ENGLIAH FOR ETHIOPIA

STUDENT TEXTBOOK
GRADE 4
UNIT 1

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UNIT 1: PEOPLE AND THEIR WORK

Section One: Listening

Jobs

Activity 1

Answer the following questions individually about jobs that people do. Then talk about your answers with your partner.

1. What are the jobs of your family members?
    a) Father_____
    b) Mother_____
    c) Others:_____
2. List some of the jobs you know that people do.
3. What jobs do you like to do when you grow up?
4. What is your English teacher's job?

Activity 2

Your teacher is going to read aloud a passage about jobs. As you listen to the passage, write the different jobs mentioned in the listening text from 1-9.

1._____2._____3._____4._____
__5._____6._____7._____8._____
____9._____

Activity 3

Think of the different jobs that people do in your school. In groups, tell each other why you think the people do these jobs? Also tell the

students in your group which of the jobs you like to do yourself, and why.

Section Two: Speaking

Activity 1

Look at the pictures below. In pairs, take turns and talk about what the people do in the different pictures.



A



B



C



D



E



F

Activity 2

Work in pairs. Think that you meet someone while going to school. Ask the person questions to know about her/him. In turns, complete Student B's part.

Student A: Good morning.
Student B: _____
Student A:What do you do?
Student B: I am_____
Student A: What is the name of your school?
Student B:It is called_____
Student A: Where is your school?
Student B: It is _____
Student A: Which grade are you in?
Student B: I am _____
Student A: What subjects do you study?
Student B: I study _____
Student A: Which subject does you like most?
Student B: I like _____

Activity 3

Look at the pictures and use the prepositions: "next to, opposite to, behind, in front of, at the back, near "to describe the locations of the pictures.



Copy the following questions into your exercise book and ask your partner to complete the missing information.

	A	B
1.	What is your name?	My name is _____
2.	What is your father's name?	My father's name is_____
3	How old are you?	I am____ years old.
4	Where are you from?	I am from_____
5.	What grade are you in?	I am in grade_____

Activity 4

Pronounce the following words correctly as your teacher reads them aloud. Work in pairs and tell each other what the jobs of these persons are.

pilot	fire fighter	waiter	dentist
engineer	teacher	waitress	actor
farmer	doctor	cashier	painter
cook	nurse	baker	secretary

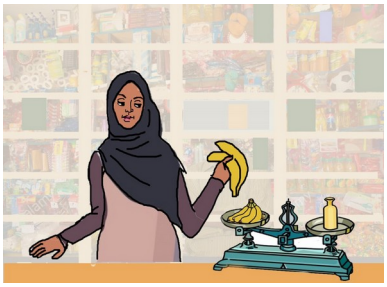
The first one is done for you.

1. A pilot flies an airplane.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8 _____
9. _____
10. _____
11. _____
12. _____

Section Three: Reading

Activity 1

Look at the pictures below and the passage entitled" People and their work" and say what the passage will be about before you read it. Tell your answer to your partner and see if your answers are similar.





A

B

Activity 2

Read the following passage entitled “**People and their Work”** silently and check if your predictions are correct.

People and their work

Different people have different interests to work. They do different jobs and they work at different places. They give different services to different people.

1.Ledamoworks on Saturdays. Saturdays are busy becausemany people go shopping on Saturdays. All shops have different departments for men, women and children. Mohammed works in the children’s department. It can be crazy sometimes but it is fun.

2. Selamawit works during summer holidays when she is not at University. Oxford has thousands of tourists and it is very easy to find a job as a tour guide. She takes tourists to visit the university colleges and they go down to the river.

They go along the river in a boat. Tourists love the boat trip. Selamawit loves meeting people from all over the world.

3. Robera’s job is very difficult. But he likes it as he loves flying. He flies airplanes that take people to different places on holidays. He flies in Europe most of the time to places like Spain, Greece, and Italy. The most difficult thing about his job is when the weather is bad, snow and thunderstorms are worst. The best thing about his job is visiting different places.

4. Emebet works in hospital in a city center. It is very big hospital. She helps the doctor with the patients. She gives them medicine and looks after them when they feel ill. She loves her job but does not like uniforms, and sometimes she has to work at night.

5. Tigist likes her job as a dentist. But lots of people do not like coming to see her because they hate dentists. Sometimes, it is very hard work but it is great to help people when they have a problem. It is so important to look after your teeth.

Activity 3

Read the passage again and answer the following questions in complete sentences in your exercise book.

1. What does Ledamo do?
2. When does he work?
3. What does Selamawit do?
4. What do tourists like according to the passage?
5. What does Robera do?
6. Where does Emebet work? What does she do?
7. Why don't lots of people like to see Tigist?
8. Who looks after the teeth of people?

Activity 4

In groups of three discuss which jobs you like most from the passage? List the names of the jobs you like to do when you grow up.

Activity 5

Fluency reading

Listen carefully as your teacher reads the text entitled "people and their work". Then, practice reading fluency the text turn by turn aloud.

Section Four: Vocabulary

Activity 1

Fill in the gaps with the correct words from the table below to complete the text. Write your answers into your exercise book.

work	put out	sing	sell
save	grow	speak	teach

Hello! My name is Koket and I _____ (1) as a fire fighter. I _____ (2) people from burning buildings and help_____ (3) fires.

Hi there! I am Hamleset. I am a florist. I _____(4) flowers and I _____(5) them in any shop.

HI! I am Singitan.I am a teacher. I _____ (6) science. I work in school.

Hi! I am Goitom. I am and English teacher. I _____ (7) English with my students and I_____ (8) songs with them.

Activity 2

Word parts

Join the parts on the left with those on the right and write the full words into your exercise book

1. br- -room _____
2. cl- -ass _____
3. br- -ing_____
4. cl- -ing_____

Write two words that begin with **br**- and **cl**-and write sentences using the new words.

Example: She cleans a room with a broom.

1._____
2._____
3._____

Section Five: Grammar

Definite and Indefinite Articles in English

There are three articles in English: a, an, the

The definite article **the** is used (before a singular and plural noun).

The indefinite article **a** is used before a singular noun that begins with consonant sounds like (b c, d, g, h, j, k, l, m, n, p, q,r,s,t,v,w, x, y,z)

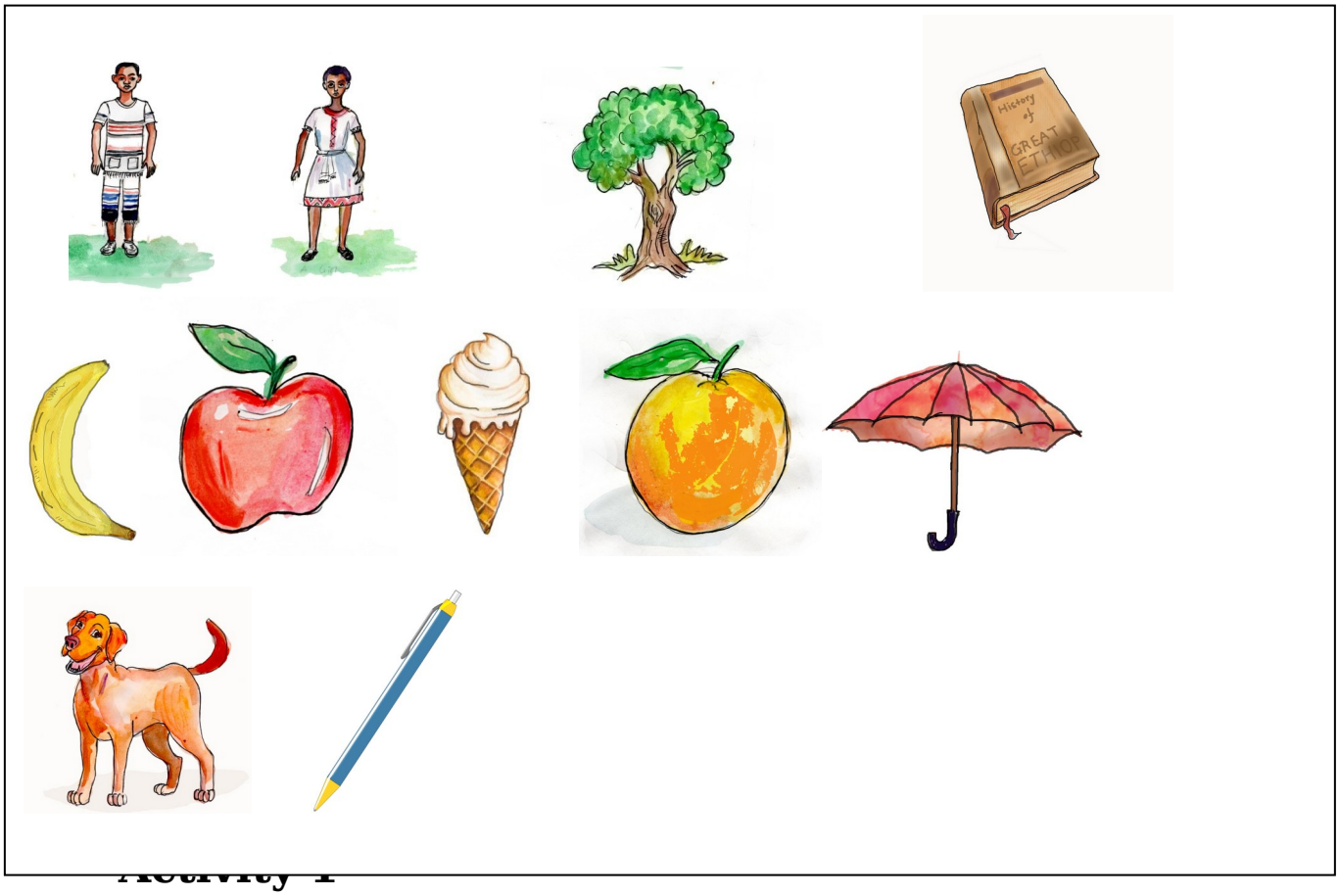
The indefinite article **an** is used before a singular noun that begins with vowel sounds such as (a, e, i,o, u).

The indefinite articles **a** and **an** are used with nouns that are general in nature. The definite article **the** is used with nouns that stand for specific things or persons and when

the noun is mentioned for the second time. There are certain situations in which a noun takes no article.

Examples:

a boy	an apple	the dog
a girl	an elephant	the pen
a tree	an ice-cream	
a book	an orange	
a banana	an umbrella	



Activity 1

Copy the dialogue into your exercise books. Then, complete thedialogue with right articles**a**, **an**, or **the.**

1. A: Have you got___computer?

B: Yes. ___computer is over there.

2.A: Where is __water jug?

A: It’s in __fridge.

3.A: Are you ___Ethiopian?

B: No, I’m ___American, but I live in __London.

4. A: Is she __old friend?

B: Yes, she is, and ____good friend.

5.A: Do you live in __ countryside?

B: No, I live in ____small city called Aweday.

6.A: Areyou staying at ____hotel?

B: Yes, _____hotel isnear___train station.

7.A: Do you have ____time to help me?

B: Yes, I have about _____hour.

Activity 2

Fill the correct articles a/ an/ the/ in the sentences given below.

1. Please pass me___bread

2. My father has___ headache.

3. She is ___ attractive woman.

4. There are many stars in___ sky.

5. Theyhad___idea.

6. Addis Ababa is ___ capital of Ethiopia.

7. Do you have___ pet.

8. There is___ fly in the my soup

9. I had ____orange juice for my lunch.

10. The whales live in__ Sea.

Activity 3

Complete the following sentences with a, an, the, or x (no article)

1. Are you coming to ___party next Saturday?
2. I bought ___new TV set yesterday.
3. I think____ man over there is very ill. He can't stand on his feet.
4. I watched ___ video you had sent me.
5. She was wearing ___ ugly dress when she met him.
6. She is ___ nice girl.
7. Do you want to go to __restaurant where we first met?
8. He is ___ engineer.
9. I am crazy about reading __ history books.
10. He thinks that ___ love is what saves us all.

The Simple Present Tense and the Present Continuous Tense

The simple present tense is used to show the things that we do daily and habitual actions or state of being.

Examples:

1. I walk to school every day.
2. She always drinks tea at breakfast.
3. I am a student.

4. He is a teacher.

Activity 4

In groups of three, talk about what you do every day.

Example:

I amastudent. I attend classes from Monday to Friday.

Activity 2

Write short sentences using the verb '**be'**(am, is, and are) about your

Family's job and where the family members work.

Example:

a) My father is a farmer. He works in a field.

Activity 3

Look at the table below. Then, individually write what you do at home, at school and in your village after school.Read your sentences to the class.

At home	At school	In a village
weed	Practice speaking English	play football
Farm	learn different subjects	ride bike
Help my mother	talk to my teacher	sing songs
I study	ask my teacher	listen to elders
I do my home work	answer questions	talk to elders
cook	respect teachers	learn oral folk tales

		from village elders
fetch water from a river	clean the classroom	write the advice they tell me
go to grinding mill	clean the blackboard	help old people in my village

Example: I practice speaking English at school.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 5

Complete the sentences with the appropriate simple present tense verb forms.

1. I_____ at a bank. (work)
2. She____with her parents. (live)
3. Cows _____on grass. (feed)
4. He _____ a handsome salary. (earn)
5. Janet _____ to be singer. (want)
6. Ujulu _____delicious cookies. (make)

Present continuous tense

We use the present continuous tense to talk about things that are happening now. Example: Aster is teaching English now. It is raining outside.

Activity 6

Lookat the pictures that show people who are doing different things and write sentences about the pictures.



A





B

C





D **E**

Activity 6

Read the paragraph below and write short answers to the questions.

The boy meets his friends on the way to school. Many students carry their bags, but some of them do not carry a bag. When the bell rings, many students run to school, but one boy does not run because he does not feel well.

Student A: Does the boy go to school?

Student B: Yes, he does.

Student A: Do the students run home?

Student B: No. they don’t

1. Does the boy meet his friend?
2. Do all the students carry bags?
3. Does the boy run to school?
4. Do many of the students run to school?

Activity 7

Write **does** or **do** in the gaps to complete each of the following sentences.

1. We_____ not go to school on Sundays.
2. I_____ not play football on the street.
3. He_____ not shout in the class.
4. You _____ not come to school late.

5._____they study in the library?

6._____she cleans the room with a broom?

7._____you go to the library?

Activity 8

Complete the sentences below with the appropriate simple present tense verbs.

1. Kuma drinks/ drink tea in the morning.
2. My sister doesn’t / don’t play tennis.
3. Leta and Tadesse goes/ go swimming every Saturday.
4. (Do / Does) you like sausages?
5. What (does/ do) you like?
6. They (live/ lives) in Bishoftu.
7. The rabbits (likes/ like) carrots.
8. My cat (like/ likes) fish.
9. It(sleeps/ sleep) in the kernel.
10. My mother (draws/ draw) pictures.
11. My sister (plays/ plays) with her toys.
12. Dad usually (washes/wash) the car.
13. I (love/loves) our weekends.
14. My parents (do not / does not) work on weekends.
15. On Sunday I (do/ does) my homework.

Activity 9

Use the correct present continuous tense form of the verb in brackets

1. I am_____ (plant) a tree now.
2. It is _____ (not rain) today.
3. Children are____(water) the plants
4. They are____ (write) a letter.
5. We are____ (swim) in the pool.
6. My sisters are___(ride) their bikes.
7. She is_____ (talk) on the phone now.
8. She is _____ (not run) in the garden.
9. We are_____ (not cook) in the kitchen.
10. I am _____ (not watch) Tv.
11. We are _____(sit) on the train.
12. Which book is he_____ (read)?

Quantifiers:**Some, any, much, many, all, and both.**

Quantifiers tell you the number or the amount of things, persons or
objects.

Use **many** with countable nouns.Use **much** with uncountable nouns.

Use **some** with both countable and uncountable nouns.

Use **any** with negative and interrogative sentences

Example:

1. There are **many** pencils.
2. There are **some** pencils.
3. I have **much** money.
4. I have **some** money.
5. Do you have **any** money?
6. I don’t have **any** money.

Use **both** to talk about two persons, things or objects.

Use **all** to talk about three and more persons, things, or objects.

Example:

Both the boy and the girl are my friends.

I have three friends and I like **all** of them.

Activity10

Study the pictures given below and complete the sentences with the words: many, one, much, all, any, both, and some.



Example: There are many desks in the class.

1. There is _____chair in the classroom.
2. There is not _____ picture on the wall.
3. There is _____water in the bottle.
4. There is _____water in the glass.
5._____ the boy and the girl are near the blackboard.
6._____the students have exercise book.
7. There are _____pieces of chalk on the teacher's desk.

Activity 11

Fill the gaps with the appropriate quantifiers given in the box below and complete the sentences.

some	much	both	
any	many	all	one .

1. Do you have_____ice- cream left for me?
2. I have _____friends in Addis Ababa.
3. I usually drink _____wine with my meal.
4. He does not have_____ friends in Paris.
5. They don’t have _____money to buy a present.
6. Simret has got two sisters._____sisters are married.
7. _____cars have wheels.
8. _____Birratu andTsegaye are athletes.
9. I have only _____ book for my course this year.

Section Six: Writing

Activity 1

Using the information in the table above complete the paragraph about Merartu.

Name	Merartu
Age	9
Grade	4
Place of living	Jimma
School she attends	Jimma university community school
Favorite subjects	English and Mathematics
Hobby	Watching children’s cartoon films and reading folktales.
Number of brother and sisters	Three brothers and two sisters

Her name is _____. She is _____years old. She _____ at Jimma University Community School.Her favorite subjects are

_____ and _____. Her hobbies are _____ watching children's cartoon films and reading folktales.

Activity 2

Using similar information, write another paragraph about yourself. Show it to your teacher.

My name is _____. I am _____._____

_____

_____

_____

_____

_____

_____

Activity 3

Copy the table into your exercise books. Then, using the jobs given in the box write short sentences about what you want to be when you grow up.

Examples: I want to be a teacher. English is my favorite subject. I like to teach English language.

Jobs				
doctor	pilot	bus driver	astronaut	nurse
chef	postman	cleaner	teacher	mechanic
policeman	fire fighter	flight attendant	farmer	cook

Activity 4

Individually look at the given different pictures and write short sentences that the picture shows.







A **B**

C







Punctuation Marks

Note: Punctuation marks are symbols that are used to aid clarity and comprehension of written language. Some common punctuation marks are the period (.), comma (,), question mark (?) and exclamation point (!).

1. A period is used at the end of the statements.
   She is a student.
2. A Question mark is used to indicate direct questions.
   Is she a student?
3. A comma is used to show a separation of ideas or elements in a series in a sentence.
   She bought a pen, a book, and a pencil.

Fill in the blanks in the letter written by Enku the missing punctuation marks. Use a period, comma, exclamation point or question mark. In some cases, more than one type of mark can be correct.

Dear Nasise,

Hi_(1) How are you __(2) I am having a great time at Camp__(3) Every day I swim __ (4) play basket ball and sing songs__(5) I've made many new friends__(6) How is your summer__(7) I can't wait to see you in the fall___(8)

Your friend__ (9)
Enku

Activity6

Read the sentences carefully and provide the right punctuation marks.

1. Can you go___
2. This is a fat dog__
3. Is the sun big___
4. No, stop that____
5. Did you like him_____
6. I can see the red hat___
7. My mum had a box__
8. She is a teacher.
9. Wow__ It is beautiful.
10. Can I go with you____?

Activity 7

In pairs, talk about the jobs you want to do when you grow up. Then write short sentences that state the jobs you want to do in your exercise book.

Example: I want to be a farmer.

1._____
2._____
3._____
4._____
5._____
6._____
7._____

8._____

9._____

10._____

Activity 8

Dictations

Write down the names of different jobs that your teacher will read aloud. Compare the words that you have written with those written by your partner.

UNIT TWO

UNIT TWO: RAINY SEASON

Section1: Listening

Activities in a Rainy Season

Activity 1

Work individually to answer the following questions by writing short sentences in your exercise books.

1. What do you do in rainy seasons?
2. What do people do in a rainy season in your surrounding?
3. What kinds of clothes do you wear in a rainy season?

Activity 2

Now, be in pairs and ask and answer the three questions. Take turns to do so. The first question has been done for you.

1. Student A: What do you do in a rainy season?

   Student B: I stay at home and read books.

2. Student A: _____

   Student B: _____

3. Student A: _____

   Student B: _____

Activity 3

Your teacher is going to read a text for you to listen. Listen carefully and write do three indoor and three outdoor activities people may perform during a rainy season in the table as required. Copy the table into your exercise books now and be ready for the listening.

Peoples' Activities in the Rainy Seasons	
Indoor Activities	**Outdoor Activities**

Activity 4

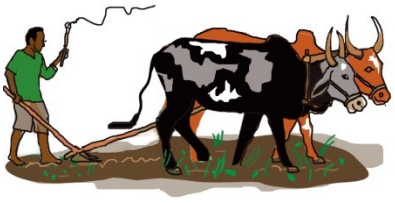
Write down 'True' or 'False'.

1. According to the listening text, different people do different activities during a rainy season. _____.
2. Plowing is a rainy season activity done by merchants._____.

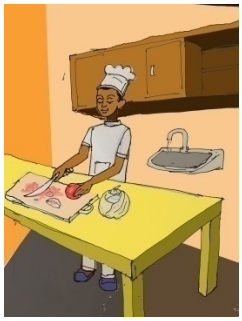
Now listen to your teacher for the second time and finalize your answers. Then compare your answers to C and D above with those of your partner. One student from some pairs will go to the front and tell the answers to the class.

Activity 5

Look at the different pictures in the box below. Then, match the activities presented in the table below in the box by writing the letters of the pictures which go with the activities. Write your answers under the pictures' column. Your teacher cangive you further explanation.



Picture A



Picture B



Picture C



Picture D

Activities	Pictures
cooking	
plowing	
playing, jumping and running here-and- there	
cleaning	

Activity 6

Be in groups of three or four and tell each other the main idea of the listening text.

Section Two: Speaking

Activity 1

Read and understand the following dialogue which takes place between two students,

named Selam and Milky. After greeting each other, they start to talk about the weather.

1) Selam: Hi, Milky.

Milky: Hi, Selam. How are you?

2) Selam: I am fine, and you?

Milky: I’m fine, too. But I feel cold.

3) Selam: Of course, I feel cold, too. But I always wear a warm jacket.

Milky: By the way, what do you do during a rainy season?

4) Selam: Most of the time I _____.what about you?

Milky: Well, I_____ what do people in your surrounding do during a rainy season?

5) Selam: Most of them _____. What do people in your surrounding wear when it is rainy?

Milky: When it is rainy, people in my area wear _____. Ok, it is time to go home now. Bye!

Selam: Oh, yes. Bye, see you tomorrow!

Activity 2

Now be in pairs and complete the dialogue. Take turns and act it out like Selam and Milky. (Your teacher will help you where necessary.)

After practicing the dialogue, some pairs will be invited to act out in front of the class similar dialogues about the weather.

Activity 3

Asking for Permission or Requesting **using 'May'**

Look at the following ways of asking for permission or requesting politely. Be ready to follow the examples and ask for permissions in similar ways.

Example:

1. Student: Teacher, can I ask you a question, please?
   Teacher: Of course! Go ahead.

2.Ayana: Tirunesh, may I borrow your erasure, please?

Tirunesh: Yes, here you are.

3.Alemu: Woyessa, may we study together this afternoon, please?

Woyessa: Sorry, I will go for shopping.

A) Now, follow the examples given and in pairs ask for permission and give responses politely taking turns. Responses can be positive or negative.

   One of you will ask for permission. The other will give a response.

Section Three: Reading

Rainy Season

Activity 1

Individually read the following questions and think of the answers. Then, in groups of three or four compare and discuss your answers to the questions.

1) Can you mention the different seasons of the year?
2) What do you know about the rainy seasons? List down what you know about the rainy seasons.
3) Write down about ten words that are related to rainy seasons.

Activity 2

You are going to read a passage about the 'Rainy Season.' The following table is about the benefits of the rainy season and the ways in which it is important. Copy the table into your exercise book. Then, as you read the passage, complete the table by writing down the required information in the table. (Ask your teacher if you need help.)

No.	Beneficiaries	Benefits of the Rainy Season
1		
2		
3		
4		
5		
6		

Section three continued

Rainy Season

The Rainy Season is one of the four main seasons of the year. During the rainy season it is cold, cloudy, and rainy. The season begins every year after the summer season. In the summer season it is too hot and the water from the oceans, rivers, and lakes goes up in the sky as **vapor**. The vapor is collected in the sky and makes **cloud** which causes rain during the rainy season.

Everyone likes a rainy season because it gives too much **relief** from the heat of the sun. It removes all the heat from the environment and makes it cool. It helps plants, trees, grasses, crops, and vegetables to grow properly. **It** is a favorable season for animals too, as it gives lots of green grasses and small plants for them to **graze**. All animals become happy by getting lots of water to drink and grow.

In general, the rainy season is most liked by people. It looks green everywhere. Plants and trees get new leaves. Animals get enough water and food for their life. So the season is **essential** for life to continue.

Source: http://www.indiacelebrating.com/essay/rainy-season-essay/

Retrieved on 24/07/2021 and adapted

Activity 3

Read the passage again and say whether the following statements are 'True or False' according to the information in the passage. Write down your answers in your exercise books. Then, compare your answers with those of your partner and discuss why you say the statements are 'True or False'.

1) According to the passage heat causes evaporation.
2) People hate a rainy season because it removes all the heat from the environment.
3)A rainy season makes life productive.
4) A rainy season makes life difficult.
5) A rainy season begins every year before the summer season.

Activity 4

In groups of three or four discuss the following questions. Then report your answers to the class when the teacher asks you.

1. Are the points presented or discussed in the passage related to your life? How?
2. In which months does a rainy season take place in your surrounding?
3. What do people in your surrounding feel about a rainy season?

Section three continued

Activity 5

Reading Fluently

Listen carefully and attentively when your teacher reads the first paragraph of the passage entitled 'Rainy Season' aloud. He will read with the necessary expressions and you listen and repeat

loudly.Then, individually read the passage loudly making the necessary expressions when needed. Then, some students will read the paragraph aloud to the class.

SectionFour: Vocabulary

Activity 1

The following are words related to the topic of **Rainy Season:**

flood cool foggy rainy
thunder season cloud rain

Work individually and write a sentence using each of the words given above. Write down the sentences in your exercise books. One has been done for you as an example. Read your sentences to the class when the teacher asks you.

Example:
Foggy weather does not seem good for our health.

1. cloud: _____
2. rainy: _____
3. season: _____
4. rain: _____
5. cool:_____
6. thunder:_____
7. flood: _____

Activity 2

Work individually and find out **five** words that are written in bold in the passage you have read. Then, write down short sentences using those words. One is done for you as an example.

1. Sometimes there is no **cloud** in the sky.
2. _____
3. _____
4. _____
5. _____

Activity 3

In the following table match the words in Column A, taken from the reading passage above, with their meanings in Column B. Write the letter of the answer in the blank space in Column A.

Column A (words)	Column B (meanings)
favorable _____	A. get rid of
resource _____	B. sense
environment _____	C. natural wealth
feeling _____	D. surrounding
remove _____	A. encouraging

Section 4 continued

Segmenting Words

Activity 4

Look at the following words. **Rainfall, indoor, outdoor, inside, outside, into, colorful, colorless**

The above words are examples of words in English made up of two parts or components which are combined. The two parts can be separated or segmented just to study them. But when we use them in writing, we never separate the components. Always we write them as one word. In other words, we do not leave space between the components. (Your teacher will show you using more examples.)

Example:

'Rainfall' can be segmented or broken down into 'rain' and 'fall' (that is, rain+fall)

Now work individually and segment the following words into their components. The words are:

Classroom, timetable, overview, underestimate, overcoat.

Section four continued

Activity 5

Individually, think of and write down similar words that can be segmented. Then show how they can be segmented by writing down the segments or components.

Activity 6

Blending Words

Look at how words are blended in the English language.

Under + wear = underwear

Black + board = blackboard

Out + put = output

In + put = input

There are more such words which are formed by **blending** or combining different words. It means we blend or combine two different words and have one. The blended words are always written as one word.

Now think of other examples of words in English that are blended or combined and show how they are blended. Write as many words as you can in your exercise books.

1) _____
2) _____
3) _____
4) _____
5) _____

In pairs, compare your answers and learn from each other. Then, some of you will show the blending to the whole class with the help of your teacher.

Section Five: Grammar

Forming Questions Using Wh-words

Wh-words are words which have ‘w’ and ‘h’ letters and are used to form questions in English.

Examples:

What, where, when, who, why

Look at the following questions and statements. The questions are formed using wh-words or question words. The questions and answers are about what you practice or do at home or in your surroundings.

1.**What** do you do in the kitchen?

We cook food in the kitchen.

2.**Where** do you cook?

I cook in the kitchen.

3.**Where** do you sleep?

I sleep in the bedroom.

I sleep on bed.

4.**Who** cleans the room?

My younger brother cleans the room.

Activity 1

Now complete the following dialogues between student 1 and student 2. One of you

act like Student 1 and the other like Student 2.

Student 1: Who wakes up early in your family?

Student 2: _____. Ok, when do people sleep?

Student 1: They sleep _____. Good, how do students go to school?

Student 2: _____. By the way, where do you study?

Student 1: _____.

Section five continued

Pronouns (we, he, she, they, I, him, them, her, me, us ….)

Students could say and write the following sentences using pronouns. The statements focus on the activities or practices which take place at home or in the surroundings.

Examples:

1) **I** cook food.

2) My brother cleans our room. **He** is a good boy.

3) **We** eat together.

4) **She** waters the garden.

Activity 2

A. In your exercise books, write down short statements using different pronouns. The statements should focus on activities or practices that are done at your home or in your surroundings.

1. _____
2. _____
3. _____
4. _____
5. _____

Be in pairs and read your statements to your partner.

Section five continued

Possession

'Whose (object) is that?'

Look at the following pictures. Each picture is labeled by a letter and name of a person. For example, the first picture is picture A and it shows Zakir carrying an umbrella.



A



B



C



D



E



F

In the above box, each person has or owns an object. So we can ask and answer about the possession or ownership using **pronouns** as follows:

1/ **Whose** umbrella is that in picture A?

Zakir has an umbrella. It is **his** umbrella.

2/ **Whose is the** bag in picture E?

It is **her** bag. (Halima’s bag)

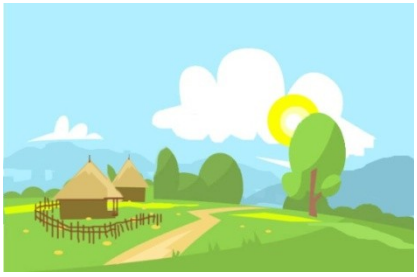
Activity 3

Work in pairs. One of you will ask a question using a wh-question word (whose) and the other will answer using the right pronoun following the above examples. (Your teacher will help you where necessary.)

Simple Present (Verb to be, verb to have, verb to do)



Picture 1



Picture 2







Picture 3

Picture 4

Picture 5

Activity 4

Look at the above pictures and the following short sentences constructed using the simple present tense. Match the pictures with the short sentences. Write the number given to the picture on the blank space provided next to each sentence. One has been done for you.

a) It **is**(It's) sunny. **Picture 2**.

b) They **have** umbrellas. _____

c) It **has** head and tail. _____

d) He **has** eye glasses. _____

e) She **has** earrings. _____

In groups of 3 or 4 compare your answers. Some students from some groups will report the answers to the class.

Activity 5

Look at the following table with two columns. In the first column some daily activities are presented. In the second column, people who perform the activities are listed. Match the activities with the people who do them by writing the letters of your answers on the given blank spaces. The first has been done for you as an example.

Activities	**Those who do the activities (doers)**
1. He/she **plows the** land. _____E___ 2. They **care** for their patients. _____ 3. She **teaches** at a high	A/ Journalist B/ Dentist C/Shopkeepers D/ Doctors E/ Farmer

school. _____ 4. They **sell** goods in their shop. _____ 5. He **presents** news on TV. _____	F/ Teacher

In pairs, compare your answers. Your teacher will give you the correct answers.

Section five continued

Present Continuous (is/am/are + verb +...ing)



A



B



C



D



E

Activity 6

Look at the above pictures. Work in pairs. One will ask about what is happening in one of the pictures. The other will give the answer.

Take turns and do the activity using the present continuous tense. The teacher will ask some pairs to present their dialogues to the class. The first one has been done for you.

Student 1: **What is happening** in picture A?

Student 2: A dog **is sleeping**.

Student 2: What is happening in picture B?

Student 1: _____

Student 1: What is happening in picture C?

Student 2: _____

Student 2: What is happening in picture D?

Student 1: _____

Student 1: What is happening in picture E?

Student 2: _____

Section Six: Writing

Writing short sentences on everyday activities

Activity 1

Gather information either from your partner or prepare your own information about daily activities like waking up, going to toilet, washing hands and face and eating breakfast.

Activity 2

Write down short sentences about your partner’s or your own daily activities. Following the given examples, but add other activities and write more short sentences.

Example:

- I wake up early.
- I go to toilet.
- I wash my hands and face. …

In groups of three or four, read your sentences to the group. Then, the teacher will ask some of you to read your sentences to the class.

Activity 3

Writing Guided Paragraph

Complete the following guided paragraph. It is about Sofia's daily activities. The first blank space is filled as an example.

> Sofia wakes up early every morning. Then, she 1/goes to (go) the toilet. Next she 2/ _____ (wash) her hands and face. After that she prepares her breakfast. Next she 3/_____ (eat) her breakfast and prepares her school materials. Then she 4/_____ (wear) her uniform and 5/_____ (go) to school. At school she 6/_____ (learn) all the subjects and goes home. At home, 7/_____ (support) her parents with the house work. She then studies for about one or two hours before she 8/_____ (go) to bed.

Compare your answers in pairs. The teacher will discuss the answers with the class.

Activity 4

Writing a short paragraph on everyday activities.

You are going to write a short paragraph on your everyday activities. So first, list down the activities that you do every day using short notes. Your teacher will guide you in writing the short notes.

1) _____
2) _____

3) _____
4) _____
5) _____

Activity 5

Write a short paragraph about your everyday activities using complete sentences. The first sentence has been written to guide your writing activity. Follow the given first sentence and write the remaining sentences to finish the paragraph writing. Write the paragraph in your exercise book.

I do different activities from morning up to evening every day._____

_____
_____
_____
_____
_____
_____
_____
_____

In pairs, read your paragraphs to each other and compare them. (Your teacher will ask some students to read their paragraphs to the class.)

Unit 3: Safety Drive

Section 1: Listening

Crossing highways

Activity 1

You are going to listen to a passage entitled “crossing highways”. Before you listen, look at the picture and in group of three discuss and answer the following questions.

1. Is there any highway you have to cross on your way to school? If yes, how do you cross it?
2. From the title of the text and the picture given on your text book what do you think the passage is going to be about?
3. What do you recommend for people about how they should cross a busy road?
4. What is the relationship between the picture and the title of the listening?



Activity 2

Now listen carefully to the passage and try and answer the following questions. Your teacher will read the passage aloud twice. Compare your answers with your partner.

1. Is what you said about the passage in question 3 above correct?
2. Why must we follow the road safety rules?
3. What do you always do before you start to cross or push a pram onto a crossing?
4. Where is crossing the road not allowed according to the passage? Why?
5. What do vehicles need when the road is slippery?
6. What do you do in case a driver or rider has not seen you?
7. What is the advice given in the passage about crossing the road?

Activity 3

Now in pairs, discuss the road safety and how to avoid car accidents when you go to school. What is the main idea of the listening passage?

Section 2: Speaking

Activity 1



Source: https://twitter.com/hashtag/AddisAbaba?



Source:https://addisfortune.net

Look at the given picture above with a partner. What are the people in the picture doing on the highways? Read the model dialogue about people's experience in the highways in pair. Then, act out the dialogue taking the role of student A and Student B in classroom.

Student A: Hi how are you?

Student B: I am fine and you?

Student A: May I ask you some questions?

Student B: About what?

Student A: I want your advice on how to cross the highways on the way to our village / school?

Student B: Oh! Well, my advice is that you should follow the road safety rules when you cross highways.

Student A: What else do we need to do when we cross highways?

Student B: You should cross the highways on the zebra markings.

Using 'can' to express ability

We use **can** and **can't** to talk about what we **can** and **can't** do (it shows general ability). We use **can** when we have the ability, time

or willingness to do something. We use **cannot (or can't)** when we don't have the ability, the time or the willingness to do something

For example:

I **can play** the guitar. (This means that I have the ability to play the instrument.)

I **cannot sing**. (I do not have the ability or the skill).

More examples:

1. I cannot drive a car.
2. I can ride a bike.
3. Can I drive a car? (Questions)

Yes, I can (Positive) I can't drive a car. (Negative)

Activity 2

Copy the table into your exercise books. The practice can **and can't** to express what you are able to do and what you are unable to do using the activities given in the box below.

Examples:

I cannot speak Spanish. I can speak Afan Oromo.

Can you drive a car? Yes, I can. No, I can't drive a car.

play music	speak English	Move a table
ride a bike	speak Amharic	Write a letter in English
carry the bag	Speak Tigirigna	Play volleyball
sing	dance	Play basketball

Example is given for you.

I can play music.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

_

Using ‘can’ and ‘may’ to make requests

‘Can’ and ‘may’ can be used to make polite requests.

Example:

Can I use your pen, please?

Excuse me. Can I talk to you for a few minutes?

Yes, you can. No you can’t.

Please can I use your phone?

Can I use your laptop, please? No, sorry. I am using it.

Activity 3

In pairs, ask and answer questions in a similar way.(‘Please can I’ and ‘excuse me’ are polite ways of asking people.)

Example: Excuse me, teacher. May/ I use your pen?

Student A: _____

Student B: _____

Student A: _____

Student: B_____

Student A: _____

Student B: _____

Activity 4

Get into pair. Then, fill in the blanks with **can or can't** from the parenthesis to complete the following sentences.

1. I_____ (can/ can't) only speak English. I don't know any other languages.
2. What sports_____ (can/can't) you play the best?
3. A dog____ (can /can't) be man's best friend, but it can't help with the chores.
4. Narrow minded people (can/ can't) see the future very well.
5. Fish_____(can/ can't) breathe outside the water.
6. _____can/can't you cook?
7. Gondorata doesn't want to go swimming with us because he_____ (can/can't) swim.
8. It is really dark here; I_____ (can/can't) see anything.
9. You _____ (can/ can't) park here, it's forbidden.
10. I am very hungry. I_____ (can can't) eat everything right now.
11. A cheetah _____ (can/can't) run very fast.
12. _____can/can't you help me?
13. I _____ (can/can't) do my homework, it's too difficult.
14. A baby ____can/ can't) drive a car.

15. The letters are very small. I_____ (can /can't) read anything.

Using 'should' or 'should not' (shouldn't) to give advice. We use '**should' or 'should not'** to give advice to do something or not to do it.

Activity 5

Use **should** or **shouldn't** to complete the following sentences.

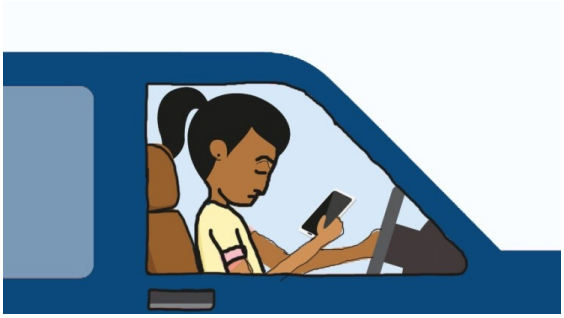
1. You look tired. You _____go to bed.
2. It is raining. You _____ forget to take an umbrella.
3. You_____ go to the movies tonight and study for your test tomorrow.
4. People _____smoke in public places.
5. A) _____ I drink ice water if I have a sore throat?
   B) No, you_____.
6. If you are hungry, you _____ have some sandwiches.
7. You _____avoid relaxing while crossing the road.

Section Three: Reading

Activity 1

Before you read the passage entitled "Safety Drive" look at the following pictures. Discuss them in pair.

1. Which picture shows safe driving?
2. What is wrong with the picture B?
3. What do you think will happen to them?





Picture A

picture B



Activity 2

Read the text entitled “safety drive “silently and complete the sentences and answer the questions that follow.

1. Driving can be _____and _____ but is also _____and _____.
2. _____is the most dangerous activity that people do.
3. Where do many people die or are seriously injured while driving to work? _____

4. What should drivers hold when driving?

   _____

5. What should drivers assess to drive?

   _____

6. What impairs driver's judgment and make him or her over confident and take risks?
7. What are forbidden to use while driving according to the passage?

   _____

   _____

8. What must drivers wear when they drive?

   _____ _____

9. What is the main idea of the passage?

   _____

   _____

Safety Drive

Driving is an **essential** part of working life for many people. It can be enjoyable and pleasant, but it can also be stressful and dangerous. Driving is one of the most **risky** activities that people do. Every year in Ethiopia many people are killed and seriously injured while driving to work. Thousands suffer serious **injury** each year. Most of these horrific incidents were preventable. Drivers must hold a valid driving licence for the vehicle being driven and carry it while driving. It is vitally important to understand and **obey** all the rules of the road and to update oneself regularly on road safety.

Drivers have an individual responsibility for their driving **behaviour**. Drivers must assess their fitness to drive. Never drink and drive. Never drive under the influence of drugs. The consumption of alcohol or drugs impairs judgment, makes drivers **over-confident**, and makes drivers likely to take **risks**. It slows reactions, increases stopping distances, affects judgment of speed and distance, and reduces the field of vision. Even a small amount of alcohol, well below the legal limit, can seriously affect your ability to drive **safely**. Drivers who drive under the influence of alcohol or drug kill and injure many people every year. Never drive when tired. It is forbidden to speak over the mobile or text messages, or do any other activities while driving. Drivers must **wear** a seat belt on every journey.

Slightly adapted from road safety handbook

Activity 3

After reading the passage, discuss these questions in group of three students and summarize the main idea of the passage.

1. Do you think road accidents can be avoided?
2. If ‘yes’, how? If ‘no’, why not?
3. Discuss in groups of three.

4. Section Four: Vocabulary

Activity 1

Choose words from the table to fill the gaps in each of the following sentences. Write the answers in your exercise book. Do the activity

individually and then compare your answers with those of a partner.

traffic	Policeman	Seat belt	pedestrian	Zebra crossing
highway	Safety	accident	Speed	

Activity 2

1. Always wear a _____while travelling in a car.
2. As _____kills, drive within the speed limit.
3. When a car_____occurs tell the situation to the _____.
4. Before you cross the _____ look both to your left and right and cross safely.
5. We should use _____to cross a road.
6. Because there is accident on the road, there is a heavy_____ jam on the way to school today.
7. The car killed a_____ when he was crossing the road.
8. 'Don't drink and drive' is one of the _____precautions.

Activity 3

Look at the following words taken from the reading passage and construct sentences with them.

essential injury obey wear drugs

Examples:

Precaution is **essential** for safety drive.

Drink drive is **dangerous** for one's life.

Activity 3

Opposite words

Match the words under Colum A with their opposites under Column B

A		B
1. Safety	_____	A) slowness
2. Over-confident	_____	C) refuse
3. forbidden	_____	D) increase
4. reduce	_____	E) cautious
5. Speed	_____	F) risk
6. Careful	_____	G) allowed
7. obey		H) careless

Activity 4

Match the words under column A with their definitions under Column B

A		B
1. Drive	_____	A) the rate at which someone or something moves
2. Safety	_____	B) disaster
3. Road	_____	C) vehicles moving on a pubic highway.
4. Accident	_____	D) stroll
5. Traffic	_____	E) free from danger or risk.
6. Policeman	_____	F) police officer
7. Walk	_____	G) Highway

8. Speed_____ H) operate and control the movement of a motor Vehicle

Activity 5

Fill in the blank with the correct words related to road safety topics.

Seat belt	footbridge	left	telephone	helmet
green	zebra crossing	window	look	stop

1. When riding a motorcycle or bicycle, we should always wear a _____.

2. We should always use the_____ or _____ when crossing a busy road.

3. Everyone should wear a _____ when they are traveling in a car.

4. The_____**t**raffic light means “Go”.

5. The red traffic light means “_____.”

6. We should always _____left then right then left to make sure it is safe to cross the road.

7. In Ethiopia, everyone drives on the_____ side of the road.

8. We should never stick out head out of the _____ when travelling in a bus or a car.

9. People should not talk on the_____when they are driving.

Section Five: Grammar

We use the present simple tense verbs to talk about repeated actions/habitual actions or events that happen frequently. It is used also for expressing facts.

Example:

- I always wash my hands.
- I usually go to school.
- She often goes to market.
- Water flows downhill naturally.

Activity 1

Write down what you do frequently at home. Read your sentences to your partner.

Example:

1. I brush my teeth every day.
2. I comb my hair every morning.
3. _____
4. _____
5. _____
6. _____
7. _____

Activity 2

Fill in the blank spaces with the appropriate simple present tense form of the verb in the bracket.

1. I _____ (walk) to school every day.
2. We_____ (have) dinner at eight every night.
3. My brother and my sister _____ (go) to dance classes every weekend.
4. Mariam _____ (meet) her friends every month.
5. You never_____ (sleep) late.
6. My father _____ (go) to work early in the morning.
7. We _____(study) English twice a week
8. She_____ (like) tea but not coffee.
9. Kids do not _____ (like) medicines.
10. She_____ (love) her children too much.

Activity 3

Write the correct form of the verb in the brackets individually.

1. My mum usually _____ (get) up at 6 o'clock.
2. _____ you always _____ (feel) happy?
3. They _____ (not watch) horror films.
4. _____she ____ (visit) friends?
5. I_____ (not like) going shopping.
6. He_____ (not read) a book every day.

Activity 4

Write the appropriate simple present tense verb forms to complete the facts about Chaltu.

This is Chaltu. She_____1 (be) a primary school teacher.She_____2 (teach) English, Maths and environmental sciences. At the moment, she _____3 (not teach) Maths. She_____4 (live) in Addis Ababa and _____5 (be) married to Mr.Magarsa. They _____6 (have) three children. They all_____7 (love) animals, but they_____8 (not have) any pets because they _____ 9(live) in an apartment. Chaltu_____10 (speak) French as well as English, but she_____11 (not teach) French.

Nouns in English

There are regular and irregular nouns in English. Regular nouns add **-s** or –es to the nouns to make them plural. Irregular nouns have different plural forms.

Example:

She has a dog. → She has two dogs.

A cat is white. → She has three white cats.

There is a blue bus on the road. → There are blue buses on the road.

Regular nouns	Irregular nouns
boy/ boys	woman/ women
horse/ horses	child / children
church/ churches	tooth/ teeth

Activity 1

Write sentences using both the singular and plural forms of nouns given below.

Example:

1. We have a dog. We have two dogs.
2. The police have arrested the thief. The police have arrested two thieves.
3. There is a blue bus on the road. There are four blue buses on the road.

car	man
sheep	shoe
class	match
ox	leaf
city	foot

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 2

Sit in group of four, discuss and write the plural forms of the nouns given below.

The first is done for you.

1.Dog dogs

2.guitar _____3. Bag_____4. Phone_____

5. Umbrella _____6. Queen _____7.snake_____

8. Tomato_____9.carrot_____10.jacket _____

11 photo _____12.cup_____ 13 owl _____

Activity 3.

Copy the words into your exercise book. Then, write the words the table below in two rows as singular and plural forms. Later, show to your teacher.

Books	house	computers	giraffes	coat	
pens	pencil	pig	Phone	television	
buses	chair	lion	rubber	table	bikes

Expressing likes, dislikes and preferences

Example:

a) I like getting up early in the morning. I dislike staying up at night.
b) I dislike people who talk too much.
c) I prefer coffee to tea.

Activity 6

Write down sentences showing your likes, dislikes and preferences about the following. Tell your partner your likes, dislikes and preferences using the items given below for you.

bread/ *injera*

white coffee/ black coffee

bus/ taxi

films/ drama

studying at home/ studying in the library

apples/ oranges

studying alone/ studying with other students

cats/ dogs

Activity 7

Write individually short sentences about what you like and dislike.

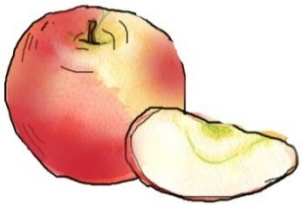
To write the short sentences look at the pictures on your textbook.



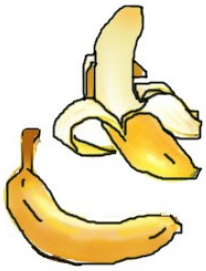
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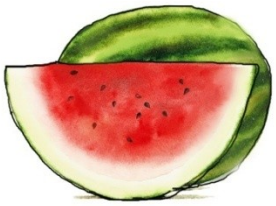


B



C







D **E**

F







G **H** **I**



J

<u>Examples:</u> I like mango but I don’t like orange. Or I dislike orange.

Preference

- Prefer something to something else.

Examples:

1. I prefer football to basketball.
2. She prefers tea to coffee.
3. I would prefer city to countryside.
4. She would prefer tea to coffee

Questions

- ✓ Do you prefer coffee to tea? I prefer coffee to tea.
- ✓ Do you prefer Bajaj or taxi? I prefer taxi to Bajaj

- **Prefer doing something to doing something else.**

Examples:

1. I prefer drinking tea to drinking coffee.
2. We prefer jogging to running.
3. They prefer driving to going by bus.

Activity 8

Choose the correct answer to complete the sentences.

1. I prefer (to photograph/ photograph/ photographing) people rather than places.
2. Some people would prefer (to be/ be/ being) happy rather than rich.
3. Hadas prefers (learning/to learning/ learn) English to French.
4. She would prefer (listening/listen/listened) Mozart to Bach.
5. I prefer to play tennis (rather than / to/ then) do my homework.

6. Tolesa and Michael would prefer (to eat/ to eating/ eat) out night.
7. I prefer going to the cinema (to/from) sitting at home.
8. The man prefers going back (to/rather than/from) sitting in the corridor.
9. His sister prefers (sleeping/ to sleep/ sleep) to going to gym.
10. They would prefer studying English (to/than/by) playing football.

Giving instructions using imperative verb forms

We give instructions to tell someone what to do or not to do.

Example:

Sit down!

Come here!

Raise your hand.

Activity 9

Fill in the blank spaces using the appropriate words given in the table below to give instructions.

open	shut	give	pass	point
close	touch	draw	write	

1. Please _____ your books to page 12.
2. _____me the pencil sharpener.
3. You have to _____ pictures of animals.
4. Wild animals are dangerous. Don't _____ them.
5. _____ me that bag.

6. Don’t _____at people. It’s rude.
7. _____me a letter about your family.Ok?
8. Quickly _____ the door. It’s cold outside.
9. Class is over. _____ your books.

In pairs, look at the traffic signs given below. Write instructions with imperatives.



1





2

3







4 **5**

6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Section Six: Writing

Activity 1.

Look at the pictures of people in the middle of the road and around the highway. Then, create sentences that describe what the people are doing in the highways.



Activity 2

Look at the above pictures. In group of three students write the safety precaution for pedestrians what they should and they should not do on the highways and around the highways. Publish the safety rules advice on the poster with this picture and post in your school.

UNIT FOUR: SOIL

Section 1: Listening

Soil protection

Activity 1

1. Think for a minute and write down whatever you know about soil.

2. How useful do you think is soil?



A



B



C



D

Activity 2

In groups of three discuss and identify which activities in the above pictures help as a means of soil protection.

Students from some of the groups will report the result of their discussion.

Activity 3

Individually, match the following words on the left with their meanings given on the right. Write the letters of your answers beside the words on the given blank spaces. The first one has been done for you.

Words	**Meaning**
Protect B	A. wearing away
Soil _____	B. save
Erosion_____	C. lower the quality
Degrade_____	D. earth substance

Section one continued

Activity 4

Copy the following table into your exercise book and complete it while you listento your teacher. Listen and write down appropriate short answers in the right column of the table. Then, in pairs discuss your answers.

1. When was Environment Action Programme adopted?	
2. Who adopted the Action	

Programme?	
3. The Action Programme coverage time	a) _____years
	b) From years _____ to _____
4. One of the Action Programme priorities	
5. The overall objectives of the soil protection strategy	a) Soil protection
	b) _____
6. The two principles of soil protection strategy	a) _____
	b) Preventing further soil degradation

Activity 5

In pairs, discuss the following questions and report your answers to the class.

- ✓ What is the listening text about?
- ✓ Why is soil protection necessary?
- ✓ Do you think soil is related to your lives? If yes, how?
- ✓ How can you help in soil protection?

Section Two:Speaking

Question and Answer (Dialogue)

Activity 1

In pairs, study and practice the following dialogue between two friends, Gadisa and

Shemsu. The conversation is about the importance of soil. Take turns and practice the

dialogue to be ready for making conversation in your pairs.

Gadisa: Good morning, my friend, Shemsu.
Shemsu: Good morning, Gadisa.

Gadisa: How are you?

Shemsu: I am fine, and you?

Gadisa: I am fine, too. Shemsu, can we talk about the importance of the soil around us, if you have the time?

Shemsu: Yes. I can tell you one. That is, it is important for plant growth.

Gadisa: Very good. It also serves as shelter for some organisms, doesn't it? Can you add any other?

Shemsu: Yeah. It also serves as a water reservoir keeping water in itself. Is there anyother importance of soil?

Gadisa: Yeah. I think it helps in extending the life of human beings in general.

Some pairs of students will go to the front of the class and act outthe dialogue.

Activity 2

Be in your pairs and make similar conversation or dialogue about **soil erosion and its consequences**. Begin the conversation by greeting each other and take turns to ask questions and give answers.

Activity 3

In pairs,talk about why soil should be protected and how it can be protected. One student, Mesay, will ask questions and the other, Nega, will give answers. Follow the example given to begin the dialogue and continue the conversation.

Example:

Mesay: Hello, Nega.

Nega: Good afternoon, Mesay. These days, I hear farmers are complaining about the poor quality of the surrounding soil. What is your opinion?

Mesay: Right, with poor quality soil good crops cannot be harvested.

Nega: No,and if enough and good crops are not harvested, we cannot survive. So the soil must be protected, I think.

Mesay: _____

Nega: _____

Now, continue the dialogue focusing on how to protect soil. The teacher will ask some of you to say the dialogue in front of the class.

Section Three: Reading

Soil

Activity 1

Think of the following questions about soil individually, first. Then in pairs, discuss your answers. Later, check your answers as you read the passage.

1. Do you think soil is found everywhere?

2. Where do you think soil is found?

3. Do you think soil has relationship with life on the Earth? If yes, how are the two related?

4. Can climatic changes influence or change the features of soil?

Section three continued

Activity 2

Read the following passage about 'Soil', and say whether the following statements are 'True' or 'False'. Your answers should be based on the information in the passage.

1/ Soil is essential for plants, animals, and human beings._____

2/ The first paragraph of the passage presents some functions of soil. _____

3/ Soil is dynamic, but it is not complex. _____

Soil

Soil is a **porous** medium which is found in the uppermost layer of theEarth's crust. Soil is one of the principal substrata of life on Earth, serving as a reservoir of water and nutrients, as a medium for the filtration and breakdown of **injurious** wastes, and as a participant in the cycling of carbon and other elements through the

global ecosystem. It has evolved through weathering processes driven by biological and climatic influences.

The study of soil as a separate scientific discipline began about the same time with systematic investigations of substances that enhanceplant growth. This **initial** inquiry has expanded to an understanding of soil as complex, dynamic, biogeochemical systems that are **vital** to the life cycles of terrestrial vegetation and soil-inhabiting organisms—and by extension to the human race as well.

Soil can be studied in terms of its structure, composition, and classification. These factors affect the role of soil. In addition, soil erosion and soil pollution should get attention because they are the two most serious problems that degrade soil. Furthermore, soil **conservation** needs to be considered as an essential issue for sustainable use of soil.

(Adapted from http://www.britannica.com/science/soil; Retrieved on 23/07/2021)

Activity 3

In groups, summarize the main idea of the passage entitled soil

Activity 4

The following is a list of terms taken from the reading passage. But, one of the terms

is not mentioned in the passage. Identify this term and write it on the blank space

given.

A. Soil erosion B. Soil degradation C. Soil conservation D. Soil pollution.

The answer is _____

Activity 5

1. Read the passage quickly once again and find out the word which is most frequently used in the passage and how many times it is mentioned.

The word is _____It is mentioned _____times.

2. Which of the following is true about soil?

a/ natural resource b/ porous substance

c/ dynamic in nature d/ complex in nature

e/ all f/ none

3/ What does the last paragraph tell us about soil? _____

Now be in groups of three or four and compare your answers. Some students will be

asked to report their answers to the class.

Activity 6

Copy down the following table into your exercise book and complete the right hand column with appropriate information from the reading passage.

1. Soil serves as ….	

2. Soil can be studied in terms of its …	
3. Soil problems/threats …	
4. Factors that influence the weathering processes are…	
5. Means or strategy for tackling soil problems….	
6. The paragraph in which the terms ‘inquiry’, ‘study’, and ‘investigation’ are stated is …	

Compare your answers in groups of three. The teacher will ask some groups to present

their answers to the class.

Activity 7

Copy the words written in bold type in the passage into your exercise book and guess

their meanings as used in the passage. Check your answers in pairs. The teacher will

discuss the answers at the class level. After you have learned the meanings, construct

your own sentences using the words and show them to your teacher.

Activity 8

In groups of three or four, take turns and read the passage entitled ‘soil’ aloud to each other. The teacher will move around and give you the necessary support. Then the teacher will ask some students to read paragraphs in front of the class.

Section 4:Vocabulary

Activity 1

Match the words in the following box with their possible meanings given below the
box. Write the letter of your answer on the spaces given beside the words. The first
one has been done as an example.

A) keep B) under change C) facilitate/support; D) tank/pool E) occupant/resident

1. Reservoir: D
2. Dynamic: _____
3. Inhabitant: _____
4. Conserve: _____
5. Enhance: _____

Activity2

Copy the following words from the passage into your exercise books and construct a sentence using each of them. Then read the sentences to your partner. The teacher will ask students toread their sentences to the class.

erosion plants soil Earth pollution stone conservation

Activity 3

Copy the following table into your exercise books. Match the wordsin the left hand column with their possible meanings given in the right hand. Write down the letter of your answer on the blank space. The first one has been done for you.

Thematic words	Possible meanings
1. Plants: G	A. Ground
2. Soil: _____	B. Contamination
3. Conservation: _____	C. Wearing away
4. Stone: _____	D. Protection/Preservation
5. Erosion: _____	E. Mineral
6. Earth: _____	F. Porous medium found in the upper layer of the Earth's crust
7. Pollution: _____	G: Vegetation/Flora

In groups of three or four compare your answers and report them to the class when the
teacher asks you.

Section Five: Grammar

Prepositions

Look at the **underlined** words in the following sentences.

1. Walya Ibex is found only **in** Ethiopia.
2. We usually sleep **on** bed.

3. Students go **to** school.
4. The Nile River flows **from** the south direction **to** the north.
5. Most office workers in AddisAbaba go**to** office **by** bus.

We call these **underlined** words '**prepositions**'.

B. Now look at the following pictures.



A



B



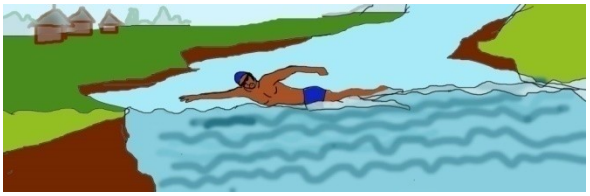


C

D



E



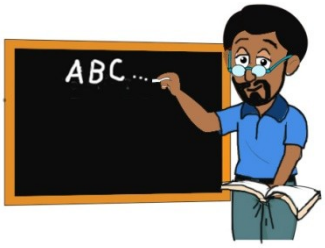
F



G



H



I



J

Activity 1

The following are sentences constructed about each of the above pictures. Accordingly do the following two activities.

i. Fill in the blank spaces of each of the following sentences with the appropriate prepositions. Choose the right preposition from the following and write in your exercise books. The given prepositions are:

on	**in**	**under**	**between**	**up**	**with**	**to**	**over**	**across**

ii. Identify the picture which is associated with each given sentence and write the letter of the picture on the blank space given against the sentence. Do it in your exercise books. The first one has been done for you.

1. The girl is wearing a hat _____ her head. (Picture ____)

2. The student is walking ___ his classroom. (Picture ____)

3. The soldier is carrying a gun ____ his shoulder.

4. The teacher is writing _____ the blackboard ____ a piece of chalk. **(**Picture __)

5. The boy is sitting _____ two girls. **(**Picture ____)

6. The man is swimming _____ a river. (Picture ____)

7. The airplane is flying _____ the cloud. (Picture ____)

8. There is water _____ the glass. **(**Picture ____)

9. There are shoes _____ the chair. (Picture ____)

10. The man is moving ___ the ladder. (Picture ____)

Now be in pairs and compare your answers.

Interrogatives and Negative Sentences

Study the following examples of interrogative and negative sentences.

Interrogative Sentences	**Negative Sentences**
1. Should we protect soil? 2. Is soil conservation essential? 3. Is soil a natural resource? 4. Is environment protection a must? 5. Have we to prevent soil erosion?	1. We should not pollute soil. 2. Soil overuse is not good. 3. Soil protection is not an option. 4. We should not pollute soil. 5. We should not allow soil erosion

Note that: a/ We usually use ‘not’ in negative sentences.

b/ We use full stops at the end of negative sentences.

c/ We put a question mark (?) at the end of interrogative sentences.

Activity 2

Now work individually and construct 5 interrogative sentences and five negative
sentences. Then in groups of three or four, compare your interrogative and negative
sentences. Some students will read their sentences to the class. (The teacher will
support you in doing the activity)

Negative Sentences with Contracted Forms

Study the following examples which show negative sentences with full and contracted
forms.

Negative Sentences with <u>full</u> forms	**Negative Sentences with <u>Contracted</u> Forms**
1. We **<u>are not</u>**the citizens of Addis Abeba.	We **<u>aren't</u>** the citizens of Addis Abeba.
2. You **<u>should not</u>** neglect elders' advice.	You **<u>shouldn't</u>** neglect elders' advice.
3. We**<u>cannot</u>** talk with a dead body.	We **<u>can't</u>** talk with a dead body.
4. Soil **<u>is not</u>** a private property.	Soil **<u>isn't</u>** a private property.
5. All that giliters**<u>is not</u>** gold.	All that giliters**<u>isn't</u>** gold.

Activity 3

Following the given examples above write your own five negative sentences with full
forms and five negative sentences with contracted forms. Then, in pairs, compare your

sentences. Finally, your teacher will invite some students to present their sentences to the class by reading.

'Wh…' Questions

Activity 4

Carefully read each of the following and complete the blank spaces using the appropriate 'wh …' question words from the following: **what, where, when, why, who, which, whose, how.**

1. _____ is your birth place?

2. _____ were you born? (time)

3. A. _____ are you?B. I'm fine.

4. They do not talk to each other still. _____ could be the reason?

5. It is getting dark. _____ are you going out this time?

6. That car is brand new. _____ is it?

7. Here are two laptops. One is made in China and the other is made in Japan. _____ one do you prefer?

8. It is well done. But _____ did that?

9. Hello, _____ is knocking?

10. This is a very difficult problem._____ can you solve it?

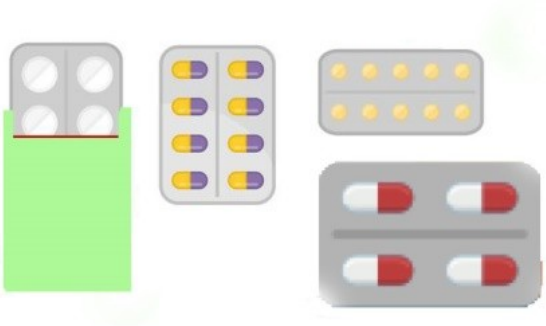
In pairs compare your answers. Then some students will report their

answers to the class.

Section Six: Writing

Completing and Writing Short Sentences

Study the following pictures. They are all about the uses of soil in different industries.



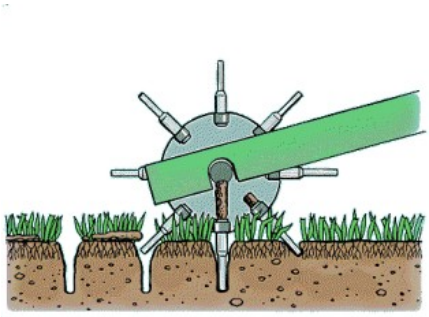
A



B



C



D

Activity 1

The following incomplete sentences are related to the above pictures. Copy and complete the sentences by choosing the appropriate terms from the given list of terms.

building medicine clay soilantibiotics

1. Soil is used in the medicine industry for the production of _____.
2. Soil is used in Agriculture to nourish _____.
3. _____ is used in the making of ceramics, or pottery.
4. Soil compaction is very important in the _____ process.

Activity 2

After completing the above sentences match the pictures with these sentences based
on their relationships. Write the letters of the pictures against the sentences. The overall message of the sentences or the pictures will make up a story about the various
uses of soil in different industries.

Activity 3

Write a paragraphin your exercise book about the various uses of soil in different industries as stated in the sentences and as represented in the pictures. You can begin your paragraph in the following way:

Soil is used for various purposes in different industries.

_____

_____

_____

The teacher will ask some students to read their paragraphs to the class.

Completing guided paragraph

Activity 4

The following are five sentences which are about soil. If they are put in the correct order, they will form a paragraph. So, first put the sentences in the right order by arranging their letters (A, B, C …). Then write the paragraph with the correct order of the sentences.

The sentences are:

A. Animals also need it for their existence.
B. Therefore, we should protect it from the various pollutants (polluting factors).
C. Soil is essential for life on earth.
D. Furthermore, the life of human beings is strongly attached to soil.
E. It is vital for the growth of plants.

A. The correct order of the sentences is:

1. ___ 2. ___ 3.___ 4.___ 5. ___.

B. Read your paragraphs to each other in pairs. Then some students will be invited to read their paragraphs to the class.

Unit 5: Types and Importance of Vegetables

Section 1: Listening

Types and Importance of Vegetables

Activity 1

A. Look at the following pictures of vegetables and tell their names to your partner at your side.



B. Work in pairs and discuss these questions.

1. Can youlistsome types of vegetables grown in your area?

2. Whatis the importance of vegetables to human beings?

3. Doyour family grow vegetables in your home garden?

4.Which vegetables do you grow?

Activity 2

Listen to your teacher reading a text entitled “Types and Importance of Vegetables” and answer the following questions.

1. Did you find all the vegetables you listed in Activity 1 above in the listening text?

2. Can you add names of some of the vegetables that are not on your list but named in the listening text?

Activity 3

In group, discuss the vegetables common in your area and categorize them in their broad classifications.

Root vegetables	Leafy	Tuber	Fruit	Flower

Activity 4

1. Students, now explain to your friends what you have learned from the listening text.
2. Work in groups and discuss the meanings of the sayings:
   “An apple a day keeps the doctor away”

Section Two: speaking

Activity 1

Dialogue in a restaurant

Listen to your teacher reading the dialogue aloud. Then read the dialogue yourself silently.

Waiter: How are you doing?

Customer (you): Fine, thank you. Can I see the menu, please?

Wait: Certainly, here you are.

Customer: Thank you.

Waiter: what would you like to eat?

Customer: I’d like spicy mutton stew with Injera.

Waiter: I’m sorry; we don’t have spicy mutton stew. Would you like fried

mutton?

Customer: Yes, please.

Waiter: Would you like something to drink?

Customer: Yes, I'd like a coke.

Activity 2

Read the following dialogue with a partner. Take turns being the waiter and the customer.

Waiter: Good evening. May I take your order?

Customer: Yes, please. Can I see the menu please?

Waiter. Sure, here you are.

Customer: Thank you

Waiter: What would you like to eat?

Customer: Can I have cucumber salad?

Waiter: I ‘m sorry; we don’t have cucumber salad? Would you like roasted

vegetables?

Customer: Yes, please.

Waiter: Would you like something to drink?

Customer: I‘d like water.

Activity 3

Practice the following dialogue with your partner. One of you can be the waiter and the other the customer.

Waiter: Good evening. May I take your order?

Customer: Good evening. Can I see the menu please?

Waiter. Sure, here you are.

Customer: Thank you

Waiter: What would you like to eat?

Customer: May I have cucumber salad?

Waiter: I ‘m sorry; we don’t have cucumber salad? Would you like

roasted vegetables?

Customer: Yes, please.

Waiter: Would you like something to drink?

Customer: I‘d like water.

Activity 3

Dialogue writing

Write a similar dialogue using the information given in the table with your partner. Then act out the written dialogue together.

mixed vegetables	cabbage
vegetable soup	boiled green vegetables
salads	mushroom soup

Section Three: Reading

Activity 1

Work in pairs and discuss these questions.

1. What does healthy eating mean?
2. What do you think about healthy eating habits?

Activity 2

Get into groups. Take turns to read and solve the riddle.

1. I am green or red, spicy and hot. I am in the vegetable group. Who am I?
2. I grow underground. You peel me before you eat me. Rabbits love me. I am long, thin and orange. Who am I?
3. I am round and red. My flesh is also red. Some people think I am a vegetable but I am really fruit. People like to use me in a salad. Who am I?

Activity 3

As you read the text, answer the following comprehension questions.

1. What does healthy eating mean?
2. What food types give us minerals and vitamins?
3. Why are vegetables important for human health?
4. Which food variety do we choose to remain healthy?
5. What life choices and habits do you need to develop to prevent heart disease and stroke?
6. What percent of premature heart stroke can be prevented through healthy eating and active physical exercise?

Healthy Eating

Healthy eating means eating a balanced diet that most important to **protect** your health. In fact, up to 80% of **premature** heart disease and stroke can be prevented through your life choices and habits, such as eating a healthy diet and being physically active. A healthy eating routine is important at every stage of life and can have positive effects that add up over time. It's important to eat a **variety** of fruits, vegetables, grains, protein foods, and dairy and fortified soy alternatives.

When deciding what to eat or drink, choose **options** that are full of nutrients. Choose recipes with plenty of vegetables and fruits. Your goal is to fill half your plate with vegetables and fruits at every meal. Choose brightly colored fruits and vegetables each day,

especially orange and dark green vegetables. In addition, eat protein every day. Protein helps build and maintain bones, muscles and skin. Try to eat at least two servings of fish each week, and choose plant-based foods more often.

Vegetables are **important** for human health because of their vitamins, minerals and dietary fiber content. Especially, the antioxidant vitamins like vitamin A, Vitamin C, and vitamin E and dietary fiber content have important roles in human health. Therefore, vegetables and fruits are one of the healthiest foods you can eat. Most vegetables and fruits are naturally low in fat and calories, vegetables and fruits are important sources of many nutrients, including potassium, dietary fiber, folate, vitamin A, and Vitamin C. **Diets** rich in potassium may help to maintain healthy blood pressure.

Dietary fiber from vegetables and fruits, as part of an **overall** healthy diet helps reduce blood cholesterol levels and may lower risk of heart disease. Vitamin A keeps eyes and skin healthy and helps to protect against infections. Vitamin C helps heal cuts and wounds and keep teeth and gums healthy. Vitamin C helps your body absorb iron more easily.

Adopted from https://www.heartandstroke.ca/healthy-living/healthy-eating/healthy-eating-basics

Activity 4

A. Discuss in groups of three the main idea of the text entitled “Types and Importance of Vegetables” and write a summary of the text.

B. In group, discuss the following questions.

1. What staple foods do you eat in your family?
2. What do your family members prefer to eat, vegetables or animal products?

Activity 4 Reading Fluency

Listen to the teacher as s/he reads the next text. Your teacher will read the passage “Healthy Eating” with different expressions. Then take turns and read the text with your partner.

Section Four: Vocabulary

Activity 1

Guess the meaning of the next words based the information you obtained from the reading passage. The words are: healthy eating, vegetables, fruits, disease, prevent, protect, keep, and maintain, from the text.

Activity 2.

Complete the gap in the following text using words in the box in its correct places in the text given below.

importan t	healthy	prevent	diet
advise	Affects	disease	living

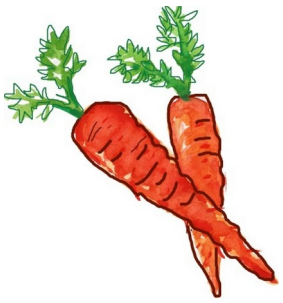
A healthy diet is _____(1) for children as well as adults. When adults have poor eating habits, their children usually do, too. After all, children eat

the same way as their parents. When parents eat _____ (2) food, the children will learn to enjoy it, too. Then they will develop good eating habits. Doctors _____(3) parents to give their children healthier snacks such as fruit, vegetables, and juice. Everyone wants to live a long, healthy life. We know that the food we eat _____(4) us in different ways. For instance, doctors believe that fruit and vegetables can actually _____ (5) many different diseases. On the other hand, animal fat can cause_____ (6). We can improve our _____ (7) now and enjoy many years of healthy_____ (8).

Activity 3

Match the following words given in the table with their appropriate pictures. Write the letter of your choice on the spaces provided against the pictures.

Tomato	Cabbage	Garlic
Potato	Cauliflower	pea
Carrot	Onion	Lettuce



A



B



C



D



E



F





G

Activity3

Read the passage entitled “healthy eating” again. Find the words in bold and construct sentences with the words in your exercise book.

1. protect _____
2. premature

   _____
3. variety

   _____

4. options

   _____

5. important

   _____

6. diets

   _____

7. overall_____

   _

Section Five: Grammar

I like ---- so do I.

Example: I like fish. So do I.

Activity 1

Look at the group of fruits and vegetables in the pictures below. Then, tell to your partner the one you like or dislike from fruits and vegetables in turns.



Activity 2

Students look at the two groups of pictures: one for fruit and the other for vegetables, and talk about the fruit or the vegetable they like as follows:

Examples:

Aticho likes cabbage. So do I. I like it too.

Dutamo doesn’t like carrot. Chafamo doesn’t either.

I like apple. So do I. I like it too.

Study the dialogues and complete them with the correct form of do or do not. Compare your answers with a partner.

1. Student A: Do you like cabbage?

   Student B: Yes, I like it very much.

   Student A: so **_do_** I.

2. Student A: Does your sister like oranges?

Student B: She likes them very much.

Student A: so **does** my sister.

so ….I / I… too/ don’t / doesn’t either.

Activity 3.

Answer with so…I (so am I)/ so do I/ so can I) etc.

1. He likes pumpkin. So do I.
2. I am vegetarian. _____.
3. I cooked vegetables for my dinner. _____
4. I will have my mushroom soup and roasted vegetables._____
5. I can finish one head cabbage for my lunch._____.
6. I love sweet potato._____.
7. She doesn’t like banana._____.
8. She needs fresher vegetables._____
9. They can grow more vegetables on small plot of land.

10. We plant various vegetables this year._____

11. They water the vegetables every morning._____

12. Tolcha will grow onion in his garden._____

13. Gebeyanesh sells fruits on the stall. _____.

14. Nigussie cooks salad for his lunch. _____

15. I plant more trees than I did last year. _____.

Activity 4

‘So’ and ‘either’

You’re having a conversation with Melat. What she says is true for you too. Put in ‘so--- I’ or ‘ I---------either’, choosing which auxiliary verb you need:

1. Melat: Sarah loves chocolate. _____
2. Melat: I can’t play the piano. _____
3. Melat: Catherine is English. _____
4. Melat: She isn’t coming to the party. _____
5. Melat: Lulit will come early tomorrow. _____
6. Melat: I have to study this weekend. _____
7. Melat: Dan lives in Madrid. _____
8. Melat: She doesn’t have any brothers or sisters. _____
9. Melat: I’ve been to Mexico. _____

10. Melat: I’m going home now _____

11. Melat: I didn’t pass the exam. _____

12. Melat: She hasn’t brought her laptop. _____

13. Melat: David is living in Mumbai. _____

14. Melat: I won’t have a cake just now. _____

15. Melat: I’m not an engineer.

_____

16. Melat: John went to the lecture yesterday.

_____

17. Melat: I’m studying Spanish at the moment.

_____

18. Melat: I’d like a cup of coffee.

_____

19. Melat: John wouldn’t drive in the snow.

_____

20. Melat: Emma can speak French. _____

“So” is used to show agreement with positive statements.

So + auxiliary + subject (pronoun)

The auxiliary needs to agree with the verb tense in the original statement.

It is similar to using “too” at the end of a sentence.

So + auxiliary + subject (pronoun) subject + auxiliary + too

I like dogs. So does Senait. Senait does too.

Imperatives.

We use imperatives to give instructions. Use the base form of the verb (imperative) to give instructions.

1. Mix salt with water.
2. Stir the mixture with a spoon.
3. Chop the onion.
4. Add two cups of water to it.
5. Mix the water with sugar. Stir it with a spoon.

Activity 5

Discuss in groups and give instructions on how to prepare fruit salad. Read the ingredients and the imperative verbs given and then talk to your group members about the preparation in short imperative sentences.

Ingredients

A variety of fruits such as

apples oranges bananas strawberries kiwi

peaches plums pears grapes mangoes

Imperative verbs you use to construct your instructions:

wash and clean cut place mix

eat enjoy

Example:

First **wash and clean** all fruits. Next _____them into pieces. Third, _____them in a cooking pot. Fourth_____them and finally _____and _____.

Activity 5

Activity 6

Ask your mother and write instructions on how to prepare vegetable salad for the next class. Use the right imperative verbs to give instructions.

Comparative adjectives

Comparative adjectives are used to compare one noun to another noun. In these instances, only two items are being compared.

Comparatives of short adjectives

Short adjectives	spelling rules	examples
Usually add	+er	slow → slower fast → faster tall → taller
Ending in -e	+r	large → larger nice → nicer
Some two syllable adjectives especially ending in -y	-y → -i	angry → angrier happy → happier funny → funnier
Ending in vowel + consonant	Double the consonant +er	big → bigger fat → fatter fit → fitter

Look at these examples.

1. Taye was *angrier* than his friend.
2. Gadisa is smaller than his sister.
3. Abdu is shorter than Hanna.

In the first sentence we compared Taye and his friend. In the second sentence we compared Gadisa and his sister. In the last sentence we compared Abdu and Hanna in terms of height.

Look at these examples.

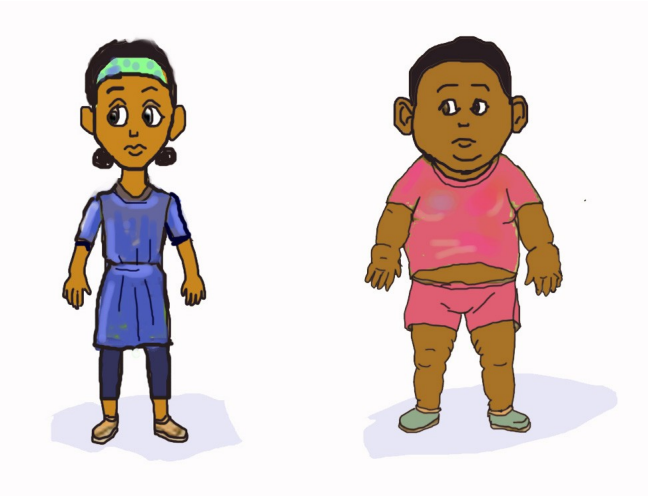
4. The wife is *angrier* than her husband.
5. He is *smaller* than his sister.
6. Abdu is *shorter* than Hanna.

In the first sentence we compared the wife and her husband. In the second sentence we compared she and her brother. In the last sentence we compared Abdu and Hanna.

Activity 7

Compare the following pairs of pictures in terms height and size.





Abraham Tulu Almaz

Chaltu

Activity 8

Fill in the blanks with the right forms of comparatives to compare two nouns.

1. Giraffes are _____ than horses .(tall)
2. Sheep are _____ than goats .(fat)
3. Summer is _____than winter .(hot)
4. Elephants are _____ than lions.(heavy)
5. My result in the test was _____ than Sam’s .(good)
6. Mars is _____ than Earth. (cold)
7. In summer days are _____than winter. (long)
8. A turtle is _____than rabbit. (slow)
9. I am _____than my cousin (young).
10. Bread is _____ than meat. (Cheap)
11. My dad is _____at English than my mum (bad)
12. March is _____than July. (shot)
13. Basketballs are _____than tennis balls. (big)

Activity 9

<u>Fill the blanks with the right form of the comparative adjective in brackets</u>

1. Your bag is …….. (heavy/ light) than mine.

2. This pen writes …….. (bad) than my previous one.

3. This athlete is …….. (strong) than his competitor.

8. This path is …….. (narrow) than the parallel one.

5. Kenyans are …… (good) sprinters.

6. My …… (old) sister is afraid of my mice.

7. We have …… (much) homework today ……. we had yesterday.

8. If you need any …… (far) information, please contact our assistant.

9. This highway is …… (wide) ……. that highway.

10. My house is ……(near) to the library.

Activity 10

Copy the adjectives in the table into your exercise book and write the comparative forms of the positive adjectives

Positive	**Comparative**
high	
fast	
strong	
bright	
smart	
bold	
clever	
cold	
great	
kind	

long	
small	
sweet	
tall	
old	
young	

Activity 11.

Contractions

Write the contracted forms of each pair of words. Add apostrophe to join the words.

Example: I have/ I've. She is/ She's

1. They have
2. She has
3. We have
4. He has
5. I am
6. You are
7. she is
8. I was
9. They were
10. They should have
11. Could not
12. They have not

Section six: Writing

Activity 1

What do they like?

In small groups, look at the table belowwrite sentences with like, likes, don't like or doesn't like according to the chart below. Refer to the chart to write the sentences. Tick mark shows 'like' and x mark shows 'dislike'.

Hobbies	Abera	Dawit	Okello	Meron	chaltu
1. Riding a bike	✓	x	x	x	✓
2. Playing chess	✓	✓	✓	x	x

3. Cooking	✓	x	✓	x	x
4. Watching films	x	x	x	x	✓
5. Going shopping	✓	x	✓	✓	✓
6. Reading comics	✓	✓	✓	x	x
7. Gardening	x	x	✓	✓	x
8. Phoning friends	x	x	x	✓	✓
9. Surfing internet	x	x	✓	✓	✓
10. Traveling abroad	✓	x	x	x	✓

Likes and dislikes can be expressed by using the affirmative verb like but we use do / does and did not and like verb or dislike to show negative expressions.

Examples:

1. Abera and Chaltu like riding bike.
2. Meron and Chaltu don’t like playing chess.
3. Abera, Dawit and Okello like playing chess.

Activity 2

Rewrite the next sentences in your exercise book with suitable capital letters and punctuation marks.

1. today we have english Arabic and art.
2. sara lives in addisababa.
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 koyishaeco- 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

Unit Six: Clean Water

Section1: Listening

Importance of Water

Activity 1

Work individually and answer the following questions in preparation for what
you are going to listen. Write down your short 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 percent of our body is water?
4. What are some of the major benefits (importance) of water?
5. Write down some words or terms that you expect to hear from the next listening text titled “Importance of water”.

In groups of three or four compare your answers. The teacher will ask some of you to goto the front of the classto share your answers with class.

Activity 2

Answer the following question when your teacher reads the passage on the ‘importance of Water’. Copy the questions into your exercise books and write down the answers on the given blank spaces.

A. Give your answers by writing down ‘True’ or ‘False’.

1. Water is used for transportation. _____

2. Helping the growth of plants is not the importance of water._____

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. _____

B. 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.

In pairs, compare your answers. After that some students will report their answers to the class.

Activity 3

A. In pairs, talk about the most important uses of water.

For example: Importance of water in the area of:

- Health,
- Domestic activities,
- Agriculture,
- Life in general

B. In groups of three, discuss the following questions. The teacher will later ask some groups to tell their answers to the class.

- For what purposes do people use water where you live?
- Do the peoplecare aboutwater?
- What isyour feeling about water and caring for water?

Activity 4

Reflecting on the listening

A. Do you think the message in the listening is:

- Relevant to you and your life?
- Clear to understand?
- Important information?

B. In your future life what do you plan to do about the proper use of water and water care?

In groups of three or four, share your ideasabout questions A and B above.

Section Two: Speaking

Making Conversation (Dialogue)

Activity1

Individually,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 finetoo. But I am worried about water pollutionthese days.

B: Yes, it is very alarming that the water canals, rivers and tanks are getting polluted day by day.

A: Exactly! This polluted water causes much harm to us.

B: But human beings are mainly responsible for water pollution. They pollute water by throwing waste into it.

A: Yes, farmers also use chemical fertilizers and insecticides in their fields. Rain and flash wash away some of the chemicals.

B: Right you are. And these chemical fertilizers and insecticides get mixed with water of canals, ponds, and rivers, and thus polluteit.

Activity2

In pairs act out the conversation taking turns and practice the conversation.

Activity 3

Now be in pairs again and make your own conversation on the importance or uses of water. Do not forget to begin the conversation by greeting each other.

Activity 4

Telling thetime

First, individually study the following conversation or dialogue in which student1 (S1) and student2 (S2) ask and answer about time using number. Pay special attention to how time is expressed. Then act out the dialogue in pairs taking turns.

S1: Good morning. How are you?

S2: I am fine, what about you?

S1: I am fine, too. Can we talk about our morning schedules?

S2: Yes, of course. To begin, every morning I wake up early around half past six (6:30 AM). What about you? Do you wake up early?

S1: Oh, I wake up a bit earlier at about quarter past six (6:15 AM).Then after making other preparations I eat my breakfast around a quarter to seven (6:45 AM). And I start journey to my school at about a quarter past seven (7:15). What time do you start journey to your school?

S2: Well, I start journey to my school at about half past seven (7:30 AM) and arrive at about a quarter to eight (7:45 AM). By the way, what time do you arrive at your school?

S1: I arrive at my school around a quarter to eight (7:45)and class begins at eight sharp. What time does class begin at your school?

S2: Same time as yours. It begins at eight (8:00 AM) and ends at twelve (12:00 AM). What time does class end in your case?

S1: Yeah! It ends at the same time. That is, around twelve (12:00 AM). Our morning class schedules are almost the same, my friend.I think I must go now. Bye!

S2: Bye, bye. See you again.

Activity 5

Now following the given example conversation, be in pairs and make asimilar conversation about your afternoon classes schedule supposing that you are students of different schools. A couple of pairs will go to the front and act out their conversation

Section Three: Reading

Clean Water

Activity 1

Individually think of the answers to the following questions before you read a text about ‘Clean Water’.

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?

In groups of three or four discuss your answers to the above questions.

Some students from some groups will report and share their answers to the class.

Activity 2

Copy down the following sentences into your exercise books. Then, read the reading text titled ‘Clean Water’ and say whether the sentences are “True” or “False” based on your reading.

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 usewater 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 making 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.

Adapted from http://gradesfixer.com/free-essay-examples/clean-water-and-sanitation/

Activity 4

After reading the passage bein pairs, compare your answers. Then the teacher will ask some students to report their answers to the class.

Activity 5

Study the following table and match the information on the left with that on the right.

The first has been done for you as an example.

1. Clean water is<u>C</u>	A.causes of diseases
2. clean water, sanitation and	B. healthy

hygiene ___ 3. Outdoor activity _____ 4. Cleanwater makes us _____ 5. Germs and pathogens _____	C. pure and safe water D. watering crops E. create lasting community health

In pairs, compare your answers and report them to the class when the teacher asks you.

Fluency Reading

Activity 6

Carefully and attentively listen to your teacher reading the following text on 'Healthy

Eating'. Then, in pairsread the text aloud to each other following your teacher’s reading. 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 for how active you are. 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.

(Adapted from: https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/)

Using words to construct sentences

Activity 7

Using words from the reading text, construct your own sentences. The words are those written in bold type in the text.The first sentence has been done for you as an example.

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

Now in groups of three compare the sentences you have constructed. Theteacher will ask some students to read their sentences to the class.

SectionFour: Vocabulary

Using topic related words to complete sentences.

Activity 1

In the following box there are ten words related to the topic of clean water. Copy the words into your exercise books. Then complete the sentences below the box using the appropriate words from the box.

health harmless clean diseases importance harm drinkpolluteddirty water

1. Using non-clean 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 water-born _____

Now work in pairs and compare your answers. Some students from some pairs will
be asked to report their answers to the class.

Selection of new and difficult words

Activity 2

Individually select words which are new and difficult from the text. Write them down
in your exercise books and try to guess their meanings as used in the text (Yourteacher will help you in guessing the meanings of the wordsusing some hints in the text.

Then try to construct short sentences using at least five of the new and difficult words. Tell one of those words to your teacher and he

will construct a meaningful short sentence using the word as an example for you.

1. _____.
2. _____
3. _____
4. _____
5. _____

Now be in pairs and compare your new and difficult words and the sentences you constructed using the words.

Section Five: Grammar

Simple Present Tense (Verb '<u>do</u>' and '<u>does'</u>)

- Use '**do'** with **I, You, We,** and **'They'. (<u>I do</u>**my homework carefully.
- Use '**does'** with '**He, She', 'It'**andwith the name of a person or thing that is singular. **(<u>Ebise does</u>**her homework seriously.)

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

<u>Examples:</u>

i) <u>To ask questions</u>

- From where **do you** get money?
- Which animals **do they** like/hate?

- **Do we** have extra time?
- **Does Ali** prefer coffee to tea?

ii) <u>To make negative statements:</u>

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

Activity 1

Work individually and write the correct form of 'do' on the given blank spaces.

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.

In pairs compare your answers now,and be ready to report your answers to the class.

Using Action Verbs

Note

- ✓ 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:

Activity 2

The following are five sentences. Each of the sentences has a verb. Some of the verbs are action verbs while others are not. Which of the sentences have action verbs?Write down the numbers of the sentences which have action verbs.

1. We clean our environment.

2. During the rainy seasons some people stay at home.

3. Residents in Addis are happy currently.

4. I drink coffee twice a day.

5. She loves taking shower.

6. Ethiopians have defeated the Italians at Adwa.

7. Some people extremely hate overeating.

8. Farmers plow their land properly.

9. We keep our environment clean.

10. Healthy citizens are happier.

Now in pairs compare your answers. Some of you will be asked to present your answers to the class.

Using Adverbs of Frequency

Adverbs of frequency show how many times something is done or happens.

Examples:

- He **usually** cleans the house.
- We **sometimes** go shopping.

Activity 3

Work individually and write sentences which express actions or events that happen frequently.Follow the examples given above and

write six sentences in your exercise books using adverbs of frequency (sometimes, always, usually, rarely, most of the time, never

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

When you have finished, be in pairs and read your sentences to each other. Some of the students will go to the front and read their sentences to the class.

Nouns ending with the letters s, ss, sh, z, x, or 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: bu**s** – buses

- bo**ss** -- bosses; gla**ss** –glasses; a**ss** - asses
- bru**sh** – brushes; ca**sh** - cashes
- ja**zz** - jazzes
- bo**x** – boxes; fo**x** - foxes
- chur**ch** – churches; tor**ch** –torches

A

Work individually and add as many example nouns as you can for each group.

Activity 5

Take one plural noun from each group and construct a sentence using the noun.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

In groups of three compare your sentences by reading them for the group.

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; strawberry – strawberries

b) Irregular nouns: child –children; mouse – mice; woman –

Activity 6

Take two plural nouns from each group and construct sentences using the nouns.

1. _____
2. _____
3. _____
4. _____

In groups of threeread and compare your sentences.

Section Six: Writing

Guided Writing:Writing short sentences about given pictures

Individually, study the following pictures carefully. The different pictures show various uses of water. So understanding the pictures are important for doing the following activities.



A



B







C **E**

D

Activity1

For each of the above pictures construct a short sentence focusing on the importance of water. As an **example**, one has been done for you.

1. Water is used for washing clothes. (Picture A)
2. _____. (Picture B)
3. _____. (Picture C)
4. _____. (Picture D)

5. _____. (Picture E)

Activity 2

Now write down one short paragraph in your exercise books using the short sentences
you constructed about the importance of water according to the given pictures. Do not
forget to use the right punctuation marks like commas and full stops in writing the paragraph.

You can use the following sentence to begin your paragraph.
Water is very important because it is used for a variety of purposes._____

_____

_____

Now, in pairs compare the sentences you have constructed and the paragraph you have written about the importance of water. Take turns and read your paragraphs to your partner. Then some students will read their paragraphs for the whole class.

Unit 7: My Country, Ethiopia

Section one: Listening

Activity 1

Before you listen to the story of one famous Ethiopian athlete, discuss in groups of three the following questions. Look at the picture given too.



1 June 1985-to date

Dear Eyayu,

As a pre listening activity would you draw the picture of Tirunesh Dibaba here. It is very important for the activity that the students do before they read.

1. What does famous mean?
2. Do you know any famous person in your area?
3. What makes them famous?
4. Who is Tirunesh Dibaba?
5. What do you know about Tirunesh Dibaba?
6. Write down any things you know about her.
7. What do you like to know about her?

Activity 2

As you listen to the teacher reading a text, write ‘True’ if the statement is true and ‘False’ if the statement is wrong.

1. Tirunesh Dibaba was born on June 1, 1985 in Bokoji Arsi Oromia, Ethiopia.
2. She is an Ethiopian Athlete.
3. She was the 5000 meters (outdoor track) world record holder.
4. She has won five Olympic track gold medals.
5. She has won three world championship track gold medals.
6. Sonia O’Sullivan is the only woman won the short and long course world cross country title at the same championships (2005) in Saint Galmier, France.
7. Tirunesh Dibaba is nicknamed the “Baby Faced Destroyer.”

Activity 3

Listen to the story again and discuss the following questions in groups of three.

1. Summarize the main idea of the listening text.
2. Do you admire Tirunesh Dibaba? Why?

Section Two: Speaking

Activity 1

In this activity the students practice asking what the people in the picture do and who they are. They work in pairs and ask each other about the people what they do and who they are. They can ask different personal information to learn more about these celebrities.

Dear Eyayu,

Draw the pictures of famous people in Ethiopia such as.

1. Derartu Tulu
2. Hailegebresillassie
3. Tilahun Gessesse
4. Hacalu Hundessa
5. Aster Awoke
6. Kenenisa Bekele
7. Ali Birra
8. Mohammed Ahmed(musician)
9. Artist AfeworkTekele (painter
10. Tsegaye Gebremedhin (writer)





Athlete / (21 March 1972)

Athlete (18 April 1973)





Singer (musician) September 29, 1940

writer (1936 -2006)





Painter **29 September 1947 singer (musician)**

22 October 1932 – 10 April 2012)





1959 (singer) **1986 – 29 June 2020 (singer)**

Activity 2

Sit in pairs, look at the above famous people‘s pictures. Then one student asks and the other tries to answer what he/she knows about these famous people.

Student A: Do you know any famous person in these pictures?

Student B: Yes, I know about Aster Awoke.

Student A: What do you know about her?

Student B: she is a famous _____.

Student A: Do you know when she was born?

Student B: I think she was _____.

Student A: Do you know where she was born?

Student B: I am afraid, I don't _____.

Student A: Does she live in Ethiopia?

Student B: No, she _____.

There are several ways of asking people how they are doing. Asking people how they are doing can be expressed in several ways using different expressions. So practice these different ways in different dialogues.

Example:

Bilise: How are you?

Muna: I'm fine. How are you?

Bilise: It's going well; I'm ok, thank you. How are you doing?

Muna: Fine thanks. And yourself?

Bilise: I'm fine, thanks.

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 4

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 5

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 work it is!

Desta: Yes, it is very interesting work. 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 your country Ethiopia?
2. Where is the location of Ethiopia?
3. Which countries border Ethiopia?
4. What is unique about Ethiopia?
5. What do you want to tell your friend 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. 20 % of the total land area is under cultivation in Ethiopia.
4. Ethiopia has vast water potential for irrigation and hydroelectric power.
5. Nile and Wabeshebele are the international rivers that drain to the neighboring countries.
6. Ethiopian flora is estimated at 6000 species.
7. 10% of Ethiopian animals are considered endemic.
8. Only1 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 in the most part of the country.

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 WabeShebele) draining into the neighboring countries. Yet only 1 percent of the estimated annual surface water of 110 billion cubic meters is used for irrigation and hydropower.

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.

Slightly modified from internet sources.

Activity 3

After reading the passage, compete the following summary of the reading text with appropriate words.

My country, Ethiopia is endowed with abundant natural resources. Ethiopia has fertile soil, water; plants and_____.Ethiopian soils are fertile and good for agriculture. Only 20% of the total land us under cultivation but the amount of _____ land is larger. Most of the fertile soils are used for _____production for small holders in the most part of the country. Ethiopia has vast water resource. It has extensive potential for _____and _____. However, only _____ is used for irrigation and hydroelectric power generation currently. International rivers namely _____and _____drain to the neighboring countries. My country has also diverse _____and _____. The combine effect of _____and _____ factors has created suitable ecosystems for the existence of these plants and animals. Ethiopian higher plants are

estimated at _____species and 10% of them are considered to be endemic.

Activity 4

Read the passage individually and find the words written in bold and define their meanings contextually.

1. Gifted
2. Abundant
3. suitable
4. arable land
5. vast
6. Draining
7. Endowed
8. Fauna and flora
9. Existence
10. Endemic

Activity 5

Reading Fluency

Listen to your teacher reading the first paragraph of the text entitled “My country Ethiopia”. And try to read as fluently and accurately as your teacher did.

Section Four: Vocabulary

Activity 1

Copy activity 1 into your exercise books. Then, match the words in column A with their synonyms (similarities) in the column B. Draw a line to connect the word under column A to B with its synonym. One has been done for you as example.

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 write down the words in bold type in your exercise books.Then, construct a sentence using each of the words and show your sentences to your teacher.

Activity 3

Read the following dialogue in pairs. Then practice the dialogue in turns. Later on with the help of your teacher, write a similar dialogue of your own about Ethiopia and act it out in pairs.

Dialogue

Adero: Hi, Mohammed.

Mohammed: Hi, Adero

Adero: You seem to be lost in some thoughts.

Mohammed: Adero, I love my country very much. How about you? Do you love your country?

Adero: Yes, I love my country too.

Mohammed: Where is your country located, by the way?

Adero: My country is located in Eastern Africa. You can find it on the world map. How about yours?

Mohammed: My country is located in North Africa. What is the color of your country's flag?

Adero: It is green, yellow and red, and there is a star on a blue circular background in the center of the flag.

Mohammed: Are you from Ethiopia?

Adero: Yes, my country is Ethiopia. I am an Ethiopian.

Mohammed: Wow! An Ethiopian. You have never been colonized!

Adero: No, we've not been colonized. We don't tolerate foreign invaders. We are

proud of our identity. How about you? Where are you from?

Mohammed: I am a Libyan, but I don't live in Libya now.

Adero: Oh! So, are you a refugee here?

Mohammed: Yes, I am. There are many Libyans who live in other countries as refugees. We have problems at home which cannot be solved without peaceful dialogues.

Adero: Yes, you are right. Then, you can go back and live in your own beloved

country.

Mohammed: Yes, you are right. Anyway, bye for now. See you after class.

Adero: Bye!

Activity 4

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

foreign	live
country	abroad
proud	their
colonized	flag
	world

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.

Activity 5

Use the appropriate word from the box to complete the paragraph given below.

released	born	promoted	completed
went	famous	raised	

Kiros Alemayehu was _____(1) in the eastern part of Tigray in 1932. He_____ (2)to school in the nearby city of Wukro. He_____(3) his secondary education at Atse Yohannes comprehensive secondary school in Mekelle. He_____ (4) Tigrigna songs through his albums. Before joining Ras Theatre in 1968, he _____ (5) his first album. Kiros Alemayehu was one of the _____(6) Tigrigna singers.

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 verbsare: **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

Individually, 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. They are students.
3. We were new comers to the city.
4. My brother is a teacher.
5. The food smells good.
6. He was a pilot many years ago.
7. They were late yesterday.
8. The room looks nice.
9. I am short.
10. Cats are curious.

Activity 2

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

1. Murad _____ a shopkeeper.
2. Your sisters _____nice.
3. The teachers_____ proud of their students last year.
4. The children _____happy to go to the park last week.
5. He _____late in the morning.
6. Cupcakes _____delicious.
7. I _____interested in this event.

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 compliments me.
8. You_____ (look/sound) exhausted after studying all night.
9. The rose_____ (smells/ becomes) sweet fragrant.
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 paino_____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

Activity 5

Copy the following sentences into your exercise book. Then use the correct linking verbs given (**smell/taste/ look/feel/sound/ seem**/and fill in the blank spaces. Then discuss your answers in groups.

1. Oh! This soup _____salty.
2. Your watch _____cheap.
3. Oh! I _____cold. Could you close the window, please?
4. This perfume _____very nice. Where did you buy it?
5. What is the matter with Ometo? He_____unhappy today.
6. The cake _____delicious.

7. Mr. Jira _____handsome.

8. The knife _____sharp.

9. I don't like onion soup, because it _____ awful.

10. I want to eat something. I _____hungry.

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 10:30 am	in 16 year's time	on a summer evening
at 8 o'clock	in 2021	on a Christmas day
at bedtime	in December	on Easter
at breakfast	in the last century	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 Abba Jifar Avenue
at Bole International Airport	in Bahir Dar	on Ferenj Arada Street
at the cross road	in a car	on the floor
at the bank	in Bole sub city	on the table

Look at these examples of sentences where preposition of time and place are used. given examples.

1. The book is **on** the table.
2. The water is**in** the glass.
3. The meeting starts **at**3:00 o'clock
4. I am free **in** the morning.

Activity 1

Choose the correct prepositions (in/on/at) and fill the gaps in the following sentences in pairs.

1. They caught the fugitive_____ (on/in/at) the corner of the street.
2. They are rarely _____ (at/in/on) home at lunch time.
3. I talk to my mother _____ (on/ in/at) phone every weekend.
4. Do you like to live_____ (in/at/ on) busy road?
5. I'll be home_____ (at/on/ in) 10 minutes.
6. I like the smile _____ (on/in/at/ her face.

Activity 2

Complete the following gaps using the right prepositions of time and place (in/on/ at) in the sentences given below individually. Then, compare your answers with your partner.

1. Do you think it is a good idea to ban smoking _____ (in/at/ on) public places?
2. Look _____ (at/on/in) the wall.
3. My house is _____ (at/in/on) the end of the street.
4. I stopped _____ (in/at/ on) Derartu's house.
5. Do you like walking _____ (in/on/at) the garden?

6. I found my keys _____ (in /on/at) the desk.
7. I met him ____ (in/ at/ on) Paris.
8. He was crying_____ (at/in/ on the back of the classroom.
9. I saw the film_____ (in/ at/ on) TV.
10. These people live _____ (at/in/on) my hometown.

Activity 3

In pairs, read each sentence carefully and fill in the blank spaces with the correct prepositions. Then share to the whole class.

1. Mozart was born _____ Salzburg _____ 1756.
2. It starts _____ Tuesday.
3. Halloween is _____ October.
4. The course begins _____ February 18th.
5. There are usually a lot of parties' _____ New Year's Eve.
6. _____ Saturday night I went to bed _____ 11:00
7. We travelled overnight and arrived _____ Paris _____ 5:00 _____ the morning.
8. I like the picture hanging _____ the wall _____ the kitchen.
9. I wasn't sure this was the right office. There is no name _____ the door.
10. You'll find the sports results _____ the back page.
11. I wouldn't like an office job. I couldn't spend the whole day sitting _____ a desk.
12. My brother lives _____ a small town _____ the southeast of Oromia .
13. The headquarters are _____ Milan.

14. My office is _____ the 2nd floor.

15. I keep my keys _____ my pocket.

Section six: Writing

Activity 1

Write a short paragraph using the following information given about Ali Birra in the table below. Then read itto your classmates.

Name	Ali Birra
Date of birth	September 29,1947
The name Birra	Comes from his first song entitled“Birra dha Bari’e”. Literal mean Ali the spring
Profession	Famous singer
Place of birth	Dire Dawa , ‘Ganda Kore’
Education	Attended Arabic school and learned some languages such as Afan Oromo and Amharic
At 13 age	He joint ‘Afran Qallo’ cultural groups to develop Oromo culture.
In1971	Ali produced his firt album
Other languages he sings in	Amharic , Arabic, Harari, and Somali
In 1965	Moved to Addis Ababa and engaged in different singing in different languages

Activity 2

Write short sentences about where and when the people in the pictures were born. Use proper punctuation marks in your description.

Dear Eyayu,

Draw some pictures of Famous people in Ethiopia.

1. Draw the picture of Tilahun Gessesse writes under the picture sept. 29/1940/ Addis Ababa.
2. Draw the picture of Tsegaye Gebre-medihin. Write
3. Draw the picture of Mesert Defar 19 Novermber 1983 Addis Ababa
4. Draw Haile Gebresilassie
5. Draw Afework Tekle 1932
6. Aster Aweke





29/1940/ Addis Ababa

Near Ambo Boda village

1936-2006





18 April 1973

1932

Unit Eight: Health and Safety

Section One: Listening

Cleaning our Environment

Activity 1

Work individually and answer the following questions before you listen to your teacher reading a text about '**Cleaning Our Environment'**. Here are the questions:

Look at the following pictures.

Dear Eyayu, please draw pictures or illustrations of the following descriptions in this table.

Put the pictures separately or independently labeling each of them using numbers (1, 2, 3, and 4) as is done below.

1. A man cleaning/sweeping up road;

_____





1 **2**





3 **4**

1. Be in pairs and match the above pictures with the following activities. The first one are done for you.

A. Sweeping up road. (**<u>picture1)</u>**

B. Cleaning room._____

C. Cleaning wall._____

D. Putting rubbish into rubbish hole._____

2. What do your family members do to keep the environment clean?

3. Do the people in your residence area use toilets and rubbish holes? If no, why not?

Activity 2

Now be in groups of three or four and compare your answers. Discuss on the answers. Some students will be invited to share their answers to the class.

Activity3

Look at the following pictures. Think of what people are doing in the pictures.

Dear Illustrator, please draw the pictures or representations of the following situations. Do not forget to give labeling to each picture using numbers as done below.

1. people digging rubbish holes;

2. people gathering rubbish or waste;

3. A girl and a boy throwing wastes into a rubbish hole;

4. A man and a woman cleaning their surroundings by brooms;

5. A boy getting into a toilet to use;

6. Two men standing each carrying spades or shovels and discussing about cleaning their surroundings.



1



3



2



4





5 **6**

In pairs, discuss what people are doing in the above pictures. The teacher will ask some students to go to the front and tell what people in each picture are doing.

Activity 4

You are going to listen to a text about having clean environment. Copy down the following into your exercise books and answer them while listening. The activities are two: completing a table and writing ‘True’ or ‘False’. You will listen to the text two times to complete your answers.

1. While you listen complete the right side of the table considering what is stated in the left column and using the appropriate information from the listening text.

Three simple strategies proposed to contribute to clean environment are:	1.
	2.
	3.

Clean environment is the environment which is free from:	1.
	2.
	3.
Two advantages of using bicycles instead of cars are:	1.
	2.

2. Write ‘True’ or ‘False’ on the given blank spaces against the statements.

A. Plastic products should be avoided by burning them._____

B. Planting trees means getting fresh air. _____

C. Recycling plastic products can cause environment pollution. _____

D. Using cars is non-contributor to environment pollution. _____

E. Clean and green environment increases human average life span. _____

In pairs, compare your answers to the while listening activities. Some students will report their answers to the class.

Activity 5

In groups of three, discuss and summarize the main points of the listening text.

In the same groups, discuss whether the message of the text is clear and important. Is it difficult or simple enough to understand?

Section Two: Speaking

Questions and Answers in a Dialogue

Activity 1

Copy the following dialogue into your exercise books. Then, read and study the dialogue for some minutes.

Student A: Good morning B.

Student B: Good morning A.

Student A: What will you study on Monday?

Student B: I will study science.

Student A: What is the specific topic?

Student B: It is about ‘Cleaning the Environment’.

Student A: Oh, how wonderful!

Student B: I want to know more about it. Can we study together if you have time, please?

Student A: Yea!

Student B: Thank you. I’ll see you on Monday. Until then, good bye!

Student A: Ok, bye!

In pairs, practice the dialogue, taking turns and acting out in the same way.

Activity 2

In your pairs, prepare your own dialogues on the importance of having clean environment. Do not forget to begin the dialogue by greetings. You will act out your dialogue in front of the class.

Tulu and Shami

Tulu: Good morning, Shami.

Shami: Good Morning, Tulu.

Tulu: What do you have tomorrow morning?

Shami: I have environmental sciences tomorrow morning?

Tulu: what do you learn in the environmental sciences course?

Shami:_____. By the way can you tell me something about clean Environment?

Tulu: Yes, it is where everything is clean and free from_____. Can you mention elements of environment? I think soil is one. What is the topic of your tomorrow's lesson?

Shami: deforestation. Do you have any idea about deforestation?

Tulu: I think it is the destruction of _____. What causes deforestation?

Shami: it is caused by human_____. It is almost time for class. Bye Tulu. See you later.

Tulu: Bye, don't forget to take care of your environment.

Activity 3

Using ‘Should’ and ‘Shouldn’t’

In pairs, read the dialogue between a mother and her son. Then, identify and underline **‘should’** and **‘shouldn’t’**.

Mother: Wake up my son. You shouldn’t be late for school.

Son: Ok, Mom. Let me go to the toilet first.

Mother: You should wash your hands after going to the toilet.

Son: Ok, but why do you always tell me this?

Mother: It is because I don’t want you to be infected with bacteria that cause disease.

Son: Ok! That is right, Mom. I should always wash my hands after using the toilet.

Mother: Good! Hurry up!…

Activity 4

Teacher provides model speech and student individually repeat and practice with their own time.

The Model Speech

There are things we **should do** and **should not do**. For instance, we **should** be kind. That is, we **should** support the helpless ones. We **should** work hard to survive. We also **should** keep our environment safe and clean. On the other hand, we **should not** be self-centered. Also we **should not** lie and we **should not** steal. We **should not** waste time. Furthermore, we **should not** pollute our

environment. In other words, we **should not** pollute water, soil, air and so on.

Section Three: Reading

Personal Hygiene

Activity 1

Individually, answer the following questions before you read the next passage.

1. What do you know about ‘hygiene’?
2. Do you think personal hygiene and social well being have relationship?
3. ‘Personal hygiene is the basis for social well being.’ Do you agree?
4. What can you say about the personal hygiene of people in your surrounding?
5. List down in your exercise book some words that you expect to see in the next reading passage entitled ‘Personal Hygiene’.

Now in groups of three, discuss your answers to the above questions. After the group discussion, some students will go to the front and report the results of their discussion.

Activity 2

Answer the following questions as you read the next passage. Copy the questions into your exercise books before you read.

Write ‘True’ or ‘False’ in the blank space given against each statement.

a) Personal hygiene is the only way to protect ourselves from getting infectious diseases. _____
b) COVID-19 is not a spreading disease. _____
c) Covering our mouths and noses with tissues is not advisable because we will not be able to breathe. _____
d) Personal hygiene can result in social welfare. _____
e) Personal hygiene includes using toilets. _____

Personal Hygiene

Good personal **hygiene** is one of the best ways to protect ourselves from getting gastro or **infectious** diseases such as COVID-19, colds and flu. Washing our hands with soap removes germs that can make us ill. Maintaining good personal hygiene will also help prevent us from spreading diseases to other people.

Personal hygiene includes: cleaning our body every day, washing our hands with soap after going to the toilet, brushing our teeth twice a day, covering our mouth and nose with a **tissue** (or our sleeves) when sneezing or coughing, and washing our hands after handling pets and other animals.

To slow the spread of COVID-19, we should wash our hands often with soap and water or alcohol-based hand sanitizers, avoid touching our eyes, nose and mouth, clean and **disinfect** surfaces we use often such as bench tops, desks and doorknobs, clean and

disinfect objects we use often such as mobile phones, keys, wallets and work passes, and increase the amount of fresh air by opening windows or changing air conditioning. In general good personal hygiene is very important both for personal and social **well being**.

(Adapted from: https://www.healthdirect.gov.au/personal-hygiene/

Activity 3

In pairs, compare your answers to **Activity 2** above. Some of you will report your answers to the class.

Activity 4

Reread the passage and answer the following two questions.

1. What is the focus of the last paragraph?
2. In which paragraph do we find the word ‘animals’?

In pairs, compare your answers to the two questions.

Activity 5

Below are given ways or strategies for maintaining personal hygiene. Indicate the paragraph of the reading passage in which the way or strategy is presented. Write the number of the paragraph (1, 2, 3) on the space given.

1. Avoiding touching our eyes, noses and mouths

   Paragraph____

2. Washing our hands with soap

   Paragraph ____

3. Cleaning and disinfecting the objects we often use:

   Paragraph ____

4. Brushing our teeth Paragraph

____

5. Using sanitizers Paragraph

____

Activity 6

Individually, find out the words written in bold in the passage and write them in your exercise books. Then guess their contextual meanings.

Word	Contextual meaning
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Section Four: Vocabulary

Contextual meanings of New Words

Activity 1

The following words in the left hand column of the table are found in the passage you have read. Their contextual definitions are presented in the right column. Match the words with their

definitions. Write the letter of your answer on the space given at the left.

Word	Contextual meaning
1. flu (Para.1; line 2) _____	A. Stop
2. fresh (Para.3; line 4) _____	B. dispersing
3. prevent (Para.1; line 3) _____	C. add to
4. avoid (Para.3; line 2) _____	D. treating
5. managing (Para.2; line 3) _____	E. new
6. increase (Para.3; line 4) _____	F. influenza
7. spreading (Para.1; line 4) _____	G. keep away from

In pairs, compare your answers. Then, some of you will report your answers to the class.

Activity 2

Reading with Fluency

Listen carefully when your teacher reads the first paragraph of the passage entitled ‘Personal hygiene’. Follow the teacher’s reading and repeat after him loudly using appropriate expressions (pauses,

intonations …).Then, individually practice the fluency reading loudly.

Activity 3

Complete the following text using the words written in bold in the passage you read above.

Keeping our personal (1) _____ is important for our health. It is also essential for our social (2) _____ Furthermore, protecting (3) _____ diseases is important. (4) _____ the surface of materials we often touch is important.

Section Five: Grammar

Helping Verbs

Activity 1

Look at the given list of helping verbs. Then, individually add more helping verbs to the list. Is, are, was, is not…

Compare your answers in pairs and you will report your answers to the class.

Activity 2

Complete the following sentences by writing the most appropriate forms of helping verbs. The first one has been done for you as an example.

1. He <u>is doing</u> **(do)** his best currently.

2. I _____ **(get)** educational services at Jimma University this days.

3. People _____ **(reduce)** their weight through physical exercises nowadays.

4. Who _____ **(knock)?** Come in please.

5. We _____ **(not waste)** minutes because time is money.

6. They _____ (**not like**) to be insulted.

7. Alemitu _____ (**not hate**) eating Doro wet. She enjoys it, rather.

Modal Auxiliary Verbs

<u>Examples</u>:

Can/could, may/might …

Activity 3

Work individually and complete the above list of examples of modal auxiliary verbs.

Activity 4

Complete the following sentences using the appropriate modal auxiliary verbs choosing from the list given. The first one has been done for you as an example.

might, can, will, could, would, may,

should, shall

1. You may go if you like.

2. Who _____ (help) me in solving this problem? I could not do it alone.

3. You _____ stay in. It is raining heavily.

4. They _____ have done it earlier rather than suffering now.

5. They _____ avoid cheating.

6. What _____ I help you? You seem troubled.

7. Abdi _____ do it tomorrow morning. I know that he has the plan

8. We _____ not ignore others' problems.

9. I am not sure, but he _____ come early in the morning.

10. _____ you mind if I leave the room now?

In pairs, compare your answers. Some of you will go to the front and report their answers to the class.

Singular verbs

- When the subject is in third person singular, the verb takes –s-es, or -ies to agree in number with the subject.
- Examples: ~~go~~ → goes
  wash → wash**es**
  play → plays

Activity 5

Listen to your teacher pronouncing different verbs. Then, repeat what you hear and write down the verbs by adding '-s", or '-es', or '-ies'.

The written form of the first verb has been done for you as an example.

1. Go: go**es**
2. Wash: _____
3. Play:_____
4. Close: _____
5. Catch: _____
6. Buy: _____
7. Carry: _____
8. Worry: _____
9. Leave: _____
10. Cry: _____

In pairs, take turns and pronounce the verbs with –s, -es and –ies. Try to pronounce the words correctly.

Section Six: Writing

Sequencing and Writing Short Sentences

Dear Eyayu,

Please draw appropriate pictures representing what Elsa does every school day morning as the situations or activities are expressed hereunder. Use letters (A, B, C, …) for labeling the pictures as given below.

A. Elsa going to school;

B. Elsa waking up from bed;

C. Elsa eating her breakfast;

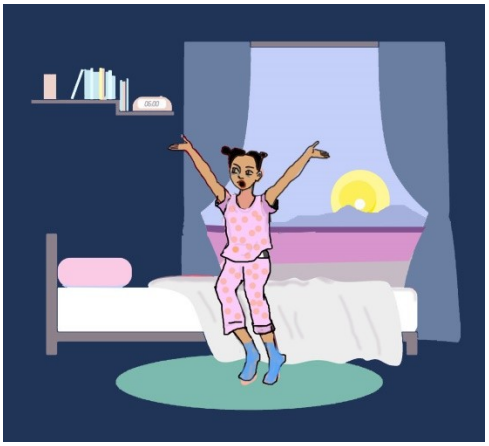
D. Elsa washing her hands and face;

E. Elsa wearing her uniform;

F. Elsa going to the toilet.



A



B



C



D



E



F

Activity 1

Look at the above pictures carefully. They are about Elsa's every school day morning activities. And each of the following sentences deals with one of Elsa's activities represented by one of the pictures. The sentences are:

1. After doing all these Elsa goes to school.
2. Elsa wakes up early in the morning.
3. After that she eats her breakfast.
4. Then, she wears her uniform.
5. She goes to the toilet.
6. Next, she washes her hands and face.

Look at the pictures and read each of the above sentences. Then, match the sentences with their corresponding pictures.

Activity 2

After matching the sentences with the pictures, write down the sentences in the order in which the activities take place. The first sentence which shows the first activity and its corresponding picture is given below for you as an example.

Correct Order	**Sentence**	**Picture**
1st Activity	Elsa wakes up early in the morning.	B
2nd Activity		
3rd Activity		
4th Activity		
5th Activity		
6th Activity		

In pairs, compare your sentences matched with pictures and put in the order of the activities. Some of you will report your answers to the class.

Activity 3

Complete the following text about Elsa's morning activities. Use the sentences you rearranged in **Activity 1** above.

Elsa does a number of (1) _____ before she goes to (2) _____ every school day mornings. After waking up first she goes to (3) _____. Then, she washes her (4) _____. After that she (5) _____ her breakfast. Finally, she wears her uniform and (6) _____ to school.

In pairs, compare your answers. Then, some of you will report your answers to the class.

Punctuation Revision

Activity 4

Write a period (.), questions mark (?) or an exclamation mark (!) in each box.

1. Do you know what I did last week

2. Our family went to the Children's Mu m

3. Wow, did we have

4. We did a science experiment in lab

5. Can you guess what hap d

Unit9: Appreciating Commonalities and Differences in Ethiopia

Section one: Listening

Activity 1

Look at the next picture and the title of the text and predict what the listening text will be about.

Dear Eyayu,

1. Draw Ethiopian people’s different dressing, styles
2. hairstyle s









Before you listen to the text discuss the following questions in groups.

1. What does the word commonality mean?
2. What commonalities do you think you share with other students in your classroom?
3. What do you think Ethiopians have in common?

Activity 2

As you listen to the text, answer the following questions individually. Then compare your answers with the nearby student.

1. How do Ethiopians host their guests?
2. What behaviours do you think Ethiopians have in common?
3. What are Ethiopians renowned for?
4. What do you think Ethiopians have a strong national feeling for?
5. What do you think Ethiopians have strong bond of love and cooperation for?
6. What do Ethiopians sacrifice for their beloved country?
7. For what purpose do Ethiopians stand in unity regardless of their ethnic origin and religious affiliation?

Activity 3

Write short answers for the following questions. Then discuss your answers with your partner.

1. Which of the features presented in the text are similar in your town or village?
2. Do you agree with the writer's way of describing Ethiopian commonalities? Give reasons.

Activity 4

Listen to your teacher. Then write down the words from the listening text that he/she dictates to you. Write down the words in correct spelling. Then in pair, guess the meanings of the words from the context.

Activity 5

Complete the text below with the appropriate words from the following table.

patriotism	defend	sacrificed	proud
unity	diversity	pride	love

Ethiopians have strong national feelings for their country. Though they have_____(1) in language, ethnicity and culture they have strong sense of _____(2).They are _____(3) of their ethnic origin, culture, and language. However, they stand in unison and _____ (4) their territorial integrity. They have world admired_____ (5) in which all black people in general and Ethiopians in particular take_____ (6). Ethiopians are known for their patriotic deed at the Battle of Adwa in defeating the invading Italian colonizers. Indeed, they have _____ (7) for their independence and _____ (8) their precious lives for their territorial integrity and unity in diversity.

Section Two: Speaking

Activity 1

Read the following dialogue carefully. Work in pairs with your friend, taking the role of Abdu and Megersa and practice the dialogue.

Abdu: Hi, Magarsa.
Magarsa: Hi, Abdu! How are you?
Abdu: I am fine .what are you doing?
Magarsa: I am doing my homework.
Abdu: what is your homework about?

Magarsa: I’m writing a composition about Ethiopian commonalities and differences?

Abdu: I don’t understand the word communalities. Canyou explain it for me?

Magarsa: It means what we have in common irrespective of our differences.

Abdu: I think we are different in culture, religion and languages. So what do we have in common Magarsa?

Magarsa: You are right Abdu. We do have differences but we have also some features in common.

Abdu: Could you tell me some of the common features we have as Ethiopians?

Magarsa: Yes of course, we have patriotism, hosting guests, and respecting the elderly people across the nations, nationalities and peoples in Ethiopia.

Abdu: Wow! That is where the strength of our unity in diversity lies. We have much commonality irrespective of our differences.

Activity 2

Sit in pairs. Write your own similar dialogue by asking and answering questions about the communalities in your village or

city. Then act out in pairs. Start the dialogue by exchanging greetings.

Section Three: Reading

Activity 1.

Before you read the next text entitled "**Appreciating Commonalities and Differences in Ethiopia"** look at the title of the reading text and predict what the text will be about.

1. Do you think the word appreciation is related to positive attitude and feelings?
2. Do you think what we share as a community refers to commonality?
3. Can you list some common or shared features you observe among people living in your city or village?
4. Can you name some of the differences you observe among people living in
   your city or village?

Activity 2

While you read the passage, fill in the missing information in the following sentences according to the passage.

1. More than _____ ethnic groups live in Ethiopia.
2. Among all linguistic groups one can observe_____, _____and _____ commonly.

3. The contrasts common across Ethiopia are like_____, _____,_____and _____.
4. List down the commonalities mentioned in the text.
5. List down the obvious differences in Ethiopia according to the passage.
6. Read the last paragraph and list down the main commonalities in Ethiopia.

Appreciating Commonalities and Differences in Ethiopian

More than eighty ethnic groups live in Ethiopia. Despite language, ethnicity, and cultural **diversity**, Ethiopians have obvious communities. Among all linguistics groups, one can observe patriotism, cooperation and support commonly Ethiopia's overarching cultural identity. Distinctive social and cultural practices are observed in common across the country while some contrasts like language, ethnicity, and religion in particular are observed among the peoples. Ethiopians respect elderly and support each other. It is also common to encounter quite **patriotic** views among Ethiopians. They feel their country has great cultural depth and wealth in comparison to others. Ethiopians share deep pride in their country's legacy which symbolizes **independence** in entire Africa as they were not colonized by the Europeans.

Moreover, they are also renowned for being welcoming, considerate, cooperative and non-confrontational people. This is often noticed in the way people can be very **tolerant** of inconvenience. They likely go out of their way to accommodate a

guest even if they do not have adequate means to support them or the person arrived at an inappropriate time. People tend to be quite patient and passive. Indeed, Ethiopians may be reluctant to show negative emotion, such as aggression or boisterousness to avoid offences. They have self restraint and accommodating attitude unless a situation escalates to a point that they have no choice but to react.

As there is no social support system, one's welfare is usually dependent on the **generosity** of their family and friends and the entire community. For instance, it is common for a family to send their daughter to a different city to care for a relative when they fall sick. Individuals may also receive social, emotional and financial support from the broader community and the general public when they are going through a particular hardship. Local churches and mosques often play a key role in mobilizing community support. For example, individuals are expected to put others before themselves in order to be a meaningful member of society. Those people who are not similarly kind and helpful may not receive support during times of need.

In sum, obvious **differences** are observed in Ethiopia in language, culture, ethnicity and religion. Yet, there are clear unifying communalities such as **pride**, patriotism, tolerance, patience and community focused support across diverse ethnicities in Ethiopia. Respecting and appreciating the **commonalities** and **differences** among Ethiopians play a vital role in **unity** in diversity.

Adapted from Cultural Atlas

Activity 3

In group of three, discuss and write the main idea of the passage. Report your answer to the class.

Section Four: Vocabulary

Activity 1

Read the text once again. Copy the **Activity 1** into your exercise books. Then, match the words in column A with their meanings given in column B based on the information provided in the text. The first one is done for you.

A	B
1. commonality	A) nationalistic
2. culture	B) togetherness
3. diversity	C) charity
4. difference	D) variety
5. patriotic	E) dissimilarity
6. generosity	F) freedom
7. pride	G) broadminded
8. independence	H) self-importance
9. unity	I) way of life
10. tolerant	J) collective, shared

Section Five: Grammar

The Simple present tense

We use the simple present tense to describe facts about people, animals, and objects.

Examples:

A bird has wings. (This is fact)

He loves to play basketball.

She doesn’t love to play basketball.

Does he love to play basketball?

I don’t like meat.

Activity1

Change these simple present affirmative sentences into the negative and interrogative. Then, compare your answers in pairs. The first one has been done for you as an example.

Affirmative	Negative	Interrogative
1. I think.	I don’t think.	Do I think?
2. You think.		
3.We think		
4.They think		
5.She thinks		

Activity 2

Fill in the blank spaces with the correct from of the verbs in the simple present tense.

1. I always _____my friends. (help)
2. She _____tea but not coffee.(like)

3. He _____very hard for his examination.(study)
4. You _____ very little. It's not good for you. (eat)
5. The students _____ the teacher's help.(need)
6. We _____ near the railway station. (live).
7. She_____office at 5p.m. (leave)

Activity 3

Choose the correct simple present verb forms from the alternatives given in the parenthesis.

1. Mamo always (listen/ listens) to music.
2. I never (cook/cooks).
3. She (does/do) pilates every morning.
4. Chalichisa (don't play/ doesn't play) table tennis.
5. They (don't lie / doesn't lie) to each other.
6. Saba often (visit /visits) her relatives.
7. Gebremdhin rarely (talk/ talks) in class.

Activity 4

Using the verbs in the parenthesis, write the following sentences in their negative forms. Later, compare your answers to your partner's.

1. My brother _____ (not like) to dance but he loves having a good talk.
2. Ginna_____ (not live) in Assosa; he lives in Adama.
3. My father _____ (not be) lawyer; he works in a school.

4. My wife _____ (not cook) well. She wants to have some cooking lessons.
5. Meba and Amen (not be) twins.Meba is ten and Amen is eight.

Activity 5

Write the following sentences in their respective negative and interrogative forms in your exercise books.

1. Sifan and Shimekit do their homework every day.

   _____

2. Senait washes her hair every morning.

   _____

3. A fisherman catches fish.

   _____

4. The sun gives us light and heat.

   _____

5. My mother helps me with my lesson.

   _____

6. The stars twinkle at night.

   _____

7. The students wear their uniforms.

   _____

The Simple past tense

The simple past tense indicates an action that began and ended in the past.

Look at these sentences.

1. The dog barked at the mailman.
2. I cleaned my room.
3. I folded the laundry.
4. She mopped the floor.
5. I worked hard.

All these sentences talk about actions completed in the past.

Look at these sentences

1. She sat in the front .
2. He wrote on the blackboard.
3. She went to school .
4. They came late.
5. We ate our luch.

Note : The difference between regular and irregular verbs.

Regular verbs

The past tense forms of regular verbs add –d or –ed to the infinitiveform of the verb. A regular verb never changes the main verb itself; it just adds **–d** or –**ed** when describing past actions

Simple present	Simple past
Clean	cleaned
bake	baked
fold	folded
mop	mopped
work	worked

Listen	listened
Open	opened
Close	closed
Play	played

Irregular verbs

Irregular verbs do not add –d or –ed but have different past tense forms.

1) Many irregular verbs change part of their infinitive forms.

   Example:

   eat ate

   bring brought

   sit sat

   know knew

2) Some other verbs have the same form as the infinitive.

   Example:

   cut cut

   let let

   beat beat

   cost cost

3) There are also a few verbs which change the whole

Activity 6

Write the following sentences with their verbs in the past simple forms.

1. They help dad in the garden.

_____

2. The students' study for the test.

_____

3. The girls play a piano.

_____

4. We dance at the farewell party.

_____

5. She takes part in the peace conference.

_____

Activity 7

Fill in the blanks using the words given in the bracket to write correct past tense forms.

1. Seena (stand)_____next to Tigist on the stage.
2. I (buy)_____ a bunch of apples yesterday.
3. They (sit) _____on the carpet to hear the announcement.
4. Rahel (hide)_____ behind the door.
5. Haddas (tell) Embet a secret.

Activity 8

Choose the correct past tense to complete each sentence.

1. I 'm glad that my mother _____me now how to make lasagna last winter (taught , teaches)
2. Beza_____the peanut butter onto the bread . (spread/spreaded)
3. Mrs. Chaltu was angry with her class ,so she _____the door. (shutted , shut)
4. Margo_____to convince everyone to go to the movies.(tries, tried)
5. Martha _____to the wedding with sneakers on because she couldn't find her dress shoes.(goes, went)
6. Ujulu_____ (run, ran) seven miles to get home because he missed the bus.

Activity 9

Choose and complete the gaps in the text below with the right verbs from the table.

goes	rides	loves	rests	walks
work	delivers	jogs	fish	enjoys

Mr. Lema is a postman. He doesn't _____at post office.He always _____the letters to all people in the neighborhood every day. He doesn't _____but he _____his motor bike. At the weekend , Mr.Lema doesn't work.He_____. He_____the countryside. So, he always _____to his country housewith his wife. Mr Lema and his wife_____in the river and they _____in the woods every weekend . He _____his life.

Activity 10

Complete the following convesation with the verbs in the table below.

swam	did not sleep	had	see	made	went	read

Mirgisa: Hi, Birtukan. How are you ?

Birtukan: I'm good , thanks. How are you?

Mirgisa: I'm great. But I_____much last night .

Birtukan: Why? That's terrible!

Mirgisa: be honest, I don't To know. By the way, did you _____that book?

Birtukan: No, I don't like that kind of book. Did you _____Esmael
Yesterday?

Mirgisa: Yeah, I_____to the mountains with him.We_____in a river .

Birtukan : Wow! That's good. I_____a cake with Sinknesh, we _____a
great time together.

Mirgisa: I love cakes too.

Activity 11

Change the following sentences into simple past.

1. We _____ our lesson 15 minutes ago. (start)
2. My parents _____long hours last week. (work)
3. I_____ to the park yesterday. (not work)
4. _____you _____ computer games last weekend? (play)
5. Mum_____ a delicious dinner yesterday. (cook)
6. I_____TV last night . (not watch)
7. Tolera_____his hair two days ago.(wash)
8. The baby_____last night. (cry)
9. We ___breakfast ten minutes ago. (finish)
10. My older brother_____in the ocean last summer. (surf)
11. We _____the party last Saturday. (not enjoy)
12. I_____to music yesterday. (music)

13. _____ you_____ your grandparents last weekend? (visit)
14. I_____my mum in the kitchen yesterday. (help)
15. We _____abroad last summer .(not travel)

Summary of the simple past tense

List of irregular verbs

Simple present	Simple past	Simple present	Simple past
Begin	began	become	became
blow	blew	come	came
drink	drank	draw	drew
dig	dug	forget	forget
fall	fell	give	gave
grow	grew	get	got
ride	rode	know	knew
rise	rose	ring	rang
run	ran	sink	sank
shine	shone	swim	swam
sit	sat	wake	woke
do	did	write	wrote

Unlike irregular verbs, regular verbs are those verbs that form their past participle with**‘d**’ or **‘ed’** are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses.

Simple present	Simple past	Simple present	Simple past
bake	baked	bury	buried
beg	begged	call	called
behave	behaved	challenge	challenged
open	opened	chase	chased
boil	boiled	cheat	cheated
cook	cooked	clap	clapped
borrow	borrowed	earn	earned
brush	brushed	watch	watched

Collective Nouns

A collective noun is the name given to a group of people, animals or things as a unit. The most common method of doing this is by using words like group or bunch that can be applicable to most of the nouns in the English language today.

Examples:

- a herd of cattle
- a pride of lions
- a troop of monkeys



Dear Eyayu, Change this into Ethiopian kids. I want an illustration to be changed into Ethiopian colour collective noun the soccer team works together

Activity 1

Fill in the blank space in each sentence with the correct collective noun from the word bank. Compare your answers with those of your partner.

box	gang
colony	herd
crowd	pack
gaggle	pad

1. My aunt gave me _____ of crayons.
2. The_____ of cows crossed the country road.
3. A_____ of ants lived under the log.

4. The famer kept_____of geese in the barnyard.
5. My little brother got lost in the _____of people.
6. The_____ of dogs chased the kitten under a car.
7. The police are looking for a _____thieves.
8. My mother wrote the list on a _____of paper.

Activity 2

Look at these pictures and describe them in collective nouns.

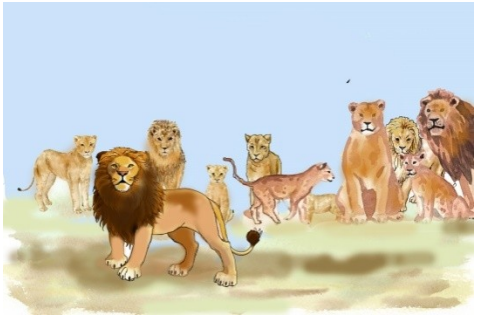
Dear Eyayu,

To explain the concept of collective nouns to the children

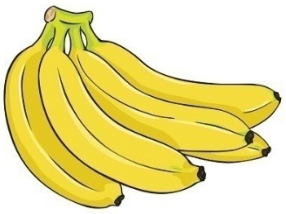
1. Draw a herd of cattle.
2. Draw a pride of lions.
3. Draw choir of singers.
4. Draw a flock of birds.
5. Draw a shelf of books
6. Draw a shoal /school of fish.
7. Draw a class of students.
8. Draw a clutch of wrestlers.
9. Draw a comb of bananas.
10. Draw a bunch of keys.

A











Fill in the blanks with the correct collective nouns from the word bank given below. Use each word only once. The first one has been done for you.

band	bunch	choir	class	deck
department	pack	firm	flock	herd
faculty	pride	school	swarm	team

1. A pack of wolves

2. a_____ of singers

3. a _____of musicians

9. a _____of teachers

10. a _____of players

11. a _____of grapes

4. a _____of students

5. a_____ of fish

6. a_____ of lawyers

7. a _____of cards

8. a_____ of cows

12. a _____of lions

13. A_____ of bees

14. a _____of employees

15. a _____of birds

Activity 4

Fill in the blank in each sentence with the correct collective noun from the word bank. The first one is done for you.

band	school
deck	swarm
herd	flock
stack	team

1. A swarm of bees flew out of the bush.
2. My teacher graded a _____ of papers.
3. The dolphin swam with a _____of fish.
4. The horse _____ran free on the prairie.
5. We saw a _____ of birds in the sky.
6. The soccer _____ won the game.
7. A_____musicians played on the street.
8. There are 52 cards in a_____.

Section Six: Writing

Activity 1

Copy the table into your exercise books. Using the information in the table below, write a paragraph on your exercise book about people living in Decha Village about what they have in common. After you have written the paragraph, show it to your partner to read it and give you comments. Write the paragraph again and show it to your teacher.

	People living in Decha Village
language	speak Kafanino
religion	Orthodox Christians
mode of living	farming
staple food	root crops and maize

You can start with this sentence.

People in my village, Decha, have many things in common. _____

_____

_____

Activity 2

The following paragraph is incomplete. Fill the gaps with the appropriate words given in the box below. Then, the paragraph becomes meaningful and complete and describes about Ethiopian shared features.

abiding	**respect**	**greet**
love	**host**	**creator**

Ethiopians have many things in common irrespective of their cultural, ethnic and linguistic differences. For example, they _____elderly people. They also _____guests and treat them very well. It is a common cultural daily practice that Ethiopians _____each other every day. They are proud and _____their country. Moreover, most Ethiopians are respecting their _____ and law _____ people.

UNIT TEN: WOODWORK

Section One: Listening

Wood Technology

Activity 1

Before you listen to the text entitled 'Wood Technology', be in groups of three and discuss the following questions. Then, report the results of your discussion to the class.

1. What is 'wood'?
2. What do you know about 'technology'?
3. Can you give some examples of technology?
4. Name some materials in your home that are made of wood.
5. List down some materials in your classroom that are made of wood.

Activity 2

As you listen to your teacher reading the text entitled ‘Wood Technology’ answers the following questions based on the listening text. First, write down the questions in your exercise books. Give your answers by writing ‘True’ or ‘False’ on the given blank space.

1. The listening also deals with water technology._____
2. Technology means know-how or ability in doing something._____
3. Wood technology is useful to have various wood products. _____
4. Wood technology includes the skills of distributing the manufactured wood products. _____
5. Forest conservation is essential according to the listening text. _____

Now be in pairs and compare your answers. Some of you will report your answers to the class.

Activity 3

In groups of three, discuss the listening text focusing on the following questions.

a) Do you think wood technology is important? Why?
b) What do you think is the job of a wood technologist? Can you mention some?
c) Does research help or support wood technology?

Activity 4

Match the words given in column A with their meanings in column B. Write the letter of your answer on the space given in column A. The first one has been done for you as an example.

A (words)	**B** (meanings)
_E__1. product	A. Know-how
_____2. Responsibilities	B. Follow up
_____3. Principal	C. Main
_____4. Supervision	D. Roles
_____5. Technology	E. Finished goods

Section Two: Speaking

Importance of Wood

Activity 1

In pairs, take turns and practice the following conversation made between student A and student B. The conversation is related to the '**Importance of Wood'**.

A: Hello, B. How are you?

B: I'm fine. And you?

A: I'm ok, but this homework about writing a paragraph on the importance of wood is bothering me a bit. Can you help?

B: Well, I can tell you one. It can serve us as fire wood, for example. Can you add another importance now?

A: _____.

Activity 2

Now in pairs, continue the conversation to further list the importance of wood.

Be ready and act out your completed conversation in front of the class when your teacher asks you.

Activity 3

Fluency and Pronunciation

Listen to your teacher reading the text entitled 'Importance of wood' using expressions (pauses, intonation, full stops and so on). Listen carefully and repeat loudly.

Importance of Wood

To understand **the importance of wood in our lives,** we must start from the beginning of our history. Our life depends on wood. More specifically, our life depends on plants that give us oxygen (as the main thing), food (like fruits, vegetables, seeds, grains, etc.) and building materials. Think about it: what was the first natural element to give man his superiority over all other living beings? No doubt it is the fire. And there would be no fire without wood! Thanks to it early humans were able to warm up, bake bread, meat and other foods to make them more tasty and digestible, keep away the wild beasts and do other things that would never done previously.

Source: Adapted from: https://ilwoodblogger.com/2017/04/05/wood-why-it-is- so-important/

Activity 4

Now following the teacher's modeling, in pairs, take turns to read the text to each other. Read fluently and loudly using appropriate expressions**.**

Section Three: Reading

Woodwork

Dear Illustrator,

please put illustrations or pictures for the following wooden materials. Put them in a box or table and remember to label them using capital letters as done below.

A. wooden table B. wooden bed C. wooden stool D. wooden box

E. cupboard F. wooden stick G. wooden bench H. wooden chair







A

B



C

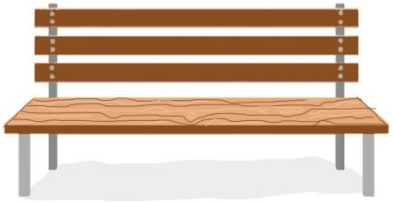




D

E

F





G

H

Activity 1

Before reading the next reading passage look at the above pictures of different materials. In addition, look at the title of the passage which is 'Woodwork'. Then individually think of what the reading passage will tell you about woodwork. Next in groups of three or four discuss what the passage will be about.

Activity 2

Individually, look at the following table which lists combined words. Combined words are made up of two separate words. First, identify the two parts or components of each combined word. Then, try to guess the meaning of the combined word. Tell your answers to the class. The first one has been done for you as an example.

Combined words	**Separate or component words**
1. woodwork	Wood + work =___woodwork_
2. blackboard	_____+ _____=_____
3. whiteboard	_____ + _____=_____
4. classroom	_____ + _____=_____
5. homework	_____+ _____=_____

Activity 3

As you read the passage below, complete the following table about wooden products in **Column A** and the advantages of wood in **Column B.**First, copy down the table into your exercise book. You are given an example in each Column.

A) Wooden products	**B) Advantages of wood**
1. Chairs	**Used for sitting.**
2. _____	Used for

	_____
3. _____	Used for _____
4. _____	Used for _____
5. _____	Used for _____

Woodwork

Woodworking is the **activity** or skill of making items or materials from wood. It includes cabinet making (cabinetry and furniture), wood carving, joinery, carpentry, and woodturning. Including stone, clay and animal parts, wood was one of the first materials worked by early humans.

Wood is the material from which different useful wooden items are made. Wood also can be used as fire wood for providing heat, preparing food, constructing shelters or houses. Boats and ships can also be built from wood and can be used for transportation purpose. Various furniture items such as chairs, beds, tables, stools, cupboards, shelves, benches, boxes and other materials are made of wood. In other words these are examples of wooden **products**.

When it comes to the technical advancements in woodwork, most of the woodworking tools have turned motor driven and electronic. Thus, there are sharp objects that are speedy to shape, cut, and make the wood pieces smooth. This is good but at the same time,

very **risky**. Therefore, it is very important to know how to **handle** them properly, without hurting own self.

First and foremost, we need to go through the manual tools and **guidelines**. Thus, we should be sure to **maintain** a safe distance from cutting blades, saws, utility knives. Apart from the safety of ourselves, should also watch out for kids around. Safety is the first woodworking basics that we should abide by.
*(**Source**: Adapted from https://theedgecutter.com/woodworking-basics-beginners/)*

Activity 4

Now in pairs, compare your answers and discuss if there are differences in your answers. You can go back and check from the reading passage if needed. Some of you will report the answers to the class.

Activity 5

The following are some words taken from the passage you have read. Work individually and choose the most appropriate word from the box which will complete each of the sentences below. When you have finished, compare your answers with those of another student.

boxes	beds	tables
saw		
wood	chairs	safety

1. Most of our local furniture is made from _____.

2. Traditional people keep their expensive materials in _____.

3. Most of us sleep on _____ made of wood.

4. _____ are useful classroom materials.

5. We usually use _____ as support when we write.

6. _____ is used for cutting wood into pieces.

7. When wood is processed by machines _____ is essential.

Activity 6

In group of three compare your answers. Be ready to report you answer to the class.

Section Four: Vocabulary

Contextual definition of topic related words

Activity 1

In the following table, match the words with their meanings as used in the reading passage. Write the letter of your answer on the space provided at the left. Then, in pairs, compare your answers.

Topic Related Words	Contextual Meanings
____1. wooden	A. security
____2. manual	B. skill related
____3. handle	C. progress
____4. safety	D. manage

____5. advancement	E. document of procedures
____6. technical	F. made of wood

Activity 2

Constructing sentences using words from the passage

The following are words written in bold type in the reading passage above. Construct your own sentence using each of these words. When you have finished, you report your sentences to the class.

1) activity	**2) product**
3) risky	
4) handle	**5) guideline**
6) maintain	

Activity 3

Copy the following table into your exercise book and match the part on the left with that on the right to make a complete sentence. Write your answers on the space given at the left.

Beginning part of the sentence	**End part of the sentence**
____1. Factory workers should handle	A. factory product is not known
____2. We need to maintain	B. which requires more responsibility
____3. Wearing no	C. is essential to be successful
____4. Implementing guidelines	D. face masks is risky
____5. Driving is an activity	E. the necessary social norms

____6. The cost of the new	F. their work tools properly

Activity 4

Combining two separate words to make one single independent word

Work individually and find out two separate words that make a single independent word.

Example: hard + board = hardboard

Wood + work = woodwork

Now find out ten pairs of separate words that give or make ten single independent words. The first two have been done for you as examples.

1. hand + screw = hand-screw

2. hard + wood = hardwood

3. _____ + _____ = _____

4. _____ + _____ = _____

5. _____ + _____ = _____

6. _____ + _____ = _____

7. _____ + _____ = _____

8. _____ + _____ = _____

9. _____ + _____ = _____

10. _____ + _____ = _____

Now in group of three, compare your answers and learn from one another. Then be ready to report your answers to the class.

Section Five: Grammar

Present Continuous and Simple Past Tenses

Note:

1. The present continuous tense is used to describe actions which are happening now, around now and future arrangements.

   Examples:

   a) We are living in Jimma.

   b) The new students are taking an exam currently.

   c) I am visiting Arba Minch next week

2. Simple past tense is used to describe events that happened at a definite time in the past.

Examples:

Sentences with the present continuous tense

Activity 1

Individually, follow the examples given above and notes about present continuous tense construct your own 10 meaningful sentences using the present continuous tense. Write your sentences in your exercise books.

Example: I am learning English.

Now in pairs, compare your constructed sentences. Then, read your sentences to the class.

Sentences with the simple past tense

Activity 2

Individually, follow the examples given above and notes about simple past and construct your own 10 meaningful sentences using the simple past tense. Write your sentences in your exercise books.

Example: She did her homework yesterday.

Now in pairs, compare your constructed sentences. Then, read your sentences to the class.

Section Six: Writing

Writing Short Sentences

Activity 1

Individually write complete simple and short sentences about 'The Advantages of Trees'. Two sentences have been given as examples.

1. Trees make our environment green.

2. We get oxygen from trees.

3. _____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Now, in groups of three or four compare your sentences. Discuss and make improvements to your sentences if necessary. Be ready to read your sentences to the class when your teacher asks you.

Activity 2

Guided Paragraph Writing

Work individually and write a short guided paragraph about 'The Advantages of trees' in your exercise books. Use the sentences you constructed under **Activity 1** above. You can also use simple present tense, simple past tense and present continuous tense as appropriate. Also use punctuation marks like commas, full stops and so on where appropriate in your paragraph.

An introductory sentence and a concluding sentence for your paragraph are given. Do the rest.

Trees have a number of advantages. _____

_____

_____

_____. Therefore we should take all the necessary cares of trees.

Now in pairs, read your paragraphs to each other and make the necessary improvements.