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English for Ethiopia

Student Textbook

Grade 6 Book 1

International Consultant:

Mary W. Spor, PhD

National Consultants:

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

Authors:

Berhan Demeke

Getu Shibabaw

Mebratu Mulatu, PhD

Tadesse Hailemariam

Contributer

Tariku Sirika

Editor:

Balew Bogale, PhD



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UNIT 1

People and Clothes

Week 1 Greetings and Introductions

Week 1 Day 1

1. Word Study

Segmenting words

A. Read the following words aloud after segmenting them into root words and suffixes.

Example:	Root Word	Suffix
introducing	introduce	-ing

1. visiting _____ _____
2. greeting _____ _____
3. departing _____ _____
4. leaving _____ _____
5. waiting _____ _____

B. Work with your partner to list more words, following the same pattern.

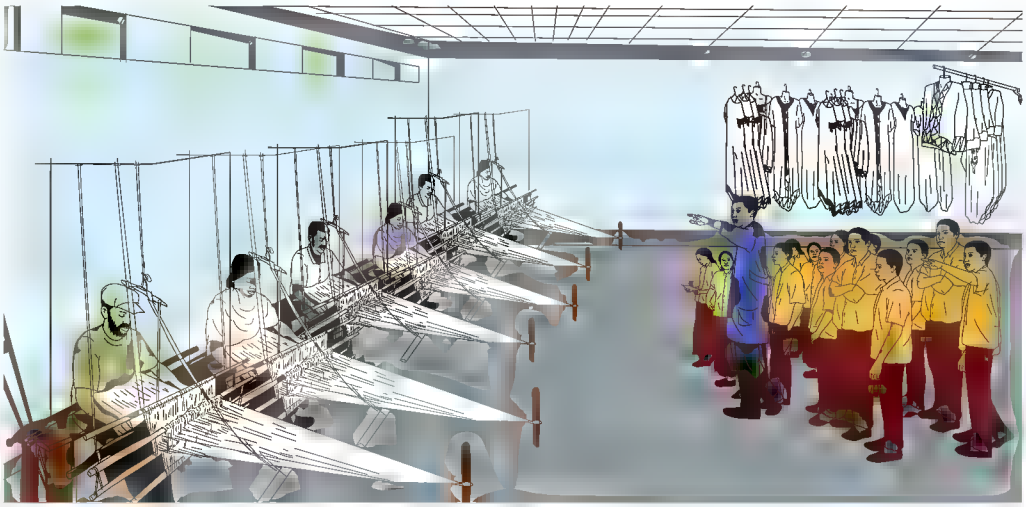
2. Reading Comprehension

Pre-reading Activity

Before reading the text, answer the following questions.

1. What expressions of greetings do we use to greet a person we are meeting for the first time?

2. Look at the pictures below, and the title of the dialogue and predict the content of the reading.



While reading Activity

A. Scan the dialogue and answer the following questions.

1. Who is the leader of the visiting team?
2. How many students are going to visit the weavers' workshop?
3. How far is the weavers' workshop from the place where the students meet?

Workshop Visiting Day

Andenet: Hello friends.

Amina: Hello Andenet.

Andenet: Let me introduce another friend of mine, Yadeta. Yadeta, these are my friends.

Hanna: It's nice to meet you. How do you do?

Yadeta: How do you do? It's nice to meet you too.

Hanna: Would you like to go with us?

Yadeta: Yes, I would love to. Andenet told me about your plan to visit the weavers' workshop and I decided to join you.

Amina: We are happy to have you with us.

Andenet: Are we all ready to leave now? The workshop is only 15 minutes from here, so we'll walk instead of taking the bus.

Amina: But I have to wait for my friend, Fereweyni. Can we wait for five minutes?

Andenet: I think so, if she doesn't take too long.

Amina: There she is.

Andenet: Hi Fereweyni, I'm Andenet. I'm the leader of the team.

Fereweyni: Hi Andenet, I'm happy to meet you.

Hanna: Hello, my name is Hanna.

Fereweyni: Hello Hanna. I'm pleased to meet you all.

Andenet: Let's go now. The weavers are waiting.

Fereweyni: So, what is the plan? What are we actually going to do there?

Andenet: We're going to see how the weavers make different clothes. We will watch them weave, and ask them about the fabrics they make and the different types of looms they use.

Fereweyni: I think that is a very good plan. I am excited!

(At the weavers' workshop)

Andenet: Friends, I'd like you to meet Ato Abune, the chairperson of the Weavers' Association.

Ato Abune: Welcome students. Let me introduce myself and my team. We are all members of Berta Weavers' Association. We are pleased to welcome you all to our workshop. Our guide will take you on a tour of the workshop and explain the weaving process to you.

(One hour later)

Andenet: Well, I've got to go now. My mother said, "I should get home early for lunch." I've learned so much about the weaving process. Did you all have a good time?

Yadeta: I had a great time. I learned a lot too. Goodbye everyone.

Amina: I liked the tour and I enjoyed chatting with you all.

Andenet: I'll see you in class on Monday. Our next educational trip will be a visit to the Farmers' Association. Have a great day everyone!

B. Write the answers to the following questions based on the dialogue.

1. Who is Yadeta's friend?
2. Who joined the visiting group late?
3. Why did Yadeta say, "How do you do?"
4. Who welcomed the students at the weavers' workshop?
5. Who do you think arranged the visit?
6. Did they go to the weavers' workshop on foot?

Post-reading Activity

Complete the following text based on the reading.

Andenet who is (1) _____ of the visiting team arranged a visit to (2) _____. He also invited his friend, (3) _____. After he took the team to meet the chairperson of (4) _____, he went (5) _____.

Week 1 Day 2

3. Vocabulary

Contextual Meanings

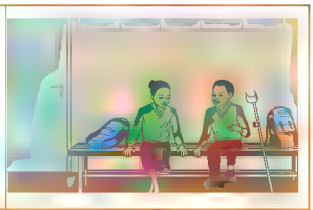
Read the following text and guess the meanings of the underlined words.

My friend and I had a nice time last weekend. My friend took me to his uncle's house and introduced me to his uncle's sons and daughters. They welcomed me warmly. Then they invited us both for a good lunch. After that, they took us to the cinema where we watched a very nice movie. Finally, we departed at 6:00 p.m. and went back to our homes.

4. Listening Comprehension

Pre-listening Activity

Work in pairs to describe what the people in the pictures are doing. Then, listen to the text to check if you are right.

			
1	2	3	4

While listening Activity

A. Answer the following questions while you are listening to the text.

1. Rearrange the pictures above according to the order of the events that happened in the story.
2. Write the names of the people in the above pictures.

B. Answer the following questions based on the listening text.

1. Where did Zeinu and Yadene meet?
2. What was Zeinu doing when he met Yadene?
3. Which student attends Kuriftu Primary School?
4. Which school is far from the public library?
5. Why do you think that Yadene helped Zeinu?

Post-listening Activity

Work in groups of four and answer the following questions.

1. Think about how Yadene and Zeinu greeted the librarian. Explain why you think they greeted at the librarian differently.
2. Work in groups of three and discuss how different people (e.g. doctors, religious leaders, soldiers) greet each other or other people.

Week 1 Day 3

5. Speaking

Introducing People

A. Work in pairs to complete the following table by asking your partner.

Example:
Senait: What is your name?
Nasir: I'm Nasir.

Types of information	Details
Name	
Age	
Number of family members	
Grade	
Hobby	

Then, introduce your friend to your group members based on the information you have written in the table.

B. Complete the following dialogue working with your partner.

A: What's your name?

B: _____.

A: Did you say _____?

B: Yes. That's right.

A: What's your father's name?

B: _____.

A: How do you spell that?

B: _____.

C. Match the social expressions in Column A with their appropriate responses in Column B.

A		B	
1.	Thanks	A.	Fine thanks.
2.	See you later.	B.	Nice to meet you, too.
3.	What's new?	C.	See you.
4.	How are you?	D.	You're welcome.
5.	This is my sister.	E.	Not much.
6.	Nice to meet you.	F.	Nice to meet you.
7.	How do you do?	G	How do you do?

6. Grammar

Simple Present Tense

A. Re-write each sentence as a positive or negative sentence, or a question, according to the instructions.

Examples:

a. I visit my parents very often, (negative)
   I don't visit my parents very often.
b. Does he go to school every day? (positive)
   He goes to school every day.
c. She comes from Benishangul. (question)
   Does she come from Benishangul?

1. She introduces herself to the class. (question)
2. We welcome new students every year. (negative)
3. He doesn't go to the library every day. (positive)
4. She plays football every Saturday. (question)
5. He washes his uniform every week. (question)
6. Does she finish her homework at five o'clock? (positive)

B. Use the appropriate forms of the verbs in the brackets to complete the paragraph.

Usually, the first day to school is very interesting. Teachers often (1) _____ (greet) us warmly. They also (2) _____ (want) us to introduce ourselves to the class. We begin by introducing ourselves to the student who (3) _____ (sit) next to us. This (4) _____ (be) because we haven't practised speaking in front of many students. After some time, we (5) _____ (learn) to talk in front of the class.

Finally, our teachers (6) _____ (inform) us that this (7) _____(be) enough to help us know each other.

C. Complete this postcard by using *am, is, are, am not, isn't or aren't*.

Hello!

My name is Jemal, and this is Senia.

She ____ (1) my sister. Senia ____ (2) thirteen years old and I ____ (3) sixteen.

We ____ (4) teenagers. We ____ (5) students. We ____ (6) Ethiopians. We ____ (7) Americans.

We ____ (8) from Alamata. Alamata ____ (9) in Tigray.

Best regards,

Jemal

D. Complete the following dialogue using the be verbs given in the table.

am	is	are	was	were
am not	isn't	aren't	wasn't	weren't

Adaro: _____ (1) we all here now?

Zufan: Where _____ (2) Gemechu? He _____ (3) here.

Hareg: Oh, he _____ (4) very well. He _____ (5) in bed.

Legesse: Oh, dear. Poor Gemechu. And _____ (6) Sara here?

Sara: Oh, yes I _____ (7).

Adaro: Oh, there you _____ (8). Sorry, Sara.

Zufan: Tina _____ (9) late. _____ (10) she ill?

Hareg: No, she _____ (11) ill.

Legesse: _____ (12) Zenebe and Challa here?

Adaro: Yes, they _____ (13). They _____ (14) in the kitchen.

Tina: Hello, everybody. _____ (15) I late?

Adaro: Yes, you _____ (16).

Tina: Oh, I _____ (17) sorry.

Adaro: Tell Zenebe and Challa to come, Zufan.

Zenebe: It _____ (18) all right. Here we _____ (19).

Adaro: Good. Now we _____ (20) ready to start.

Week 1 Day 4

7. Reading Fluency

You will practise reading fluency. Follow your teacher's instructions carefully Try to read as fluently and accurately as your teacher did.

8. Vocabulary

Contextual Use of Words

Read the following dialogue and insert the appropriate words from the list.

welcome	depart	introduce

Guta: Good morning, Tirhas

Tirhas: Good morning, Guta.

Guta: I would like to _____ you to my friend. His name is Ojulu.

Tirhas: Nice to meet you, Ojulu.

Ojulu: Nice to meet you too.

Guta: We have to _____ now. Because it's time to go to the library.

Ojulu: Oh, that is right. I'm also going to the bus station to _____ my father.

Guta: Good, see you tomorrow.

Ojulu: See you then.

Week 1 Day 5

9. Writing

Writing Conventions

Punctuation Marks

Study the punctuation marks in the following sentences.

Example:
Let me introduce you to my friend.
What is her name?
How sad! I have missed the show.

A. Based on the examples given above, complete the following short dialogue with appropriate punctuation marks.

Alem: Who is that girl _____(1)

Zenawi: She is our new classmate _____(2)

Alem: Do you know her name _____ (3)

Zenawi: Yes, I do _____(4) She's Fana _____(5)

Alem: How lucky you are to find new friends _____(6)

Zenawi: Do you want me to introduce you _____(7)

Alem: Of course, I do _____(8) that's wonderful of you _____(9)

Zenawi: Great _____(10) Let's go _____(11)

B. Put appropriate punctuation marks at the end of the following sentences.

1. Do you know me
2. Let me introduce you to my friend
3. What an interesting day it is
4. How many friends do you have
5. Shut up
6. She asked me if I know her brother
7. When did they arrive

Spelling: contractions and full form

A. Write out the full forms for these contractions.

Example:
can't = cannot

1. wasn't = _____
2. isn't = _____
3. don't = _____
4. mightn't = _____
5. weren't = _____
6. haven't = _____

B. Convert these pairs of words into their contracted forms.

Example:
has not = hasn't

1. should not = _____
2. did not = _____
3. could not = _____
4. would not = _____
5. is not = _____

Writing Composition

Sentence Writing

Re-arrange the following words to write complete sentences.

1. old /years/ / I / /three/ am
2. she/ us/ greet/ yesterday/ Did
3. English/ my / favourite/ is/ subject
4. teacher's/ you/ Do/ know/ name/ your

Drafting a Paragraph

Write a paragraph that introduces your classmate. Use the following table to collect ideas.

Name
Age
Place of birth
Grade
Places visited
Hobby

Week 2 What are You Wearing Today

Week 2 Day 1

1. Word Study

Phrasing

Read the following verbs and match them with the appropriate preposition from the table.

Example:				
put	+	on	=	put on

on	with	by	in	out	down

1. put
2. worn
3. replaced
4. participate
5. cover
6. ride

2. Reading Comprehension

Pre-reading Activity

List the types of clothes which are worn for different occasions in your area. Then, compare your answers in pairs.

Clothes	Occasions

While reading Activity

A. Read the text and list the types of clothes and the materials they are made of.

Types of clothes	Materials the clothes are made of

Clothes in Ethiopia

Many different types and styles of clothes are worn in Ethiopia. The traditional clothes of the highland people, where it is quite cold, are made of heavy white cotton. Men wear long trousers, a tight fitting shirt and 'Shamma'. In contrast, the people of Harar wear very colourful light clothes. The Harar men wear short trousers and a coloured wrap. The lowland people of Somali and Afar wear long, brightly coloured cotton wraps. People, both in highland and lowland places, usually decorate their clothes in different ways. Beads are very commonly used material to decorate the clothes.

These days, the traditional styles are being replaced by western styles. National dress is usually only worn for festivals and holidays. During such occasions, streets and meeting places are transformed into a sea of white finely-woven cotton clothes or of rainbow colours.

The most obvious way to identify the different ethnic groups in Ethiopia is through the women's hairstyles and the embroidery on their dresses.



The traditional hairstyle of the women from the north is called '**Sheruba**'. This hairstyle consists of dozens of plaits. The women from the eastern part of Ethiopia, part their hair in the middle and make a roll behind each ear. Women from the central east have fringes and short waved hair. Girls from eastern and central Ethiopia have the same hair style, but they cover their hair with a black head cloth which is usually made of linen.

Hairstyles also distinguish men from the south who form a fold of plaited hair and clay to hold their feathered head-wear in place. On the other hand, highlanders wear lions' manes or baboon skin headdresses when they participate in **carnivals**. In contrast, young children often have their heads shaved.

B. Answer the following questions based on the reading text.

1. What are the common clothes in the highland areas?
2. Why do the highland people wear those clothes?
3. What is the basic difference between clothes in highland and lowland areas?
4. What is the effect of culture and environment on how people dress according to the passage?

C. Go back to the text and find the antonym of the following words.

1. light
2. loose
3. modern
4. lowlanders

Post-reading Activity

Answer the questions given below.

1. Have you ever worn any type of traditional clothes? When?
2. Do you prefer wearing traditional clothes during a holiday? Why? Why not?

Week 2 Day 2

3. Vocabulary

Contextual Meanings

The following words are underlined in the reading text. Write their contextual meanings in your exercise book.

1. decorate _____
2. traditional _____
3. carnivals _____
4. shaved _____

4. Listening Comprehension

Pre-listening Activity

Read the following questions and discuss your answers in pairs.

1. Name some Ethiopian cultural clothes that you know.
2. What are these clothes made of?



While listening Activity

A. Listen to a text and complete the following table based on the information from the text.

No.	Name of clothes	Materials made of	decoration
1		cotton	
2	'shash'		various types
3		wool	
4	'gabi'		

B. Answer the following questions based on the listening text.

1. What do we locally call the traditional weavers?
2. What is the name of the cloth that women use to cover their hair?
3. Who wears hats that are made of woven wool?
4. What does the shepherds' hat look like?
5. What material is used to make a 'gabi'?

Post-listening Activity

Discuss the following questions in groups of three and report to the class.

1. Name some traditional clothes you know which were not mentioned in the listening text.
2. Can you name the materials that the clothes you mentioned in question 2 are made of?

Week 2 Day 3

5. Speaking

A. In pairs, describe the types of clothes you wear on different occasions. Take turns to ask and answer.

Example:	
Sena:	What do you wear at Christmas?
Dukamo:	I wear a traditional white shirt.

B. Then, compare the differences between the clothes you wear at school and at home.

6. Grammar

Present Continuous Tense

A. Fill in the blanks of the following text with the present simple or present continuous form of the verbs in brackets. The first two are done for you.

Right now, I am looking (look) at a picture of Sara. She is (be) not at home in the picture. She ___1___ (be) at the park. She ___2___ (sit) on a bench. She ___3___ (eat) her lunch. Some boys and girls, who ___4___ (wear) various types of clothes, ___5___ (run) on a patch of grass in the background. The boys in particular ___6___ (look) very smart, as they ___7___ (wear) different coloured suits. Some ducks ___8___ (swim) in the pond in the picture. They __9____ (flap) their wings which are of different colours, like clothes. A policeman who __10____ (wear) a uniform ___11___ (ride) a horse.

B. Use the present simple or present continuous form of the verbs in brackets to complete the dialogue.

Father: Alem, what are you doing?

Alem: I _____ (iron) my clothes. I regularly _____ (iron) my clothes. These _____ (be) my clothes. They _____ (be) made of cotton.

Father: _____(wear) your new clothes to the party?

Alem: No, I _____ (be). I usually _____ (choose) my traditional clothes. But my brother _____ (wear) his new trousers.

Father: Where is your brother?

Alem: He _____ (wash) his shirt.

Week 2 Day 4

7. Reading Fluency

You will practise reading fluency. Your teacher will model how to do it. Try to read as accurately as your teacher.

8. Vocabulary

Contextual Use of Words

A. Choose the best word from the list to fill in the blank spaces and complete the text.

decorated	traditional	shave
carnivals	jewellery	

Children often wear different kinds of clothes for different occasions. Children put on specially designed and __1_____ clothes of different colours during holidays. They also wear ___2_____ which is made of metals with attractive designs. Sometimes, children wear ___3_____ clothes which are particular to their community. They even __4_____ some part of their head and put colourful ornaments on the left part of their head to look more attractive. This is common when they want to participate in ___5_____ which are celebrated in their local area.

B. Choose one of the words in the brackets that completes each dialogue.

1. **A.** I need to shorten the sleeves of this jacket.
   B. I agree. They are too (long, short).
2. **A.** Is there a problem with your new trousers?
   B. Yes. The zipper is (ripped, broken).
3. **A:** I like the suit, but the pants are a little long.
   B: You need to (shorten, lengthen) them.

C. Match the words under column A with appropriate ones under column B to form compound words.

Example: *raincoat*

A	B
1. rain	A. coat
2. neck	B. ring
3. night	C. bag
4. ear	D. glasses
5. under	E. wear
6. sun	F. tie
7. hand	G. gown

Week 2 Day 5

9. Writing

Writing Conventions

Capitalisation

Re-write the following sentences and capitalize letters where necessary. The first one is done for you as an example.

Example:

1. gebru is wearing a tie.
   Gebru is wearing a tie.
2. hailu is wearing a black jacket.
3. i like wearing ethiopian shamma.
4. my younger sister has put on sena's shash.

Writing Composition

Paragraph Writing

A. Look at the following picture and describe what the people are wearing. Write your descriptions in complete sentences.



B. Use the data you have collected about your classmate in the first week to write sentences. Try to write sentences, questions and their answers.

Name	
Age	
Place of birth	
Grade	
Places visited	
Hobby	

Week 3 What Is It Made of?

Week 3 Day 1

1. Word Study

Blending

Read the following words by adding appropriate suffixes '-y', '-en' or '-ity' correctly.

Example:		
wood	wood-en	wooden
fur	fur-y	furry

1. wool _____ _____
2. durable _____ _____
3. silk _____ _____
4. gold _____ _____
5. elastic _____ _____

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you read the text below. Then, read the text to see if you are correct.

1. What are the common types of cultural clothes in your area?
2. What are the clothes made of?
3. Have you ever celebrated a culture day in your school? If yes, list all the activities you took part in.

While reading Activity

A. Complete the following table by transferring information from the reading text.

No	Name	Name of the clothes	What is it made of
1	Momina	necklace	big yellow beads
2	Helina		
3	Gizachew		
4	Yasin		
5	Zenith		

Culture Day

On our school's culture day, female and male students are selected for a traditional fashion show. The students wear cultural clothes made of different materials.

Helina wears 'Kollo' and 'Kontollo'. A 'Kollo' is a skirt made of cotton. It is decorated with brown horizontal lines. The 'Kontolo' is the top which is decorated in the same way with the 'Kollo'.

Momina wears a white cotton dress covering just one shoulder. Her necklace is made of big yellow beads. She ties up a silky headband.

Zenith wears a short, wide green dress with tight trousers. The dress is made of very light nylon. She covers her hair with light haircloth called a 'Shash'.

Sara wears a long colourful cotton dress. She wraps a hand-woven shawl called 'Mekenet' around her waist. She wears a long blue band that reaches from her neck to her 'Mekenet'. Her bracelet is made of bronze.

Sena wears a long white cotton dress. The dress is decorated from the neckline to the border with colourful embroidery. She also wears a set of beautiful silver necklaces.

Gizachew wears shorts decorated with white buttons and a very tight green T-shirt. He has a traditional wooden comb in his hair and holds a stick.

Yasin wears a wide cotton wrap around his waist and a leather belt to make the wrap fit. He holds a traditional knife called a 'Gille' in a leather shield.

Tona wears very wide trousers made of cotton. They have black, yellow and red horizontal lines. The T-shirt is also of the same colours.

Feyisa wears only a small wrap made of goatskin around his waist. He decorates his body with different colours and designs.

Arega wears tight trousers and a coat made of cotton. The trousers are tight at the calf. He wears a baboon skin hat. He also holds a stick.

On the culture day, the different ethnic groups of the country are represented by the students wearing clothes made of different materials.

B. Write the answers to the following questions based on the reading text.

1. Why are the female and male students selected for the show?
2. What is the dress covering just one shoulder made of?
3. Who is wearing only a goatskin?
4. What does 'the T-shirt is also of the same colours' mean?
5. What is made of big yellow beads?
6. Who wears a traditional knife called a 'Gille'?

Post-reading Activity

A. Complete the following summary paragraph based on the reading text.

On our school's culture day, ten students __1__ for the celebration. The students __2__ different __3__ clothes which are __4__ of various materials. They demonstrated wearing the styles of different __5__ groups of Ethiopia.

B. Write short answers for the following questions

1. How do students celebrate culture day in your school?
2. What clothes do they wear?

Week 3 Day 2

3. Vocabulary

Contextual Meanings

The following words are taken from the reading text. Look back at the context in which they are used and write their meanings.

1. silky _____
2. made of _____
3. wrap _____
4. woven _____
5. reaches _____

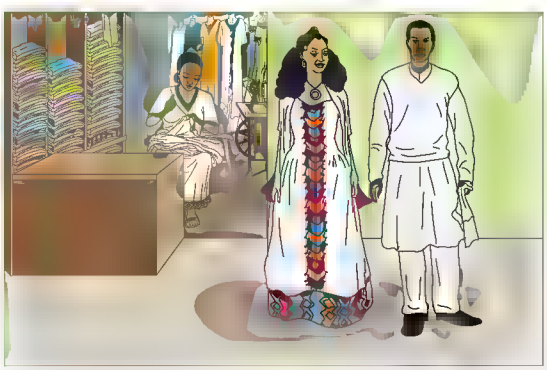
4. Listening Comprehension

Pre-listening Activity

Answer the following questions before you listen to the text.

1. Do you prefer cultural clothes to be fashionable? If yes, why, and if not, why not?
2. Who do you think are the people in the picture?

While listening Activity



A. Write 'True' or 'False' to the following statements based on the listening text.

1. Cultural clothes indicate the place where the people are from.
2. People wear cultural clothes for a special journey.

3. Fashion designers are participating in making cultural clothes.
4. People wearing cultural clothes are becoming more eye-catching.

B. Answer the following questions based on the listening text.

1. What types of clothes demonstrate one's country?
2. How are most cultural garments of Ethiopia made?
3. Who designs cultural clothes in fashionable ways?
4. At what types of events can people wear cultural clothes?
5. Who is popularizing the Ethiopian culture?

Post-listening Activity

Write short answers for the following questions.

1. On what occasions do people prefer to wear cultural clothes in your local area?
2. In what ways do you suggest that the Ethiopian cultural clothes be shown to the world?

Week 3 Day 3

5. Speaking

A. List various types of Ethiopian cultural clothes in your exercise book. Then, in pairs, ask your partner what these clothes are made of.

Example:

No.	Ethiopian Cultural Clothing
1.	'Gabi'

Example:

Segni: What is a 'Gabi' made of?

Meron: It is made of cotton.

B. Use the data you have collected about the clothes and the materials they are made of to deliver an oral report to the class.

Example:
'Gabi' is a type of Ethiopian cultural clothing. It is made of cotton.

6. Grammar

Active and Passive Voice

A. Look at the list of clothes and the materials they are made of and write five passive sentences as in the example.

Clothes	Materials they are made of
shirt	cotton
dress	silk
skirt	nylon
jacket	leather
scarf	wool
trousers	cotton

Example:
A shirt is made of cotton.

B. Change the verbs in brackets to their correct passive forms. The first one is done for you as an example.

There is a tailor's dummy which is called (call) a Sidrom. It __1_____ (own) by Akinahom. It __2_____ (keep) in Akinahom's store. It ___3____ (make) of plastic. It ___4____ (always / dress) in Ethiopian cultural clothes. The clothes ___5____ (make) of cotton. The Sidrom __6_____ (use) to display the cultural clothes.

C. Insert the correct forms of the verbs in the brackets in the passive voice.

Example:
T-shirts _____ (make) of cotton.
T-shirts are made of cotton.

1. Cotton _____ (grow) in Ethiopia.
2. It _____ (harvest) by farmers.
3. It _____ (pick) by machines.
4. The cotton _____ (take) to a factory.
5. The clothes _____ (sell) in Ethiopia and all over the world.
6. Cotton T-shirts _____ (buy) by people who like warm clothes.

D. Complete the following text with appropriate form of the verbs in the brackets.

My mother often attends different cultural ceremonies in our village. She __1_____ (wear) a cultural dress which ___2_____ (make) of cotton. In addition, she __3_____ (put on) various pieces of jewellery. Among them, bracelets and necklaces ___4_____ (be) the most common ones. On these festive occasions, she ___5_____ (sing) songs with her friends who all __6_____ (wear) cultural clothes like her.

Week 3 Day 4

7. Reading Fluency

You will practise reading fluency. Your teacher will show you how to do it. Try to read as accurately as your teacher.

8. Vocabulary

Collocations

A. Match the materials that the clothes are made of in Column A with the types of clothing listed in Column B.

A	B
1. silk	A. shoes
2. cotton	B. bracelets
3. wool	C. watches
4. leather	D. scarves
5. metal	E. glasses
	F. dresses
	G. suits

B. Put these names of clothes into one or both columns according to who wears them.

coat	ring	gloves	handbag	watch	shirt
skirt	shorts	bulluko	belt	underwear	sweater
gabi	dress	tie	shoes	netela	briefcase
jacket	trousers	T-shirt	socks	suit	hat
kuta					

Men	Women	Women and Men

Week 3 Day 5

9. Writing

Writing Conventions

Capitalisation

Re-write the following sentences using the appropriate capital letters and punctuation marks where necessary.

Example:
a. addis ababa is the capital of ethiopia Addis Ababa is the capital of Ethiopia. b. is hagos still in harar Is Hagos still in Harar?

1. ethiopians wear different types of cultural clothes on holidays
2. does your mother wear a netela
3. ujula who is from gambella wears a metal ring
4. both hilina and senait wear cultural dress every day

Spelling

A. Write these pairs of words in contracted forms.

Example:		
has not	=	hasn't

1. should not = _____
2. did not = _____
3. could not = _____
4. would not = _____
5. is not = _____

B. Write out the full forms of the words for these contractions.

Example:		
can't	=	cannot

1. wasn't = _____
2. isn't = _____
3. don't = _____
4. mustn't = _____
5. weren't = _____
6. haven't = _____

Writing Composition

Writing Sentences

Re-arrange the words and write complete sentences.

1. wears ring metal a beautiful My sister.
2. Zahra an attractive skirt short wears.
3. like I a dress cotton which made of is
4. Balguda scarf often a yellow wears silk

Paragraph Writing

Composing a Dialogue

Finalize the dialogue you started in the previous two weeks. This time remember to use the correct punctuation and capitalisation.

UNIT 2

Tourist Sites in Ethiopia

Week 4 Mountain Peaks in Ethiopia

Week 4 Day 1

1. Word Study

Rhyming Words

Read the following words and group them based on their sound patterns.

greatest	entertain	longer
higher	position	location
maintain	highest	

condition	mountain	bigger	longest

2. Reading Comprehension

Pre-reading Activity

A. Before you read the passage, learn the meanings of the following words.

1. rented
2. valley
3. gorgeously
4. unique
5. endemic
6. cliffs

B. Answer the following questions before you start reading the text.

1. Where are the Simien Mountains located in Ethiopia?
2. What are the mountains known for?
3. Can you predict what the reading text is about?

While reading Activity

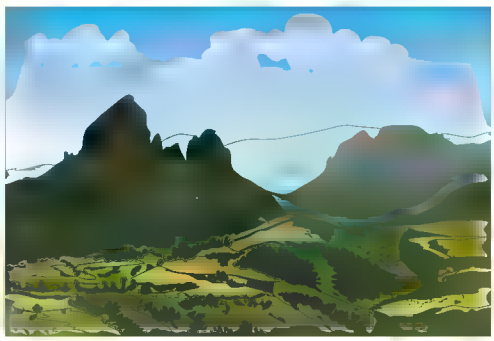
A. Answer the following questions based on the reading text.

1. How long did the visitor stay in the Simien Mountains?
2. How was the climate at Debark?
3. What are the endemic animals mentioned in the text?
4. How was the visitor feeling at the end of his visit?
5. What are the species that are found in the Simien Mountains but nowhere else?

My Memories of the Simien Mountains

Dear Diary,

Saturday 11th November, 2016.



Today, I woke up very early. I am so happy that I have two days to visit the northern part of Ethiopia. After breakfast and morning activities, I started to pack my baggage. This morning, I left the hotel room I rented at Debark, in Gondar.

Gondar is the gateway to the Simien Mountains which ascend immediately to the East. The weather condition was sunny and windy.

The Simien Mountains are located in the North-West of Ethiopia. They contain the country's highest peak. The highest point is called Ras Dashen; it is also the fourth highest mountain in Africa.

To make a single trip to the northern part of Ethiopia, more specifically the Simien Mountains, is worth so much. I was able to see gorgeous mountains and wildlife during my stay.'

The scenery in the Simien Mountains is beautiful. Its main form is a plateau-like massif cut by enormous valleys. There are a lot of rocky formations; some of the rocks look like statues.

The mountains divide the surrounding area into clearly contrasting highland and lowland regions. The cliffs and deep canyon style valleys provide a feast for the eye. The natural lookout points allow views of up to 100 kilo meters over the lowland valleys. These qualities are unique and beautiful scenes of the mountains.

Many species of animals live in the Simien Mountains, and some of them are found nowhere else on earth. In the mountains, there are a lot of troops of 'Gellada' baboons with their red mark in the shape of a bleeding heart on the chest and long fur on their back. Among the endemic animals, the most graceful animal, the Walya Ibex, usually stands on the rocky edges of cliffs.

I hope, I will visit these mountains again another time and have more fun.

B. What did the tourist do before he left the hotel? List the activities in the correct order.

First, _____.

Then, _____.

Finally, _____.

Post-reading Activity

Think about any area (historical or natural place) you have visited and write 5 or more sentences to describe the place and your visit. Then, write your own diary to be read by your partner.

Week 4 Day 2

3. Vocabulary

Word Meanings

Read the following text and guess the meanings of the underlined words.

Mountains are places that tourists are often interested to visit. High mountain peaks which have attractive and varied features are the most preferred. These have some potential to capture a visitor's attention. Similarly, areas covered with small bushes and rivers with waterfalls attract visitors. Exploring the natural beauty of such areas can offer more pleasure and entertainment.

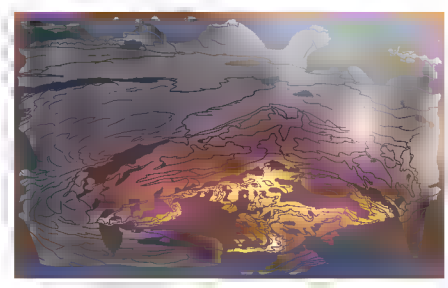
4. Listening Comprehension

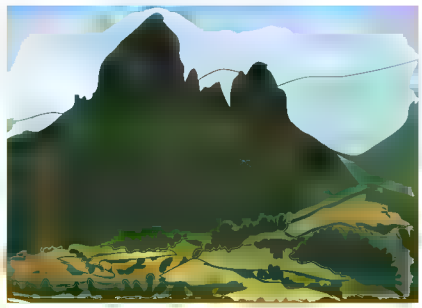
Pre-listening Activity

Answer the following question before you listen to the text.

- Look at the picture and predict what the listening text is about.

While listening Activity





A. Listen to the text and answer the following questions.

1. What are described as the perfect cliffs to scale?
2. What does the visitor say the mountains offer to the tourist?
3. Which volcano is given as an example for an expedition in the text?
4. What is the meaning of Ertale?

B. Complete the following sentences with appropriate information based on the listening text.

1. The mountains in Ethiopia are good to do _____, _____and _____
2. _____ hiking, _____ climbing and a _____ expedition are the attractions the visitor has enjoyed in Ethiopia.

Post-listening Activity

Work in groups of four to answer the following questions. Assign a chair-person to lead the discussion and a secretary to record your ideas.

1. What do you think are the feelings of the visitor about his visit to the mountains? How do you know?
2. Is there any mountain or other tourist attractions in your area? If yes, what are they called? What activities can you suggest to tourists who want to visit?

Week 4 Day 3

5. Speaking

Look at the following table and study the heights of mountains in Ethiopia.

Mountain	Height (m)	Mountain	Height (m)
Alegua	3,291	Abune Yesed	4,190
Ras Dashen	4,620	Guna	4,231
Abuye Meda	4,000	Amba Ferit	3,975
Ayelu	2,010	Bichena	4,154
Tulu Welel	3,302	Dello	3,600
Gughe	4,202	Batu	4,307

(Source: Philips Modern College Atlas for Africa 21st edition (1998).

In pairs, ask questions to get information about the heights of Ethiopian mountains. Take turns to ask and answer the questions.

Example:	
Zena:	How high/tall is Ras Dashen?
Hamame:	Ras Dashen is four thousand six hundred twenty meters high/tall.

6. Grammar

Active and Passive Forms

The passive is formed as follows: verb to 'be' + past participle

Look at the following example sentences.

1. A. Tourists take photos of these mountains. (active)
   B. Photos are taken of these mountains. (passive)
2. A. Visitors admire the waterfall. (active)
   B. The waterfall is admired. (passive)

The passive is used to describe actions:

a. when we don't know who does, or did the action:
A briefcase has been left here. (We don't know who left it).

b. when it is not important to know who does, or did the action:
These television sets are made in Ethiopia. (It doesn't matter who makes them).

A. Rewrite these sentences in the passive.

1. Someone prepared this guide book ten years ago.
2. They use horses and mules to carry their baggage.
3. They pay the model weekly.
4. Someone bought all the photos.
5. Nahomi found the camera in the river.
6. Adanu visits the museum once a week.

B. Look at the following table and form six complete sentences using the information in it.

My home	hikes	to the top	of the mountain
Neri	is located	to the right	of Ethiopia
The Gelada baboons	are located	below	of the cliffs
The Simien Mountains	are found	near	of the market
Ertale	is situated	in the north	sea level

Example:
My home is located near the market.

Note the verbs and prepositions you used in telling directions and talking about places.

- Are your sentences written in active or passive voice?

Week 4 Day 4

7. Reading Fluency

In pairs, you will practise reading the text. Follow your teacher's instructions. When your partner reads, you should evaluate the way he/she reads. Then, each of you will reflect on how your reading was done.

8. Vocabulary

Collocations

Look at the words in both columns (A & B). Match the adjectives in Column A with the appropriate nouns in Column B. Don't forget to use articles a/an when necessary.

Example:
clean water
a clean park
a clean road

	A		**B**
1.	high	A.	water
2.	long	B.	day
3.	tall	C.	road
4.	wide	D.	mountain
5.	clean	E.	building
6.	dense	F.	river
7.	sunny	G.	bush

Week 4 Day 5

9. Writing

Writing Conventions

Punctuation Marks: *the Comma (,) and the Semicolon (;)*

Look at the following sentences.

1. a. The tourist wanted to visit the museum.
   b. The museum wasn't open.
   c. The tourist wanted to visit the museum; the museum wasn't open.
2. a. She works in the city.
   b. She lives in the suburbs.
   c. She works in the city, but she lives in the suburbs.
3. a. The visitor wanted to take pictures.
   b. He went for a walk.
   c. The visitor wanted to take pictures, so he went for a walk.
4. a. The girl bought a dress. She bought a scarf and a pair of shoes.
   b. The girl went home.
   c. The girl bought a dress, a scarf and a pair of shoes, then she went home.

A. Re-write the following pair of sentences, combining them into one sentence using 'and', 'but', 'after', 'when' or 'so'. (Check the punctuation marks you used.)

1. I photographed different scenes. I visited Ras Dashen last year.
2. The tourists were very happy. They visited all the mountain peaks in Ethiopia.
3. My friend read a lot about Chilallo Mountain. He planned to visit it.

Spelling

B. Look at the examples given below and complete the following table by adding '-d' or '-ed'

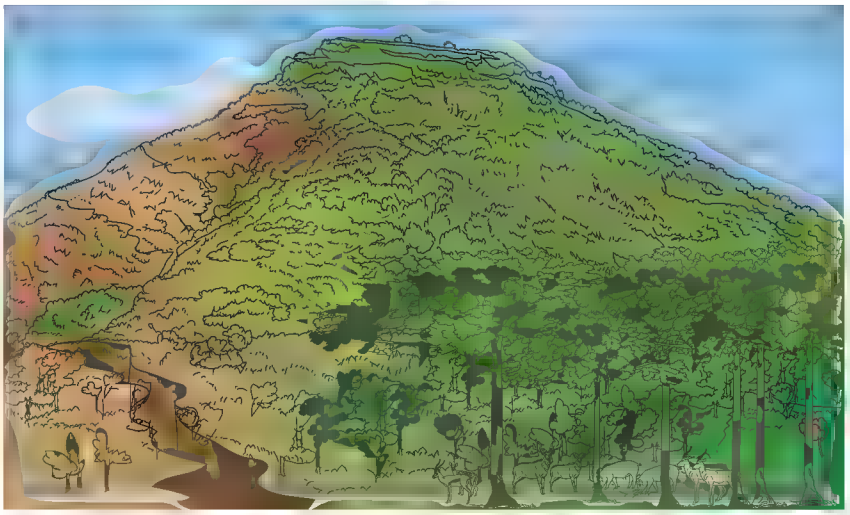
Example:					
close	→	closed	carry	→	carried
talk	→	talked	try	→	tried

1	walk	→	_____	5	visit	→	_____
2	smile	→	_____	6	hurry	→	_____
3	laugh	→	_____	7	cry	→	_____
4	want	→	_____				

Writing Composition

Sentence Writing

Look at the following picture and write 6 sentences about it.



Week 5 Where Is Your Hometown?

Week 5 Day 1

1. Word Study

Blending

Follow the patterns given in the example to form blended words.

Example:		
provide	provid+-ed provided	provid+-ing providing

1. visit _____ _____
2. attract _____ _____
3. locate _____ _____
4. enjoy _____ _____
5. situate _____ _____

2. Reading Comprehension

Pre-reading Activity

Read the following statements and write 'true' if you think the statements are correct, and 'false' if they are incorrect. Then, read the text to see if you are right.

1. Towns have a greater number of inhabitants than villages.
2. Villages have more shops than towns.
3. People in villages have a number of service providers such as banks.
4. Towns are more attractive than villages.

While reading Activity

A. Complete the following table by transferring information from the reading text. The first one is done for you as an example

	Towns	Villages
population	more populated	less populated
markets		
facilities		
employments		
schools		
economic activities		

Villages and Towns

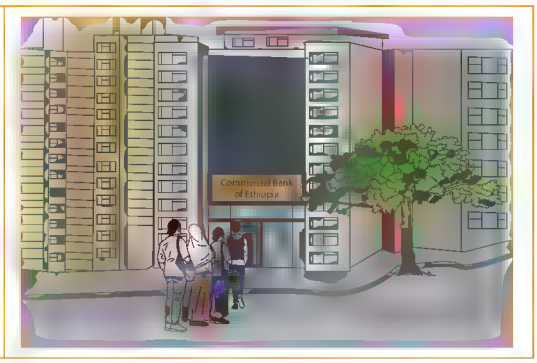
Most people live in villages and towns. Some may want to live in towns and others in urban areas. There are still many people who prefer the peace and quiet of rural living. Villages and towns have several differences that make them distinct from each other.

Villages are not as densely populated as towns. Certainly, they are not as fast-changing as towns. Towns have larger populations than villages. Inhabitants of towns have more access to the town market and shops. They can get various types of entertainment and social service facilities like police station, cinema, banks and others in their nearby.

A village has a simpler system of utilities such as water supply and roads. It is sometimes lacking in transportation facilities such as buses and trains. Other important public service providers may not be found.

In towns, unlike in villages, there are more employment opportunities with a variety of choices. If one does not have a profession like being a doctor or a teacher, he is most likely to be a farmer or a fisherman.





Learning institutions that offer higher education are also usually located in towns rather than in villages. Villages only offer education up to secondary school, while towns can have colleges. Public libraries and hospitals are also located in towns.

Economic systems also differ between a town and a village. Banks and other commercial establishments are located in towns. They make towns more economically active and provide their inhabitants with better opportunities.

But, of course, different countries have different concepts of what a town or a village is. *Some* may have villages that cover larger areas and have bigger populations than their towns.

B. Based on the passage write 'true' if the statement is correct, and 'false' if not.

1. People in towns have more access to markets than villagers.
2. There are many employment opportunities in towns.
3. Villages and towns are equally populated.
4. Not all types of public services can be found in villages.
5. Towns cannot have a larger number of houses than villages.

C. Go back to the text and identify what the following pronouns refer to:

1. '**they**' in paragraph 2, line 3, _____
2. '**it**' in paragraph 3, line 1, _____
3. '**some**' in paragraph 7, line 2, _____

Post-reading Activity

Write short answers for the following questions.

1. Which of the features presented in the text are similar in your town/ village?
2. Do you agree or disagree with the writer's way of describing villages and towns? Why?

Week 5 Day 2

3. Vocabulary

Contextual Meanings of Words

A. Read the dialogue between two friends. Then, guess the meanings of the underlined words from the context.

Toga: Hi, Tena.

Tena: Hi, Toga.

Toga: Where are you going?

Tena: I'm going home.

Toga: Where is your home?

Tena: It is <u>located</u> 6 kilometers away from here to the east.

Toga: Oh, I see. Is it in the town?

Tena: No, it is in a small village. But, the village has wide <u>farms</u> which are covered by various crops. This makes the <u>area</u> so beautiful.

Toga: Oh, I'd love to see it. What about other <u>attractions</u>?

Tena: There are small bushes and <u>shrubs</u>. But the people often use them to feed their <u>cattle</u>.

Toga: It sounds really so lovely. I hope I will visit it some day.

Tena: Sure you can. But I have to go now, please. See you next week.

Toga: See you then.

B. Choose the appropriate words to complete the summary of the dialogue above.

bushes	attractions	six kilo-meters	east	village

Tena's home is _____ away to the _____. It is located in a _____, not in a town. There are different _____ such as _____ and shrubs that make it lovely.

4. Listening Comprehension

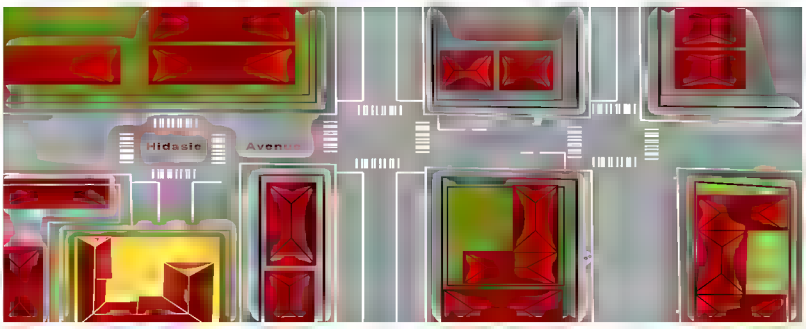
Pre-listening Activity

Answer the following questions before you listen to the dialogue.

1. Have you ever lost your way when you were going somewhere? If yes, what did you do?
2. How do you respond if someone asks you how to get to a certain place in your town/village?

While listening Activity

A. Look at the following map carefully and identify the places while listening to the text.



B. Answer the following questions based on the listening text.

1. Who lives in the town?
2. Why do many tourists come to the town?
3. Where is the museum?
4. What is the name of the Avenue?
5. Why do tourists ask for a location?

C. Complete the following sentences based on the listening text.

second	left	turn	along	follow

1. Go _____ this street to the traffic lights.
2. At the traffic lights, _____ left.
3. Take the _____ left.
4. The second street is on my _____.
5. _____ the Museum Drive.

Post-listening Activity

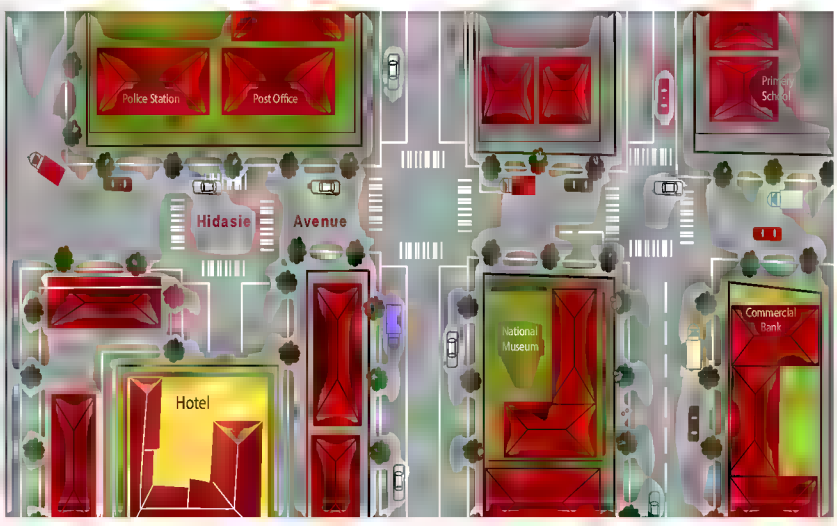
Write short answers for the following questions.

1. Why do you think the tourist lost their way?
2. How would you give directions if you were Tamene? Work in pairs and write a short dialogue.

Week 5 Day 3

5. Speaking

Look at the following map carefully and practise asking for and giving directions in pairs. look at the example below.



Example:

Ali: Excuse me, can you tell me where the post office is?

Bontu: Certainly. Go straight ahead and turn right. Then, go straight up to the garage. The post office is in front of the garage.

Ali: Thank you.

Bontu: You're welcome

6. Grammar

Passive Voice

Study the following table. Work in pairs and ask your partner to give you information about the towns. Take turns to practise.

Town	Distance from A.A (km)	Time it takes to drive(hr)	Region found
Sebeta	24	1/2	Oromiya
Debrebrhan	130	1:30	Amhara
Wolkite	155	2:00	SNNP
Ziway/Batu	163	2:30	Oromiya

Example:

Teni: Where is Sebeta?

Mesangil: It is located in Oromiya region.

Teni: How far is it from A.A?

Mesangil: It is only 30 km.

Week 5 Day 4

7. Reading Fluency

You are going to practise reading fluency. Your teacher will show you how to do it. Try to read as accurately as your teacher did.

8. Vocabulary

Contextual Use of Words

Complete the following text with the words from the list.

peak	located	highest	visit
attractive	villages	directions	

My name is Niha. I come from Durame which is (1)_____ in Kambata Tembaro Zone the Southern Nations and Nationalities Region. The town is surrounded by mountains. The (2) _____ mountain peak in the region, which is known as Hambaricho, is one of the surrounding mountains. The mountain has very (3) _____ and eye-catching views which can be seen from different (4) _____ of the town. The people of the town and the nearby (5) _____ often celebrate different cultural and religious festivals at the (6) _____ of the mountain. In addition, the people in the surrounding towns like Shinshicho and Angecha often _____(7) the mountain in different occasions.

Week 5 Day 5

9. Writing

Writing Conventions

Dictation

Listen to what your teacher dictates to you. Remember to use appropriate punctuation marks and capitalisation.

Writing Composition

Sentence Writing

Write four sentences about your town's or village's different features. Try to include ideas about its location, weather conditions and the like.

Week 6 Have You Ever Travelled to Touist Sites?

Week 6 Day 1

1. Word Study

Prefixes

Read the list of words in the table below and blend them with the appropriate prefixes as in the given example.

	un-	dis-	in-
like	unlike	dislike	_
correct			
wanted			
agree			
accurate			
advantage			

2. Reading Comprehension

Pre-reading Activity

Before you read the text, study the meaning of the following words.

1. site 2. ruined 3. palace 4. ruled

While reading Activity

A. Write 'true' if the statements are correct and 'false' if they are incorrect based on the reading text.

1. Yordanos is a tourist.
2. Sofia often took photographs of the various places she visited.
3. Yordanos has visited many palaces.
4. Queen Sheba's ruined palace is found in Axum.
5. Sofia has a lot of information about palaces in Ethiopia.

Ruined Palaces



Sofia grew up in Harar. She has spent most of her time writing and travelling to tourist sites. In the places she has visited, she has met new people and has seen new lands. She has photographed much of what she has seen.

Yordanos lives next door to Sofia. She wants to know about ruined palaces found in Ethiopia. She asks Sofia about the palaces. Here is how they exchange ideas about some tourist sites:

Yordanos: I have heard that ruined palaces can be tourist attraction sites. How real is this idea?

Sofia: That's right. Ruined palaces are one of the many popular tourist attractions.

Yordanos: Do we have some ruined palaces in our country?

Sofia: Yes, we do. In our country, there are many ruined palaces.

Yordanos: How important are these palaces?

Sofia: Ruined palaces are evidence of the ancient development of the country. They show the history of the country.

Yordanos: Have you ever visited one of these tourist attractions? What experience do you have of the ruined palaces of our country?

Sofia: I have visited some very well known ruined palaces. I know different regions of our country where there are ruined palaces. These palaces are historical tourist sites and attract many visitors.

Yordanos: Can you tell me about one of these palaces?

Sofia: Yes, I can. Last week, I had a chance to visit one of the palaces. Look at this picture, it is the Queen of Sheba's ruined palace.

Yordanos: Where is it to be found?

Sofia: It is in Axum.

Yordanos: I did not know that our country was ruled by a queen.

Sofia: You are right. People often talk about the kings. She also had her own story.

Yordanos: Thank you for telling me about Queen of Sheba. I'm proud of females who make history. I hope, I will visit that palace. I will plan to do so.

B. Refer back to the text and give short answers to the following questions.

1. Who grew up in Harar?
2. Who was the queen who once ruled Ethiopia?
3. Where does Yordanos live?
4. What is the importance of ruined palaces in the history of a country?
5. Who will plan to visit the ruined palace?
6. Who has visited many tourist sites?
7. Where do queens live?

Post-reading Activity

Answer the following questions

1. Why do you think Yordanos is motivated to visit the palaces in Ethiopia? Justify your answer from the text.
2. Is there any ruined palace in your region, ? If yes, whose palace was it?
3. What do you think you should do whenever you have an opportunity to visit a historical place?

Week 6 Day 2

3. Vocabulary

Categorizing Words

Categorize the list of words given below under the headings in the table.

waterfalls	wildlife	forests	festivals	sunny
cloudy	farms	hills	volcanoes	windy
foggy	rainy	fields	towns	plains
villages	mountains	palaces		

geographical/natural features	attractions	weather conditions
farms		

4. Listening Comprehension

Pre-listening Activity

Answer the following questions before you listen to the text.

1. How often do you listen to a weather forecast on the radio/TV?
2. What are the major contents /issues in a weather forecast?
3. Why do people listen to a weather forecast?

While listening Activity

A. Complete the following table based on the listening text.

Day	City/town	Temperature (°c)	Weather conditions
Monday	Addis Ababa		
Monday	Gambella		
Monday	Bahir Dar		
Monday	Dire Dawa		

B. Answer the following questions based on the listening text.

1. Who is Mr. Mark?
2. What did the tourist want to know?
3. What was the transmission which the tourist listened to?
4. When will the towns have rain?
5. What has the tourist used to decide where to visit?
6. When will he visit Bahir Dar?

Post-listening Activity

A. Compare the weather conditions in the cities based on the given information.

1. Gambella is _____ of all.
2. Hawassa is _____ than Addis Ababa.
3. In Addis Ababa, Hawassa, Bahir Dar and Mekelle the weather will be _____ on Monday.

B. Listen to a radio/TV weather forecast and write a report. Then, read your report to the class.

Week 6 Day 3

5. Speaking

In pairs, look at the details of national parks in Ethiopia and use them to form a dialogue with your partner as in the example given below.

Name of the National Park	Year of Establishment	Area (sq km)	Temperature
Awash National Park	1958	756	30
Simien Mountains Park	1959	412	10
Bale National Park	1962	2200	25
Nech Sar National Park	1974	514	21

(Source: www.wikipedia.org)

Example:

Zinash: Which National park is the oldest?

Moti: I think the Awash National Park is the oldest.

Zinash: You are right. It was established in 1958.

6. Grammar

Comparison

A. Complete the following table with the comarative and superlative forms of the given adjectives.

Adjective	Comparative	Superlative
attractive	more attractive	most attractive
dangerous		
attentive		
beautiful		
helpful		
hard		
dark		
bad		

B. Compare the national parks using the given adjectives based on the details on the previous page. The first one is done for you as an example.

Example: *Bale National Park is older than 'Nech Sar' National Park.*

Week 6 Day 4

7. Reading Fluency

You are going to practise reading fluency. Your teacher will show you how to do it. Try to read as fluently as your teacher did.

8. Vocabulary

Contextual Use of Words

Complete the following dialogue with the words from the list.

weather	journey	waiting
rain	better	

Kalid: Hi, Maritu

Maritu: Hi, Kalid.

Kalid: Where are you going?

Maritu: I'm going to the market in the nearby village.

Kalid: Oh! That's good. But the weather doesn't seem good for your _____. It is becoming cloudy and I think it may _____ soon.

Maritu: You are right. I'm also thinking about the _____. I should be quick.

Kalid: Yea, you have to. It is _____ if you take a taxi.

Maritu: Yes, but I may not get a taxi, so it's better if I walk as fast as possible. My mother is also _____ there.

Kalid: Ok, have a nice time!

Maritu: Thanks, you too.

Week 6 Day 5

9. Writing

Writing Conventions

Punctuation

A. Rewrite the following sentences using appropriate punctuation marks.

1. Have you ever visited Lake Chamo
2. I have a plan to visit Axum
3. I come from Lalibella she said
4. I have a plan to visit Axum Lalibela and Harar Wall
5. Do you know where Lake Abiyata is situated

Spelling

B. Add both '-ing' and '-s' to each of these words. Double the final consonant if you need to.

Example:		
read	reading	reads

word	**Adding -ing**	**Adding -s**
plan		
rain		
sleep		
look		
paint		
get		

Composition Writing

Paragraph Writing

Compose the sentences you wrote previously about your village into a paragraph. Use correct punctuation and capitalisation.

UNIT 3 Famous People in Ethiopia

Week 7 Who am I?

Week 7 Day 1

1. Word Study

BlendingWords

Read the following words and group them under their appropriate suffixes to indicate a profession. The first one is given as an example.

dance	music	chemistry	electric	write
play	biology	technical	magic	

-ian	-ist	-er
technician	chemist	writer

2. Reading Comprehension

Pre-reading Activity

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

1. List down the names of famous musicians (artists) you know in Ethiopia.
2. Who do you admire most? Why?
3. How do you think these musicians are trained?

While reading Activity

A. Write 'True' if the statements are correct, and 'False' if they are incorrect based on the reading text below.

1. Tilahun was born in Woliso.
2. Tilahun had discussed his interest in music with Woizero Negatwa.
3. Tilahun attended school in Addis Ababa.
4. Many of Tilahun's recordings are in Amharic.
5. Tilahun passed away because of a heart attack.

Tilahun Gessesse

Tilahun Gessesse was born on September 29th, 1940 in Addis Ababa to Woizero Gete Gurmu and Ato Gessesse Negusse. At fourteen years of age, his grandfather took him to Woliso to attend Ras Gobena Primary School.

He enjoyed studying music more than any other subject. The Ras Gobena school principal, Mr. Sheded encouraged him to improve his skills in music. This led him to a better career later in his life.



When Woizro Negatwa Kelkai, Ato Eyoel Yohanes and other artists from the Hager Fikir Theatre came to his school to perform, Tilahun Gessesse took the opportunity to discuss his interest in music with Ato Eyoel. He was told to go to Addis Ababa if he wanted to pursue a career in music.

Tilahun Gessesse left school to go to Addis Ababa, a journey he began on foot without his grandfather's consent. In Addis Ababa, Tilahun Gessesse was first hired by the Hager Fikir Theatre, At the same time he joined the Imperial Bodyguard Band where he became a leading star singer. Tilahun Gessesse moved to the National Theatre where his success continued. He was so famous that he appeared before many important people who advised him not to waste his talent.

The majority of Tilahun Gessesse's recordings are in Amharic, though he has recorded a number of songs in Afan Oromo. He received an honorary degree from

Addis Ababa University in recognition of his contribution to Ethiopian music. He also received an award for his lifetime achievements from the Ethiopian Fine Arts and Mass Media Prize Trust.

The legendary Ethiopian singer, who had been in poor health, passed away on Sunday, April 19th 2009 at 68 years due to a sudden heart attack. Tilahun Gessesse was a role model for a new generation of Ethiopian singers.

(Adapted from: http://www.ezega.com)

B. Answer the following questions based on the reading text.

1. When was Tilahun born?
2. How old was Tilahun when his grandfather took him to Woliso?
3. While Tilahun was at the Ras Gobena school, what did he enjoy doing?
4. Who encouraged Tilahun to begin his career as a musician?
5. What was the name of the band that Tilahun joined?
6. How old was Tilahun when he died?

C. Complete the following sentences with appropriate words from the reading text.

1. Tilahun Gessesse was first _____by the Hager Fikir Theatre.
2. He passed away due to a _____heart attack.
3. He received an honorary _____from Addis Ababa University.
4. The majority of his recordings are in _____(language).

Post-reading Activity

Complete the following summary of the reading text with appropriate words.

Tilahun Gessesse was born in Addis Ababa. He _____ (1) to Woliso and _____ (2) music in Ras Gobena school. He _____ (3) his interest in music with Ato Eyoel there. He _____ (4) Hager Fikir Theatre and became a leading singer. He became very _____ (5) and was awarded an honorary doctorate from Addis Ababa University. Finally, he _____ (6) at the age of 68.

Week 7 Day 2

3. Vocabulary

Antonyms

A. Match the words in Column A with their antonyms (opposites) in Column B.

A	B
1. hired	a. stop, discontinue
2. pursue	b. discharged, fired
3. sudden	c. unknown
4. famous	d. disapproval
5. success	e. expected
6. recognition	f. failure

B. Choose three pairs of words from the table and write your own three sentences using the words.

Example:
My father was <u>hired</u> by a textile factory, but got <u>fired</u> after two years.

4. Listening Comprehension

Pre-listening Activity

What do people who have studied the following fields do? Work in pairs to share your ideas.

1. geology → geologist
2. anthropology → anthropologist
3. palaeontology → palaeontologist



While listening Activity

A. Listen to the text and complete the following table.

Name	
Date of birth	
Place of birth	
First attended	
Year the Dikika Project began	
Important fossil discovered	
Current Working Place	

B. Answer the following questions based on the listening text.

1. Where did Zeresenay begin his work?
2. Why is his discovery more important than Lucy (Dinkenesh)?

Post-listening Activity

A. Think about a famous academician you know. Then, copy the table and fill in as much information as you have about the person.

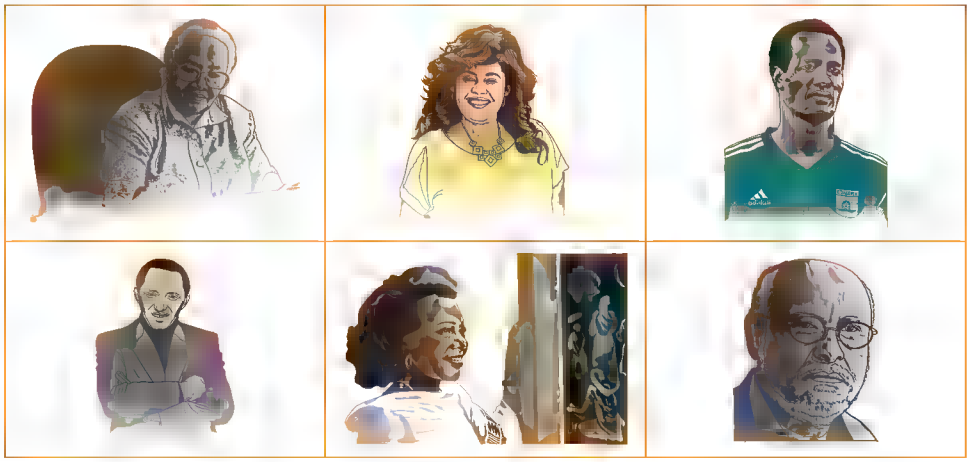
Name	
Date of birth	
Place of birth	
School attended	
Field of study	
Home	
Working place	

B. Write a short biography about the person using the above information.

Week 7 Day 3

5. Speaking

A. Work in pairs to ask and answer questions about what makes the following persons famous.



1. Who are these people?
2. Where were they born?
3. What did / do / they do? (profession)
4. Who do you admire most? Why?

B. Add some more questions if there is anything you know about these people.

6. Grammar

Simple Past Tense

A. Study the pictures. They show what Getu did yesterday. First, put them in their right order according to the time, and then answer the questions below.

			
1	2	3	4

1. At what time did the family have breakfast?
2. When did Getu wake up?
3. What did Getu's friends do during their break time?
4. What time did Getu brush his teeth?

B. Work in groups of three, tell your group members what activities you did yesterday.

C. Write the past forms of the words given in the following tables.

Example:	
Present	**Past**
cheat	cheated
steal	stole

Present	**Past**	**Present**	**Past**
climb		spend	
walk		take	
wash		think	
open		write	

Week 7 Day 4

Reading Fluency

You will practise reading a text. Follow your teacher's instructions carefully.

8. Vocabulary

Word Formation

A. Read the following information and notice the meaning of the words ending with -ology.

Example:
Zeresenay Alemseged is a scientist who studies the fossils of organisms and related remains. He is called a palaeontologist. A palaeontologist studies a science called palaeontology.

Note: The suffix 'ology' means the science of or the study of something. For example, mineralogy is the study of minerals. Many of these words are used when studying social studies and science.

B. Match the -ologies in Column A with the correct meanings in Column B:

A	B
1. meteorology	A. the study of insects
2. biology	B. the study of fruit
3. cytology	C. the study of ancestors
4. dermatology	D. the study of cells
5. pomology	E. the study of life
6. genealogy	F. the study of weather
7. entomology	G the study of skin
8. sociology	H the study of society

C. In each row, circle/sort out the word that does not belong in meaning to the others.

1. popular	famous	encouraged	legendary
2. recognise	continue	acknowledge	notice
3. establish	incredible	amazing	astounding
4. unusual	rare	typical	uncommon
5. portion	fraction	part	whole
6. construct	break	build	assemble
7. imaginative	creative	inventive	precise
8. difficult	lonely	challenging	hard

Week 7 Day 5

9. Writing

Writing Conventions

Punctuation

A. Re-write the following sentences putting the comma or full stop in the correct position.

1. He won the game on _____ (2010, January, 15).
2. My sister was born in _____ (2007, July).
3. We met him on _____ (21st 2006 March).
4. He graduated in _____ (2011 June).
5. The park was officially opened on _____ (October, 2014, 06).

Spelling

B. With your partner, form correct words from the jumbled letters and write them in your exercise book.

Example:
ift = fit

1. ift = f_____
2. elwl = w_____
3. aewr = w_____
4. mafosu = f_____
5. ecarer = c_____
6. lylows = s_____
7. dnosemah = h_____
8. serreahe = r_____
9. rptsiaec = p_____
10. tinmpator = i_____

Writing Composition

Paragraph Writing

Use the information given in the following table to write a biography of the person. For this week, begin drafting the paragraph.

Name	Yetnebersh Nigussie
Date of birth	1975
Place of birth	Amhara region
Primary school	Shashemen Catholic Boarding School
Secondary school	Dagmawi Minilik Secondary School
University	AAU
Degree awarded	LLB/Bachelor of Arts in laws
Major activity	Activist for human equality

Week 8 People and Their Past

Week 8 Day 1

1. Word Study

Blending Morphemes

Complete the table following the examples given and read a loud the words given.

Example:	Male	Female
act	actor	actress
chair	chairman	chairwoman

1.	wait	_____	_____
2.	sport	_____	_____
3.	author	_____	_____
4.	poet	_____	_____

2. Reading Comprehension

Pre-reading Activity

In the following KWL table, write what you know (K) and wanted to know (W) about Meseret Defar.

(K) Know	(W) Wanted to know	(L) Learned

While reading Activity

A. While-reading the text, make sure you find out what you wanted to know and write what you learned (L) about Meseret Defar in the above table.

Meseret Defar



Meseret Defar was born on 19th November 1983 in Addis Ababa, Ethiopia. She is a famous long distance runner and a world champion. She has travelled to different countries. She has been to Germany, Belgium, Sweden and the United Kingdom. Her talent enabled her to meet other famous athletes, such as Derartu Tullu, Tirunesh Dibaba and Gabriela Szabo.

Meseret Defar began her running career when she was very young. She competed in primary and secondary school races. She was determined, worked tirelessly and participated in her first international marathon in 1999 in Poland. The following year, she won a silver medal at the African Championships in Algiers and World Junior Championship in Santiago. Since then, she has trained hard constantly for success.

Meseret Defar has participated in 3,000 meters 5,000 meters and 10,000 meters indoor games. She has made so many friends and her fans give her support to compete even further.

Because of hard work, Meseret has won various medals and awards. At the 2000 Olympics in Athens she won a gold medal. By 2002, she had won twelve gold medals, twelve silver medals and three bronze medals. Today, Meseret Defar holds the record for one of the longest winning streaks in indoor athletics with 27 consecutive wins. This shows how hardworking and determined she is. We are very proud of her talent and the fame she has brought to our country.

B. Write the answers to the following questions based on the reading text.

1. When did Meseret begin her running?

2. Where did Meseret win a silver medal?
3. Where did Meseret win an Olympic medal?
4. In which category of race did Meseret dominate more?

C. Scan the text and complete the following table with activities Meseret did in the years listed and compare your answers with a partner.

Year (G.C)	Major Activities
1999	Participated in her first international marathon
2000	
2002	
2004	

Post-reading Activity

Work in pairs and answer the following questions.

1. Which of Meseret's achievement do you appreciate most? Why?
2. Why do you think Meseret managed to achieve all the listed activities in the text?

Week 8 Day 2

3. Vocabulary

Word Meanings

A. Match the definitions in Column A with their appropriate words in Column B.

A	B
1. someone who protects a gate (compound)	A. waiter
2. someone who grows plants	B. manager
3. someone who writes poems	C. gardener
4. someone who leads (administers) a job	D. secretary
5. someone who serves in a hotel or cafe	E. poet
6. someone who assists a manager in an office	F. guard

B. Complete the missing parts of the table with the types of professions or jobs the professionals do.

Professions	Jobs the professionals do
	a person who can fix problems you have with your teeth.
plumber	
	a person who makes clothes for others, many times producing exclusive items of clothing.
soldier	
	a person who cuts your hair or gives it a new style
photographer	
	a person who flies a plane.

4. Listening Comprehension

Pre-listening Activity

The following words are taken from the listening text. Before you listen to the context they are used in, learn what they mean.

1. carriage
2. competed
3. nickname
4. recognition



While listening Activity

A. Write 'True' if the statements are correct, and 'False' if the statements are incorrect based on the listening text.

1. Miruts Yifter worked in various factories.
2. In 1972, Miruts ran 5000 meters.
3. In his lifetime, Miruts won 252 races.

4. Miruts was awarded the Golden Shoe.
5. Miruts was the father of seven sons.

B. Re-arrange the following events in the order they happened in the listening text.

a. Honoured with the Golden Shoe award.
b. Took a bronze medal.
c. Worked in various factories.
d. Earned the nickname Miruts the "gear-shifter".
e. Won 221 gold medals.

Post-listening Activity

Complete the following summary of the listening text with appropriate words.

Miruts Yifter was _____ (1) in Adigrat. He was a long _____ (2) runner who _____ (3) well in 5000 and 10,000 meters. In 1972, he _____ (4) a bronze medal but in 1980 he _____ (5) two gold medals. He _____ (6) in more than 252 races.

Week 8 Day 3

5. Speaking

Using 'Wh-' question Words

Work in pairs to speak about each of your family members' occupations. Follow the example to ask and answer questions.

Example:
Hewan: What is your father's occupation?
Debbisa: He is an accountant.
Hewan: What do accountants do?
Debbisa: They maintain and audit business accounts.

	Occupation	What they do
father		
mother		
brother		
sister		
aunt		

6. Grammar

Present Simple Tense

A. Complete the following table about yourself.

Name	
Language(s) you speak	
Number of people in your family	
Sports you play	
Your favourite subject	
Your favourite food	
How you go to school	

B. Based on the information you provided, write four sentences about yourself.

Example:
My name is H/Meskel G/Hiwot. English is my favourite subject. I like 'Tihlo.'

C. Complete these sentences about yourself using simple present forms of verbs. Then, compare your answers with your partner.

My name _____.

I always _____.

I often _____.

I sometimes _____.

I don't _____.

I never _____.

I _____ brothers and sisters.

Present Continuous Tense

D. Complete the following sentences using the correct forms of the verbs in the brackets.

Example:
Abeba is running a marathon. (run)

1. I _____ out of the classroom. (get)
2. The boys _____ outside. (wait)
3. My father _____ in a garage right now. (work)
4. The artists _____ for the first time. (assemble)
5. The waiter _____ coffee to the guest. (serve).

Week 8 Day 4

7. Reading Fluency

You will practise reading fluency. Your teacher will show you how to do it. Try to read as accurately as your teacher did.

8. Vocabulary

Contextual Meanings

A. Read the following dialogue and write the contextual meanings of the underlined words.

Duguma: What did you read about in the library today?

Tune: About famous people.

Duguma: What interested you the most?

Tune: The history of Abba Seru Gwangu. He was born a long time ago and died in 1778.

Duguma: What was he famous for?

Tune: He was a great fighter and leader. He defended this country a long time ago.

Duguma: Who else did you read about?

Tune: Agegnehu Engida, he was a great artist and painter. His art works were sold a lot in exhibitions in Addis Ababa.

Duguma: Where is he now?

Tune: He died of an unknown cause in 1950.

Duguma: Oh! That's too bad. Have you read anything about a sports person?

Tune: When we meet next time, I will tell you about Demissie Damite, a sports journalist and Loza Abera, the female's national football team striker.

Duguma: Alright!

1. interested _____
2. fighter _____
3. painter _____
4. exhibitions _____
5. unknown _____
6. striker _____
7. journalist _____

B. Write down the names other Ethiopians whom you know as:

1. artists
2. painters
3. fighters
4. journalists
5. footballers

Week 8 Day 5

9. Writing

Writing Conventions

Dictation

Your teacher will dictate to you a text. Remember to use full stops, commas and question marks in their appropriate places as you write the text where necessary.

Writing Composition

Word Order

Rearrange the following jumbled words and write correct sentences with appropriate punctuation marks: full stops, commas and question marks.

1. works /Sena/ as a / in a/ bank/ secretary.
2. dentist/ is/ My/ a/ sister.
3. I /to/ be/grow/ an /electrical/ want/when/ I/ engineer/up.
4. who/ cars/ fixes/ A /mechanic/ person/ is/ a.
5. did/ the /doctor/ meet/ you/ When

Paragraph Writing

Re-draft and revise the biographical paragraph you started last week.

Week 9 Biographies of Famous People

Week 9 Day 1

Biographies of Famous People

1. Word Study

Segmenting a Words

Read the following words after segmenting them into root words and suffixes.

Example:				
leader	=	lead	+	er

1. winner = _____ + _____
2. painter = _____ + _____
3. dancer = _____ + _____
4. designer = _____ + _____

2. Reading Comprehension

Pre-reading Activity

Study the meanings of the following words and write the meanings in your exercise book.

1. stained
2. funds
3. competition
4. coverage

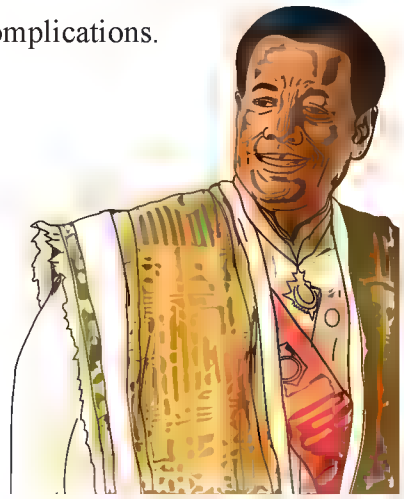
While reading Activity

A. Based on the text write 'True' or 'False' to the following statements.

1. Afewerk's funeral was coordinated by a national committee.
2. The one-man show in Addis Ababa was the source of funds for Afewerk to go to Europe.
3. Afewerk started painting on walls when he was young.
4. Afewerk died due to unknown health complications.

Afewerk Tekle

Afewerk Tekele was one of the most celebrated Ethiopian artists. He was born in 1932 and was known for his paintings and stained glass works. Afewerk had shown his talent as an artist as a child, decorating several walls in his home town. This helped him to study painting, sculpture and architecture in London.



In 1954 he held his first one-man show in Addis Ababa. This show gave him the funds to travel around Europe and learn how to design and construct stained glass windows. Afewerk opened a studio in the National Library of Ethiopia. He was commissioned to produce sculptures of famous Ethiopians and completed the monumental statue of Ras Mekonnen in Harrar.

In 1958, he designed the stained glass windows in the Africa Hall of the Economic Commission for Africa (ECA) in Addis Ababa. In 1961, Afewerk held a major exhibition in Addis Ababa. This led to his painting of the Meskal Flower. In 1964 he became the first laureate of the Haile Selassie I Prize for Fine Arts. As his fame spread abroad, Afewerk was invited to put on many international exhibitions.

In the 1970s, Afewerk was engaged in producing murals and mosaics for many public and religious buildings around Ethiopia. One of his murals, Last Judgement, is found in the Adigrat Cathedral in Tigray.

In 1977, his painting, Unity Triptych, won the gold medal in the Algiers International Festival. In 1981 his painting, Self-portrait, was selected to enter the permanent collection of the Uffizi Gallery, in Florence, Italy. In 1997, he exhibited at the Biennale of Aquitaine, in France. This time he won his first prize in an international competition. He was also nominated as the Laureate of the Biennale.

Afewerk died on 10 April 2012 from severe stomach ulcer complications. The artist's death received wide media coverage in the country, with a state funeral.

B. Scan the text and match the years with what happened in them according to the text.

A	B
1. 1932	A. produced murals and mosaic
2. 1954	B. Afewerk was born
3. 1958	C. the first one-man show
4. 1961,	D. held a major exhibition
5. 1970	E. he produced stained glass windows for ECA
6. 1977	F. Afewerk died
7. 2012	G. the Unity Triptych won a medal

Post-reading Activity

Answer the following questions and discuss your answers with your partner.

1. What do you think mades Afework a famous painter and artist?
2. What did you know about his paintings before reading this text?

Week 9 Day 2

3. Vocabulary

Word Meanings

The following words are taken from the listening text. Match the words with their meanings given in the left column.

A	B
1. became wife and husband	A. was raised
2. got aid	B. married
3. a child whose parents have died or is abandoned by them	C. dead
4. no longer living	D. orphan
5. in a bad or serious manner	E. severely
6. grew up	F. were supported

4. Listening Comprehension

Pre-listening Activity

Answer the following questions in pairs before you listen the text.

1. What do humanitarians do?
2. List people you know who voluntarily help others.



While listening Activity

Listen to the text and answer the following questions based on it.

1. Where was Abebech Gobena born?
2. How did Abebech Gobena grow up after the age of 10?
3. Where did Abebech Gobena work after her education?
4. What did Abebech Gobena do when she saw a child next to her dead mother among starving people?
5. What is the name of the association founded by Abebech Gobena?

Post-listening Activity

Complete the following table about someone who helps orphans, old or sick people. Write a paragraph to describe the person's activity.

Name	
Place of birth	
Home	
Age	
Educational background	
Major activities	

Week 9 Day 3

5. Speaking

Work in pairs, exchanging roles. One of you will be interviewed as the person whose details are filled in the table above and the other will be the interviewer.

Example:	
Moti:	What is your name?
Nardos:	My name is ___.
Moti:	Where were you born?
Nardos:	I was born _____.

6. Grammar

Simple Past Tense

A. Change the following words into simple past tense forms.

Example:
carry → carried

1.	worry	→	_____	5.	cut	→	cut
2.	marry	→	_____	6.	put	→	_____
3.	cry	→	_____	7.	shut	→	_____
4.	study	→	_____	8.	hit	→	_____

B. Complete the following sentences using your own words.

1. I was in _____ yesterday.
2. I _____ yesterday morning.
3. My mother and I _____ Haile Gebre Silassie last year.
4. When I was in grade six, I _____ a zoo.
5. My friends _____ yesterday.

C. Work with your partner and write the correct answers in Column B to the questions in Column A

A	B
1. What did you do last week?	A. Last weekend.
2. Who was here last year?	B. The old table.
3. Which table was broken?	C. Behind the tree.
4. Where did they hide the ball?	D. The visitors were here.
5. Why did you run slowly?	E. Because my foot was hurting.
6. When did you go to the zoo?	F. I participated the educational trip.

Week 9 Day 4

7. Reading Fluency

You will practise reading fluency. Your teacher will show you how to do it. Try to read as accurately as your teacher did.

8. Vocabulary

Using Words in Context

Study the following meanings of words carefully and make meaningful sentences using them.

4. marry
5. biography
6. live
7. died
8. won
9. famous

Example:
Meseret Defar is a famous world athlete.

Week 9 Day 5

9. Writing

Writing Conventions

Capitalisation

Re-write the following sentences using capital letter(s) where necessary.

1. i was born in ambo.
2. dukamo attended his primary school in yirgalem.
3. ethiopian and kenyan athletes won a number of gold medals at the helsinki olympics.
4. my sister won a silver medal in the great ethiopian run which was held in addis ababa in 2015.

Writing Composition

A. Use 'last' or 'ago' to complete the following sentences. Study the example first.

Examples:
Adamu passed the test last year.
Ato Seru died ten years ago.

Note that: both 'last' and 'ago' are used to express time before now.

1. Tirunesh won a gold medal _____ year.
2. Bekele rejoiced after winning a medal a year _____.
3. Tekeste was born in Axum many years _____.
4. Layne won a scholarship _____year.

B. Complete the biographical paragraph you drafted in the last two weeks.

Week 10 Types of Food

Week 10 Day 1

1. Word Study

Collocations

Read the list of expressions in the two boxes and form collocations with the words on the right.

Example:
a kilo of oranges.

a jar of	a bottle of
a cup of	a bag of
a litre of	a slice of
a packet of	a head of
a loaf of	a stick of
a spoonful of	a bar of
a kilo of	a pack of

milk	bread
oil	tea
sugar	cheese
juice	honey
apples	flour
gum	garlic
cabbage	coffee

2. Reading Comprehension

Pre-reading Activity

Before you begin reading the text, answer the following questions and discuss your answers with your partner.

1. List the types of food available in your area.
2. List types of food which you know, but that are not available in your area.
3. What are the main sources of food in your area?

While reading Activity

A. Complete the following sentences with appropriate words from the reading text.

1. _____ are the major sources of food.
2. The edible seeds are _____, _____, _____and nuts.
3. _____ and _____ are root vegetables.
4. Animal products are _____, _____ , _____ and _____.

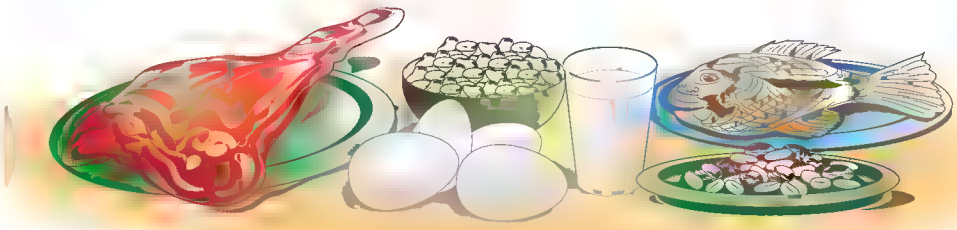
Food

Food is anything a person eats or drinks to provide nutritional support for the body. Although people have different things that they eat, **they** get most of their food from plants. People eat many types of plants as food. The majority of plants consumed by humans are those that are seed-based. Edible seeds include cereals (corn, wheat, rice etc.), legumes (beans, peas etc.), and nuts. There are also oil seeds such as sunflower, flaxseed, rapeseed (including canola oil), sesame etc.

Vegetables are the second type of plant, that are commonly eaten as food. **These** include root vegetables (potatoes and carrots), bulbs (onion family), leaf vegetables (spinach and lettuce), stem vegetables (bamboo shoots and asparagus), and inflorescence vegetables (globe artichokes and broccoli and other vegetables such as cabbage or cauliflower).



People also use animals as source of food either directly or indirectly. Meat is an example of a direct product taken from an animal. Milk is produced by animals which can be drunk or processed into dairy products (cheese, butter, etc.).



In addition, birds and other animals lay eggs, which are often eaten, and bees produce honey. Some cultures consume blood, sometimes in the form of blood sausage, as a thickener for sauces, or in a cured, salted form.

On the other hand, there are some food types which are not from animal or plant sources. **Such food types** include various edible fungi, especially mushrooms.

B. Write the answers to the following questions based on the reading text.

1. What is the main source of food for people?
2. What kinds of plants do people eat?
3. List the leafy vegetables eaten by people.
4. What are the common dairy products?
5. What are the food types other than plants and animals?

C. The following pronouns are written in bold in the reading text. Write down what they refer to.

1. 'they (in paragraph 1) = _____
2. these (in paragraph 2) = _____
3. such food types (in paragraph 5) = _____

Post-reading Activity

Answer the following questions.

1. Which type of food do you like most? Why?
2. Think about other sources of food which are not mentioned in the text and write them down in your exercise book.

Week 10 Day 2

3. Vocabulary

Word Meanings

Read the following dialogue and write the meanings of the underlined words below it.

Massamo: How was your time staying with your grandma?

Lelissie: It was good. I learned how to prepare 'Dabo kollo'.

Massamo: What is that?

Lelissie: It is a little fried snack made from flour.

Massamo: What ingredients do you need to make 'Dabo kollo'?

Lelissie: I need all-purpose flour, salt, honey, pepper, and cooking oil.

Massamo: Do you know the amounts?

Lelissie: Yes, after measuring them well, I mix them all in a bowl.

Massamo: Don't you add any water?

Lelissie: Yes, I do. This makes the dough soft. Then, I knead it for about 5 minutes and pull off bits that I press and roll out.

Massamo: When do you fry them?

Lelissie: First, I cut out the pieces into squares, then I fry them over medium heat.

Massamo: It is good to learn about our Ethiopian snacks.

1. prepare = _____
2. fried = _____
3. ingredients = _____
4. bowl = _____
5. stiff = _____
6. heat = _____
7 knead = _____

4. Listening Comprehension

Pre-listening Activity

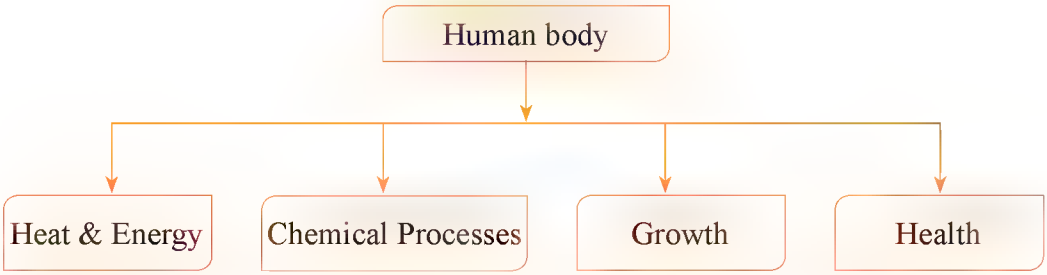
Answer the following questions before you listen to the text. Discuss your answers in pairs.

1. What is health?
2. What should people do to be healthy?
3. What are the main factors which affect human health?
4. Look at the following picture and predict what the listening text will be about.



While listening Activity

Complete the following diagram about what we get from different food as you listen to the text. Give two examples for each component in the spaces provided.



1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____

Post-listening Activity

Complete the following summary based on the listening text.

The basic food groups are (1) _____, carbohydrates, (2) _____. (3) _____ & (4) _____. (5) _____ keeps us healthy. Carbohydrates and (6) _____are sources of (7) _____. Minerals are needed for all (8) _____ in side us.

Week 10 Day 3

5. Speaking

A. In pairs, list the traditional food items you always have in your home or in your area. Discuss the ingredients of dishes that are served on special days such as festivals or holidays.

Example:
Zeyitu: What is this?
Sarem: It is cooking oil.
Zeyitu: What is it made from?
Sarem: It is made from sunflower seeds.

B. Complete the following dialogue with appropriate social expressions from the list given.

Pardon	I'm sorry	Of course	Excuse me	Thanks

Meron: _____ (1)! Can I have some salt?

Ojulu: _____ (2).

Meron: _____ (3). What else do I need? Can I have some sugar, please?

Ojulu: _____? (4) Did you say sugar?

6. Grammar

Using 'How many…?' and 'How much…?'

A. Categorize the nouns listed below as countable and uncountable in the following table.

flour	mango	beef	cheese	knife
milk	plate	basket	sugar	cabbage

Countable	Uncountable

B. Study the following lists of items that Chaltu and Worassa bought yesterday.

Chaltu bought …	Worassa bought ...
Ten oranges	2 knives
10 kilos of sugar	5 kilos of wheat flour
5 litres of milk	2 kilos salt
3 plates	1 pan

C. In pairs, ask each other questions to get information about the items that Chaltu and Worassa bought.

Example:	
Alemu:	How many knives did Worassa buy?
Zeyituna:	He bought 2 knives.
Alemu:	How much sugar did Chaltu buy?
Zeyituna:	She bought 10 kilos of sugar.

D. Complete the following sentences using 'some', 'a little', 'little' 'a few', or 'few'.

Examples:	
A:	Can I have some milk?
B:	Sorry, we haven't got any milk.

1. I need _____ sugar. I have only 100 grams, not enough for a glass of tea.
2. I have _____ oil. I need a little more to make spaghetti.
3. I have _____ friends who are fasting, so I should make some 'shiro' for them.
4. I have _____ loaves of injera. I need to buy some from the shop.

Week 10 Day 4

7. Reading Fluency

You will practise text presentations. You will read aloud from the text "food". Follow your teacher's instructions.

8. Vocabulary

Word Categories

Read the list of nouns given below and group them in the table based on their categories.

lemon	cabbage	chicken	banana	coffee
tomato	beef	maize	apple	potato
fish	orange	onion	pea	oil seeds

Fruits	Vegetables	Crops	Meat

Then, write eight sentences using nouns from each category.

Example:
I like to eat fish.

Week 10 Day 5

9. Writing

Writing Conventions

Using Commas

Re-write the following sentences using a comma in the correct positions where necessary.

Example:
I went out with four of my friends: Rahel, Zahara, Emmanuel and Muhammed.

1. My sister bought me a glass of juice a loaf of bread and a cup of tea.
2. Last week Motuma gave me a litre of milk.
3. I often like to eat mangoes bananas oranges and apples.
4. When I was a child I used to eat too much sugar chocolate and cake.

prefixes

Read the cooking procedure given below and circle ten words with prefixes.

Fruit Pizza

1. Preheat the oven to 350°. Precut the prewashed peaches and berries, and set aside.
2. In a large bowl, mix the butter with 1/2 cup of sugar. If it isn't creamy, remix it. Add the egg, flour, baking soda, and salt, and remix until blended. Press the dough into a pizza pan, and bake it for 8 to 10 minutes.
3. In another bowl, beat the cream cheese, 1/4 cup sugar, and vanilla. Spread this mixture over the cooled crust. Add slices of fruit, and rearrange them if needed.
4. Preplan your schedule, so you can chill the pizza for three hours before serving. If you misjudged the amount of time you had, just chill it for one hour. The pizza is best when eaten cold. It will not taste good if you reheat it.
5. Try to reuse or recycle any wrappers or containers you can.

Writing Composition

Writing a recipe

A. In groups of three, write a recipe for making Ethiopian spiced butter (nitir kibe). Describe the process of making 'nitir kibe', using the ingredients below.

Ingredients

- 4 teaspoons of fresh ginger
- ½ teaspoon of cardamom seed
- 1/8 _____
- (add other ingredients)

B. In your group list the ingredients needed to make two Ethiopian dishes At the side of each ingredient write what benefit we get for our body. Next week, you will write a recipe how to prepare the dishes

Week 11: Food Preparation

Week 11 Day 1

1. Word Study Blending ords

Read the following words by blending the suffix '-y' to the words based on the given example.

Example:		
taste	→	tasty

1. spice → _____
2. health → _____
3. stick → _____
4. juice → _____
5. booze → _____

2. Reading Comprehension

Pre-reading Activity

Learn the meanings of the following words taken from the reading text.

1. nutrients
2. raw
3. bleach
4. crunchy
5. stirring

While reading Activity

A. Write 'True' or 'False' to the following sentences based on the reading text.

1. In the process of making 'alecha wat', the tomatoes are added before the carrots.
2. One of the ingredients for making 'alecha wat' is curry powder.
3. The first direction for making 'alecha wat' is washing hands.
4. Over-cooked vegetable dishes are rich in nutrients.

'Alecha Wat' (Vegetable Stew)

Vegetable dishes are very healthy and light. Various dishes can easily be prepared from vegetables: raw, **boiled**, roasted or fried. But if **they** are over-cooked, they **lose** the necessary nutrients. Alecha wat is a common Ethiopian dish made from vegetables.

This is how **it** is prepared:

First, do the following before you start to cook vegetable stew:

- Always wash hands with soap and warm water for 20 seconds before handling the ingredients.
- Examine the raw vegetables and separate and remove any spoilt ones.
- Wash the vegetables by using a solution of 1 tablespoon of liquid chlorine
- Bleach in 1 gallon of water and let the vegetables dry.
- After **that**, wash the cutting board, knife and table top with hot soapy water.

Then, measure the ingredients:

2 large onions, sliced

1 kg potatoes, cut into chunks

1 medium cabbage, cut into eight and the stem removed.

½ head cauliflower broken into pieces

4-5 (1/2 kg) carrots, cut into ½ inch pieces

1 big tomato, peeled and diced

2 green peppers split

1 teaspoonful curry powder

Now follow the following cooking procedure:

Heat oil in a large pan and fry the onion until it becomes golden. Add, the curry powder, garlic and ginger. Add the carrot and cook till the carrots are crunchy. Add tomato and **stir**. Then, add the cabbage and the cauliflower at the same time and stir well. After 5 minutes or so, add the potatoes. Cook for 10-12 minutes stirring frequently until the vegetables are tender. Add very little water if needed. Finally, add green pepper and salt. Then, **remove** the pan from the heat and serve.

B. Scan the text and put the following ingredients in the order they are added in the Alecha recipe.

a. green pepper and salt
b. water
c. carrots
d. curry powder, garlic and ginger
e. tomatoes
f. potatoes
g. cabbage and cauliflower

C. Find the synonyms of the following words in the reading text.

1. miss
2. separate
3. raw
4. cooked
5. mix

D. The following pronouns are written in bold in the reading text. Write what each of them refers to.

1. 'they': _____
2. 'it': _____
3. 'that': _____

Post-reading Activity

A. Write the answers to the following questions and discuss your answers in groups.

1. Do you think the food (Alecha) prepared will be tasty? Why? Why not?
2. Think about additional ingredients, which are not mentioned, to make the Alecha even more tasty. Then, share your ideas with your partner.

Week 11 Day 2

3. Vocabulary

Collocations

A. Match the nouns in Column B with the verbs they go with in Column A.

A	B
1. cut	A. onions
2. chop	B. potatoes
3. peel	C. lemons
4. squeeze	D. tomatoes
5. shred	E. cabbage

Contextual Meanings of Words

B. Read the following text and write the contextual meanings of the underlined words.

Quocho is prepared from Enset. It is one of the most delicious cultural foods in Ethiopia. It is prepared in different forms. Commonly, it is baked into soft white or hard brown bread. Some local people often make porridge from Quocho.

1. prepared: _____
2. delicious: _____
3. baked: _____
4. porridge: _____

4. Listening Comprehension

Pre-listening Activity

In groups of three, discuss your answers to the following questions.

1. What is a typical breakfast in your culture?
2. How is it prepared?
3. What special dishes are prepared during specific occasions?

While listening Activity

A. Listen to the poem and answer the following questions.

1. When do people commonly eat 'Firfir'?
2. What is described as tasty flat bread?
3. What is given as an example of legumes?

B. Complete the following sentences using appropriate words from the listening text.

1. People should taste Ethiopian dishes at _____, _____ and _____.
2. The prices of Ethiopian food are _____.
3. The famous food in Ethiopia is prepared with _____ , _____ and _____.

Post-listening Activity

Write the answers to the following questions.

1. Which food do you like most? Why?
2. Write three sentences which describe your favourite food from those mentioned in the listening text.
3. Can you think of any other food that should have been included by the writer of the poem? What is it?

Week 11 Day 3

5. Speaking

Using 'Wh'- question Words

In pairs, look at the pictures. Then, talk about the nutritional values of each food.





Example:

Ali: Which one is your favourite food?

Beti: Milk is my favourite.

Ali: Why do you prefer it?

Beti: Because it builds my body.

Ali: What does it contain?
Does it contain carbohydrate?

Beti: Yes, it does. It also contains protein.

Beti: What is your favourite food? …

6. Grammar

Quantifiers

A. Read the following dialogue and complete it with appropriate quantifiers from the list below.

any	much	many	some

Zahara: Did you enjoy yesterday's party?

Omat: Of course, I did. But, I ate too _____ (1) food. I had some discomfort.

Zahara: Oh, I'm sorry. Didn't you take _____ (2) Ambo water?

Omat: Yes, I did and I got _____ (3) relief at the end. Then, I started watching movies.

Zahara: By the way, how _____ (4) times do you eat in a day?

Omat: I eat three times.

Zahara: So do I.

B. Complete the following sentences with correct words/phrases from the list.

a kilo of	a bottle of	a glass of
a packet of	a bundle of	

1. I bought _____ sugar yesterday.
2. I often drink _____ juice every morning.
3. My mother brought _____ firewood to make Injera.
4. My brother brings me _____ biscuits every night.
5. She needs _____ of oil for a week to cook Wat.

Week 11 Day 4

7. Reading Fluency

You will practise text presentation by reading the poem given below. Follow your teacher's instructions.

Food for Kids

Food is good and tastes delicious,
Keeps you healthy; it's nutritious.
Food will also help you grow,
Make you strong when you throw.

Eating food that are purple and green,
Will make you into a healthy teen.
Many great food are really yummy,
If you eat too much, you'll hurt your tummy.

About healthy food you should read,
Learn what kids really need.
Food information you could share,
With your family and show you care.

by AnitaPoems.com

8. Vocabulary

Word Meanings and Uses

A. Find the missing words according to the given clue. The first letter of the word and number of letters are given, as additional clues.

Example:
Added to give taste: spices (6 letters)

1. Used to make bread: y _____ (5 letters)
2. Prepared by bees: h _____ (5 letters)
3. Part of an egg: y _____ (4 letters)
4. Not sour: s _____ (5 letters)
5. Not difficult: e _____ (4 letters)

B. Use the words given below and complete the sentences.

light	heavy	fatty	sweets	spicy

1. _____ meat is not good for health.
2. Children like _____.
3. We usually have _____ meals during festivals.
4. A good meal is always _____.
5. _____ food can be difficult for digestion.

Week 11 Day 5

9. Writing

Writing Conventions

Punctuation Marks

Put commas or colons in the correct positions in the following sentences.

1. Food contains five components protein carbohydrate fat vitamins and minerals.
2. She bought bananas carrots and cabbages.

3. I like three kinds of fruits mangoes pineapples and apples.
4. Onions cabbages tomatoes and potatoes are my favourite vegetables.

Writing Composition

Writing a recipe

A. Remember the ingredients you have listed last week. Now write the recipe and how to prepare the dishes.

B. Write the ingredients for cooking Misir Wat. The first two are given as an example. Add more ingredients to the list.

1. ½ kg lentils
2. ½ kg onion, finely chopped
3.
4.
5.
6.

C. Then, compare your list with your partner and add more ingredients based on your discussion. Finally, write a paragraph about how to make misir wat using the recipe.

Week 12 Traditional Festivals and Foods

Week 12 Day 1

1. Word Study (10 min)

Compounding

Match the words given in the two columns and form compound nouns. Read the compound nouns aloud.

Example:
holiday

A	B
1. holy	A. hold
2. Christ	B. night
3. every	C. day
4. mid	D. mass
5. house	E. body

2. Reading Comprehension

Pre-reading Activity

A. Before you read the text, answer the following questions and discuss your answers in pairs.

1. What cultural festivals do you celebrate in your area?
2. List any of the Ethiopian cultural festivals that UNESCO has registered as world heritage festivals.

While reading Activity

A. Answer the following questions based on the reading text.

1. What is Fiche?
2. Why do women work jointly during the preparation time?
3. Why do children go to houses?
4. What is the material that Burrisame is served in called?
5. When does the Ayyantto declare the date of the New Year?

Fiche

Fiche is a new year festival among the Sidama people. Preparation for the forthcoming new year starts soon after celebrating the preceding year. Women prepare the highest quality of 'kocho' and preserve it. They work jointly to save an adequate amount of butter, since a lot is needed for the preparation. Culturally, no

one is allowed to go to the bushes or the market to fetch anything during the day. Therefore, wood, kocho, butter, water, and other goods should be ready earlier.

One month prior to the festival, community elders and clan leaders start fasting and praying for longer hours praising the lord (Magano). Two weeks before the celebration, the Ayyantto of Sidama go out of their residence at midnight and investigate situations occurring around the moon. They study the relationship of the moon to constellations of stars and identify the day for the new year. After that, they declare the date on a market day.

The eve of the New Year is called Fitaari. Households living nearby gather in the eldest person's house to welcome the New Year. Kocho and bulla are prepared mixed with butter. The amount of butter needed is determined by the type of the dish: 'chukame', 'buurisame' or 'shaqishame'. 'Burrisame' is served to the elders with a lot of butter in a material called shaafeeta.

One thing that is unique about this festival is that there is no meat. Even if there is any left, it should be thrown out. Only, kocho with butter and milk is served. Children go to houses to say, 'Ayidde Cambbalaalla' (Happy New Year!). The parents from inside respond, 'Iille Iilli'.

Children are not expected to fetch water, look after cattle or perform any task. Cows and horses graze from grass left to flourish for this day. No animal is slaughtered. Everybody who comes to a house shares what is available.

B. Complete the following table by transferring information from the reading text.

Activities done before Fiche	Activities done on the day of Fiche
Preparing high quality kocho	-
-	-
-	-
-	-

Post-reading Activity

Answer the following questions, and discuss your answers with your partner.

1. Why do you think children are not required to fetch water and look after cattle during Fiche?
2. Which of the cultural activities performed in Fiche do you appreciate most? Why?

Week 12 Day 2

3. Vocabulary

Contextual Meanings of Words

Read the following text and write the meanings of the underlined words.

'Injera', which in one of the staple food in Ethiopia, is made from a special grain flour known as teff. It is delicious food which is usually eaten in a group. It is served on large round plates. It is usually served with soup, chicken or beef stew and vegetables. In many parts of the country, injera is one of the food varieties which is prepared for different festivals.

1. staple:_____
2. grain:_____
3. plates:_____
4. served:_____
5. varieties: _____

4. Listening Comprehension

Pre-listening Activity

Answer the following question before you listen to the text.

3. What are the festivals or celebrations that are celebrated in Ethiopia? List them.
4. Which festival or celebration is common in your area? What do the people do at the festival or celebration?
5. Have you ever heard of or attended the Meskel celebration among different communities of Ethiopia?
6. If so, what do the people eat during the celebration?

While listening Activity

A. Listen to the text and write 'True' or 'False' to the following statements.

1. The tourist came to Ethiopia for the first time.
2. The tourist has seen the Meskel celebrations before.
3. The tourist will stay for 8 days in Gurage Zone.
4. The bull's stomach lining is divided between daughters.
5. Kerod and the tourist are coming back to Addis Ababa together.

B. Re-write the following activities according to the order of the days they are performed.

a. cooked Kitfo and departure.
b. boys make a bonfire together.
c. killing a bull and prayers.
d. burning the fire and making a wish.
e. the biggest feast.

Post-listening Activity

Write the answers to the following questions and discuss your answers in pairs.

1. Which of the activities you listened in the text are common in similar festivals or celebrations in your area?
2. What is your opinion about the reaction of the tourist at the end?
3. What do you think the people should do to attract more tourists during Meskel and other festivals or celebrations?

Week 12 Day 3

5. Speaking

A. With your partner, discuss how you react or behave when your parents, teachers or classmates ask you something. The following questions can guide you.

1. How do you show appreciation?
2. How do you request something?
3. How do you tell time?
4. How do you express your apologies?

B. In groups of three, discuss whether you agree or disagree with the statements below. What are your reasons for the opinions you give?

1. Ethiopians shouldn't export coffee.
2. People should grow the same types of crops.
3. People shouldn't eat the same types of food throughout the country.
4. Children should always eat cakes.

Example:
Aman: Do you think people should grow the same types of crop?
Zebiba: In my opinion, I don't think so. Because,…

6. Grammar

Quantifiers

A. Write in your exercise book whether the following nouns are countable or uncountable

1. salt: _____
2. egg: _____
3. orange: _____
4. flour: _____
5. meat: _____
6. pasta _____

B. Complete the following sentences with: how many, how much, enough, much or many.

1. **Zena:** __1___sugar is there?

   Bontu: There is ___2____ to make the cake.
2. I have got some rice, but not ___3___.
3. Peter has got some plates, but not ___4_____.
4. **Amha:** ____5____ eggs do you need to make omelette?

   Lomi: I need five eggs.
5. There is ___6_____ sugar in the can; we don't need any for a long time.

C. Choose the best answers to complete the sentences.

1. How _____ cheese has she got in the basket?

   a. many b. much c. any
2. **Samuel:** _____ there _____ milk in the refrigerator?

   Senait: Yes, there is plenty.

   a. Are / any b. is / any c. is / a few

3. We have got _____ apples and _____ oranges in the refrigerator.
   a. a little / some
   b. many / a little
   c. a few / some

4. **Melat:** Have you got _____ milk in the refrigerator?
   Nuru: No, there isn't any.
   a. any b. many c. much

Week 12 Day 4

7. Reading Fluency

Follow your teacher's instructions and read the text.

8. Vocabulary

Word Meanings and Uses

A. Match the words under 'A' with their meanings under 'B'.

A	B
1. bake	A. cut into pieces
2. unique	B. hot spice
3. chop	C. cook in an oven
4. chilli	D. special
5. grilled	E. roasted over a fire

B. Complete the text with appropriate words from the list.

rubbed	popular	thin
served	moisture	

'Qwanta' is one of the most _____ (1) foods in Ethiopia. It is dried and spicy meat prepared from raw meat. First,the meat is _____ (2) with salt and other spices. Then, it is cut into long _____ (3) slices and hung on a rope. Once the _____ (4) is removed from the slices of meat, they are dry and ready to be eaten. 'Qwanta' can be _____ (5) with several dishes such as 'firfir.'

Week 12 Day 5

9. Writing

Writing Conventions

Punctuation Marks and capitalisation

Re-write the following text using full stops, commas and capital letters correctly.

ethiopians cook many delicious dishes for fasting days stews that feature a spicy ground pea powder called shiro are popular. Shiro is inexpensive tasty and nutritious. it is an essential part of the lives of many Ethiopians.

Composition Writing

In groups of three, think about the most common festival or celebration in your local area and complete the following table.

Name of the festival/celebration	
Type of food, people eat	
The activities done in the festival/celebration	

Then, write a short paragraph using the information in the table.

Week 13 Wildlife and Domestic Animals

Week 13 Day 1

1. Word Study

Compounding

Read the following list of words and use them to form four compound words.

Example:
wild animals

animals	life	domestic	bird's	wild	nest

2. Reading Comprehension

Pre-reading Activity

Write the answers to the following questions and discuss them in pairs.

1. Do you remember any stories of animal tricks which you have heard about?
2. List animals which are creative enough to do tricks.
3. Do you think animals are foolish why?

While reading Activity

A. Read the text and complete the following sentences.

1. The old man was planting carrots in a _____.
2. The bear found the green top of the carrot _____.
3. The bear was pleased, thinking he had made _____.

The Bear and the Old Man

There was a time when bears and people got along well together. One day an old man was out planting carrots in a field near his house. As he was working, a bear came out of the woods.

"What are you doing in my field, Old Man"? asked the bear.

'I'm planting carrots", he replied. "Do you mind if I use your field, Bear"?

"No", said the bear. "Just share the carrots with me when you are done".

When it time came to harvest the carrots, the bear asked, "Where's my share, Old Man"?

"I've decided to split them with you", said the old man.

"You can have the tops, Bear, and I'll keep the roots".

This sounded fair, but when the bear ate the green top of the carrots, he found them tasteless. He realized he'd been tricked, for carrot roots were sweet.

The next year, the old man was again in the field.

"Old Man", said the Bear. "you tricked me last year". I want my fair share this year, and this time I want the roots.

"Okay, Bear", said the old man. "This year I'm planting wheat". "When it's grown, you shall have the roots and I'll take the tops".

The bear was pleased with himself, thinking he had made a good deal.

But, wheat is a grain, and the food is at the top of its stems. When he tried eating the wheat roots, he discovered that they had no taste. He realized that he had been tricked once again. And ever since, bears and people have not got along well.

A. Write the answers to the following questions based on the reading text.

1. What does, "Do you mind" mean?
2. When did the bear say, 'this sounds fair?'
3. What was the old man planting the next year?
4. What was at the top of the wheat stems?

B. Skim the reading text and complete the following table with the main events of the story.

Year	Beginning	Middle	End
1			
2			

Post-reading Activity

Write the answers to the following questions.

1. Why do you think that the old man could trick the bear twice?
2. What do you think the bear will do to the old man next time?
3. Which of the characters – the old man or the bear – do you appreciate most in the story? Why?

Week 13 Day 2

3. Vocabulary

Word Families

A. In your exercise book, match the animals and birds with their young ones.

Example:
dog → puppy

Animals/birds	Their young
hen	puppy
duck	kitten
goat	lamb
lion	calf
cat	kid
sheep	duckling
cow	cub
dog	chick

B. Categorize the following list of animals based on their groups in the table.

ostrich	cat	mule	horse
sheep	lion	goat	crocodile
dog	hyena	monkey	donkey

Wild Animals	Domestic Animals	Pets
	mule	

4. Listening Comprehension

Pre-listening Activity

Answer the following questions before you listen to the text.

1. How do you categorize animals? List the categories.
2. What do animals do together?
3. Are animals useful or harmful to human beings? How?

While listening Activity

Listen to the text and complete the following sentences.

1. The rabbit asked to have long legs and ears like____.
2. Raweno put his hands on the top of owl's head and _____ it down.
3. Raweno said to the owl, "now you had big _____ and big _____".
4. Who was the key character in the story? Why?

Post-listening Activity

Write the answers to the following questions.

1. Compare the patience of the following characters.
   - Raweno
   - Owl

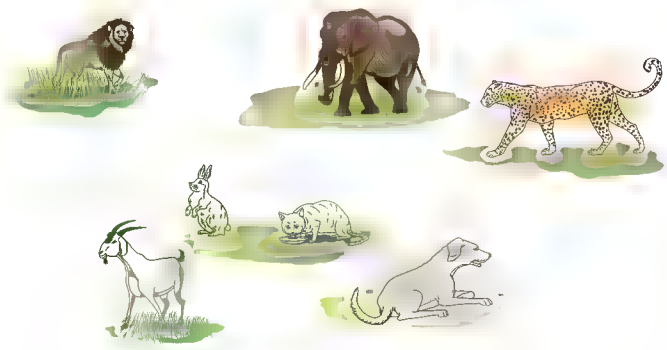
Week 13 Day 3

5. Speaking

In pairs, look at the following pictures of animals and share your opinions about them.

Guiding ideas for reflecting your opinions.

- their strength
- their beauty
- their loyalty
- their emotions (fierceness, anger,) etc.



Example: *I wish I could swim like an elephant.*

6. Grammar

Simple Past Tense

A. Think about any animal story you know or have heard about and write the answers to the following questions.

Example:
A: What was the animal?
B: It was an old lion.

1. What was the animal?
2. Was there any other animal? List their name/s.
3. Where did the animals live?
4. What did the main animal character does? And the other one?
5. Which animal came up with a special idea?
6. What was the idea?
7. Did other animals support the idea?

B. Look at the following verbs and write their simple past forms in your exercise book.

Example:		
tell	→	told

call	→	_____	teach	→	_____
sell	→	_____	go	→	_____
speak	→	_____	finish	→	_____
fight	→	_____	show	→	_____
think	→	_____			

C. Complete the following sentences using simple past forms of the verbs in brackets.

1. I _____ (see) a jungle with many species of animals last year.
2. Which animal _____ (do) you see for the first time?
3. When I _____(be) a child, I _____ (go) to my uncle's village where monkeys were found.
4. My sisters _____ (be) afraid of dogs in their childhood.

Week 13 Day 4

7. Reading Fluency

You will practise text presentation by reading the story "The Bear and the Old Man". Follow your teacher's instructions.

8. Vocabulary (25 minutes)

Using Words in Context

Read the following text carefully and insert the listed words in the appropriate spaces.

nails	fasten	disappointed	suggested
chairing	behaviour	message	unhappy
hungry	complained	rats	

One day, the ____1____ held a meeting. They ____2____ about Mr. Cat. His ___3___ towards the rats' children was not good. He would find the children in their small holes and squeeze them to death. The big rat was ____4____ the meeting. He said, "Let us come together and use our long ___5___ to fight Mr. Cat. Whenever he feels ____6____ he eats up members of our family". One young rat ____7____, "We will buy a bell and ____8___ it on Mr. Cat's neck, so that we hear him whenever he is". An old rat raised his tail. He was very sad. "Who will fasten the bell to the cat's neck?" he asked. The other rats looked at each other. Then he raised his voice and said, "We should send a ____9____ to Mr. Cat by pinning it up somewhere for him to read". The big rat was very ___10_____ to hear this from an elder. At the end of the meeting, the rat family came up with this message: "We, the rats, are very ____11____ with your behaviour towards our children."

Week 13 Day 5

9. Writing

Writing Conventions

Spelling

Write the correct words in your exercise book using the following jumbled letters. The first one is done for you.

1. enlapthe = elephant
2. oiln = l _____
3. ukdc = d _____
4. elaodrp = l _____
5. yenkdo = d _____
6. upppy = p _____
7. emlu = m _____

Writing Composition

Paragraph Writing

A. In pairs complete the table with details about 3 more domestic animals.

No	Animal	Size	Feeding style	Used for/service it gives
1	ox	big	mainly eats grass	to plough land
2				
3				
4				

B. Individually, write a short paragraph that compares two animals from the table. Use the information in the table.

Example: Cows are more useful than dogs

Week 14 Animals' Abilities

Week 14 Day 1

1. Word Study

Segmenting Words

Read the following words after segmenting them into root words and suffixes.

Example:
ability → able

1. dangerous → _____
2. climbing → _____
3. hunter → _____
4. fastest → _____
5. strongest → _____

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you read the text.

1. How do you describe lions?
2. Do you think lions are important to human beings?
3. Are they friends with human beings?

While reading Activity

A. Write 'True' or 'False' to the following statements based on the reading text.

1. The lioness wanted to kill Halima.
2. The lion couldn't find food when it was carrying Halima.
3. The cubs loved Halima.

4. The lion held Halima in his big jaws.
5. Halima's family were happy to see Halima back.
6. Halima was only three when the lion took her.

The Lion Girl



Halima lived with her family in a very small house in a village. When she was four, a lion came to the village, and took her on its back. Halima's family was sad thinking the lion would eat her. But the lion did not hurt Halima. It ran far away with Halima on *its* back, and stopped near a cave. Halima ran into the cave to hide. She did not know that the lion lived in the cave with its lioness and two cubs. When she saw them, Halima was scared. The lion followed Halima into the cave and told the lioness and cubs not to hurt *her*.

The cubs nodded in agreement. When the lion and lioness came back from hunting, the cubs were playing with her. They also shared *their* food with her. But many weeks later, the lion and lioness came with no meat. They were very hungry. The lioness said, "We need to kill Halima or the cubs will die". The lion answered, "No, we don't! I will go and hunt. If I cannot find food, we will kill her."

When the lion got ready for its hunt, it thought the lioness would kill Halima. So, it put her on its back and took her into the bush. There, it saw a goat under a tree. The lion killed the goat and took it to the cave. After that day, the lion always took Halima when it went for hunting. When Halima was on its back, the lion found food. Thus, Halima lived with the lions for two years. The cubs taught her their language.

The cubs grew older and were strong enough to hunt on their own. The lion knew that Halima could not hunt with them. When they were prepared to go out for hunt, it looked at the lioness and said, "Wait for me. I will be back". It put Halima on its back and ran far and fast. The lion stopped when they reached Halima's village. The lion was sad when it said, "Go home!"

Halima's family couldn't believe to see her back home at the age of six.

B. Answer the following questions according to the reading text.

1. How long did Halima stay with the lion?
2. How old was Halima when she came back home?
3. How many cubs did the lion have?
4. Why were Halima's family worried?
5. Where did the lion take Halima?

C. Scan the text and write what these pronouns refer to.

1. 'its' (paragraph 1) _____.
2. 'her' (paragraph 1) _____.
3. 'their' (paragraph 2) _____.

Post-reading Activity

Answer the following questions and discuss your answers in pairs.

1. How do you describe the lion? Why do you say that?
2. Why do you think Halima's family didn't go after the lion to look for Halima?
3. What do you learn from the story?
4. "When Halima was on its back, the lion found food." What do you understand from this statement?

Week 14 Day 2

3. Vocabulary

Match the animals listed with the sounds they make.

sing	bleat	croak	moo	bark
hoot	chatter	hiss	roar	neigh

1. frogs croak.
2. sheep _____.
3. dogs _____.
4. lions _____.
5. monkeys _____.
6. birds _____.
7. owls _____.
8. snakes _____.
9. cows _____.
10. horses _____.

4. Listening Comprehension

Pre-listening Activity

A. Answer the following questions before you listen to the text.

1. What do you know about kangaroos?
2. In what ways are they different from other animals?

B. Learn the meanings of these words :

a. pouch
b. mumble
c. yell
d. wombat

C. Can you now predict what the listening text will be about? Discuss with a partner.

While listening Activity

A. Listen to the text and write 'True' or 'False' to the following sentences.

1. The mother kangaroo searched for her daughter.
2. The mother kangaroo cared a lot about her little Joey.
3. The old wombat found Joey.
4. Joey came back when his mother called.
5. The old wombat advised mother kangaroo to get a pouch.

B. Arrange the following sentences in the order they appear at the beginning of the listening text.

1. Joey says, "Here I am, mother."
2. The mother shades her eyes from the sun using her paw and starts to call Joey.
3. The mother kangaroo can't see Joey around.
4. The mother kangaroo says, "Its ok but don't hop off again."
5. Joey says, "I'm sorry."
6. The mother kangaroo says, "You scared me Joey."

Post-listening Activity

Work in pairs and retell the rest of the story orally to you partner. If you miss anything your partner will add it as she/he listens to you.

Week 14 Day 3

5. Speaking

In pairs, write down different kinds of animals you know in your exercise book. Identify the different activities these animals can do and how people benefit from the activities. Then, share your ideas asking and answering orally.

Example:
Dawud: What can lions do?
Samri: Lions can hunt and eat meat.
Dawud: Do lions benefit us?
Samri: Yes, tourists can pay to visit lions. But lions can be dangerous too.
Dawud: What can hens do?
Samri: They can lay and hatch eggs.
Dawud: How do they benefit us?
Samri: They give us eggs.

6. Grammar

Adverbs of Degree: Using 'quite' and 'rather'

A. Study how the underlined words are used in the following sentences.

1. I'm surprised that you haven't heard about kangaroos. They are <u>quite well known.</u>
2. They are <u>quite interesting</u>. You should see these pictures of kangaroos which I have collected. They are my favourite animals.
3. There is a big zoo near my home, so I see them <u>quite often.</u>

B. Complete the sentences using the words in brackets with 'quite' or 'rather'.

1. There is a zoo _____ to us, but it is _____ to find the different animals. (near/difficult)
2. The monkeys in the zoo look _____, but they _____ (furious/harmless)

3. The giraffes are also _____, but they look_____ (fierce /friendly).
4. There are a few elephants in the zoo. They are _____, but they are _____ (big/harmless).

C. Work with a partner and talk about any other animal following the same pattern. What contradicting characteristics does it have?

Week 14 Day 4

7. Reading Fluency

You are going to practise reading fluency. Your teacher will tell you what to do.

8. Vocabulary

Contextual Uses of Words

A. Complete the following text with appropriate words in the table below.

fins	legs	hooks	digging
hopping	move	wings	

Animals are different in the way they _____ (1). Some animals have strong _____ (2) for running or _____ (3) over the ground. Some have _____ (4) for flying in the air. Others have _____ (5) and flat tails for swimming in water. Some animals have special feet for _____ (6) into the ground. There are also some animals that have _____ (7) for climbing trees.

Week 14 Day 5

9. Writing

Writing Conventions: spelling

Choose the words with the appropriate words from the given alternatives to complete the text.

Lions like to _____ (1) (leave, live) in the jungle. They don't climb _____ (2) (threes, trees). They like to _____ (3) (it, eat) buffaloes and giraffes. Lions have sharp _____ (4) (claws, clews) to catch their _____ (5) (pray, prey).

Writing Composition

Writing Sentences

A. Complete the following table with appropriate information.

Animals	Their abilities
kangaroo	can hop
ostrich	
bird	
giraffe	
cat	

B. Then, write 4 sentences comparing/contrasting the abilities of two animals.

Example:
Birds can fly, but cats cannot.

Week 15 Animals in the Parks

Week 15 Day 1

1. Word Study

Segmenting Words

Find the root words by segmenting the following words. Read the root words aloud.

Example:		
keeper	→	keep
unwanted	→	want

1. protection → _____
2. endangered → _____
3. confinement → _____
4. visitor → _____
5. escaped → _____

2. Reading Comprehension

Pre-reading Activity

Answer the following questions before you read the text.

1. What do you know about the characteristics of tigers?
2. What would happen if a tiger escapes from a zoo around a village?

While reading Activity

A. Read the text and complete the following blank spaces with appropriate words.

1. The villagers caught a _____ tiger.
2. The tiger was one of the _____ animals.
3. A _____ appeared from the zoo.

The Naughty Tiger

One day the villagers set up a trap and caught a tiger that often ran away from a park. They had been attacked several times by the tiger which had killed many cattle and children. They placed *him* inside a cage and took him to the nearby zoo. They placed the cage by the side of the road for the people to see the naughty tiger.

Though the villagers learned that the tiger was one of the endangered animals, they wanted to teach him a lesson. They all agreed that he shouldn't be fierce to their children and cattle. After the villagers caught the tiger they didn't give him any food or any drink. The tiger became angry and requested each and every passer-by to release him, promising that he would not kill his rescuer. No one believed the ferocious animal.

At last, a kind traveller agreed to help the tiger, after he promised not to kill *him*. But as soon as the tiger was released, he wanted to slay the man. The man pleaded for his life, reminding the tiger what he had promised. But the tiger did not want to listen to the visitor's request. The tiger said, "I am hungry, and you are my prey. How can I let you go?"

Meanwhile, a fox appeared from the zoo. He heard everything from *both parties*, and said, "I don't believe that such a big tiger could fit in that small cage."

The tiger said, "Let me show you how *I* was locked in the cage." Saying so, the tiger went back into the cage. The sly fox at once closed the door of the cage and went away with the traveller.

B. Answer the following questions based on the text.

1. Where did the villagers place the tiger?
2. Why did the villagers want to trap the tiger?
3. Why did the traveller agree to help the tiger?
4. Who was the mediator in the story?
5. What lesson do you learn from the story of the tiger?

C. The following words are written in bold in the text. What do they refer to?

1. 'him' (par.1): _____
2. 'him' (par.3): _____
3. 'both parties' (par.4) _____
4. 'I' (par.5): _____

Post-reading Activity

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

1. Who is the cleverest character in the story? Why?
2. What do you think would have been another way for the traveller to escape from the tiger?
3. What would you do if you were in the place of the traveller?

Week 15 Day 2

3. Vocabulary

Contextual Meanings

A. Find the words that have the following meanings in the text.

1. an enclosure made of wire or metal bars in which birds or animals can be kept
2. put in a dangerous, disadvantageous, or difficult position
3. said that something would definitely be done or not done in future.
4. an animal caught for food by another animal
5. violent and dangerous
6. a person who walks by something on a road
7. cunning and deceitful

B. Read the following short text and write the meaning of the underlined words.

Animals live in various habitats, some on land and others in water. Some animals live where it is hot and dry. Others live in a very cold place. Many animals live on the surface of the ground and some live under the ground. Moreover, some animals change their colour to match the colour of their surroundings, whereas others change their colour from one season to another. Some animals live in fresh water; others live in salty water.

habitat	=	_____
dry	=	_____
ground	=	_____
surrounding	=	_____
season	=	_____

4. Listening Comprehension

Pre-listening Activity

A. Before you listen to the text learn the meanings of these words.

1. flock _____
2. butcher _____
3. presence _____
4. hanging _____
5. trap _____

B. Can you predict what the listening text will be about based on the given words?

While listening Activity

A. Listen to the text and fill the missing words in the blanks.

1. A farmer and his wife had a _____ of sheep.
2. A _____ ate all the sheep but one.
3. The wolf couldn't harm the sheep in the _____ of the dog.
4. The wolf's feet were caught in the _____.
5. The _____ was happy that the wolf had been caught.

B. Give short answers to the following questions based on the listening.

1. What did the couple decide to do?
2. Who saved the sheep?
3. Where did the dog and the sheep go after the wolf was caught?

Post-listening Activity

Answer the following questions

1. What do you think that the farmer should have done to save his sheep from the wolf?
2. What do you think will be other dangers to people who live near parks?

Week 15 Day 3

5. Speaking

You will hold a debate in groups on the topic: Is it good to keep animals in a zoo? Your teacher will tell you what to do.

Here are some tips on how you should carry out the debate.

- You need to plan your speech carefully before you start the debate.
- You can agree or disagree, or you can discuss both sides of the statement.
- You should give your personal opinions on the topic.
- You should always give reasons for your opinion.

6. Grammar

The Present Perfect Tense

A. Look at the following animals in the pictures and write questions about them to ask each other.

Zeru: Have you ever seen a lion?

Sara: Yes, I have. I have seen a few lions at the Sidist Kilo Lions' Park.

Sara: What about you?

Zeru: No, I haven't. I have never seen a lion.



B. Complete the following sentences using the present perfect forms of the verbs in brackets.

1. I _____ (never, visit) Nech Sar National Park.
2. _____ you (ever, watch) the National Geographic Channel which shows documentaries about different animals?
3. My sister _____ (never, see) any wild animal in her life.
4. We are living near Shalla Park, but we _____ (never, come across) a big animal.

Week 15 Day 4

7. Reading Fluency

You will practie reading fluency. Follow your teacher's instructions.

8. Vocabulary

Word Uses

A. Complete the following text using appropriate words from the list.

lived	roll	cross	beat
howl	satisfied	reached	revenge

A camel and a jackal _____ (1) together in a jungle. There was a river flowing beside the jungle. They decided to _____ (2) the river together to eat the sugarcane on the other side of the river. When they reached the farm on the other side, they ate as much as they could. Soon after the jackal became _____ (3) and it started to _____ (4). Then, the farmers came and _____ (5) the camel very badly. The camel became so angry at the jackal that it wanted to take its _____ (6). Soon after, the jackal asked the camel to take it back to the jungle and when they _____ (7) the middle of the water, the camel started to _____ (8) over. While the camel was rolling over, the jackal slipped off and taken by the river.

B. Look at the following words and categorize them under the themes given below.

feathers	water	skin	feet
ground	shell	plants	wings
animals	legs		

Animals body covering	Where animals live	What animals eat	How animals move

Week 15 Day 5

9. Writing

Writing Conventions

Spelling

Choose the words with the correct spelling to complete the text below.

Some animals have their body covered with _____ (1) (far, fur). Other animals have their body covered with _____ (2) (feathers, features). Still others have scales or _____ (3) (shell, shale). For these reasons, animals have _____ (4) (many, money) types of coverings and shapes.

Writing Composition

Paragraph Writing

Go back to what you did in the writing section of the previous week. Use the sentences you wrote then to write a paragraph comparing the abilities of different animals. Your teacher will tell you what to do.