the village road, tightly holding the club as I came closer to the gang. I was so terrified that I could **barely** breathe.

“There she is again!” They shouted and surrounded me

quickly. I **gripped** my club and with every ounce of strength I struck at the first boy. I then hit the other one who attempted to punch me. He **collided** with the boy who was trying to run away with my money and basket. The boys fell to the ground. I hit them again and again, even after he dropped the money and the basket. The boys **stared** at me in disbelief.

They were confused. I am sure what they got was not what they had expected. I asked what else they were waiting for as I raised the club. The boys **scattered** and ran away as fast as they could, disappearing in the darkness. On my way back, I still held the club firmly. There was not a single bully in sight.



Exercise 1: Write answers to the following questions in complete sentences.
Do the work in your exercise book.

1. What would Mulunesh have done if she had been beaten while she was away from home?
2. What happened when the gang surrounded Mulunesh?
3. Copy the sentence that describes the boys.
4. How do you think Mulunesh felt after beating the boys?

Exercise 2: Choose the correct answer to complete each statement. Only one of the four options given is correct. Compare your answers with your partner.

1. Mulunesh's aunt did not like her because _____.
 - A. she feared the gang.
 - B. her mother had passed away.
 - C. she was lazy.
 - D. the reason is not clear from the passage.
2. Mulunesh decided to fight the gang because _____.
 - A. she was alone and it was getting dark.
 - B. she feared her aunt would beat her again.
 - C. she had gathered courage to fight the gang.
 - D. she had a club.
3. Match the words in column **A** with their meanings in column **B**.

A	B
gripped	held tightly
flayed	knocked
collided	whipped severely
scattered	dispersed

Activity

Discuss with a partner what you would do if you were being bullied at school.

Note: Bullying does not only have to be physical harm. It could be done through body language and the way you look at someone. It can also be verbal; like jeering or using abusive language. Whoever does these is called a **bully**.


C Writing**LESSON NINE****Summary**

Exercise 1: Read the passage **An encounter with the bullies** again and write an account about Mulunesh's victory over the bullies.

Composition**Good and bad days**

1. Do you enjoy some school days more than others?
2. What things make a school day good? Is it the teacher being nice to you or making a new friend or going out somewhere for a trip?
3. What makes a bad day? Is it when someone is being mean or you having to do boring work or getting into trouble?
4. Think of a **good** day, you recently had. Write about it. How did the day start? Describe all the good things that happened. Which people were involved? How did the day end?

Exercise 2: Now write the title: **A good day in my life**. Write about the day including plenty of details so that somebody who wasn't there can imagine just what it was like.

Exercise 3: Write about a bad day. Call it: **A bad day in my life**. Keep a diary. An exercise book is preferable to have space for special long entries and pictures.

Use Herpo's plan about his bad day to make your story plan and develop it into a composition.

My bad day

- woke up late
- hurriedly prepared for school
- it started to rain
- an English exam going on

- the teacher demanded an explanation for my late-coming
- given a punishment
- missed lunch and afternoon lessons.
- went home exhausted.

LESSON TEN

Poem

Exercise 1: Your teacher will read you a poem. Write it in your exercise book. Recite the poem to a partner.

Exercise 2: Complete the description of the person in the poem by filling in the gaps. Do the work in your exercise book.

1. The poem is about the man who was _____ but now has to _____
2. _____ and _____ he is forced to steal to get money.
3. Why does the man lose respect and receive no welcome?
It is because, he is _____
4. He who once was sober, loved and valued is _____ and _____
5. _____ and _____ of life, he goes on without care.
6. He, who valued his life, is _____ and _____

Activity

Listen to the poem again. Draw the picture of the drunkard described in the poem. Show your drawing to the class and identify the best picture among the class.

LESSON ELEVEN

Poem

Activity

Here is a poem about a child appreciating her mother's love. Read and use it as a guide to write your own poem.

My mother

My mother, she is my mama

She carried me

She caressed me

She laughed with me

She cried with me.

My mother, she is my mama

She danced with me

She played with me

She jumped with me

She skipped with me.

Mother, she is my mama

She talked with me

She walked with me

She dined with me

Protected me

Mother, she is my mama.

(Irene Tushabe)

Exercise 1: Answer the following questions about the poem.

1. The poem describes _____.
2. I like the words _____, _____, _____ because _____.
3. The person described reminds one of _____ because _____.

Exercise 2: Write a short poem about your parents, sibling or best friend. It could be about the good things your parents and friends have done for you or about the love and other things you share. Make your poem as lively and interesting as possible. Recite your poem to the rest of the class.