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GRADE 7
STUDENT TEXT BOOK



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UNIT 1

Democratic System

By the end of this unit, students will be able to:

- explain the major principles of the democratic system.
- list collective and individual democratic and human rights.
- identify the duties and responsibilities of Federal and Regional states.
- understand the organization of branches of government.
- understand the advantages of tolerance in diversity.
- identify the major contributions of Ethiopia for African countries.

1.1 Principles of a Democratic System

1.1.1 Political Power Through Competitive Election

- What is the importance of free and competitive election?

Free and competitive election for political power is one of the principles of democracy. Free and competitive election primarily implies the involvement of two or more political parties or private competitors in an election, according to constitutional provisions. Moreover, it also implies that the electorate (the people) are not compelled or hindered by anybody in electing the party or the person of their choice. It also means that there should be convenient situation for the election.

According to this principle, competent parties and individuals can speak to the people and conduct their respective election campaigns. But none of them can speak or act in a way that leads to violence and conflict. Rather, there shall be mutual respect among the electorate and competitors and they should show tolerance of the views of one another.

Activity 1

Answer the following questions in brief:

1. Free and competitive election for political power is considered as one of the principles of democratic system. Why?
2. What is the importance of free and competitive election for a democratic system?

1.1.2 The Rule of Law

- What is the rule of law?

The rule of law is the other basic principle of a democratic system. It is a pillar on which the democratic system is constructed. According to this principle, everyone is equal before the law. This means that there shall be no discrimination on the basis of sex, ethnicity, wealth, social status etc. Thus, every decision and action of the government body shall be in accordance with the law, rather than the personal intention of officials. Thus, in a democratic system every citizen, even the lawmaker is under the law.

Activity 2

1. Give two practical examples of the manifestations of the rule of law and explain how.
2. Explain the advantages of applying the rule of law.

1.1.3 Transparency and Accountability

- What do we mean by transparency and accountability?

The third principle of a democratic system states that both elected and appointed government officials shall be accountable for the activities they perform. Every activity shall be also transparent to the people. According to this principle:

1. government officials shall be transparent in their decisions and actions. The power that they hold is given to them by the people and they shall use it only for public, not private interest. If they use the public power for personal benefit, they shall be held accountable and even accused and punished by the law.
2. according to the principle of transparency, the people have the right to be informed about every activity of the government and about the realities of their country. However, there are exceptions to the right for information. These include issues that are legally recognized as secrets for national and public security.

The advantage of transparency is that it makes the people have confidence in their government. This is because it enables the people to evaluate government activities. On the other hand, the absence of transparency may make the people feel that the government is not representing their interests even when the government is properly fulfilling its responsibilities. In general, every citizen, including government officials, shall be transparent and accountable for their actions.

Activity 3

Answer the following questions in brief:

1. Give two practical examples of the principle of transparency and accountability.
2. What are the advantages of practicing the principle of transparency and accountability?
3. Transparency and accountability is one of the principles of a democratic system. Why? Discuss.

1.1.4 Majority Rule and Minority Rights

- What does it mean by majority rule and minority rights?

The other principle of a democratic system is the principle of majority rule and minority rights. Some of the manifestations of a democratic system include:

(*a*) open discussion

(*b*) exchange of ideas

(*c*) debate

(*d*) peaceful resolution of differences.

However, when peaceful resolution of differences, through the agreement of all, is not possible, the issue will be decided through voting. In the voting, the solution supported by the majority will be applied to minorities too. This is what we call the principle of majority rule.

Before voting on an issue, there will be continuous debate and detailed discussion and everyone will be allowed to express his/her views freely. Then, when arriving at a common solution becomes impossible, voting becomes essential. As we have said earlier, the solution voted for will be implemented by the majority who supported it and by the minority who abstained or opposed it.

The minority group, however, can oppose the voted solution when its implementation limits or violates their basic rights, security, dignity and freedoms (of thought and opinion). The reason for this is that the rights of the minority are protected by law in democratic systems and any decision or action against basic rights and freedoms is against the democratic system itself. Therefore, the democratic principle of majority vote shall never be practiced in contradiction to basic rights. In other words, the majority vote must conform with the rights of the minority. This is what we call majority rule and minority rights.

Activity 4

Answer the following questions in brief:

1. Explain the principle of majority rule with practical examples.
2. What are the advantages practicing the principle of majority rule?
3. Majority rule and minority rights is one of the principles of a democratic system. Why?

Dear students, we have seen the four major principles of a democratic system. We hope the following practical exemplary situations may help you to get a better understanding of the principles. Read the cases very carefully and answer the questions that follow them.

Case 1

It was reported to the Ethics and Anti-corruption Commission that, in a given public enterprise, there was widespread corruption, maladministration and mistreatment of employees. Through investigations the commission found tangible evidence of the abuse of power by the officials of the enterprise. As a result the officials were arrested.

Abuse of power means using public power beyond legal limits and for personal interest.

Case 2

Journalists were informed that, in a given government office, the higher officials violate the human rights of their employees. The journalists wanted to get the authentic information of the case from the officials, but the officials refused to talk to the journalists and told them that it was not their concern.

Case 3

In the local and replacement elections of 2000 (E.C.), different political parties were involved. The electorate (the people) elected the party of their choice freely and peacefully.

Case 4

Residents of a given village contributed money for electricity and water supply. However, the money collected was only enough for one of the projects. So the people decided to implement one of the projects this year and postponed the other for the next year. Though they had a detailed discussion, they were not able to agree on which project to implement first. Thus, they wanted to vote. In the vote, out of the 520 residents, 130 supported the water supply project whereas 390 of them thought the electricity project should be given priority. Accordingly, the electricity supply project is to be implemented this year.

Group Activity

Based on the above cases discuss the questions below:

(A) Match each of the cases with the principles of democracy discussed earlier.

(B) In each of the cases that you have matched, is the principle properly practiced or violated. How?

(C) If you think that in any of the cases the principle was violated, what should have been done?

1.2 Human and Democratic Rights

1.2.1 Individual Human Rights

- Mention two examples of individual human rights.

A. The Right to Life

The right to life is the basis of all other human rights. The reasons for this include that a person cannot exercise and defend other rights if he is not alive. Moreover, life cannot be replaced and cannot be given by anybody. Hence, no one can take a life which he/she has not given. This shows you that life is honourable and highly valued. However, the right to life can be limited (violated) by law. This happens when a person commits serious crimes such as deliberately killing another person and other related

crimes that highly endanger the well-being and security of a society at large. In short, a person may lose the right to life and he/she may be punished by the death penalty if he/she commits crimes that legally would lead to such a punishment.

B. The Right to Protect Body from Damage

This right emanates from the right to life, because respecting the right to life, without the right for physical well-being, is meaningless. Therefore, the right to protect ones body from damage is as important as the right to life.

This right implies that a person should not be arrested and imprisoned without being accused or sentenced. According to this right, a person cannot be arrested without sufficient evidence and a written court order.

Activity 5

Answer the following questions:

1. Explain how important it is to a person to have his/her individual human rights respected.
2. What is expected of you in order for your human rights to be properly respected?

1.2.2 Group Human Rights

- Mention two examples of group human rights.

A. Right to Equality

The right to equality is one of the basic rights. It means the right to be treated equally. It is particularly important in a country of diverse nations, nationalities and peoples. This in turn contributes to peace, development and building a democratic system.

B. The Freedom of Religion, Belief and Opinion

The freedom of religion, belief and opinion means the freedom to hold, accept and follow a religion or belief of one's choice. According to this provision, no one shall be forced to follow any religion or worship. For example, children shall not be forced to be enrolled in a given religious school.

However, the freedom of religion, belief and opinion can be limited by laws. Such laws are enacted so as to protect the public security and peace, as well as to protect the basic rights of other persons.

Activity 6

Answer the following questions:

1. Explain the advantages of exercising group human rights.
2. Can group human rights be limited by law? Why?

1.2.3 Individual Democratic Rights

- Mention some of the individual democratic rights.

A. The Right of Thought, Opinion and Expression

The right of thought, opinion and expression is one of the basic rights for human life and survival.

However, legal limits may be imposed on this right with the purpose of protecting national security, personal dignity and honour.

It is also important for the development of personality. This right includes the right to freely express one's thoughts and opinions and freely gather information. Therefore, every person is free to gather and disseminate written or oral information within or outside his country without limitation.

B. Freedom of Movement

This is the right to move anywhere within the country and the right to go abroad and to return to the country. It also includes the right to choose one's place of residence.

Activity 7

Answer the following questions:

1. Explain how important it is to respect the democratic rights of the individual.
2. What is expected of you to properly exercise your democratic rights?
3. Can these rights be legally limited? Why?

1.2.4 Group Democratic Rights

- Mention some of the group democratic rights.

A. The Right of Nations, Nationalities and Peoples

The right of nations, nationalities and peoples for self-determination is one of the group democratic rights. This right enables people to live together freely/as they wish. According to this right, nations, nationalities and peoples have the right to govern themselves, develop their culture and language and even establish their own autonomous government.

Moreover, the people have the right to control their elected officials and even depose them from power and replace them by other. They do this when they lose confidence in the officials and believe that they are no more necessary. There shall be no hindrance that prohibits the people from exercising this right.

B. The Right to Association, Assembly, Demonstration and Petition

The democratic rights of citizens include the rights of assembly, association and the right to express opposition through demonstration.

There are legal limitations on the right to association, assembly, demonstration and petition in order to protect citizens' security, dignity and honour, to prohibit any propaganda for war and any public expression intended to injure human dignity.

These rights are basic and highly valued, because, in order to fulfill their needs, people have to solve their problems together. This can be practised through the right for association and assembly. Therefore, no one shall be forced to be a member of an organization without his/her will.

However, there are legal limitations to these rights. They shall never violate the rights of other persons. Moreover, when these rights are exercised with the intention of violating the law and endangering the constitutional system, they are illegal.

C. Popular Sovereignty

Popular sovereignty implies that the people of a given country are sources and owners of all power. Political power emanates from them and resides in their hands. When the people have full rights of self-determination to elect their representatives and to depose public officials at their will, one can say there is popular sovereignty. The realization of popular sovereignty is the base for respecting all democratic and human rights.

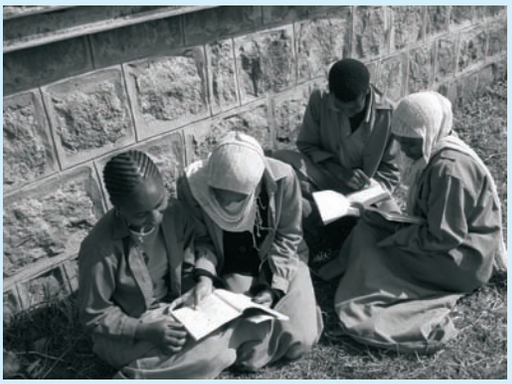
Activity 8

Answer the following questions:

1. Explain the necessity and importance of respecting group democratic rights.
2. What is expected of you to properly exercise these rights?
3. Can group democratic rights be legally prohibited? Why?

1.3 Tolerance in Diversity

1.3.1 The Importance of Tolerance in Diversity



Picture 1.1. Christian and Muslim friends studying together

- Look at picture 1.1 carefully. Identify at least three differences among the people.
- What does the picture indicate? What do you understand?

The four friends

There are four friends who are students of grade 7. Obong is a follower of Orthodox Christianity, Wote is a follower of catholic, Hawa is a follower of Islam and Ermias is a follower of Protestant Christianity. These students like each other very much and they are always found together both inside and outside the class. Even their deep friendship extended to their parents.

They make an effort to succeed in their education. They have planned a study programme according to which they meet at the house of each in turn. When it is their turn, their parents prepare a meal and make tea for the children.

Hawa together with his parents visits his friends during Christian holidays like Epiphany, Easter and X-mas. Similarly, the Christian friends and their parents visit their Muslim friends during Ramadan, Meuelid and Arafa.

The deep friendship between these children made them appear like members of the same family, and the parents of each consider all of them as their own children.

Activity 9

Answer the following questions based on the above story:

1. What have you learned from the four friends?
2. What have you learned from their parents?
3. Do you know any friends who love each other like the four friends? If yes, write about them.

Tolerance in diversity is highly valuable for living together. This is because it leads to peace, love and mutual understanding.

A family may have different beliefs, thoughts and inclination. They can co-exist with these differences in the spirit of fraternity and mutual understanding.

Tolerance is also advantageous for the community in that it enables working together, open discussion, negotiation and peaceful resolution of conflicts. Tolerance makes the society develop unity in diversity and help people to co-exist peacefully.

Activity 10

Discuss the following questions:

1. What does tolerance in diversity mean?
2. How could we peacefully co-exist with others while we have differences?
3. What are the advantages of love and peaceful co-existence?

1.4 Functions of Government

1.4.1 The Functions of the Federal Government

(*a*) It shall protect and defend the Constitution.

(*b*) It shall formulate and implement the country's policies, strategies and plans in respect of overall economic, social and development matters.

(*c*) It shall establish and implement national standards and basic policy criteria for public health, education, science and technology as well as for the protection and preservation of cultural and historical legacies.

(*d*) It shall formulate and execute the country's financial, monetary and foreign investment policies and strategies.

(*e*) It shall enact laws for the utilization and conservation of land and other natural resources, historical sites and objects.

(*f*) It shall establish and administer national defence and public security forces as well as a federal police force.

(*g*) It shall administer the National Bank, print and borrow money, mint coins, regulate foreign exchange and money in circulation; it shall determine by law the conditions and terms under which States can borrow money from internal sources.

Activity 11

Discuss the following question:

1. Choose any two functions of the federal government and discuss why they are federal government functions.

1.4.2 Power and Functions of Regional States

(*a*) To establish a State administration that best advances self-government, a democratic order based on the rule of law; to protect and defend the Federal Constitution.

(*b*) To enact and execute the State Constitution and other laws.

(*c*) To formulate and execute economic, social and development policies, strategies and plans of the State.

(*d*) To administer land and other natural resources in accordance with Federal laws.

(*e*) To levy and collect taxes and duties on revenue sources reserved to the States and to draw up and administer the State budget.

(*f*) To enact and enforce laws on the State civil service and their condition of work; in the implementation of this responsibility, it shall ensure that educational training and experience requirements for any job, title or position approximate national standards.

(*g*) To establish and administer a state police force, and to maintain public order and peace within the State.

Activity 12

Discuss the following question:

1. Choose any three functions of regional governments and discuss why they are functions of regional governments.

1.4.3 City Administrations and their Accountability

- What does it mean by city administration?

In all regions, there are legally recognized self-administrating cities. The city administrations are accountable to the people who elected them, and they have their own councils, executives and mayors appointed by the executives. The mayors control the day-to-day activities of the city administration. In addition to their accountability to the people who elected them, the city administrations of Addis Ababa and Dire Dawa are accountable to the Federal government.

Addis Ababa is the capital city of the country and the headquarters of the Federal government. Cities have different levels of administration. For example, in Addis Ababa, the city council is the highest political body followed by sub-city councils and kebele councils. All these councils have executive organs.

Group Activity

Organize yourselves in group under the guidance of your teacher and prepare explanations on one of the following issues which will be given to you by lot.

(A) Functions of the federal government.

(B) Functions of the regional government.

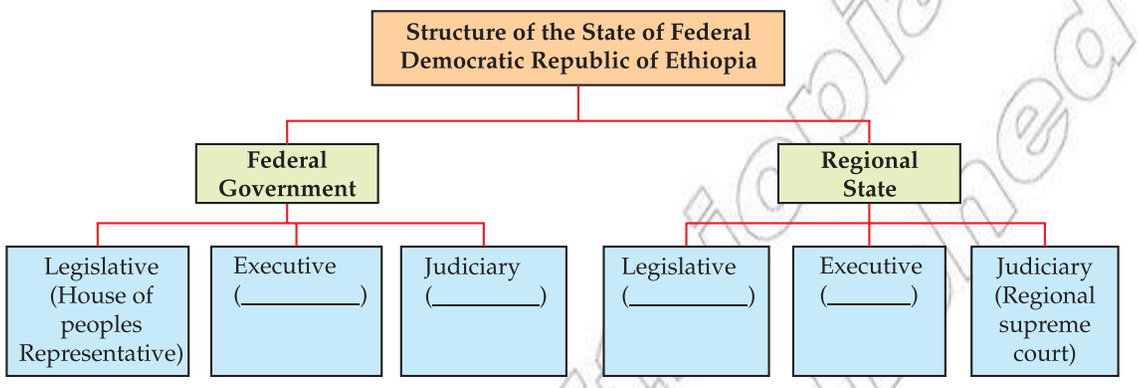
(C) The reason for the accountability of Addis Ababa and Dire Dawa to the federal government.

1.5 The Structure of the State of the Federal Democratic Republic of Ethiopia

State structure means the organization of political powers at different levels (Federal, Regional, etc.) and into different branches (legislative, executive, and judiciary).

Copy the diagram below into your exercise books and fill in the organs or branches of government in the space provided in brackets. Two are done for you as examples.

The Federal Democratic state of Ethiopia has three branches of government. Similarly, regional states also have three branches. These are the legislative, the executive and the judiciary.



Picture 1.2. The structure of the state of the Federal Democratic Republic of Ethiopia

1.5.1 The Legislative

The legislative is the highest political organ of the federal government. The House of Peoples Representatives (HPR) is the legislative organ of the federal government. The Regional states council is the legislative body, which is the highest political organ in the region. The function of the legislative is to make and endorse laws, decrees, rules and regulations for public peace and security in the country and the regions.

1.5.2 The Executive

The federal executive is the council of ministers while that of the regions is the regional administration. The major function of the executive is enforcing or implementing the law made by the legislative. In order to fulfill this function, the executive establishes and supervises Ministerial offices, the police force, and the office of public prosecutor and personal houses. The chief executive of the federal government is the Prime Minister. The chief executive of the regional state is the President.

1.5.3 The Judiciary

The Federal judiciary is the Federal Supreme Court. Under it, there are the Federal Higher court and the Federal First Instant court. In the regions, this organ of government is the Regional Supreme Court. Under it there are Regional Higher Court and Regional First Instant court.

The major function of the judiciary is to give judicial (judgement) services. This body helps to ensure peace and security by interpreting laws made by the legislative and executive.

As stated above, in democratic systems law-making, implementing and interpreting are given to different branches of government. Moreover, in this power division, none of the branches of the governments can interfere in the powers of the other. The main reason for the division of power between three branches of government is to prevent power concentration at one place. It also prevents dictatorship.

Such a power division is according to the principle of separation of power. This principle enables legislative houses (councils), executive institutions and courts (the judiciary) to act independently.

Activity 13

Discuss the following question:

1. What is the reason to divide state power into three branches in democratic systems?

1.6 Foreign Relations of Ethiopia

1.6.1 The Contribution of Ethiopia for African Countries



Picture 1.3. The Ethiopian peace-keeping force on a mission

- What do you understand from the above picture?
- Mention the contributions of Ethiopia to African countries that you know.

Ethiopia contributed a lot to maintain peace in the continent of Africa. For example, its peace-keeping force was part of the United Nations' peace-keeping mission in Congo, Rwanda, Burundi, and Liberia. The Ethiopian peace-keeping force is known for its effort in the rehabilitation of war-displaced people. Ethiopia's involvement in peace-keeping activities began in the Korean war of 1950's where it accomplished a mission that became a pride for Africans. Its large-scale involvement in peace-keeping mission in the continent is an indicator of the country's international recognition and commitment for the peace of Africa.

Ethiopia was also a model for the independence of African countries from colonialism. Moreover, the country contributed to the anti-colonial struggle of Africa by giving military training for freedom fighters and contributing soldiers and deciding immigration and asylum issues.

Activity 14

Write a report of two pages on the following questions in groups. You can use your history teacher, history books etc., as references.

1. Choose one country where the Ethiopian peace-keeping force had campaigned and write a report including the following information:
   (A) The date of the mission
   (B) Major activities.

Summary

A democratic system has many basic principles. These include free and competitive elections, the rule of law and transparency and accountability.

Tolerance to diversity is highly important for peaceful co-existence. It enables communities to live peacefully in unity in diversity.

The Federal government of Ethiopia has many functions. The major ones include protecting and defending the constitution; organizing and administering public and national defence and security forces and the Federal police force; administering the national bank; printing money and minting coins; controlling foreign exchange rates; deciding foreign relation policies; expanding air; rail; sea transport facilities and telecommunication services.

Key Words

Federal:	A state established by the association of self-governing regional states
Democracy:	A system of government in which the people are sources of ultimate political power. It is ruled by officials elected by the free will of the people
Republic:	An indicator of the government being publicly elected
Protocol Agreement:	Agreements for cooperation in economic, cultural, educational etc., areas signed between countries
Censorship:	Control or investigation of messages of electronic or print media to check their political and moral effects before they are disseminated to the public
Asylum:	The protection given by a country to political refugees of another country

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Free and fair, competitive election for political power is one of the principles of democracy.
2. In a democratic system, the right to life shall never be limited.
3. In exercising their right to assembly, people shall do it peacefully and legally.
4. Tolerance in diversity encourages mutual respect, cooperation, peace and love.
5. Making and implementing foreign policy and negotiating and ratifying international treaties are functions of regional states.

II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. The pillar of a democratic system	A. Rule of law
2. The right of association	B. Individual human right
3. The right of assembly in a peaceful manner	C. Collective human right
4. The right to practice any religion	D. Individual democratic right
5. The right of Nations and Nationalities for self-administration	E. Collective Democratic right
6. Freedom of expression	
7. The right to life	

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III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. The major principles of democratic systems are _____, _____ and _____.
2. The three branches of government are _____, _____ and _____.

IV. Choose the correct answer for the following questions

1. Which democratic principle says that the decisions made by officials shall be at the will of the people and not in their personal interest?
   (*a*) Transparency (*b*) Accountability (*c*) Rule of law (*d*) All are correct.
2. Which one is not the power and function of the federal government?
   (*a*) Printing money
   (*b*) National defence, security and National Bank
   (*c*) Postal and telecommunication service
   (*d*) None of the above.
3. What is the importance of tolerance in diversity?
   (*a*) The development of inter-personal relations
   (*b*) To cooperate for effective work
   (*c*) To live peacefully in unity in diversity
   (*d*) All of the above.

V. Give short answers for the following questions

1. What are the three branches of government? What is the importance of the separation of power among the three branches? Explain with examples.
2. Compare and contrast the powers and functions of the Federal and Regional States.

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Objective

In this unit, you will give information about Ethiopian languages and language learning.

A Listening and speaking

LESSON ONE

Activity

In groups of five. Discuss the advantages of speaking different languages.
The group secretary should write down the main points and report to the whole class after the discussion.

Exercise1: Discuss the following questions with your partner.

1. Name the different Ethiopian languages.
2. In which regions are these languages mostly spoken?
3. Why are several languages spoken in urban places?
4. Why is English important in our country?
5. Which other international languages can you name?
6. How easily can we learn different languages?
7. How do the deaf and dumb communicate?

Listening practice

Exercise 2: Listen to your teacher and answer the questions.

1. What are the four major language divisions?
2. From what language are many of the other languages believed to have developed?
3. List down the different regions that make up Ethiopia?
4. Why do you think it is important to learn more than one language?
5. Write down any other languages you know.
6. How else can a person communicate to other people?

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LESSON TWO

Grammar practice: Adverbs of manner

Read these questions and their answers:

1. How did he walk to the classroom?
   He walked **lazily** to the classroom.
2. How did he write the letter?
   He wrote the letter **neatly**.

What purpose do the underlined words serve in the sentences?

Exercise 1: Answer the following questions about yourself using the words in the box. Refer to the above examples.

happily	slowly	carefully	quickly

1. How do you carry your books?
2. How did you come to school today?
3. How does mother welcome guests?
4. How do farmers harvest crops during rainy seasons?

Activity

Work in groups of three. The first person will say an adverb e.g. quickly. The next person will do an action e.g. walk. The third person will act the adverb by walking quickly.

Take turns to do different actions using adverbs.

Exercise 2: Write these sentences in your exercise book using the correct adverbial forms of the words in the brackets.

1. My sister _____ laid the table for lunch. (neat)
2. My mother can speak Amharic _____. (fluent)
3. My brother _____ helps to milk the cows. (usual)
4. Our cousin can _____ fix the wheel. (easy)
5. My father _____ read my report. (happy)
6. My sister _____ talked to the matron. (quiet)
7. We _____ prepared for the family trip. (excited)
8. Grandmother _____ climbed the stairs. (easy)
9. The family members _____ welcomed the visitors. (warm)
10. My aunt _____ carried the baby from the bed. (gentle)

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LESSON THREE

Grammar: Language practice

Present Simple Tense

Activity

Read this dialogue with a partner paying attention to the underlined words.

Examples:

(a) Hirut : What do you do every morning?
Ali : I greet my parents.

(b) Timane : What does your father do everyday?
Maria : My father goes to the office.

(c) Anite : What language do you speak at school?
John : I speak English when I am at school.

Make a list of things you and your members do everyday.

Exercise 1: Read the words in the box and use them correctly to complete the paragraph.

finish	work	be	live	speak	know	love	start	wake up

Herpo _____ in Jigjiga. He _____ a merchant. He is not an ordinary merchant, he exports cattle and goats to Europe. He _____ about 12 hours everyday. He _____ lots of languages. He _____ more than eight Ethiopian and three foreign languages. He _____ to learn new things. He has no free time to spend. He _____ early in the morning and _____ work at 7:00 a.m. He _____ work at midnight.

Exercise 2: Use the word in brackets to make correct sentences.

1. My friend (speak) Amharic when he goes to Addis Ababa.
2. I (talk) to my classmates in English everyday.
3. Tewodros always (try) to learn new languages.
4. Wude (carry) language books everyday.
5. Our teacher (teach) us new words everyday.
6. My sister (write) to me in French every month.
7. Mother usually (talk) to father in Zay language.
8. I sometimes (read) a book in Somali.
9. That man often (watch) English movies.
10. My sister usually (learn) a foreign language quite easily.

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LESSON FOUR

Using: ... can ... ... but ... ... can't ... , ... both ... and ...

Activity 1

List the languages you can speak and those you can not speak in your exercise book.

Exercise 1: Form correct sentences from the table.

Example: He **can** speak Somali but he **can't** speak Wolayta.

He She I	can	read speak write	Somali Sidama Tigrigna Amharic Shinasha	but	he she I	can't read can't speak can't write	Wolayta. Guragigna. English. Arabic. Afan Omoro.

Activity 2

Study the table below. With a partner, form sentences following the example given below. Write the sentences in your exercise book.

Example: Abera **can** speak Somali but he **can't** speak English.

Name	can	can't
Abera	Somali ✓	English ×
Beja	Sidama ✓	French ×
Rebika	Shinasha ✓	Sidama ×
Mahire	Wolayta ✓	Japanese ×

Exercise 2: Form sentences from the table on page 23 and write them in your exercise book.

Example: She speaks both Somali and Amharic

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He She Yenew Sule Tiki Alemu Ayele Ali Amil	speaks both	Somali Guragigna Shinasha Wolayta French	and	Amharic. English. Tigrigna. Afan Oromo.

LESSON FIVE

Using: more/fewer + noun + than ... most + noun

The table below shows languages spoken by some students in Grade Seven.

Exercise: Use the table to answer the questions which follow in complete sentences.

Name of pupil	Language spoken					
	Amharic	Tigrigna	Sidama	Shinasha	Arabic	English
Aberu	✓		✓			
Koreni		✓	✓	✓		
Kello	✓		✓		✓	
Ali	✓	✓				✓
Ahaz		✓	✓			✓
Olli	✓	✓	✓	✓		

1. Which language is spoken by most students?
2. Which language has fewer speakers?
3. Who speaks more languages, Aberu or Olli?
4. Who speaks most languages?

Activity

Make a table showing the different languages spoken by your classmates.

Your teacher will show you how to put the information on a graph.

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Grammar Highlight

We use much with uncountable nouns:

- much time, much luck

We do not spend much money.

I do not go out much.

a few = some, a small number:

I have a few friends and we meet quite often.

When did you see Chala? A few days ago.

We use most of + the /this/that/these/my/his/Abebe's ... etc.

LESSON SIX

Grammar practice — Using: should / shouldn't ... has / have to do / doesn't have / don't have

Activity I

Work in pairs to form correct sentences from the table about the use of **should** and **shouldn't**.

I	should	learn other languages.
We		waste food.
		grow more trees.
They	shouldn't	boil drinking water.
		keep money in the bank.
Tura	has/have to	eat with dirty hands.
		burn polythene bags.
Negewo	doesn't have to	read books.
		play on the road.
Mahiret	don't have to	sit in a dirty classroom.
Segen		

Exercise 1: Complete these sentences using **should** / **shouldn't** and the correct form of the word in brackets.

1. Merema _____ the exams. She has been studying very hard. (pass)
2. You are the secretary of our group. You _____ a pen and papers. (bring)
3. We don't see you enough. You _____ us more often. (visit)

4. I am in a difficult position. What do you think I _____? (do)
5. I am sorry that I didn't take your advice. I _____ what you said. (do)

Using: has/have to/doesn't/don't have to ...

Activity 2

Work in groups of four. Talk about the activities below. Which ones do you do? Which ones don't you do and why?

Examples: I learn English.
I don't fly a plane.

1. learn Arabic
2. fly an aeroplane
3. eat food everyday
4. sleep in class
5. go home late
6. wash your clothes
7. drink beer
8. say prayers everyday
9. apply for a passport
10. talk to your friends

Exercise 2: Think of the things you have to do in school and those that you don't have to do. List them in your exercise book and then make sentences . For example: I have to wake up early and brush my teeth.

LESSON SEVEN

Expressing opinions (1)

Which of these is a good/bad idea? Give a reason for your answer.

1. We should learn more than one language.
2. We should cut down all trees in the school compound.

Activity

With a partner, decide whether the following ideas are good or bad.

1. People should not go to school.
2. Schools should open twice a week.
3. Hospitals should be open for 24 hours.
4. There should not be any boarding schools.
5. We should play the whole day.
6. Children should not be immunised.
7. All schools should have computers.
8. We should go to school.

Using: both ... and ...

Exercise: Form sentences using ...both... ...and.... Choose any language you know.

Example: My parents speak both English and Amharic.

(a) your best friend (Amharic/French)
(b) your sister (English/Shinasha)
(c) your brother (German/Somali)
(d) your uncle (Sidama/Chinese)

In groups of five, discuss the languages most commonly spoken in your area and discuss the reasons why they are commonly used. Report your findings to the class in writing.

LESSON EIGHT

Expressing opinions (2)

Activity

Read and act the dialogue below between Asnaku and Adil.

Asnaku : Good morning, Adil.
Adil : Good morning, Asnaku.
Asnaku : Do you speak any Ethiopian languages?
Adil : Yes, I speak Sidama and Amharic.
Asnaku : Can you speak Somali?
Adil : No, I can't speak Somali but I can write Wolayta.
Asnaku : Well, I can speak more languages than you.
Adil : How many languages can you speak?
Asnaku : I can speak five languages.
Adil : Which languages are they?
Asnaku : They are Wolayta, Sidama, Afan, Oromo and Shinasha.
Adil : You are lucky. How did you learn all of them?
Asnaku : My uncle who lives in the village speaks many languages. He taught me each time I visited him during the holidays.

Exercise: Write a similar dialogue.

LESSON NINE

Poem

Read the poem aloud and discuss the questions that follow.

What a joy it is to live in a country,
Where a variety of languages are spoken,
With beautiful hills, valleys and mountains,
Ethiopia is a wonderful country.
What a joy it is to enjoy,

The variety of music and dances,
wot the national dish from beef
And *injera* so **sweet** and tasty

What a joy it is to speak,
Amharic, Arabic, Somali and Afan Oromo,
And English as a foreign language,
To communicate with people from different countries.

Exercise: Answer these questions about the poem.

1. Which country is talked about in the poem?
2. What is so sweet and tasty in the poem?
3. Mention the traditional languages that are mentioned in the poem.
4. Why is English referred to as a foreign language?
5. Give a word which has a similar meaning to the word “sweet”.
6. In groups, discuss the good things mentioned about Ethiopia.

Activity

Write a three-stanza poem about languages in your country.

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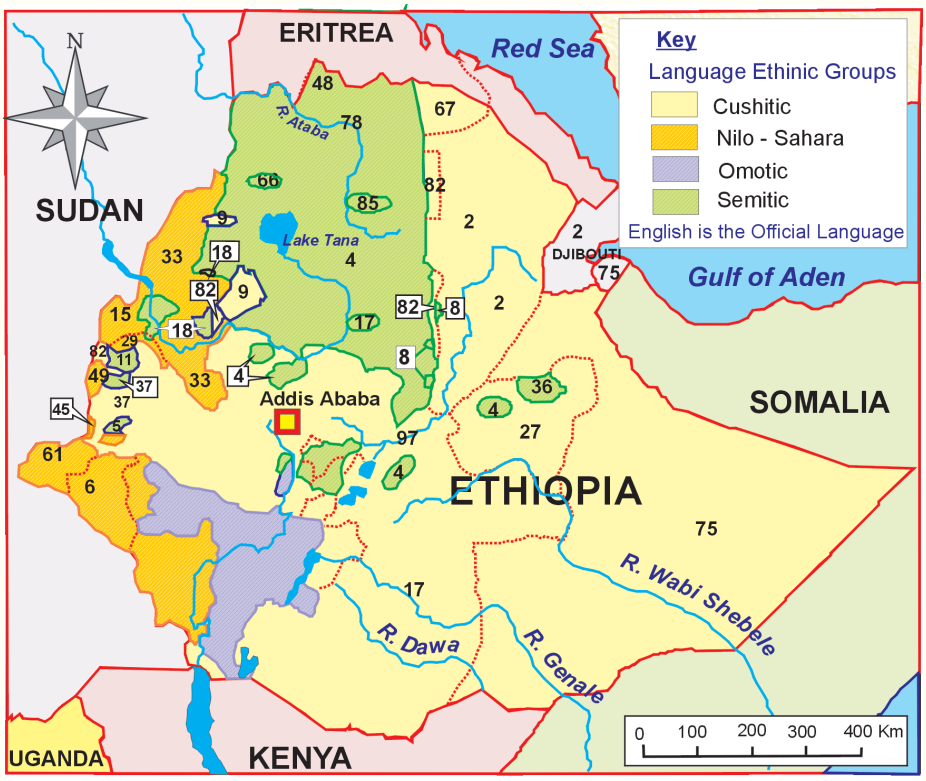
B Reading

LESSON TEN

Activity

Study the map of Ethiopia and take note of the languages spoken in each area on the map. In groups, name the regions where each language is spoken.

LANGUAGE DIVISIONS IN ETHIOPIA



Language Families

2 Afar (3)
4 Amharic (5)
4 Anfillo
6 Agnuak
8 Argobba (2)
9 Awngi (2)
11 Bambassi
15 Berta
17 Borana - Arsi - Guji Oromo (2)
18 Borna (2)
27 Eastern Oromo
29 Ganza
33 Gumuz (2)
36 Harari
37 Hozo
45 Komo
48 Kunama
49 Kwama
61 Nuer
64 Opuuo
66 Qimant
67 Saho
69 Seze
75 Somali
78 Tigrigna
82 West Central Oromo (5)
85 Xamtanga
87 Zay

Brackets show the number of times a language appears on the map for its country if more than once

Source: *MK Primary Atlas, 2008*

Exercise: Write answers to the following questions based on the map.

1. In which regions are most languages spoken?
2. In which regions are fewer languages spoken?
3. Describe the four languages and ethnic groups in the map.
4. With a partner, count and state the total language families in Ethiopia.
5. In which region do people speak *xamtanga* languages?

Share your answers with a partner.

LESSON ELEVEN

Comprehension

Activity 1

Discuss the following questions in groups.

1. If you were to learn a new language, which one would you learn and Why?
2. How can we learn other languages?
3. What do you think is the most widely spoken language in the world?

Read the passage.

How do we learn languages?

Fatuma and Deborah are great friends. One day, at break time, they discussed how they could learn different languages. Fatuma speaks more languages than Deborah. She says that she learns languages from the people in her community. As people speak, she listens and imitates them. She is always keen to learn new words and expressions.

Deborah says that people should practise speaking the language they want to learn. Even when they make mistakes, she believes practice makes perfect and that the more they practise, the faster they can learn a language. Listening to the radio and watching television can help improve a person's language skills.

Fatuma says that she reads many books and uses the dictionary. The dictionary improves her ability to spell words correctly and learn different ways of using them. It also shows how the words are pronounced.

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Exercise: With a partner, discuss these questions and write the answers in your exercise book.

1. How does Fatuma learn more languages?
2. What is Deborah's opinion about learning a language?
3. How can mistakes become a learning tool according to Deborah?
4. How helpful is a dictionary?
5. What are the various ways of learning a language?
6. Why should you listen carefully to the way a language is spoken?

Activity 2

In your opinion, what is the best way to learn a language? Write a paragraph of about five sentences on the best way to learn a language.

C Writing

LESSON TWELVE

Using: ...and... , ... but ... , ... because ...

Activity

In groups of three, read sentences (a) and (b) and study how they are joined together in sentence (c).

Examples:
1. (a) Hailu can speak English.
   (b) Halima can speak English.
   (c) Hailu and Halima can speak English.
2. (a) Jemila can speak Somali.
   (b) Jemila can't write Somali
   (c) Jemila can speak Somali, but she can't write it.
3. (a) Anil speaks many Ethiopian languages
   (b) Anil finds communicating very easy.
   (c) Anil finds communicating very easy because he speaks many Ethiopian languages.

Exercise 1: Join the sentences using **and**, **but**, and **because**

1. Gibre knows a lot of words. She reads a lot of books.
2. We can speak Amharic. We can speak Somali.
3. I asked for an interpreter. I couldn't understand the language.
4. She couldn't learn the language. She tried very hard.
5. Aberu is learning Sidama. My sister is learning Amharic.
6. Dana can speak Tigrigna. Dana can't speak Afanoromo.
7. Hailom wants to go to France. He is already learning French.
8. Ahaz replied in English. Madina asked in Amharic.

Exercise 2: Write your own sentences using **and**, **but** and **because**.

Grammar Highlight

- **and**, **but**, **because** are conjunctions. They are used to join two words, phrases, clauses or sentences.
- Use **and** to join similar ideas.
- Use **but** to join contrasting ideas.
- Use **because** to express reason.

Examples: (a) The boy and the girl can speak three languages.

(b) I couldn't answer the question because I don't know French language.

(c) They can speak English but they can't write it well.

LESSON THIRTEEN

Revision Exercises

Exercise 1: Choose the suitable word below to complete the sentences.

and	but	can	can't	both	fewer	more

1. He speaks English _____ he cannot write it.
2. She can walk quickly _____ she _____ run.
3. You _____ use a dictionary and this book.
4. She speaks both English _____ Amharic.

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5. Aberu _____Tiki are both clever students.
6. Ali speaks _____ languages than Musa.
7. Of the two students, Zebene speaks_____ languages.
8. She studied Somali _____cannot spell the words correctly.
9. I know I _____ speak and write Somali very well.
10. I tried hard _____ I couldn't learn the language.

Exercise 2: Complete the sentences below by adding the correct word from the list given. Write the answers in your exercise book.

fluently	carefully	carelessly	hurriedly
silently	loudly	well	slowly

1. You should walk _____ when crossing the road.
2. If you behave _____, your parents will be proud of you.
3. Before you can answer the comprehension questions, you need to read the passage _____.
4. You may cause an accident if you drive _____.
5. Unless you speak _____ people may not hear what you say.
6. You need to learn a language before you can speak it _____.
7. You will not arrive in time if you walk _____.
8. She boarded the bus _____ and sat behind the driver.

Activity

Work with your partner. Answer these questions in complete sentences.

1. What is your mother tongue?
2. What other languages are spoken in your community?
3. Which Ethiopian languages do you speak?
4. Why is it important to learn international languages like English?

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Objective

In this unit, you will discuss different holiday celebrations.

A Listening and speaking

LESSON ONE

Activity 1

In groups of four, discuss the importance of having holidays. Let the group secretary write down the main points and report to the whole class after the discussion.

Exercise 1: Discuss the following questions with your partners.

1. Which festivals do you know?
2. Where do these festivals take place?
3. Which festivals do you celebrate in your school?
4. Why are such festivals celebrated?
5. Which holidays are there in Ethiopia?
6. Which past holiday did you enjoy most and why?

Activity 2

Your teacher will read to you a jumbled list of holidays and festivals that are celebrated in Ethiopia. Mention the kinds of clothes that are worn at such festivals.

Exercise 2: Complete the table with correct information about holidays and festivals.

Holiday/Festival	Date	Reason for celebration

In your exercise book write down what you remember about one of the holidays. Mention only the main things you remember in the holiday.

Exercise 3: Draw some pictures of the festival activities which you know.

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LESSON TWO

Vocabulary Practice

Activity

These are names of festivals and their related words. Discuss them with a partner. Use a dictionary to find their meanings.

Mawlid	Ramadan	celebrate	decorate	holidays	festival	*Genna*
travel	Easter	gift	tour	Christmas	card	present
New Year	dance	sacrifice	congratulate		*Fasika*	

Exercise 1: Use some of the words correctly to complete the sentences.

1. _____ is the Holy month for Muslims.
2. _____ is birthday in Arabic. It is a celebration of a holy person's birthday.
3. _____ is usually celebrated in April.
4. A lot of people _____ during holidays.
5. The Ethiopian Easter is called _____.
6. They usually _____ their homes during Christmas.
7. Kinde had to _____ Sule on New Years' eve.
8. They received an invitation _____ on _____.
9. Do you know how to play _____?
10. I received a _____from Abenet on Easter.

Exercise 2: Use some of the words in the box above to write a short story about the holiday you have ever enjoyed most.

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LESSON THREE

Using: What ...? / Which ...? / Where ...? / Who ...? / When ...? / Why ...?

Activity

In a group of three, answer the following questions.

1. What festivals are celebrated in Ethiopia?
2. Name any festival you have celebrated in the last three months?
3. Who attended the festival?
4. When did it start and when did it end?
5. Which activities were carried out during the festival?
6. How long did it last?

Exercise 1: Unjumble the words then find answers to the questions. Write the answers in your exercise book.

1. we do Which in Ethiopia have holidays?
2. participate activities What you do in?
3. people festivals to invites Who?
4. holidays spend Where you your will next?
5. celebrate New When we do year?
6. next do celebrate festival hope to When your you?
7. festivals end do Why late sometimes?
8. celebrate festivals do Which often you?

Exercise 2: Make questions and answers from the table on page 36.

Examples: Who did you go with?
A workmate

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A	B	C
Where	did you buy?	To the shops.
When		This morning
Whom	did you go with?	A workmate.
How		We drove.
Whose car	did you go?	Ted's
Why		To buy some clothes
What	did you go in?	A new jacket.
How many		Only one
Which one	did you pay?	The black leather one
How much		$180.99

LESSON FOUR

Dialogue

Activity

With your partner, read the dialogue about holidays and act it in class.

Kinde : How many holidays are there in Ethiopia?

Samuel : There are different holidays in Ethiopia.

Kinde : Which holidays do you enjoy most?

Samuel : I enjoy Christmas holidays.

Kinde : Where do you spend the holidays?

Samuel : I spend my holidays with my grandparents.

Kinde : What do you eat during the holidays?

Samuel : I enjoy eating mutton and *injera*.

Kinde : What do you do during the holidays?

Samuel : I play *Genna*.

Exercise: Write five sentences about the activities you do during holidays. Compare your work with your partner's.

LESSON FIVE

Using: ... usually ... /... always ... / ... often ... / ... sometimes ... / ... never ...

Activity 1

In pairs, take turns to form correct sentences from the table orally.

Example: We **always** play *Genna* during Christmas.

I We You They She He	usually always sometimes often never	congratulate travels play enjoy	hockey *Genna* abroad myself upcountry our neighbours	during	Mawlid. Ramadan. the holidays.

Exercise 1: With a partner, ask and answer questions from the table.

Examples: A : How often does Ayele listen to music?

B : Ayele usually listens to music.

• collecting firewood (usually) Fate • reading novels (sometimes) Wede • grinding millet (once in a day) Kedi	• decorating the house (on Saturdays) Aysha • writing letters to pen-pals (usually) Anile
• playing cards (always) Tomas • watching films (once a while) Redwan • listening to music (usually) Ayele • riding a bicycle (usually) Shewit • touring the countryside (sometimes) Jani	• arranging items in groups (daily) Raja • baby-sitting (never) Zenabu • milking cows (seldom) Bekele • drying grain (occasionally) Gari

Exercise 2: Answer these questions in your exercise book.

1. Who collects firewood?
2. Who writes letters to pen-pals?
3. Who milks the cows?

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4. Who tours the countryside?
5. Who makes baskets?
6. Who watches films?
7. Who grinds millet?

Activity 2

Work in groups. Think of one festival and describe preparations carried out to celebrate the festival. Talk about the people involved and their different roles.

LESSON SIX

Using: ... every ...

Activity 1

Take turns to tell your partner the various activities you do:

(a) everyday (b) every week (c) every month (d) every holiday

Which activities are common with your partner's?

Activity 2

Compare your own activities with these listed below. Which ones are done for yourself and which ones are done for the community, then for the nation?

1. Merid fetches water everyday.
2. Tesema washes clothes every Tuesday.
3. Barena writes short stories every term.
4. We celebrate Christmas every year.
5. Hunde plays *genna* every week.
6. The tourists visit the National Park every year.
7. We celebrate new year.

Exercise 1: Form correct sentences from the table below.

Example: We read novels everyday.

We	read	the countryside	every week.
He	watch	Eid al-Adha	every month.
Shewit	tour	the hall	every year.
They	decorate	novels	everyday.
	celebrate	films	every fortnight.

Exercise 2: Draw a table to include activities you do in these periods.

(a) everyday (c) every month (e) every weekend
(b) every week (d) every year (f) every holiday

Compare your table with your partner.

LESSON SEVEN

The Past Simple Tense

Activity 1

Describe with your partner the activities you did this morning, yesterday, last week or last term.

Activity 2

Use the same expressions to describe a wedding you either attended or watched on television.

Using: Last ...

Exercise 1: Form correct sentences from the table. Write them in your exercise book. Share your answers.

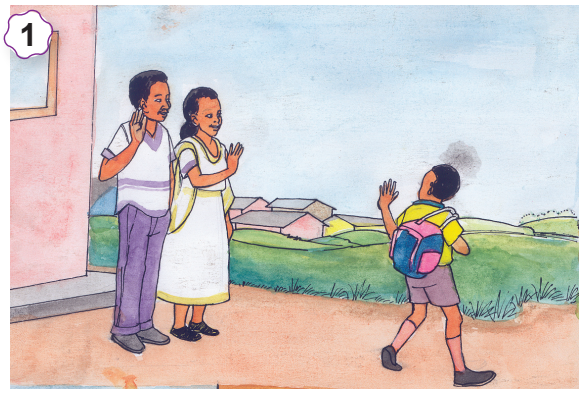
Last	year,	we	harvested maize.
	month,	our teachers	travelled abroad.
	week,	Lemesa	received presents from friends.
	season,		attended the Eid-al-Adha Festival.
	semeter,		

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Exercise 2: The pictures tell a story about Kuma's holiday at his grandparents' home. Write a sentence about each picture. You may use the following phrases.

say good-bye | meet parents | parents welcome him
his parents | play football
get on the bus | go back home by bus

You may begin like this: Last year, Kuma visited ...

1


2


3


4


5


6


Exercise 3: Write a similar story about your previous holidays. Begin with Last year, I visited ...

LESSON EIGHT

Poem

Read the poem and point out the activities that are done by the writer during the holiday.

A Time to Relax

Whether in town
Or in the village
Holiday time
Is time to relax
from stress and hard work.

Whether with family or friends
it is fun to plan a holiday
To visit camping sites
Or tour leisure parks.

Travelling or touring
Is an opportunity to learn
About the people and places
To enjoy and relax body and mind
Away from home and work.

(Mark Kimbowa)

Activity

Write a similar poem describing how you plan to spend the coming holidays. Work with a partner.

Exercise 1: Answer these questions about the poem.

1. What should one do before going on a holiday?
2. Why is it necessary to have a holiday?
3. How is it helpful to go for a holiday?
4. Where should one spend a holiday?
5. Explain why you would spend a holiday in a specific place.

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LESSON NINE

Punctuation

Activity

Point out the mistakes in the following sentences and rewrite them correctly.

1. yesterday i went with my uncle to buy vegetables onions potatoes and sugar
2. the goat said faine needs to be fed

Punctuation refers to the use of capital letters and other punctuation marks like commas, full stops etc. in order to read and write in a sensible way.

(a) Comma (,)

A comma is used to separate items on a list. For example; Zeleke put a shirt, a pair of trousers, a tie and a vest in his suitcase.

A comma is also used after participle phrases. For example: After announcing the results, the teacher asked the pupils to clap for Mary.

A comma is used after a clause which contains **if** or **although**. For example:

1. If I perform well in Grade Six, I will be promoted to Grade Seven.
2. Although Kidist is good at English, she is not the best in her class.

(b) Full stop (.)

Full stops are used at the end of affirmative sentences and in abbreviation.

(c) Question mark (?)

A question mark is used after a question.

(d) Apostrophe (')

An apostrophe is used to show an omission of letters in words for example won't. This is seen in contractions. For example haven't, won't. It is used to show possession; for example; Hassan's cap is lost. The cat's eye is swollen.

Exercise : Rewrite the passage in your exercise book. Punctate it correctly.

it was last december when ayele invited me to their country home i was surprised because although we are friends little did I know he would give such a surprise we were to travel to dolo to celebrate the new year i was overjoyed of course

the bus took us through spectacular scenery we saw beautiful hills low lying plateau and herds of goats that grazed peacefully the people seemed calm and relaxed it was after several hours that we finally reached his home his parents were very overjoyed to

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see us we soon settled down and noticed that everyone was in a jubilating mood a lot of preparations had been made including slaughtering of sheep goats and chicken

the following day i was asked to roast goat-meat what a surprise i said i have never done it before

LESSON TEN

A postcard

Activity

Work in groups of three. What is a post card? Have you ever received or sent out a post card? Why and when do people exchange post cards?

A postcard is a small card used for sending messages through the post office. It is not sealed in an envelope. It usually has a picture on one side and the message, address and stamp on the other.

Look at the postcard below. This side shows pictures. Tell your partner what interests you most and why.






Below is the other side of the postcard. Read the message and compare it with the pictures. Was your guess about the message in the picture rhyming with the message on the card?

Hi Shemsu, I hope you are fine. After travelling for about three days, I reached Konso. The town is small but beautiful. The people are friendly. They wear magnificent costumes decorated with colourful beads. I am sending you a postcard of the people. I hope you will like it. I miss you a lot. Your friend, Terefe	Postage stamp Shemsu, Shambu Junior School, P. O . Box 472, Tori, Ethiopia

Exercise: Design a postcard. Draw two rectangles each 12 *cm* long and 7*cm* wide. In the first rectangle, draw a beautiful picture. In the second rectangle, show the layout of the back of a postcard. Indicate where the message, stamp and address should be.

B Reading

LESSON ELEVEN

Comprehension

Activity

Discuss the following questions in groups of three.

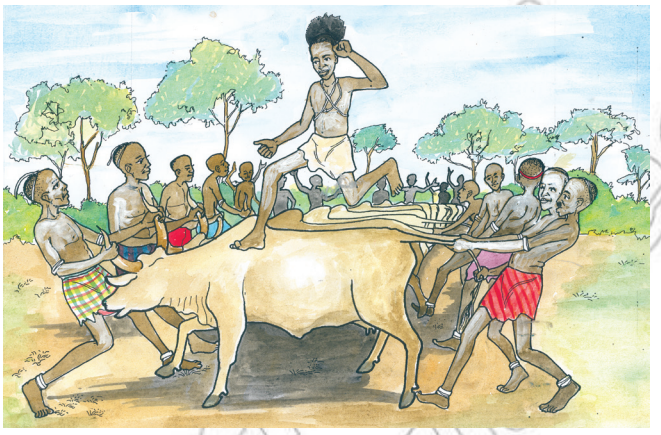
(a) Which traditional festivals (rituals) are celebrated in your community?

(b) Why are they celebrated?

(c) Briefly tell your group members the major activities done.

Bull jumping

Read the short passage about Bull Jumping.



The Hamer, Tsemay, Banna and Besada people share traditions and rituals. One of the most important form of their tradition is the 'jumping over the bull'.

If a young man wants to marry a girl of his **choice**, he will have to jump over bulls picked by the girl's family. He has to run over the backs of about ten cattle standing side by side four times. Falling is not allowed.

He is **required** to jump over them four times: two times in each direction. He is assisted by friends called the ***maz***; those who have successfully performed the jumping in previous years. They hold the cattle to prevent the young candidate from falling.

If the jumper falls, it is considered to be a bad sign and he is given another chance a year later. If the groom-to-be succeeds, he may keep the girl in **exchange** for cattle given to her family. For two months, the betrothed couple will share blood and milk (blood from the cow's neck is mixed with milk and is drunk).

Source: Adapted from Ethiopian Tourism Commission Newsletter, 2006

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

1. Name the people who practise the festival of bull jumping?
2. What does the young man have to do in 'bull-jumping'?
3. How helpful are the *maz*?
4. When do young men jump bulls?
5. What will happen if the young man fails to jump over the bulls?

Exercise 2: Find and match the words of similar meaning from this list.

choice	required	exchange	dreaming
substitute	condemn	expected	preference

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C Writing

LESSON TWELVE

Guided composition

Activity 1

The following are words used in certain ceremonies. Read them carefully and discuss their meaning with a partner.

crucified	together	fast	daisies	gathered	occasion
celebrated	commemorates	eve	maskel	Jesus	five
years	forgiveness	compound	feasting	Ramadan	Eid al-fitr

Exercise: Use the words in the table above to complete the paragraph

The (1)_____festival is now (2)_____on September 27th. It has been celebrated for over, 1,600 (3)_____ It (4)_____ the discovery of the cross on which (5)_____ was (6)_____ On the (7) _____ of Maskel, tall branches are tied (8)_____ and yellow (9)_____ (Maskel flowers) are put on top. These are then (10)_____ in front of_____ (11)_____ gates and set on fire. There is dancing, (12)_____ and merry making to mark the (13)_____The Muslims observe the holy month of _____ (14)___. During this time, they ___(15)____ except young children or people who are sick. They pray together __(16)_____ times a day. Ramadan ends with a feast called (17)_____ There is a lot of singing and praising to honour Allah.

Activity 2

Think about a festival celebrated in your community. Write a paragraph about what takes place.

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LESSON THIRTEEN

Revision Exercises

Activity

Tell your partner what activities you did in your previous holidays.

Exercise 1: Rewrite these sentences using the correct form of the adverbs in brackets.

1. I visit my grandparents _____ (day)
2. We get our wages _____ (month)
3. Christmas is celebrated _____ (year)
4. Kidist plays hockey very _____ (good)
5. Zeleke ate all the food _____ (hungry)

Exercise 2: Complete the sentences using the correct form of the verbs in brackets.

1. Ayele always _____ to Kenya for the Easter holidays. (go)
2. Ali usually _____ *genna* during Christmas holidays. (play)
3. Tesema _____ many postcards to her friends every year. (write)
4. She often _____ coffee. (drink)
5. He _____ his new clothes during the *Mawlid* celebrations. (wear)
6. The teacher _____ us about different holiday celebrations last term. (teach)
7. What _____ you do during the Idd-El-Fitr celebrations last year? (do)
8. Hogose usually _____ chicken. (eat)
9. When _____ Tura visit his grandparents? (do)
10. Tejetu _____ nice food daily. (cook)

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Exercise 3: In pairs, discuss and complete the puzzle in your exercise book. Some letters are provided to guide you.

1 **C**			2 **D**			3 **D**			
			4 **E**						5 **E**
							6 **E**		
		7**H**							
8 **T**			**A**		9 **S**				
							10 **N**	11 **O**	
		12 **G**			**N**				
							13 **O**		
	14 **C**								

Clues across

1. many are played (4)
3. twelve hours. (3)
4. refer to the inside (4)
7. we rest from work on such days (8)
8. occasion when one pays for something for someone (6)
10. opposite of or (3)
12. popular game (5)
13. not young (3)
14. prepares food (5)

Clues down

1. celebrated worldwide on the 25th December (9)
2. make beautiful (8)
3. carry out (2)
5. fasika (6)
6. chewed and swallowed (5)
9. posts letter or parcel (5)
11. may be used to fry food (4)

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Objective

In this unit, you will discuss different holiday plans and free time arrangements and give information about tourist attractions in Ethiopia.

A Listening and speaking

LESSON ONE

Exercise 1: Look at the pictures and describe their appearance to your partner.





Exercise 2: Answer the following questions about the pictures.

1. Name these places.
2. Why is Lalibela and Nejeshi mosque regarded as tourist attraction sites?
3. Which other interesting places have you ever visited?
4. How does Ethiopia benefit from tourist attractions such as Lalibela and Nejeshi mosque?

Listening practice

Exercise 3: Your teacher will read a story to you. Listen carefully and answer the questions below.

1. Mention the most attractive places for tourism in Ethiopia?
2. What part of the country would you like to visit during the holidays?
3. What interesting features are you likely to find around Simien Mountains?

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4. Write a paragraph about why visiting Simien Mountain National Park can be exciting?

LESSON TWO

Vocabulary practice

Activity

These words describe places of natural beauty. Read them carefully and with a partner, discuss their meaning.

tourism	brochure	hiking	rift valley	tourist
beach	itinerary	watching	famous	Lalibela
shoes	scenery	relaxed	beauty	

Exercise 1: Use the words to complete these sentences. Do the work in your exercise book.

1. The _____ industry should be greatly supported.
2. I read about the rift valley from a _____
3. Tsega's _____ was a bag, a flask, a camera, a diary and hikers' boots.
4. We were _____ birds from the rift valley.
5. The _____ camped at the shores of the lake.
6. We _____ at the beach in the holiday.
7. Ethiopians are _____ for their hospitality.
8. Lalibela is important for its scenic _____
9. The highland area has a beautiful _____
10. _____ is a good sport.
11. A _____ is a sandy area at the shore.
12. _____ is a place with memorable history.

Exercise 2: The following verbs are related to tourism. Make your own sentences using each of the words.

admire	arrange	enjoy	plan
relax	tour	visit	watch

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LESSON THREE

Grammar Practice: Using: ... can ... / ... is famous for ...

Activity 1

Tell your partner five things you can do at home without anybody's help. Use this example: I **can be** a good cook.

Take turns. Let your partner tell you activities he or she can do at home. Identify the activities that are common.

Exercise 1: Talk with your partner about what you would like to do in the future.

Activity 2

Ask your partner as many questions as possible about the activities he or she can do during holidays.

Example: A : What can you do during the holidays?
B : I can visit Lake Wenchi for a tour to the Rift Valley.

Exercise 2: Use the table to make sentences about what the tourist sites are famous for.

Example: Ethiopia is famous for its scenic beauty.

The Blue Nile Ethiopia The Rift valley Lake Tana Lalibela Harar Sof Omar Cave Lake Abiata Lake Langano	is famous for	its hospitality. its scenic beauty. its bird life. the smoking water. its fairly tale castles. its tourist attractions. its ancient buildings. the beaches. the hyena men. the beautiful lakes. the great escarpment. the echoing caves. its natural beauty.

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Activity 3

In a group, discuss tourist attraction places in Ethiopia. Say why they are famous. What can be done in these places? Suggest how these places can be developed to attract more tourists. Write a paragraph about it and share your work with your classmates.

LESSON FOUR

Grammar focus: Using: ... (be) going to ... and What are you going to ...?

Activity

Tell your partner what you are going to do after class.

Exercise 1: Construct sentences from the table.

I We They My friend My father/mother She	am is are	going to	visit the wildlife reserves. see the ancient churches. tour the rift valley. visit Lalibela. drive to Harar. travel to Adwa. swim in Lake Abiata. explore the town of Gondar.

Using: What are you going to ...?

Exercise 2: With a partner, take turns to ask and answer questions as shown in the example.

Example: (tomorrow) Not yet.

A : Have you cleaned the car yet?

B : Not yet. I'm going to clean it tomorrow.

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1. Have you cleaned the car yet?	Not yet. I'm going to clean it tomorrow. (tomorrow)
2. Have you phoned your friend?	Not yet _____ (after lunch)
3. Have you done shopping?	Not yet _____ (later)
4. Have you read the paper?	Not yet _____ (after dinner)
5. Have you had dinner?	(next month) _____

Grammar Highlight

- 'I am going to do something' = I have decided to do it, I intend to do it.

Examples: A : There is a film on television tonight. Are you going to watch it?
B : No, I am tired. I am going to have an early night.
A : I hear Hana has won cash prize. What is she going to do with it?
B : She is going to buy a new car.

LESSON FIVE

Yes/No questions

Activity I

Your partner will ask you questions about different activities he or she will assume you do or did. If you do the activity, answer **Yes, I do**. If you do not do the activity, answer: **No, I don't**.

Examples: (a) Do you sell fish? Yes, I do. / No, I don't.
(b) Does Taye sleep late? Yes, he does. / No, he doesn't.

1. Will you come with me?
2. Were you always crying when you were a baby?
3. Have you visited Mt. Kenya?
4. Are you going to visit any national park this holiday?
5. Is this the direction to Awash National Park?

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Exercise: Complete the sentences correctly using, **do, does, did, was, were, is, have, has, will, shall, are**.

1. _____ this the way to Lalibela?
2. _____ he got my book?
3. _____ you eat *injera*?
4. _____ they sell the house?
5. _____ he play football?
6. _____ she taken to hospital?
7. _____ we given the right picture?
8. _____ she seen the bottle?

Activity 2

Ask your partner questions about what he or she is going to do in the near future. Use 'Yes/No'.

Example: A: Are you going to watch the show at the theatre?

B: Yes, I am./No, I am not.

LESSON SIX

Using: Why ...? ... because ...

Activity 1

In groups of three, choose a tourist attraction site you would like to visit and discuss reasons why you would like to go there.

Examples: 1. (a) What are you going to do tomorrow?

I am going to Dire Dawa.

(b) Why are you going to Dire Dawa?

I am going to Dire Dawa because I want to visit my aunt.

Exercise: The table below shows destinations different people would like to tour. Study it carefully and form sentences showing the reasons why the people want to visit the places.

Examples: Tourists are going to Yabello because they want to buy fabrics.

Person	Destination	Reason
Ahaz	Bahar Dar	view Blue Nile falls.
Tondu	Yabello	buy fabrics.
Gobene	Tigray	visit Nejashi mosque.
Atalay	Turmi	see farming methods.
Mirra	Jinka	watch bull jumping.
Rashid	Gondar	visit the Fasiledes castle.
Aberu	Hawassa	photograph scenic beauty.
Ali	Harar	watch the hyena men.

Activity 2

Study the table below and form correct sentences using the example provided.

Example: On Monday, I will go to town by bicycle because I want to talk to the tour guide.

Place	Name	When	Reason	Means
Adwa	Ruth	Saturday	talk to veterans	bus
Market	Gela	Friday	buy mutton	bicycle
Sof Omar cave	Alemu	holiday	tour caves	plane
Lake Tana	Kinde	next week	swim	car
Rift valley	My uncle	Sunday	view the area	plane
Addis Ababa	Bizunesh	In December	buy car	bus
Blue Nile Falls	Tola	Thursday	watch smoking water	camel
Town	I	Monday	talk to tour guide	bicycle

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LESSON SEVEN

Using: ... so am I/... neither am I and so do I/neither do I

Activity 1

Use these examples to respond to the statements below. Do the work with a partner.

Examples: (a) Ali is going to Lalibela.
So am I.
(b) Aberu is not going to Adwa.
Neither am I.

1. Sololiya is not going to fly to Addis Ababa.
2. Abonesh is going to meet the Mursi.
3. Trillo is going to tour the rift valley.
4. Atalay is not going to attend the Timket Festival.
5. Anshebo is going to Gondar.
6. Merga is not going to Axum.
7. Amil is going to Dessie.
8. Mamitu is not going to swim in Lake Tana.

Exercise 1: Form your own sentences using **so am I** and **neither am I**.

Exercise 2: Use the examples to respond to the following statements. Do the exercise in your exercise book.

Examples: (a) Abonesh always attends the Meskel Festival.
So do I.
(b) Amil never goes swimming.
Neither do I.

1. Zenbe doesn't usually visit the airport.
2. You sometimes fly to Addis Ababa.
3. Timbo doesn't eat mutton.
4. That student likes adventure stories.
5. Gadisa often plays *genna*.

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6. She sometimes climbs the mountain.
7. Maregu never travels by boat.
8. My sister doesn't like hiking.

Activity 2

Form your own sentences based on the exercise above.

LESSON EIGHT

Using: neither did I/ so did I

Activity 1

Discuss these examples with a partner.

Examples: (a) Dino went to the market yesterday.
So did I.
(b) Koreni didn't visit Blue Nile Falls.
Neither did I.

Exercise: Form correct sentences to respond to the following statements using the example above.

1. Sibamo toured the rift Valley.
2. Ferede didn't make any plans for the holiday.
3. Our class didn't visit Lalibela.
4. Our sister organised the excursion.
5. We read about all the interesting places.
6. The tourist had a tent to himself.
7. Wondimu didn't go by bus to Adwa.
8. Gudeta didn't go to Sodere.

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Activity 2

With a partner, form sentences to complete the phrases using **so did I/ neither did I**

Examples: (a) She visited the rift valley yesterday.
So did I.
(b) He did not go near the animals in the zoo.
Neither did I.

not plan for the tour last Sunday
read about the tourist sites
not rest after the tour
go to the lake to watch birds
not go near the animals in the zoo
arrive late at the airport
not attend the show on Friday

LESSON NINE

Dialogue: Holiday plans

Activity

Read and act the dialogue with a partner.

Kuma : Hello Abebe, what are you going to do during the holidays?
Abebe: I am going to tour the rift valley. I hope to see the lakes, hot springs and a variety of wildlife.
Kuma : Oh, whom are you going to travel with?
Abebe: I am going to travel with my uncle and three cousins. My uncle is a tour agent and has offered to take us on this trip.
Kuma : What do you need for the trip?
Abebe: I need warm clothing, an umbrella, boots, a camera and of course my diary.
Kuma : What other places, do you hope to visit?
Abebe: It will depend on my uncle's plans. We may or may not visit other areas.
Kuma : I wish I was part of your group. I have never travelled outside my town.
Abebe: You never know. You could get a chance like mine one day.
Kuma : I wish you the best, Abebe.
Abebe: Thank you.

Exercise: Make a simple table about your future plans. Show the following: day and date, places to visit, people to travel with, means of transport, items you will carry, expected activities. Use the table in Lesson Six of this unit to guide you.

B Reading

LESSON TEN

Comprehension

Activity 1

Discuss the following questions with your partner.

1. Have you ever visited any tourist attraction?
2. Where do you plan to go for vacation?
3. Write down your plan including the means of transport you plan to use, and the items you need to travel with.

Read 'A tourist's itinerary'.

A tourist's itinerary

Day 1 : - Fly to Bahar Dar on Lake Tana shores.
- Drive to old bridge.
- Walk across an old century bridge.
- View Tissisat Falls (Blue Nile Falls).
- Take boat across L. Tana the largest lake in Ethiopia.
- Visit the beautiful Ura Kidane Mehret monastery, the Orthodox Christian Church.
- Stay in a hotel in Baha Dar.

Day 2 : - Drive to Gondar, a town founded by Fasiladas.
- View Medieval Castles.



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- Tour the cultural centre of the "Black Jews" who took a mass exodus to Israel in 1991. They had pottery skills.



Day 3 : - Fly to Axum on Lake Tana the land of Queen of Sheba.
- Stay at Yeha Hotel.

Day 4 : - Fly to Lalibela.
- Exploring the mountainous area.
- View great architecture of beauty of dug-out churches.
- Explore the underground tunnels that uniquely connect these churches.
- Tour the small town of Lalibela.
- Return to Roha Hotel for the night.

Day 5 : - Fly to Addis Ababa.
- Drive to Bale National Park and see the red fox and other animals.

Day 6: - Stay in a hotel in Robe.
- Visit Sof Omor.

Day 7: - Drive back to Addis Ababa and fly to Dire Dawa then drive to Harari to visit the hyena man.

Exercise: Complete the chart using the information from the tourist's itinerary.

Staying	Time	Activity	Area	Mode of transport
Day one	morning	hiking	Bahir Dar	car
Day two		viewing Tissisat	Lake Tana	plane
Day three				
Day four				
Day five				

Activity 2

Find the meaning of these words in a dictionary and use them in sentences.

century monastery legendary ethnological architecture

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LESSON ELEVEN

A brochure

Activity 1

In small groups, discuss what a brochure is.

Activity 2

Study the brochure below and do the exercise that follows.

Ethiopia: The cradle of civilisation

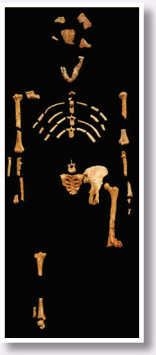
- Naturally a beautiful country, a cradle of civilisation: tourist opportunities.
- Famous for warm hospitable people.
- Has a proud history: home of hominid **Lucy** a 3.2 million year old skeleton.
- Lots of historical sites: **towering** obelisks of Axum, Lalibela churches and castles of Gondar.
- Natural **beautiful** national parks; great ecotourism.
- Fabulous Tissisat Falls on Blue Nile, Lake Tana at 6,000 feet, the Ura Kinde Mehret Monastery, and water cruising.
- Lalibela, **located** in the mountainous highland with the magnificent ancient churches; above 8,000 feet.
- Southern region of Ethiopia; The Rift Valley Lakes Region, bird watching, fishing and plant life are quite **spectacular**.
- Jinka-Mursi; the Highlanders; the Mursi tribe famous for *Lip plates* Find out why *Lip plates* were adopted.
- Embark on the tour today to learn more about Ethiopia; the home of unparalleled natural beauty.



Castles of Gondar



The Jinka-Mursi people



Lucy a 3.2 million year skeleton

Exercise: In your exercise book, write answers to the questions about the brochure you have discussed. Compare the answers with your partner.

1. What is Ethiopia famous for?
2. Describe the people of Ethiopia?
3. Why is the Blue Nile a special must-visit location?
4. List the popular historical sites that are found in Ethiopia.
5. What is special about the Mursi Tribe?
6. Where is Lalibela located?

Activity 3

In groups, design a brochure about a place of your interest. Compare your brochure with those of other groups.

C Writing

LESSON TWELVE

Composition

Activity

In groups of four, take turns to talk about interesting places you know of.

Exercise 1: Choose the correct words from the list below to complete the paragraph.

beautiful	scary	torches	find	Muslim	mountain	
underground	echoing	ceilings	Wabi	famous	site	Sheikh

SOF OMAR CAVE

Sof Omar is a small village in Bale. There, the Moslem tradition is observed. It is (1)_____ for its amazing complex natural caves. It is cut by the (2) _____ river as it finds its way from the nearby (3)_____. This settlement which is a religious

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(4)_____ is named after a local (5) _____. Visitors who come to Sof Omar should have torches and official maps. (6) _____ are required because they help visitors (7)_____ their way (8)_____. As one hears the (9) _____ chambers, they also see high eroded (10)_____ and arched portals. It is rather (11)_____ for the first time but I am sure it is as (12) _____ as Ethiopia generally. Everyone should visit this great place!

Exercise 2: Write sentences about the places you intend to visit and why.

Example: I am going to visit the national park because I want to see the animals.

LESSON THIRTEEN

Revision Exercise

Exercise 1: Use the words to complete the sentences in your exercise book.

what neither for so nor about because with for about

1. _____ are you going to do tomorrow?
2. I did not go to church and _____ did Amina.
3. My village is famous _____ its beautiful hills.
4. Sarah plays netball and _____ do I.
5. Neither Ali _____ Aberu went to Dolo.
6. What is special _____ Mursi tribe?
7. She is going by car _____ she wants to reach in time.
8. _____ whom are you going to travel?
9. Lalibela is important _____ its scenic beauty.
10. I want to know more _____ the Ethiopian culture.

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Exercise 2: Rewrite the sentences below as instructed in the brackets. Discuss your answers with a partner.

1. I will go to the National Park. I want to see the animals. (Rewrite as one sentence using ... because ...)
2. I will not go bird watching. Abdul will not go too. (Rewrite as one sentence beginning: Neither ...)
3. Ali is planning for a visit. I am planning for a visit. (Rewrite beginning: Both ...)
4. Dereje will carry a map on his journey. He will also carry a torch. (Rewrite using ... and ...)
5. Aberu is not going to tour the rift valley. I am not going to tour the rift valley. (Rewrite ending: ... neither am I.)
6. I am going to camp at the shores of Lake Tana. Asegid is going to camp at the shores of Lake Tana. (Rewrite ending: ... so am I.)
7. Musa went to Sodere. I went there too. (Rewrite ending: ... so did I.)
8. I am going to travel with my uncle to Addis Ababa. (Rewrite beginning: With ...?)
9. I will not go to school. I will be away on a tour. (Rewrite as one sentence using: ... because ...)
10. She will go to the rift valley tomorrow. (Rewrite beginning: When ...?)

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Objective

In this unit, you will describe historical events.

A Listening and speaking

LESSON ONE

Activity 1

Study the picture and share with your partner what you see. What do you think was the cause of this situation?



Activity 2

Discuss these questions with your partner.

1. What causes wars?
2. Mention the negative effects of war.
3. How can wars be avoided?

Listening practice

Exercise 1: Your teacher will read a story to you. Listen carefully and answer the questions.

1. How do wars begin?
2. What happens when there is a war?
3. Talk to the class and explain how wars can be avoided?

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LESSON TWO

Vocabulary Practice

Activity

The following words are related to war. Find out their meaning in a dictionary.

staying	right	weapon	win	climb	visit	battle	soldiers
destruction		lose	run	watch	war	shoot	losers
more	watching		guns	enemy	history		

Exercise 1: Use some of the words in the box to complete the sentences correctly.

1. Abera was _____ his uncle in Adwa when the war broke out.
2. _____ who fight battles are brave people.
3. I was _____ a war film while my sister was reading a novel.
4. The army which is stronger will _____ the war.
5. While I was _____ at my aunt's home, the war broke out.
6. A strong army may not _____ the war easily.
7. The old guns were used to _____ at the _____.
8. A lot of _____ can happen during war.
9. You will learn a lot about Adwa's past if you read _____ books.
10. Soliders could not use the _____ because they were old and rusty.

Exercise 2: Form sentences using each of the words to show that you understand their meaning. Share your work with a partner.

LESSON THREE

Using: 'while', 'when' and 'as'

Read the sentences in the examples. How many actions are in the sentences? Which action is affected by the other? With a partner, take turns to make your own sentences.

Examples: (a) **While** I was visiting Tsega, their grandmother came around.

(b) **When** she was driving through the city, she heard gun shots.

(c) **As** the students were writing their last examination, the soldiers started firing gun shots.

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Exercise 1: Form correct sentences from this table.

While As When	I we you they she he	was were	visiting Tsega, watching a match, walking home, writing the notes, crossing the road, having lunch, riding to school, fighting, firing guns	the commander ran away. Ali came in. my sister shouted. lights went off. the telephone rang. they saw an army vehicle. many soldiers fled.

Activity

Construct five sentences of your own using 'while', 'when' and 'as' in your exercise book. Compare your answers with a partner.

Exercise 2: In your exercise book, rewrite these sentences correctly using the words in brackets.

Example: When Dibaba (come) to town, she met three soldiers.

When Dibaba was coming to town, she met three soldiers.

1. While they (watch) a war film, electricity went off.
2. As they (fight), it started raining heavily.
3. They (plant) cotton when the chief came around.
4. While they (walk) along the road, they were stopped by a policeman.
5. As I (climb) the hill, my shoe got off.
6. While the soldiers (run) downhill, they fell into an ambush.
7. The gardener (trim) the hedge when the visitors came.
8. When he (fix) the radio, he found a golden ring.
9. I (read) the story about Adwa when the teacher entered.
10. While Ali (read) the war story, his mother called him.

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LESSON FOUR

Using: What did ...?

Activity

The table shows what the people did when they visited various places. Study it carefully and using the information, make sentences as shown in the examples below.

Example: (a) What did Aberu do when she was visiting Adwa?

Aberu talked to the war veterans when she was visiting Adwa.

(b) What did Selam do when she was visiting Jimma?

When Selam was visiting Jimma, he climbed the hills.

Name	Place	Activity
Selam	Jimma	(climb) the hills.
Mamitu	Dila	(do) voluntary work.
Aberu	Adwa	(talk) to war veterans.
Ali	Dese	(visit) historical sites.
Marga	Shambu	(help) grand parents.
Tadesse	Mega	(study) people's culture.
Sofia	Addis Ababa	(collect) information from the museum.
The baker	our school	(teach) students about baking.

Exercise: In your exercise book, make sentences using this example:

Example: What did the boy do when we were listening to the radio?

The boy blew the candle when we were listening to the radio.

watching a film	writing a letter	crossing the road
soldiers fighting	reading a newspaper	listening to the radio

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LESSON FIVE

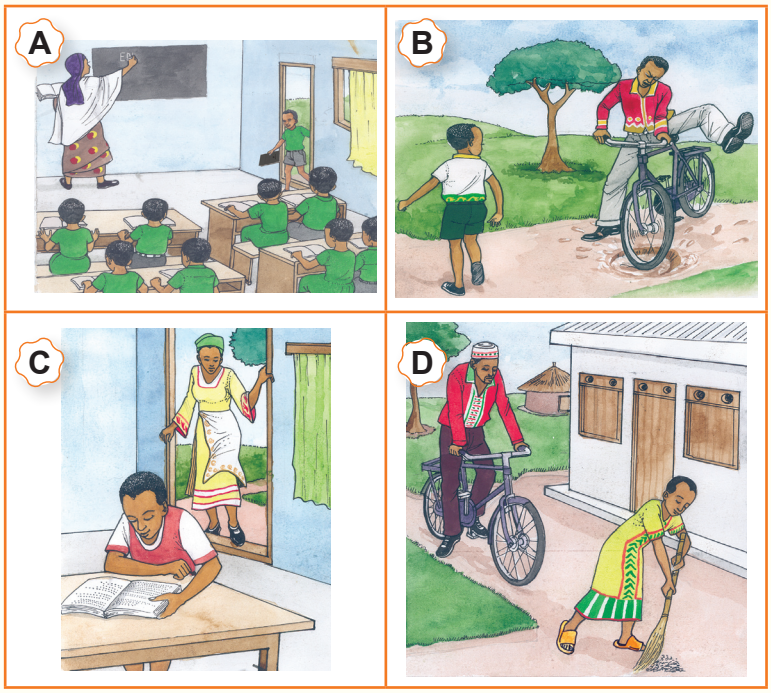
Using: What were /was ... doing when ...?

Activity

In groups of three, discuss what you see in each picture. One of your group members will ask questions and the two students will answer them by looking at the pictures.

Example: What were the students doing when the boy entered the classroom?

The students were reading their books when the boy entered the classroom.



Exercise: Think about activities that were happening when something else occurred. Write ten sentences about those activities.

LESSON SIX

Activity 1

In groups, take turns to ask your group members about what you were doing when something happened.

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Using: When and While

Form correct sentences from the phrases using the example below. Use **When**, **While**.

Examples: Deme swimming/an insect biting him.

(a) When Deme was swimming, an insect bit him.
An insect bit Deme when she was swimming.

(b) While Tamane was reading, the light went off.
The light went off while Tamane was reading.

Exercise 1: Write the sentences using **when** and **while**, in your exercise book.
Example: When I was having dinner, I heard a loud bang.

1. (have) dinner - (hear) a loud bang.
2. Dereje (check teacher's desk) - teacher (enter).
3. Tariku (walk) along the road - (meet) his father.
4. Soldiers (fight) - (discover) bodies of enemy soldiers.
5. Boys (read) their notes - girls (start) to shout.
6. Students (listen) to the news - (hear) a loud scream.

Activity 2

Ask your group members questions about what their friend/brother/sister/uncle were doing when something happened.

Example: (a) What was your sister doing when the fire broke out?
My sister was bathing when the fire broke out.

Exercise 2: Write ten sentences using **when** and **while**.

LESSON SEVEN

Jumbled sentences

Activity

In pairs, play a word game. Take turns to jumble up known words and ask your partner to arrange them correctly. Examples: WADA -ADWA, ATLBTE - BATTLE

Exercise: Rearrange the words to form correct sentences in your exercise book.

Examples: 1. Soldiers/away/while/ran/the/guns/firing/were/they.
They ran away while the soldiers were firing guns.

2. Watching/ movie/we/a/were/telephone/when/the/ rang.
We were watching a movie when the telephone rang.

1. bang/reading/was/Betru/heard/when/he/the.
2. grandfather/staying/was/when/with/I/began/the/ war.

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3. Adwa/father/my living/was/in/when/met/him.
4. men/the young/singing/were/we/met/them/when.
5. reading/Bible/the/when/lights/ got/ off/ was/ I.
6. on river/Tana/while/we/sailing/were/the/boat/almost/capsized
7. celebrating Enkutatash/they/were/ when/visited them/I.
8. wedding/a/attending/were/they when/raining/it/started.

LESSON EIGHT

Using: when / while / as

Exercise 1: In groups of three, form sentences using the phrases **when**, **while** and **as**. Write the correct sentences in your exercise book.

1. While/ I sweep the compound/my brother/carry the baby.
2. While/men clear the bush/women dig/children look after goats.
3. When/I come to school /meet /man ride a horse/woman ride a motorcycle.
4. As I/watch television/mother prepare dinner/my sister wash utensils.
5. While/we have dinner last night/mother prepare dinner/my sister wash utensils.
6. As/Dereje walk to post office/ our teacher come back/postman lock office.
7. When read/Ali sleep/Tola do his work.
8. While/mother trim my hair/my brother clean windows Fikre wash carpet.
9. As they/write exams/Abera look out of the window/teacher walk towards him.
10. As Gela/have breakfast/ her sister bathe/her brother pack his books.

Exercise 2: Complete the sentences in the past continuous tense in your exercise book.

1. While he (visit) Adwa, he met a lot of friendly people.
2. We (cross) the road when Ali was knocked down.
3. As Abdoshi (ride) downhill, he fell off the bicycle.
4. I met a friend when I (come) to school.
5. While we (watch) television, our father came in.
6. He fell down as he (try) to lift the heavy weapon.
7. While the soldiers (climb) the hill, they were fired at.
8. Students (stay) at school when the war started.
9. While Dino (milk) the goat, Ali (wash) the can and Fatuma (make) fire.
10. I (talk) to my teacher while Robe (finish) the work and Debabe (hand) in her book.

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LESSON NINE

Dialogue

Activity

In pairs, act out Erjabo and Beferdu's roles.

Beferdu learns about the battle of Adwa

Erjabo : Hello Beferdu, have you read about the battle of Adwa?
Beferdu : No, but I hear it was a serious war.
Erjabo : How did you learn about it?
Beferdu : My great grandfather fought in that war. My father often tells us stories about it.
Erjabo : Ah! So he was a veteran. Wasn't he very old?
Beferdu : Yes, he was.
Erjabo : But the war must have been quite intense.
Beferdu : Oh yes, it was. Ethiopian soldiers were determined. They fought as a strong force.
Erjabo : How did they manage to win the battle?
Beferdu : The Ethiopian soldiers fought the Italians with all their might. The Italians were defeated.

Exercise : Write a short dialogue about any historical event. Share your work.

B Reading

LESSON TEN

Comprehension

Activity I

Study the pictures and answer the questions that follow.





1. What do you see in the pictures?
2. What shows that the pictures were taken a long time ago?
3. What kind of people do you see in the pictures?

Read the passage below and answer the questions that follow.

The Battle of Adwa

In March 1896 when Ethiopia was under the leadership of Emperor Menelik II, it surprised the world by defeating an Italian army which had been sent to **conquer** his empire. This battle, known as the Battle of Adwa took place in Adwa, on 1st March 1896. It is a testimony of how Ethiopians resisted European dominance. Ethiopia is the only African country that resisted colonisation.

The Italians had established themselves at the Red Sea Port of Massawa in 1885 from where they began to move to the now Eritrean Highlands. Ethiopian commanders had to halt this, though not so easily. By 1890, Italians had created the colony of Eritrea with Asmara as the capital city. They continued to push towards the northern Ethiopian province of Tigray but Ras Mangasha the ruler of Tigray resisted them from late 1894 to 1895 when they defeated his forces and **pursued** him northwards.

However, in September 1895, Menelik, King of the province of Shoa, called upon all Ethiopians to take up arms. He led about 100,000 men northwards to the Italian occupied areas. He brilliantly decampaigned and outmanoeuvred the Italians.

The Italian army under General Baratieri became **demoralised** and **retreated**. The Ethiopian king tactically deploying 15,000 men who **advanced** during the night and occupied led forward positions. This was on 29th February, 1896. One Italian Brigade marched into the Ethiopian camp. The second Brigade was separately engaged with Menelik's forces who defeated them in three separate fights. By the afternoon of March 1st 1896, the Italian forces who were **desperate** and panicky retreated to Eritrea. This victory of Adwa led to the unification of Ethiopia and Eritrea and Menelik claimed the title of Emperor.

Exercise 1: Answer these questions in your exercise book.

1. Why was the world surprised by the Ethiopians?
2. Which army had invaded Ethiopia?
3. Who encouraged and mobilised the Ethiopian army to fight?
4. Where were the Italians by 1885?
5. For how long did Ras Mongasha resist?
6. Who was commander of the Italian army?
7. How did Menelik expose Italian weakness?
8. How can wars be avoided?

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

A	B
desperate	lost confidence and hope
demoralised	withdraw from enemy
retreat	move forward
conquer	chasing after someone
colony	country controlled by another
pursuing	to take control of something
advance	very worried and angry about something

Activity 2

Work with a partner to discuss the advantages and disadvantages of wars. Write your findings in your exercise book.

C Writing

LESSON ELEVEN

Ethiopian Historical Event

Activity 1

Read the words in the table below and find the meaning of the difficult ones in a dictionary.

colonised	domination	Italians	Ethiopians	importance	location	sons
Ethiopia	legends	born	Queen	brought	covenant	
interruption	occupied	Ethiopian				

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

It is believed by early traditionalists that Cush, who was one of the (1) _____ of Ham and therefore a grandson of Noah came to (2) _____ from Mesopotamia. Old (3) _____ said that Menelik (I) the son (4) _____ to Solomon by the (5) _____ of Sheba settled in Axum. He (6) _____ with him the Ark of the

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(7) _____ from the temple in Jerusalem. Here he settled and established the (8) _____ state which stayed without much (9) _____ until 1974. Ethiopia, as a matter of fact, had the longest monarchies in the world.

The historical (10) _____ of Ethiopia was due to its advantageous (11)_____ and terrain. By and large, this (12) _____ had quite some influence from outside countries but was not really fully (13) _____ by any of them.

When the (14) _____ under Benito Mussolini briefly (15) _____ it, they got a bloody nose from (16) _____ during the battle of Adwa.

Activity 2

Write a short paragraph about a historical event you know in Ethiopia. Share your story with other members of your class.

Revision Exercise (Home work)

Complete the sentences correctly using the words in the brackets.

1. Soldiers _____ very well and won the battle. (fight)
2. Italians _____ the battle many years ago. (lose)
3. Barena usually _____ war movies. (watch)
4. Many people were _____ during the war. (shoot)
5. I had _____ the mountain when the war started. (climb)
6. While Ali was_____ to school, he fell off the bicycle. (ride)
7. As they were _____ to grandfather's story, it started raining. (listen)
8. Toleshe was _____ on Lake Tana when a high wind blew. (sail)
9. They were _____ the rift valley when they heard the earthquake. (tour)
10. While we were _____ to the news, our uncle arrived. (listen)

LESSON TWELVE

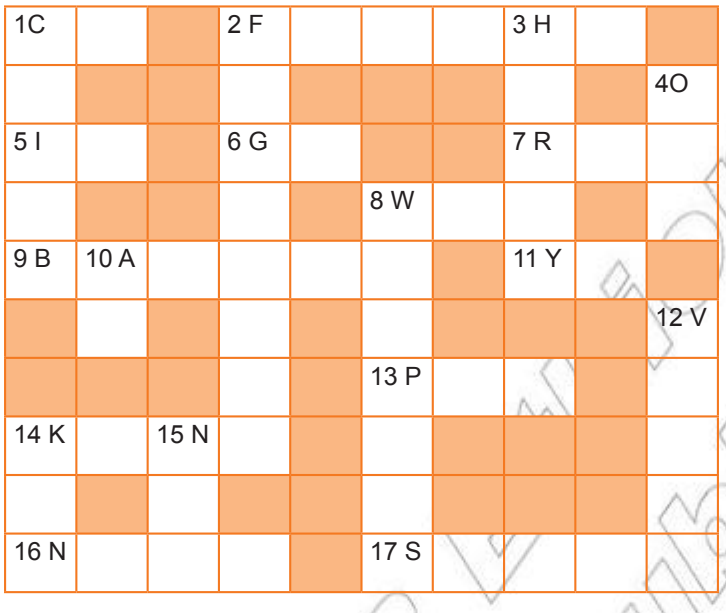
Activity

In groups of six, perform a play about the Battle of Adwa. Use the reading passage on page 73 as a guide to get the characters, the causes of the war, the victors and losers, and the effects of the war.

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LESSON THIRTEEN

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



Clues across

1. short form for company (2)
2. past tense of 'fight' (6)
5. short for I am (2)
6. move (2)
7. jog (3)
8. battle (3)
9. war (6)
11. means 'you' (2)
13. place (3)
14. ruler (4)
16. first received (4)
17. fire a gun (5)

Clues down

1. move up (5)
2. goes on in battle (8)
3. be quick (5)
4. not two (3)
8. used in war (7)
10. same as while when (2)
12. tour a place (5)
14. relative (3)
15. at this time (3)

Exercise: In pairs, use the words you have formed to make meaningful sentences.

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Objective

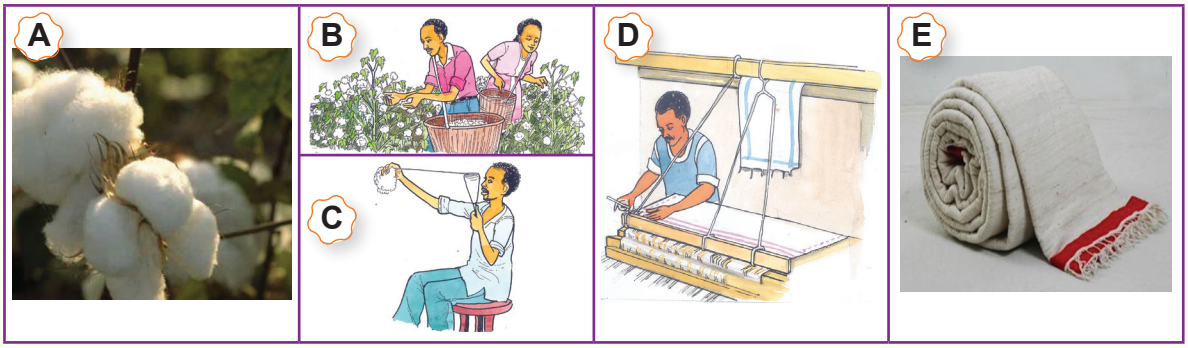
In this unit, you will describe processes of getting products.

A Listening and speaking

LESSON ONE

Activity 1

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



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

Listening Practice

Activity 2

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

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

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

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LESSON TWO

Vocabulary practice

Activity

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

cook	bake	bread	flour	salt	wheat	serve	bowl
stir	dissolve	mix	fold	cover	*injera*	*teff*	

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

1. _____ the mixture until it _____.
2. _____ is used to make bread.
3. You can eat _____ with chicken stew (*dorowot*) for lunch.
4. _____ the food when it is ready.
5. You should _____ different ingredients to bake good bread.
6. _____ the food with a plate and put it on the table.
7. _____ needs enough rainfall to grow well.
8. We shall have _____ for breakfast tomorrow.

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

LESSON THREE

Using: Present simple active and passive voice

Activity 1

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

(a) Which products are made from timber?
(b) What juice do we get from pineapples?
(c) What product is made from wheat?
(d) When is cotton harvested?
(e) What crop is common in your area?

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Activity 2

Form correct sentences from the table.

Example: Coffee is grown in Ethiopia.

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

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

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

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

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

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

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

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

LESSON FOUR

The active and passive voice

Activity

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

Examples: (a) *Teff* is brought from the market by Tiberu every Friday.

(b) Tiberu brings *Teff* from the market every Friday.

(a) *Injera* and spinach are eaten by Roro.

(b) Roro eats *injera* and spinach.

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

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

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

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

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

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

poured	cooked	batter	fire	days
flat	turn	mixed	injera	bottom

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

B Reading

LESSON FIVE

Comprehension

Activity 1

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

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Read this passage about the process of making Ethiopian coffee.

The Ethiopian Coffee Ceremony

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

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

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

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

Exercise 1: Answer the questions about the passage.

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

Activity 2

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

LESSON SIX

How a *gabi* is made

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

Activity 1

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

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Activity 2

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

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

Activity 3

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

A



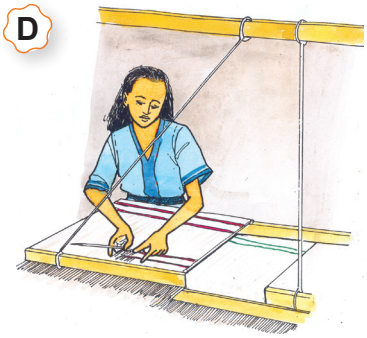
B



C



D



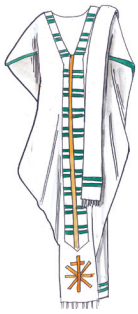
E



F



G



H



I



Exercise: Answer the following questions.

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

LESSON SEVEN

Activity 1

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

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

Activity 2

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

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

Activity 3

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

A



B



C



D



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

C Writing

LESSON EIGHT

Using: How does ...?

How does Sofia bake a cake?

Activity 1

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

Equipment:

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

Ingredients/Recipe:

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

Activity 2

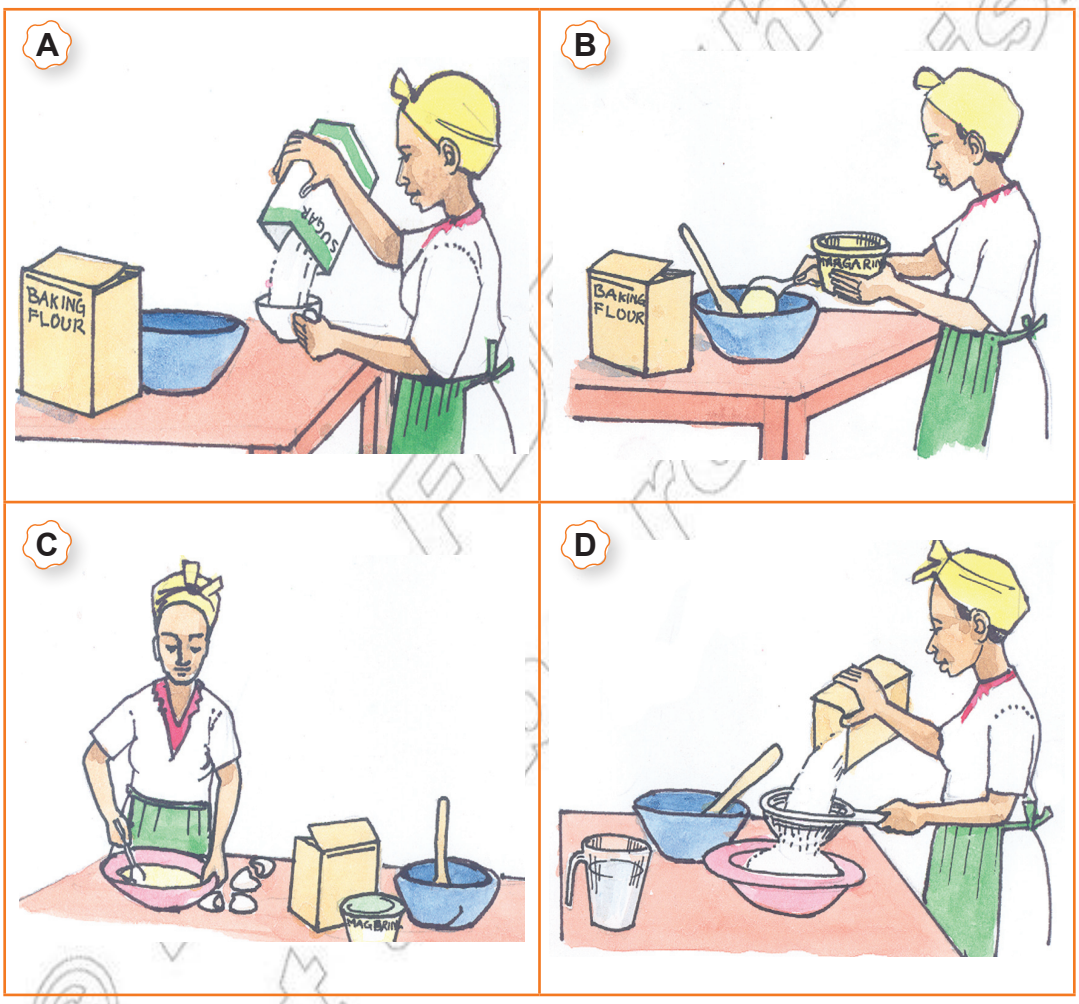
The following process of baking cakes is jumbled.

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

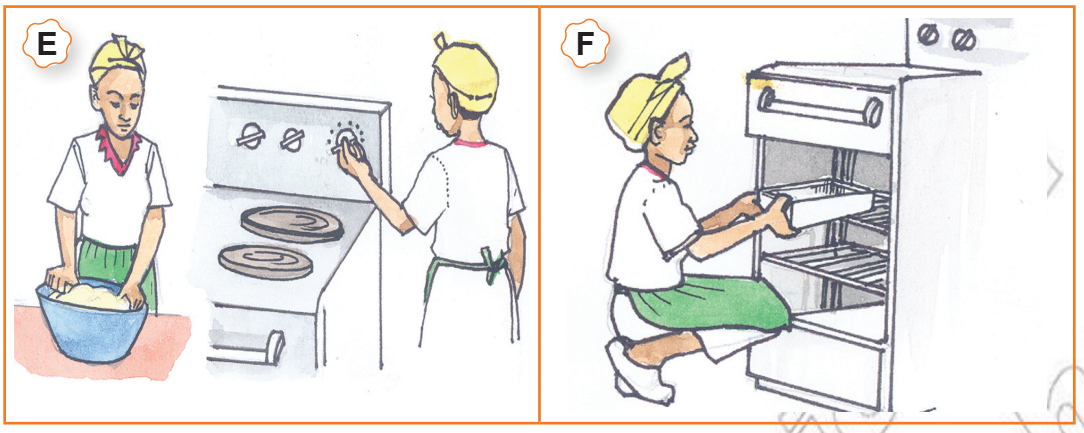
1. Next mix sugar and margarine together and whisk until light and fluffy.
2. Finally you remove the cake and put it on a rack. Leave it to cool before serving.
3. First sieve the flour, baking powder and salt together into a mixing bowl.

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

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



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

Grammar Highlight

Using do/does/did in questions

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

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

  You live ⟶ do you live?

  The film begins ⟶ does the film begin?

  Do you live here?

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

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

  You sold ⟶ did you sell?

  The accident happened ⟶ did the accident happen?

  Did you sell the house?

  How did the accident happen?

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LESSON NINE

Dialogue

Activity 1

Read the dialogue and act it out with a partner.

Hailu : Has your group baked any bread yet?

Senait : No, we still have much to learn.

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

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

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

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

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

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

Activity 2

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

a) She comes to the party every month.

b) Somebody gave me the key.

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

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LESSON TEN

Poem

Read the poem.

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

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

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

Exercise 1: Answer the questions in your book.

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

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

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LESSON ELEVEN

Comprehension

Activity 1

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

Read the passage.

Cotton growing

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

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

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

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



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

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

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

Source: Adapted from African News, November 2007.

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Exercise 1: Answer the questions.

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

Exercise 2: Match these words with their meaning.

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

Activity 2

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

LESSON TWELVE

Revision Exercises

Activity

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

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

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

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

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

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

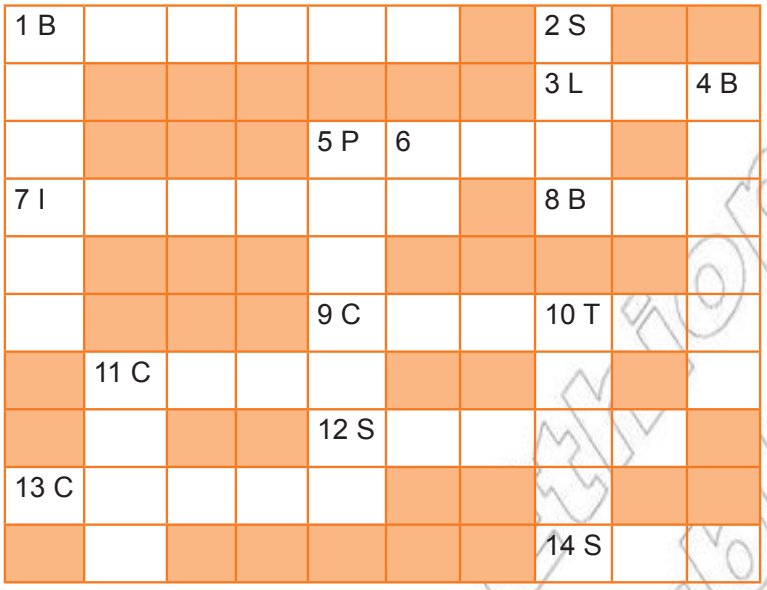
Exercise 3: Complete the sentences by filling in the correct form of the words in the brackets.

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

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LESSON THIRTEEN

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



Clues across

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

Clues down

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

Activity

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

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Revision Exercise 1

A. Arrange the words to make sensible sentences.

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

B. Complete the dialogue.

Visitor: What ...?
Sofia: My name is Sofia.
Visitor: Where ...?
Sofia: I live in Goba.
Visitor: Do ...?
Sofia: No, I don't know the meaning of **Goba** but I will ask my father.
Visitor: What ...?
Sofia: I think **Addis Ababa** means new flower.
Visitor: Who ...?
Sofia: Our teacher told us its meaning.
Visitor: What....?
Sofia: Arba Minch means forty springs.

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

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

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

Revision Exercise 2

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

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

B. Rewrite the sentences using the instructions in brackets.

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

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

both and more don't have to must most

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

Revision Exercise 3

A. Arrange the words correctly to form good questions.

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

B. Use the words in the brackets correctly.

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

C. Punctuate the sentences.

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

Revision Exercise 4

A. Use the words in the brackets correctly.

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

B. Rewrite the sentences as instructed in the brackets.

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

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

Revision Exercise 5

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

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

B. Arrange the jumbled words to make good sentences.

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

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

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

Revision Exercise 6

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

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

B. Rewrite these sentences beginning with the bold words.

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

Objective

In this unit, you will talk about people's experiences.

A Listening and speaking

LESSON ONE

Activity

In groups of three, discuss what you see in the picture.



Exercise 1: Answer the following questions based on the above picture.

1. What do you think is taking place in the picture?
2. Mention the equipment one needs for fishing.
3. Name the types of fish caught in our lakes?
4. Describe the people in the picture.
5. How can we protect our water sources from pollution?

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Listening practice

Exercise 2: Your teacher will read to you a story about Kwame Nkrumah (a famous Ghanaian leader). Listen carefully and answer the questions below.

1. Who was Kwame Nkrumah?
2. What was he famous for?
3. What shows that Kwame Nkrumah was hardworking?
4. What did he do for his country?
5. What do you plan to do for your country?

LESSON TWO

Vocabulary Practice

Activity

Describe a game you have ever participated in the people who were involved and how the winner came through.

Exercise 1: Use the following words to complete the sentences below.

met	been	dug	arrived	swam
driven	cooked	painted	used	ridden

1. Have you ever _____ a picture?
2. I _____ late at the lake shores.
3. Rebika _____ a fishing rod to catch fish.
4. The fish that Teshome _____ was tasty.
5. I have _____ in the river several times.
6. Have you ever _____ Afework Tekle?
7. Ferede _____ a hole near the kitchen.
8. She has _____ the ambulance to the hospital.
9. Have you ever _____ a horse?
10. Roro has _____ to Bale twice.

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Exercise 2: Write ten sentences about the activities you have done today either at home or at school.

LESSON THREE

Using: Present Perfect Tense

Activity 1

Read and act out Tahir and Chala's dialogue with a partner.

Tahir : Have you ever been to Hawassa?

Chala : No, I haven't.

Tahir : Have you ever been to Gambela?

Chala : Yes, I have.

Tahir : When did you go?

Chala : Two years ago.

Tahir : Did you like it?

Chala : Yes, it was beautiful.

Exercise 1: With a partner, write down the names of four places in your country that you have been to. Write a similar conversation like the one above.

Activity 2

In small groups, discuss a living famous person you know. List down the activities he/she has done.

Example: He/she has written books for children.

He/she has built a dispensary.

Exercise 2: Answer these questions using the example provided.

Example: Have you answered all the questions correctly?

Yes, I have answered all the questions correctly.

1. Has your sister posted the letter/ (No, ...)
2. Have they brought the books? (No, ...)

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3. Has the chief guest arrived? (Yes, ...)
4. Have you written the answers in your exercise books? (Yes, ...)

LESSON FOUR

Activity 1

Work in pairs to tick the correct sentence in each pair.

1. ☐ I went to Bonga last year.
   ☐ I have been to Bonga last year.
2. ☐ Have you ever met a famous person?
   ☐ Did you ever meet a famous person?
3. ☐ Turjum's not here. He went to Arbaminche.
   ☐ Turjum's not here. He's gone to Arbaminche.
4. ☐ You have met him when you were six.
   ☐ You met him when you were six.

Activity 2

With a partner, ask and answer questions about what you have ever done.

Example: 1. Have you ever visited a zoo?
Yes, I have.
2. Have you ever travelled by train?
I have never travelled by train.

Activity 3

Take turns to form correct questions and answers using ever/never from the table.

Have Has	you they your brother	ever	caught fish from a lake? visited Awash Park? travelled by train? seen an aeroplane? made a mistake?

Exercise: Study these examples with a partner and answer the questions.

Examples: (a) Have you ever seen an aeroplane?
Yes, I have.
(b) Has your brother ever caught fish from a lake?
He has never caught fish from a lake.

1. (a) _____ you ever (visit) Nairobi?
   (b) Yes, _____.
2. (a) _____ she ever (prepare) 'Dorowot'?
   (b) She _____ never (prepare) 'Dorowot'.
3. (a) _____ they ever (write) letters to friends abroad?
   (b) Yes, _____.
4. (a) _____ they ever (meet) any of their friends?
   (b) They _____ never (meet) any of their friends?
5. (a) _____ you and your brother ever (speak) Amharic?
   (b) Yes, _____.

LESSON FIVE

Using: Who ...? / What...? / Whose...? / Where...? / Which...?

Activity I

Work with a partner to form **Wh-questions** in A and match them with answers in B.

A	B
When ...?	six
Where ...?	1991
What ...?	Ethiopia
Who ...?	because I love him.
Why ...?	John
Which ...?	some roses
How ...?	50 birr
How much ...?	the red ones
How many ...?	by plane

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Activity 2

With a partner, take turns to ask and answer questions as in the example.

Example: 1. Where has she taken the books?

She has taken the books to the library.

2. What has she bought from the canteen?

She has bought a pen from the canteen.

Activity 3

In groups, assume the following roles:

- watering the cabbage in the school garden. (Anile)
- cooking beans and rice for supper. (Wede)
- writing a letter to an uncle requesting for fees. (Ali)
- speak to the tailor.
- borrow Herpo's pen.
- direct tourists to scenic places.

Answer these questions in complete sentences.

1. Who has watered the cabbage in the school garden?
2. What have you cooked for supper?
3. Why has she written a letter to her uncle?
4. Whom has he spoken to?
5. Whose pen have you borrowed?
6. Which places have the tourists visited?

Exercise: Write five questions using **Has** and **Have**. Form their answers.

(a) Who ...? (b) What ...? (c) Whose ...?

(d) Where ...? (e) Which ...?

LESSON SIX

Dialogue

Activity 1

In groups of three, talk about interesting places you have ever visited:

Name of place, where it is found, what is interesting in that place and why you visited it.

Exercise : In pairs, discuss and complete the dialogue between the journalist (Mulu) from Ethiopia and a tourist (Ali Hussien).

Mulu : What is _____?

Hussein : My name is Ali Hussien.

Mulu : Where _____?

Hussein : I am from Saudi Arabia.

Mulu : Where have you been?

Hussen : I have been to the game park.

Mulu : What did _____?

Hussein : I saw some red fox, lions, giraffes and birds.

Mulu : When do you _____?

Hussein : I hope to go back to Saudi Arabia next week.

Mulu : What _____?

Hussein : Watching birds was the most enjoyable activity in Ethiopia.

Mulu : How _____?

Hussein : I travelled by Ethiopian Airways.

Mulu : Have you _____?

Hussein : Yes, I have plans to return to this country.

Activity 2

Write a short paragraph about what you have ever achieved.

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LESSON SEVEN

Post card

Activity 1

Read the post card below. In groups, discuss the questions about it.

Dear Aunt Meseret, Greetings from my family. During this school term, my class has done many things. We have written many compositions, drawn and modelled handicrafts for sale. We have also learnt how to paint good pictures and to write letters and postcards. I hope to hear from you soon, Your niece, Rebika.	Aunt Meseret Bole Gerji Kebele Addis Ababa, Ethiopia.

Activity 2

Discuss these questions.

1. Who wrote the postcard?
2. What shows the writer is a student.
3. Why have they made handicrafts?
4. Why do you think people write postcards?
5. Where does the aunt live?
6. What do you think is missing on the postcard.

Exercise: Imagine you are Aunt Meseret, write a reply to Rebika's postcard.

LESSON EIGHT

Activity 1

Read the advertisement carefully and in groups, discuss the questions.

GRAND SALE ! GRAND SALE!

WHERE : MERKATO
WHEN : 8TH JANUARY - 12TH JANUARY
TIME : 8:30 AM - 5:00 PM

Utensils, used or secondhand blankets, bedsheets, mattresses and cutlery on sale!

HURRY WHILE STOCK LASTS

MANAGEMENT

5 / JAN / 2010

1. What is the advertisement about?
2. When was the advertisement written?
3. When is the closing date for the sale?
4. Mention one item on sale.
5. How long will the sale last?

Activity 2

Discuss different ways of advertising items for sale. Imagine you want to start a shop, what activities will you do to ensure that your business succeeds?

Exercise: Imagine you are selling something. Write an advertisement to inform people about it so that they can buy it.

LESSON NINE

Comprehension

Pre-reading activity: Answer the following questions.

1. Have you ever lost anything? When? Where? What was it?
2. Do you know someone who has ever lost and got his /her item back? What was the item?
3. What would you do if you found something lost?

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B Reading

Read the passage silently.

Lost and found

One Monday morning, the Grade 7 teacher at Hilltop Primary School prepared to take her class for a picnic. She wanted them to relax as they were about to write their final exams. She also wanted them to learn more about the geography of their district.

By the time the buses came at 7:30am, all the students were there and ready for the trip. Each one looked smart in the school uniform. They carried bags, note books, packed lunch, some fruit juice and mats.

The two buses set off at 8 o'clock. Each bus carried thirty students and two teachers.

At the picnic site where they arrived two hours later, the students were allowed to play games such as football. They ate their lunch at 1 o'clock and had more fun running around while some rested in the shady grounds.

After lunch time, Gezahagn realised that he had lost his keys. He asked his friends but none of them could help him. When he informed the teacher, she asked everyone to search for the lost keys. Just as they were about to give up, Rebika shouted, "Look! I have found them!"

The keys had dropped at the entrance of the picnic grounds. "Isn't that where you were playing hide-and-seek with your friends?" asked the teacher. "Yes," replied Gezahagn. He thanked the class and especially Rebika for finding the keys. The students boarded the buses and returned to school. Everyone was happy.

Exercise: Answer the questions according to the passage you have read.

1. When did the grade 7 students set off for picnic?
2. What was the purpose of the tour?
3. What were the students supposed to take along?
4. How many people were there altogether on the tour?
5. What did the students do when they got to the picnic site?
6. How did Gezahagn lose his keys?
7. Why did four teachers have to go along?
8. Who found the keys?

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C Writing

LESSON TEN

Using: ... have/has ...

Activity 1

Boasting game

You will play a **boasting game** in groups.

Talk to your partners about the great things you have done. Show pride and boast about your game.

Your partners will tell you what they have done.

Exercise 1: Take turns with your partner to read the sentences aloud. Discuss what you think are realistic situations and those that are not.

1. "I have fought a lion and a tiger", boasted my friend.
2. "I have flown a jumbo jet," said Rebika.
3. "I have sat on an elephant," boasted Ali.
4. "Oh, I have ridden a horse," said Abel.
5. "And I have climbed Bale mountains," said Aida.
6. "Ha! my father has toured the whole world," stated Jorgo.
7. "My mother has bought a train," whispered Meron.
8. "Our sisters have gone to the North Pole," said Rahel.
9. "I have sailed on a steamer," said Mekedem.
10. "Ho! I have been to the moon in a rocket," boasted Lemma.

Activity 2

In groups, discuss any achievements you have made in the last one year.

Write down ten sentences boasting about what you have done.

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LESSON ELEVEN

Writing sentences in the present perfect tense

Activity

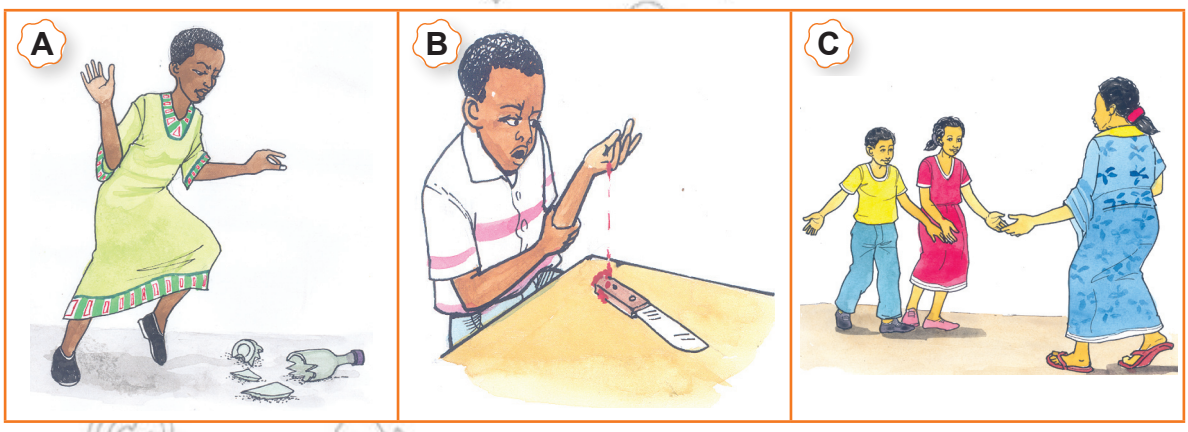
Use **have** and **has** to talk about exciting things you have ever done.

Exercise 1: Rewrite the following sentences correctly using the words in brackets.

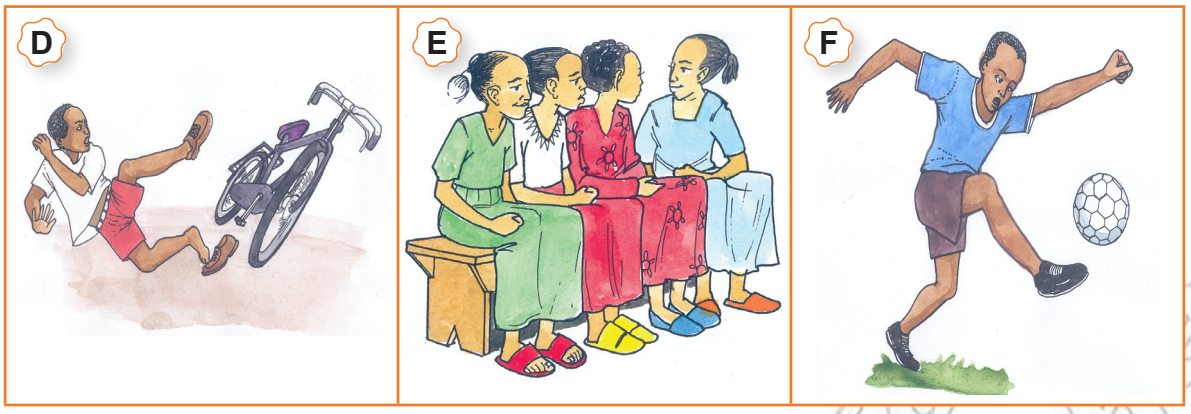
1. He has (shake) the bottle.
2. I have (write) a long story.
3. Abera has (ride) the bicycle away.
4. Melkitu and Abeba have (drink) all the milk.
5. The teacher has (take) out the books.
6. Boja has (kick) the ball.
7. My mother has (keep) the sharp scissors away from the toddler.
8. Emebet has never (steal) sugar.
9. We have never (draw) good pictures.
10. They have never (be) late for lessons.

Exercise 2: These pictures describe events that have just happened. Form a sentence for each picture showing what has taken place.

Example: Likelesh has broken the bottle.



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LESSON TWELVE

Activity

In pairs, tell your partner the games you have ever participated in.

Exercise 1: Answer the questions. Make complete sentences.

1. Have you ever woven a basket?
2. Have you ever seen an antelope?
3. Have you ever gone to Konso?
4. Have you ever eaten an apple?
5. Have you ever driven a car?

Exercise 2: Form correct questions using the words in brackets.

1. (ride/horse) Have you ever ridden a horse?
2. (be/Addis Ababa) _____
3. (run/marathon) _____
4. (speak/famous person) _____
5. (visit/Tsega) _____
6. (watch/war film) _____
7. (read a story/Adwa) _____
8. (commit/crime) _____
9. (skip/rope) _____
10. (see/Getachew) _____

Exercise 3: Complete the given questions using these words.

what where who whose why when

1. _____ has ever sat on an elephant?
2. _____ have you been since morning?
3. _____ will you go to the swimming pool?

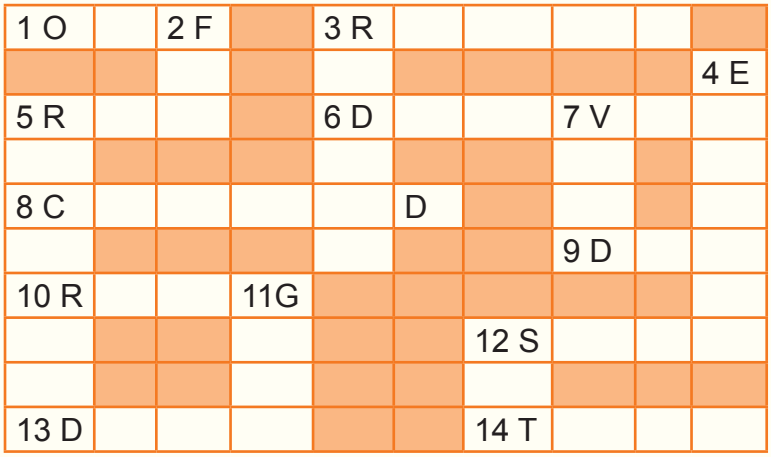
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4. _____ ball is this?
5. _____ hasn't Demissew come to school?
6. _____ is the name of your father?
7. _____ is your red pen?
8. _____ hasn't written the work?
9. _____ did you get the book from?
10. _____ are we sitting for the exams?

LESSON THIRTEEN

Activity

In pairs, complete the puzzle in your exercise book.



Clues across

1. opposite of on (3)
3. ran (5)
5. trot (3)
6. done it to a vehicle (6)
8. beckoned (6)
9. twenty four hours (3)
10. done it to a bell (4)
12. uttered (4)
13. accomplished it (4)
14. say (4)

Clues down

2. enjoyable activity (3)
3. done it to a bicycle (6)
4. had a nice time (7)
5. noted with pen (8)
7. competed for something (4)
11. left (4)
12. past tense of sit (3).

Exercise: Use some of the words in sentences.

Objective

In this unit, you will describe how simple machines work. You will also be able to tell what they are used for.

A Listening and speaking

LESSON ONE

Exercise 1: In small groups, look at these pictures and discuss the questions that follow.



1. What are the names of the machines in the pictures above?
2. What is the use of each of the machines above?
3. What other machines do you know? What are the machines used for?
4. Which machine needs electricity to operate?

Activity

Draw a picture of a machine you like most and describe it to your partner.

Listening practice

Exercise 2: Your teacher will read to you a short story. Listen carefully and answer the questions that follow.

1. How has man made work easy?
2. Which three things are useful in entertainment?
3. In groups, discuss the various machines you use at home and their work.

LESSON TWO

Vocabulary practice

Activity

Read the words in the box and find the meaning of the difficult ones in the dictionary.

button	radio	robot	switch off	machine	switch	television	mobile phone
pull	plug	lever	fan	press	power	computer	

Exercise 1: Use the words above to complete the sentences correctly.

1. Mengistu should press the big _____ to switch on the radio.
2. I have not seen a _____ set as big as that one.
3. When you press the off button, you _____ the radio.
4. You have to pull or push a _____ to make that machine work.
5. In order for a machine to operate, one has to insert a _____ in a socket.
6. A _____ has made communication very easy.
7. Always _____ the right button to switch on the television.
8. A _____ makes work easy.
9. A _____ is used for communication, typing work and storing important information.
10. It is very hot in here. Please, switch on the _____

Exercise 2: Use some of the words in the box above to write five sentences about a machine you use most at home.

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LESSON THREE

Grammar: Using: may/might

Activity

In a group, describe an object as others listen. Ask members to guess the object according to your description. Use **It might/may/could be ...** to name the object.

Exercise 1: Your partner will tell you the use and function of a machine of his/her choice. Guess what the machine is, using **may**/**might**/**could**.

Example: (a) It has a keyboard.
(b) It stores information and programs.
What is it? (a) It might be a computer.
(b) It may be a computer.
(c) It could be a computer.

1. It can use batteries or electricity.
   It can be switched on or off.
2. It has a receiver.
   We use it to communicate with other people.
3. It has buttons and each button bears a letter.
   It can be used to enter data into a computer.
4. We use it to send written messages.
   The message is transmitted very fast.

Grammar Highlight

- **may** and **might**

  These are words that are used to express a possibility that something is true or may happen.

  Example: I may visit a factory.
  She might acquire a new one.

  They may be used in the negative form using "not".

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Riddles: Using: It is either a ... or a ...

Exercise 2: Guess answers to the following riddles.

Example: (a) It is small in size.
(b) It has a pointed end.
(c) We use it for writing.
Answer: It is either a pen or a pencil.

(a) We use it in our homes.
(b) It is a source of heat.
(c) It also gives us light.
Answer: It is either firewood or electricity.

Work in pairs and share your answer with others.

1. It has an engine.
   It is a common means of transport.
   It is either a _____ or a _____
2. We use it to cook food.
   It also provides us with heat.
   It is either a _____or a _____
3. It has buttons and each button bears a letter.
   It is either a _____ or a _____

LESSON FOUR

Activity

Read the following sentences with a partner.

Examples:
1. (a) The programme that we watched was interesting.
   (b) The machine that I repaired belongs to Abeba.
2. (a) Which button starts the machine?
   (b) The button, which is at the top, starts the machine.
3. (a) The radio that Ayele repaired is Hunde's.
   (b) The knife that is on the shelf is blunt.

1. What is the difference between the sentences in (a) and (b)?
2. What is the importance of the words **which** and **that** in the sentences? What meaning do they add to the sentences in (b)?

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Exercise 1: From the table form correct sentences using **which** and **that**.

Examples: 1. The switch, which is found at the top, starts the machine.
2. The radio, that we listen to, uses four cells.

The	switch button lever radio machine telephone computer pump bicycle	,	which that	you gave me is used at home can be found at the top is switched on we use was repaired Abebe rides was replaced was installed	,	starts the machine. can be used at home. uses four cells. gives clearer images. helps us to get information. makes the work easy. now works perfectly. is now spoilt. can be used to send messages.

Exercise 2: Your teacher will dictate to you short sentences. Write down the sentences and join them using **which** or **that**.

LESSON FIVE

The Active and Passive Voice

Activity

Read and talk about the meaning of these sentences with a partner.

Examples: 1. Active voice : You switch on the machine.
Passive voice : The machine is switched on.
2 Active voice : They repair radios.
Passive voice : The radios are repaired.

Exercise : Rewrite the sentences beginning with the bold words.

1. They clean **the machines** every morning.
2. Bekele repairs **the computer**.
3. Abenet switches on **the machine**.
4. They use **the crane** to lift the load.
5. You use **the telephone** to call someone.
6. They use **robots** to do their work.
7. Women use **needles** to sew clothes.
8. They repair **old machines**.
9. They use **the bicycle** to carry goods.
10. We watch **television** every day.

LESSON SIX

Imperatives

Activity 1

Ask your partner to do the following activities.

(a) Look at the roof. (b) Stand up (c) lean on the wall.

Let your partner make statements and you act them out.

Activity 2

With a partner, match the actions in column **A** with the machines in column **B**.

A	B
Turn on	the cooker.
Switch off	the radio.
Insert	the plug/cells.
Turn off	the television.

Exercise:

1. Write ten sentences expressing orders and instructions in your exercise book.
2. Suggest other machines and mention how you operate them.

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LESSON SEVEN

Conditional Sentences: Probable conditions: Using if ...

Activity 1

Mention the things you would like to achieve in life and what you should do in order to achieve them.

Make sentences about them using **if**.

Example: If you start the machine, it will make noise.

The machine will make noise if you start it.

My father will buy a bicycle for me if I pass my exams.

Activity 2

In the sentences below, the result or outcome is achieved if certain conditions are fulfilled. Read the following sentences to find out which condition needs to be fulfilled first before a result is achieved.

(a) Press the button, turn on the machine.

If you press the button, you will turn on the machine.

You will turn on the machine if you press the button.

(b) Raising the lever, load comes down.

If you raise the lever, the load will come down.

The load will come down if you raise the lever.

With a partner write ten situations where a condition has to be fulfilled first before a result can be achieved.

Exercise: Write correct sentences in your exercise book beginning with **if** ...

1. (Switch) on the radio, (listen) to the news.
2. (Watch) television, (learn) a lot.
3. (Turn) the power on, the machine works.
4. Power (go) off, machine does not (work).
5. (Turn) off the power, the computer does not (work).
6. (Use) the computer, work (become) easier.
7. (Switch) on the fan, you feel fresh.
8. (Press) the switch, the robot (start) to work.

LESSON EIGHT

What will you do?

Activity

In groups of five, take turns to mention the different machines that are used at home and school. Briefly discuss how they work. Explain why some machines fail to work and what can be done to make them work.

Exercise: Study the examples below and do the given exercise using … **will** … **if** …

Examples: (a) What will you do if the computer doesn't work? (use a typewriter)

I will use a typewriter if the computer doesn't work.

(b) What will they do if the bus doesn't come? (walk the distance)

They will walk the distance if the bus doesn't come.

1. What will you do if the taxi breaks down? (repair it)
2. What will the student do if he fails the exams? (repeat the class)
3. What will she do if the switch is faulty? (call a mechanic)
4. What will you do if the telephone doesn't work? (write a note)
5. What will the manager do if the workers are late? (caution them)

B Reading

LESSON NINE

Riddles

Activity I

In pairs, take turns to state what you will do if all the machines you use become faulty.

Exercise : Can you tell what the machine is?

(a) It is simple to handle. It has a rectangular or square shape. It has a view finder. Through the view finder you can focus on an object. After focusing on the image, you press a button. The outcome is a photograph.

(b) The machine works depending on the given instructions. All instructions are given using a keyboard. It processes and stores information and can run different programs.

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(c) It is a household machine. It requires batteries or electricity to operate. You switch it on and off when you want to use it or after using it. At times, it has parts attached to it to play cassettes or compact discs. The latest versions can be operated with remote controls.

Activity 2

In pairs, discuss the following questions about the riddles.

(a) 1. Describe the shape of the machine.
2. What must you do before you can get a photo?

(b) 1. How does this machine help people?
2. What items can fit this machine?
3. Why should everyone know how to use this machine?

(c) 1. What does this machine use?
2. What happens when you switch on this machine?

Activity 3

Draw the machines described in the riddles. Display your work in the classroom.

C Writing

LESSON TEN

Compound Sentences: Using: ... and ...

Activity

In pairs, read the sentences below and study how they are joined.

Examples:
1. (a) Tura plays netball. Tura swims very fast.
(b) Tura plays netball, and she swims very fast.
2. (a) He speaks English. He sings in Amharic.
(b) He speaks English, and sings in Amharic.

Exercise 1: Join these sentences using: ... **and** ...

1. I went to Addis Ababa. I met a friend Yabello.
2. She teaches Music. She choreographs dance.
3. He paid my sister. He bought a new car.
4. We drew pictures of hyenas. We took photographs of lions.
5. She bought a typewriter. She repaired the computer.

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Using: ... but ...

Read the sentences and compare sentences (a) with sentences (b).

Examples: (a) Kidist ate the food. She did not get satisfied.

(b) Kidist ate the food, but she did not get satisfied.

(a) Taye ran very fast. He did not win a gold medal.

(b) Taye ran very fast, but he did not win a gold medal.

Exercise 2: With your partner, discuss the meanings of the sentences in (b).

Exercise 3: Join the sentences below using: ... but ...

1. Merid switched on the TV. Merid did not watch the play.
2. The teacher took our books. He did not mark them.
3. We travelled a long journey. I didn't get tired.
4. We work very hard. We do not get paid.
5. I have been working since morning. I am not tired.
6. Dromo has many clothes. He does not wear them.

Grammar Highlight

- Using: and

  When we join two complete sentences with **and** the subjects of the sentences are both written, use a coma before **and**:

  (a) Shopping at the mall is expensive. Parking is hard to find.

  (b) Shopping at the mall is expensive, and parking is hard to find.

- Note that when you join two complete sentences and remove the subject of the second sentence, don't use a comma before **and**.

  (a) These days people mail cards. People e-mail electronic cards.

  (b) These days people mail cards and e-mail electronic cards.

- Using: **but**

  When we join two complete sentences with but, you must always use a comma before but:

  (a) I didn't want to send her a present. I sent her one anyway.

  (b) I didn't want to send her a present, but I sent her one anyway.

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Using: ... or ...

Read the sentences.

Example: Abebe went to the market. Abebe went to the shop.

What questions can you form from these statements?

Check whether your guess is correct.

Did Abebe go to the market? Did Abebe go to the shop?

These two questions can be joined together using ... **or** ... to become:
Did Abebe go to the market or to the shop?

Exercise 4: Form questions from these statements and join them using: ... or ...

1. He paid me. He paid my brother.
2. She talked to the driver. She talked to the conductor.
3. We visited Lalibella. We visited Jimma.
4. I study Mathematics. I study English.
5. We go to the village. We go to the town.

Exercise 5: Join the sentences using the words in brackets. Do the work in your exercise book.

1. Ayele listened to the radio. Teshome listened to the radio.
   (Join the sentences using ... **and** ...)
2. Merid switched on the television. Sofia switched off the television.
   (Join the sentences using ... **but** ...).
3. The boy may pull the lever. The girl may pull the lever.
   (Join the sentences using ...**or** ...)
4. The secretary used the computer. The director used the computer.
   (Join using … **and** …)
5. I switched on the machines. The machine did not work. (Join using … **but** ...)

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LESSON ELEVEN

Using: ... because ...

Activity

Read this sentence and discuss its meaning with your partner. Take turns to construct similar sentences.

Example: She did not go to school because she was ill.

Exercise: Use **because** to join these sentences.

1. The type writer may not work well. It is broken.
2. This switch needs to be repaired. The wires are loose.
3. The cooker cannot work. We have run out of gas.
4. Workers haven't used the machines. The machines aren't working.
5. Bayene has to use the typewriter. The computer broke down.
6. The power is on and off. We can't switch on the television.
7. Better turn on the generator. We need to work twenty four hours.
8. Sofia switched on the computer and started working immediately. She has only an hour to finish the work.

LESSON TWELVE

Punctuation

Activity

In groups of four, mention the punctuation marks you know and when they are used. Write them in your exercise book.

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Exercise 1: Work in groups and punctuate the letter correctly.

addis technology institute
p. o . Box. 347
tori
25th. jan 2010

the general manager
datamine electronics
po box 4784
addis ababa
dear sir

re: supply of computers

with reference to our earlier communication I would be grateful if you could supply us with 20 (twenty) IBM PC with their printers and stationery

our computer literacy programme will commence next term and it would be of paramount importance if they were delivered not later than 31st july 2010

enclosed herein is the Bank draft to effect payment we look forward to receiving the items please reply and let us know when they will be delivered

yours faithfully

Feleke mekonnen
PRINCIPAL

Exercise 2: Imagine you are the General Manager of Datamine Electronics, write a letter of reply to the Principal of Addis Technology Institute.

LESSON THIRTEEN

Guided composition

Exercise 1: Use the given words in the box to complete the passage.

automatically	think	limit	instructions	programmed
computers	complicated	themselves	speeds	1940s
world	electronic	individual		

Machines with Brains!

Did you know that computers are the most impressive invention of man? The first invention was in (1) _____. Computerisation has now moved into almost every area of society.

(2)_____ are fascinating and frightening at the same time. Many people think of them as machines with "brains" and as machines that (3)_____. After all, they play music, ask questions, store a lot of information, sort out data and much more. We are fascinated and alarmed by their (4)_____ ways and the scientific knowledge on which they are (5)___.

In fact, computers do not have brains and they cannot really think (6) _____. They are basically machines which can do anything. They are (7) _____ manipulated to do the work of human beings at very high (8)_____. The actual thinking is done by the humans who feed them with information and program them to perform given (9)_____.

Computers are (10) _____ tools that can receive a set of instructions or program, and then carry out these instructions by calculating on a lot of data or by (11) _____ it together and comparing with other forms of information.

Computers are available in many forms. They are used in industries, schools and (12) _____ homes. Imagine the _____ (13) before computers! The modern world of high technology is a result of the development of the computer.

Exercise 2: Write a paragraph describing a machine of your choice and what it is used for.

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Objective

In this unit, you will describe different types of Ethiopian games.

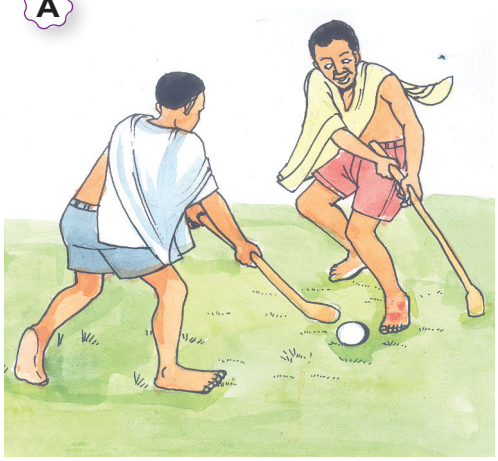
A Listening and speaking

LESSON ONE

Activity

Look at the pictures and name the games. Discuss with your partner how and when each game is played.

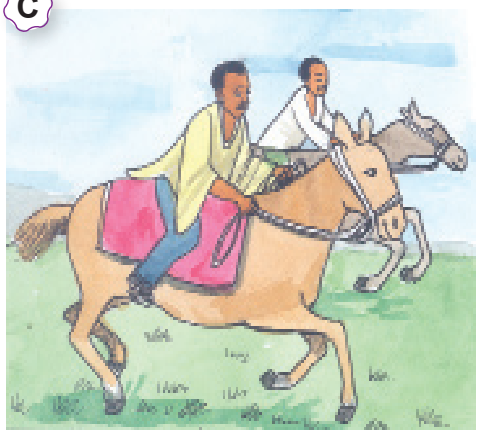
A



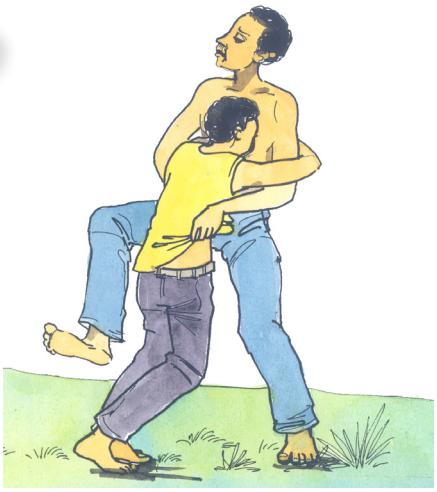
B



C



D



Exercise 1: Answer these questions.

1. How is each game played?
2. What equipment are used in each game or sport?
3. Which is your favourite game?
4. What is the objective of the games?

Listening practice

Exercise 2: Listen to the story from your teacher about games and answer the questions that follow in your exercise book.

1. List other games that you know.
2. Select any one game and describe how it is played.
3. Which game is similar to *Gebeta*?
4. Identify games in which only one pair participates.

Activity 2

In groups, discuss your favourite games. How are they played? Talk about the equipment needed, the number of players and rules that govern the games.

LESSON TWO

Vocabulary practice

Activity I

With a partner, form meaningful sentences using each of the words below.

game	win	loser	competitors	throw	umpire
equipment	rules	instructions	players	judge	referee

Exercise 1: Use the words above to complete these sentences. Write the complete sentences in your exercise book.

1. I can play the board _____
2. You need to follow the _____ of the game.
3. One must work hard to _____ a game.
4. The _____ makes the final decision.

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5. Eleven _____ make a football team.
6. Which _____ is used to play the game?
7. You should follow the _____ if you want to be a winner.
8. _____ the ball aiming at the ring in order to score.
9. The _____ is a referee in a game.
10. The _____ blew his whistle.
11. Every game has a winner and a _____

Activity 2

In a group, discuss some traditional Ethiopian games you know. Talk about the rules, how the games are played, how players participate, how long the games last, where they are played, etc.

Draw a chart to describe each of the games. Your teacher will guide you.

Exercise 2: List people who have become famous because of excelling in games. Name the games.

LESSON THREE

Using : How many .../How much ...

Activity 1

With a partner, take turns to be Tola and Senait. Assume that you want to go shopping for some items: Then act out the dialogue.

Read and act out this dialogue.

Tola : The sign post reads, 'MILK HERE'. Senait, how much milk do we need?

Senait : Two litres.

Tola : And eggs? How **many** eggs do we need?

Senait : A dozen.

Tola : What about potatoes? How **many** kilos of potatoes?

Senait : A kilo is enough.

Tola : How about butter? How **much** of it?

Senait : Just a packet.

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Exercise: Complete the sentences with **much** or **many**.

1. Have you got _____ homework?
2. We don't need _____ eggs. Just half a dozen.
3. Is there _____ traffic in your town?
4. I don't know _____ students in this class.
5. How _____ people live in your house?

Activity 2

Continue the conversation with your partner about the rest of the items in activity 1.

LESSON FOUR

The Present Simple (instructions)

Activity 1

Instruct your partner to do different tasks using these examples.

1. Open the book and read the words.
2. Throw the dice and read the number.
3. Pick the button and hand it over.
   (a) What do you notice about the beginning of these sentences?
   (b) How are these sentences different from other sentences like: I opened the book and read the words?

Exercise: The following instructions are jumbled up. Rewrite them correctly to form sensible instructions.

Example: then you read/you throw the dice/the number.
You throw the dice, then you read the number.

1. Wait a little bit/then show it to your partner/you pick the card.
2. Then open your eyes/you close the eyes/select the number.
3. Hit it hard/you throw the ball in space/then wait for the return ball.
4. And then hand it over to another colleague/you pick the baton/run with it.
5. Let partners hide/and then look for them afterwards/you close your eyes.

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6. And ask questions/read the paragraph/you open the work page.
7. Then trot until the end of the field/you run fast/wear the sack.
8. Skip for sometime/then leave when tired/you wait for the rope.
9. And then pull each other to the surface of the table/you hold hands tight/place them on the table.
10. Over take some/and then run towards the finishing line to win/you start off together.

Activity 2

Think of activities for your partner to perform. Give him/her instructions to follow. You will then change roles.

LESSON FIVE

Using: ... too ... to...

With a partner, read the following sentences and find out their meaning.

Examples: (a) The referee is **too** fat **to** run fast.

(b) The umpire is **too** strict **to** accept that goal.

Activity 1

In groups of six, take turns to make sentences orally using ... **too** ... **to** ...

Exercise 1: Make correct sentences from the table and write them in your exercise book.

Example: The pitch is too slippery to be used.

The	player opponent athlete pitch referee	is	too	slow strong ill slippery short	to	run. fight. compete. be used. see inside the hall.

Activity 2

Match the sentences in column **A** with the corresponding meaning in column **B**. Compare your answers with a partner.

Examples: (a) The bag is too heavy for me to carry.
(b) It is not light enough for me to pick up.

A	B
1. The shoes are too heavy for her to wear.	(a) He is not polite enough to smile.
2. The boy is too fat to run.	(b) He can't eat it.
3. The linesmen are too tired to run.	(c) They are not light shoes.
4. The captain is too rude to listen.	(d) He is not light enough to run.
5. The food is too hot for him to eat.	(e) They are not fast enough to run.
6. The referee is too tired to blow the whistle.	(f) He is not strong enough to blow the whistle.
7. The choir is too ill-prepared to win.	(g) She can't lead well.
8. The team is too weak to play.	(h) He can't play any longer.
9. The captain is too hungry to play.	(i) They can't win the match.
10. The leader is too tough to lead.	(j) They can't sing well enough.

Match the expressions in **A** with their meanings given in **B**.

Exercise 2: Construct five sentences about games using: ... **too** ... **to** ... Do the work in your exercise book.

Grammar Highlight

- The use of the ... **too** ... **to** ... expression can be presented by giving two sentences which can be combined by ... **too** ... **to** ...

  Example: (a) The referee is very fat.
  (b) He can't run fast.
  = The referee is too fat to run fast.

  Therefore, a sentence with the **too** ... **to** ... expression has a negative result/meaning in column A.

LESSON SIX

Using: ... enough ... to...

Tell your partner the meaning of these sentences.

Examples: (a) The player is not good enough to win.
(b) The dancer is not fit enough to dance.

Activity

Form five sentences about games using **... enough ... to ...** Compare with a partner.

Exercise: Construct correct sentences from the table. Do the work in your exercise book.

The	ball players weather goalkeeper referee teacher	is not	smart good quick fair brilliant healthy strong	enough to	win the game. enable us play. catch the ball. judge the match. see the trick. beat the opponent.

LESSON SEVEN

Using: ...too ... to... and ...not... enough...

Activity

Discuss with a partner the meaning of the sentence (a) based on the examples given.

Example: (a) They are too weak to win the game.
They are not strong enough to win the game.
(b) He is too slow to finish in time.
He is not quick enough to finish in time.

Exercise: Rewrite these sentences using: ... **not** ... **enough** ... in your exercise book.

1. She is too short to reach the ball.
2. The rules are too vague for me to understand.
3. The ball is too heavy to bounce high.
4. The players are too lazy to run.
5. The game is too boring to excite the crowd.
6. The boy is too small to kick the ball.
7. The ring is too small to allow many players.
8. The weather is too cold to enable me play the game.
9. The referee is too slow to blow the whistle.
10. The lake is too rough for the fishermen to row the boat.

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LESSON EIGHT

Using: I think ... I believe ... / In my opinion ...

Activity

Talk about different traditional Ethiopian games.
What is your opinion about these games?

Exercise: Find the meaning of these sentences and then make correct sentences from the table. Do the work in your exercise book.

Example: (a) I think games are important.
(b) I believe I can play football.
(c) In my opinion, playing cards teaches gambling.

I think ... I believe ... In my opinion ...	- games are important. - I can play football. - volleyball is an exciting game. - wrestling is a rough game. - chess should be taught in school. - government should give sports equipment to schools. - every child can play at least one game. - ***hide and seek*** teaches alertness. - playing cards teaches gambling.

LESSON NINE

Activity

Describe a game you know. Write a list of instructions to show how it is played.

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Poem

Exercise : Read the poem and answer the questions that follow.

I have always wished to play a game
But I can't remember its name
It is unique in the way it's played
Unlike football which is thrown or kicked
This game is played on wooden boards
Folded together like an exercise book
Fastened loosely with leather
And played by both the old and young
Gebeta is the name of the game
Played a lot with seeds or stones
In the evening when folks are resting
Now I remember it's the *gebeta* game

(Malachi Kanabi)

1. Which game is being talked about?
2. Where is the game played?
3. Who plays the game?
4. What do the folks do in the evening?
5. Apart from 'Gebeta' which other game is talked about in the poem?
6. Why does the writer say it is a unique game?
7. Find a suitable title for the poem.

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B Reading

LESSON TEN

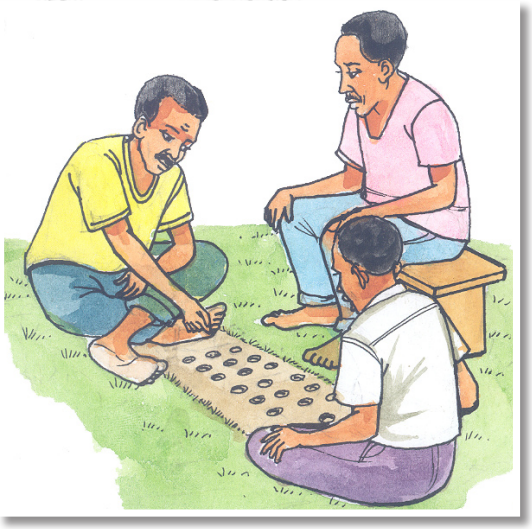
Comprehension

Activity: Discuss these questions briefly.

1. How many games can you play?
2. Name your favourite game.
3. Name one famous football player in Ethiopia.
4. Describe any horse-riding game you have ever seen.
5. How many players make up a football team?

Exercise 1: Read the passage and answer the questions that follow.

Gebeta is a traditional game which is played like *genna*. It is largely played in northern Ethiopia. It is similar to the game of ***Wari***. The game requires a playing field of eighteen holes arranged in three rows of six. The playing board is made up of two boards with nine holes each (arranged in a 3-square pattern) which is placed end to end. On the outer end of each board is a large extra pocket used as a reservoir for winnings. The two boards are fastened loosely with leather thongs, which may be folded together like a book and carried with a handle. The game is played with seeds although stones can also be used.



Gebeta has been carved in certain places common for social gathering. People frequently sit there to play the game. *'Gebeta'* boards are kept by families for generations and act as a symbol for family life for the old and young. In some families when a young man gets married, his father may carve a board for him to play the game with his bride.

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1. How many holes of a playing board are required?
2. In which part of Ethiopia is *Gebeta* commonly played?
3. How many holes make up a playing field?
4. Apart from seeds, what else can be used to play the game?
5. Why do families keep *Gebeta* boards?
6. Where do the children often sit to play *Gebeta*?

Exercise 2: Based on the passage on page 138, find the meaning of the words below. Use each of them in a sentence. Do the work in your exercise book.

carved	symbol	loosely	reservoir
winnings	*Gebeta*	traditional	game

C Writing

LESSON ELEVEN

Guided composition

Group Activity

Write a short passage about a game you like to play. Describe how it is played and the rules that govern it. Where and when it is played. You may use pictures to illustrate it.

Exercise : Use the words in the box to complete the passage.

watched	spectators	scored	kits	and
beaten	referee	good	defenders	dressed

Last evening, I (1) _____ a football match between Buna Football Club (2) _____ St. George Football Team. Buna team was (3) _____ in blue jerseys while the St. George Team wore red (4) _____ Buna (5) _____ played so well that they did not lose any ball and the attackers could not go past them. Their goalkeeper too was very (6) _____ The attackers dribbled so well in the first half that they (7) _____ two goals. The (8) _____ cheered Buna players excitedly to the end. When the (9) _____ blew the final whistle, Buna Team had (10) _____ St. George three goals to zero.

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LESSON TWELVE

Revision

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

handle	awarded	two	win	foul	referee
send	players	kick	penalised		spectators

1. The _____ controls the game.
2. If you want to _____ a game, you should play well.
3. _____ are the people watching a game.
4. Football is played between _____ teams.
5. A penalty is _____ when you handle a ball in the goal area.
6. Do not _____ your opponent.
7. A football team is made up of eleven _____
8. Do not _____ the ball when in play.
9. You will be _____ when you foul an opponent.
10. The referee has a right to _____ any players off the pitch.

Exercise 2: Use the correct form of the words in brackets to complete the sentences.

1. Gobena _____ football better than Kamil. (play)
2. Who has _____ the ball into the net? (throw)
3. _____ a game depends on the skills of the players. (win)
4. Tura's ball is _____ than Abdulsemed's. (big)
5. My school team _____ the game to the visitors. (lose)
6. Players should know the _____ before they begin to play. (rule)
7. The visiting team was _____ dressed. (smart)
8. Ongaye ran _____ than I expected. (fast)
9. Two strong boys will _____ the net to the field. (carry)
10. We _____ when our team scored two goals. (celebrate)

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Exercise 3: Complete the sentences by finding in the correct word.

1. The field is not big _____ to accommodate all the people.
2. Chuchu is too lazy _____ play the game.
3. Traditional games are _____ interesting as modern games.
4. The referee blew the _____ to start the football game.
5. Fraol is _____ an athlete or a footballer.
6. _____ many players form a netball team?
7. That boy is gifted _____ many talents.
8. Students celebrate when their team _____ a game.
9. _____ our team fought hard, it did not win the match.
10. We shall lose the game _____ we work hard.

LESSON THIRTEEN

Exercise 1: Copy and complete this puzzle in your book.

1 W				2 E			3 B		4 N
5 N			6 R				Y		L
7 R		8 B		9 P					10 R
	11 G								
12 B							13 L		
				14 T					S
	15 E								

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Clues across

1. he is not a loser (6)
3. forbid (3)
5. negative (2)
6. tough game played with a ball (5)
7. erase (3)
9. one who takes part in a game (6)
11. game played on a board (6)
12. flying mammal (3)
14. casts a ball (6)
15. finish (3)

Clues down

1. defeat (3)
2. things one needs to do a job (9)
3. lad (3)
4. nothing (3)
8. type of vegetable (4)
10. regulations (5)
11. type of play activity (4)
13. not high (3)

Exercise 2: Form sentences using ten words of your choice from the puzzle. Do the work in your exercise book.

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Objective

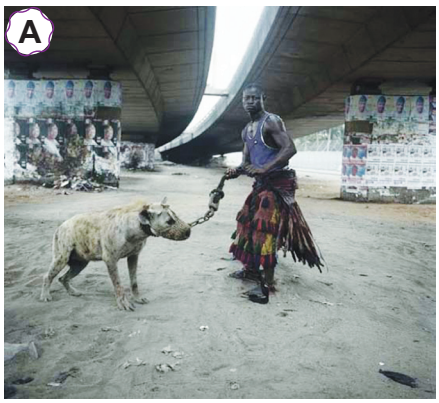
In this unit you will describe some animals that are endemic to Ethiopia and give advice on how to take care of them.

A Listening and speaking

LESSON ONE

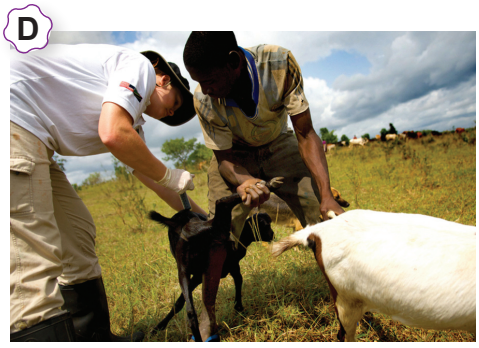
Activity

In groups of four, discuss what you see in each picture.









1. List the domestic and wild animals you know.
2. How can we take care of domestic animals?
3. List and describe the animals that are found in Ethiopia.

Listening practice

Exercise: Listen to the story read by the teacher. Answer the questions that follow in your exercise book.

1. What are the characteristics of living things?
2. How are wild animals denied their rights?
3. Why must we care for wild animals?
4. What do you think is meant by the term **environment**?
5. What is likely to happen if all wildlife is destroyed?

LESSON TWO

Vocabulary practice

Activity

Read these words and look up their meaning in the dictionary.

protected	endangered	preserve	habitat	hunt	traps
giraffe	feed	spots	poachers	animal	

Exercise 1: Use the words above to complete the following sentences.

1. A zebra is a beautiful _____
2. Wild animals should be _____
3. Lions _____on other animals.
4. A _____ has a long neck and long legs.
5. Poachers _____ animals.
6. A leopard has beautiful _____ on its fur.
7. We should preserve the _____ animals.
8. A forest is a _____ for animals.
9. _____ are set in the bush to kill animals.
10. _____ are not allowed in national parks.

Exercise 2: Use some of the words to write six sentences about your favourite animal.

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LESSON THREE

Grammar: Language Practice

Imperatives

Activity

Read the following statements.

Example: Clean the blackboard, will you?

(a) Clean the cutlery, will you?

(b) Stay away from the fire, will you?

(c) Shut the kennel now, will you?

(d) Look after the animals well, will you?

Exercise: Use these verbs to form statements like the examples in Activity 1. Do the work in your exercise book.

shoot	clean	protect	catch	hunt	try	kill
give	feed	change	fence	trap	draw	throw

Grammar Highlight

- Imperatives are statements in form of orders, commands, instructions or directions. For example: **Come here! Go back to school!**

LESSON FOUR

The Present Simple Tense

With a partner, read the following sentences.

Is the action taking place, does it take place or it took place?

Examples:
1. The lion hunts animals every week.
2. Selam carries the puppies to the kennel everyday.
3. She feeds the animals in the morning.

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Activity 1

Your teacher will describe a game to you. Listen carefully to follow the instructions of the game.

Exercise 1: Form correct sentences from the table. Do the work in your exercise book.

I	go	to	the zoo twice a year.
We			school everyday.
They			church every Sunday.
He	goes		the mosque every Friday.
She			the market everyday.
Taye			the national park quite often.

Exercise 2: Complete the sentences using the correct form of the verb from the brackets. Do the work in your exercise book.

1. Most animals in the bush are (scare) of the lion.
2. Lemessa (smoke) the latrine every week.
3. The boy (sweep) the kennel everyday.
4. She (use) a broom to sweep everyday.
5. The girl (clean) the compound every morning.
6. Endale Tura (brush) his teeth every morning.

Activity 2

Form five sentences of your own in the present simple tense. Compare your answers with a partner's.

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LESSON FIVE

Describing animals

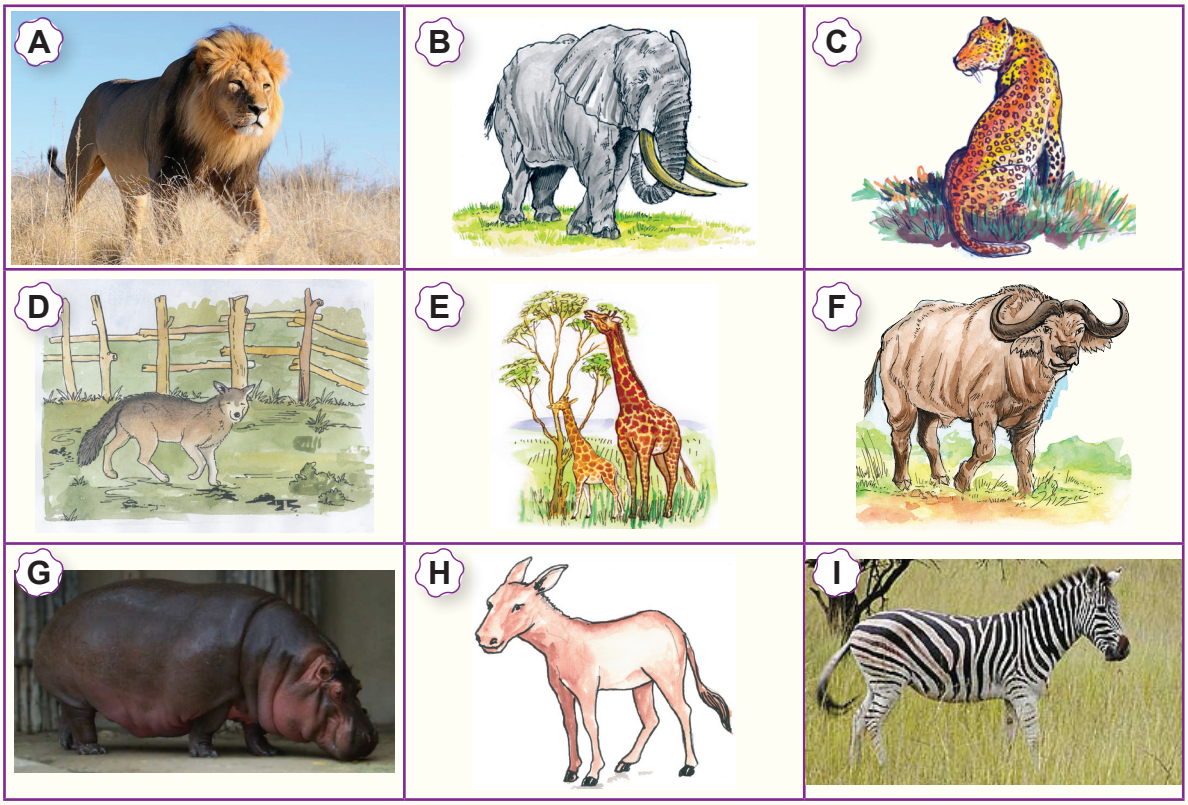
Activity 1

Carefully look at the animals in the pictures and describe them. You may use some of these words to describe the animals.

big	small	black	tall	long	red	blue	fierce	tough
gentle	hairless	thin	fat	slender	new	old	young	

Example: Look at the picture of animal E. What does it look like?

It has spots. It has a long neck. It has long legs. It feeds on plants.



Exercise: Write a sentence to describe each of the animals in the pictures.

Activity 2

In small groups, discuss these questions.

1. Name the animals and their young ones (refer to the pictures).
2. What does each of the animals feed on?
3. In which ways are wild animals important to our country?
4. Draw any other animals you know that live in the jungle.
5. Describe other animals you know.

LESSON SIX

Using: ... which... / ... that ...

Activity 1

Read these sentences and discuss with your partner how the words **which** and **that** are used in the sentences.

Example: The lion is a fierce animal. It feeds on meat.

(a) The lion is a fierce animal **which** feeds on meat.

(b) The lion is a fierce animal **that** feeds on meat.

Exercise : Join these sentences using **which/that**.

1. A zebra is a striped animal. It takes care of its young ones.
2. A baboon is a fierce animal. It feeds its young ones on milk.
3. A lion is a brave animal. It lives in the jungle.
4. A leopard is a spotted animal. It feeds on flesh of other animals.
5. A hippo is a hairless animal. It lives in water.
6. A giraffe is a gentle animal. It has a long neck.
7. A cheetah is a wild animal. It runs very fast.
8. A zebra is a peaceful animal. It walks gently.
9. An elephant is a big animal. It feeds on grass.

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Activity 2

Your teacher will describe different animals. Listen carefully as the teacher describes the animals. Make a chart with information describing each of the animals.

Example:

Animal	Colour	Where it lives	What it eats	Legs
cow	black	people's homes	grass	four

LESSON SEVEN

Making suggestions: Using should/shouldn't/must/mustn't

Activity

In groups of five discuss how you can protect wild animals.

Exercise: Read these sentences about the protection of animals.

Example: (a) Why don't you plant more trees?

(b) You should stop laying animal traps.

Why don't you	conserve the environment. plant more trees. dig valley dams?
You should	treat the animals well. stop polluting the lake.
You must	stop hunting wild animals. stop laying animal traps.
You must not	kill animals. cut trees.
Don't	trap animals? hunt animals in the game park.

Grammar Highlight

- **should** and **must** are modal verbs.
- must and should are used for emphasising activities that have to be done.

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LESSON EIGHT

Guided composition

Activity

Write about any animal of your choice. Draw it and compare your drawing with your partner's.

Exercise: Rearrange the sentences in the right order to form a composition. Compare your answer with other groups.

1. This is because the lead lion may be too old or sick to chase its prey.
2. But at times the antelope may be lucky to escape.
3. Lions are dangerous animals.
4. Lions usually hunt in groups or pairs.
5. A lion may chase it and fail to capture it.
6. Or if they have cubs to protect.
7. They are more dangerous when they are hungry.
8. They mostly hunt antelopes and other animals.
9. When an antelope is unfortunately captured by a pride of lions.
10. They tear it into pieces with their teeth and claws.

B Reading

LESSON NINE

Comprehension

Activity 1

In small groups, talk about the animals' habitats and how they feed.

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Read the following passage and answer the questions that follow.

The zebra: An Example of endemic Animals

There are many endemic wild animals in the Ethiopian national parks, in the forests and the mountains. The zebra is one of these animals. Because of its beauty, the zebra has become one of the biggest **tourist attractions**. It is a wild animal though it resembles the **domesticated** donkey. Zebras can be found in pairs or groups called herds, grazing peacefully on grass and shrubs.

The zebra has a beautiful white and black striped skin. The stripes help it to **camouflage** itself from its enemies.

The **unique** character about zebra's stripes is that no two zebras have similar stripes. A zebra's stripes are like a thumb print to human beings. A zebra has not only a **fantastic** eyesight, but also a powerful sense of smell. This helps it to flee instantly on sensing danger.

However, if a zebra is attacked by a **predator**, it will defend itself by kicking **fiercely** at the enemy with its hind legs.

1. Why is a zebra a tourist attraction?
2. When you look at zebras, do you think they are all similar?
3. What animal does a zebra resemble?
4. What do zebras feed on?
5. Describe the appearance of a zebra.
6. How do zebras defend themselves from predators?

Word practice

Find the meaning of the following words and make a sentence with each in your exercise book. Look up the meaning of the words you find difficult in a dictionary.

tourist attraction	domesticated	camouflage	unique
fantastic	predator	fiercely	grazing

Activity 2

In groups, draw and complete a chart with information about a zebra based on:

number of legs, colour, food, habitat, danger facing it, etc.

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LESSON TEN

Activity 1

In a group, discuss the dangerous situations animals face.
How can we protect animals from these dangerous situations?
Share your discussion with other groups.

Poem

Exercise: Read the poem and answer the questions that follow.

I wish I were a lion
I would roar to frighten the hunters
and chase them away
when they shoot at me

I wish I were a baboon
I would fight the poachers
who kill me in hundreds
before I become extinct

I wish I were an elephant
I would run after all enemies
Those who want my ivory and
do not value my life

I wish all the red foxes,
Somali wild asses and mountain Nyala
would join hands with Swayne's hartebeast
To fight for their survival in the jungles.

(Asaba Praise)

1. What is the writer's wish in line five?
2. What sound does a lion make?
3. Which enemies are being talked about in stanza two?

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4. What sound does an elephant make?
5. Why do people hunt elephants?
6. What would the elephants do to protect themselves from those people who hunt them down?
7. Which animals are mentioned in the last stanza?
8. Why should the animals *join hands*?

Activity 2

Discuss any wild animals you have ever seen. How are wild animals cared for?

LESSON ELEVEN

Activity

Discuss some animals you know very well. Write a guide about taking care of those animals.

Exercise 1: Read the passage below and answer the questions that follow.

A day at Bale National Park

One day, our class teacher told us that we were going to visit the National Park to learn more about animals and their habitats. The news was received with great excitement by all the students. Two weeks earlier, we had learnt about animals and how to care for them. One Friday morning, the school bus was driven to the parking yard and one by one we boarded it. The journey took three hours. We did not get tired because we were very excited.



At the park entrance, we were welcomed by a game warden who gave our teacher a visitor's book to sign in. We were then allowed into the park. At the next entrance, a tall brown man in a green uniform welcomed us.

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He introduced himself as the park guide. He then read to us the instructions we were to follow while in the park. We were told not to shout or to throw anything at the animals. Next, we boarded a truck which took us on a guided tour through the park. The first animals we saw were the vervet monkeys. They jumped from one branch of the tree to another in a skilful way. They were so interesting to watch.

A few metres away was a large herd of buffalo drinking water in a stream. At first we thought they were cows. As we moved nearer, our guide signalled to the driver to slow down. He had seen some lions. He pointed to the direction where they were and we all turned to see them. There was a pride of lions feeding on a bush buck they had just killed. They were feeding with their cubs. They growled and snarted and briefly glanced at us as if to welcome us. We branched off the main track on to a dusty road where shortly after, we found several zebras grazing. The trees and grass here were short and we could watch for miles. By one o'clock, we were hungry and thirsty, so we drove to a camping site where we ate lunch and rested.

After lunch, we were driven further into the park where we saw a leopard chasing a warthog. The warthog disappeared in a thicket where we heard it squealing moments later. It was getting late by now and we had to go back. We had wanted to see the red fox, the Chilad baboon and the mountain nyala but we didn't. Although we were tired, we had enjoyed ourselves.

As we left the game park, we were each given a brochure. It had information on wild animals in their habitat and feeding habits. It also listed other game parks in Ethiopia.

1. Why were the students excited by the news?
2. What kept the students from getting tired?
3. Which animals amused the students and why?
4. What was the pride of lions doing?
5. List all the animals the students saw.
6. Why do you think the students enjoyed their tour?

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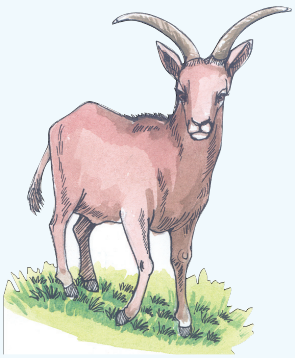
Exercise 2: Match the words in A with their meaning in B.

A	B
national parks	it looks like a cow.
excitement	tourists visit such places
park guide	tall animal with long neck
giraffe	helps you move around the national park
flapped	swung ears to and fro
graze	hunts other animals
lion	intelligent, agile apes
baboons	glad and full of happiness
buffalo	feed on vegetation

C Writing

Leaflet \ Guide

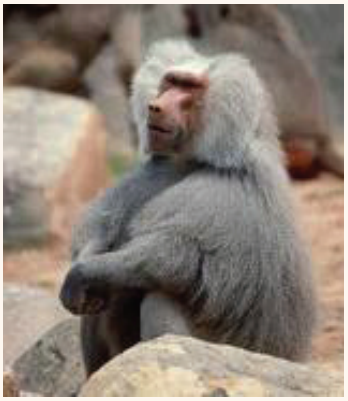
Study the information on this guide about protecting animals.

Protecting animals	
• You should stop human settlement in the park. • Poaching of animals should be stopped. • Reserve some land for national parks. • Stop deforestation! • Do not burn bushes where the animals live. • Water bodies should not be polluted.	

Posters

Home work

Study the poster.

The Chelad Baboon	
• The Chelad baboons live in the mountains of Ethiopia. • They feed on and leaves of trees in the grassland. • They live in groups with many females and one male. • They feed their young ones on the mother's milk. • Man should not settle in the habitat for the Chelad baboons. The habitat should be protected. • Chelad baboons should not be hunted.	

Exercise 3: Choose one endemic animal.

Draw a picture of that animal.

Write briefly about its appearance, habitat, young ones, feeding and defence mechanism.

What should be done to protect it?

LESSON TWELVE

Adjectives and Adverbs

Activity 1

Read these sentences with a partner.

(a) An elephant is a **big** wild animal.

(b) A lion is a **dangerous** wild animal.

(c) A cheetah hunts **wisely**.

(d) A tortoise moves **slowly**.

Now read the sentences without the words in bold.

1. What do the bold words add to the meaning of the sentences?
2. How do sentences (a) and (b) differ from sentences (c) and (d)?

Exercise: Form correct sentences from this table. Do the work in your exercise book.

Example: A hyena is greedy. It eats greedily.

A zebra is	slow.			slowly.
An elephant is	gentle.		walks	gently.
A lion is	quick.	It	runs	quickly.
A leopard is	greedy.			greedily.
A hyena is	careful.		eats	carefully.
A giraffe is	fierce.			

Activity 2

Form ten sentences describing animals. Compare your sentences with a partner.

LESSON THIRTEEN

Revision

Exercise 1: Rearrange the following words to write correct sentences.

1. which animal has A giraffe a tall a long neck is.
2. the hunters which The animal escaped shot at unhurt.
3. which feeds is huge on a grass An elephant animal.
4. is an animal which A hippo in on land and water can lives.
5. beautiful tourists which have animals We attract.

Exercise 2: Complete the sentences by filling in the gaps with the correct word. Write the sentences in your exercise book.

1. The lioness cannot find _____ cubs.
2. You should not _____ down trees because they are useful to the environment.

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3. _____ is the largest National Park in Ethiopia.
4. We should protect animals _____ making strict laws.
5. _____ the red fox is protected, it will become extinct.
6. Neither a baboon _____ walia ibex is a tame animal.
7. The elephant is too big _____ a man to lift.

Exercise 3: Use the correct form of the given word in brackets to complete the sentences in your exercise book.

1. An elephant is _____ than a colobus monkey. (big)
2. A giraffe has the _____ neck of all animals. (long)
3. The hunter has _____ a spear at the animal. (throw)
4. The hunter dogs were _____ by the hunter. (feed)
5. The Red fox was _____ last Sunday. (kill)
6. He _____ at the animal and killed it. (shoot)
7. He _____ hunting every weekend. (go)
8. Poaching is a _____ activity. (forbid)

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Objective

In this unit, you will talk about early marriage in Ethiopia.

A Listening and speaking

LESSON ONE

Activity 1

Tell your partner what you think is taking place in the picture. What is your opinion about girls getting married at an early age?



Exercise: Based on the picture in Activity 1, answer the following questions in your exercise book.

1. What ceremony do you think is taking place in the picture?
2. Of what importance is the animal at such a ceremony?
3. Do you think the parents accepted the gift and let their daughter be married? Give reasons for your answer.

Listening practice

Activity 2

Listen to the story read by your teacher and then answer the questions below.

1. Suggest reasons why parents marry off their children at an early age.
2. In your opinion, when should one get married? Give reasons for your answer.
3. What can we do to stop early child marriages?
4. Why should children stay in school?

LESSON TWO

Vocabulary Practice

Activity

Read these sentences and discuss with a partner the meaning of the bold words and phrases.

1. Students who **drop out of** school miss great opportunities in life.
2. Girls who don't engage in sexual activity, maintain their **virginity**.
3. **Parents** should not arrange early marriages for their children.
4. All children should go to school to acquire more **education**.
5. In **marriage**, a husband should respect his wife.
6. It was a **custom** for young people to marry at an early age.
7. If one contracts **HIV/AIDS**, one may **die** because it has no cure yet.
8. Our headmaster will invite the parents to school to talk about problems of **early marriages**.

Exercise 1: Read these words and use a dictionary to find the meaning of the difficult words. Write the words and their meanings in your exercise book.

dropped out	marry	brick	husband	parents	marriages	problems
grown	custom	mediator	miss	arrange	virginity	virgins
invite	HIV/AIDS	cause	education	die	opportunities	

Exercise 2: Use the words in the above table to complete the sentences. Do the work in your exercise book.

1. There are a lot of _____ marrying at an early age.
2. The girl who _____ of school is now pregnant.
3. Children miss great _____ in life when they get married too early.
4. Early pregnancies may _____ physical health problems.
5. Young pregnant girls may even _____ while giving birth.
6. Engaging in early sexual activity may lead to contracting _____
7. Early marriage causes students to miss _____
8. Parents who arrange early _____ for their children should stop it.

LESSON THREE

Using: ...going to ...

Activity

Tell your partner the things you are going to do after class. Mention the activities in their order of importance.

Example: I am **going to** sweep my classroom.

The words **going to** express activities done in the future.

Exercise 1: With a partner, read correct sentences from the table.

I We You They She He	am are is	going to	get married after finding a job. finish my education before I think of marriage. become a teacher before getting married. remain in school until they complete their studies. say no to early marriages. avoid bad behaviour from now on. educate parents about danger of early marriages. teach families about HIV/AIDS.

Exercise 2: Rewrite the sentences below using: **...going to...**

Example: Abdi will get married after he completes school.
Abdi is **going to** get married after he has completed school.

1. The boys and girls will discuss their future plans.
2. Fatuma wants to talk about the value of education.
3. Kinde plans to complete university before he gets married.
4. Parents want to discuss early marriages next Saturday.
5. Grade Seven boys and girls want to debate about early marriages.

LESSON FOUR

Using: In my opinion ... / I think ... / according to me

Activity I

Share with your partner your opinions about early marriages.

Examples: (a) In my opinion, a girl should not get married before she completes her studies.

(b) I think a boy should marry after getting a good job.

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(c) According to me, a girl child should attend school.

Exercise: Form sentences from the table. Do the work in your exercise book.

According to me, I think, In my opinion,	parents should not marry off underage girls. a girl should be left to choose whom to marry. we should all respect our culture. pregnant girls should be supported in school. every couple should go for a blood test before getting married. a girl should remain a virgin until marriage.

Activity 2

(a) Discuss the disadvantages of early marriages to the girls.
(b) In your opinion, what should be done to prevent early marriages?

LESSON FIVE

Using: If... / ...when ...

Activity 1

Read these sentences and discuss their meaning with a partner.

Examples: 1. If I complete school, I will get married.
2. When he performs well, he will go to a good school.

Which sentence shows possibility? Which one shows certainty?

Exercise: Write ten sentences about what may/will happen if you get married. Do the work in your exercise book.

Activity 2

In pairs, read correct sentences from the table.

If When	I we you they she he	get gets	married,	I we you they she he	will not achieve their dreams. may get pregnant. will not finish school. will lose her virginity. will complete school. may become a doctor. might be in trouble. will not get problems. may not get a good job.

LESSON SIX

Using: ...will... / ...shall...

The following phrases show a condition that should be fulfilled for the outcome to occur.

Example: Adem to leave school/ missing getting a good job.

If Adem leaves school, he will miss getting a good job.

Adem will miss getting a good job if he leaves school.

Activity

Work with a partner to form similar sentences. Follow the example above.

Exercise 1: Rearrange the following phrases to form conditional sentences.

1. Girls to get pregnant when young/having problems at giving birth.
2. Sofia to finish school/getting a good job.
3. Dejen to work hard/passing exams highly.
4. I to stop education/facing problems in life.
5. We to finish university/our getting good jobs.
6. My sister to get married now/missing better education.

Exercise 2: Write ten conditional sentences in your book. Compare your answers with a partner.

LESSON SEVEN

Using: ... should ... / ... shouldn't ...

The following are suggestions from a community meeting by parents about **early marriage**. Read them carefully.

Example: (a) Everyone should discourage early marriages.

(b) Girls shouldn't get pregnant until they are married.

(c) Parents and teachers should advise girls against early marriages.

(d) We should abstain from sex until marriage.

Are these sentences orders, instructions or pieces of advice?

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Activity 1

Draw a table indicating five points about what girls should or should not do before getting married. Compare your table with a partner's.

Should	Should not
go to school	accept gifts from men

Exercise: In your exercise book, write the points you have made in the table in complete sentences.

Example: 1. A girl should go to school.
2. She shouldn't accept gifts from men.

Activity 2

What advice would you give to a parent who wants to force his child into early marriage? Write it on a chart and display it in class for comparison. Write your points in complete sentences.

B Reading

LESSON EIGHT

Discussion

Activity

A young girl dropped out of school and got married. These are some of the things which different people said about her situation. Read the different opinions and then give your own.

Girl's sister : Oh, how I wish my sister was still at school. She was doing very well in her class. Now she is married at such an early age! I miss her so much. I don't think she is happy. She is going to miss getting a good job in future. Besides, she may have complications while giving birth. Early marriages should stop!

Girl's father : I think my daughter is old enough to get married. I married her mother when I was thirty years and she was thirteen! This is our culture. We must respect it. I don't see anything wrong with it. Girls should get married off in order to keep our culture alive. I think people in towns are getting spoilt. Once a child can read and write, that's enough. I don't even think girls have any right to tell their parents what to do.

Girl's mother	:	I wanted my daughter to stay in school. The problem is that mothers can't change the culture. A girl should not be forced to get married at whatever age. The world is changing and we too should change. Children should stay in school and get enough education. They can then get good jobs in Ethiopia or any other country.
School Director	:	Girls, like boys, should have equal opportunities in life. They should stay in school and join universities or other institutions of higher learning. They should be given a chance to decide what they want. Culture is only good if it promotes good values! In my opinion, girls are forced to get married at an early age and later face lots of problems. I know four cases of young girls who almost died while giving birth! Let the girls stay at school and study to enable them to plan well for a bright future.

Exercise: Answer the questions below in your exercise book based on the above discussion.

1. How was the girl performing at school?
2. What would happen if the girl got married?
3. How old was the girl's mother when she got married?
4. What is the father's opinion?
5. Why does her mother think she can't change culture?
6. Why should children stay in school?
7. What is the opinion of the school director?
8. What is your opinion about the girl's situation?

LESSON NINE

Role play

Activity 1

In groups of five, assume the following roles;

(a) a headmaster (b) a counsellor (c) a student

(d) a married young girl (e) a young girl about to get married

Write your opinions about early marriages.

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Exercise:

1. Write your opinion about a young girl who is about to get married.
2. Write a dialogue to offer personal advice to the young girl.

Activity 2

Act out the dialogue to the class.

C Writing

LESSON TEN

Letter Writing: An informal Letter

Activity

In pairs, revise the important parts of an informal letter. Read the letter that Tigist recently wrote to her family.

Arbaminch Technical school,
P.O. Box 247,
Arbaminch
27 Jan 2010

My dear family members,

I hope everyone at home is alright. I miss each one of you.

Ever since I arrived in my new home, we are still living in my husband's parents' house. They want to know and watch everything we do. Everyone seems to be my master and I find this very strange.

I have to do all the house chores alone. I don't understand why they can't help out. What I find most strange is that my husband doesn't do any work and is very lazy! He sleeps most of the day!

I miss all my schoolmates! I am sure I should have ended up being an engineer if I hadn't been forced to get married at this age. These days I am very weak and I have nausea. My mother-in-law says it is normal for young brides! I suspect I could be pregnant! I don't know how I will manage life in these conditions.

I can only encourage my parents to allow my brother and young sister continue with their studies. I wouldn't want them especially my sister to go through my nightmare. Hope to hear from you soon,

With love,

Your daughter, Tigist.

Exercise: Based on the information in the letter, choose the correct answers.

1. Which word best describes Tigist's mood?
   A happy B sad C jolly D flat
2. Where does the couple live?
   A in the husband's house
   B in the in-laws' house
   C in Tigist's house
   D in the neighbour's house
3. Who seems to be Tigist's master?
   A the husband C none
   B: everyone at home D the mother-in-law
4. Her husband does _____ work.
   A a lot of B most of C no D very little
5. What was Tigist's dream job?
   A doctor B teacher C engineer D pilot
6. Does Tigist believe her culture is fair?
   A I am not sure B may be C no D yes
7. The symptoms of the sickness she has may be a sign of _____
   A working hard B young age C pregnancy D relaxing
8. What does Tigist wish for her siblings?
   A to stay longer in school.
   B to stay a short while in school.
   C to get married immediately.
   D to drop out of school.
9. When did Tigist write this letter?
   A in July B in March C in January D in August
10. Tigist is _____
    A only making fuss about her life
    B. one of the few lucky girls in Ethiopia.
    C: one of the unfortunate girls.
    D: living in luxury.

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LESSON ELEVEN

Activity

Design a poster that has messages condemning early marriages and how to stop them. Share your information with other groups. An example is shown below.

Say No to early marriages	
• Children should stay in school. • The girl child should stay in school. • Early marriage leads to problems. • Stay in school for a better life. • Finish University to get a degree. • Learn to be patient.	

Exercise: Choose the correct answer from the alternatives given. Sometimes, two answers are possible.

1. We were really surprised ____ he arrived unexpectedly.
   (a) if (b) when (c) as soon as
2. I'm really hungry. Let's go for dinner ____ the film finishes.
   (a) before (b) as soon as (c) when
3. Wait ____ you've had lunch.
   (a) until (b) after (c) when
4. I'm very busy, but I'll go shopping ____ I have the time.
   (a) until (b) when (c) if
5. I'll have a shower ____ I go to bed.
   (a) before (b) after (c) while
6. Oh no! I forgot to feed the cat! I 'll do it ____ we get home.
   (a) after (b) as soon as (c) when
7. We'll go skiing this weekend ____ it snows enough this week.
   (a) when (b) after (c) if
8. We're staying in a guest house ____ our new house is built.
   (a) until (b) when (c) before

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LESSON TWELVE

Writing sentences

Exercise 1: Complete the sentences using appropriate words from the list in the box.

equal	dropping	forced	cases	school
marriage	birth	virgin	attending	practices

1. _____ out of school can lead to missing good chances in life.
2. Girls and boys should remain in _____ for a bright future.
3. After _____ university the girl got a degree in medicine.
4. The young girls are sometimes _____ to get married.
5. In most _____ the parents of the boy find him the girl to marry.
6. To remain a _____ is of great value.
7. Young mothers often face problems at child _____
8. The _____ ceremony lasted several days.
9. Bad cultural _____ should be stopped.
10. Boys and girls should enjoy _____ benefits in school.

Exercise 2: Use the words in brackets correctly to complete the sentences. Write the sentences in your exercise book.

1. If Soreti (stay) in school, she will have a bright future.
2. That girl has (go) to school to sit for her examinations.
3. Sofia (get) problems during child birth, she may never have babies again.
4. Woizero Azeb (teach) us the value of education everyday.
5. If Shumi (leave) school now, she will not be happy.
6. Aman always (say) girls education is important.
7. If he (marry) her now, they will have problems.
8. The bride (stay) at her in-laws' house for sometime after the wedding.

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LESSON THIRTEEN

Activity

Copy and complete the crossword puzzle.

	1 B			2 M		3 W	4		5 A
			6 **P**						
7 K									
									8 S
9 W		10 D				11 G			
						12 O			
		13 P	14 R			15 N			
16 S									

Clues across

3. you and I (2)
6. mother and father (7)
7. young one of a goat (3)
9. marriage function (7)
12. belongs to (2)
13. heavy with a baby (8)
16. ending (8)

Clues down

1. a woman recently married (5)
2. the union of husband and wife (8)
3. you and I (2)
4. stops (4)
5. while, when (2)
8. called out loudly (7)
9. women whose husbands died (6)
10. fall off (4)
14. rest in eternal peace (3)
15. not (3)

Exercise: Use the words you have formed to make meaningful sentences in your exercise book.

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