





English for Ethiopia

Student Textbook

Grade 8

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Objective

In this unit, you will talk about different sports.

A Listening and speaking

LESSON ONE

Activity 1

Work in pairs. Talk about the different sports you have ever participated in. Which other sports do you know of?



Exercise 1: Answer the questions about the above pictures.

1. Name the different sport shown in each picture.
2. Which of them is your favourite sport?
3. Why is it important to participate in sports?

Listening practice

Activity 2

Your teacher will read to you a short passage about Ethiopia's super athletes. Listen carefully, then in groups of three, complete the table below.

Ethiopia's super athletes

Athlete	Age	Height (metres)	Track	Country where sport was held	World record	Year
Tirunesh	25	1.65*m*	10,000*m*	Netherlands	46:28	
Kenenisa	26	1.65*m*	5,000*m*		26:46:31	
Haile	34	1.65*m*	Marathon		2:04:53	
Meseret	26	1.65*m*	5,000*m*		14:24:37	
Gete	29	1.67*m*	5,000*m*		2:23:17	

Exercise 2: Using the information in the table, answer the following questions.

1. Mention Tirunesh's trademark names.
2. In which races is she the reigning champion?
3. "If Ethiopia long distance running was an empire, Kenenisa would be the heir apparent to the _____" (complete the statement). Who made this comment?
4. Why is Kenenisa considered to be the greatest long-distance runner of all time?
5. By which other names is Kenenisa referred to?
6. In which year did Haile win the Dubai Marathon?
7. Why did he set up the **Vicky's Water Project**?
8. In which race did Meseret Defar win two gold medals?
9. In which country did Gete set a world record of 2:23:17 for the 5,000*m* race?

Activity 3

In groups of three, discuss any other sports which are not popular in your community. Why do you think they are not popular?

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LESSON TWO

Dialogue

Activity 1

Read and act the dialogue.

Abenet : Our **hero**, Kenenisa Bekele, received a hero's welcome when he came back from the Olympics in Berlin, Germany.

Motuma: What happened **exactly**?

Abenet : The Ugandan athlete, Moses Kipsiro and Kenyan athlete, Kiplagat were **warming up** in a bid to win the gold and silver medals.

Motuma: Then what!

Abenet : When the race started Kipsiro and Kiplagat were in the lead while Kenenisa followed closely. Mid-way the race, Kenenisa's shoe lace became loose and he was forced to stop. This kept him behind while the rest kept on running.

Motuma: Oh dear! What happened then?

Abenet : As the race intensified, Kenenisa who had been lagging behind started overtaking one athlete after another. The crowd went wild with **excitement**. We were shouting Kenenisa! Kenenisa! Kenenisa!

Motuma: Oh, my God! What happened next?

Abenet : The bell signalled the last lap. Kenenisa struggled to overtake the four resilient athletes.

Motuma: What happened?

Abenet : With such **blistering** speed, Kenenisa sped off and overtook the fourth, third and second athletes.

Motuma: Oh! So did he become second?

Abenet : No way! When the Kenyan who was leading in the race turned to look behind Kenenisa **overtook** him in a flash of a second and beat him to the finishing line.

Motuma: Wow! That must have been an amazing race!

Exercise 1: Write your own dialogue by replacing the bold words with the ones below.

line 1, star
line 3, precisely
line 5, preparing
line 18, quick
line 22, outran

Exercise 2: Answer these questions about the dialogue. Share your work with a partner.

1. Why did Kenenisa receive a hero's welcome?
2. Which other athletes competed with Kenenisa?
3. What made Kenenisa stop running mid-way?
4. Describe what happened in the final lap of the race.
5. Do you think the Kenyan athlete would have won the race? Give reasons.
6. In your opinion, what enabled Kenenisa to win the race?

Activity 2

Write your own dialogue. Think of any race you have witnessed. Who participated and who did you want to win? Describe the event and how the winner came through.

LESSON THREE

Vocabulary practice

Exercise 1: Complete the sentences below using the words in the box.

Ethiopia's, a lot of money, vigorous, men's, team, cheer, competitions, winning, participate

1. I like both the _____ and women's athletics competitions.
2. Ethiopia ranks highest in the world's athletics _____.
3. Tirunesh is one of the greatest sports heroines in the _____ women's athletics.
4. Athletes who get medals earn _____.
5. Most Ethiopian athletes do _____ training before participating in any competitions.
6. If you want to _____ at the national and international levels, you should start training early.
7. All Ethiopian athletes work as a _____ in any competition.
8. Ethiopians show support for their athletes by _____ them loudly.
9. After _____ the race, Ethiopian athletes carry the Ethiopian flag high and run round the stadium.

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

A	B
game	supporter
prizes	award
train	competition
fan	star
hero	practice

Activity

Work in groups. Select one sportsman or woman and discuss his/her achievements. Report your findings to your classmates.

LESSON FOUR

Games information chart

Activity 1

Study the table carefully.

Type of sport	Basketball	Volleyball	Boxing	Football
Number of players	10	12	2	22
Substitutes	10	8	0	6
Equipment	basketball, jerseys, boots, two nets, whistle	volleyball net, two poles, ball, uniform, demarcated pitch, whistle	gloves, boxing shoes, boxers' helmet, gum-shields	football boots, jersey, shin guards, whistle, gloves for goalie
Place where game is played	basketball court	volleyball pitch	boxing ring	football pitch
Sporting vocabulary	win, beat, lose, substitute, dribble	win, love, beat, substitute, spike, smash	beat, knock down/out, punch, smash	win, draw, beat, foul, lose, substitute, score, kick, dribble, pass

Game officials	referee/coach/ manager	umpire, coach	coach	manager, coach/referee, linesmen
Expected qualities	preferably tall, strong, team spirit, stout, focused, energetic, swift, disciplined	active, smasher, tall, energetic, quick, disciplined	strong, brave, fierce, bold, tough, quick, muscular, disciplined, energetic	athletic, creative, disciplined, defensive, courageous, strong, swift, smart

Exercise 1: Answer the following questions in complete sentences based on the table above.

1. Which game has the biggest number of players?
2. What **equipment** is used in basketball?
3. Why should sportsmen be disciplined?
4. Of the four games listed, which one do you like most and why?
5. What is the importance of a **helmet** in boxing?
6. What are the **qualities** of a good volleyball pitch?
7. When is a **substitute** brought onto the football pitch?
8. Why does boxing have no substitute players?
9. What is a **knock-out** in boxing and how can it happen?

Exercise 2: Form one sentence of your own for each word in bold in the exercise above.

Activity 2

In groups of four, choose one sport that you all like. Discuss the qualities and equipment the sport requires. Talk about where it is played and the number of players involved. Present your findings in a table like the one above.

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LESSON FIVE

Using: Yes, it is. / No, it isn't.

Activity 1

Discuss with a partner. Which popular games are played in your community? How are the games played? How many players make up each team?

Exercise 1: Answer the following questions orally. Use **Yes, it is** or **No, it isn't** to answer the questions.

A: Which games are popular in your school?

1. Is football popular? Yes, it is.
2. Is netball popular? _____
3. Is running popular? _____
4. Is skiing popular? _____
5. Is horse riding popular? _____
6. Is yachting popular? _____
7. Is volleyball popular? _____
8. Is basketball popular? _____
9. Is boxing popular? _____
10. Is car racing popular? _____

Activity 2

Ask your partner if he or she plays the games in the table below. He or she should respond to questions with **Yes, I do.** or **No, I don't**.

Example: Rugby: (a) Do you play rugby? No, I don't.

Football: (a) Do you play football? Yes, I do.

hockey	table tennis	lawn tennis	badminton
wrestling	snooker	basketball	netball

Exercise 2: Write a paragraph explaining why certain games are popular in your community. Compare your work with your partner's.

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Grammar practice: Relative clauses

Using: where / which

Example: (a) A football pitch is **where football is played.**

(b) A net is the equipment **which is needed to play volleyball and lawn tennis.**

1. The clauses in bold in sentences (a) and (b) give us more information about the subject football and net respectively.
2. They are introduced by the words **where** in sentence **(a)** and **which** in sentence **(b)**.
3. We call these words **relative pronouns** and the sentences in which they are used are called **relative clauses**.

Exercise 3: Join the sentences below using the relative pronoun **which**.

Teacher : These are boxers' gloves. Boxers wear them before a match.

Pupil : These are gloves which boxers wear before a match.

Teacher : That is a football boot. It is worn by football players.

Pupil : _____

Teacher : This is the Ethiopian national football team, *Walia*. Abdu was talking about it.

Pupil : _____

Teacher : That is the helmet. A boxer wears it before starting the game.

Pupil : _____

Teacher : Those are the whistles. They are blown by umpires in a volleyball game.

Pupil : _____

Teacher : That is the tennis racket. I told you about it yesterday.

Pupil : _____

Exercise 4: Join the sentences below using the relative pronoun **where**.
Do the work in your exercise book.

Example: That is the stadium. We go there to watch football.
That is the stadium where we go to watch football.

1. This is the sports hotel. Ethiopian athletics national team stays there during the training session.

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2. This is the venue. We come here to celebrate regularly.
3. Those are the fields. Our athletes used to train for the national competitions.
4. That is the stadium. Obang lifted the trophy.
5. Those are the hills. We found there a deer.

Grammar highlight

1. ... **where** ... refers to places.
   ... **which** ... refers to items.
2. ... **where** ... and ... which ... replace nouns.

LESSON SIX

Using: ... better than ... because ...

Activity

Work in groups of four. Find out more about the games in the table below and how they are played.

Swimming	Hide and seek
Baseball	Skiing
Snooker	Pool
Lawn tennis	Badminton
Handball	Boxing
Basketball	Hockey
Volleyball	Motor sport
Bicycle racing	Motorcycle racing
Chess	Scrabble
Cricket	Squash

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Exercise : In your exercise book, list down your favourite games. Construct 10 sentences related to the games you prefer; giving reasons why you like them more than others.

Example: If you prefer scrabble to chess, you could say; Scrabble is better than Chess because it helps me to learn and spell English words.

LESSON SEVEN

Qualities of a sportsman/woman

Activity 1

In groups of three, discuss the qualities a good sportsman/woman of the sports below should have. Each student should speak at a time to discuss the quality he/she considers to be important. Write the qualities in your exercise book.

Examples

A footballer : He/she should be physically fit.

A weight-lifter : He/she should be energetic.

A runner : He/she should be fast.

A netballer : She should be tall.

A long jumper : He/she should be thin.

Activity 2

In groups of four, discuss your school sports facilities such as the field and the balls and sports that take place there. Based on your discussion, complete the table below.

Sport	Available facility	Facility conditions
Swimming	No pool	—
Handball	Ball, field	New balls and the field should be levelled flat.

Exercise : Using the information in the table above, write a paragraph about sports at your school.

B Reading

LESSON EIGHT

Comprehension

Activity 1

Look at the photograph and answer the questions.



1. Name the sports personality in the picture.
2. What do you admire about her?
3. When and where do you think the picture was taken?
4. What have her achievements been in recent times?
5. Would you like to be a professional athlete like her? Why?
6. List the benefits Ethiopia has gained from her athletic achievements?

Read the passage

The flying princess

While many countries may **boast** of having **famous** athletes, Ethiopia has particularly dominated in the field of professional and competitive running. Ethiopia has produced **popular** winners like Haile Gebreselassie, Kenenisa Bekele, Abebe Bikila, Derartu Tulu and Mohammed Kedir. Among these talented runners is a young woman, Tirunesh Dibaba, who has gained international **fame** for her extraordinary talent and unique upbringing. Tirunesh was born on October 1st 1985 in Chefa, a small Woreda town in Arsi Zone of the Oromiya Regional State, 260 *kms* southwest of the Ethiopian capital, Addis Ababa.

Tirunesh is the fourth child in a family of five. Her father's name is Dibaba Keneni and her mother is Gutu Tola. Her eldest sibling, Bekelu lives in Belgium and the second Chala, lives with his parents.

While the majority of the famous Ethiopian runners humbly developed the skill from childhood as they ran long distances to and from school, Tirunesh's experience was different because her school, Bekoji Elementary School, was only fifteen minutes walk home. She therefore did not have to run to school like other athletes. She however developed her skill because she was born into a family of runners.

Her cousin, Derartu Tulu was the first Sub-Saharan woman to win a gold medal in the 10,000*m* at the Barcelona Olympics in 1992 and again in Sydney Games in 2000. Tirunesh's elder sister, Ejegayehu is also an established athlete in her own right, having won bronze medals in the 5,000*m* and 10,000*m* at the 2005 World Championships in Helsinki. Another sister of hers, Bekelu Dibaba, was also an **inspiring** runner when Tirunesh was growing up in Bekoji.

Tirunesh is by far the most famous family member on the international scene. Since her **prominence** in 2005, she won a double in the long and short course races at the 33rd IAAF World Cross Country Championships in St Etienne/ St Galmier in France. She completed another double over the 5,000*m* and 10,000*m* at the World Championships in Helsinki. In 2005, Tirunesh broke the world indoor 5,000*m* record in Boston. She grabbed another world best over five kilometres in Carlbad in USA.

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Tirunesh was encouraged by her parents when she **expressed** interest in professional running. Her parents had seen the success of Tirunesh's other siblings. She has **reaped** a **fortune** from her talent as a result.

Exercise 1: Answer the following questions in complete sentences. Do the work in your exercise book.

1. Where was Tirunesh born and who are her parents?
2. Why did Tirunesh's athletic background differ from that of her relatives?
3. When did Tirunesh start her athletic career?
4. List all the Ethiopian professional athletes mentioned in the story.
5. Name the first woman athlete from sub Saharan Africa to win a 10,000*m* gold medal.
6. What makes Tirunesh the most famous member in her family?
7. Give an account of Tirunesh's achievements.
8. In which international Olympics has Bekelu so far participated?

Exercise 2: Choose the best answer for each question below. Compare your answers in groups.

1. Tirunesh was born in _____.
   A. Addis Ababa.
   B. Arsi zone of the Oromiya Regional Province.
   C. 260 kilometres South West of the Ethiopian capital, Addis Ababa.
   D. Chefa.
2. Bekelu, Tirunesh's sister who lives in Belgium, is the _____ born of the family.
   A. third B. fifth C. fourth D. first
3. Which of the following statements is true about Tirunesh's cousin, Derartu Tulu's Olympic achievements?
   A. She was a one-time Olympic and one-time world 10,000*m* champion and double world cross country gold medalist.
   B. She was a two-time Olympic and two-time world 10,000*m* champion and one-time world cross country gold medalist.

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C. She won gold in the 10,000*m* at the Barcelona Olympics in 1992 and again in the Sydney Olympics in 2,000.

D. She was a two-time Olympic and two-time world 10,000*m* champion.

4. Ejegayehou is an established athlete having won _____.

A. bronze medals in the 5,000*m* and 10,000*m* at the 2005 World Championships in Helsinki.

B. bronze medals in the 5,000*m* and silver medals in 10,000*m* at the 2005 World Championships in Helsinki.

C. bronze and gold medals in the 5,000*m* and silver medals in 10,000*m* respectively at the 2005 World Championships in Helsinki.

D. bronze medals in the 5,000*m* and silver in the 10,000*m* at the 2005 World Championships in Helsinki and in St Etienne respectively.

5. From the passage, Kenenisa Bekele and Haile Gabreselassie are _____

A. brothers.
B. Tirunesh's relatives.
C. Tirunesh's role models.
D. Ethiopia's athletics heroes.

Exercise 3: In your exercise book, match the words in **A** with their corresponding words or phrases in **B**.

A	B
wealthy	boast of
role model	famous
portrayed	inspiring
popular	career
proud	exhibited
profession	reaped a fortune

Activity 2

In groups of four, discuss what you have learnt from Tirunesh Dibaba's success.

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C Writing

LESSON NINE

Gaps fill in exercise

Exercise 1: Use the words in the box below to complete the paragraph.

burst	won	broke	reaped	celebrated	championships	grabbing	talent

Tirunesh is a _____ athlete in Ethiopia and the world over. She _____ into prominence in the year 2005. It was in this year that she _____ a double in the long and short course races at the 33rd IAAF World Cross Country _____ in St. Etienne. Tirunesh _____ the world indoor 5,000*m* record in Boston before _____ another world best over five kilometres in Carlbad in USA. From her racing _____ she has _____ a fortune.

Exercise 2: Write sentences of your own using each of the words in the box above.

LESSON TEN

Summary

Exercise 1: Complete the following table based on the story about Tirunesh on page 12.

Name	Tirunesh Dibaba
Date of birth	
Place of birth	
Achievements in 2000	

Exercise 2: In about 50 words, write a paragraph about Tirunesh. Use the information in the above table and your answers for the questions on pages 13 - 15.

Begin: Tirunesh was born .....

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LESSON ELEVEN

Composition

Activity

Work in groups of three. Study the table below about the former professional Ghanaian footballer, Abedi Pele and write a paragraph about him. You may share your information with another group.

ABEDI PELE			
Profession : Footballer Date of birth : 5th November, 1964 Place of birth : Oko near Dome Country : Ghana			
Major honours	**Tournament**	**Team**	**Date**
Europe	UEFA champions winner	Olympique de Marseille	1993
	European Cup winner	Olympique de Marseille	1991
	French Ligue 1 winner	Olympique de Marseille	1988-1992
Africa	Africa Cup of Nations winner	Ghana	1982
	West African Nations Cup winner	SCSA Zone Club	1982-1984
Individual	**Award**		**Date**
	Order of the Volta (Ghana's Highest National Award)		
	African footballer of the year winner		1991-1993

Exercise: Think about your favourite sports hero/heroine. Write a composition of about 120 words about him or her.

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Unit 2: Story/poem

Objective

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

A Listening and speaking

LESSON ONE

Group discussion

Activity 1

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



Exercise 1: Answer these questions about the picture above.

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

Listening practice

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

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

LESSON TWO

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

Activity 1

Read and act these two dialogues with a partner.

Hagos	:	I am ill.
Toleshe	:	You **had better** go to the clinic.
Hagos	:	I am too tired to walk there.
Toleshe	:	You **had better** take a taxi.
Tona	:	I have a toothache.
Faine	:	You **had better** go to the dentist.
Tona	:	I feel tired.
Faine	:	You **had better** take a rest.
Teacher	:	How did Bereket feel yesterday?
Student	:	He felt ill. He **should have** felt better.
Teacher	:	What should he have done?
Student	:	He **should have** seen a doctor.

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

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

Jemila : I have a broken leg.

You : .....

Anjelo : I feel so bored.

Faine : .....

Read the story below and answer the questions that follow.

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

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

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

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

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

B : You should have gone to the library.

A : I didn't score high marks.

B : You could have scored high marks.

Activity 2

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

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Grammar highlight

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

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

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

LESSON THREE

Using: should / ought to / need to

Activity

Practise the dialogue below with a partner.

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

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

Teacher : You need to complete it before midday.

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

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

Exercise 1: Construct sentences from the table below.

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

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

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

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

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

Remedan : Hi Bulcha! I am running to class. I am about 5 minutes late.
Bulcha : Oh! You _____ (wake up) early.
Remedan : You are right. I _____ (adjust) my alarm.
Bulcha : That _____ (be) helpful in solving your problem.
Remedan : I know, but you _____ (get) help.
Bulcha : Now that you are late, you _____ (ask) to be excused.

LESSON FOUR

The past simple tense

Activity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LESSON FIVE

More about the past simple tense

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

Activity

Dictation

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

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

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

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

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

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

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Exercise 4: Make correct questions from the sentences below.

Example : have a fever last Monday
Question : Did you have a fever last Monday?

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

B Reading

LESSON SIX

Comprehension

Activity 1

Discuss the following questions in small groups.

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

Read the passage below.

Part 1

An encounter with the bullies



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

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

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

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

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

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

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

A	B
extremely	shifted
relocated	scary
fierce	shout
yell	very

If you were Mulunesh, what would you have done?

Activity 2

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

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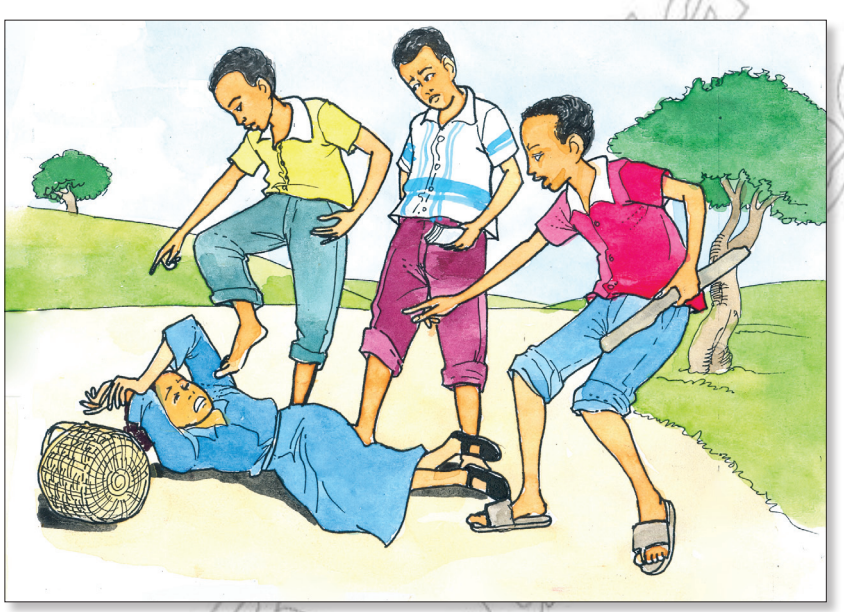
LESSON SEVEN

Read the passage

Part 2



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

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

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

"You've got to get over it," she said. "Now, go on. Go to the market."

"I'm scared," I said.

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

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

"But I am really terrified," I said.

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

"They'll beat me. They'll beat me up," I **sobbed**.

"Then you will sleep outside. Don't come back here!"

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

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

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

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

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

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

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

A	B
Example: clique	gang
afraid	.....
cried	.....
stole	.....
shocked	.....

Activity

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

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

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LESSON EIGHT

Read the passage

Part 3



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

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

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

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

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

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

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

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

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

Activity

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

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

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C Writing

LESSON NINE

Summary

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

Composition

Good and bad days

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

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

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

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

My bad day

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

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

LESSON TEN

Poem

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

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

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

Activity

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

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LESSON ELEVEN

Poem

Activity

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

My mother

My mother, she is my mama
She carried me
She caressed me
She laughed with me
She cried with me.

My mother, she is my mama
She danced with me
She played with me
She jumped with me
She skipped with me.

Mother, she is my mama
She talked with me
She walked with me
She dined with me
Protected me
Mother, she is my mama.

(Irene Tushabe)

Exercise 1: Answer the following questions about the poem.

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

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

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Unit 3: The city and the countryside

Objectives

In this unit you will:

- learn about African countries.
- tell the location of these countries.
- compare life in the city with life in the countryside.
- learn the vocabulary related to the city and the countryside.

A Listening and speaking

LESSON ONE

Activity 1

Study the map of Africa below with a partner.



Exercise 1: Answer these questions about the map.

1. Name five countries in West Africa.
2. Which countries share borders with Ethiopia?
3. List the oceans surrounding Africa.
4. Name one island state on the map.

Listening practice

Exercise 2: Your teacher will read a short passage about life in the city and life in the countryside. Listen carefully as the passage is being read. After the second reading, discuss with a partner to find answers to the following questions.

1. What is the name of your nearest town?
2. Which things attract people to the city?
3. Why do some people prefer to live in the city?
4. Where is traffic jam and human congestion usually found?
5. Point out some of the good things found in the countryside.
6. Mention the disadvantages of living in the city.

Activity 2

Work in pairs. Take turns to describe where you live to your partner.

LESSON TWO

Dialogue

Activity 1

Work with a partner and read the dialogue below. Take turns to rehearse and act it.

Town Boy : There are many **wonderful** things in **the city**.
Village Boy : I haven't had **a chance** to visit the city.
Town Boy : Oh! I have lived there before. I can tell you a lot about the life there.
Village Boy : I am **anxious** to know.

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Town Boy	:	There are tall buildings, nice cars, **many** people, schools, hospitals, tarmac roads, shops and hotels.
Village Boy	:	Wow! How do people get food?
Town Boy	:	They buy it from markets, restaurants, supermarkets and hotels.

Exercise 1: Answer these questions. Work with your partner.

1. What exciting things are found in the city?
2. Where do people in the city get food from?
3. What is the difference between a restaurant and a hotel?
4. What are the disadvantages when too many people live in an area?

Exercise 2: In pairs, answer these questions.

1. What exciting things are found in the countryside?
2. Where do people in the countryside get their food from?
3. What is the difference between a cottage and a flat?
4. What are the advantages of living in the countryside?

Exercise 3: Work with a partner. Write a dialogue about life in the countryside.

Activity 2

Write your own dialogue. Think of the place where you live and the things that are found there. Compare your dialogue with that of another partner.

LESSON THREE

Grammar practice

Comparatives

When we compare **two things** we add **–er** to some **adjectives**. Example: small - smaller. When the adjective is short, we sometimes double the last letter before adding **_er**. Example: big - bigger. When the adjective ends in **y**, we have to turn the **y** to **i** before adding **–er**. Example: tiny - tinier.

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Read the following sentences and tell your partner what they mean.

1. Entebbe Airport is smaller than Bole International Airport.
2. Ismail's shoes are bigger than Adil's.
3. My old pencil is tinier than my new one.

Exercise 1: Complete the table of adjectives below.

Positive degree	Comparative degree
Example: pretty	prettier
new	_____
tall	_____
heavy	_____
dark	_____
tasty	_____
silly	_____

When comparing longer adjectives, we write **more** infront of the word.
Example: **difficult - more difficult**.

Exercise 2: Complete the table of long adjectives below.

Positive degree	Comparative degree
Example: difficult	more difficult
important	_____
beautiful	_____
peaceful	_____

Activity

Think of more adjectives and add them to the lists in the tables in Exercises 1 and 2.

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Irregular adjectives

Some adjectives change to completely different forms. They are known as irregular. adjectives.

Positive degree	Comparative degree
bad	worse
good	better
little	less
much	more
well	better
ill	worse

Exercise 3: Complete each sentence using the correct form of the adjective given in the brackets.

1. Anna's *gabi* is _____ than Haimi's. (pretty)
2. This is an _____ task. It will be completed _____ than expected. (easy) (early)
3. The test we did today was _____ than the previous ones. (much) (difficult)
4. Is it much _____ in the Sahara than it is in the Kalahari? (hot)
5. A hippopotamus is _____ than a rhinoceros. (fat)
6. Lagos is _____ densely populated than Nairobi. (much)
7. When I left the hospital I was feeling _____ than before. (ill)

LESSON FOUR

Comparatives

Activity 1

Work with a partner. Compare the city and the countryside. Your teacher will help you identify the appropriate adjectives.

Beautiful

Pupil : The city is more beautiful than the countryside.
Teacher : Noisy.
Pupil : The city is noisier than the countryside.
Teacher : Dirty.
Pupil : The city is dirtier than the countryside.

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Exercise 1: Work with a partner and form similar sentences. Choose the best adjectives.

1. safe
2. lively
3. crowded
4. many thieves
5. polluted
6. quiet
7. noisy
8. peaceful
9. narrow roads
10. much traffic

Exercise 2: Rewrite the sentences below by forming the right comparatives from the adjectives in the brackets.

Example : City stadiums are (beautiful) than the football pitches in the countryside.
City stadiums are more beautiful than the football pitches in the countryside.

1. Addis Ababa is (big) than Kampala.
2. Lagos is (populated) than Dar-es-Salaam.
3. Goods in the city are (expensive) than in the village.
4. The city has (many) vehicles than towns.
5. City schools have (good) facilities than those in the countryside.
6. Adama roads are (wide) than Gondar's. This means that Gondar roads are (narrow) than Adama roads.
7. Axum is (quiet) than Jimma.

Activity 2

Learn the poem.

Good, better, best
Never, never rest
Until your good is better
And your better is best!

Grammar highlight

We use the comparative adjectives when comparing two nouns.

***Example: Bole International Airport** is bigger than **Entebbe International Airport** in Uganda.*

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LESSON FIVE

Using: ... as ... as ...

Read these sentences and with your partner share their meaning.

1. Tomas is as tall as his brother.
2. Her dress is as beautiful as her aunt's.

We use **...as...as....** with adjectives when we are describing nouns. Read these statements.

1. Tamirate is not as tough as his teacher.
2. Jimma is not as congested as Addis Ababa.

The first pair of statements is in the positive while the second pair is in the negative.

Activity

Form 10 sentences of your own using **... as ... as ...** / **... not as ... as**.

The food in the city is expensive. The food in Jinka is not so expensive.
The food in Jinka is not as expensive as the food in Addis Ababa.

Exercise: Join the following sentences using **... as ... as / ... not as ... as ...** Do the work in your exercise book.

1. A night in the countryside is very quiet. A night in the city is not very quiet.
2. My coffee is hot. Yours is not hot.
3. Ethiopians are usually tall. Somalis are equally tall.
4. This year has been bad for me. Last year was also bad.
5. He has a large farm. She has an equally large farm.
6. Mr. Yohannes is a proud man. Mrs. Yohannes is also very proud.
7. This exercise is easy. It is like ABC.

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LESSON SIX

Using: so ... as ...

Activity 1

In small groups, discuss these places based on the words in brackets and write about the places.

Example: The country side and the city (buildings).
The countryside does not have so many buildings as the city.

1. Bahar Dar and Gondar (hot).
2. Gambela and Dembidolo (quiet).
3. Axum and Adwa (big).
4. Bako and Maji (lively).
5. Chencha and Jinka (cold).

Exercise: Complete these sentences using **... so ... as ...** together with the adjectives from the box below.

long	difficult	quite	large	exciting

1. I didn't know that life in the countryside was not _____ in the city.
2. The hotel is not _____ the theatre.
3. The road is not _____ the railway.
4. The exam was not _____ we expected.
5. The film was not _____ I had heard about it.

Activity 2

In groups of four, identify things that are found in your own city/village or town. In your exercise book, draw a table and note these differences. Compare them using the expression **... so ... as ...**.

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LESSON SEVEN

Using: ... used to ...

Activity 1

Read the sentences. Discuss their meaning with a partner.

1. Addis Ababa is more populated now. It used to have less people thirty years ago.
2. The country has more cars and buses now. There used to be very few of them in the past.

Exercise : Write about what people in your community used to do in the past and what they do now. What changes have taken place? Write at least 5 sentences.

Activity 2

When I was little ...

Ask your parents or guardians to tell/remind you about the things you used to do when you were little. Make a list of these things and form sentences.

Example: *When I was little, I used to cry a lot.*

Grammar highlight

... used to ...

Used to *expresses things that were done frequently in the past, but are no longer done now. It expresses a past habit.*

Example: *He used to play football.*

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LESSON EIGHT

Language of agreeing and disagreeing

Using: You are quite right. / I am afraid I disagree.

Activity 1

Read and act the dialogue. Work with a partner.

A : I read in the newspapers the other day that the city's population is bigger than that of the countryside.

B : You are quite right. What might be the cause?

A : Maybe because the people in the countryside come to the city to look for jobs.

B : I am afraid I disagree with you.

Exercise 1: Assume you are Getachew. Use the expressions: **You are right** or **I am afraid I disagree** in the dialogue below to answer Turjum.

Turjum : The capital city of Ethiopia is Addis Ababa.

Getachew : .....

Turjum : Dire Dawa City administration has much more taller buildings than Addis Ababa though it is not the capital city.

Getachew : .....

Turjum : By next year, Jimma will have more industries than Addis Ababa.

Getachew : .....

Turjum : The storeyed buildings in the city are stronger than the ones in rural areas.

Getachew : .....

Turjum : If a strong wind came, it would not blow away the houses in rural areas.

Getachew : .....

Exercise 2: Read these sentences. Say whether you agree or disagree. Give your reasons.

1. Breakfast is the most important meal of the day.
2. Alcohol should be legal.
3. High school students should not wear uniforms.
4. Summer is the best season of the year.

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Activity 2

Think of other situations you consider important in your community. Describe them to a partner who will either agree or disagree with you.

B Reading

LESSON NINE

Comprehension





Activity 1

Group discussion.

1. Have you ever been to both the countryside and the city?
2. What are the differences between the two places?
3. Which one do you prefer and why?

Read the two passages.

My city home

I was born and brought up in the **capital** city. The roads are good and are connected to almost every part of the country. There is a large population and there are many vehicles. The hospitals and schools are easily accessible. The **sky scrapers** are an **amazing** sight from a distance.

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The city is where most of the country's administrative offices are found. However, some things worry me about my city. There is air **pollution** caused by the carbon monoxide from the cars and the smoke from factories. The big number of people **migrating** from rural areas is another concern. When such people cannot find jobs in the city, they sometimes turn into criminals.

My country home

I live in a small village with about a hundred other residents. Because we are few **residents**, we are still able to live as one family. The government supports development programmes to construct roads and to **plant** trees.

A road connecting our village with the nearby town was recently constructed. We have planted many trees in the village. This, I think, is a good thing. We have a health centre and a primary school in our community.

In the past, our village didn't have water supply and electricity. Now there is a 24-hour electric power supply and a water tank is being constructed. The future of our village seems to be very bright. Our role is to participate in all **development** programmes.

Exercise 1: Answer the questions based on the passages above.

1. Make a list of all the good attributes of a city.
2. Why is there a big population in the city?
3. Point out the problems faced by people who live in the city.
4. What makes the countryside a good place to live?
5. Where does life seem more challenging, in the city or the village? Why?

Exercise 2: Complete the table below using the information from the passages and your place.

	The city	The village	My place
Roads			
Population			
Hospitals			
Schools			
The future			

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Activity 2

In groups of three, study the table below and discuss the adjectives for each noun. Express your opinion about the adjectives.

	Adjective	The city home	The country home
buildings	beautiful	✓	
location	strategic	✓	
roads	wide		✓
markets	modernised	✓	
education	developed	✓	
hospitals	well facilitated	✓	
climate	favourable		✓
economic activities	diversified	✓	

Exercise 3: Write sentences that compare the city and the village as in the given example.

Example: The buildings in the city are more beautiful than those in the village.

C Writing

LESSON TEN

Composition

Activity

Work with a partner. Use a wide range of adjectives to talk about the differences and similarities of your city, town or village.

Exercise: Write a composition of about 100 words comparing your home village or town with a nearby village or town.

Paragraph 1: How big is it? What does it have?

Paragraph 2: What are the good things?

Paragraph 3: What changes would you like to see in your town or village?

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LESSON ELEVEN

Poem and debate

Exercise 1: Read and answer the questions about the poem.

Home sweet home

Whether it be a little hut
All walls smeared with mud and clay
Thatched with grass and straw and poles
With hard beaten earthen floor
Still it be my home sweet home.

Whether it be a bungalow
All built up with red burnt bricks
Roofed with beams and iron sheets
With levelled floor all covered in tiles
Still it be my home sweet home.

(Dempsey Mutaryebwa)

1. How many kinds of houses are described in the poem?
2. Which house is made with mud and clay?
3. How different is the roofing of each house?
4. Point out one similarity of both houses.
5. What is a home?

Activity 1

Discuss with your partner the things that interest you most about your home. Share with him or her the different activities that take place in a rural and an urban home.

Exercise 2: Write the things you like and dislike about village life.

Exercise 3: Write two stanzas for the poem describing **(a)** a flat and **(b)** a hut.

Activity 2

Debate on the motion: **Town life is better than village life**. What would be your points in favour of the motion? What would be your argument against the motion?

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Unit 4: Education for all

Objective

In this unit, you will be able to give information about issues concerning education in Ethiopia.

A Listening and speaking

LESSON ONE

Group discussion

Activity 1

Describe what you can see in the picture below.



Exercise 1: Answer these questions.

1. What do you like most about going to school?
2. Why should all the children be educated?

Listening practice

Activity 2

Your teacher will read a short passage about a girl called Zeituna. She endured many challenges to complete university education. Listen to it carefully.

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Exercise 2: Answer these questions.

1. What was Zeituna's childhood wish?
2. Why were her parents right to support her education?
3. What challenges did Zeituna endure in the course of studying?
4. How do you think your education can benefit the Ethiopian people?
5. What is your opinion on **education for all** in your country?

LESSON TWO

Grammar

Past simple tense

Activity

Study the table below about what happened in the past and what happens in the present. Which sentences are true to you? Why?

A	B
Many girls lost their chance to go to school.	Many girls lose their chance to go to school.
Education was regarded as the key to Ethiopian economy.	Education is regarded as the key to Ethiopian economy.
Women lived in the village.	Women live in the village.
Parents bought books for their children.	Parents buy books for their children.
The students who emerged best were rewarded with bursaries.	The students who emerge best are rewarded with bursaries.
All the children went to school.	All the children go to school.

Exercise 1: Read the story below and identify the verbs.

The other day as my father was driving me to school, he happened to pull up behind a young driver. He followed her for a few metres and since the road was crowded, he could not overtake her. He then noticed that her indicator signalled for the right turn while her arm was stretched out to signal for a left turn. He waited for her next move. She went straight ahead.

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Exercise 2: Which of the verbs are in past simple tense form? Draw a table to show the regular and irregular verbs.

Exercise 3: Find the past simple tense of the following verbs from the story.

happen	_____	notice	_____	wait	_____
can't	_____	approach	_____	be	_____
go	_____	follow	_____		

Exercise 4: Form questions from the sentences below.

1. What _____? He happened to pull up behind a young driver.
2. When _____? The other day.
3. How _____? He followed her for a few metres.
4. Why _____? The road was crowded.
5. Where _____? She went straight ahead.

Exercise 5: Change these sentences from past simple tense to present simple tense. Do the work in your exercise book.

Example: Alemtsehay **thought** about her lost son.
Alemtsehay **thinks** about her lost son.

1. The health officer shot all the stray/wild dogs.
2. Mehiret wound her watch.
3. We bought chicken from the supermarket.
4. Shafi ground the millet for the lunch meal.
5. The baby woke up early.

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LESSON THREE

Using: because of, as a result and therefore

Activity 1

In groups of three, study the table below and form meaningful sentences using the phrases and words in the middle column.

She was married off at thirteen. She developed health problems. She was not protected. She had no access to medical care.	therefore as a result because because of	poor sanitation in the village. she had a baby at thirteen. she had no other option. she was more likely to get HIV.

Exercise 1: From the above table, identify sentences that indicate causes and those which indicate effects.

Exercise 2: Complete the following sentences using **because of**, **as a result** or **therefore**.

1. The students were proud to have uniforms. _____ they were happy to go to school.
2. _____ they learned about the value of sanitation, they improved their village's hygienic conditions.
3. Some students became respected business owners. _____ they were invited to serve as community representatives.

Exercise 3: Complete the following sentences with the appropriate choice.

1. Every year parents send their children to school because
   (a) there are many schools.
   (b) they are aware of the value of school.
2. The parents do not send their children to school. Therefore,
   (a) some children are out of school.
   (b) children engage in jobs to earn a living.
3. Several women studied and became doctors. As a result _____
   (a) they wanted to be popular.
   (b) they helped the people in their community.

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Activity 2

With a partner, discuss the challenges that force children to drop out of school. Suggest measures through which these challenges can be overcome.

LESSON FOUR

Using: should / ought to / must

Activity 1

Read the following challenges and match them with the relevant advice.

Challenges:

1. My uncle is going to find his 14-year old daughter a husband. What should I do?
2. Some students are destroying our school property.
3. I have little homework but I want to play now.

Advice:

1. You ought to have a programme. Don't postpone work to tomorrow.
2. You must stop that. I think it is a serious problem.
3. You should report to people concerned. They will take measures.

Which advice expresses strong obligations and which one expresses a suggestion. Which one expresses simple advice?

Suggest another piece of advice you would offer to the above challenges.

Activity 2

The following is a result of a discussion among community elders in a village.
In groups of four, identify the outcome of the discussion. In complete sentences, write the most important points that were talked about.

1. giving equal opportunities to boys and girls.
2. assisting girls to attain good education.
3. encouraging boys to participate in household chores.
4. stopping early marriages.
5. Sending all children to school.

Exercise 1: Change the above phrases into sentences using **should, must** and **ought to**.

Example: Every family with children **should** send them to school.

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Exercise 2: Change the sentences you have written above. Use **because** and **as a result.**

Example: Every family with children should send them to school. As a result, many families will be educated.

Grammar highlight

*'Modal verbs **should** and **ought to** show obligation to do something.*
Example: *You **should** carry all books to school.*
*You **ought to** be obedient to everybody.*
***Must** is used for ordering someone to do or not to do something.*
Example: *You **must** not jump over the school fence.*

LESSON FIVE

Using: I think ... will ...

Activity 1

Talk about the education system in Ethiopia in terms of school facilities, school fees, development and healthy programmes.

Exercise 1: Answer your partner's questions in complete sentences.

Example: Do you think that education in Ethiopia will improve the people's standard of living?

Yes, education in Ethiopia will improve the people's standard of living.

Use **will**, if you agree and **will not** if you disagree. Write the exercise in full sentences.

1. Do you think there will be enough facilities to cater for both boys and girls?
2. Do you think poor parents will lose the wealth they receive from early marriages?
3. Do you think school textbooks will be affordable?
4. Do you think poor parents will afford educating their children?
5. Do you think acquiring computer knowledge will improve accessibility to information?
6. Do you think we will forget our mother tongue when we learn English?

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Exercise 2: Use **... will ...** or **... will not ...** to complete the sentences in your exercise book. Share your work with a partner.

1. The teacher gave us many assignments. I _____ be able to complete them in an hour.
2. I _____ see you when I get time. I have some work to complete.
3. Lapiso _____ be able to see you after school. He is going for a football match.
4. I _____ see you tomorrow at three o'clock.
5. She _____ be able to attend school this week. She is sick.
6. The books _____ help us a great deal if we read them.
7. Our English teacher _____ deliver the news. He is a dependable man.
8. I _____ go to bed now unless I feel sleepy.
9. The director said the boys who beat up the girl _____ be suspended.
10. When _____ you visit our new dormitory?

Activity 2

Share with a partner. What advice would you give to a friend who wants to perform well in school?

Grammar highlight

The structure; ***I think ... will ...*** *shows things that one will do or things that will happen in future.*
Example: *I think all school going children will be able to use a computer in future.*

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B Reading

LESSON SIX

Comprehension

Activity

In groups of three, discuss these questions.

1. What is the boy in the picture doing?
2. Why do you think he is doing this kind of work?
3. Why do students drop out of school?
4. Do you know of anyone that dropped out of school?
5. What should be done to prevent children from dropping out of school?



Read the passage.

A boy who loved school

Degefu a Grade 8 student loved going to school. He always dreamt of the good things he would do in future if he completed school. His father was a farmer and his mother was a housewife. Unfortunately, Degefu's father got a **strange** illness. He developed a cough, an itchy rash on his body and he grew thin day by day.

At the end of term, Degefu **emerged** the best in his class. On receiving his report card, he ran home excitedly to deliver the good news to his parents. When he got there, he was surprised to find a large **gathering**. All faces turned to him in **sympathy**. He entered the house wondering what the matter was and that was when he discovered that his father had passed away.

Degefu was in a **dilemma**. He **contemplated** how he would continue going to school without the support of his father. Suddenly, he realised that hard times lay ahead. His mother did not have the money to support him and his siblings. Degefu dropped out of school and took up farming like his father had done. Over the years, he managed to

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grow and sell cotton. He now operates a shop which he opened up using his savings from growing and selling his cotton.

Exercise 1: Answer the questions below in complete sentences.

1. Why did Degefu love school?
2. What did Degefu's mother do?
3. Describe the signs of Degefu's father's illness.
4. How did Degefu perform in school?
5. Why did the people turn their faces to Degefu in sympathy?
6. Why did Degefu stop going to school?
7. What did Degefu do to live a profitable life?

Exercise 2: List ten verbs in the past simple tense from the passage and use them in sentences. Do the work in your exercise book.

Exercise 3: Rearrange the letters to make correct words.

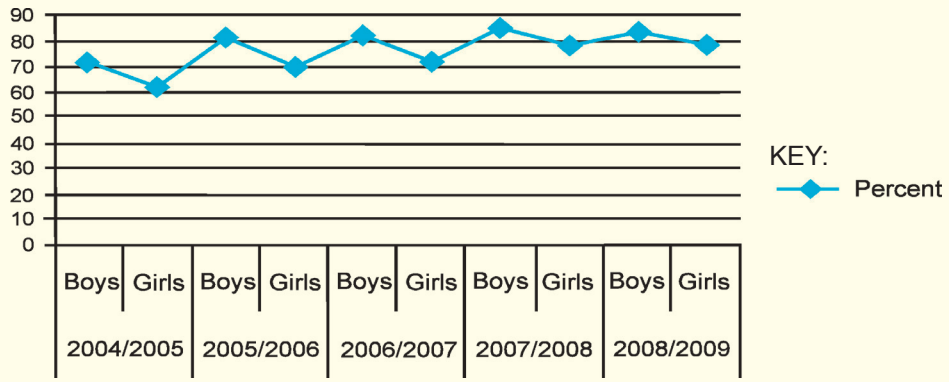
sisonap	=	p.....	thypamsy	=	s.....	ringthega	=	g.....
datetlemponc	=	c.....	gerdeme	=	e.....	mamedil	=	d.....

LESSON SEVEN

Graph interpretation

Activity

Study the graph below. It shows the steady increase in Net Enrollment Rate (NER) from 2004/05 to 2008/09 for Primary Grades 1- 8. Indicate whether the statements below are TRUE or FALSE about the graph.



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Exercise 1: Use the graph and answer TRUE if the statement is correct and FALSE if the statement is incorrect.

1. In 2004/5 girls' enrollment rate for primary grades was higher than boys' enrollment in 2006/7.
2. 2006/7 enrollment rates of boys and girls for primary grades was 83.0%.
3. The above graph shows the Net Enrollment Rate of each region.
4. One can see that there is a gap of enrollment rate for primary grades in boys and girls.
5. The graph shows the Net Enrollment Rate from 2004/5 to 2008/9.

Exercise 2: Based on the information in the graph above, complete the paragraph below. Use the key words provided in the box below. Do the work in your exercise book.

2009, enrollment, years, slightly, Net Enrollment Rate, percentage

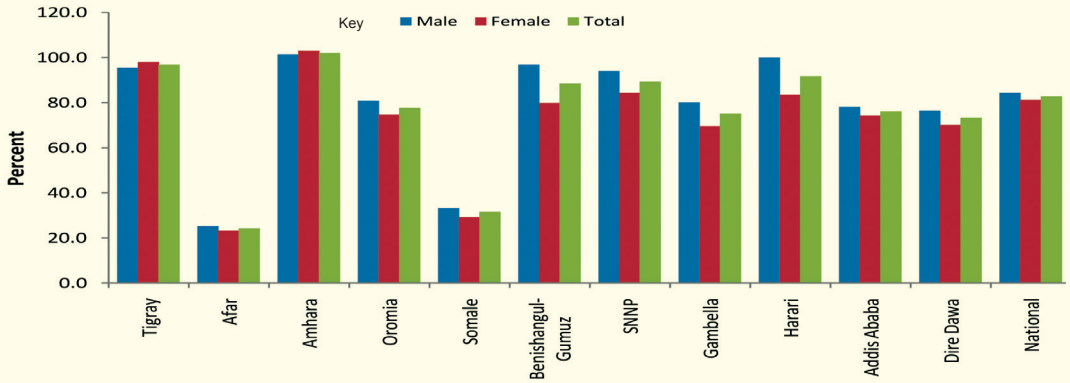
The graph shows _____ for primary grades 1 - 8. In _____ there was better _____ than the previous _____ Girls' enrollment in all the years is _____ lower than the boys' enrollment. The _____ of girls' enrollment was high in the years 2008/2009.

LESSON EIGHT

Graph interpretation

Activity

Study the graph below about Grade 1 - 8 Net Enrolment Rate by region and gender, 2001 E.C. (2008/2009) with a partner.



SOURCE: Education Statistics Annual Abstract MOE (2010 E.C.)

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Exercise 1: Use the graph below and answer **I agree** if the statement is correct or **I disagree** if the statement is wrong.

1. It is in two regions; Amhara and Tigray that the Girls' Net Enrolment Rate (NER) exceeds that of boys.
2. The total NER is highest in Harari.
3. Afar has the lowest total Net Enrolment Rate.
4. The total Net Enrolment Rate for Oromia and Dire Dawa is 151.3%.
5. The ratio suggests that the total percentage of Net Enrolment Rate of girls is greater than the boys' Net Enrolment Rate in 2001 EC 2008/9.

Exercise 2: Based on the information in the graph, complete the paragraph in your exercise book. Use the words provided below.

gender, Amhara, Afar, exceeds, 24.4%, Grade 1 - 8

The graph on page 56 is about _____ primary Net Enrollment Rate (NER) by region and _____. The number of males _____ that of females apart from Tigray and _____. In all the regions, the percentage NER of _____ was lowest with _____.

LESSON NINE

Comprehension

Activity

Give information about the following.

1. What do you know about the educational system in Ethiopia?
2. What would you like to study when you complete grade 10?
3. Do you think TVET programmes are good for a country like Ethiopia? Give reasons for your view.

Read the passage below and answer the questions that follow.

Technical and Vocational Education and Training

Ethiopia is committed to participating in the **competitive** global market economy with a poverty reduction policy. This requires technical and professional citizens trained in the *ability to learn* and in specific **occupations**. Hence Technical and Vocational

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Education and Training (TVET) is **geared** towards enhancing the competitiveness of all economic sectors through a **competent workforce** and towards improving people's **employability** in the labour market and with regard to self employment. Ethiopia is putting in place, in part via TVET, a comprehensive human resource development programme.

As General Secondary Education (Grades 9-10) has expanded (at over 20% per year on average) there has been increased demand for secondary places at the next level. To meet this demand, Technical and Vocational Education and Training Institutions have increased in number and the training areas have been **diversified**. TVET enrollment is expanding at 21.3% annually and staff and schools are increasing at almost the same rate. TVET provides training on market-oriented programs based on the industry demand to various target groups such as graduates of grade 10 as well as school leavers, people who are in employment, school dropouts and marginalised groups in the labour market.

The total **enrollment** in TVET in 2004/05 was only 106,336. As of 2008/09, enrollment had increased to 308,501. A fraction of the enrollment of students in the secondary level at the moment exceeds the size of the Preparatory Programme. In 2008/2009, female enrollment constituted 46.2% of total enrolment, indicating a relatively good gender balance at the national level.

SOURCE: Education statistics Annual Abstract MOE (2010 E.C.)

Exercise 1: Answer the following questions based on the passage. Do the work in your exercise books.

1. According to the passage, what is the main reason of having TVET in Ethiopia?
2. What kinds of training are being offered in TVETs?
3. Use the data given to make a table showing the enrollment in TVETs.
4. How has TVET improved the education system in Ethiopia?
5. Why do you think the female enrollment in TVET is lower than the male enrollment?

Exercise 2: In groups of three, refer to the passage to identify the words in bold. Find their meaning and then construct your own sentences with each of the words. Write the sentences in your exercise book.

Examples:

1. There are several **occupations** in the education sector like teaching, accounting and administration.
2. The government is encouraging women back into the educational **work force**.

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C Writing

LESSON TEN

Slogans about 'Education for all'

A **slogan** is a short phrase or sentence which is used to advertise something or express a belief.

Examples:
1. Educate a child; educate a nation.
2. Disability is not inability.
3. Education is the key to success.
4. Determination and hard work lead to success.

The above slogans can be put on a poster like this

Education for all

Educate a child; educate a nation.
Disability is not inability.
Education is the key to success.
Determination and hard work lead to success.

Activity

Prepare your own slogan on **'Education for all'**. Compare your own slogans with those of other members of your class and put them on a poster.

Exercise: Rewrite the above slogans and those you have created using **should**, **must** and **ought to**.

Example: Educate a child, educate a nation.

1. In order to educate a nation, you need to educate a child.
2. You should educate a child to educate a nation.
3. You must educate a child to educate a nation.
4. You ought to educate a child in order to educate a nation.

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LESSON ELEVEN

Friendly letters

Have you ever written a letter to a friend? What were the important features of your letter? Read the letter from Boja to Ferede.

School of Tomorrow,
P.O. Box 44,
Addis Ababa
23rd July, 2011

Dear Ferede,

Friday night was the start of a fun-filled weekend. Meheret invited Tigist and I to her birthday party. You are the only person that missed it.

This Friday we plan to watch the party video. Afterwards we will go to the Lions Club where star singer Tilahun will be launching a new album.

Be sure to come. And bring along your cousin sister Jesmi.

Love,
Boja.

Exercise: Assume you are Ferede, write a letter to reply Boja. Compare your letters with your partner.

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Unit 5: A scientist discovers

Objective

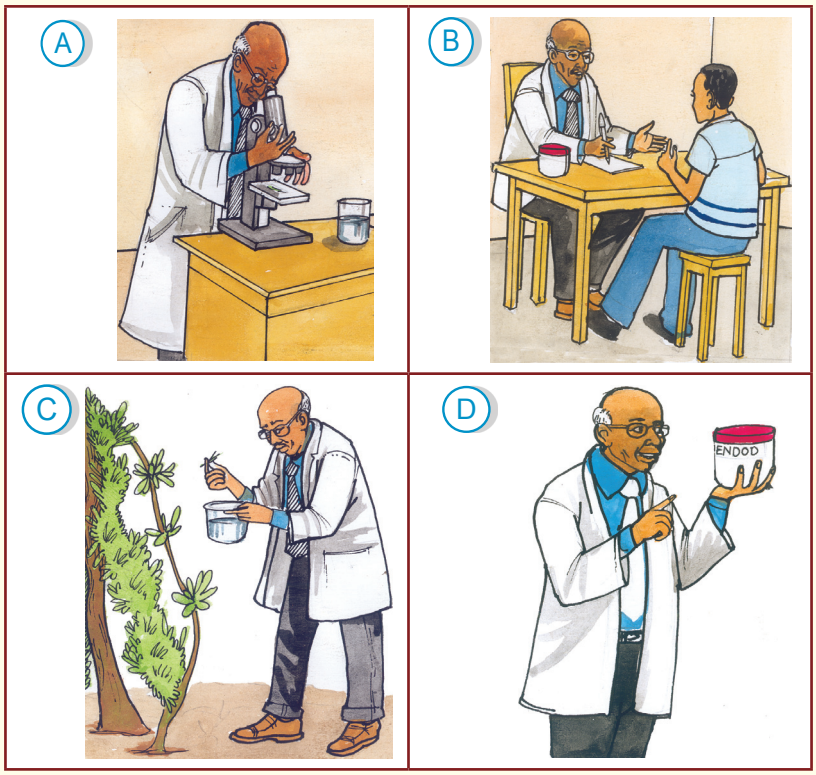
In this unit, you will be able to give information about discoveries and inventions.

A Listening and speaking

LESSON ONE

Activity 1

These pictures tell a story about an important discovery. Tell your partner what you think the discovery was.



Exercise 1: Answer these questions.

1. What is the person in the pictures doing?
2. What is his profession?
3. Of what importance is his profession to our country?
4. Arrange the pictures in their proper sequence.

Listening practice

Activity 2

Study the picture. Work with a partner. Discuss the benefits of this lake to the local population. Identify the dangers you see in the lake.



Exercise 2: Your teacher will read a passage about the disease, bilharziasis; its causes and prevention. Listen carefully and answer the questions below.

1. Apart from bilharziasis, what other diseases do you know?
2. Describe the ways by which one can catch bilharziasis.
3. What is a parasite?
4. How can bilharziasis be avoided?
5. What is the role of scientists in each situation?
6. Explain how a person can be infected with bilharziasis.

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LESSON TWO

Grammar practice

Using: must / mustn't

Activity

Work in pairs. Read and act the dialogue.

Ujulu : **Must we** take **traditional** medicine when we fall sick?

Jitu : No, **we mustn't.**

Ujulu : What **must** we do?

Jitu : We **must** visit a **doctor**.

Exercise 1: Repeat the dialogue but replace the words in bold with the ones below.

1. Line 1. (Mustn't we), (modern), (severe illness)
2. Line 2: (yes, we must)
3. Line 3: (mustn't)
4. Line 4: (mustn't) (sorcerer), (witch-doctor).

Exercise 2: Give answers for the following questions and compare them with a friend.

1. What must you do when you fall sick?
2. What mustn't you do when you fall sick?
3. Must you visit a physician when you fall sick?
4. Must you go to a witchdoctor when you fall sick?

Exercise 3: Work in groups. Complete the sentences in the table using **must/ mustn't.**

Children _____ swim in rivers.	They _____ avoid it.
Emebet _____ walk barefooted in dirty water.	She _____ walk on the sides.
We _____ drink water from lakes.	We _____ boil water.
People _____ bathe in dirty water.	They _____ bathe only with clean water.
Woinua _____ wash in dirty water.	She _____ take treatment.

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Exercise 4: Form similar sentences from the table concerning what Bereket (must do) and (must not do).

Example: Bereket must sleep under a mosquito net.
Bereket must not leave the bushes around his house to grow wild.

Disease	must	mustn't
Malaria	sleep under mosquito net.	leave bushes to grow wild.
Diarrhoea	wash his hands with soap and water after visiting the toilet.	eat food with dirty hands.
Headache	take a lot of clean water and plenty of rest.	sleep under heat or sunshine.
Stomachache	see a doctor.	eat cold food.
Chest pain	go to hospital.	beat his chest.
Toothache	visit a dentist.	try to remove it.

LESSON THREE

Using: while / when and a past continuous / past simple tense

Read the following sentences and point out the verbs.

1. **When** she was running, she hurt her toe.
2. **While** Frewoine was yawning, a fly flew into her mouth.

Which two tenses can you identify in each sentence?

Exercise 1: Change the verbs in the brackets into their appropriate past tense form and join the clauses using **when** or **while**.

1. Woinwa (cook) food, a bird (fall) in her sauce pan.
2. Feyesel (pray), he (hear) loud voices outside his bedroom.
3. Hundessa (sleep), she (hear) loud voices outside her bedroom.
4. The policeman (stop) the cars. The children (cross) the road.
5. We (watch) television. Power (go) off.
6. It (become) dark. I (go) for prayers.
7. The patient (feel) pain. The nurse just (look) on.

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8. Kifleyesus (enjoy) his dinner. Burglars (break) into the house.
9. The doctor (drive). He (see) a damaged car parked on the roadside.
10. My father (sail). The boat (capsize).

Exercise 2: Write and complete the following sentences correctly. Share your work with a partner.

1. While I was going to school, ...
2. When my sister was cooking, she .....
3. While I was sleeping, the .....
4. When the bell was ringing, the teacher .....
5. While Tejetu was playing, she .....

Exercise 3: Construct sentences from the table using **when** and the **past continuous** with a **past simple** tense. Write the work in your exercise book.

Emebet	sharpening pencil.	cut her finger.
	walking along the road.	meet her friend.
	eating food.	bite her finger.
	talking to her friend.	the bell ring.
	sleeping.	have a nightmare.

Activity

Work with a partner. Write five sentences using **While / When** and a **past continuous** with a **past simple** in your exercise book. Discuss the work with your teacher.

Grammar highlight

When the past continuous is contrasted with the past simple tense, the sentence shows two actions that happened, with one preceeding the other.
Example: *While the man was walking down the street, it started to rain.*

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B Reading

LESSON FOUR

Comprehension

Activity

Discuss the following questions in groups.

1. Which important discoveries do you know?
2. Who was involved? When and where did this discovery take place?

Read the story below and answer the questions.

Bilharziasis – a deadly disease

Bilharziasis or schistosomiasis is spread by schistosoma (river fluke) which live inside snails along rivers and streams. Humans contract the disease when they come in contact with water inhabited by the snails. More than 200 million people worldwide are affected by the diseases.

In 1964, a young Ethiopian doctor and researcher, Aklilu Lemma discovered the remedy. He found out that soap made from a local plant, the soap berry or *endod* could cure bilharziasis. *Endod* grows in sub-Saharan Africa, parts of South America and Asia. It is a rapidly growing climber with hanging branches and it bears fruit twice a year.

The berries of *endod* have been used as laundry soap by Ethiopians for centuries. When dried and crushed, they are mixed with water to form a thick solution of lather detergent.

Dr. Lemma founded the institute of Pathobiology from where he carried out research on *endod*. He was later joined by Dr. Legesse Wolde-Yohannes in 1974 and work has continued ever since with other African countries joining in.

Endod soap is applied directly on the infected parts of a person's body. Also, direct application of *endod* to snail infested areas has yielded good results although disease awareness and its control need to be encouraged more among rural people. Before his death in 1997, Dr. Aklilu Lemma and his colleagues established the *Endod* Foundation to serve as an umbrella institution for all *endod*-related work.

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Exercise 1: In your exercise book, answer questions 1 - 5 in complete sentences and choose the best option for questions 6 - 10. Compare your answers in small groups.

1. What is bilharziasis and where does it come from?
2. How do humans catch bilharziasis?
3. Who discovered the remedy for bilharziasis?
4. Describe the *endod* therapy.
5. Which part of the plant is used to make the medication for bilharziasis?
6. Name the medication and how it is used?
7. Outline Dr. Aklilu Lemma's contribution to the world of medical science.
8. Bilharziasis is the 2nd greatest killer after ..... in the third world countries.
   A. HIV/AIDS
   B. malaria
   C. schistosomiasis
   D. hunger
9. Aklilu and Legesse's persistence means
   A. they were slow.
   B. they carried on with their work despite the difficulties they met.
   C. they were patient.
   D. they were weak.
10. The *endod* plant is now being grown and used
    A. in hospitals.
    B. for consumption.
    C. for experimental control of bilharzia
    D. worldwide.
11. Before doctor Aklilu's death ..... was established for all *endod* related work.
    A. an *endod* umbrella Institution
    B. *Endod* hospital
    C. *Endod* vaccine
    D. *Endod* Foundation

Exercise 2: Work with a partner and find the phrases in the passage which mean the same as the following:

1. causing great fear or horror (1st paragraph).
2. discovered (2nd paragraph).
3. endurance (4th paragraph).
4. ratify (3rd paragraph).
5. something that is founded (4th paragraph)

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Exercise 3: In your exercise book, fill the missing words in the gaps with the words from the box below.

soap	bilharziasis	discovered	berries	*endod*	laundry

First, Doctor Aklilu _____ the remedy. He found out that _____ made from a local plant, _____ could cure _____. The _____ of *endod* have been used as _____ soap by Ethiopians for centuries.

Exercise 4: With a partner, form correct words from the following letters. The initial letter for each word has been provided.

Example: **s**hilbaizisar = bilharziasis

tenptia = p
doned = e
pythera = t
corvedis = d

C Writing

LESSON FIVE

Writing a summary

Exercise: Use the points given below to write about bilharziasis.

(a) What is bilharziasis?
(b) What causes the disease and how does it spread?
(c) What are the signs and symptoms of bilharziasis?
(d) How can bilharziasis be prevented?

LESSON SIX

Writing a poster

Exercise: In groups, write sentences about the cause of bilharziasis and how it can be prevented. Put your information on a poster. Share your work with another group.

Activity

Supposing you had a chance of talking to Aklilu Lemma. What questions would you ask him? List your questions and find their answers from the text.

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LESSON SEVEN

Using: which / who / that

What does each pair of sentences have in common?

1. Snails carry bilharzia.
   Snails are found in lakes.
2. Aklilu Lemma discovered a cure for bilharziasis.
   Aklilu Lema established the institute of pathobiology.
3. Addis Ababa is the capital of Ethiopia.
   Addis Ababa has a large population.

Join the sentences above using **which**, **that** or **who**.

Exercise: Join the following pair of sentences using **which, that** or **who**. Share your work with a partner.

1. A doctor discovered the cure for bilharziasis in Ethiopia from *endod*, a local plant. His name was Professor Aklilu Lemma.
2. People get infected with bilharziasis. They live a miserable life.
3. Tamirat borrowed a book. It belonged to my nephew.
4. That desk belongs to my neighbour. You are now sitting on it.
5. The pen is mine. He is using it.
6. Girma saved the girl. She was about to drown.
7. The glass was green. The shoplifter stole it.
8. She wants to go to that school. It is very expensive.
9. Turbo killed a snake. It was about to bite him.
10. The doctor was very kind to us. He was wearing glasses.

Activity

In groups of three, form sentences using **which** **that** or **who**.

Grammar highlight

which *and* ***that*** *are known as relative pronouns. They refer to objects or animals.* ***who*** *is also a relative pronoun. It is used for persons only.*

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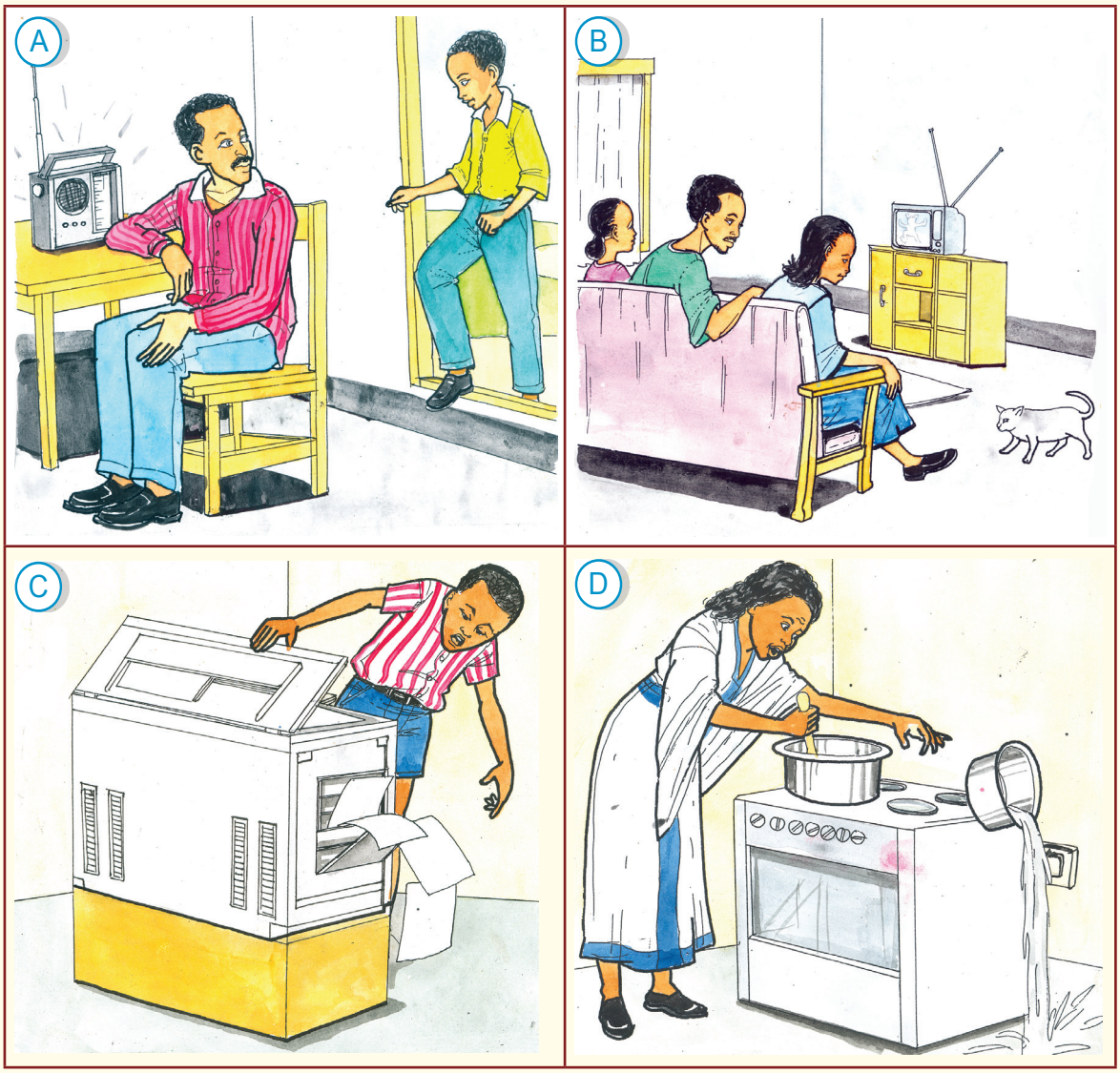
LESSON EIGHT

The past continuous tense

Activity

In groups of four, look at the pictures below. They show what happened yesterday. Talk about what was going on in each picture.

Example: While the man was listening to the news, a boy entered the house.



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Exercise 1: Complete the following sentences with the past continuous tense of the verbs in brackets.

1. This morning, it _____ (not rain).
2. The phone _____ (ring) just as I left for school.
3. I said hello to them but they _____ (watch) TV.
4. When I arrived, the students _____ (head) to the library.
5. While the school was closed, we _____ (help) our parents in the garden.

Below is an account of what Jorge and Dusman did.

Jorge and her friend played tennis. They began at 10.00 a.m. and finished at 11.30a.m. Then they went to school at 12.00 noon. Jorge was in the school library until 3.00 p.m. She practised the piano from 3.30 p.m. until 4.30 p.m. and left school at 5.00 p.m.

Dusman was busy yesterday. He arrived at school at 10.00 a.m. He attended class until 12.30 p.m. He had lunch at 2.00 p.m. then he went to the farm at 4.00 p.m. and worked till 6.00 p.m.

Exercise 2: Answer the questions in complete sentences.

1. What did Dusman do while Jorge was playing tennis?
2. What did Jorge do while Dusman was attending class?
3. What was Jorge doing while Dusman had lunch?
4. What was Jorge doing when Dusman went to the farm?
5. What was Dusman doing while Jorge was leaving school?

Exercise 3: Put the verbs in the bracket into their correct form (past continuous or simple past).

I _____ (ride) my bicycle home yesterday when a man _____ (step) suddenly out onto the road right infront of me. Although I _____ (ride) fast I _____ (manage) to stop in time and _____ (save) his life.

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LESSON NINE

Comprehension

Activity

Discuss the questions below.

1. Have you ever seen a computer?
2. Where have you seen one? What is its use?

Read this passage

Machines with brains



Have you heard anyone say that a computer is a machine with a human brain? Well, a computer is able to do all sorts of things that would make one think it is a magical device. Actually, a computer is so fascinating that it is frightening to think of what it is capable of doing. After all, computers will ask questions, play music and take pictures. They even relay information from one place to another so much so that they have turned the world into a global village.

However, computers do not have brains and they do not think at all! They are mere machines that are programmed by people to perform different tasks. And they complete the tasks with super speed and ease.

In the modern times of high level technology, the world is dependent entirely on computers which come in different makes and sizes ranging from mobile phones to laptops to desktop units.

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Computers are used to process and store data in government offices, banks, hospitals, company businesses, educational institutions, space stations and even households.

Much as computers are useful devices, they are also a source of trouble since their networks make it possible to intrude and pry on people's privacy and access restricted information. This is called computer hacking. It has become a major challenge in this era.

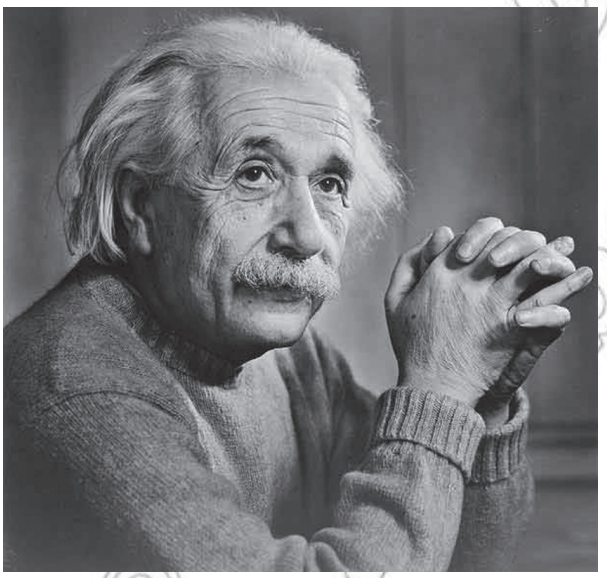
Exercise: Answer the following questions.

1. Why is the computer referred to as a **machine with brains**?
2. List some of the things a computer is able to do.
3. What makes a computer appear to have a brain?
4. Of what importance is the computer?
5. State one disadvantage of computer networking.
6. Why is the world referred to as a **global village**?

LESSON TEN

Composition

Read the story below.



Albert Einstein

Albert Einstein (14th March, 1879 - 18th April, 1955) born in Ulm, German was a physicist, philosopher and an author who is widely regarded as one of the most influential and best known scientists and intellectuals of all time. A German-Swiss Nobel laureate, he is often regarded as the father of modern Physics. He received the 1921 Nobel prize in Physics for his discovery of the law of photoelectric effect.

In 1911, he found out that light from another star would be bent by the sun's gravity. He is the founder of nuclear

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energy responsible for making atomic bombs. He, however, regretted discovering this disastrous energy and in 1954, he made a formal apology to his friend. He also found out properties of gases and made many other contributions to Mathematics. Other scientists like Avogadro owe Albert Einstein credit for his formulation of many scientific principles from which modern day Physics is enshrined.

Exercise 1: Answer these questions.

1. Describe the man in the picture.
2. What did he invent or discover?
3. How did his discovery improve the science world?

Exercise 2: Suppose the title of the passage is: **The clever Professor**, draw a table to write Professor Albert Einstein's scientific achievements.

LESSON ELEVEN

Summary

Your teacher will read to you a passage about computers.

Exercise 1: Write a paragraph about the history and evolution of computers. Explain how they have affected the world we are living in. Your passage should be at least 200 words long.

Exercise 2: Summarise each of the five generations of computers into one sentence using the relative pronoun **which**.

Activity

Find a magazine or newspaper article about any prominent person or people. Highlight the main points about that person or those people. Write a summary about them.

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Unit 6: Personal future plans

Objective

In this unit, you will give information about your future plans.

A Listening and speaking

LESSON ONE

Activity 1

Discuss with a partner what the boy in the picture is thinking about.



Exercise 1: What would you like to do when you complete school? Why?

Listening practice

Activity 2

Your teacher will read to you a short passage about the importance of planning for the future. Listen carefully and in small groups, complete your weekly plan in the table below.

MY WEEKLY PLAN			
Name:			
Day	**Time**	**Activity**	**Place**
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Activity 3

Make a similar table and write your plans for next week.

LESSON TWO

Grammar practice

Using: ... going to ...

Activity 1

Act the dialogue below and study the verbs in bold.

Teacher : Where are you going to spend your holiday?
Abebe : I **am going to** spend the holiday in **Dire Dawa**.
Teacher : What **are you going to** do during the long holiday?
Abebe : I **am going to** help my mother at her **shop**.
Teacher : What **are you going to** sell at your mother's shop?
Abebe : I **am going to** sell **local Ethiopian foodstuffs**.
Teacher : How long **are you going to** stay in **Dire Dawa**?
Abebe : I **am going to** stay there for two weeks.

Exercise: What are you going to do after school? Work with your partner to ask and answer the questions.

Example : Are you going to have coffee? Yes, I am. / No, I'm not.

1. have coffee
2. wash clothes
3. meet some friends
4. go shopping
5. do your homework
6. cook food

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Activity 2

Write a dialogue about your future plans. Compare your plans with your partner's.

Grammar highlight

*Whenever we wish to express our future intentions, we use **going to**.*
***Example:** I am **going to** either Hawassa or Harar.*

LESSON THREE

Using: ... if ...

Activity

Work with a partner. Talk about what you plan to do if you finish school. Read the sentences below.
If I pass my exams, I will go to Grade 9.

1. Which action will take place first?
2. When will the person go to grade 9?

Exercise 1: Look at the hopes for the future. Make sentences using; **If ..., I'll**

If ...
I pass my exams
↓
go to grade 9
↓
study Science
↓
study Medicine
↓
become a doctor
↓
save people's life

Exercise 2: Form sentences from the table and write them in your exercise book.

Example: If Habtamu comes on Monday, we shall watch the match.

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1. If Habtamu comes on Monday	we will watch the match.
2. If it does not rain	I will call you.
3. If the students finish the assignment early enough	we shall leave at 2 o'clock.
4. If the lesson ends early	I will help my mother in the shop.

Exercise 3: Write five sentences about what you would wish to do when you finish Grade 8.

LESSON FOUR

Using: when

Read the sentence below.

When I get the money tomorrow, I will travel to Jimma.

What does this sentence mean?

Exercise 1: In your exercise book, form sentences from this table.

Example: When the students finish the test, the teacher will grade their work.

When he sees her	he will be happy.
When I go to Addis Ababa	I will buy a T-shirt.
When she hears from my sister	she will inform me.
When the lesson ends	we shall go and play.

Exercise 2: Match the phrases from **A** with those in **B** and form meaningful sentences using **when**. Do the work in your exercise book.

A	B
get enough money	get a good job
graduate from university	buy a car
visit Jinka	take some photos
build a house	organise a house warming party

Exercise 3: Form your own sentences using **when**.

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LESSON FIVE

Using: if / when

What is the difference between these sentences?

Example: **(a)** **When** I get home, I will have something to eat.
(b) **If** there isn't any other food, I will eat an egg.

Which one is possible?

Which of the two sentences is certain?

Exercise: Complete these sentences with your own ideas.

Example: When I get home, I will watch television.

1. If I get a job this holiday, _____.
2. If I get money, _____.
3. When my sister comes to visit me, _____.
4. If I do more work, _____.
5. When I fall asleep, _____.

Share your work with a partner.

Activity

What will you do?

Work with a partner. Ask and answer questions.

Example: A : What will you do if you miss the English lesson?
B : I will ask the teacher to teach me the lesson I would have missed.

Ask similar questions and provide the answers.

A : What will you do when the lunch bell rings?
B : .....
A : What will you do if the teacher gets to class before you?
B : .....
A : What will you do if you have no pen to write with in class?
B : .....
A : What will you do if you find a bag full of money on the street?

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Grammar highlight

*Use of **when** and **if***

***When** expresses certainty i.e. the speaker is sure the event will occur.*

***If** expresses possibility i.e. the speaker is not sure of the event occurring.*

LESSON SIX

Dialogue

Activity

Work with a partner. Read and act the dialogues and write a sentence with **if/when ..., will/shall** to sum up the conversation.

Example:
Dugassa : I am ill.
Mestawit : Sorry, take your medicine.
Dugassa : I have already taken it.
Mestawit : I am sure you will feel better.
When you take your medicine, you will feel better.

A : She is stupid!
B : Calm down, don't be rude.
A : But she broke my glasses.
B : You will really hurt her feelings.
If you are rude to people .....

Teacher : You look very happy.
Student : Yes I am. I passed all my exams.
Teacher : Great, you must have studied really hard.
Student : Yes, I did.
When you study really hard, ...

Zenebech : Why do you want to go to town in the night?
Meryam : I want to go to the cinema.
Zenebech : Don't you think you will find thugs on the way?
Meryam : Okay, let me stay.
If you go out at night, ...

Yehualashet	:	It does not rain any more.
Firehiwot	:	Yes, it is very dry.
Yehualashet	:	Our crops will dry. What can we do to save them?
Firehiwot	:	We need to irrigate them as soon as possible.

If we do not irrigate our crops as soon as possible, ...

Exercise 1: Write all the sentences you completed in the dialogues. Share your work with the class.

Exercise 2: With a partner, rewrite the following sentences using the words in brackets. Which sentences indicate possibility, which indicate certainty?

1. When Senait (come), Denato will be very pleased.
2. If Belaynesh (come) late, her brother will quarrel.
3. If Chala (return) the photo, Terhase (report) him to his father.
4. When Ferede (finish) his exams, he will visit his grandmother in the village.
5. If Habtome's watch (stop), it will be so unfortunate.

Share your work with the class.

B Reading

LESSON SEVEN

Comprehension

Activity

Work with a partner. What is taking place in the picture?



Exercise 1: Answer the following questions.

1. What is cement made of?
2. What is the price of cement in your area?
3. Name any cement factory you know.

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Read the article from *The Capital Newspaper*, Saturday 18th September, 2010

New cement factories expected to shrink gap

By Muluken Yewondwossen

Local cement producing factories that are in the final stage for **commissioning** are expected to **shrink** the gap between demand and supply in the coming six months.

The country's **booming** construction industry increased cement demand by 12 percent per annum starting from 2004, but the figure is currently way above 12 percent. "The current cement demand rate is higher than the previous growth rate," one expert involved in the **sector** said. Currently, local factories including small scale factories produce about 2.7 million tonnes of cement annually, while the **estimated** demand is over 8 million tonnes per annum.

The **construction** boom in the last three years that **triggered** high cement demand, forced the government and some private companies to import the product. Though the imported cement was delivered to the market along with the local product, the demand was not met.

The gap between the high demand and short supply caused the price of cement on the Addis Ababa market to scale up to 400 birr per quintal from the 250 birr per **quintal**.

"The significant increase in cement production in the coming year will settle the market **instability** and fill the gap," the expert added.

The new cement factories and the expansion of the existing ones that are expected to **commence** production in the coming few months will increase the supply of the product hence decreasing the wide gap that exists between demand and supply. This will actually force the price to decrease considerably.

Exercise 2: Answer the following questions in full sentences.

1. In what stage of construction are the local cement producing factories?
2. By what percentage did the country's booming construction industry increase?

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3. About how many tonnes of cement do the local factories produce?
4. What led to the high cement demand in the last three years?
5. What led to the price increase of cement on the Addis Ababa market?
6. What is expected to bring down the prices of cement?

Share your work with a partner.

Exercise 3: Find words from the passage which mean the same as these in the table. Construct a sentence for each word in your exercise book.

production	exploding	area	fluctuation	narrow
begin	activate	expected	1,000 *kg*	

C Writing

LESSON EIGHT

Dictation

Exercise: Your teacher will read to you a paragraph about Desalegn's future plans. Listen carefully and write it down. Exchange books with your partner to do a spell check and punctuation.

Activity

Talk to an adult – your parent, guardian, teacher, anyone. Ask them if they too had plans for the future when they were young. Write their plans in your book and compare them with a partner.

LESSON NINE

Composition

Exercise 1: Copy the table below. Make a list of your short term, medium term and long term plans.

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My future plans

Short term activities	Medium term activities	Long term activities
1. read books		open a factory
2.	start a small business	buy a car
3. play games		build a house
4.		
5.		

Exercise 2: Write them in paragraph form.

Begin: When I finish my Grade 8, I will .....

LESSON TEN

Letter writing

Exercise 1: Write a letter to your partner telling him/her how you intend to spend your holidays. Exchange your letters.

Exercise 2: Write a reply to the letter your friend has written to you. Remember the letter writing rules. Share your letters with the class.

LESSON ELEVEN

Composition

Activity

In groups of four, imagine that you have a plan to build a hotel in your community.
Write the benefits of your idea to the:

(a) community (b) country
(c) family (d) environment

Choose a group secretary to make a presentation to the class about your plan using the notes your group has made.

Exercise: Make a list of the things you want to achieve in life when you become an adult. Present your list of things in order of importance. Compare your list with that of a partner.

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Objective

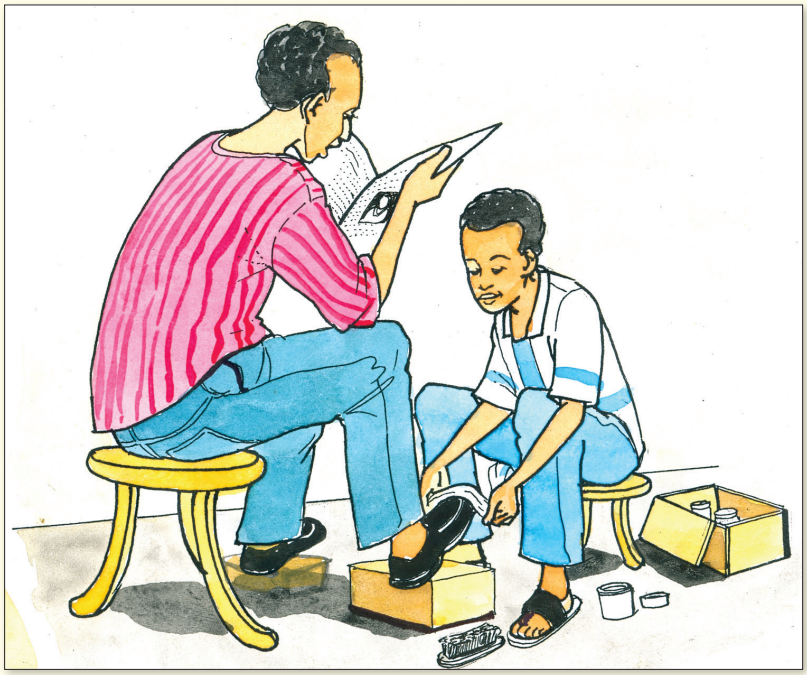
In this unit, you will describe and appreciate jobs done by children.

A Listening and speaking

LESSON ONE

Activity 1

Work with a partner. What is taking place in the picture?



Exercise 1: Answer these questions.

1. Do you think the boy attends school? Give reasons for your answer.
2. Find out if any of your neighbours or villagemates does such a job.
3. What should the government do to help such children?
4. Why do they do such jobs?

Listening practice

Activity 2

Before you listen to the story of a child, talk about the following questions in groups.

1. What is child labour?
2. Why do children get employed to work as child labourers?
3. How can children that are employed be helped?
4. What problems do children face at their work places?

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Exercise 2: Your teacher will read to you a passage about Mulumebet Eshete who works as a nanny. Listen carefully and answer the following questions.

1. Who is a nanny?
2. What does Mulumebet do everyday?
3. Does Mulumebet go to school? If so, in which Grade is she?
4. What chores does a nanny do?
5. Does Mulumebet teach the children?

LESSON TWO

Dialogue

Activity 1

The following is an interview a shoeshine boy had with a journalist.

Interviewer : Good morning, young boy.
Shoeshine boy : Good morning, **madam**.
Interviewer : How do you find your **work**?
Shoeshine boy : It is **tedious** and I get very little money.
Interviewer : Do you go to school?
Shoeshine boy : Yes I do.

Interviewer : Why do you do this job?
Shoeshine boy : I do this job in order to **earn** some money.
Interviewer : Oh! so who pays your school **expenses**?
Shoeshine boy : I pay my school fees from the little savings I make.
Interviewer : Do you get enough time to **study** and work at the same time?
Shoeshine boy : Of course I don't. But I try to manage my time effectively.

Exercise 2: Work with a partner. One of you will assume the role of a shoeshine boy and the other an interviewer (journalist). Read and act the above dialogue by replacing the words in bold with these below.

line 2: lady line 3: job line 4: hectic
line 8: get line 9: dues line 11:read

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Activity 2

Work with a partner to write another dialogue. Your dialogue will be between an interviewer and a goat herder.

Exercise 2: Identify and write words which have similar meanings with the words below.

activity	
payment	
difficult	

Exercise 3: Answer the following questions based on the dialogue you have read.

1. Does the shoeshine boy find his work easy/difficult? Why?
2. Why does he do this type of job?
3. Who pays his school fees?
4. Where does he get the money to pay his school fees?

LESSON THREE

Grammar practice

Using: although

Read these sentences. How are they similar? How are they different?

1. A shoeshine boy finds work tedious, **but** he must continue working.
2. **Although** the shoeshine boy finds the work tedious, he must continue working.

Exercise 1: Replace **but** with **although** in the sentences below and write your answers in your exercise book.

Example: I work hard, but I earn little money.
Although I work hard, I earn little money.

1. Shining shoes fetches little money but the boy has to keep working.
2. A shoeshine boy has to go to school but he has to work first.
3. A shoeshine boy earns little money from his job but he has to save some for his school expenses.
4. I can pay for myself but I don't have enough time to study.
5. I sleep late but I have to wake up early.

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Exercise 2: Join the sentences below using **although** and **but**. Write the answers in your exercise book.

1. It is raining. It is not cold.
2. He studied very hard. He did not pass the English examination.
3. He is rich. He is not happy.
4. She has little money. She saves a lot in the Credit Union.
5. China has the largest population in the world. China can feed all her people.

LESSON FOUR

Using: although

Read this sentence and explain to your partner what it means.

Although a shoeshine boy finds his work tedious, he has to continue working.

This sentence can also be written as:

A shoeshine boy has to continue working although he finds his work tedious.

What do you learn about these two sentences? Do their meanings change?

Exercise 1: Form five sentences of your own in your exercise book using **although**. Exchange your sentences with a partner and rewrite the sentences by interchanging the position of although.

Example: (a) Although shoe shining fetches little money, one has to continue working.

(b) One has to continue working although shoe shining fetches little money.

Exercise 2: Complete the following sentences using although or but.

1. The students were in class, _____ there was no teacher.
2. _____ Ethiopia has lots of tourist attractions, only a few tourists come.
3. Most people love to watch football _____ Ethiopia doesn't have a strong team.
4. The farmer has got some fertiliser _____ it is not enough.

Grammar highlight

Although *is a conjunction. A conjunction is a joining word. It joins two or more sentences. Other joining words are* ***and***, ***as***, ***but*** *and* ***because****.*

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LESSON FIVE

Direct and Reported / Indirect speech

Read the sentence with a partner. Which actual words are spoken by the boy?
The boy said, he shined shoes to earn some money.

Read the sentences in A and the ones in B. Compare the two groups of sentences.

A : Direct speech	B: Reported/Indirect speech
The teacher said, "This is a nice book."	The teacher said that that was a nice book.
"These trees are very young," said Emebet.	Emebet said that those trees were very young.
"The woman is still here," Girma told us.	Girma told us that the woman was still there.
" The pupils write their answers in ink," Dagmawit told the director.	Dagmawit told the director that the pupils wrote their answers in ink.
They said, "we are coming now."	They said that they were going then.

Exercise 1: Answer the questions based on the table. Point out the changes in the tense. Describe the differences.

Exercise 2: Change the sentences into reported speech.

Example: My mother told the teacher, "This child is quite obedient."
My mother told the teacher that that child was quite obedient.

1. "The children who make bricks don't drink boiled water," Birtukan said.
2. "These are nice flowers," the housemaid said.
3. "This new teacher is very kind to children," the director told parents.
4. "I am still cooking," the cook told his friend.
5. "We are expecting a visitor now," the car washer said.

Exercise 3: Write an account of all the interesting things that happened during the past week. Remember to follow the correct grammar rules on punctuation, spelling, verb tenses, adjectives, verbs, adverbs and any other structures. Your piece should not exceed 200 words.

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LESSON SIX

Group discussion and dialogue

Activity

Work in groups of three. Below is a list of jobs done by some children. Discuss the activities they do. Your group secretary will report your findings to the class.

(a) shining shoes (b) weaving (c) shepherd
(d) selling sugarcanes (e) bus conductor (f) house servants

Exercise: Respond to the teacher's questions in your exercise book based on the example.

Shoeshine boy : I am a shoeshine boy.
Teacher : What did he say?
Student : He said (that) he was a shoeshine boy.
Shoeshine boy : I work for 12 hours a day.
Teacher : What did he say?
Student : ....
Shoeshine boy : I get little time to read my books
Teacher : What did he say?
Student : ....
Weaver : I sew clothes and weave carpets.
Teacher : What did he say?
Student : ....
Weaver : I sleep for four hours a day.

Grammar highlight

Direct speech refers to the actual words said by someone.
Reported speech: These are words you use to report what someone else said.
Example: *"I am a shoeshine boy," he said. (direct speech).*
He said he was a shoeshine boy. (reported speech)
Reported speech is also known as indirect speech.

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LESSON SEVEN

Probable condition with if

Activity 1

Work in groups. Talk about what would happen if child labourers stopped working. How would it affect them and the people they are serving?

1. What **would** happen if the shoeshine boy did not work?
   If the shoeshine boy didn't work, he **would** not earn any money.
2. What **will** happen if the weaver does not work?
   If the weaver does not work, she **will** be sacked.

Exercise 1: Copy and complete the table below in your exercise book.

Example: If a shoeshine boy did not work, he would not earn any money.

shoeshine boy	weaver	shepherd	sugarcane cutter	bus conductor
no money	be sacked	father be angry	no food	passengers
no money for food	be beaten at home	goats die	die of hunger	complain
				abused
				lose job

Exercise 2: Make sentences using **if** about the child labourers in the table.

Exercise 3: Change the verbs in the brackets to form correct sentences.

Example: If the shoeshine boy does not shine shoes, (no money for school expenses).
If the shoeshine boy does not shine shoes, he will not get any money to pay for his school fees.

1. If he does not wake up early, he (lose) customers.
2. If he does not clean the shoes fast, customers (scold) him.
3. If he does not go early to school, the teacher (punish) him.
4. If the weaver does not work hard, customers (be) angry.
5. If the sugarcane cutter is not careful, a snake (bite) him.
6. If the bus conductor sleeps in a bus, passengers (shout) at him.
7. If the goat herdsboy does not tether the goats at night, they (run) away.

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Activity 2

Work in groups. Talk about what would happen if the rules in your school were abolished. What will happen if you don't work hard at your studies?

LESSON EIGHT

Jumbled sentences

Exercise: Rearrange the sentences in a paragraph form to describe a shoeshine boy who also attends school.

1. If there are no customers, I revise my books.
2. I attend Dessie Central School.
3. My name is Alemtsehay Masiresha.
4. My father died when I was 3 years old.
5. My mother left me under the care of my married sister.
6. At 2 o'clock, I leave school for work.
7. My school is located in Dessie, a 5 *km* journey from home in Komobolcha.
8. I usually wake up early in the morning and attend to my customers before I go to school.
9. On a good day, I earn between birr 5 to birr 8.
10. On a bad day, I get between birr 2 to birr 4.
11. The weather sometimes is rough.
12. It is extremely cold in the mornings and in the rainy season.
13. Afternoon heat and dry season is equally troublesome.
14. I have no option, but to work in order to get money for school fees and to help support my family.
15. I have to be careful because a gang could easily attack me and steal my day's earnings.
16. At 8.30 a.m. I rush to school to attend my lessons.

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B Reading

LESSON NINE

Comprehension

Activity

Look at the picture below and answer the questions that follow.



1. What is the boy carrying?
2. What is he wearing?
3. Where is he going?
4. Why do children go to school?

Exercise 1: The following paragraphs are not in the right order. Rearrange them in a logical order to make a good story.

The poor boy

In the weaving industry, I was **mistreated**. I got beaten by my boss whenever I made a mistake and I worked for sixteen hours for 4 birr. I decided to stop this job after I saved up 20 birr then started a shoe shining job. I was **self employed** and four years later, I had saved enough money to pay my school fees. I bought the school requirements and joined Equity School.

I visit my mother occasionally and buy her a few **necessities** from my little savings. I work very hard at school because I would like to become a pilot and support my mother and my **siblings**.

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My name is Habtamu. My father died when I was four years old. I **suffered** because my mother had no job. I ran away from my rural home and went to Addis Ababa. I hoped to make enough money in the weaving industry.

Exercise 2: Answer the following questions in your exercise book based on the text you have rearranged in the paragraphs.

1. What work does Habtamu's mother do?
2. Why did Habtamu run away from his home village?
3. Why did he leave his job?
4. What did he do after the weaving job?
5. What does he want to become in future?

Exercise 3: Find the correct answer to these questions.

1. In the weaving industry, Habtamu was _____.
   A. getting enough money.
   B. happy with the job.
   C. working hard for little pay.
   D. not contented with the job.
2. Habtamu started the shoe shining job because _____.
   A. he wanted to be his own boss.
   B. he wanted to get 20 birr.
   C. he was stubborn in the weaving factory.
   D. he was mistreated and given little pay in the weaving industry.
3. He wants to become a pilot so that _____.
   A. he can fly aeroplanes.
   B. he avoids the shoe shining job.
   C. he supports his family members.
   D. he gets more money.
4. From the story, we learn _____.
   A. to use every opportunity we have.
   B. to hate weaving jobs.
   C. to love people who mistreat us.
   D. to be contented with what we have.

Exercise 4: Give the meanings of the words in bold as used in the passage.

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C Writing

LESSON TEN

Activity

Study the table below. Discuss and answer the questions that follow. Work in groups.

Name	Age	Job	Activities	Daily earning	School	Hours of rest
Barena	10	car washer	washes cars	20 birr	school	seven
Tesfaye	8	porter	wakes up early for building work or any petty work	10 birr	no school	six
Shewit	12	housemaid	does house work	7 birr	no school	eight
Kedist	9	snack seller	sells bread	5 birr	no school	six
Redwan	11	shoeshine boy	shines shoes	2 birr	no school	seven
Robera	9	petty trader	deals in general merchandise	5 birr	school	seven

1. Who is the youngest of the child labourers?
2. What are Robera's activities?
3. Why do you think Tesfaye, Shewit and Kedist do not go to school?
4. Why does Tesfaye have to wake up early?

Exercise: Based on the table above, write a paragraph describing what each of the child labourers does and the challenges he or she faces. Do the work in your exercise book. Describe the job of each of the children by completing the passage using information from the table.

Shewit is a _____. She does not go to _____. She is _____ years old. She earns _____ daily. Tesfaye is a _____. He earns _____ daily. He wakes up early for ____. He does not also go to _____.

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LESSON ELEVEN

Exercise 1: Punctuate the following sentences. Do the work in your exercise book.

1. the man said, do not eat raw food
2. they are on their way to school said Aregawi
3. hailemariam is very bright, the teacher said
4. we are waiting for the teacher, the students said
5. mestawit said girls write more neatly than boys

Exercise 2: Choose the correct word from the table to complete this paragraph.

is	earned	told	met	was	last week	hard	has to this month

I _____ a snack seller. She _____ me her name _____ Haregawine. She said she sold ten loaves of bread yesterday. She _____ 4 birr. She saved 3 birr _____. She said she _____ work _____ though the weather _____ very cold. She said if she worked harder _____, she would get 25 birr.

Share your work with a partner.

Composition

Exercise 3: Write a paragraph describing your daily job routine. Talk about the challenges you would face and how you would deal with them. Share your work with your partners.

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Exercise One

Read the folk tale below and answer the questions based on it.

The Black Snake and the Eggs

"My eggs!" cried Chicken. "One of my eggs is missing! Yesterday, I had twelve eggs and today they are only eleven!" As Chicken fled her nest to find Rooster, she had no idea that she was about to lose more eggs.

No sooner had Chicken left, than the thief who had patiently waited crept slowly into the nest and quickly **swallowed** another of the eggs.

Black Snake smiled to himself. His plan had been so simple and had worked so well. He swallowed another egg.

"I'll be back later for another **delicious** egg, Chicken," hissed Black Snake as he **slithered** away.

Meanwhile, frantic Chicken led the rooster back to her nest.

"Why would someone take my eggs?" she clucked.

"Are you sure you counted correctly? Perhaps they were eleven eggs?" The rooster said. From the expression on the chicken's face, the rooster knew he shouldn't have asked that question.

She **glared** at him and reported, "You know I can count. See for yourself. How many eggs are in my nest?"

"One, two, three, ..." began the rooster. He frowned and stopped counting out loud.

"What's the matter?" Chicken asked. "Are you afraid to admit you're wrong?"

"No, it is nothing like that at all," responded Rooster, "something is very wrong here. There are only nine eggs."

"What? Who would do this to me?" cried Chicken in despair.

Black Snake continued eating Chicken's eggs whenever she was away until there was only one egg in the nest. Chicken and Rooster laid a **trap** with the last egg. They boiled it. When Black Snake swallowed the last egg, it slid down his throat easily, but when his muscles squeezed the egg, it did not break. It was firmly **lodged** in his throat cutting off air supply.

Black Snake **writhed** violently as he tried to crush the egg but failed. By the time chicken returned with the rooster, Black Snake was dead.

"Well", said Chicken "There is our thief."

1. Who was stealing chicken's eggs?
2. How many eggs did the thief swallow in all?
3. Why did Rooster stop counting the eggs?
4. How did Chicken and Rooster trap the thief?
5. What happened to the thief?

Exercise Two

A: Change the following sentences from past simple to present simple tense.

1. I had twelve eggs.
2. The thief patiently waited for the chicken to leave.
3. Black Snake smiled to himself.
4. He swallowed another egg.
5. His muscles squeezed the egg but it did not break.

B: Change the following sentences as instructed.

1. "Someone is stealing my eggs," cried Chicken. (**Begin:** Chicken cried that .....)
2. "I will be back for another delicious egg," said the black snake. (**Begin:** Black snake said .....)
3. "I have one egg left." cried Chicken. (**Begin:** Chicken said .....)

Exercise Three

A: The following is a telephone conversation between a teacher and a student. Fill in what the teacher could have spoken.

Teacher : Tilahun speaking. Can I help you?
Student : Sir, my father is very sick. I don't think I can sit for today's English test.
Teacher : Sorry, ...
Student : He got an accident and was admitted in the hospital.
Teacher : .....
Student : He was admitted three days ago.
Teacher : .....
Student : My mother and brother are fine. They are slowly recovering from the shock they got when father had an accident.
Teacher : Thank you for informing me. Don't worry, I will organise another test for you.
Student : .....

B: Rearrange these sentences to make a good paragraph.

1. He is in my class and he is very brilliant.
2. I talked to my father since he works in an organisation that sponsors children's education.
3. I met him the next day and my father sympathised with the boy's situation.
4. One day I was going to school.
5. My father talked to his bosses and the boy started school.
6. He told me to bring the boy home.
7. I met a poor boy who looked miserable.
8. He told me that he would love to come to school too.

Exercise Four

A: Talk about the advantages of educating the girl child. Write a poster. Indicate what you consider to be the advantages of educating the girl child in Ethiopia.

Read the letter below and answer the question that follows.

P.O. Box 247,
Africa Union Averne,
Addis Ababa
Friday 11th February, 2011

Dear Trehas,

I hope you are enjoying the holiday. Ever since we parted company, I have been missing you. But guess what? Saturday 29th April will give us the big opportunity. It is the day my sister Birtukan will graduate from the University of Addis Ababa.

Please try to be here by the 2nd of April so that we may spend enough time together. My parents say it will be alright. I will be waiting for you at the bus station.

Till then,

Shewit

Question:

Imagine you are Trehas. Write a reply letter indicating whether you may or may not attend the function.

B: Rearrange these activities which Senait will do the next day.

1. Finally, I will return home.
2. First, I will wake up and say my prayers.
3. After that, I will go to school.
4. Then, I will greet my parents, take breakfast and put on my uniform.
5. Next, I will attend all lessons.

Exercise Five

A: Complete the following conversation about your future plans.

Tenagne : What grade will you be in next year?
Me : I will be going to .....
Tenagne : How old will you be?
Me : .....
Tenagne : Who will be your English teacher?
Me : .....
Tenagne : In which sport will you be participating?
Me : .....
Tenagne : What activities will you be helping your parents with, during holidays?
Me : .....

B: Complete the following sentences correctly in your own way.

1. If I pass my exams, I .....
2. If my father gets a better job, he .....
3. If I see my friend, I .....
4. If I get money, I .....
5. If the minister visits my school, I .....

C: Composition

In about 80 words, write an account of what you want to be in 10 years' time. Use the title: What I want to be in 10 years

Exercise Six

A: Rewrite these sentences using **although**

1. I am weak but I have to go to school to do exams.
2. Faine's aunt beats her, but she has to keep on the job.
3. Eislefe's leg was injured but he continued working.
4. The goat herdsboy was scorched by the sun but he never complained.
5. The weaver was shouted at by his boss but he continued showing diligence for his work.

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

scorching	quit	means	children
save	street vending	school	afford

My job is _____. It is not a worthwhile job. You stay under the _____ sun for long hours. I sometimes want to _____ this job but I have no other _____ of livelihood. When I see other _____ going to school, I envy them.

Last year, I tried to join _____, but I could not _____ the cost of scholastic materials.

I hope that one day, I will be able to _____ enough money, so that I also join school.

C: Rewrite the following sentences as instructed in the brackets.

1. "A goat herdsboy joined our school yesterday," said Hagose.
   (Begin: Hagose said _____)
2. "I will come to see you tomorrow," said Zeberga (Begin: Zeberga said _____)
3. "Everybody saw the boy stealing my money," said Getahun.
   (Begin: Getahun said _____)
4. "If you see the shoeshine boy, tell him to give me my shoes," said Belaynesh.
   (Begin: Belaynesh told me _____)
5. "I gave change to a man I do not recall," said Senbeta.
   (Begin: Senbeta said _____).

Exercise Seven

Read the following letter Shewit wrote to Trehas.

P.O. Box 247,
Africa Union Avenue,
Addis Ababa
Friday 11th February, 2011

Dear Trehas,

I hope you are enjoying the holiday. Ever since we parted company, I have been missing you. But guess what? Saturday 29th April will give us the big opportunity. It is the day my sister Birtukan will graduate from the University of Addis Ababa.

Please try to be here by the 2nd of April so that we may spend enough time together. My parents say it will be alright. I will be waiting for you at the bus station.

Till then,

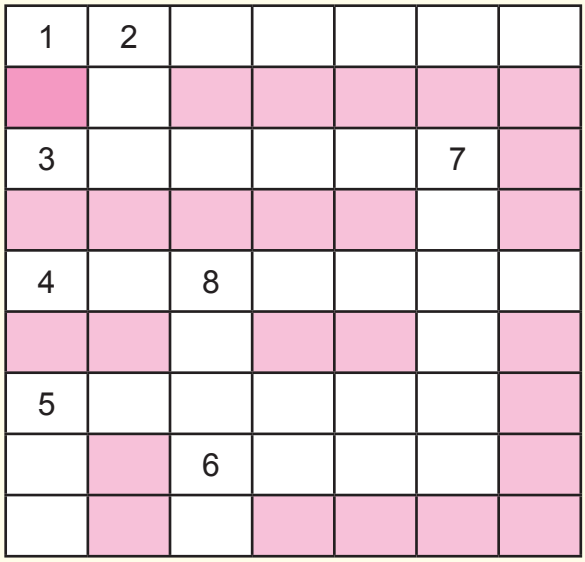
Shewit

A: Assume you are Trehas, write a letter to reply Shewit accepting invitation.

B: Write the sentences in your exercise book using; **which**, **who** or **that**

1. Where are the paintings _____ were on that wall?
2. _____ girl is stronger than her brother.
3. This is a beautiful piece of music. It was composed by Dagmawi.
4. Do you like this suit? I've just bought it.
5. We crossed the river. We crossed it at a point where it was narrow.
6. He learnt to speak Amharic. It is the official language of Ethiopia.

C: Complete the following puzzle by filling in the answers to the questions below:



Across

1. The smoking mountain in Afar region of Ethiopia
3. Ethiopian food
4. Ethiopian native language
5. People of Europe
6. Outline

Downwards

2. Past tense of 'run'
5. Same as 'victory'
7. In the middle
8. Ethiopian marathon hero

Exercise Eight

A: Complete the following sentences using the appropriate preposition (**at, on, in, of**)

1. Jemila got married _____ 2009.
2. I haven't seen Koren for a few days. I saw her _____ Monday.
3. The price _____ *Teff* is going down.
4. I don't like travelling _____ night.
5. The car is in the garage. It will be ready _____ two hours.

B: Make sentences using words in the brackets.

1. Don't phone Birke now. (She/should/be in bed.)
2. I wonder why Jember didn't phone me. (He should/forget.)
3. He was at school at the time the sheep were in the field, so (he couldn't/be/ responsible for the damaged crops.)
4. I have an appointment in 10 minutes. (I had better/ go now.)
5. Yasin missed exams. He (could go/should have gone) to school.

C: Complete the following sentences with **should** or **had better**.

1. It is a great book. You _____ read it.
2. I _____ go to bed early. I have to wake up early.
3. When people are driving, they _____ keep their eyes on the road.
4. I think everybody _____ learn a foreign language.
5. She'll not be happy if we don't take her, so we _____ call her.

D: Complete the following sentences using the comparative or superlative forms of the adjectives in the brackets.

1. It's noisy here, can we go somewhere _____? (quiet)
2. We stayed at the _____ hotel in town. (cheap)
3. The new hotel is _____ than the others in town (cheap).
4. I prefer this chair. It is _____ to me (comfortable).
5. If you go to bed early, you will wake up _____ than usual (early).
6. The exam was not easy, it was _____ than we had expected (difficult).
7. We are late. We should run _____ as we can. (fast)

E: Change the following statements to questions.

1. I am going to spend the holidays in Dire Dawa.
2. She expects to get good employment after university.
3. If he had arrived late he would have apologised to the teacher.
4. We shall save the plants by irrigating them.
5. The construction boom led to the high cement demand.
6. Some people do all types of jobs in order to get money.
7. Gadisa visits his uncle three times a year.
8. When he got better he was discharged from hospital.

Objective

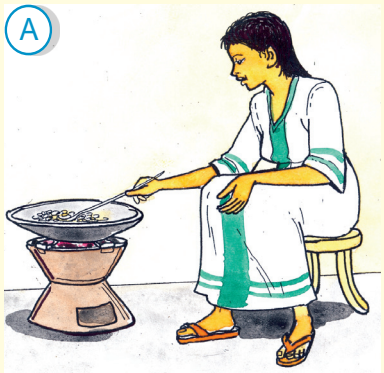
In this unit, you will describe different processes.

A Listening and speaking

LESSON ONE

Activity

Look at the pictures and describe the processes they show.











Exercise 1: Answer the questions below.

1. How do you prepare coffee at home?
2. What ingredients do you need to prepare coffee?
3. When do you usually take coffee at home?

Listening practice

Exercise 2: Your teacher will read to you a short passage about the process of making Ethiopian coffee. Listen carefully then answer these questions in complete sentences.

1. Who prepares the coffee in the family?
2. Why do you think incense drifts in the room?
3. Which accompaniments are offered to visitors while drinking Ethiopian coffee?
4. From the passage, what shows that people love Ethiopian coffee?

Exercise 3: Work with a partner. Form correct words from the letters given. The first letter of each word has been given.

nyoecerm = ceremony

ndtriotai = t...

notucry = c...

secenin = i...

fecofe = c...

depuro = p...

cocatemnpmonia = a...

LESSON TWO

Grammar

Present simple passive tense

Activity 1

In groups, describe the tea and coffee making processes in Ethiopia. Talk about any other food or drink and how it is prepared.

With a partner, read these sentences and discuss their similarities and differences.

1. Ethiopians grow a lot of coffee.
   A lot of coffee **is grown** by Ethiopians.
2. The workers wash the coffee beans before spreading them on a mat to dry.
   The coffee beans **are washed** before spreading them on a mat to dry.

The words in bold are in the present simple passive tense.

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Activity 2

Think of any other processes before a final product is made. Examples: making a pot; weaving a basket or making butter. Use sequencing words to describe the processes.

Note: Sequencing words are words like first, next, then, before, after, finally, etc.

Exercise: Rewrite these sentences starting with the words in bold.

Example: The farmers irrigate **the plantations** in the dry season.
The plantations are irrigated in the dry season.

1. We produce **the finest coffee** in the region.
2. She grows **some herbs** in the courtyard.
3. He prepares **lunch** for the children when his wife is away.
4. The machine churns **milk** within a short time.
5. I wash **the saucepans** before filling them with water.
6. They arrange **the boxes** late in the afternoon.
7. The porters pick **the tea leaves** before lunch.
8. The rollers crush **the beans** into powder.
9. I supervise **all the workers** everyday.
10. Students prepare **the garden** before they plant the seedlings.

Grammar highlight

The passive voice is used instead of the active voice when the speaker is interested mainly in the verb and the object. It is like turning the sentence upside down.

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LESSON THREE

Using: ... so (that) ...

Activity 1

Read the different steps taken to process coffee and the process of producing bags of coffee. How many steps are there?

After coffee beans are harvested, they are spread on mats to dry. They are taken to the factory where they are cleaned, roasted and ground into coffee. It is then packaged and distributed to selling points. Some of it is exported to other countries.

Exercise 1: Answer these questions using **...so that ...**

1. Why are coffee beans dried?
2. Why are gardens irrigated during the dry season?
3. Why are the ingredients weighed?
4. Why is coffee packed?
5. Why are coffee beans roasted first?
6. Why is coffee exported to other countries?

Exercise 2: In groups of three, form more sentences using ... so that ...

Grammar highlight

...so that ... is a conjunction. It is used to join sentences.
... so that ...is also used in response to **why – questions**.

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LESSON FOUR

Using: sequencing words

Read the passage

With a partner, discuss the importance of using the words; **first, next, then, after,** and **finally** in the passage.

Making Ethiopian coffee

First the coffee beans are washed to get rid of dust particles. **Next** they are roasted on a flat pan.

Then they are ground in a mortar by pounding with a pestle. By now the rich aroma is filling the air around. **After** the coffee has been ground to powder, it is placed in a *jetena,* the coffee pot, with boiling water. **Finally** it is poured into little tea cups and served to the people.

The words **first, next, then, finally, before** and **after** are called sequencing words.

Exercise: Use the sequencing words to describe the process of preparing your favourite beverage.

B Reading

LESSON FIVE

Comprehension

Activity

Answer the questions. Work in groups.

1. What are the various uses of water?
2. Why is it important to drink clean water?

Read the passage below.

Making bottled mineral water

Water is important for the survival of all plant and animal life. It can be obtained from streams, rivers, ponds, lakes and oceans. These sources of water in turn are fed by rain and snow from the mountains. Water can also become a cause of health

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problems especially when it is not clean. As a result, several bottling companies have begun to sell and supply purified mineral water. It is served in eating places, at parties and functions, business premises and some schools.

The process of producing mineral water is quite complex. It requires clean water, numerous plastic bottles, sealable caps, huge boilers, purifying agents or detoxifiers and above all capital with which to assemble equipment.

First, clean water is drawn from the water sources, usually a spring and poured in the boilers to kill germs. The boiled water is left to cool after which it is mixed with detoxifiers and then poured into clean plastic containers and bottles. Next they are sealed with caps to keep away germs that can contaminate the water.

Finally, the bottled water is packed in cartons and sold to customers.

Exercise: Answer the following questions based on the passage above.

1. Why is water important?
2. Name any other water source that has not been mentioned in the passage.
3. List the requirements necessary for a water bottling plant.
4. Why should the water be purified?
5. Write the steps taken to produce clean bottled water.

LESSON SIX

Jumbled passage

Exercise 1: Read the jumbled sentences. Rearrange them to explain the correct process of making bottled water.

Process of making purified bottled mineral water

1. Finally, the cartons are delivered to shops and other places for sell.
2. It is then put into boilers where it is heated to above 100°C.
3. The boiled water is then poured into coolers and detoxifiers are added to it.
4. First, a water source is identified.
5. Next, the bottles are packed into cartons.
6. This temperature is meant to kill all the germs.

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7. It is then pumped to the factory.
8. After adding detoxifiers and other chemicals, the water is packed in plastic bottles.
9. The water source can be a river, spring, lake or even piped water.
10. When the water reaches the factory, it is put into large containers for filtering.

Exercise 2: Use a dictionary to find the meaning of these words.

source	filling	cooler	detoxifiers

Exercise 3: Use the words in your own sentences. State the importance of each step in the water bottling process.

LESSON SEVEN

Poem

Read the poem below and answer the questions that follow.

Ethiopia's delicacy

Delicious dishes; yummy yummy
From Ethiopia; yummy yummy
Wat the national dish; yummy yummy
A hot spicy stew; yummy yummy
Accompanied by injera; yummy yummy
Made from teff, smallest grain
Made from teff flour, yummy yummy.

Chicken wat, yummy yummy
Beef wat, yummy yummy
Vegetable wat, yummy yummy
Berbere hot spice, yummy yummy
Served on top of injera
Served in a large large large mesob
Yummy yummy yummy yummy yummy.

(Ivan Twine)

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Exercise: Answer these questions.

1. What is Ethiopia's traditional dish?
2. What is served with this dish?
3. List the different varieties of the national dish.
4. How and with what is the food served?

Activity

Write your own poem about *berbere*, describing the ingredients and the preparation process. It should be at least one verse long.

C Writing

LESSON EIGHT

Making *difo dabo* / locally made bread

Activity 1

Describe these ingredients for making *difo dabo*. (wheat flour, salt, small pieces of bread, yeast, water, spices, cooking oil and false banana).

Exercise: Using the ingredients listed in the Activity above, write the method of making *difo dabo*. In case you are not sure, ask your classmates or your teacher.

Activity 2

In groups of three, list the ingredients of any dish of your choice. Discuss the cooking process or method.

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LESSON NINE

Poem

Activity 1

Describe what is happening in the picture.



Exercise 1: Answer these questions.

1. What ingredients are needed to make *injera*?
2. What types of sauce and spices are served with *injera*?
3. What is your favourite traditional meal?

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Learn the poem.

Injera

Injera is our staple bread
Takes three days to prepare
Made from cereal we call teff
Soft and spongy with tangy taste
Thin and looks like napkin
When you see it the very first time
Very nutritious is our injera
Rich in protein and mineral salts
Carbohydrates, iron and all.

(Mercy Tim)

Activity 2

Write your own poem about *injera*, how it is served and eaten.

Exercise 2: Complete the following passage with the words in the box.

pieces, school, delivered, zipper, joined, buttons, uniform, measured, fabric, on

When a school uniform is needed, the _____ store is visited by my mother and I. The _____ is purchased and taken to the tailor. My height, waist and shoulders are _____ in order to cut out patterns to sew. Next, the _____ of the fabric are _____ together by the tailor. Buttons are sewed _____ the shirt after button holes are made. Finally, a _____ is sewed on the skirt. The uniform is then _____ to me so I can wear it on my first day of _____ .

LESSON TEN

Vocabulary network

Activity

Work in groups of four. Discuss the foods that are processed from milk and meat. Write them in your exercise book.

Exercise 1: Classify the foods. Match them with their general names.

cheese, milk, greens, butter, beef, lamb, yoghurt, garlic, tomatoes, cabbage, apples, bananas, steak, beef, minced meat.

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Fruits and vegetables	
Dairy products	
Meat products	

Exercise 2: The following adjectives describe food. Match the ones in **A** with their opposites in **B**.

A	B
1. tasty	bitter
2. sweet	ripe
3. slimy	crunchy
4. raw	bland
5. uncooked	cooked

Exercise 3: Make a vocabulary network using the example below about dairy products and meat products.

collecting ⟶ washing ⟶ cutting ⟶ blending ⟶ adding flavour ⟶ packing

Exercise 4: How many vegetables do you know? List them down in your exercise book.

Example: Describe a carrot.

1. What does it taste like?
2. What colour is a carrot?

The information about the carrot can be presented in a table like this.

Vegetable	Juice	Taste	Colour
carrot	carrot juice	bland	orange

Exercise 5: Complete the following table for the fruit/vegetable words and form sentences to describe each fruit.

Fruit/vegetable	Taste	Colour
Oranges		
Pawpaws		
Passion fruits		
Pineapple		
Lemon		

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LESSON ELEVEN

Making a funny mask for a child

Activity 1

Write clear instructions on how to make a funny mask for a child.

You will need	What to do
pencil	draw
paper	fold
scissors	cut
thread	thread
crayons	colour

Exercise : Make a mask based on the instructions you have written.

Activity 2

Work with a partner. Name and discuss the use of each item below in the Ethiopian coffee making process.



Unit 9: Plants for medicinal use

Objective

In this unit, you will give information about plants and their medicinal uses.

A Listening and speaking

LESSON ONE

Activity

Name these plants and describe them. What medicinal values do they have?





Exercise 1: Answer the questions below.

1. Mention some medicinal plants you know and the diseases they cure.
2. How should we look after herbs?
3. Apart from curing illnesses, what other values do herbs have?

Listening practice

Exercise 2: Your teacher will read to you a passage about medicinal herbs. Listen carefully then answer the questions.

1. Give the names of the plants mentioned in the passage.
2. What type of plants are they?

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3. Which ways can we conserve plants in our environment?
4. Classify the plants according to their uses.
5. Name any plants in your community that are of medicinal use.

Exercise 3: Your teacher will read to you names of different plants. Group them under the following sets as shown in the table.

Shrubs	Vegetables	Creepers	Trees	Water plants

Compare your table with a partner. Tell him or her why you categorised some plants differently.

LESSON TWO

Dialogue

Activity 1

Read the dialogue and answer the questions that follow.

Tejetu : Plants are very important to man. I was thinking about it the other day.

Tona : Why do yo say so? To me they are just ordinary plants. And they are all the same.

Tejetu : No, they aren't. Plants range from tiny microscopic algae to gigantic trees. Some are green, others are not. Some are creepers, others are shrubs. But the best way to classify them is into flowering and non-flowering plants.

Tona : I can identify the flowering and non-flowering plants because all I have to do is observe them for at least 6 months to see which ones flower and which ones don't.

Tejetu : I am glad you know something about plants. You should also remember their importance to man.

Tona : That's the bit I don't know.

Tejetu : Most of the plants have medicinal qualities. They can be used to cure diseases, for example; don't you remember that *endod* soap cures bilharziasis?

Tona : Of course I do.

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Exercise 1: Answer the questions in complete sentences.

1. What are the two groups of plants?
2. How do plants differ in appearance?
3. Why are plants important?
4. Which part of *endod* is used to make the soap?
5. Name any medicinal plant you know.

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

A	B
herbal	used up
conserve	medicinal
pruning	cutting
exhausted	protect

Activity 2

Think of any herbal plant in your community and write a dialogue in which you will explain its importance and how it can be preserved.

LESSON THREE

Grammar practice

Present simple passive

Exercise 1: Copy the sentences in your exercise book. Underline the verbs.

1. *Koso* is used to kill worms.
2. Carrots are eaten to improve eye sight.
3. Mango leaves are believed to cure cough.
4. Onions are said to be a remedy for high blood pressure.

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Exercise 2: Rewrite the sentences in your exercise book using: **as a result**, **because of** or **consequently**.

Example: **As a result of** taking *Koso*, you will feel better.

Activity

With a partner write more sentences about different plants and their uses, using **as a result**, **because of** and **consequently**.

LESSON FOUR

Vocabulary practice

Exercise 1: Complete the following sentences with the nouns in the box.

headache, toothache, stomachache, backache

Example: My head is paining me, I have a **headache**.

1. If one has a painful stomach, he or she has a _____.
   He has to take some tablets.
2. My sister had a _____. She went to a dentist.
3. My grandmother always complains of pain in her back. She has a _____.
   The doctor advised her to do simple physical exercises.

Exercise 2: Match the actions in column **A** with words in column **B**. Do the work in your exercise book.

A	B
grind	leaves
chop	seeds
pound	root
boil	bark

Activity

Work in small groups. Identify some common health problems that affect people in your community. Write their symptoms. How are the herbs used by the people in your community?

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LESSON FIVE

Grammar practice

Using: should / shouldn't

Work with a partner and read the sentences.

1. Herbs should be preserved so that they are easily available in the communities.
2. Herbs should be washed before they are used.
3. Important herbal leaves shouldn't be exposed to animals.

Exercise 1: Give similar advice to the people in your locality about the value of plants.

Using: ought to / had better

1. You **ought to** prune herbal trees so as to get good yield.
2. The community **ought to** know the names and kinds of herbs that are of medical use to human beings.
3. Mothers in our homes **ought to** identify the leaves, roots and seeds that are useful to the wellbeing of their babies.
4. My sister **had better** look for the mango leaves in order to make medicine for her sick child.
5. You **had better** chew these seeds in order to reduce your painful toothache.

Exercise 2: Complete the following sentences with **should/shouldn't**, **ought to**, **had better**

1. Medicine _____ be kept out of reach of children.
2. We _____ read the doctor's prescription before we take any drugs.
3. Sick people _____ go to hospital and not to witchdoctors.
4. Herbs _____ be preserved for future use.
5. Since you have a bad cough, you _____ take your medicine.
6. Only patients with heart problems _____ take this drug.
7. We _____ to know the medicinal value of that herb before we use it.

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Activity

Design a poster. Think of all the medicinal plants in your community. Why do you think they should be preserved? What should people do? Use **should**, **shouldn't**, **ought to**, **had better**.

Grammar highlight

should, ***shouldn't***, ***ought to*** *and* ***had better*** *are used when giving advice or when persuading someone to do something.*

B Reading

LESSON SIX

Comprehension

Activity



Discuss the following questions in groups.

1. What is in the basket?
2. Of what importance are plants to us?
3. Name some herbal medicines.
4. Which medicine do you prefer? The modern or traditional?

Read the passage below.

Plants for medicinal use

Plants are mainly grouped according to whether they produce flowers or not. Plants are vital for the survival of man, beast and even climate. They range from microscopic ones growing in water to gigantic trees growing in dense forests. Medicinal plants are also called herbs and are widely used in research centres to develop remedies for various ailments. Some are administered to patients in their raw form.

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Every part of a plant is important as medication can be extracted from the roots, the bark, stems of fleshy plants, leaves, flowers and fruits. Herbs can be chewed fresh or dried, boiled or roasted or applied on affected areas of the body. It is therefore important that everyone young and old play their role in conserving plants. It could save humanity a lot of trouble and expense.

Exercise: Write answers to the questions in your exercise book.

1. What is the main grouping of plants?
2. What are medicinal plants called?
3. Why are herbs taken to research centres?
4. Which parts of the plant are used for medication?
5. List the different ways in which herbs are administered to patients.
6. By what means can man conserve plants?

LESSON SEVEN

Vocabulary practice

Exercise: Work in pairs to complete the table. Refer to the passage about **Plants for medicinal use**. Match the words in **A** with their meaning in **B**.

A	B
herbs	medicine to cure a disease.
remedy	to cook something without water over open fire.
chew	to look after and protect something.
apply on body	medicinal plants.
roast	study something carefully in order to discover something new.
conserve	breakdown something into small pieces using teeth.
research	rub into skin or cover body with medicine.

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Activity

In groups of four, think of more words related to medicinal plants and add them to the list. Look up their meanings in a dictionary. Construct sentences using the words. Work with your partner.

C Writing

LESSON EIGHT

Making a poster

Activity 1

Work in pairs. Make a poster.

Draw leaves, flowers and fruits of medicinal plants around your school.

Write the name of each below the drawing.

Colour your pictures beautifully.

Activity 2

Pressing leaves

Find a few leaves of any plant near your home or school.

Place them in between the pages of an exercise book and press it closed.

Keep the book under a heavy object to keep the leaves tightly pressed.

What happens to the leaves after a week?

LESSON NINE

Composition

Activity

Work with a partner. Describe any herb you know of that was used to cure a person. Describe the different steps taken to extract the remedy and how it was administered to the patient. Remember to make a draft before you write the final copy.

LESSON TEN

Forming sentences

Exercise: Write correct statements about herbs from the table.

Local herbs		a common local plant that kills tape worm.
Koso	can	still working to determine the correct dosage of herbs.
Excessive amounts of *koso*	is	cure several diseases.
Medical researchers	are	cause severe intestinal disorders.
Medicinal plants		continuing to be of importance to people in our communities.

Activity 1

Identify as many herbs as you can that can cure illnesses and write them in your exercise book.

Activity 2

Work in groups of three. Study the following processes of getting coffee herbal products.

Husks of dried green coffee beans known as *keshir* can be boiled; sugar and milk can be added to make a nice, soothing herbal drink.

Coffee leaves are also boiled to make a herbal drink.

Raw berries or dried beans are roasted and ground and can then be mixed with butter and honey to form balls which are eaten like herbal sweets.

The white fragrant flower of the coffee plant is made into herbal perfumes.

Think of another herbal plant. Explain the processes of getting its products.

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LESSON ELEVEN

Summary

Read the passage below.

Herbs are used to treat different health disorders, mild or severe. Today, 80% of the world's population rely entirely on plants for medicine and its **popularity** is being **revived** rapidly in Ethiopia.

Whole plant **remedies** are used both internally and externally to treat various **ailments**. Herbs can be used to treat many of the conditions that patients might take to their doctor, from skin problems and digestive disorders to problems with the heart and blood circulation.

Stress related conditions also respond well to the healing properties of herbs. Herbs also raise **energy** levels of the body. They boost the body's **immune system**; to fight bacteria. Herbs **normalise** the body functioning; by helping to **regulate** the function of glands. Herbs are also nutritious and contain vitamins that **nourish** the body.

Exercise : Summarise the passage in not more than 100 words. Do the work in your exercise book.

Activity

Use a dictionary to find the meanings of the words in bold and form meaningful sentences of your own using these words.

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Objective

In this unit, you will discuss art and paintings.

A Listening and speaking

LESSON ONE

Activity

Describe to your partner what each artist is doing in the picture.



Exercise 1: Work in groups. What is happening in the picture?

1. Discuss the importance of artists to your country.
2. Name any two famous Ethiopian artists that you know.

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Listening practice

Exercise 2: Your teacher will read to you a passage about art and artists. Listen carefully as the passage is being read, then answer the questions below.

1. What is art?
2. Of what relevance is art to man?
3. Which categories of artists do you know?
4. What is graphic designing?
5. Where do artists sell their work?

LESSON TWO

Activity 1

Work with a partner. Read and act the dialogue.

Terhas : Today in Art lesson we did landscape drawing. We painted trees.
Endale : Where did you work from?
Terhas : Outside the classroom near the Music room.
Endale : How did you manage to work with all the noise from the Music room?
Terhas : On the contrary, we loved it because it was a source of inspiration.
Endale : How?
Terhas : Most artists produce their best pieces when they work in an environment with soft music.
Endale : That is quite interesting. I feel like doing Art now.

Exercise: Think about the different ways in which you can be inspired by music. What tasks would you perform as the music plays?

Activity 2

In groups of four, discuss the following questions:

1. Which artists do you know of?
2. What do they do?
3. What inspires them to produce their art pieces?
4. Find time to visit them in their studios. Share your findings with the class.

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LESSON THREE

Modal verbs of possibility

may / might / shall / should / can / could / must / will / would

With a partner read the following sentences and discuss their meaning.

1. Where are my keys? They **might** be in the bag.
2. Artists **may** contribute to a nation's development.
3. I **might** go to the mosque tomorrow.

Exercise 1: Form more sentences using the modal verbs above.

Exercise 2: Study the table. Match and complete the sentences in the table with the appropriate modal verbs.

Example: When I finish high school, I shall go to university.	
go to university.	leave my birth place.
studied Engineering.	help my parents at home.
get a job	study English.

Exercise 3: Rewrite the following sentences as indicated after each sentence.

1. If we begin cooking early, we may eat at 1.00 O'clock. (Begin: If we began _____)
2. Zemzem must _____ (Complete the sentence correctly).
3. Gemechu could get better results if he read harder. (Begin: Gemechu can _____)
4. Zehara should _____ (Complete the sentence correctly).
5. Ousman will escort me to the museum, if it does not rain. (Begin: Ousman would _____)

Activity

Guessing game

Draw a circle almost the size of your cup. Put a little triangle in the centre of your circle. Above this triangle on either side, draw two rectangles. Draw two semi-circles on opposite sides outside your circle but attached to it.

What could your drawing be? Complete the drawing with an appropriate shape below the triangle.

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LESSON FOUR

Modal verbs of possibility

Activity

In groups of three, read the sentences. Identify their differences and then match them with their meanings in the box.

Sentence	Meaning
1. It might rain in Jimma.	1. It is possible for her to come to school.
2. It can rain in Jimma.	2. She is willing to come to school.
3. She may come to school.	3. It usually rains in Jimma.
4. She can come to school.	4. It is possible that it will rain in Jimma.

might, can, may are called modal verbs of possibility. They indicate a possibility or likelihood of an action happening. Use them in sentences of your own.

Exercise 1: Rewrite each sentence using an appropriate modal verb.

Example: The manager will possibly be in his office.
The manager **may be** in his office.

1. Rukya will possibly lend me her pencil.
2. I can't find my book. I'm sure I forgot it at home.
3. Don't close the door. It is possible that some students are still in class.
4. It is impossible for Oben to drive at this time.
5. It is likely that Ali is ill. He is not here.

Exercise 2: Match the sentences under **A** with sentences under **B**.

A	B
1. It's very late.	1. It could fetch a lot of money.
2. Ajebie didn't bring her homework.	2. He might be in bed.
3. Alem is going to the cinema.	3. He should go to the hospital.
4. The artwork is very beautiful.	4. She must be forgetful.
5. He may have a broken arm.	5. I could go with him.

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Grammar highlight

Modal verbs *are used when expressing the possibility or certainty of an action.*

LESSON FIVE

Present simple tense (Artists and their work)

Activity

In groups of four, discuss the following questions about Art, Artists and their work.

1. How does a ceramist make flower vases?
2. What raw materials does a ceramist need and where can they be found?
3. Mention three artworks made by a sculptor.
4. Why do people love art?

Exercise 1: Write sentences from the table. Underline the verb pattern.

Woizero Zebenay The manager The applicant Ato Tariku Interviewers Workers	likes enjoy enjoys admire admires express expresses	himself herself his her their themselves	art pieces she buys. paintings they exhibit every month. wood carving from Ebony tree. beauty of Ethiopian society. art through nature. through art to educate people.

likes, enjoy, enjoys, admires, express, expresses are in the present simple tense. Form sentences about art and artists using these verbs.

Exercise 2: Rewrite the following sentences using the words in brackets.

1. The judge (sit) in court chambers and (admire) the paintings on the wall.
2. The teacher (check) to see if all of us had made sketches.
3. All the painters (appreciate) comments about their paintings.
4. Ato Tamirat (like) his job as artist of Derena Hotel.
5. The manager (admire) the pictures in the magazine.
6. The pupils (love) their art lesson.

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LESSON SIX

The Past Simple Tense

A: Have you ever seen pictures displayed in an art gallery or on the road side? What pictures did you see in the gallery or roadside? Which pieces have you admired so much? Why did you admire them?

Exercise 1: Construct sentences from the table.

The manager The judges Ato Tariku Tsehay The artist	enjoyed admired displayed	the art pieces which Jani bought from the shop. the art exhibition. wood carvings from Ebony tree. the beauty of Ethiopian scenery.

enjoyed, admired, displayed are in past simple tense. Form sentences using these verbs.

Exercise 2: Work with a partner. Change the highlighted verbs to past simple tense. Do the work in your exercise book.

1. The judge sits in the chambers to admire the wall paintings.
2. We enjoy pictures display in the art room.
3. Walella stare at the wonderful painting.
4. Firehiwot was fascinate by the flower vase.
5. He drive the bus slowly to allow the tourists admire the scenery.
6. The tourists buy all the art pieces at the hotel.
7. Tadesse was surprise that his sister could draw a picture.

The Past Simple Passive

B: Read the following sentences. How are they different from the ones you have written in Exercise 2?

1. The Ethiopian art exhibitions were held at the Exhibition Centre.
2. One Ethiopian artiste Tsedenia was recognised at the Kora Africa Music Awards.

Exercise 3: Construct meaningful sentences from the table.

The boys We Tilahun	was were	encouraged advised expected	to take art seriously. to finish their artwork in time.

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Exercise 4: Read the story and identify the wrong verb tenses. Rewrite it correctly.

An important statue **stole** from the National Museum yesterday. The robbery **report** to the police last night by the museum guard. A man who **arrest** by the police is **question** now. No more information **give** by the police.

Grammar highlight

An action verb is in the passive voice when its action is performed on the subject. Passive voice is used to show emphasis on the receiver of the action.

Example: *A ball **was kicked** by the new student.*

LESSON SEVEN

The Present Perfect Tense

Exercise 1: Complete the story about Mengistu Lemma and Sebhat Gebregziabher. Use the words in boxes correctly to fill the blank spaces.

has been	wrote	served	travelled	made	has written	shared	has read	shares

Mengistu Lemma and Sebhat Gebrefigziabihr are reknowned personalities in Ethiopian literature. Mengistu _____ several poems and plays. He is popular for his writings of strong moral value. He has also served in the government. He _____to the western world and _____ his experience in poetry writing. He _____ a great contribution to his country.

Similarly, Sebhat _____ several novels and articles. He _____ popular for his philosophical writings. He _____ as a teacher and _____ lots of classical work from Greece and Russia.

Exercise 2: Work with a partner. Write correct sentences from the table.

I		got my Fine Art results.
The children	has	copied our paintings.
Ato Soressa	have	bought the flower vases.
Woizero Azimeraw		encouraged their children to take keen interest in art.
The parents		

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Exercise 3: Write more sentences in the past simple tense and the present perfect tense. Note the difference. When are the different tenses used?

Grammar highlight

Present simple - *used to describe actions going on.* ***Example:*** *You* ***learn****.*

Past simple - *used to describe actions which happened at a particular time in the past.* ***Example:*** *I went to the bank last week.*

Present perfect - *looks from the present to the past and used to describe actions that happened at indefinite time in the past and may continue to the present.* ***Example:*** *Haile has written a letter.*

LESSON EIGHT

Using: ... I would like to ...

Activity 1

A vacation plan.

In groups of three, talk about what you would like to do in your vacation. Write your plan and report to the class.

Example: I **would like** to visit my grandpapa. What would you like to do?

Exercise 1: Write sentences from the table.

I He	would like to	see Deresse's pictures. visit the National Museum. buy my flower vase.

Exercise 2: Work with a partner. Use the highlighted verbs to complete sentences using **would like to ...**

1. Ottoro visits the art gallery.
2. Mestawit gives Meskerem a reward for emerging the second best artist in her school.
3. Azimeraw copies your pictures.
4. Habiba buys some of your paintings.
5. Asegid dusts his brother's sculpture.

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Using: usually and always

Usually and **always** are adverbs used to describe an action that occurs frequently.

Read the following sentences. What do they mean?

1. Birhane usually visits the National Museum and archaeological sites.
2. Abiot always goes to admire the art exhibitions.

Activity 2

In groups of five, discuss the things you always do or admire about Art. Write them down in your exercise book.

Example: I always visit the museum on weekends.

B Reading

LESSON NINE

Comprehension

Activity

What is happening in each picture?

A



B





Exercise 1: Answer the question.

Which painting do you like most and why?

Read the passage below.

Ethiopian art and crafts

A picture is worth a thousand words. One **unique** feature of Ethiopian culture lies in its **native** style of **painting** found in most parts of the country.

This **style** seems to have remained almost unchanged for centuries. One name is clearly prominent in the world of Ethiopian paintings today. Afework Tekle is a modern day artist with an international **reputation**. His works though clearly based on Ethiopian tradition, have a new and **creative** dynamism that has won universal **appeal**. With more than 80 ethnic communities, Ethiopian art is rich and diverse. Among these is the beautiful Bete Israel pottery near Gondar. These pots are carefully **moulded** and designed attractively.

Highland shepherd boys make woollen hats which give the appearance of a beautiful peacock when worn. Traditional cultural wear has also been **preserved**. Dorze weavers make the 'Tibeb' with brightly coloured shamma borders. 'Tibeb' is a native Ethiopian costume. The traditional fashion attire is usually matched with the occasion.

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The Nuer people in Gambella have **mastered** the art of **decorating** gourds. These can be used for storing drinking water and many other purposes. Other craftsmen range from the Harari basket makers, who use the grasses of their extensive grazing lands, to the silversmiths and goldsmiths of Jimma. When it comes to talking about Ethiopian art and **crafts**, the list is endless.

Exercise 2: Answer the questions below about the passage.

1. What is meant by **a picture is worth a thousand words**?
2. Name the most famous Ethiopian artist.
3. Of what use are the hats made by the shepherd boys?
4. Why is Ethiopian art unique?
5. How is tradition and cultural attire preserved in Ethiopia?

Exercise 3: Find words in the passage which mean the same as the ones below.

pattern	standard	original	high	learnt	innovative

C Writing

LESSON TEN

Comparatives and superlatives

Activity 1

Your teacher will show you four pictures. Look at each of them and choose the one you like most. Give reasons for your choice. Write about your picture and why you like it.

Exercise: Complete each sentence using the comparative degree or the superlative degree of the highlights.

1. Yehulashet's sculpture was the spectacular.
2. Zerithun's speeches about art are inspiring than Kelifa's.
3. Alemayehu and Mestawit's flower vases were the beautiful.

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4. Bereket's wood curvings are attractive than Obang's.
5. Reading the passage was difficult than sketching the picture.
6. Demissew found Emebet's colours interesting than Kedist's.

Share your work with the class.

Activity 2

Think of any 4 different artworks made by weavers, painters, poets, models or sculptures and make a draft copy giving a detailed description of your artwork.

Exchange your work with your partner and work together to improve on the use of adjectives, punctuation and spelling. You can make more than one draft copy.

Grammar highlight

*When Comparing longer adjectives, the words **more**, **most** or **less**, **least** are placed before them; more important, less important.*

LESSON ELEVEN

Composition

Exercise: Complete the task you started to work on in the previous lesson. Write a final copy of your text. Use not more than 150 words. Give your passage a suitable title.

Activity

Work in pairs. Think of a scenery you would like to paint or draw. Describe it to your partner who will play the role of an artist. He/she will ask you questions that will guide him or her get the details of the scene as it is being drawn. When it is done, compare the picture with the description you gave and see if it suits your description.

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Unit 11: Natural wonders of Africa

Objective

In this unit, you will give information about places of natural beauty in Africa.

A Listening and speaking

LESSON ONE

Activity

Study the map of Africa below. Identify the major physical features and where they are found.



Exercise 1: Answer the following questions about the map.

1. Name the water bodies that surround Africa.
2. Where is the source of River Nile?
3. Name the island South-West of Africa.
4. Name the countries in the Sahara desert.
5. What is the location of Ethiopia on the map?
6. Mention the countries in which the rift valley passes.

Exercise 2: Your teacher will read to you a folktale about the formation of a little lake called Wamala in central Uganda. Listen carefully and then answer the questions.

1. What makes the story interesting?
2. What do you understand by "Wamala having water in his head"?
3. Where did the water come from?
4. Why did the twins' mother eat the fruits?
5. Mention any other beliefs you have heard regarding any geographical place.

LESSON TWO

Listening practice

Exercise 1: Your teacher will read to you a passage about Mount Kilimanjaro. Listen carefully and answer the questions.

1. Where is Mount Kilimanjaro found?
2. Why is it regarded as **the roof of Africa**?
3. "As wide as all the world, great, high and unbelievably white." Who made this description about Mount Kilimanjaro?
4. Name the three major volcanic centres of this mountain?
5. Name the highest peak on mount Kilimanjaro?

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6. List the features that hikers must get before they reach the peak of Mt. Kilimanjaro?
7. Which time of the year is most suitable to climb Mount Kilimanjaro?
8. Why is this the best time to go mountain climbing?

Note: The activity of climbing a mountain is also known as mountaineering.

Describing location using North, South, East, West

Exercise 2: Read the sentences and do the exercise that follows.

Example: In which direction are the countries?

Teacher : Kenya is to the South of Ethiopia.

Student : Ethiopia is to the North of Kenya.

Teacher : Eritrea lies to the North of Ethiopia.

Student : Ethiopia is to the _____ of Eritrea.

Teacher : Somalia lies to the East of Ethiopia.

Student : Ethiopia is to the _____ of Somalia.

Teacher : Sudan is West of Ethiopia.

Student : Ethiopia is _____ of Sudan.

Exercise 3: Answer the following questions using a map.

1. Which country lies West of Zambia?
2. Which country lies East of Chad?
3. Which country lies North-West of South Africa?
4. Which country lies East of Congo Brazzaville?
5. In which direction is Sudan from Libya?

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LESSON THREE

Using adjectives: Northern Southern Eastern Western

Read these sentences.

Examples: 1. Ethiopia shares the **Southern border** with Kenya.
2. Sudan shares the **Eastern border** with Ethiopia.

What is the meaning and importance of the words in bold?

Activity 1

Draw the map of Ethiopia in your exercise book. Suggest natural features found in the Eastern, Northern, Western, Southern and Central parts of Ethiopia.

Example: Axum is located in the Northern part of Ethiopia.

Activity 2

Work in groups. Name the positions of the various features in and around your school. Use adjectives such as Southern, Northern, etc.

Example: Our school flag is in the Central part of the school.

Grammar highlight

An adjective is a word that is used to describe a noun.

LESSON FOUR

Comparative adjectives

Read these sentences. Look at the words in bold. What do they describe?

Example: (a) Some farmers grow eucalyptus trees on the **steep** slopes of mountains.
(b) Do some people live in **hilly** areas in our country?

Exercise 1: Work with a partner. Look around your classroom and identify five objects to describe. Your partner will guess what you have described. Use a wide range of adjectives. Do this exercise in turns.

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Example: It is large. It is black. It is big. It has a rectangular shape. It is fixed in the classroom wall. What is it?

It is a chalkboard.

Exercise 2: Use the information given in the table and write complete sentences in your exercise book.

Example: Lake Turkana is deeper than Ethiopia's rift valley lakes.

Feature		Adjective
Ethiopia's rift valley lakes	Boma National Park in Sudan	famous
Lake Faguibine in Mali	Lake Volta in Ghana	small
River Zambezi	River Niger	deep
The Sahara Desert	Kalahari Desert	wide
Libyan Plateau	Bie Plateau in Angola	large
The peak of Erte Ale in Ethiopia	The peak of Ras Dashen mountains	hot
Lake Victoria	Lake Turkana	wide

LESSON FIVE

Superlative adjectives

Activity 1

Ask your partner questions using different adjectives.
Example: Which is the longest river in Africa? (Nile)

The Nile is the **longest river** in Africa.

Ask your partner questions about the beautiful natural features of Ethiopia.

Use: largest, smallest, widest, hottest, most famous, most exciting, oldest, most fascinating, coldest.

Exercise 1: Complete the sentences below with the appropriate form of the adjective in the brackets.

1. Which girl is the _____ ? Halima or Zufan? (young)
2. Tamini is the _____ boy in the class. (strong)

3. Ras Dashen is the _____ mountain in Ethiopia. (high)
4. Erta Ale is the _____ place in Ethiopia. (hot)
5. February is _____ than April. (short)
6. The book is _____ than the movie. I liked it. (interesting)
7. Love is the _____ thing in life. (important)

Using: Present tense and riddles

A riddle is a question that you ask as a game. It is difficult to understand but the answer is surprisingly easy.

Example: I am green in the rainy season and yellow in the dry season. I occupy a large flat area. I am covered with grass, thickets and shrubs. I am a _____ (savannah).

Exercise 2: What am I?

1. My mouth is big and wide. I can move in the water like a snake on land. I rip my prey apart like a machine. My skin is like a brick wall. I am a _____.
2. I am like a pulp. I am like an oval ball. I work like a computer. I live inside a skull. I am a _____.
3. I am found in snails. I visit you if you swim in ponds or drink dirty water. I am also called schistosomiasis. I am _____.
4. People call me 'ache'. When I visit their heads they feel pain. I am a _____.
5. I bite you if you are not protected. I usually travel at night in the dark and visit you in bed. I am very tiny. I am a _____.
6. I am found in Tanzania. I am very high. Tourists come to visit my snow capped peak. What am I? I am _____.

Activity 2

Work in groups. Play a game of riddles made up by each one of you.

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LESSON SIX

Using: ... although... and but

Read the sentences below.

(a) Victoria Falls are spectacular, **but** they are not the highest waterfalls in the world.

(b) **Although** Victoria Falls are spectacular, they are not the highest waterfalls in the world.

Do the above sentences have the same meaning or are they different? Give reasons for your answer.

Exercise 1: Join the following sentences using **although**.

1. The artifacts in the museum are very old. They will last long.
2. Lake Tanganyika is long. It is not the largest in Africa.
3. The Blue Nile is called so. It is not blue in colour.
4. Serengeti National Park in Tanzania is old. It is not as ancient as the Ethiopian Stalea of Axum.
5. The Suez Canal is long. It is narrow.
6. The Congo forest is thick. It is penetrable.
7. The Sahara desert is very dry. People living there practise agriculture.
8. Lapiso likes watching gorillas. He fears to touch them.
9. Temperatures in North Africa are hot. The people wear dark clothing sometimes.
10. Those rock paintings are very old. They are not recorded in historical books.

Exercise 2: Rewrite the following sentences using **although**. Discuss their meaning.

1. Shiferaw was grazing cows in the National Park, but the game warders did not arrest him.
2. Timbuktu is a famous place in Mali, but it is not the capital city.
3. The Congo forest is thick and vast, but it is not as popular as the Amazon.
4. Students wanted to visit Lalibela, but the teacher insisted on visiting Omo valley.
5. Egypt is well known for its ancient history, but it does not surpass the historical features of Ethiopia.
6. Mountain Kilimanjaro is interesting, but Erta Ale in Ethiopia is more amazing for tourists.

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Grammar highlight

Although *is a conjunction used to join two clauses. It may be used at the beginning or in the middle of a sentence.*

NB: *When used at the beginning, a comma separates the two clauses. It can be used instead of* ***but****.*

LESSON SEVEN

Relative clauses

Using: which, that, where

Which, **that** and **where** are relative pronouns that join two clauses.

Exercise 1: Join the following sentences using relative pronouns **which** and **where.**

Example: Mount Kilimanjaro is the highest in Africa. It is located in Tanzania.
Mount Kilimanjaro, which is the highest in Africa, is located in Tanzania.

1. Barena visited Zakouma National Park in Chad. He saw many lions (where).
2. I did not go to the zoo. My brother went there last week (where).
3. Plateau du Tademait is found in Algeria. It is an interesting physical feature (which).
4. Birtukan visited Lake Kariba in Zimbabwe. She enjoyed swimming (where).
5. Madagascar is part of the African continent. It is separated by the Indian Ocean (which).
6. Okavango swamps in Botswana are large. They are also fascinating to look at. (which)
7. Zebene went to a forest. He saw different types of wild birds (where).
8. Cape Town is a beautiful city. It is found in South Africa. (which).

Exercise 2: Complete the paragraph below with **which** or **where.**

Each summer my family and I visit my grandparents in Kelafo ___1___ we enjoy fresh air. We usually stay in a hut ___2___ is small and simple. My grandparents are famous for their herds ___3___ include goats, sheep, cattle and camels. The hut is small and low ___4___ doesn't allow one to enter while walking upright. I usually sleep outside ___5___ I can have fresh air.

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Activity

In groups of three, form sentences using **which**, **that** and **where** in your exercise book.

B Reading

LESSON EIGHT

Comprehension

Activity

Work with a partner. Answer these questions.

1. List five man-made places of wonder in Ethiopia.
2. Which natural geographical features do you know in Ethiopia and Africa?
3. What is the difference between a natural geographical feature and a man-made one?
4. Which natural geographical features do you consider to be places of natural beauty?
5. Why should we preserve our places of natural beauty?

Read the passage.

Lake Langano

Lake Langano is set against the blue-grey backdrop of the Aris mountains. It is 215 kilometres away from the capital city, Addis Ababa. Langano provides an ideal place for sun bathing, water sports, fresh water cool breezes and fine **accommodation**.



(*Adapted from the Beauty of Ethiopia, 1997*)

The waters of Lake Langano are cool. There is a **variety** of flamingoes which seem to float as they wade in the shallow waters. There are also great pelicans which **soar** over the lake. There is a **myriad** of bird species around the lake which include fish eagles, cormorants which **perch** in the dry tree branches around Lake Langano.

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Exercise 1: Answer the questions in your exercise book.

1. How far is Lake Langano from Addis Ababa?
2. What tourist activities take place on Lake Langano?
3. Mention three species of birds found around this lake.
4. Of what value is tourism to Ethiopia?

Exercise 2: Match the following words with their meaning as used in the passage.

Vocabulary	Meaning
accommodation	a large number of species.
variety	a collection of different kinds of objects.
soar	to fly in the sky above the lake.
myriad	a place for someone to stay.
perch	to sit or rest on a tree branch.

Exercise 3: Use the vocabulary words in the table above in your own sentences. Write the sentences in your exercise book.

Example: Our hotel has accommodation for only 100 guests.

LESSON NINE

Read this passage

Awash National Park

Awash National park is the oldest and most developed game **reserve** of its kind. It is **bordered** by the Awash River and lies 225 kilometres East of Addis Ababa on the Djibouti Highway.

The 1,800 metres high semi **dormant** Fantalle volcano is an **extensive** area of pools of mineral hot - springs fringed with doum palms, and the extraordinary



Adapted from the Beauty of Ethiopia, 1997

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phenomenon of the rocky features. Hawaii is said to be the only other place on earth where these volcanic features are found.

The wildlife consists mostly of East African plains game with the exception of the giraffe and the buffalo. The orynx, bat-eared fox, caracal, aadvark, colobus and grey monkeys, Anubis and Hamadryas baboons, klip springer, leopards, bush bucks, hippopotamus, soemmerring gazelles, Grevy's zebras, cheetahs, greater and lesser kudus, and 400 species of birds are to be found within the 756 square kilometres of the Awash national park.

Exercise: Answer the questions in your exercise book. Write your answers in complete sentences.

1. Which river borders Awash National Park?
2. How far is this park from Addis Ababa?
3. What is the height of the dormant Fantalle volcano?
4. What attractive natural features are found in this park?
5. Name at least five animals found in this park.

Activity

In groups of four, identify any four tourist sites you know and where they are located. Talk about the tourist attractions found there. Draw a table to present this information. Use the example of Awash National Park below to guide you.

Place of natural beauty	Tourist attraction	Location
Awash National Park	Fantalle volcano, orynx, bats, eared fox, caracal aadvark, colobus and green monkey, anubis and other wild life and 400 species of birds.	225 kilometres, East of Addis Ababa on the Djibouti highway.

After you have completed the activity, your teacher will display your tourist sites on a notice board for comparison.

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LESSON TEN

Read the following passage and answer the questions that follow.

Erta Ale

Erta Ale is an **amazing** active **volcano** in the Afar Region of North-Eastern Ethiopia. It is the most **active** volcano in Ethiopia and probably in Africa. In Afar, it is referred to as the **smoking mountain**.



Adapted from 'Discovering Ethiopia', 1983

It has a pit on its Southern slopes locally known as *the gateway to hell*. It has **searing** hot temperatures because large amounts of heat are released by the volcano. Local people do not visit it but many tourists do. The tourists avoid the hot points of the volcano and watch this amazing active volcano at a distance.

Exercise: Answer the following questions in your exercise book.

1. Why is Erta Ale regarded as an amazing volcano?
2. How long has the volcano been active?
3. What is the pit on its Southern slopes called?
4. Find the meaning of the words in bold and use them in your own sentences.

Activity

In groups of three, identify the dangers that can affect our places of natural beauty and write them in a paragraph. In your exercise book, write a paragraph of what we can do to prevent destruction of our natural beauty places.

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Extra reading

Read the passage to each other in turns and answer the questions that follow.

The beauty of The Great Rift Valley



Taken and adapted from 'Discovering Ethiopia', 1983

Much of African volcanic activity is concentrated along the immense 2800 kilometres of a long crack in the earth's surface known as the Rift Valley. It is the result of two roughly parallel faults in the earth's surface between which, in distant geological time, the **crust** was weakened and the land subsided.

Ethiopia is often referred to as *the water tower of Eastern Africa* because of the many rivers that pour off the high tableland. The great rift valley's passage through Ethiopia is marked by a chain of lakes and rivers. Lakes and rivers provide ideal habitats for the **exuberant** variety of **flora** and **fauna** that make the region a great delight for naturalists and tourists.

Exercise 1: Write answers to the questions.

1. Where is the African volcanic activity concentrated?
2. How was the rift valley formed?
3. Why is Ethiopia referred to as *the water tower of Eastern Africa*?
4. What features mark the rift valley's passage through Ethiopia?
5. Write words that mean *flora* and *fauna*.

Exercise 2: Match the words with their meaning in your exercise book.

myriad	inactive
dormant	many
amazing	hot
searing	surprising

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C Writing

LESSON ELEVEN

Poster and letter writing

Activity

Make a poster describing a tourist spot. Give the name of the place of natural beauty, location, wildlife, physical features, any other exciting features.

Exercise 1: Complete the following letter from a friend using **but**, **although**, **so**, **which** or **where.**

Dear ___1___

How are you? You'll definitely be surprised when I tell you that I have been to Jenka. Jenka ___2___ is a tourist site is a place worth visiting. I was asking my parents to take me there, ___3___ they were not interested. Finally, I persuaded them and they agreed with me, ___4___ we went there last week.

We stayed in a hotel ___5___ we could view the beautiful scenery. ___6___ the hotel has all the modern equipment, the way it is built is very traditional. We loved it. Therefore, if you are planning for a vacation, please go there. By the way, where did you spend your recent vacation? Reply soon.

Yours,

___7___

Exercise 2: Write a letter of reply to your friend. In your letter, describe the place where you spent your last vacation.

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Objective

In this unit, you will discuss the benefits of technology.

A Listening and speaking

LESSON ONE

Activity 1

Study the different devices and answer the questions that follow.



Exercise 1: Answer these questions.

1. Name each device in the picture.
2. Which one have you used and how does it work?
3. Which of them do you have in your home?
4. These are pictures of different devices. Look up the meaning of the word **devices** in a dictionary and describe any other devices you know.

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Listening practice

Exercise 2: Work in groups. Discuss these questions about the mobile or cellular phone.

1. Why is it called a mobile phone?
2. How does the phone work?
3. What is one able to do with a mobile phone?
4. How long does it take to charge the battery and how long does it last?
5. Name the mobile phone companies in your country.

Exercise 3: Your teacher will read a passage about the advantages and disadvantages of using a cellular phone. Listen carefully then answer the questions that follow.

1. How were people communicating before 1800?
2. What are the advantages of communicating by mobile phones?
3. List the disadvantages of using mobile phones?

Activity 2

Draw a picture of your favourite mobile phone and label the different parts and their functions.

LESSON TWO

Vocabulary practice

Exercise 1: These electrical items are commonly used in different premises. Group them according to where they are used in the table that follows. Some may be used in more than one place.

telephone, computer, television set, radio set, blender, electric bulb, generator, water pump, kettle, grinder, torch, incubator, photocopier, projector, electric bell, toaster, microwave oven, stethoscope, ultra sound.

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Factory	
Home	
School	
Hospital	

Using: which and that

Exercise 2: Give the uses of the devices in the table. Write sentences about their use.

Device	Use
a light bulb	gives light
telephone	
camera	
CD player	
photocopier	
car engine	
projector	
electric bell	
video camera	
music keyboard	

Example:

A light bulb provides light.

A light bulb is a device **that** produces light.

A light bulb is a device which produces light.

LESSON THREE

Using: so / so that

Exercise 1: Write about the different devices using **so.**

Example: You have a radio, **so** you can listen to the news.

You have a bicycle, **so** you can ride to town.

You have a bicycle so that you can ride to town.

Exercise 2: Write more sentences about the devices. This time you will use**... so that...** Work with a partner.

Example: 1st student : We have a radio. We listen to news.

2nd student : We have a radio so that we can listen to news.

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1st student : This is a telephone. It is for sending and receiving messages.

2nd student : We have a telephone **so that** ....

1st student : This is a camera. It is for taking photographs.

2nd student : We have a camera **so that** ....

1st student : This is an electric bell. It is for reminding students and teachers about change of activities.

2nd student : We have an electric bell **so that** ...

Exercise 3: Write more sentences about the uses of the different devices using **... so ...** and **... so that ...**

Activity

Work in pairs. Hold a discussion about computers. Describe their different components. In case you have used one, tell how you got it started and what task you were doing. How did you turn it off?

Exercise 4: Think of questions you would ask a person to find out whether they have used these devices properly. The key verbs for the exercise are listed below.

Example: Have you plugged in the computer? Did you disconnect the cooker?

Machines/tools	Verbs
plug	disconnected/connected
cable	fixed/plugged in/unplugged
internet	installed
music system	inserted
cooker	installed
bulb	switched on
electric flat iron	switch off/turn on/turn off

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LESSON FOUR

Using: used to

Activity

Make a list of different appliances and state their source of power to make them operate.

Devices are also called appliances. Electrical appliances are plugged in a socket in order to be switched on. They use mainly electricity. Some run on batteries. Other appliances do not run on electricity. They are manual.

Examples: A shaver - batteries/mains electricity.
Lawn mower - diesel

Exercise 1: Go back to the list you made in the activity. Write about each appliance and what it is used for and its source of power.

Example: 1. A shaver is **used for** cutting hair. It uses electricity.
2. A lawn mower is **used to** cut grass. It uses diesel.

Exercise 2: Make a list of 5 items in your classroom and write about their use.

Example: A duster is used for cleaning a chalkboard.

Exercise 3: Construct correct sentences from the table.

Example: Wheelbarrows are used for carrying things.

Wheelbarrows	is	used to	blow air in order to cool the room.
A telephone			cook food.
A saw	are		keep things cool.
A nail cutter			see clearly.
Refrigerators			carry things.
A cooker			preserve things by chilling.
Chisels			enlarge tiny things.
A fan			cut nails short.
Spectacles			communicate to people.
A microscope			cut and shape things out of wood or stone.

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LESSON FIVE

Comparatives

Exercise 1: Ask questions using **which**. Use adjectives to compare different items and processes.

A radio and a television, **which** one is more expensive?

A television is more expensive than a radio.

A car, a motorcycle and a bicycle, which is the fastest means of transport?

A car is the fastest means of transport.

1. A radio and a mobile phone, which is more expensive?
2. Newspapers and the internet, which is more convenient?
3. A car and a motorcycle, which one is more expensive?
4. A motorcycle and an aeroplane; which one is faster?
5. A glass and a plastic cup; which is harder to break?
6. Meat and vegetables, which is easier to prepare?

Exercise 2: Use the information provided in the table to write a paragraph comparing the specification, function and cost of the devices below.

Device	Price	Uses	Size	Need
Computer	7,000 birr	storing and writing data	large	electric power
Typewriter	2,000 birr	writing	medium	typing ribbon
Scanner	1,500 birr	copying	small	computer and power

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LESSON SIX

Dialogue

Using: I am afraid I disagree / You're quite right

Activity

Modern technology has introduced many tools and machines which you have discussed before. They have advantages and disadvantages. Read the arguments below and give your comments.

Situation 1

Azimeraw : People who watch news on TV don't like to read newspapers.
Birtukan : I don't think so, I am afraid I disagree.
Azimeraw : Television news bulletins are similar to newspaper articles.
Birtukan : I suppose so, you're quite right.

Situation 2

Jemal : The old means of communication were better than today's.
Yasin : I am afraid I disagree with you.
Jemal : Some communication means like letter writing are still used today.
Yasin : You're quite right.

Exercise 1: Work in pairs. Give your opinions about these statements.

1. HIV/AIDS is transmitted by a virus.
2. Electronic devices are not essential today.
3. The cure for bilharziasis was discovered.
4. Drinking unboiled water is not very harmful.
5. The invention of computers has changed our lifestyle.

Exercise 2: Work with a partner. Ask him or her questions about electronic devices to which he or she will either agree or disagree.

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B Reading

LESSON SEVEN

Comprehension

Activity

Answer the questions below in small groups.

1. What do you know about the radio?
2. Name the different parts of the radio?
3. What are the advantages of having a radio?



Read the passage.

The radio was invented in 1895 by Gugliemo Marconi, an Italian engineer. With progressive improvements, the radio has become the most ideal means of communication since it can reach the most **remote** parts of the world. People are now able to listen to information **relayed** from broadcasting houses. This relayed information is what we know as a radio programme.

The programmes that are broadcast or aired include news bulletins, music, talk shows, weather forecasts, religious teachings and curriculum based lessons for schools and colleges. The radio is also used by advertisers to promote their businesses. Special and personal announcements are also aired on radio.

But how does the radio work? It all starts when someone speaks into a microphone in the **studio** at the **broadcasting** station. The sound made is changed into electric sound waves which travel along tiny metallic **cables** to the **transmitter**. In the transmitter, the waves are changed into radio waves and then they are broadcast.

The radio waves can travel great distances. When you turn on your radio set, the aerial picks the waves. Inside the set, the radio waves are turned into the sound which you are able to hear.

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Radio waves travel at the speed of light at about 300,000*km* per second and since light travels faster than sound, a person listening to the radio broadcast thousands of kilometres away will receive the programme earlier than someone who is actually sitting inside the studio.

Exercise: Answer these questions about the passage.

1. Who invented the radio and when?
2. Why is the radio important?
3. From where are radio programmes aired?
4. Describe the stages a sound goes through before it comes out of your radio.
5. What is the speed of radio waves?
6. Look up the meanings of the highlighted words in a dictionary and form sentences.

C Writing

LESSON EIGHT

Vocabulary practice

Exercise 1: Rearrange the letters in the brackets to form correct words to fill each gap. The first letter of each word is given to help you.

Example: The r..... has become an important means of communication. (ordia)
The **radio** has become an important means of communication.

1. Did you listen to the news b..... (tascdaorb) last night?
2. The company a..... its new products on radio and television. (setisrveda)
3. Sounding drums was one of the earliest means of c..... (tioncommunica)
4. Some eye diseases cause complete loss of s..... (ghist)
5. After the speeches, the guests were e... with singing and dancing. (taiednreten)
6. My radio a..... is broken, we are unable to receive live broadcasts. (ealira)
7. Someone speaks into a m..... in the studio at the broadcasting station (phehocromi)
8. From b..... stations teachers can reach millions of pupils in their classrooms. (ingcastrobad)

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Exercise 2: Complete these sentences correctly.

1. My parents bought the radio but .....
2. Although we were tired, ...
3. John's camera broke down, so .....
4. We used the wheelbarrow but .....
5. Electricity was installed in our house but .....
6. Although we work day and night, ...
7. She played the keyboard although .....
8. The cooker was expensive but .....
9. The school has acquired services, so .....
10. The generator is new, so .....

LESSON NINE

A computer and its roles

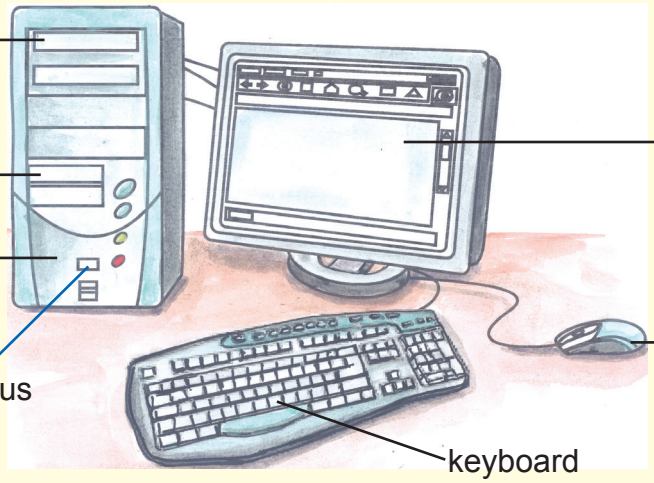
Activity 1

Work in groups. Talk about the functions of different parts of the computer.

1. Have you ever seen a computer?
2. Name parts of a computer that you know.
3. What does it look like?
4. What does it do?

Activity 2

In groups of three, study the following parts of a computer.



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Exercise 1: Match the different computer parts to their functions.

Example: The CD drive is for running the compact disc.

Part	Function
USB port	displaying data
Floppy drive	typing and entering data
Central Processing Unit (CPU)	processing data
Keyboard	running the flash disc
Mouse	clicking to select icons
Monitor	running the floppy disc

Exercise 2: Fill in the blank spaces in the following paragraph with suitable words from the table you have just completed. Write in your exercise book.

A computer has different parts for different functions. The mouse is used for ___1___ icons on the desktop. The keyboard is used for ___2___ data. The CD drive is used for ___3___. The ___4___ runs the floppy disc. The ___5___ is for processing data. The monitor is used to ___6___. A computer is by far the most impressive innovation that man has ever made!

LESSON TEN

A bicycle and its functions

Activity

Work with a partner. Study the different parts of the bicycle and discuss their functions.



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Exercise: Write the uses of a bicycle in your exercise book. Compare your answers with other partners.

LESSON ELEVEN

Debate

Activity

Discuss the role of modern technology in the development of our country. Is it good for us?

Procedure for the debate

1. Ten people take part in the debate. Five students will support the motion and the other five will be against it.
2. Elect a chairperson, time keeper and secretary to moderate the debate.
3. Each person should prepare their points for debating well in advance.
4. Each speaker should use three minutes.
5. The rest of the class should listen keenly while taking notes/points. The chairperson reserves all rights to control the progress of the debate.
6. The chairperson will choose a few students from the audience to oppose and propose the motion.
7. The secretary will read the summary points of the opposers and proposers.
8. The chairperson will ask the class to vote for or against the motion. The side with the majority hand count will be declared the winner.
9. Finally, the chairperson will adjourn the debate.

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Unit 13: A historical person

Objective

In this unit, you will describe and talk about a historical person.

A Listening and speaking

LESSON ONE

Activity 1

Describe each picture.

A



B



C



Exercise 1: Answer these questions.

1. What do you know about the woman in the picture?
2. What do you think is the link between the woman and the other pictures?
3. Why do people cut down trees in forests?
4. What should be done to preserve forests?

Listening practice

Activity 2

Your teacher will read to you a passage About Dr. Wangari Maathai, a famous environmentalist from Kenya. Listen carefully as the passage is being read.

Exercise 2: Copy and complete the table using the information from the story you have just heard.

Place of birth	
Field of study	
Academic achievements	
Award received	
Famous deed	
Challenges faced	

Exercise 3: Answer these questions using the information from the table.

1. Why did the woman become famous?
2. Where is she from?
3. What challenges did she face?

Activity 3

Work in groups. Make a similar table and fill in information about a reknowned person from your community.

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LESSON TWO

Grammar practice

Past simple and past perfect tense

Read the sentences. Work with a partner to discuss which action comes before the other.

1. Before he went to school, he had been a shepherd.
2. After he had gone to University, he wrote a play.

Activity 1

Your teacher will read a story about a famous person in Ethiopia. Listen carefully and write it in your exercise book. Underline the past perfect and simple past tense.

Exercise 1: Copy the sentences and use the appropriate forms of the verbs in the brackets. Write them in your exercise book.

1. The farmers (learn) how to use a spray pump before they (buy) one.
2. You may (study) Grade 5 after you (complete) Grade 4.
3. Before South Africa (host) the 2010 World Cup, it (build) new stadiums.
4. This place (be) farmland before it (became) a playground.
5. It (believe) that the world (be) flat before Galileo (discover) that it was round.

Exercise 2: Work with a partner.

Make a list of the things you remember doing in elementary school. Order them in sequence and write them in sentences using **before**, **after** and **when**.

Choose one personality from any of the following categories: athletics, publications, entrepreneurship, music, human rights, research or environmental conservation. Write about their contribution to the development of the nation and how they have inspired the people in Ethiopia.

Activity 2

Work in groups of four. Collect various newspapers and magazine articles of different inspiring personalities. Assemble them and mount them beautifully on bright manilla cards. Display them in your classroom.

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LESSON THREE

Discussion about famous people

Activity

In groups of five, discuss who you think has made a significant contribution to Ethiopia. You can choose from an athlete, a writer, an investor, a musician or an environmentalist. Ask another group the following questions and let them guess who that person is.

1. When was the person born?
2. Had she/he done something before she/he went to school?
3. Had she/he gone abroad after she/he was popular?
4. How has his/her behaviour inspired the youth?
5. What did the person contribute to Ethiopia?

Exercise: Write a short biography about the person you have discussed in your group.

LESSON FOUR

Imaginary interview of a famous person

Activity

If you were to meet a historical person which one would you choose? Think of what you would do or say to him. What questions would you ask that person? Write your thoughts and imaginations in your exercise book. Exchange books with your partner and compare your ideas. Check each other's grammar and spelling to make sure they are correct.

LESSON FIVE

A guessing game

Activity

Conducting an interview. One of you will role play a famous person. Another person will be the interviewer, who will ask several questions. The interviewee will respond with one word answers: **Yes** or **No**. The rest of the class will try to guess who the interviewee is. Repeat the exercise each time the correct guess is made.

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B Reading

LESSON SIX

Comprehension

Activity 1

What is happening in each picture?

A



B



C



D



Exercise 1: Answer these questions.

1. Who is the great personality in the picture?
2. Why is he famous?
3. Arrange the pictures in their proper sequence.

Read this passage carefully.

World's great leader

Nelson Mandela is one of the world's greatest and most **respected** men. He is an **icon** celebrated for having fought against racism in South Africa and becoming South Africa's first black president. His full name is Rolihlahla Dalibhunga Mandela, but many people know him by his clan name 'Madiba'.

He was born on 18th July, 1918 in Qunu, Transkei in South Africa. He is the great grandson of a Tembu King. He does not support racism and wants everybody to live in a free and fair society with equal **opportunities**.

During President PW Botha's regime, Mandela was **jailed** for 18 years on Robben Island prison for his anti-racism activities. He was transferred, to Pollsmoor Prison in Cape Town in April 1984 and in December 1988, he was moved to the Victor Verster Prison. In total, he spent 27 years in prison for opposing the **discrimination** of blacks in South Africa. Although Mandela was imprisoned, he does not believe in **revenge** against the people who oppressed him.

When he got into the presidential office, he led the South Africans for 5 years and peacefully **handed** over power to a new president in May 2004.

While in Zurich, he successfully led South Africa's bid to host the 2010 FIFA World Cup, the biggest international event ever **hosted** in his country and on the African continent. Other achievements have been his campaigns to fight against HIV/AIDS.

Exercise 2: Answer these questions.

1. Mandela's full name is

   A. Nelson Mandela
   B. Madiba
   C. Tembu king
   D. Rolihlahla Dalibhunga Mandela

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2. Which of the following is the best reason for regarding Mandela as one of the world's greatest leaders?

   A. He fought against racism in South Africa.
   B. He was imprisoned for 27 years.
   C. He wants everybody to live in a free and fair society .
   D. His people in South Africa like him.

3. Mandela was imprisoned because _____

   A. he was greedy for power and opposed the White government in South Africa.
   B. he opposed the discriminatory policies in South Africa.
   C. he was going to be a Tembu King.
   D. he wanted to overthrow the government in South Africa.

4. Which of the following progression shows the prison transfers of Mandela.

   A. Victor Verster, Robben Island Prison, Pollsmoor Prison in Cape town.
   B. Robben Island prison, Victor Verster Prison, Pollsmoor Prison.
   C. Poolsmoor prision, Victor Verster Prison, Robben Island Prison.
   D. Robben Island Prison, Pollsmoor Prison, Victor Verster Prison.

5. Mandela spent a total of _____ years in prison.

   A. eighteen B. five
   C. twenty seven D. from 1984 to 1988

Vocabulary practice

Exercise 3: Find words in the passage which mean the same as those below and form sentences.

passed, vengeance, isolation, imprisoned, chances, recognised, staged

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C Writing

LESSON SEVEN

Summary

Exercise: Read the passage again. Identify the main points in each paragraph. Write a summary of not more than 100 words.

1. Who he was.
2. When he was born.
3. Why he was imprisoned.
4. His achievements.
5. His impact on the world.

Activity

With a partner, study the following information about a great scientist, Engineer Kitaw Ejagu. Use the information to write a brief biography.

Born		February 25th, 1945 in Bonga
Studied	High School	Miazia 27th High School in Jimma
	Diploma	Bahar Dar Polytechnics Institute
	Scholarship	Japan – Hiroshima University of Engineering Osaka University – Economics United States – Nothrop University - MBA
Work experience		National Aeronautics and Space Administration (NASA) Rockwell International Boeing company

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LESSON EIGHT

Gaps fill-in exercise

Exercise 1: Read the following paragraph about Engineer Kitaw Ejagu and complete the blank spaces with the correct form of the words given.

attend	be	bear	go	in	study	line	work	win	die	was

Engineer Kitaw Ejagu was ___1___ on February 25th, 1948 ___2___ Bonga. He ___3___ high school in Jimma before he ___4___ to Bahir Dar Polytechnic Institute. While he ___5___ in Bahir Dar, he ___6___ Mechanical Engineering. After he ___7___ a scholarship from the Japanese overseas Technical Association. Before he ___8___ in 2006, he ___9___ in the United States.

Exercise 2: Write a short biography of any of your parents or relative. Use the table to help you.

Place and date of birth	
Marital status	
Education background	
Profession	
Work experience	
Scholarships	
Achievements	
Hobbies and interests	

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LESSON NINE

Comprehension

Exercise: Below is a story about Aferwork Tekle, a famous artist. The paragraphs are jumbled. Put them in logical order. Work in groups of four. Each person will copy a paragraph. Afterwards, write them in their correct order on a sheet of paper.

Sent to England in 1947 to do mining engineering, his artistic talent was soon perceived. He was accepted at the Central School of Arts and Crafts in London and later went to the Faculty of Fine Arts at the University of London, the famous "slade". While studying in England he made several artistic pilgrimages to the continent of Europe.

Afework Tekle, Ethiopia's leading artist, was born on October 22nd, 1932 to W/ro Felekech Yematawork and Ato Tekle Moamo in the old historic city of Ankober in Shoa Province, Ethiopia. As a school boy in the then recently liberated Ethiopia, Afework revealed an intense artistic interest in life around him. He kept himself busy with a pencil or pen sketching and drawing, even during Chemistry, Mathematics or History classes.

Soon after his exhibition, he left Ethiopia for a study tour in Italy, France, Spain, Portugal and Greece. In addition to these countries, he carried out various studies in England. He also made a special study of the Ethiopian illustrated manuscripts in the British library, the Bibiliotheque Nationale in Paris and Vatican Library, thereby gaining a deeper knowledge of his own artistic heritage.

After completion of his studies, he returned to Addis Ababa where he held a one man exhibition at the Municipality Hall in 1954. It was the first significant exhibition of post-war Ethiopia. After extensive study, Afework, a now well equipped artist, returned with full confidence to his native land, received many awards and was recognised for the "Most Honorable World Lauraate Maitre Artiste."

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LESSON TEN

Composition

Exercise: Study the facts about Mamo Wolde's life and write a paragraph about his biography in your exercise book. Share your writing with your friends.

Mamo Wolde

Born	:	June 12th 1932
Won	:	Marathon 1968 Summer Olympics
Moved	:	to Addis Ababa in 1951
Placed	:	fourth in 10,000*m* at 1964 summer Olympics
Won	:	Bronze medal at the age of 40
Died	:	in 2002
Won	:	Marathon 1973 in all Africa games

LESSON ELEVEN

Revision exercises

Exercise 1: Complete the following sentences using the words in the box.

famous	popular	successful

1. Haile Gebresilasie is a _____ athlete.
2. Ali Bira is a _____ singer.
3. Professor Aklilu Lemma was a _____ researcher.

Exercise 2: Complete the sentences below using the appropriate past simple and past perfect tense of the verbs in the brackets.

1. Addis Ababa (be) a village before it (become) a capital city.
2. Eshamu (have) a child when she (go) to school.
3. When I (start) school my sister (be) in the University.
4. Mebreku (build) a house before Jemberu (buy) a car.
5. My father (plant) eucalyptus trees when he (fence) our garden.
6. Hirut (have) chicken. She (use) to sell eggs in the market.
7. Life during the time of Italian invasion (be) difficult for Ethiopia.
8. We (travel) for about ten hours before we (arrive) at the park.

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9. She (inform) me that I (break) the rule.
10. When we (complete) unit twelve, we (begin) unit thirteen.

Activity

Discuss homonid 'Lucy' and write notes about her. Compare your notes with your partner's. List the facts, myths and opinions made by people about 'Lucy'.

Read the biography about Mr. Kofi Annan and summarise it in a table.

The former Secretary-General of the United Nations, Kofi Annan was born in Kumasi, Ghana on 8th April 1938. He was the seventh Secretary-General and served two terms starting from 1st January 1997 to 1st January 2007.

Mr. Annan is known for the reforms he brought about in the functioning of the United Nations. His priorities included:

(a) Strengthening the operations carried out in the areas of security and peace-keeping.

(b) Promoting the virtues of equality, human dignity and tolerance.

(c) To reinstate people's faith in the United Nations, by forging ties with new partners in economic and cultural areas.

Kofi Annan influenced world politics positively and tried to resolve the conflicts between different nations peacefully. During the invasion of Iraq in 2003, he did not permit the US and UK to go ahead without the consent of the United Nations. The transfer of power from African Union peacekeeping mission to United Nations took place peacefully in Sudan; Mr. Annan played a vital role in this process of peaceful transition.

Addressing the HIV/AIDS pandemic was at the top in his priority list. For the same reason, he proposed to set up a 'Global AIDS and Health Fund'. This was an attempt to increase funding to fight against AIDS. In collaboration with a few Arab and Muslim nations he tried to work in the sector of women empowerment. On the 10th of December 2001, Kofi Annan was given the Nobel Peace Prize.

In his farewell address on 31st December 2006, Mr. Annan shared his views regarding the unjust world economic policies, violence in Middle East and Africa and the issue of human rights.

(Source: Famous people/Internet)

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Unit 14: African folktale

Objective

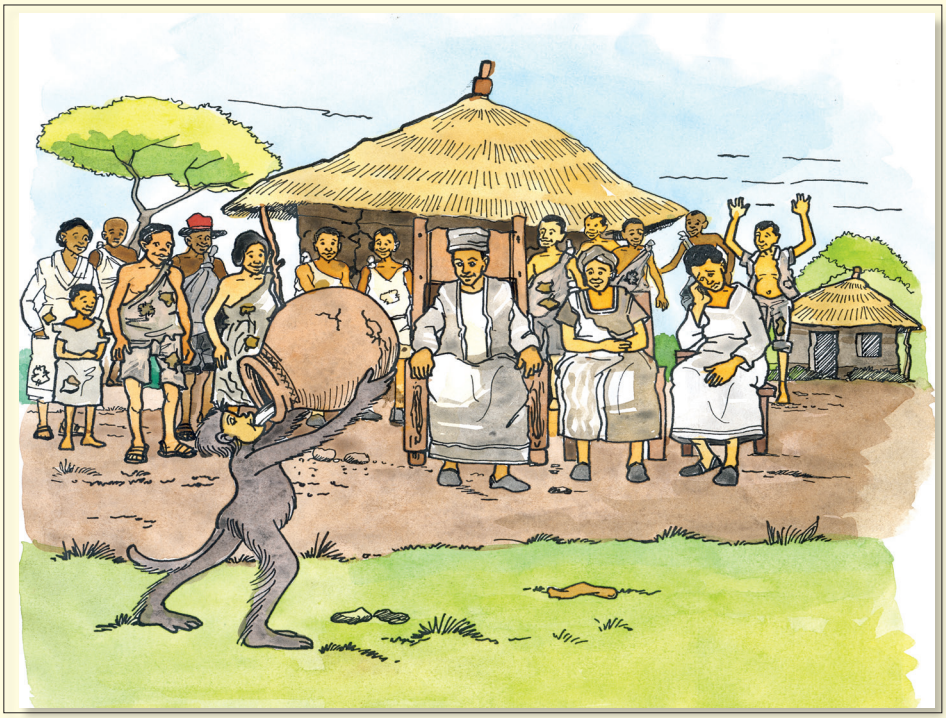
In this unit, you will tell and talk about African folktales.

A Listening and speaking

LESSON ONE

Activity 1

What is happening in the picture? Use the picture to predict the story your teacher is going to read. Narrate the story to your partner.



Exercise 1: Work in pairs. Discuss these questions with a partner.

1. Have you heard about animal fables?
2. Tell your partner a story about such fables. Do it in turns.
3. What lesson do you learn from each of the stories?

Listening activity

Activity 2

Your teacher will read to you a story. Find out if it is similar to the one you narrated to your partner.

Exercise 2: Answer these questions about the story.

1. Suggest a suitable title for the story.
2. What do you like/dislike about the princess?
3. What condition did the princess set for any man who wished to marry her?
4. Why do you think she set such a tough condition?
5. What lesson do you learn from the story?

LESSON TWO

Conversation

Exercise 1: Complete the conversation. Work with a partner.

Monkey and the Princess

Suitor : *(to the king)* Your majesty, I wish to marry your daughter.

Princess : Do you all want to marry me! The most beautiful princess in my father's kingdom! Wonders never cease! Look at your big wide mouth!

King : _____

Princess : No father, I won't listen. It is only a courageous man who is able to drink a potful of hot water directly from the fire. He is the one I will marry.

King : Okay then, I will send my messengers to announce your condition in the whole kingdom.

Monkey : _____

Princess : *(laughing)* Father, let the silly Monkey try. I am sure he will fail.
(Later, several young men try the test but they fail).

Monkey : (after drinking the water) _____

King : Monkey, you have proved yourself. You may have your wife.

Princess : _____

King : You set a tough condition which all the young men could not fulfil. So, you have Monkey as your husband.

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Exercise 2: Find words or phrases which have the same meaning as the ones below.

royal eminence	charming	cease	small	brave	emissaries

Activity

Work in groups. Think about Mr. and Mrs. Monkey. Discuss what could have happened to them after they got married. Talk about whether they had a happy marriage.

LESSON THREE

Group discussion

Activity 1

Work in groups. Talk about the different animals you know or have heard about. What are their characteristics? Think and discuss the dangers of living with them in the same house.

Share your experiences about animals with the other groups.

Different story openings for folk tales.

Read these phrases

1. Once upon a time _____
2. Long, long ago, _____
3. Many years ago, _____
4. A long time ago, _____
5. In the beginning, _____
6. There was once _____

Folktale endings

1. _____ and they lived happily ever after.
2. _____ and they never saw him again.
3. _____ and they danced and sang all night.

Activity 2

Think of more story openings and endings to add to the list in Activity 1.

Activity 3

Tell the class a folktale you heard or read about. Use any of the sentence openings and endings above.

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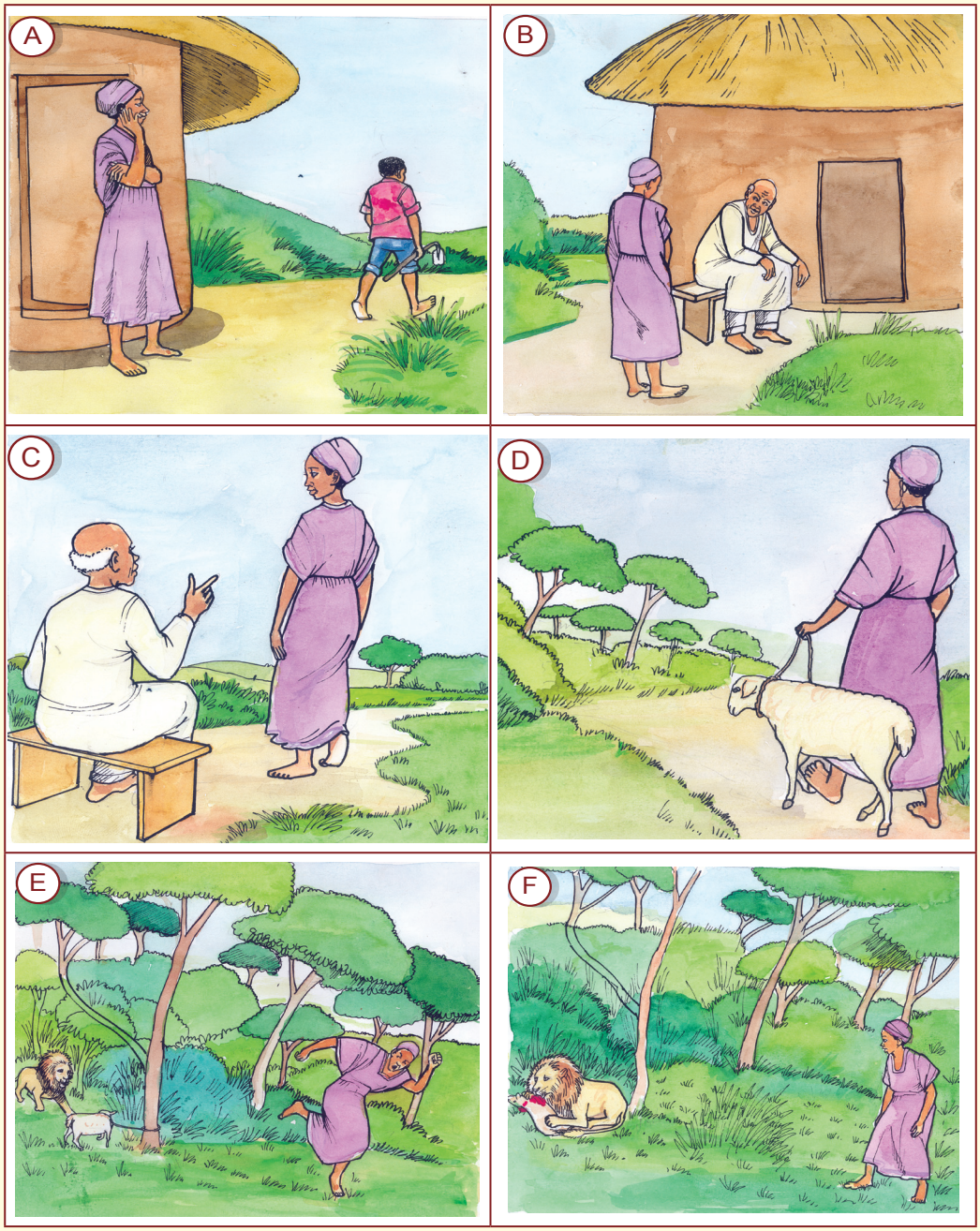
LESSON FOUR

Activity

Your teacher will read to you a story. Listen carefully as you observe the pictures.



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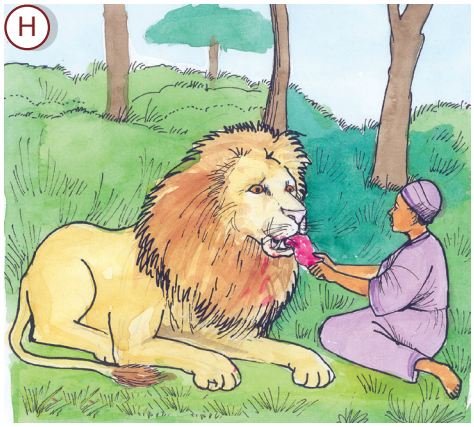

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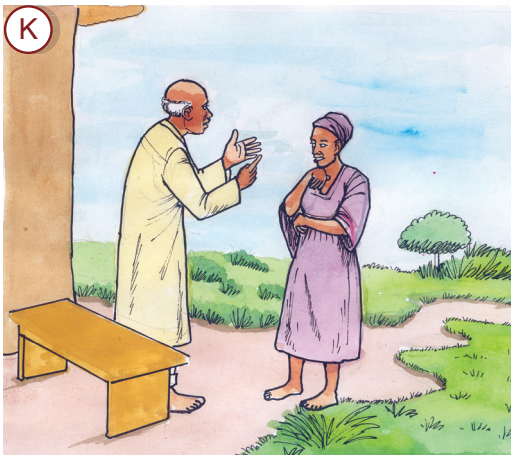

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Exercise 1: In your own words retell this story to your partner. Write the story in your exercise book. Show your story to your teacher.

Exercise 2: Answer the questions based on the story.

1. Why did Fanye go to the wise man?
2. What made Fanye think that her husband did not love her?
3. How did she pluck the hair from the lion's mane?
4. What is the moral of the story?
5. If you were Fanye, what trick would you have played on the lion to take its hair?

B Reading

LESSON FIVE

Comprehension

Activity

Discuss the following questions in groups.

1. How many stories do you know?
2. Where did you hear these stories?
3. Which animals have featured in most folk tales?
4. Choose one story, talk about the main events and the moral of the story.

Read the passage.

The Hare and the Monkey

Long ago, in the lands of Anole, the animals used to hunt together. Whenever they caught their **prey**, they brought it home, ate part of it, and **saved** the rest. Each time they went hunting, they left one animal in charge of the store.

One day, it was Guinea-pig's turn to **guard** the food. At first, he paced up and down, watching carefully to make sure no one was around. However, it soon became hot and Guinea-pig began to feel sleepy. Since everything was quiet, he lay down in the shed and was soon fast asleep.

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Guinea-pig woke up to see Monkey disappearing behind a bush. He looked into the store, but it was too late.

"Oh! What shall I do?" He cried. "Monkey has eaten all the food!"

The other animals heard him cry, for they were just coming home with more food. When they **realised** what had happened, they growled and roared in anger. Guinea-pig was afraid and he ran away never to return. Baboon and Porcupine were also asked to guard the food but Monkey always **tricked** them and stole the food.

"We need someone who is cleverer than Monkey to guard the food," said Giraffe.

"What about Hare?" suggested the Hyena. "I remember him playing a clever trick on me once." The other animals thought that this was a good idea. The next day Hare was left in charge. Later that morning, Monkey came as usual. He greeted Hare politely and asked him if he could let him rest under the tree near the food. Hare agreed.

"Please turn round then," said Hare, "and I will tie your tail to mine."

Monkey thought Hare was rather stupid. He knew that since Hare's tail was small, all he had to do was undo the knot, knock him down and take as much food as he wanted.

The Monkey smiled to himself. He did not realise that his long tail was being tied to Hare's tail. As soon as the knot was tied, Hare pretended to see something in the distance. "Is that Lion?" He asked.

"Yes it is. And Leopard too. In fact all the animals whose food you have been stealing are coming back. They are going to be very angry if they find you here."

Exercise 1: Answer the questions below.

1. Why wasn't Guinea-pig a responsible guard?
2. What trick did Monkey play on Guinea-pig?
3. List all the animals that were entrusted with guarding the food.
4. Why did Guinea-pig run away?
5. Why did the Monkey agree to have his tail knotted with Hare's?

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6. Hare said: “Is that Lion? Yes, it is _____” because he wanted to:
   A. frighten Monkey.
   B. give Monkey a chance to escape.
   C. get the other animals to hurry home and help him.
   D. make the Monkey’s tail come off.

Vocabulary practice

Exercise 2: Match the words in the table with their meanings. Do the work in your exercise book.

Word	Meaning
prey	cheated
guard	keep
realised	food
trunk	understood
store	branch
tricked	watch

LESSON SIX

Follow up activities

Activity

Work in groups. Discuss the story about **The Hare and the Monkey**. Share your ideas with the class.

Exercise : Answer these questions.

1. What do you think happened to the Monkey?
2. Write about what happened next in the story.
3. What moral values have you got from the story?
4. Suppose you were a judge and had all the guards brought before you, what sentences would you pass on them?

Note: What we learn from a story or what the story teaches us is called a moral.

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LESSON SEVEN

Story telling and role play

Activity 1

Work in groups. Discuss a well known story. Some of you will write the beginning of the story and others will write the ending. One person will write the moral of the story. Work together to write the main body of the story.

Present your story to the class and support it with a drawing.

Activity 2

Role play

Work in groups, carry out the following task then write it in your exercise book. Assume you are a courtroom judge and Guine-pig, Baboon, Porcupine and Monkey are brought before you. Allow each of them to give their defence.

Example: Mr. Guinea-pig you were left in charge of the food and you are accused of stealing it. This is why you ran away. Can you prove your innocence? Otherwise you will go to jail.

LESSON EIGHT

Grammar practice

Using: who, whose and which

Read the sentences below.

Example: 1. **The animals** were left behind to guard the food.

2. **They** were all tricked by the monkey.

The animals, which **were left behind to guard the food**, were all tricked by the Monkey.

(a) Jimma is far from Addis Ababa.

(b) It is a regional town.

Jimma, **which is a regional town**, is far from Addis Ababa.

(a) Ayda has lost her book.

(b) Her brother works in the bank.

Ayda **whose brother works in the bank** has lost her book.

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Exercise 1: Join the following sentences using **which**, **who**, **whose**.

1. The animals ran away into the forest. They were disturbed by the local people.
2. An engineer is a busy person. His job is to design plans for roads and buildings.
3. The children are hardworking. They are supported by their teacher.
4. Ethiopia is in the horn of Africa. It is a coffee producing country.
5. Wild animals should be kept in parks. They are a tourist attraction.

Exercise 2: Complete the following sentences correctly.

1. A widow is a woman whose ……
2. Meseret Defar is an athlete whose achievements ……
3. A porcupine is a small animal whose ……
4. Good students are ones who ……

C Writing

LESSON NINE

Composition

Exercise 1: Use the words in the box to complete the story below. Write it in your exercise book. Share your work with a partner.

creature	effort	treated	hero	growl
clumsy	excuses	previous	victims	eager

The escape

The villagers were aware that something was attacking their animals during the night and carrying them away. The ....1.... week its ....2.... had included four sheep, two goats, and several chickens.

"We must make an ....3.... to catch this animal," Ato Teferi told the others. "Tonight, let's tether a sheep to a post and then hide nearby with our spears."

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Some of the men made ....4.... saying that they were too tired or too busy, but later they agreed to come. As soon as it was dark they hid behind the bushes near the sheep. Each one imagined how he would be ....5.... as the ....6.... of the village if he was the one who caught the animal.

Suddenly, there was a low ....7.... and the sheep began to bleat fearfully. However, one young man was too ....8.... to be the first to throw his spear. He rushed forward, but fell over a log that was lying on the ground, making a great crash. The animal was gone before others could move. "You ....9.... fellow!" said Ato Teferi. "We didn't even have a chance to see what kind of ....10.... it was."

Exercise 2:

1. Write 10 sentences which strike you the most about the experiences of animals in the folktale you have read about in the previous lesson.
2. Write 5 sentences showing your disappointments about the behaviour of some of the animals in the folktale.
3. Compare your sentences in groups.

LESSON TEN

Composition

Activity

Work in pairs. Write a short folktale that you have heard from your community. List the adjectives you have in your story. Support your story with pictures. Share with other groups so that they comment on your story.

Exercise: In pairs, draw pictures to match the folktale you wrote in the activity. Compare them with those of your partner. Compare your stories. Remember to check your grammar and spellings.

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LESSON ELEVEN

Composition

Activity

Write a sentence beginning: Once upon a time, there was a ……

Pass this sentence onto the next person to re-write it by adding adjectives and some other words. Let him or her write the second sentence and pass it onto the next person. The next person will add some words and write the next sentence. This will continue until the last person tells the full story to the whole class.

Read the following phrases 'Why cats kill rats' and write the folktale.

(a) Ansa was King of Calabar for fifty years.
(b) had a very faithful cat as a housekeeper, and a rat was his house-boy.
(c) king was an obstinate, headstrong man, but was very fond of the cat, who had been in his store for many years.
(d) The rat, who was very poor, fell in love with one of the king's servant girls, but was unable to give her any presents, as he had no money.
(e) thought of the king's store in the nighttime
(f) being quite small, made a hole in the roof, in getting into the store.
(g) stole corn and native pears, and presented them to his lover.
(h) At the end of the month, when the cat had to render her account of the things in the store to the king,
(i) found that a lot of corn and native pears were missing.
(j) The king was very angry at this, and asked the cat for an explanation.
(k) The cat could not account for the loss
(l) one of her friends told her that the rat had been stealing the corn and giving it to the girl.
(m) The cat told the king,
(n) called the girl before him and had her flogged.
(o) handed the rat over to the cat to deal with, and dismissed them both from his service.
(p) The cat was so angry at this that she killed and ate the rat,
(q) Ever since that time whenever a cat sees a rat she kills and eats it.

Source: Elphinstone Dayrell, Folk Stories from Southern Nigeria, West Africa

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Exercise One

A: Correct the following sentences.

1. After two months, my brother came out from hospital.
2. A wife control the income generating business.
3. Everyman try to find a job in towns.
4. After the wedding will be over, the couple start their life together.
5. Before a marriage will take place, the future couple will be advised by parents.
6. In certain culture, before a son will be married, parents not included in the family inheritance list.

B: Join the sentences using **so that**.

i) Barks of trees are preserved. People get medicine from them.

ii) Many people visit forests. They get medicinal herbs from there.

iii) The liquid from the herb was bitter. Nobody wanted to take it.

iv) Askale is resourceful. She managed to get us leaves from a eucalyptus tree.

v) Special herbs should be preserved in our communities. Children will learn about them.

vi) You ought to prune the herbal trees. You will get better yields.

vii) Scientists need to identify more medicinal herbs. We shall be able to treat more diseases.

C: Construct sentences using the following words.

(a) treat (b) boil (c) roots (d) bark (e) sap
(f) seed (g) leaves (h) stomachache (i) headache
(j) pound.

Exercise Two

A: Complete the passage below using words and phrases provided in the box below.

root system	flowers	seeds	plant kingdom
the terminal bud	flowering	plants	organs

The flowering plant

Flowering plants are _____ which when mature produce _____ that form fruits and _____.

_____ plants form the biggest part of the _____ and they are regarded as the more advanced plants.

A mature flowering plant, consists of two basic parts, namely _____ and the root system.

Plants that have true flowers, which bear reproductive _____ are called Angio sperms.

The sap is found covered or hidden inside the fruit, hence the name Angio-sperms.

The shoot system is the part of the flowering plant which is above the ground. The _____ is the part of the flowering plant which is below the ground.

B: Change the following verbs in bold to present simple tense.

1. Ethiopian students **drew** pictures for the National Art Competition.
2. The judge **will sit** in his chambers and admire the paintings.
3. The visitors **were enjoying** the picture displays in the gallery.
4. Mesfin **will wonder** at the sculpture's beauty.
5. The tourists **bought** many art pieces from the gallery.
6. Firehirot **was fascinated** by the beauty of the flower vase.
7. Hailu **was staring** at the wonderful artwork.

C: Copy and complete the table by filling in the gaps with active or passive forms of the sentence.

Active voice form	Passive form
1. The cook will be preparing supper at the time.	
2. The driver will (take) the car to the garage.	
3.	A new song will be composed by Gete.
4. Many farmers will be sowing cotton seeds in March.	
5. We shall be writing our composition homework.	

6.	The book will be taken by John.
7. Will Adam be taking the food?	
8. The children will be cleaning the school compound.	
9. Tibebu will be reading the news over the radio.	
	The house will be painted by Hana.

D: Rewrite the following sentences correctly using the words given in brackets:

1. If it _____ this afternoon, we shall not play football (rain).
2. Endale's netball team _____ if it practised hard (win).
3. If I _____ the queen today, I would be surprised (see).
4. Saida _____ successful if she had not worked very hard (not be).
5. There will be a drought soon unless it _____ (rain).
6. We _____ to solve the problems if we worked together (able).
7. What shall I tell her if she _____? (ask).
8. Your artwork would sell if you _____ attractive materials (use).
9. They _____ the plane to South Africa if they had come early (catch).

Exercise Three

A: Write the following sentences using the correct order to make them meaningful.

1. Dubai Kelifa to goes seldom.
2. they their toilets clean rarely.
3. go we place to not do usually that.
4. Addis Ababa went Mestawit last week to hurriedly.
5. to the movie go tonight Let's.

B: Write ideas on the benefits and challenges of producing a piece of art.

C: Refer to the map of Africa you drew in Unit eleven and match the places of natural beauty in column **A** with the corresponding country in column **B**. Do the work in your exercise book.

A	B
Gambella National Park	Congo
Mabira forest	Ethiopia
Lake Faguibine	Sudan
Boma National Park	Uganda
Lake Volta	Ghana
Congo forest	Ghana

D: List the importance of lakes, national parks and forests to both animals and human beings.

E: Write a paragraph about the beauty of any mountain in Africa.

Exercise Four

A: Choose an electrical or electronic device in your school and write about the advantages of using it. If there are any disadvantages, how can they be overcome?

B: Write **TRUE** or **FALSE** about the statements below.

i) If you have a radio, you can listen to the news. _____

ii) Televisions can use either hydro electricity or batteries. _____

iii) A computer uses electricity to operate well. _____

iv) A generator can be used to produce light. _____

v) We can live without mobile phones. _____

vi) The mouse and the keyboard are not parts of a computer. _____

vii) Modern technology has not benefitted us much. _____

viii) The electric bulb has replaced the lantern used in many homes in Africa. ____

ix) News bulletins are telecast on TV and radio. _____

C: Write these sentences in past perfect tense.

1. They all beat the fire to put it out.
2. Now I begin to understand everything.
3. I forget your name.
4. We light a fire to keep us warm.
5. My father sows beans in the planting season.

Exercise Five

A: Choose one historical person in your area. Describe him and discuss his/her contribution to the development of your area. Work with a partner.

B: Construct as many sentences as you can from the table below.

Could I have	a used pair of a pair of another pair of	scissors pliers trousers shorts pants	please?

Exercise Six

A: Write the opposite forms of these words.

i) conserve ii) major iii) depart

B: Write a single word for the group of highlighted words.

1. Our neighbour drove his car with no care for other people.
2. The visitor stayed with us for two weeks.
3. The government has built schools for the children who can't hear.

C: Write correct sentences to show your understanding of homophones.

i) their / there _____
ii) hare / hair _____
iii) write / right _____
iv) you / ewe _____
v) sew / saw _____
vi) tale / tail _____

D: Use the correct form of the word given in brackets to complete the sentences correctly.

(i) The milk, which was kept for the visitor was ..... (drink) by the cat.
(ii) The police was ..... (immediate) called to arrest the thief.
(iii) Abebe's ..... (marry) took place at her home last Saturday.
(iv) Roro is the ..... (tall) of the two boys.
(v) I was ..... (surprise) to find a snake in my house.

E: Give the plural forms of the following words/phrases.

(i) luggage, (ii) a bundle of firewood, (iii) leaf

Exercise Seven

A: Punctuate this passage correctly.

a long time ago there lived a rich man called ahmed. he had an artroom for his many art works. one day ahmed decided to go out and left the gallery door open. when he came back all his artworks had been stolen he sat down and tore his hair in frustration.

B: Read the poem below.

Good results

A boy went to school,
He tried his best
And wrote his National Exams
At last he was free
From school routine.

Then came the results,
He could not hurry to school
He knew his grade,
It would not please him.
And his parents.

At last he went,
He saw his name
He could not believe it,
'I passed!' he yelled. "I passed."

He hurried home,
Heavy with the news
The pride of his family
He had won the prize
And a new future awaited!

(Sarah Kaitesi)

C: Answer the following questions in complete sentences.

1. Which exams did the boy write?
2. What made him think he was free?
3. Why couldn't the boy hurry to school?
4. What made him yell?
5. Write a poem of how you feel about exams.

Exercise Eight

A: Study the table below carefully.

Good morning. Good evening. Hello.	Have you got	some any	cheap blue fresh	Cloth? bread? combs?
	Sorry! I had some	yesterday, on Tuesday, three days ago,	but	there's there are
none left.	There 'll be no there won't be any	more till	Bereket brings me some. the lorry comes back. My brother returns from town.	
Alright,	I'll have	some	of	this these
flour. torches. cigarettes.				
I want	one some	with no without any with some	dirt on it. insect in it.	
That's 12 birr please.				
Alright, I'll pay you	when I come back. when I see you again. when I've sold my oranges.			

In your exercise book, write three dialogues/conversations from it about the shopkeeper and the customer.

B: Read the dialogue and act it out with a partner.

A visitor enters the house. He meets a boy who invites him to sit down.

Visitor : Good morning, young man.

Getachew : Good morning, Sir.

Visitor : What is your name?

Getachew : I'm Getachew Eshetu

Visitor : Getachew! Are you the one who won a million birr in the National Lottery?

Getachew : No, sir. It wasn't me. That was Getachew Ayele.

Visitor : I see. I'm your uncle Demissew from Dessie. I know that you don't know me. I would like to see your father. Is he at home?

Getachew : No, uncle. He has gone to his club for a meeting.

Visitor : Which club?

Getachew : I don't know, uncle. He always talks of a club. I don't know the exact name of the club.

Visitor : Can you call your mother, then?

Getachew : She too is away.

Visitor : Getachew, tell your father and mother that I came. I will return in the evening. Also tell them that I will be going to Australia in two weeks' time. I have an important matter to discuss with them.

Getachew : Yes, uncle.

Visitor : Bye, bye, Getachew.

Getachew : Bye, bye, uncle. Safe journey to Australia.

C: Answer the following questions in your exercise book.

1. What is the name of Getachew's uncle?
2. Why does Getachew's uncle want to see his parents?
3. Which club did Getachew's father go to?
4. When will his uncle travel to Australia?
5. What do you think the visitor wants to discuss with Getachew's parents?
6. Do you believe the man was Getachew's uncle? Give reasons.

Vocabulary

Grade 8

Geography words

border
desert
east/eastern
erosion
erupt/eruption
extinct
fog/foggy
grassland
lake
melt
national park
north/northern
plain
populated/population
rainforest
rift valley
river
savannah
south/southern
temperature
volcano/volcanic
waterfalls
west/western

Sports

athletics
netball
basketball
bat
court
field
fitness
football
gum shields
glove
gymnasium (gym)
helmet
hockey
kick
lose
net
pass
pitch
play
racket
swimming pool
tennis
track
volleyball
win

Countries

America
Australia
China
Djibouti
France
Germany
Great Britain
Italy
Japan
Middle East
Russia
Saudi Arabia
Spain
Yemen

Continents

Africa
Asia
Australia
Europe
North America
South America

Jobs

artist
bus conductor
inventor
professor
scientist

shoeshine boy/girl
street vendor
sugarcane seller
weaver

Cooking

boil
chew
chop
coffee bean
dry
fry
grind
herb
ingredients
mix
packet
plant
pound
pour
sour
spicy
stir
tasty
tin

Other nouns

ambition
art
barrier
beauty
beginning
bilharzia
discovery
ending
Folktale
graph
hyena
invention
leaf
problem
riddle
salary
scene
seed
shelf
snail
snow
soap
solution
trend
vacation
wonder

Other verbs

arrive
discover
face
go down
go up
invent
leave
overcome
regret
summarise
travel
visit
brush
conserve
describe
draw
earn
expand
join
look
paint
phone
spectate
spend
Start
stay
strike
take
term
transmit
remind

Vocabulary

Grade 8

Environment

clean
crowded
feed
noisy
polluted
quiet
river bank

Adjectives

clever
fit
friendly
good
healthy
long term
medium term
pleased
probable
short term
shy
strong
successful

Technology

Computer
electric light bulb
electric ring
generator
keyboard
mobile phone
monitor
mouse
radio
television
water pump

Health words

ache
bilharziasis
cold
cough
cure
disease
fitness
headache
healthy
inhale
malaria
pain
patient
stomach ache
tapeworm
toothache
treat

School words

attend
drop out
graduate
hostel
lesson
period
primary
secondary
prefect
book
pen
pencil
pass exams

Infinitive	Past Tense	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet, betted	bet, betted
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug

Do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known

lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt	leapt
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie (down)	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
outdo	outdid	outdone
outgrow	outgrew	outgrown
outrun	outran	outrun
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shear	sheared	shorn, sheared
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown, showed
shrink	shrank, shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
slit	slit	slit
smell	smelt, smelled	smelt, smelled
sow	sowed	sown
speak	spoke	spoken
speed	sped, speeded	sped
spell	spelt, spelled	spelt, spelled
spend	spent	spent
Spill	spilt, spilled	spilt, spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang	sprung

stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strike	struck	struck
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet, wetted	wet, wetted
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written