PUNCTUATION MARKS AND CAPITAL LETTERS

Activity 2

Rewrite the next sentences in your exercise book with suitable capital letters and punctuation marks. The first one is done for you.

1. Today we have English, Arabic and Art.
2. sara lives in addis ababa.
3. Monet took this photo during her holiday in mekele.
4. where are the rugs from
5. how long did you study for the quiz
6. i like to take my children to koyisha eco- tourism resort
7. did ramadan start on Friday
8. Milko watched the news on euro channel
9. we will have our summer holiday on june
10. mohamed had pasta soup and salad for his dinner yesterday

6 Clean Water

Section One: Listening

IMPORTANCE OF WATER

Activity 1

Before you listen, work individually and answer the following questions. Write down your answers in your exercise books.

1. How often do you drink water in a day?
2. How much water do you drink in a day?
3. What are some of the major benefits (importance) of water?
4. Write some words that you expect to hear from the next listening text.

Activity 2

Give your answers by writing down 'True' or 'False'.

1. Water is used for transportation.
2. Water is not important for plant growth.
3. Water does not facilitate our digestive system.
4. Water is important for blood circulation.
5. Less than 50% of the earth's surface is covered with water.

Activity 3

As you listen, fill the blank spaces by writing the appropriate terms from the listening text. The teacher will read the text two times. Check your answers during the second reading.

1. Water is used for ..... food.
2. Water is essential for plants, animals and .....
3. Water is one of the vital ..... resources used for life extension.
4. Water is used for irrigation of crops in the ..... industry.
5. Water is used for ..... activities like cleaning and washing.

Activity 3

A. Talk about the most important uses of water relation to the following areas.

1. domestic activities
2. agriculture
3. health
4. life in general

B. Discuss the following questions. The teacher will later ask some groups to tell their answers to the class.

1. For what purposes do people use water where you live?
2. Do the people care about water?
3. What is your feeling about water and caring for water?

Section Two: Speaking

MAKING CONVERSATION

Activity 1

A. Study the following conversation between A and B. They are talking about water pollution.

A: Hello, B. How are you?
B: I am fine. What about you?
A: I am fine too. But I am worried about water pollution these days.
B: Yes, it is very alarming that the water sources are getting polluted day by day.
A: Exactly! I think we have to do something..
B: Yes, we must do something.

B. In pairs, act out and practice the conversation by taking turns..

Activity 2

Make your own conversation on the uses of water. Do not forget to begin the conversation by greeting each other.

TELLING THE TIME

Activity 3

Read the following dialogue in between student 1 and student 2 asking and answering about time. Focus on time telling expressions. Then, act out the dialogue in pairs.

S1: Good morning. How are you?
S2: I am fine, what about you?
S1: I am fine, too. Can we talk about our early morning schedules?
S2: Yes, of course. Every morning, I wake up early in the morning at half past six (6:30 a.m.). What about you?
S1: Oh, I wake up a bit earlier at about quarter past six (6:15 a.m.).Then,I eat my breakfast at a quarter to seven (6:45 a.m.). Actually, I start journey to my school at a quarter past seven (7:15 a.m.). What time do you start journey to your school?
S2: Well, I start journey to my school at about half past seven (7:30 a.m.) and arrive at about a quarter to eight (7:45 a.m.). By the way, what time do you arrive at your school?
S1: I arrive at my school around a quarter to eight (7:45 a.m.). We start class at sharp eight. It is time for class now. Bye
S2: Bye, bye. See you again.

Activity 4

Read the following dialogue in between student 1 and student 2 asking and answering about time. Focus on time telling expressions. Then, act out the dialogue in pairs.

Days	Time
Monday	English (2:30)
Tuesday	Maths(3:30)
Friday	Environmental sciences (4:45)

Section Three: Reading

Activity 1

Before you read a text about "Clean Water", answers the following questions discuss in groups.

1. What does 'clean water' mean to you?
2. Is clean water accessible in your surroundings?
3. Do the people in your place of residence use clean water?
4. Why is clean water necessary?

Activity 2

Copy down the following sentences into your exercise books. Then, read the text and say whether the sentences are *True* or *False*.

1. Clean water is used only for drinking.
2. Clean water harms our health.
3. We can get clean water everywhere.
4. The use of clean water has significant contribution to development.
5. Clean water is used for both indoor and outdoor activities.

Activity 3

While you read the text, fill in the blank spaces in the following sentences.

1. Access to safe and ..... water facilitates community development.
2. People should drink and use water that is ....., ..., healthy and safe.
3. Safe water must be free from all forms of ..... and .....

Clean Water

Clean water is referred to as water that is pure and safe for drinking. Safe water must be free from all forms of germs and pathogens that are primary source of diseases that may further lead to death. Water used for drinking should be fresh and pure and should not carry any bad odor and color that make it undesirable to drink. People should feel confident to drink and to give the same to their family with certainty that they are giving them water that is fresh, clean, healthy and safe.

When we're talking about clean water, we are often referring to drinking water, but it is also essential that water for all domestic use is clean. Domestic use of water includes water used indoors and outdoors for different activities such as: drinking, food preparation, bathing, brushing teeth, washing dishes, washing clothes, cleaning the home, watering crops and swimming.

Access to safe and clean water opens up a world of possibilities for community development. Without water, the most basic elements of life, all development efforts cannot be imagined. Sanitation and hygiene, working together with a source of clean water create lasting community health and sustained human growth and development.

Just the simple act of washing hands with soap can reduce the incidence of diarrheal disease. When coupled with the use of adequate sanitation facilities and a dependable source of clean water, the multiplied effects are even greater. With the benefits of clean water, adequate sanitation, and good hygiene in place, educated individuals grow up to be the future of their respective nations.

Activity 4

After reading the passage be in pairs and discuss its main idea.

Activity 5

Match the information on the left with those on the right. The first has been done for you as an example. In pairs, compare your answers and report them to the class.

1. Clean water is C	A. causes of diseases
2. Clean water, sanitation and hygiene	B. healthy
3. Outdoor activity	C. pure and safe water
4. Clean water makes us	D. watering crops
5. Germs and pathogens.....	E. create lasting community health

READING FLUENCY

Activity 6

Listen to your teacher reading the following text. Then, in pairs read the text aloud to each other. The teacher will ask some students to read the text to the class.

Healthy Eating

The key to a healthy diet is to eat the right amount of calories. So you balance the energy you consume with the energy you use. If you eat or drink more than your body needs, you'll put on weight because the energy you do not use is stored as fat. If you eat and drink too little, you'll lose weight. You should also eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs.

USING WORDS TO CONSTRUCT SENTENCES

Activity 7

Construct your own sentences using the words that are written in bold in the passage. In groups of three, compare the sentences you have constructed.

1. Drinking safe water is good for our health.
2. .....
3. .....
4. .....
5. .....

Section Four: Vocabulary

USING TOPIC RELATED WORDS TO COMPLETE SENTENCES.

Activity 1

Complete the sentences below using the appropriate words from the box.

health	clean	diseases	importance	water
harm	drink	polluted	dirty	harmless

1. Using unclean water can ..... us.
2. When we are thirsty we need to ..... clean water.
3. Using pure and safe water is .....
4. ..... is one of the vital natural resources we have.
5. Water can be ..... when wastes are added to it.
6. If we use ..... water, we would face ..... related problem.
7. Using ..... water has significant ..... for us.
8. Using fresh and clean water makes us free from waterborne .....

SELECTION OF NEW AND DIFFICULT WORDS

Activity 2

Select words from the text which you think are new or difficult. Guess their meaning and write on your exercise book short sentences using some of them. Then show your sentences to your teacher.

Section Five: Grammar

SIMPLE PRESENT TENSE (VERB 'DO' AND 'DOES')

Use 'do' with I, You, We, and 'They'. (I do my homework carefully.

Use 'does' with 'He, She', 'It' and with the name of a person or thing that is singular. (Ebise does her homework seriously.)

Study how auxiliary verbs 'do' and 'does' are used to ask questions and to make negative statements.

Examples:

i) **To ask questions**

- Which animals **do** they like/hate?
- **Do** we have extra time?
- **Does** Ali prefer coffee to tea?

ii) **To make negative statements:**

- We **do not (don't)** waste our time.
- Halima **does not (doesn't)** care about her dressing.

Activity 1

Filling the blank spaces with the correct forms of the verb "do". In pairs compare your answers.

1. Let them _____ (do) their homework first.
2. Which group _____ (do) he teach?
3. It _____ (do/ not) matter if you are late for a minute.
4. What _____ (do) missing classes mean to you?
5. They _____ (do/ not) care if they miss lunch sometimes.

USING ACTION VERBS

A verb is a word that **describes** an action, an event, or a state. It tells **what the subject of a sentence is doing.** The **verbs** are usually the **main words** in a sentence. **Without verbs** a sentence is **incomplete**.

Verbs are typically **used after a noun or a pronoun**. The nouns or pronouns in such cases are referred to as **subjects**.

Action verbs are those verbs that express action passed from the subject or doer to the action receiver. The action receiver is also called an object.

Examples:

We wash our faces every morning.

Football **players** **kick** the **ball**.

So 'wash' and 'kick' are action verbs used in the above sentences. 'We' and 'Football players' are doers or subjects in the sentences. 'Bread' and 'ball' are objects used in the sentences.

Activity 2

In the following sentences some of the verbs are action verbs while others are not. Write down the numbers of the sentences with action verbs.

1. We clean our environment.
2. During the rainy seasons some people stay at home.
3. Residents in Addis are not happy currently.
4. I drink coffee twice a day.
5. She loves taking shower.
6. Ethiopians defeated the Italians at Adwa.
7. Some people extremely hate overeating.
8. Farmers plough their land properly.
9. We keep our environment clean.
10. Healthy citizens are happier.

USING ADVERBS OF FREQUENCY

Adverbs of frequency show how many times something is done or happens. These are ***sometimes, always, usually, rarely, most of the time, never.***

Examples: He usually cleans the house.

Activity 3

Write six sentences in your exercise books using adverbs of frequency (*sometimes, always, usually, rarely, most of the time, never*), and read your sentences to your classmates.

NOUNS ENDING WITH THE LETTERS S, SS, SH, Z, X, CH

Nouns that end with the letters s, ss, sh, z, x, or ch add'-es' to make the nouns plural. Write down in your exercise books and study the following examples.

Examples: bus – buses boss - bosses ass - asses cash - cashes; jazz - jazzes box – boxes; fox - foxes; church – churches; torch –torches

Activity 4

Write the correct plural forms of the nouns given below then compare your answers in groups.

1. beach .....
2. wash .....
3. lunch .....
4. brush .....
5. glass .....

Activity 5

Write the plural forms of the following nouns . Then, construct *a* sentence using the plural forms in your exercise books.

1. dress .....
2. bus .....
3. Fox .....
4. Brush .....
5. Jazz .....
6. Crash .....
7. Watch .....

NOUNS ENDING IN THE CONSONANT 'Y' AND IRREGULAR NOUNS

A. Nouns ending in the consonant 'y' change the 'y' to 'i' and add 'es' in the plural.
B. Some nouns have irregular plural forms.

For both cases write down the following examples in your exercise books and study them.

Examples:

a) Nouns that end with 'y': lorry – lorries; body– bodies
b) Irregular nouns: child –children; mouse – mice; woman – women

Activity 6

Construct five sentences using the following nouns ending in consonant 'y'.

1. baby .....
2. body .....
3. country .....
4. library .....
5. history .....

Section Six: Writing

GUIDED WRITING

Activity 1

Look at the different pictures given below that show the various uses of water. For each picture, write a short sentence that describes the importance of water. The first picture has been done for you









Example: We use water to cook foods.

1. ..... (Picture A)
2. .... (Picture B)
3. ..... (Picture C)
4. ..... (Picture D)

Activity 2

Write down one short paragraph in your exercise books using the short sentences you have written for the pictures about the uses of water. Use the right punctuation marks like commas and full stops in writing the paragraph. Use the following sentence to begin your paragraph.

Water is very important because it is used for a variety of purposes.... .....
.....
.....
.....
.....
.....
.....
.....

7 My Country, Ethiopia

Secction One: Listening

Activity 1

Before you listen to the story of one famous Ethiopian athlete, look at the picture and answer the following questions. Work in group of three.



1. Can you name some famous Ethiopian athletes?
2. Who was the first famous Ethiopian athlete who won the marathon in Rome Olympics ?
3. Who is the woman in the picture?

Activity 2

Listen to the text and identify the main idea of the passage from the given choice. Then, compare your answers in pairs.

A. Tirunesh Dibaba's athletic championship.
B. Tirunesh Dibaba's Birthday party
C. Tirunesh Dibaba's wedding ceremony
D. Tirunesh Dibaba's family background.

Activity 3

A. Copy the following summary and complete the next summary about Tirunesh Dibaba using the words and phrases from the listening text.

1. Name:.....
2. Year of birth:.....
3. Place of Birth :.....
4. Citizenship: Ethiopian .....
5. Number of Olympic track gold medal she won .....
6. Number of gold medals she won from world champions .....
7. Number of cross country adult titles she won .....
8. Individual world cross country junior titles .....
9. She is the first woman to win .....and..... meters.
10. She is world champion in ....., Finland.

B. Now use the note above and complete the summary with the blank spaces with words and phrases from the listening text. Read out the summary to your class.

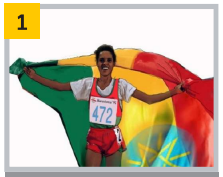
Tirunesh Dibaba is ..... athlete. She was born in (1)..... in (3) ..... a place called (4)..... which is found in (5) .....region. She won (6) ..... Olympic gold tracks. (7)..... world champion track gold and (8) ..... world cross country adult title and (9) ..... individual world cross country junior. At 2005 IAAF world Championships in (10) ....., Finland, she became the first woman to win the (11) .....and.....meters at the same championship.

Section Two: Speaking

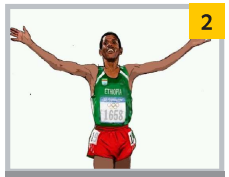
Activity 1

In pairs practice asking who the people in the picture are and what they do. Ask different pieces of personal information to learn more about these people.

1. Can you name these famous Ethiopians in the pictures ?
2. What is the name of the painter in the picture?
3. Who is the male athlete in the picture?
4. When did he win the first medal?
5. Who is the female athlete in the picture?



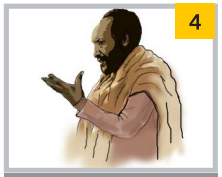
Athlete (21 March 1972)



Athlete (18 April 1973)



Painter (22 October 1932)



Writer (1936 -2006)



Singer (29 September1940)



Singer (June 1986)



Singer (1959)



Scientist (18 September)

Activity 2

A. Look at the pictures above once again in pairs. Then, match the names of the persons in the pictures with label of the pictures given.

	Name of the person in the pictures	Picture No
1	Aklilu Lemma	
2	Tilahun Gessese	
3	Aster Awoke	
4	Afework Tekle	
5	Haile Gebresillassie	
6	Deratu Tulu	
7	Tsegaye Gebre-medihin	
8	Ali Birra	

Activity 3

Get into pairs and practice several ways of asking people how they are doing and what they feel.

Dechasa: How are you Tamiru?
Tamiru: .....
Dechasa: How's it going?
Tamiru: .....
Dechasa: How are you doing?
Tamiru: .....
Dechasa: How are things?
Tamiru: .....
Dechasa: How is life?
Tamiru: .....
Dechasa: what's going on?
Tamiru: .....

Activity 5

Be in pairs and practice asking and answering questions that are raised by your partner.

Okello: How's everything?
Obang: .....
Okello: What are you up to now?
Obang: .....
Okello: What's up?
Obang: .....
Okello: What's new?
Obang: .....
Okello: How is everything?
Obang: .....
Okello: How are you holding up?
Obang: .....
Okello: What's happening?
Obang: .....
Okello: What have you been up to lately?
Obang:.....

Activity 6

In pairs, practice the following dialogue. Take turns and ask and answer the questions.

Ali: Hello Desta. How are you?
Desta: I am fine. What about you?
Ali: I am fine too. What are you doing?
Desta: I am doing my homework.
Ali: What is your homework about?
Desta: It is about famous people in Ethiopia.
Ali: Wow! What an interesting topic!
Desta: Yes, it is a very interesting topic I learned a lot about famous people.
Ali: Keep up with your good work.
Desta. Thanks and see you later.

Section Three: Reading

Activity 1

Answer the following questions individually and then discuss your answers in pairs.

1. What do you know about Ethiopia?
2. Where is the location of Ethiopia?
3. Which countries border Ethiopia?
4. What is unique about Ethiopia?
6. How many languages are spoken in Ethiopia?

Activity 2

As you read the text, write 'True' if the statement is correct and 'False' if it is incorrect based on the reading text below.

1. Ethiopia is not gifted with abundant natural resources.
2. Ethiopian soils are not suitable for agriculture.
3. Twenty percent of the total land area is under cultivation in Ethiopia.
4. Ethiopia has vast water potential for irrigation and hydroelectric power.
5. Nile and Wabe shebele are the international rivers that drain to the neighboring countries.
6. Ethiopian flora is estimated at 6000 species.
7. Ten percent of Ethiopian animals are considered endemic.
8. Only one percent of Ethiopia's water potential is used for irrigation and hydroelectric power.

My Country, Ethiopia

My country Ethiopia is **gifted** with abundant natural resources such as fertile soil, water, plants and wild life. Ethiopian soils are fertile and **suitable** for agriculture. Of the total land area, about 20 percent is under cultivation, but the mount of arable land is larger. Fertile soil is mainly used by small holder farmers for subsistence food crop production.

Ethiopia has **vast** water resources. It has an extensive hydroelectric power and irrigation potential. My country, Ethiopia has international rivers (such as the Blue Nile and Wabe Shebele) **draining** into the neighbouring countries. Yet only 1 percent of the estimated annual surface water of 110 billion cubic meters is used for irrigation and hydro-power.

Ethiopia, my country, is also endowed with diverse fauna and flora inhabited by diverse animals, plants and microbial species. The combined effects of topographic and climatic factors have created suitable ecosystems for the **existence** of these plants and animals. The Ethiopian flora is estimated at 6000 species of higher plants of which 10% are considered to be **endemic**.

Activity 3

After reading the passage, compete the following sentences with correct words given in the boxes below.

extensive	plants	international	cultivation	agriculture

1. Ethiopia has fertile soil, water; and .....
2. Ethiopian soils are fertile and good for .....
3. Only 20% of the total land is under .....
4. MY country has .....potential for irrigation and hydroelectric power generation currently.
5. ..... rivers such as Wabeshebele and Abay draw to the neighboring countries.
6.

Activity 4

Read the passage again and work out the meanings of these words in contexts. Compare your answers with those of your partner.

1. gifted
2. suitable
3. vast

4 existence

5. draining
6. endemic

READING FLUENCY

Activity 5

Listen to your teacher reading the first paragraph of the text entitled "My country, Ethiopia". Then, try to read as fluently and accurately as your teacher.

Section Four: Vocabulary

Activity 1

Copy activity1 into your exercise books. Then, match the words in column "A" with their synonyms in column "B".

A (words)	B (synonyms)
1. gifted	presence; life
2. abundant	plants and animals
3. suitable	flowing
4. arable land	fit
5. vast	plentiful
6. draining	native to particular country.
7. fauna and flora	cultivable land
8. existence	huge
9. endemic	endowed

Activity 2

Read the passage about "My Country" above and fill in the blank spaces with the correct words or phrases given in the box below.

abundant	suitable	endemic	suitable	arable land

Our country Ethiopia has (1) ..... natural resources. It has (2) .....temperature and soil for agriculture. There are twenty percent of (3) .....for crop production in Ethiopia. In addition, the climate of Ethiopia is convenient for the existence of different (4) ..... Ethiopia has rare wildlife that are sources of tourists' attractions. Therefore, we have (5) ..... animals such as red fox, Walia Ibex only found in Ethiopia.

Activity 3

Fill in the blank spaces in the following text with the correct words from the table below.

foreign	flag	live
country	world	abroad
proud	colonized	their

We are part of the ..... (1). My ..... (2) is located in east Africa. We have never been ..... (3). We Ethiopians don't tolerate .....(4) invaders. We don't allow them to meddle in our internal affairs. We accept ..... (5) support in science; technology and modern education that enable us develop economically. However, we are ..... (6) of our national identity. There are some Ethiopians who ..... (7) in other countries. They are Ethiopian diaspora. They love their country, too. They will be in tears when they see their national ..... (8). Many Ethiopians go _____ (9) in search of better job and better life. If we are economically better off we may not live in other countries. We, Ethiopians love our land, languages and cultures.

Section Five: Grammar

LINKING VERBS

Linking verbs are words that express a state of being. These verbs give information about the subject such as a condition or relationship. Some of these linking verbs are: am, are, is, was, were, look, become, seem, smell, and taste.

Examples:

1. Samuel was at school.
2. This pizza tastes really good.

Activity 1

Copy the following sentences in to your exercise book. Then, circle the linking verbs. Later, discuss your answers with your partner.

1. Rocky is a dog.
2. We were new comers to the city.
3. The food smells good.
4. He was a pilot many years ago.
5. The room looks nice.

Activity 2

Fill in the blank spaces using linking verbs *(am, are, was, were).*

1. Your sisters _____nice.
2. The teachers_____ proud of their students last year.
3. The children _____happy to go to the park last week.
4. He _____late in the morning.
5. The cake _____delicious.

Activity 3

Fill in the gaps using the correct linking verbs in each sentence.

1. All the apples in the basket_____ (taste/ look) rotten.
2. The magician _____ (appears/ seems) to walk through the wall.
3. You _____ (taste/ look) tired and sleepy.
4. He (feels/ seems) funny rather than scary in Halloween.
5. Haddas_____ (looks/smells) beautiful in that dress.
6. I don't eat garlic, because it _____ (tastes/ smells) disgusting.
7. I_____ (feel/look) worthy when the boss thanks me.
8. You_____ (look/sound) tired after studying all night.
9. The rose_____ (smells/ becomes) sweet smell.
10. The girl (feels/ smells) nervous.

Activity 4

Copy the activity in your exercise book. Then individually circle the correct answers from the given choices. Later compare your answers with your partner.

1. This piano ..... strange. I think it needs tuning.
   A) looked B) tastes C) sounds
2. You ..... your father when he was your age.
   A) became B) seem C) look like
3. The puppy ..... hungry.
   A) appear B) looked C) sounds
4. They ..... friends.
   A) became B) smells C) sounds
5. His stories ..... very imaginative.
   A) feel B) becomes C) sound
6. My couch ..... very soft.
   A) taste B) feel C) sounds

PREPOSITION OF TIME AND PLACE: AT/ IN/ ON/

We use prepositions at/ in/on for both time and place.

We use preposition at/in/on for time

"at" is used for precise times	"in" is used for months, years , decades, centuries, weeks and long periods of time	"in" is used for days, and dates
at 8 o'clock	in 2021	on a Christmas day
at breakfast	in December	on Friday

We also use prepositions (at/ in/ on) for place

"at" is used for address, specific location	"in" is used for countries, cities, cars and neighborhood	"on" is used for streets, avenues, and surfaces.
at the post office	in Ethiopia	on the floor
at Bole International Airport	in a car	on Arada Street