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English for Ethiopia

Student Textbook

Grade 5

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Unit 1: What I do in my free time

Objectives

In this unit, you will:

- describe what you do during your free time.
- talk about the different sports activities people carry out.
- read and write a letter.

A Listening and speaking

LESSON ONE

Activity 1

Study the pictures. Form groups and discuss what you see in the picture.

(a)



(b)



Exercise 1: Answer these questions.

1. What games are the children playing in pictures (a) and (b)?
2. Where is game (a) played?
3. What games do you play?
4. Why do we play games?

Activity 2

With a partner, talk about the activities you do in your free time. Write a journal and indicate the days and activities you do during the week.

Listening

Exercise 2: Your teacher will read to you Kedir's weekly activities. Listen carefully and match the days of the week with what Kedir does.

Monday	reads story books
Tuesday	goes to market.
Wednesday	visits the countryside.
Thursday	plays football.
Friday	watches cartoons.
Saturday	listens to stories.
Sunday	cleans the poultry house.

LESSON TWO

Vocabulary practice

Activity

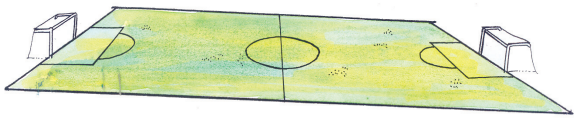
Look at the pictures (A - F). With a partner, match the words and phrases in the box with each picture. Describe the activities that are taking place.

football, pitch, running, swimming, table tennis, volleyball

A



B

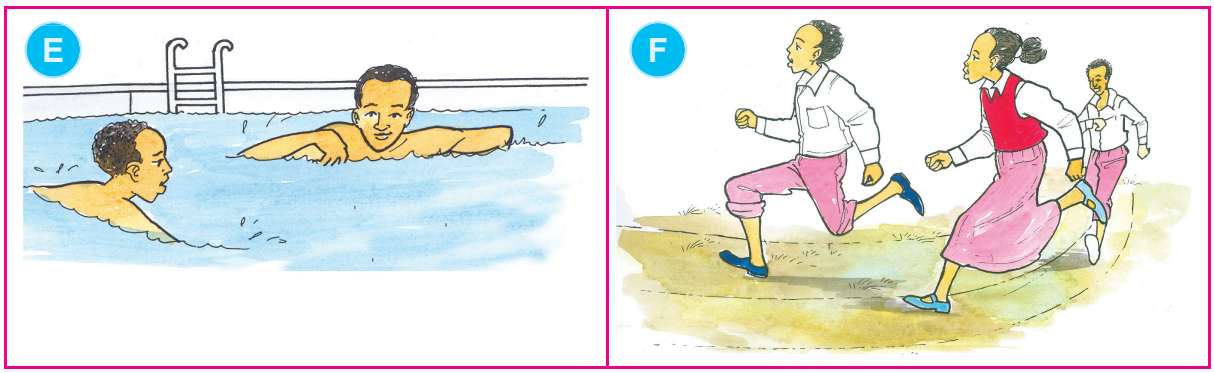


C



D







Exercise 1: Complete each sentence with a correct word from the box below.

table tennis, sports club, field, athletics, volleyball court, swimming, running

1. We play different games in _____.
2. All the players are in the _____.
3. The children are playing volleyball on the _____.
4. You will learn different games if you join a _____.
5. Some pupils prefer _____ to _____.
6. My uncle enjoys _____ although he cannot play lawn tennis.

Exercise 2: Answer these questions in your exercise book.

1. Which games do you play during your free time?
2. Which games do you enjoy most?
3. How long is the football pitch at your school?
4. Where do girls play netball?
5. How could swimming be dangerous?
6. When do you go shopping?

Riddle: Solve this riddle and compare your answers in your groups.
It is big enough for people to hold all kinds of games.
When there is no pressure in it, you can hardly use it.

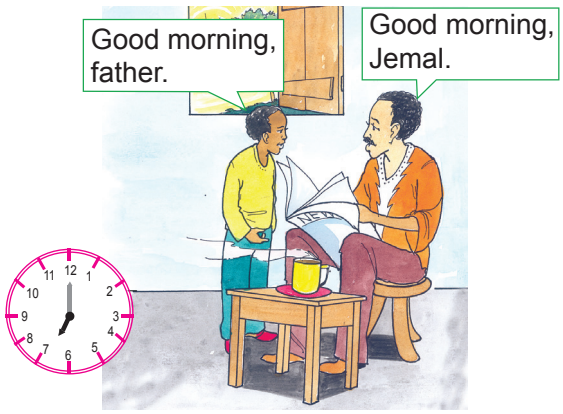
LESSON THREE

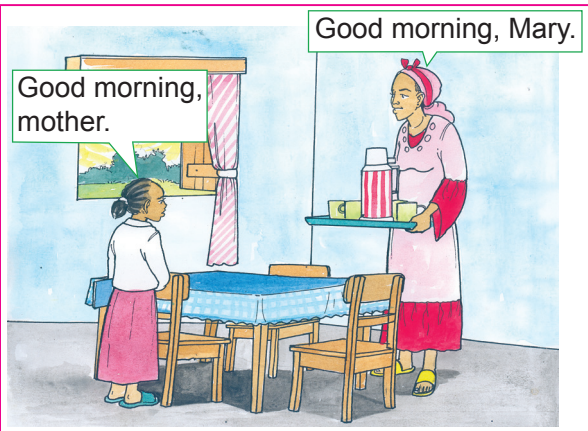
Grammar: Language practice

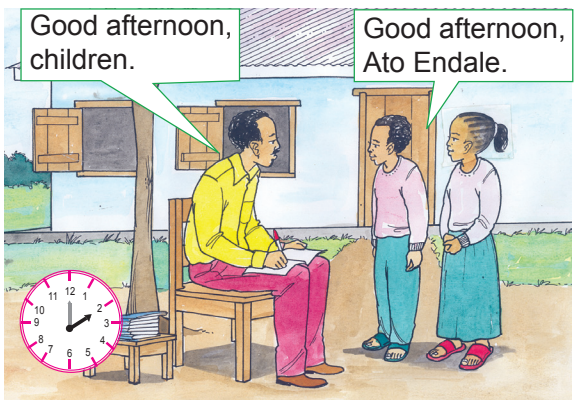
Greetings

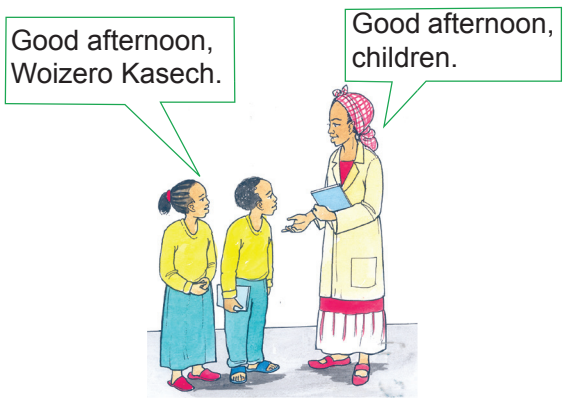
Activity 1

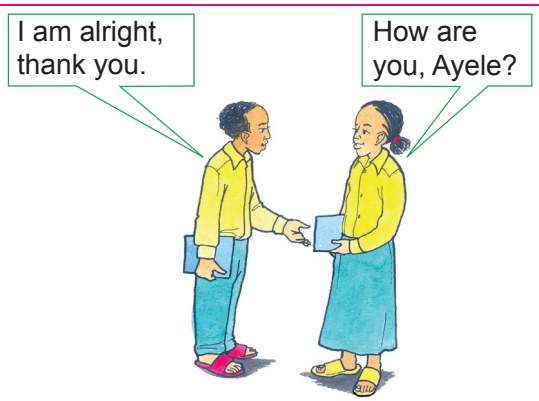
How do you greet people when you meet them at this time of the day?
(a) morning (b) afternoon (c) evening?















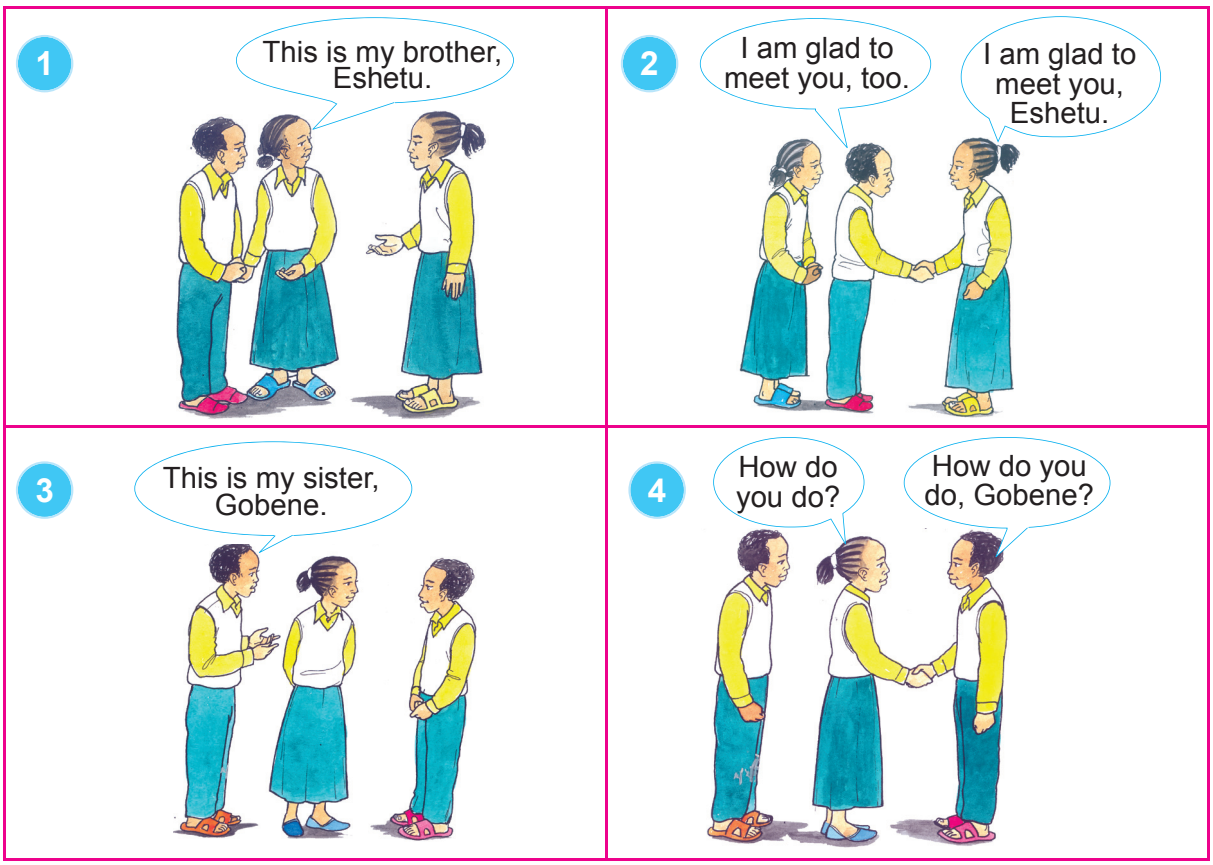
Exercise 1: With your partner, practise the forms of greeting in the morning, afternoon and evening.

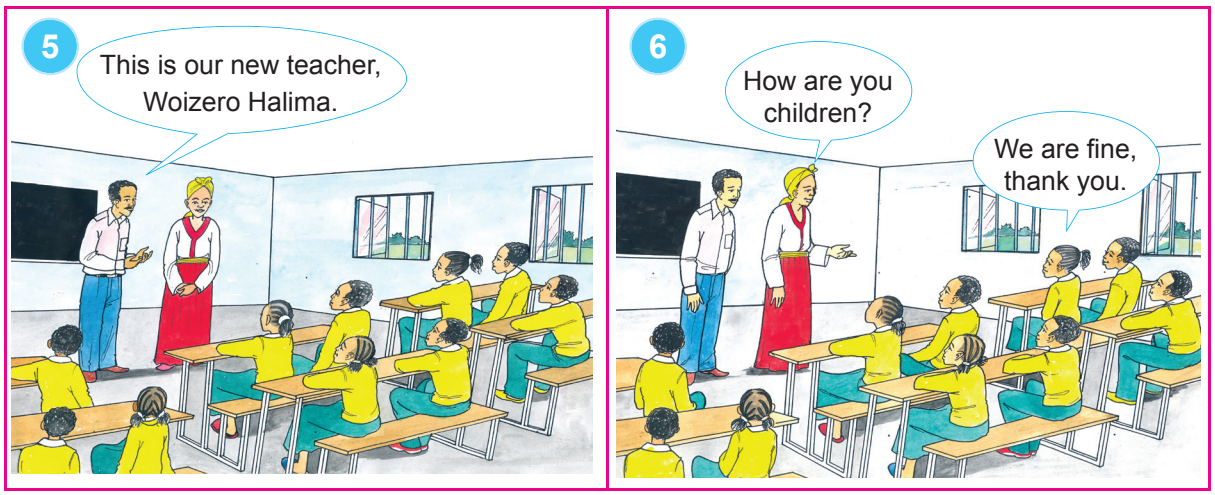
Activity 2

How do you introduce your family and friends to other people?

Introductions

Using: This is _____





Exercise 2: Introduce yourself and your friends to the other members of your group.

Exercise 3: Complete the following dialogue between Alemitu and Gobena using **am**, **is** and **are**.

Alemitu : Good morning, Gobena.

Gobena : Good morning, Alemitu.

Alemitu : How ____ you?

Gobena : I ____ fine, and you?

Alemitu : I am alright, thank you.

Gobena : This ____ my classmate Jemal.

Jemal ____ from Bale.

Alemitu : Nice to meet you, Jemal.

Gobena : We ____ in the same class.

You ____ our monitor.

LESSON FOUR

Using: How often _____?

Activity

A. In groups of 4, complete the following table.

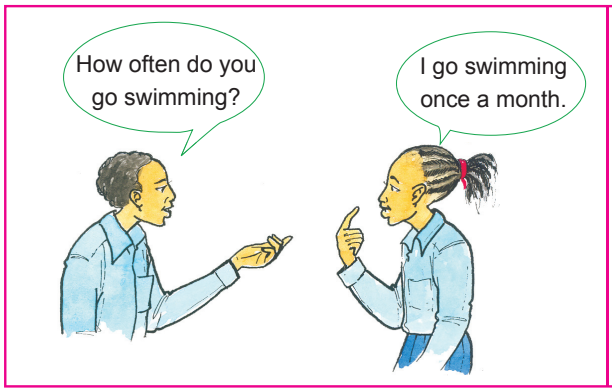
Activities	How often do you do the activities?			
	Everyday	Once in a week	Once a month	Never
playing going to school visiting the farm swimming reading				

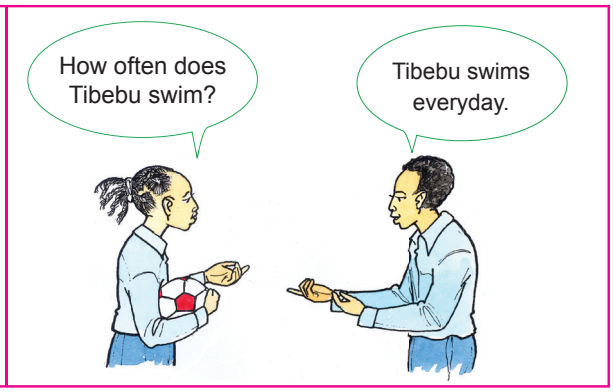
1. Which activities are done very often by your group?
2. Which activities are done once in a month?
3. Which activities are done once in a week by your group?
4. Which activities are never done by your group?

B. Ask each member of your group how often he/she does the following:

brushing teeth, going to school, playing with friends, helping parents, drinking water

Example: How often do you brush your teeth, Aminah?
Aminah: I brush my teeth everyday.
How often does Aminah brush her teeth?
Aminah brushes her teeth everyday.





Exercise 1: Form correct questions from Table A.

A

How often	do	you	play netball?
		they	play football?
	does	Tariku	go swimming?
		Shito	run round the pitch?

Exercise 2: Form correct sentences from Table B to answer the questions in Table A.

B

We	play/plays	netball	every evening.
They	swim/swims	football	twice a week.
Tariku	run/runs	in the pool	every Sunday.
Shito		round the pitch	once a month.

LESSON FIVE

Prepositions of time

Using: on / at / in ...

Activity 1

When do you do the following activities?

have breakfast, play with a friend, go to bed, go to school, help your parents.

Example: I go to school on Monday.
I help my parents in the afternoon.
I go to bed at 8.00 in the evening.

The words on, in and at are called prepositions of time.

Exercise 1: Read the following text about Fernose and fill the blank spaces with **in**, **on** or **at**.

Fernose lives in a village. She goes to her shop nearby _____ Sunday. She usually wakes up _____ 5.30 a.m and reaches the shop _____ midday. Once she buys the items, she starts going back home _____ the afternoon and arrives home _____ 4.00 p.m.

Exercise 2: Form correct sentences from the table.

Example: In the evening, I watch television.

At In	noon, night, the evening, the afternoon,	I go swimming. I listen to music. I read story books. I watch television.

Activity 2

Ask your partner what he/she does over the weekend

(a) at 9.00 p.m. (b) at midday.
(c) in the morning. (d) in the evening.

Compound sentences

Activity 3

In groups discuss the games you like.
How often do you participate in those games?
What rules are followed during these games?

Exercise 3: Form correct compound sentences from the table.

Example: I like running and I often play football.

I We	like	climbing running riding football	and	I we	sometimes often always	go swimming. go dancing. do athletics. play volleyball. watch television

Grammar highlight:

A compound sentence contains two or more main clauses.

Example: I like running. (clause 1)
I often play football. (clause 2)

Compound sentence: I like running and I often play football.

LESSON SIX

Using: Sorry ..... / Can you ..... / What does..... ?

Activity

Read the dialogue below. Pay attention to the usage of the underlined words.

Kedist : Hello, Senait, what do you do in your free time?

Senait : I participate in voluntary work.

Kedist : Sorry, I don't understand that. What does 'voluntary work' mean?

Senait : It means doing work for free and willingly.

Kedist : Why do you accept to do that kind of work?

Senait : I do voluntary work because I want my community to develop.

Kedist : Can you, please, repeat that?

Senait : Yes, Kedist. Our communities cannot develop if we don't do voluntary work.

Use sorry to express sadness and sympathy or to apologise.

Use can you ...? to make requests.

Use what does ...? to find out information.

Exercise: Complete the following dialogue using **sorry**, **can you** or **what does**.

A. Hi, where were you yesterday?

B. _____, I didn't get you. _____ say it again please?

A. I mean, you were not in class. So where were you?

B. Ah! I was at the aquarium.

A. _____ an acquarium mean?

B. It is a pool where aquatic animals live.

A. Wow, _____ take me there tomorrow?

B. _____ I can't, I have to go to the mosque tomorrow. So let us go on Sunday.

B Reading

LESSON SEVEN

Comprehension

Activity

Discuss the questions in groups.

1. Do you have friends you have ever written letters to?
2. Why is it important to write letters to our friends and families?
3. How often do you receive letters from friends?

Addis Ababa Primary School,
P.O.Box 478,

Addis Ababa.

18/01/2010.

Dear Likassa,

*I hope you are **fine**. I am now in the new town I told you about in my last letter. I like the town and my new school. The people are kind to me. I am slowly getting used to the new place.*

*Although the town is nice and the people are **friendly**, I **miss** you a lot. I like this town because the prices of food items are lower than in the former town. It is also a good **residential** area.*

*I go to school by bus every morning. I learn many new things every day. I have learnt something about life skills and **sign language**. I've joined the debating club. I can now **communicate** better in **public**.*

Hoping to hear from you soon.

Your friend,

Kinde.

Exercise 1: Read the letter above and answer the questions below.

1. Why did Kinde write the letter to Likassa?
2. How does Kinde describe the new town?

3. What does Kinde find good in the new town?
4. Which club did Kinde join?
5. Find another word which has the same meaning as the word **communicate** in the letter.

Exercise 2: The words in **A** are used in the letter, match these words with their meaning in **B**.

A	B
friendly	where we live
fine	people
residential	talk
communicate	language for the deaf
sign language	alright
public	kind

LESSON EIGHT

Activity

With a partner, read the following sentences and form questions according to the instructions below.

1. (Start: How often _____?)
2. (Start: Which _____?)
3. (Start: When _____?)
4. (Start: Where_____?)
5. (Start: What _____?)

Example: How often do you do athletics?

1. We do athletics once a month.
2. The game that Bereket loves most is football.
3. We go swimming every Sunday.
4. We play volleyball, netball, football and basketball from different pitches.
5. We watch TV and listen to the radio on Friday.

Exercise 1: Find the appropriate words from the list to complete the sentences. Do the work in your exercise book.

goodnight	how	Saturday	swim	go	do	football	what

1. Do not go to the swimming pool if you cannot _____.
2. I say _____ to my uncle when I am going to bed.
3. We _____ athletics at school once a week.
4. They will _____ swimming in the afternoon.
5. _____ often do you watch matches at school?
6. _____ does Abodiko do during her free time?
7. The activity I enjoy most is _____.
8. We often go shopping on _____.

Exercise 2: Write a letter to your friend. Tell him/her about your school, your family and what you do during your free time.

LESSON NINE

Class survey

Activity

Talk to 10 students in your class. Let them mention what they do during their free time.

(a) What activity do you carry out during your free time?

(b) How often do you participate in that activity?

(c) Where do you carry out that activity?

(d) Which activity do your friends love most?

(1) Use the above questions to complete the table.

Activity	Places where the activity takes place

(2) Write a short description of what you do during your free time. Compare your description with those of the other classmates.

LESSON TEN

Activity

Read and recite the poem.

Games and fame

Let's talk about the games we play
Interesting to watch all the time
Netball, football, tennis, volleyball,
We play with all kinds of balls.

Think about the excitement
And the great entertainment
When pupils play football at break time!
When school competitions take place
When national teams play
When talented players become professionals

Each team has a captain
And a coach to train the best
Players improve on their skills
Supporters motivate the team
Friends believe in the dream
That the team can win.

The referee runs to and fro
Watches every move players make
Linesmen do their job so well
Watching out for mistakes as they wave
To ensure there is fun and fair play.

Exercise 1: Answer the following questions.

1. How many games are mentioned in the poem?

2. Why are games good?
3. Who trains the players?
4. What do referees do?
5. How do you benefit from playing games?

Exercise 2: Write a poem about your free time activities. Do the work in your exercise book and read it to your friends.

Start : Everyday, I .....
In the morning, ...
In the afternoon, ...
In the evening, ...

C Writing

LESSON ELEVEN

Guided composition

Activity

Work in groups of five. Talk about the activities you do during your free time.

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

football	swimming	Emebet	Umed	Sunday	twelve
five	table	ten	shopping	round	how
athletics	volleyball	Addis Ababa			

_____ and _____ are my friends. _____ is _____ years old and _____ is _____. They go to _____ Primary School and are in grade _____. _____ likes running but hates _____. She does not know _____ to swim. She often plays _____ and runs _____ the pitch once every morning. _____ does _____ but loves _____more. He often watches football matches on _____. Sometimes he plays _____ tennis. He goes _____ with his aunt every Saturday.

Exercise 2: Write a short passage describing any two of your friends. Use the ideas from the passage in Exercise 1.

LESSON TWELVE

Activity

Here is a list of free time activities. With a partner discuss the activities and form sentences.

Example: Shopping: We go shopping on Saturday.

Activity	Sentence
athletics	
football	
table tennis	
volleyball	
running	
swimming	
shopping	We go shopping on Saturday
singing	
dancing	
watching TV	
listening to the radio	
reading	
gardening	
drawing pictures	

Exercise: Think of more activities that are commonly carried out in your area. Write a sentence about each of the activities.

LESSON THIRTEEN

Revision Exercises

A. Correct the spellings

Re-arrange the letters to write correct words.

1. tenof 2. llabtoof 3. lablten 4. yellovlabl 5. lathectis

B. Form questions from the following sentences.

1. The game I enjoy most is volleyball.
2. We play football every week.
3. She will write the letter on Sunday.
4. He likes swimming and running.
5. Ketema plays volleyball in his free time.

Answer the questions below about your teacher.

1. What does he/she do?
2. Where does he/she come from?
3. What does he/she like to do?
4. How often does he/she do different activities?

C. Use the correct form of the words in brackets

1. Mathew likes (watch) table tennis more than netball.
2. Bethelehem Primary School (play) football against New Era Primary School next week.
3. My sister (prefer) playing volleyball to playing netball.
4. Little Flowers Primary School is (like) to beat Africa Andinet Primary School.
5. Our school (win) the match which was played last Friday.

6. Selam Primary School was (beat) in the volleyball tournament.
7. The (spectator) arrived at the pitch before the players.
8. Our team has more (support) than yours.
9. The team (manage) advised all players to be disciplined.
10. Woizero Kasech was the main (comment) during the athletics competitions.

D. Expressing time

Use the given prepositions to complete the following time expressions.

at	on	in

1. ___ Seven o'clock
2. ___ Friday
3. ___ Night
4. ___ the weekend
5. ___ 2012
6. ___ the evening
7. ___ 20th century
8. ___ the end of the year

E. Re-arrange the words to write correct sentences and questions.

1. are our Physical health for exercises good.
2. Prefer to some football volleyball boys.
3. her evening Terhase every parents helps.
4. and Chala basketball he likes plays often running.
5. do free time what during does his Tona?
6. does shopping how go Fate often?
7. goodnight to bed Baren he goes before says aunt to his.
8. receives friends She her sometimes letters from.

Objectives

In this unit, you will:

- discuss what is happening now.
- talk about what people usually do.
- answer comprehension questions.
- write sentences and compositions about what you are doing at a particular time.

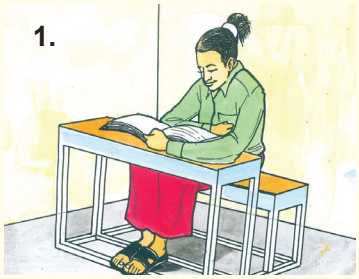
A Listening and speaking

LESSON ONE

Activity 1

In groups of four or five, describe what you see in the pictures and answer the questions below.

1.



3.



5.



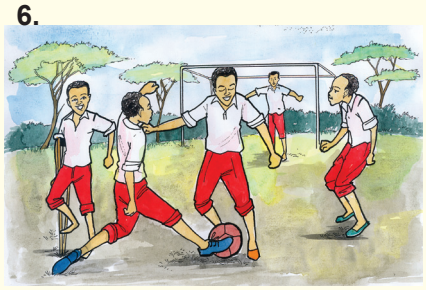
2.



4.



6.



Exercise 1: Answer these questions.

1. What is the girl in picture **1** doing?
2. What is the man in picture **2** doing?
3. What is the man in picture **5** doing?
4. Name the activities in pictures **3**, **4** and **6**.

Listening practice

Activity 2

Your teacher will read to you a list of different professions. Listen carefully and mention what the different professionals do. Your teacher will guide you.

Exercise 2: In your exercise book, write about the different professionals in your area.

LESSON TWO

Activity

In groups of four, discuss what you usually do at home and at school.

Mime different activities such as reading, writing, singing, dancing, counting, washing, etc.

As you do an activity, let your partners say what you are doing.

Example: (as you sweep) What am I doing?

Your partners: You are sweeping the classroom.

As your partners mime an activity, describe what they are doing.

Example: (as your partners draw pictures) What are we doing?

You: You are drawing pictures.

Drawing

Exercise 3: Draw pictures showing some of the activities you participate in at home and at school.

LESSON THREE

Vocabulary practice

Activity

Give correct information about yourself.

1. What do you do in the morning?
   (a) at home? (b) at school?
2. What do you do when you go to:
   (a) the shop? (b) the bus station? (c) the zoo?

Exercise: When and where do you do the following actions?

Form sentences using each of the words in the box.

sleep	buy	dance	draw	clean	play
pray	read	sing	sweep	wash	write

Examples: (a) I **buy** bread from the shop.
(b) I **sing** with my friends everyday.

LESSON FOUR

Grammar: Language Practice

The present continuous tense

Activity

What is happening in the pictures?

1



What is the nurse doing?

2



What is the shopkeeper doing?

3



What is the tailor doing?

4



What is the potter doing?

Exercise 1: Read the following table and write sentences in the present continuous tense about what is going on. Then answer the questions.

Activity	Person
clean the blackboard	Ajebe
close the door	Truwha
write in the exercise book	Defersha
walk in class	Elham

Example: Question: What is Ajebe doing?
Answer: Ajebe is cleaning the blackboard.

1. What is Truwha doing?
2. What is Defersha doing?
3. What is Elham doing?

Exercise 2: Complete the following conversation with the correct present continuous form of the verbs in the brackets.

Saba : Zerfu! How are you? What ____ (you/do) these days?
Zerfu : I ____ (learn) to drive.
Saba : Oh! What is it like? ____ (you/enjoy) it?
Zerfu : Yeah! What about you?
Saba : I ____ (work) in a new farm. I ____ (try) to start a poultry farm.
Zerfu : It's a good idea. We'll talk about it tomorrow.
Saba : Fine. See you.

LESSON FIVE

What is ... doing?

Activity

Work with your partner. Show pictures or photos to your partner. Ask your partner to tell you what is happening in the picture or photo. As your partner tells you what is happening, let him/her also say what is not happening.

Example: Roba is eating food. He is not drinking water.

Exercise: Study the pictures and tell what is happening. The first one is done for you.

1



Sada is brushing her teeth.

2



Sada is not brushing her teeth.
She is _____.

3



Henok is _____.

4



Henok is not washing plates.
He is _____

5



Woizero Shitaye is _____.

6



Woizero Shitaye is not watering flowers.
She is_____

Grammar highlight:

Present continuous tense *is used to describe actions taking place at the moment.* *am / are / is + verb - ing*

I am *he / she / it is* *We / they / you are*	*learning*

LESSON SIX

The present simple tense

Activity 1

With a partner, read the text below and point out the verbs.

Abaynesh is a doctor. She is from Harar, but now she lives in a small village in the Somali region. She treats many patients everyday. When she notices new types of illnesses, she consults Black Lion Hospital in Addis Ababa for support and advice. She works 12 hours a day. She loves her job. She isn't married. She has no free time.

Exercise 1: Read the information about Mohammed and use it to write a paragraph about him.

Job	farmer
From	Adula
Live	Nejo
Plant	coffee
Work	10 hours
Married	yes
Free time	visit Agricultural Development Centre

Activity 2

Read the sentences. Compare the verbs in each pair of sentences and construct ten similar sentences.

1. Zenebech sweeps her room everyday. Today she is making a ball.
2. Makida washes her clothes everyday. Today she is drawing pictures.
3. Ato Asegid makes furniture everyday. Today he is planting cabbage.
4. Yasin goes to the mosque every Friday. Today he is watching games on TV.
5. Mulu goes to church every Sunday. Today she is weaving a mat.

Exercise 2: Complete these sentences in your exercise book. Follow the sentence structure in the exercise above.

1. Every Wednesday we play volleyball. Today .....
2. He goes shopping every Saturday. Today .....
3. She sings with her friends everyday. Today .....
4. They visit the sick every Sunday. Today .....

Exercise 3: Write four sentences about what your friends and family usually do and what they are doing today.

Example: Dawit washes clothes on Friday. Today, he is cleaning the compound.

Grammar highlight:

The present simple tense shows actions which we do repeatedly.

I / we / you / they	*go to school everyday.*
he / she / it	*goes to school everyday.*

LESSON SEVEN

A telephone conversation

Activity 1

Read the telephone conversation in pairs. What kind of words are used?

Befekadu : Hello!
Hajera : Dawit speaking. May I help you?
Befekadu : Yes, Dawit. How are you?
Hajera : I am very fine, thank you.
Befekadu : Can I speak to your daddy, please?
Hajera : I am very sorry. Daddy is not at home now.
Befekadu : What about your mother? Is she around?
Hajera : Yes, she is.
Befekadu : Let me talk to her, please.
Hajera : Hold the line. Here she is.
Befekadu : Thank you, Good-bye.
Hajera : Good-bye.

Exercise: Put the following conversation in order and read it with a partner.

I am fine. Thank you. And you?

I am ok, thanks.

Hello, Lisa, It's Obang.

Obang! How are you?



Activity 2

In groups of 5 - 6, play the game, What am I doing?
Share information with your partners. From the information you give and share, let your partners guess what you are doing.

Example:

I am in the classroom. I have a red pen. I have a pile of exercise books in front of me. What am I doing?
Your partners should guess what you are doing. "You are marking exercise books."

B Reading

LESSON EIGHT

Comprehension

Activity

Discuss the following questions in groups of four.

1. What are some of the domestic animals that you know?
2. What are some of the wild animals that you know?
3. Which animals do you like and why?
4. Which animals don't you like and why?

Exercise 1: Read the passage and answer the questions below.

The Animal Leader

Long ago, all the wild animals used to live without a leader. One day, they **held** a meeting and decided to choose their leader.

The first animal to show interest in becoming a leader was Lion. It was seconded by Hyena, Fox, Tiger and Leopard. The lion stood up to talk, and said; "Fellow animals, choose me as your leader. I am strong and tough. I will be able to **protect** you against our enemies."

After the lion, Zebra said, "Choose me as your leader. I would be a good leader because I am clean and gentle." Zebra warned the fellow animals against choosing the lion as a leader. He **argued** that the lion might **mistreat** them because it is tough. Giraffe, Monkey, Chimpanzee and Gorilla were of the same opinion.

Lastly, Elephant said, "We need a leader who is honest, **caring** and approachable. I think I am that kind of leader." Elephant got the biggest number of supporters who included Buffalo, Hare, Baboon, Rhino, Kangaroo, Antelope and Hippopotamus. The elephant became the first leader of the wild animals.

1. Why did the animals hold a meeting?
2. Which animal first showed interest in being a leader?
3. How many animals wanted to become leaders?
4. What kind of person do you think makes a good leader?
5. Which of the three animals would you have chosen? Give reasons to explain your opinion.

Exercise 2: Match the words in Table **A** with their meaning in Table **B** based on the passage below.

A	B
held	guard
protect	treat badly
caring	conducted
argued	kind
mistreat	said

C Writing

LESSON NINE

Guided composition I

A letter from Alemayehu

Activity

Work with a partner to complete the letter with the correct words from the box.

thinking	know	sent	shall	a lot	visited	hope

Dear Hagose,

I received the postcard you ..... to me. We started our holidays yesterday. We are now here at home enjoying ..... of food and fresh fruits.

We were ..... of you this morning. We thought it might be nice if you ..... us for the holidays.

We ..... be going to Djibouti to visit our uncle. He is a ship captain. We ..... to see the Port of Djibouti and also to learn how to swim.

Let us ..... if you are coming.

I hope to see you soon.

Yours,

Alemayehu

Exercise: Write a letter to your friend. Tell him/her where you are and what you are doing.

LESSON TEN

Guided composition II

Activity

Form groups of five people and rearrange the following sentences to write a short story about Abeba.

1. At school, she learns different lessons and plays games.
2. She feels cool after swimming and goes back home.
3. After cleaning the dining room, she watches TV with her young brother.
4. Abeba is ten years old.
5. The game she often plays is table tennis.
6. At home she helps her mother to cook food.
7. She is a pupil in Grade 5 at Selam Primary School.
8. When the food is ready, she cleans the dining room.
9. After playing table tennis, she swims in the pool.
10. She goes to school everyday.

Exercise: Imagine you are Abeba. Write a composition about how you spend your free time.

Start: My name is Abeba. I am ten years old. I am a student at Selam Primary School. I go to school everyday ....

LESSON ELEVEN

Dictation

Activity

Your teacher will read short sentences to you. Listen carefully and write the sentences in your exercise book. Compare your sentences with those of your friends.

Exercise 1: Write eight sentences about yourself. Read and compare your sentences with those of your friend.

Exercise 2: Choose the correct form of the verb.

1. I **wash / am washing** my face everyday.
2. Look! It's **raining /** It **rains**. We can't go out.
3. What **are you doing / do you do** tonight?
4. **Are** you **going / Do you go** out?
5. Where **are** you **going / do** you **go** on vacation?
6. I **am trying / try** to find my pen.

LESSON TWELVE

Activity

A Which activities do you participate in when you go to the following places? Do the work in your exercise book.

Example: Garden: weeding, planting, harvesting, watering, transplanting, sowing

Place	Activity
playground	
classroom	
pool	
market	
shop	
garden	
kitchen	
living room	

Exercise: What are the favourite places in your home area? What do you do when you go to those places? Do the work in your exercise book.

LESSON THIRTEEN

Revision Exercise

A. Rearrange the letters to write correct words

1. aegcnlni 2. hiswagn 3. tiwngri 4. wingadr

B. Give correct answers to the questions. Use the words in brackets.

1. What is she doing? (wash her clothes)
2. What is her father doing? (milk the cow)
3. What are the teachers doing? (talk to the students)
4. What do the children eat at school? (bread and eggs)
5. What does he plant in the garden? (beans and cabbage)
6. What does she wear on Thursday? (a red jacket)

C. Complete the sentences with the correct words.

1. He ..... shoes with a small brush everyday. Today he is .....
2. She ..... a yellow skirt when she is at school. Today she is .....
3. She ..... bread and sells it to students. Today she is .....
4. We ..... pictures every Friday. Today we are .....
5. The woman is ..... porridge in the kitchen. She is not .....
6. The boys are ..... firewood. They are not .....
7. Ferede always ..... his answers in ink. Today he is .....
8. Rebika ..... fishing on weekends. Today she is .....
9. Roro's aunt is ..... cows. She is not .....
10. Our teachers are..... students for their examinations. They are not .....

Objectives

In this unit, you will:

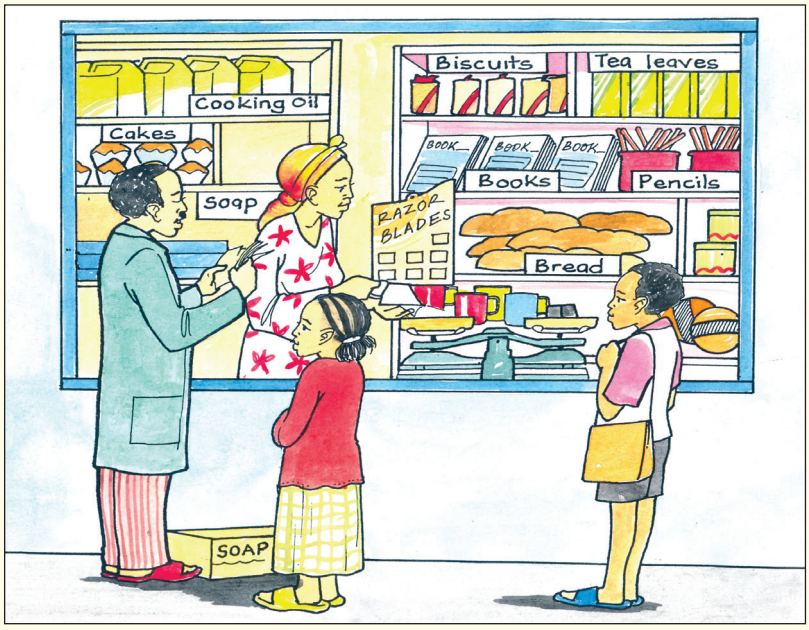
- talk about shopping.
- discuss different items that are sold in shops.
- act out a dialogue and recite a poem about shopping.
- answer comprehension questions, write sentences and a composition about shopping.

A Listening and speaking

LESSON ONE

Activity 1

In groups of four or five, describe what you see in the picture. Answer the questions that follow in your exercise books.



Exercise 1:

1. How many people do you see in the picture?
2. What items can you see that are being sold in this shop?
3. What is the use of a weighing scale?
4. If you started up a shop, what other items would you sell?

Listening and drawing

Activity 2

In groups of three or four, tell fellow members what you often buy from the shop or market in your home area. While each of you mentions what he/she buys, list down the items in your exercise books.

From the listed items, choose five which are common on all lists. Draw these items in your exercise books and label them.

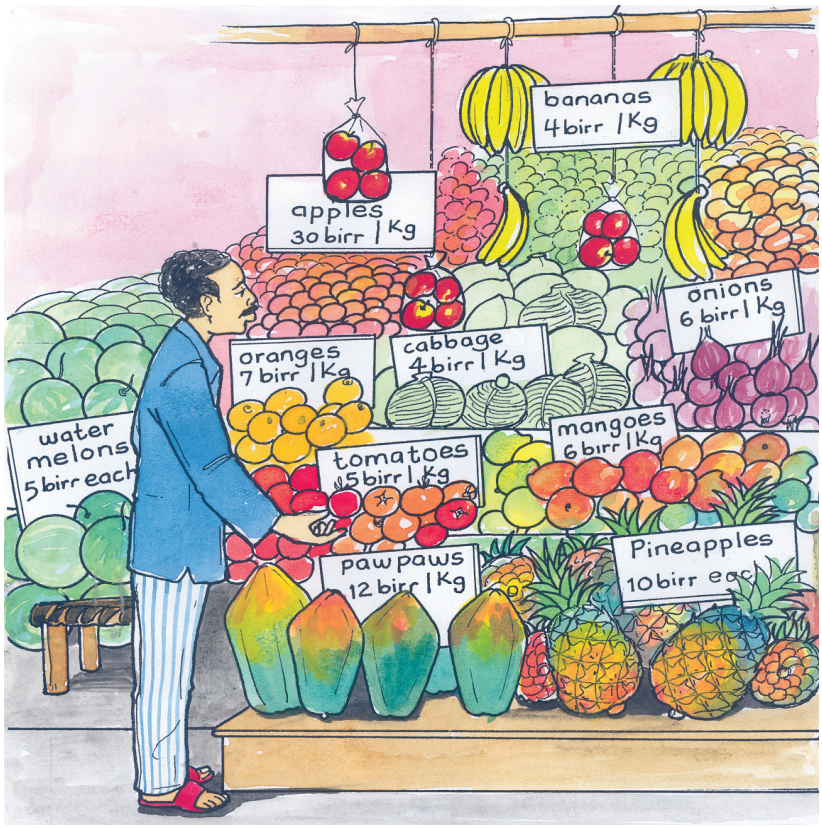
In your group, prepare a shopping list indicating the price of each item.

Vocabulary practice

Exercise 2: Use the following words to describe the items in the picture below.

Examples: (a) There are **a few** pineapples in the **grocery**.
(b) Apples are 30 birr a kilo. They are **expensive**.
(b) Bananas are **cheap**.

some	a few	cheap	expensive	kilogrammes	price	item	cost



LESSON TWO

Grammar: Language practice

The present simple tense (Revision)

Activity 1

Write sentences in the present simple tense about yourself. Use the following words.

buy	sell	give	bring	want

Exercise 1: Write these sentences in your exercise book and underline the verbs.

1. We buy salt and sugar from the shop.
2. I accompany mother to the market every Saturday.
3. She sees different items when she goes to the market.
4. Zehara sells pineapples in the market.
5. Salim collects bananas from the village over the weekend.
6. They need five kilogrammes of sugar.
7. The shopkeeper keeps some packets of biscuits in the store.
8. The matron takes clothes to the tailor every Friday.

Using: I want / need / would like ... please

Activity 2

Work with a partner to discuss the meaning of the sentences and the words in green.

(a) I want some rice, please.
How much rice do you want?
I want one kilogramme of rice.

(b) I need some bread, please.
How many loaves of bread do you need?
I need one loaf of bread.

(c) I would like some eggs, please.
How many eggs would you like?
I would like two eggs.

Exercise 2: Use the items below to form sentences and questions. Use want / need / would like .....

Example: Two kilogrammes of salt.

(i) I want some salt, please.

(ii) How much salt do you want?

(iii) I want two kilogrammes of salt.

(a) one litre of milk

(b) one bar of soap

(c) two water melons

(d) four tomatoes

Grammar highlight:
When you are requesting for something, you use the word please.

Using: How much ...? How many ...?

Activity 3

With a partner, read the following questions and answers.

How much is a bottle of water?
A bottle of water is 5 birr.
How many students are in the class?
There are 40 students.
Think of other questions to ask using **how much** and **how many**.

Exercise 3: Use **How much ....**, **How many ....** and construct questions about the following.

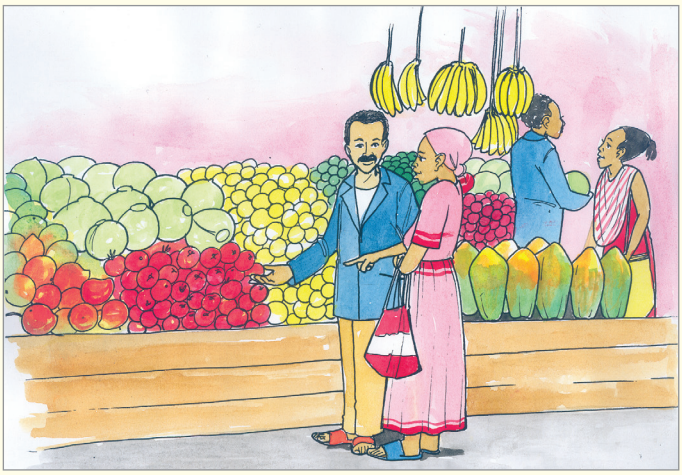
1. (a kilogramme of sugar)
2. (a packet of biscuits)
3. (a toy car)
4. (a litre of cooking oil)
5. (a bar of soap)
6. (two pens)
7. (two brooms)
8. (three toys)

LESSON THREE

Using: many / much and a lot

Activity 1

What can you see in the shop? Talk about the picture. Use **much** / **many** and **a lot**. How do you use **much**? On which items; do we use **much**?



Exercise 1(a) Complete the questions below using **much** or **many**.

1. How _____ people are there in the class?
2. How _____ petrol is in the car?
3. How _____ birr do you have in your pocket?
4. How _____ money do you need?
5. How _____ milk do you drink everyday?

Exercise 1(b) In your exercise book, complete the following sentences as you wish.

1. How much _____?
2. We don't have many _____.
3. There is a lot of _____.
4. She doesn't expect much _____.
5. Are there many _____?

Activity 2

In groups of three or four, talk about the items you find in the shops in your area. Some items such as cakes, books, pens are countable. Other items like milk, bread, sugar are uncountable. Use **many** to talk about the countable items. Use **much**, to talk about the uncountable items. Use **a lot** to talk about both countable and uncountable nouns.

Exercise 2: Find the correct answer to each question in exercise 1(a).

(a) It is full. (b) twenty five (c) A litre. (d) Not much.

(e) Twenty boys and twenty five girls.

LESSON FOUR

Countable nouns

Activity

Form groups and talk about the following nouns. Are they countable or uncountable?

animals	bottles	chairs	coats	cows	desks
ducks	eyes	goats	hens	keys	pens
pencils	pupils	snakes	spoons	tables	

Exercise 1: Complete the sentences. Use the plural form of the words in brackets.

1. How many **(bird)** did Muhammed count?
2. David saw different **(car)** in the car park.
3. We did not receive many **(letter)** last week.
4. Ato Abeje has a lot of **(cow)** on his farm.
5. Diriba collected the **(book)** and took them away.
6. There are five **(bottle)** on the table.

Exercise 2: Complete the sentences with the plural form of the words in brackets.

1. Please fill all the **(glass)** with water.
2. How many **(mango)** did Assefa buy?
3. The **(match box)** Nega bought were not good.
4. Mother bought some **(potato)** from the market.

5. We bought all the **(tomato)** from the market.
6. Woizero Almaz bought **(watch)** for all her sons.

Exercise 3: Complete the sentences. Use the plural form of the words in brackets.

1. People from different **(family)** attended the meeting.
2. Burn the rubbish to get rid of **(fly)**.
3. Ato Adem invited only **(lady)** to the party.
4. We visited different **(library)** last month.
5. **(Lorry)** carry heavy loads.
6. The minister attended very few **(party)** last year.

LESSON FIVE

Activity 1

Using lesson four Exercises 1 - 3, explain how plurals are formed. Match the following explanations with the exercises 1 - 3.

A. Some nouns ending with -y, change y to -i and add -es e.g Lorry - Lorries.
B. Some nouns add -s e.g book - books.
C. Some nouns add -es e.g mango - mangoes.

Exercise 1: Give 5 examples to each plural formation. Write sentences using each of the nouns you give.

Some nouns are the same in the singular and plural form. eg fish, sheep etc.

Exercise 2: Write correct sentences using the plural form of the words in brackets.

1. How many **(deer)** did you see in the national park?
2. We ate a lot of **(fish)** during the holidays.
3. All the **(sheep)** have gone out of the pen.
4. Most of the **(swine)** disappeared into the bush.

Activity 2

With a partner, study the difference between the singular and plural forms of the following nouns. Does the forming of plurals follow the rules discussed in lesson five?

Singular	Plural
child	children
foot	feet
goose	geese
louse	lice
man	men
mouse	mice
ox	oxen
person	people
tooth	teeth
woman	women

Exercise 3: Use the plural form of the words in brackets to complete the sentences.

1. The country needs **(man)** who are hard working.
2. We saw some **(ox)** when we visited the farm.
3. How many **(person)** are in your family?
4. You should brush your **(tooth)** everyday.
5. All the **(woman)** attended the meeting.
6. There are a few **(orange)** in the basket.
7. The **(bottle)** on the shelf are empty.
8. **(Fly)** can spread diseases.

LESSON SIX

Numbers 1 ---- 1000

Activity 1

Reading numbers and writing number words

A. Revise these numbers 1 - 20

1 - one	5 - five	9 - nine	13 - thirteen	17 - seventeen
2 - two	6 - six	10 - ten	14 - fourteen	18 - eighteen
3 - three	7 - seven	11 - eleven	15 - fifteen	19 - nineteen
4 - four	8 - eight	12 - twelve	16 - sixteen	20 - twenty

B. Count the books you have in your bag.

Example: How many exercise books do you have?

Exercise 1: In your exercise book, write the words for the numbers in brackets.

1. I want (5) _____ bananas please.
2. I need (10) _____ packets of coffee please.
3. I have (19) _____ sweets.

Revise the numbers 10 - 100

Activity 2

Read the figures and words.

10 - ten	60 - sixty	22 - twenty- two
20 - twenty	70 - seventy	46 - forty-six
30 - thirty	80 - eighty	73 - seventy-three
40 - forty	90 - ninety	85 - eighty-five
50 - fifty	100 - one hundred	94 - ninety-four

How many students are there in your class?

Exercise 2: In your exercise book, write the words for the numbers in brackets.

1. We need **(15)** _____ jerrycans of water.
2. We need **(25)** _____ kilogrammes of cooking fat and **(67)** _____ kilogrammes of beans.
3. We have **(99)** _____ girls in Grade 5.

Exercise 3: Revise numbers 100 - 1000. In your exercise book, write in the lines to complete the blank spaces.

100	-	one hundred	150	-	one hundred fifty
200	-	two hundred	240	-	_____
300	-	_____	368	-	three hundred sixty-eight
400	-	_____	412	-	_____
500	-	_____	589	-	five hundred eighty-nine
600	-	_____	620	-	_____
700	-	_____	780	-	seven hundred eighty
800	-	_____	831	-	_____
900	-	_____	907	-	nine hundred seven
1000	-	_____	999	-	_____

How many students are there in your school?

How many people live in your area?

LESSON SEVEN

Uncountable nouns

Activity 1

In groups of four or five, talk about the following nouns. What is the difference between these nouns and the ones you learnt about in lesson five?

air	blood	bread	clay	cloth	cotton	dust	fire
flour	hair	ink	juice	meat	milk	mud	oil
rain	soda	smoke	soil	medicine	sand	petrol	cement

Exercise 1: Answer the questions using the words in the brackets. Write the answers in your exercise book.

Example: How much sand did they collect? **(little)**

They collected **little** sand.

1. How much food did you prepare? **(a lot)**
2. How much flour did Mebratu buy? **(a little)**
3. How much oil did mother bring? **(very little)**
4. How much meat is at the butcher's? **(a lot)**
5. How much milk do we expect? **(any)**

Activity 2

Talk with your partner about the countable and uncountable items that are sold in shops. Make a list of the items. Let your partner say whether the item is countable or uncountable.

Example: Student A : book
Partner : countable
Student A : sugar
Partner : uncountable

Exercise 2: Identify the countable items from the table below.

maize flour	tea leaves	pencils	paraffin	baking powder
soap	rice	lamps	belts	toys
Irish potatoes	shirts	wheat	bottles	juice
ropes	bread	sugar	water	oranges

Grammar highlight:

Countable nouns are things that we can count. They are usually easy to reorganise.
For example: pen. We can have one, two or three pens.
Uncountable nouns are nouns that cannot be counted. For example: water, juice, sugar.

LESSON EIGHT

Using: May I / Can I / have ... please?
Thank you, You are Welcome.

Activity 1

Supposing you were buying something from the shop. How would you make your request?

Study the following examples with a partner.

I.
A: May I have some sugar, please?
B: Yes, you may, here you are.
A: Thank you.
B: You are welcome.

II.
A: Can I have some meat, please?
B: No, I am sorry, I do not have any.

Exercise 1: Study the table, make requests and respond to the requests correctly.

Hailu's shop

buns x	caps ✓	toilet paper x
loaves or bread ✓	cups x	brooms ✓
eggs ✓	belts ✓	buckets x
spoons x	pairs of socks ✓	clothes ✓

✓= item sold in the shop x = item not sold in the shop.

Example: (a) May I have some loaves of bread, please?
Yes, you may. Here you are.
(b) May I have some buckets, please?
No, I am sorry I don't have any.

Activity 2

Imagine you were a shop attendant. How would you respond to the requests of your customers?

Activity 3

Discuss the use of some and any in pairs. When do you use the two words some and any in a shop?

Exercise 2: Complete the sentences with some or any

1. I don't have _____ money in my pocket, but I have _____ money in the bank.
2. Do you have _____ brothers or sisters?
3. You have _____ lovely pictures.

Grammar highlight:

some is used with positive sentences.

any is used with questions and negative sentences.

LESSON NINE

Activity 1

Read and act the dialogue

Woizero Beyenech goes to the Market

Tesema : Can I help you, Woizero Beyenech?
Beyenech : Yes, please. Do you have any pineapples?
Tesema : Yes, I do. They are all fresh and ripe.
Beyenech : How much does each one cost?
Tesema : A pineapple costs 12 birr only.
Beyenech : That's expensive. Ayele's pineapples are cheaper than yours. Would you accept 10 birr for each pineapple?
Tesema : How many would you like to buy?
Beyenech : Three.
Tesema : Alright, at that price, I only give special customers like you. Which one would you prefer?
Beyenech : Any good ones you choose for me.
Tesema : Do you want to buy some tomatoes as well? This is a very good season for tomatoes.
Beyenech : How much does a heap cost?
Tesema : Only 4 birr.
Beyenech : Why not 3 birr and 50 cents for one heap?
Tesema : Alright, that makes 33 birr and 50 cents altogether.

Exercise 1: Based on the dialogue answer the following questions.

1. What items did Woizero Beyenech buy?
2. How much discount did she get?
3. How many pineapples did she buy?

Exercise 2: Find the mistakes.

Example: How much carrots do you want?
How many carrots do you want?

1. I don't like an eggs.
2. May I have any fruit?

3. There isn't some water.
4. We have lot of meat.

Exercise 3: A shopping list.

Write a list of things you would like to buy. Give the list to your friend and let your friend suggest the price for each item.

B Reading

LESSON TEN

Activity 1a

Discuss the following questions with your partner.

Have you ever gone to the market? Why and when? Who usually goes to the market in your family? What does he/she buy?

Activity 1b

Read and recite the poem.

The sun is high up in the sky
I walk towards town
Waving to friends
As I pass by them.
The sun is setting
In the west as usual
As I move about in town.
At the shop, I stop
I check on my shopping list
Sugar, salt and bread.
At the butcher's, I insist
Good meat and liver today
I have money to pay.
I stop at the market
Any more space in my basket?
Yes, I need onions, tomatoes
Fruits, vegetables and potatoes.
I hurry back home, time is fast
But all the shopping is done.

Exercise 1: Answer the questions.

1. When does the writer move about in town?
2. Which items are on his shopping list?
3. Which items does the writer buy at the butcher's?
4. Why does the writer check for more space in his basket?
5. Why does the writer hurry back home?

Activity 2

In groups of four, prepare an advertisement for a shop in your area. Indicate the list of items people should expect to find in your shop. Find a suitable name for the shop, opening hours, etc ....

Exercise 2: Look at the advertisement and answer the questions.

SHUMI SUPERMARKET

ITEMS : spices, crisps, biscuits, bread and many others

PRICE : attractive

Shopping hours: Mon. - Saturday 7.00 a.m - 6:30 p.m.
- Sunday 10.00 a.m - 4.00 p.m

COME ONE, COME ALL!

1. What items are sold at the supermarket?
2. What is an attractive price?
3. Can you go shopping at Shumi Supermarket at 5 p.m? Why?

LESSON ELEVEN
Comprehension

Activity

In groups, discuss the following questions.

1. What items do you usually buy from shops?
2. Which shops did you visit during the holidays?
3. When should a buyer go to the market?
4. What are some of the market places that you know?
5. Why do we sometimes fail to buy things from the shop or market?

Exercise 1: Read the texts below and answer the questions that follow.

Writing a shopping list

A shopping list is a list of items which one intends to buy from a shop.

Yesterday, Solomon went with his uncle for shopping. Before they left for town, Solomon's uncle wrote a shopping list. He did not want to forget some items.

When they reached town they went to Zeberga's shop. They bought 5 kilogrammes of sugar, 3 packets of flour, 1 litre of cooking oil, a bar of soap and a tray of eggs.

They went to the next shop. They bought a pair of bedsheets, a tin of vaseline and a blanket.

1. What did Solomon's uncle do before he left for town.
2. Why did he write a shopping list?
3. Write the shopping list which Solomon's uncle wrote?

Market Days

Every Wednesday is market day. There is a big market place where people go to buy and sell different items. It is held in an open space along the road.

Sellers come from towns with items tightly packed in big bags and **loaded on lorries.** They offload them and display them in stalls and some on the ground. The buyers then come from the villages near and far.

Market days are very **enjoyable** especially at the end of the month after people have got their salaries. The sellers bring many items ranging from cows to small things like safety pins.

The farmers **sell** their products. The carpenters sell furniture. The herdsmen sell animals. The fishmongers sell fish. The tailors sell clothes. The butchers **sell** meat. The iron-mongers **sell** saucepans.

Some traders sell a lot of things at low prices. These traders make a lot of money. However traders who sell expensive items, sell only a few and therefore make less money.

In the afternoon, the whole place is **crowded** and dirty. In the evening, all sellers and buyers leave the place happily.

1. What day is the market day?
2. Where is the market found?
3. Why do you think the market is held in open field?
4. Where do sellers come from?
5. Where do buyers come from?
6. What do farmers sell?
7. What do carpenters sell?
8. Who sells meat?
9. What makes the place dirty?
10. How do you request for goods from the shopkeeper?

Exercise 2: The words in **A** are taken from the passage **Market Day**. Match them with their meaning in **B**. Do the work in your exercise book.

A	B
load	full of people
enjoyable	chairs, tables
furniture	nice
expensive	put
crowded	costing a lot of money

Exercise 3: Fill the blank spaces to write a dialogue between a customer and a shopkeeper. Do the work in your exercise book.

Customer : Good morning, madam?
Shopkeeper : ....., sir.
Customer : Do you have some sugar, please?
Shopkeeper : .....
Customer : How much is a kilogramme?
Shopkeeper : It is 12 birr. .....?
Customer : Yes, please give me four kilogrammes and here is the money.
Shopkeeper : .....

LESSON TWELVE

Reading for pleasure

Activity

This story is about Miau the shoplifter. It is in two parts. Read the first part of the story and guess what happened next.

Miau the shoplifter

1.



Miau is sad today. Her kittens are hungry.

She has no food in the house. She has no money to go shopping.

Miau gets an idea!

2.



"I'll be back," she tells her kittens.

She picks her shopping basket and goes to the supermarket.

3.



While inside the supermarket, Miau puts two packets of milk in her coat. She does not pick any other items.

4.



Miau walks quickly out of the supermarket. "Please, come back," the shop attendant says. "I want to check your shopping basket. Did you pay at the cashier's desk?"

Exercise 1: Tell the second part of the story to your partner.

Exercise 2: Draw pictures to support your story.

LESSON THIRTEEN

Revision Exercise

A. In your exercise book, complete the sentences with the words given below.

some	a few	cheap	expensive
kilogrammes	a bar	a litre	metres
packet	cost	price	items

1. Tell me the ____ of a loaf of bread.
2. All the ____ are well arranged in the shop.
3. May I have ____ of soap.
4. How much does that book ____?
5. There are ____ pencils left.
6. This is a ____ of coffee.
7. A radio is very ____
8. Two ____ of salt cost little money.
9. Cloth is sold in ____
10. Here is ____ butter.
11. How much is ____ of milk?
12. Children can only buy ____ items in the shop.

B. Use the correct form of the word in brackets to complete each sentence.

1. Sugar is ____ than salt. (expensive)
2. Before you go to the shop, you should prepare a ____ list. (shop)
3. My mother is a shop ____ (keep)

4. The girl who ____ milk is very jolly. (sell)

5. Jaleta bought some ____ of bread from the bakery. (loaf)

C. Complete each of the sentences with a suitable word.

butcher's	some	any	carpenter	much

1. Is there ____ sugar in the tin?
2. A packet of biscuits does not cost ____ money.
3. I bought meat from the ____ yesterday.
4. My father asked a ____ to sell him some furniture.
5. Please give me ____ paraffin.

D. Vocabulary network

(i) Match the measurements in column A with the words in column B.

(ii) Make requests. Use: **May/Can I have ..... please**?

Example: 1. May I have a sack of rice, please?

2. Can I have .....?

A	B
carton	sugar
litre	soap
ream	cloth
kilogramme	milk
packet	matches
sack	chalk
box	biscuits
bar	rice
metre	paper

Unit 4: Would you like to come to my birthday party?

Grade 5

Objectives

In this unit you will:

- describe what you like and what you don't like.
- talk about invitations and seasons.

A Listening and speaking

LESSON ONE

Activity

Look at the picture. Form groups of three and describe what you see in the picture.



Exercise 1: Answer these questions.

1. What ceremony is this? Give reasons.
2. What is the boy doing?
3. Which other ceremony do you know?
4. Why do we usually hold ceremonies?

Listening

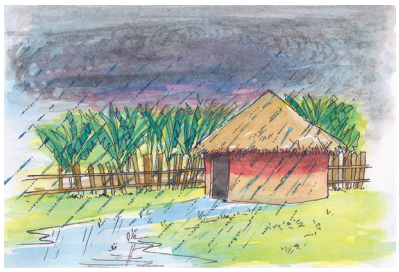
Exercise 2: Name the celebrations that you have ever attended. Mention how they were organised. Talk about what you liked or disliked.

LESSON TWO

Vocabulary: spring summer winter autumn

Activity 1

Look at the pictures. Match the months with the pictures or the four seasons.

	Month of the year
(a) 	1 September October November
(b) 	2 December January February
(c) 	3 March April May
(d) 	4 June July August

Seasons:

A. Spring - Sunny and windy
B. Summer - Rainy
C. Autumn - Fresh and green
D. Winter - Dry

Exercise 1: What are the typical activities that the people in your area do during these seasons?

Exercise 2: In groups of four, talk about the seasons you like or dislike. Why do you like particular seasons or dislike others?

Grammar: Language practice

The present simple tense

Using: I like ... / I do not like ...

Activity 2

Form groups and study these sentences. What do you like? What don't you like?

(a) I like playing football.
(b) I do not like playing in the rain.
(c) I like singing.
(d) I do not like fighting.
(e) I like spring.
(f) I do not like winter.

Exercise 3: Form correct sentences from the table below.

I	like	taking a walk in spring.
		summer.
	do not like	playing volleyball.
		autumn.
		winter.

Exercise 4: Write 5 sentences about things you don't like. Use phrases from the box below.

Example: I do not like sleeping late.

arriving late at school	reading good stories	sleeping late
the rainy season	the dry season	sewing clothes
reading bad stories	harvesting crops	walking at night
bad groups	good groups	planting crops

Exercise 5: Write 5 sentences about things you like. Use the phrases from the box above.

Example: I like sewing clothes.

LESSON THREE

Using: He/She likes ... We/They like ...

Activity

In groups of four, discuss the activities which you like participating in during different seasons. Give reasons why you like participating in those activities.

Talk about what your friends like and dislike.

Exercise 1: Form correct sentences from the table below.

He		winter.
She	likes	digging in the garden.
We	like	the wet season.
They		collecting fruits.

Exercise 2: Write 5 sentences about things you don't like. Use phrases from the box below.

playing netball	praying	travelling by bus
eating eggs	clean places	the rainy season
spring	fruits	good children

Exercise 3: Write 5 sentences about things you like. Use phrases from the box above.

LESSON FOUR

Activity

In groups of four, discuss the behaviour of your classmates. What behaviour do you like? What behaviour don't you like?

Using: He/she doesn't like ... We/they don't like ...

Exercise 1: Form correct sentences from the table below.

He She We They	doesn't like don't like	cold weather. travelling at night. playing in the sand. lazy people.

Exercise 2:

Write about the seasons in your country and share with your friends.
Mention the activities that people participate in during the different seasons.
Explain why crops are planted in the wet season?
Explain why crops are harvested in the dry season?

LESSON FIVE

Using: Do you like ... ? Yes, I do/No, I don't.

Activity 1

With a partner, study the following questions and the answers.

(a) Do you like pineapples?
Yes, I do.

(b) Do you like travelling by ship?
No, I don't.

(c) Do you like spring?
Yes, I do.

(d) Do you like winter?
No, I don't.

Exercise 1: Discuss the following questions and write the answers in your exercise book.

1. Do you like swimming?
2. Do you like working in the garden?
3. Do you like learning English?
4. Do you like parties?
5. Do you like playing football?

Exercise 2: (a) Read what Amina likes and dislikes. Fill in what you like and dislike.

	Amina		You	
	Likes	Dislikes	Like	Dislike
Sports Foods During her free time	Volleyball Table tennis Porridge Bread Playing out Visiting places	Cheese Football Meat Pasta Sitting at home		

(b) Read the information about Amina and yourself. Complete the following questions and answers.

Example: Question: What sports does she like?
Answer: Volleyball and table tennis.

1. What kind of food _____?
   She _____ porridge and bread but she _____ meat and pasta.
2. What sort of foods do you like?
   I _____ but I _____.
3. What does she like and dislike doing during her free time?
   She _____ but _____.
4. What do you like doing during your free time?
   _____.

Using: I like / don't like ... because ...

Activity 2

With your partner, talk about the things you like and don't like. Give reasons why you like certain things and don't like others. Share your views with the class. Listen carefully as your classmates present their work to the class.

Exercise 3: Read the sentences.

(a) I like story books because they are interesting.

(b) I don't like winter because it is very cold.

Answer the following questions in your exercise book.

1. Why do you like pineapples?
2. Why do you like spring?
3. Why don't you like summer?
4. Why don't you like naughty children?

LESSON SIX

Comparatives

Using: ... than ...

Activity 1

Form groups of four and describe the different people in your community:

(a) your friends
(b) your neighbours
(c) your teachers

1. Who is taller?
3. Who is smaller?
2. Who is fatter?
4. Who is shorter?

Example: Hailu is taller than Nasir.
Woizero Bekelech is fatter than Woizero Kelemwa.

Activity 2

Compare the things you know with those your partner knows. Follow the example.

Example: You : Which is faster, a car or a bicycle?
Partner : A car is faster than a bicycle.

Exercise 1: What do you think? Form sentences comparing a classroom and an office.

The classroom is	bigger smaller wider narrower hotter colder	than the office.
The office is		than the classroom.

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

1. Ayele is **(young)** than Roba.
2. A cheetah is **(fast)** than a leopard.
3. A snail is **(slow)** than a chameleon.
4. Summer is **(hot)** than Spring.
5. Winter is **(cold)** than Autumn.
6. The rainy season is **(short)** than the dry season.

Grammar highlight:

We use the comparative (... than ...) when we compare things or people. When we use the comparative we change the adjective using 'er'.

Example: short - shorter

He is a short man. He is shorter than me.

LESSON SEVEN

The Past Simple Tense

Activity 1

In groups of three or four, talk about when you did the following.

came to school for the first time

played volleyball last

boarded a bus

visited the park

Exercise 1: Complete the following sentences as you wish.

1. I came to school the first time in _____.
2. I met my friend _____ .
3. I last played volleyball on _____.
4. I boarded a bus last _____.
5. I visited the park when I was ____ years old.

Exercise 2: Form correct sentences from the table below.

In Last	winter summer spring autumn	I we they	ploughed the land. visited Nairobi. sowed the seeds. harvested the crops.

Activity 2

List down the activities you did last week. Use the past simple tense.

Exercise 3: Form sentences in the past simple tense.

Use these verbs: **visit give draw like invite**

Exercise 4: Answer the questions below in complete sentences.

1. Whom did you visit last holiday?
2. Where did you go last weekend?
3. When did you harvest crops?
4. When did your parents plant the crops?

Grammar highlight:
We use the past simple tense to describe actions that took place in the past.

LESSON EIGHT

Using: Would you like to ... ? I would like to ...

Activity 1

Read the following conversation with a partner.

A. Would you like to eat something?
B. Yes, I would like to eat a cake.
A. Would you like a soft drink as well?
B. No, thank you. A cake will be enough.
A. Ok, here is a cake.
B. Thank you very much.

Activity 2

Discuss the sentences with a partner. What is the difference?

I would like to eat a cake.	I want to eat a cake.
Would you like to eat something?	Do you like to eat something?

Exercise 1: Study the phrases in the box.

Send them invitation cards / attend the party / decorate the room / have dinner with us / invite them to the party / welcome the guests.

Use the phrases above to form questions and answers.
Use the phrases **would you like to .....? / I would like to .....**

Example: Question: Would you like to have dinner with us?
Answer: Yes, I would like to have dinner with you.

Using can / can't ...

Activity 3

With a partner, study the short story below about Denki. Complete the table about you and your partner. Use ✓ for **can** and **x** for **can't**.

Denki is a very good student in grade 5. She is also a very talented football player. She participates in the school media. She reads the school news. She has never seen a computer. She is too young to drive. She fears water, so she does not swim.

What can Denki do?

What can't she do?

can	Denki	you	your partner
read			
write			
play football			
use computer			
drive			
swim			

Exercise 2: Ask your partner what he/she can/can't do and fill the table.

1. Who can do more activities?
2. Which activities can be done by all?
3. Which activities/activity cannot be done by all?
4. Write full sentences from the table.

Examples: Denki can play football.
My partner can't use a computer. I can't write.

LESSON NINE

Dialogue

Activity 1

Do you think it is good to celebrate your birthday? Yes/No? Discuss your views with your partner.

Read the dialogue in pairs.

Moses' birthday party

Jeilu: I understand you are going to have your birthday party soon.
Moses: That is right. I intended to tell you after making all preparations.
Jeilu: How far have you gone with the preparations?
Moses: Everything will be ready in a fortnight.
Jeilu: Are you going to invite many people?
Moses: I would have loved to invite many people but I cannot.
Jeilu: Why?
Moses: I don't have enough money.
Jeilu: Why don't you talk to your friends? They may help you.
Moses: You are right. I should talk to my friends. Thank you for the advice.
Jeilu: You are welcome.

Exercise 1: Answer the questions

1. What is the dialogue about?
2. Do you think Moses was prepared for the party?
3. Why didn't Moses want to invite many people?
4. What do you find great about inviting friends to a party?
5. Do you like parties? Give reasons.

Exercise 2: Write a similar dialogue like the one on page 61 about a friend's birthday.

B Reading

LESSON TEN

Comprehension

Activity 1

Form groups and discuss the following questions:

1. Which are the wettest months in the Central Highlands?
2. Which ocean is closest to Ethiopia?
3. Which type of climate is experienced in Ethiopia?

Exercise 1: Read the passage and answer the questions below.

Weather

Ethiopia's weather conditions are determined by two main **factors**. These are the physical nature of the country and its closeness to the Indian Ocean.

Ethiopia is warm throughout the year. It is **pleasant** in the low lying areas. It is cool and fresh in the Central Highlands.

There are two main seasons: the rainy season and the relatively dry season.

The rainy season runs from June to August while the dry season is experienced for the rest of the year.

In the Central Highlands, the wettest months are July and August. These are followed by very cold nights in November and December.

During these cold months, the temperatures often **drop** to around freezing point. **Humidity** varies between 50 per cent and 80 per cent throughout the year.

The climate is generally of Mediterranean type.

1. Ethiopia's weather condition is determined by
   (a) the Indian Ocean. (b) two factors.
   (c) no factor. (d) all factors.

2. The rainy season is
   (a) long. (b) cool. (c) short (d) wet.
3. The temperatures drop to around freezing point.
   (a) between July and August.
   (b) during the wettest months.
   (c) between November and December.
   (d) during the rainy season.

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

A	B
factors	nature
proximity	reasons
pleasant	being near
drops	wetness
character	nice
humidity	falls

Exercise 3: Match the phrases in A with those in B to form complete sentences.

A	B
(a) I do not like winter	.... but hates winter.
(b) Farmers plant different crops	..... followed by cold nights.
(c) She likes spring	..... shorter than the dry season.
(d) The rainy season is	.... during the wet season.
(e) The wettest months are	..... because it is very cold.

LESSON ELEVEN

Reading for pleasure

Activity

The story about 'The Gate Crasher' is not complete. With a partner, read the first part of the story and discuss what you think happens next.

The Gate Crasher



As Seketa was walking home one day, he passed by a reception hall. He peeped through the entrance. He saw a nice big cake. "I should have a share of that cake," he thought. "I only need to go home and dress smartly", he said. Seketa did not know that all the guests had to show their invitation cards at the entrance to the reception hall.



Seketa rushed home. He wore his best suit. He looked at himself in the mirror. "I will be among the smartest guests," he said to himself.

Of course, Seketa did not have a present for the couple. He had no idea where he was going to get one at that time of the evening. He decided to wrap a stone in a colourful paper and he walked to the reception hall.



At the entrance, the usher asked Seketa for his invitation card. "I don't have any but I have a present for the couple," he said.

"I am sorry I can't let you in. The reception is strictly for invited guests," the gentleman at the entrance said.

Exercise 1: Tell the second part of the story to your partner.

Exercise 2: Why is it not good to attend a party when you are not invited?

C Writing

LESSON TWELVE

Guided Composition

Activity

Rearrange the sentences to form a good story.

1. The party took place at their home.
2. Yesterday Suzan celebrated her 10th birthday.
3. Then she cut the cake.
4. Lastly, the guests handed in their presents to Suzan.
5. First, there was a prayer.
6. It was followed by speeches.
7. The party ended at 7 p.m.
8. After the speeches food was served.

Exercise 1: With a partner, discuss the different activities which people do during each season in your home or your community.

Exercise 2: Identify an activity or celebration you have ever participated in. Describe what took place to your classmates to enable them write a short story.

LESSON THIRTEEN

Revision Exercise

A: Rearrange the given words to write correct sentences.

Example: I am sorry I can't have dinner with you.

1. playing I games like.
2. not I fighting do like.
3. likes netball playing She.
4. like not He seasons does hot.

5. hotter spring Summer than is.
6. attend party I like your would to.
7. welcome guests I the can.
8. sorry dinner I you with am can't I have.

B: Use the correct form of the words given in brackets.

1. Rose _____ rice more than potatoes. **(like)**
2. It is _____ in April than in July. **(hot)**
3. Have you received your _____ card? **(invite)**
4. They don't like _____ . **(swim)**
5. Last week, I _____ my cousin in Nairobi. **(visit)**

C: Rewrite the sentences as instructed in brackets.

6. I like cakes. They are sweet.
   (Join the sentences using 'because').
7. Addis Ababa is cold. Debre Birhan is colder.
   (Join the sentences using 'than').
8. Solomon likes fishing. He doesn't like hunting.
   (Join the sentences using 'but').
9. Ayele likes spending winter holidays in Ethiopia.
   (Begin: Does ...)
10. Rebika stayed with us. It was summer time.
    (Join the sentences using 'during').

Objectives

In this unit, you will:

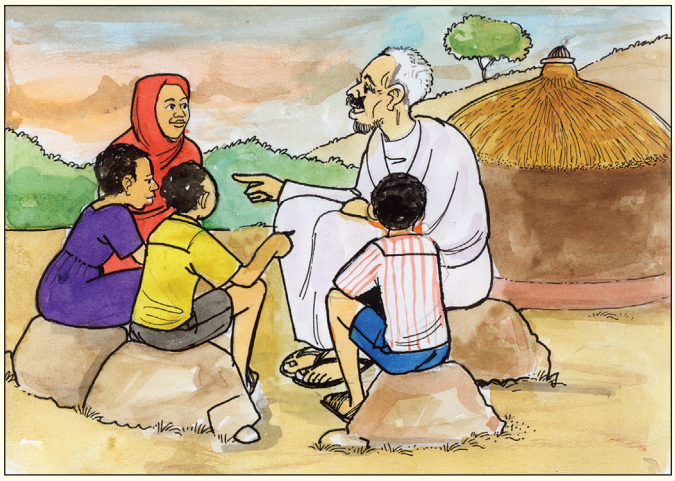
- use regular verbs to talk about the past.
- count up to 3000 and use sentences with numbers.

A Listening and speaking

LESSON ONE

Activity 1

Look at the picture. With a partner, describe what you see in the picture.



Exercise 1: Answer these questions.

1. What do you think the old man is doing?
2. Why do you think the children are listening attentively?
3. What may happen if you don't listen to the advice from the elders?
4. When do elders give you advice?

Listening

Activity 2

Your teacher will dictate to you figures. Listen carefully and write the figures in your exercise book.

Exercise 2: Use the numbers to construct sentences. Read the constructed sentences to the class.

Exercise 3: Revision of numbers 1 - 1000

You learnt the numbers 1 - 1000 in the previous lessons. Together with your partner, revise counting and writing these numbers.

Dictation: Listen carefully as your partner says a number.
Write the number in your exercise book.

Change roles: Say a number as your partner listens.
Let your partner write the number in his/her exercise book.

LESSON TWO

Reading and writing numbers 1000 - 3000

Activity

Form groups to study and read the numbers in A, B and C below.

A :	one thousand	(1000)
	two thousand	(2000)
	three thousand	(3000)
B :	one hundred	(100)
	two hundred	(200)
	three hundred	(300)
	four hundred	(400)
	five hundred	(500)
	six hundred	(600)
	seven hundred	(700)
	eight hundred	(800)
	nine hundred	(900)

C :	nineteen	(19)
	twenty six	(26)
	twenty eight	(28)
	thirty three	(33)
	forty eight	(48)
	forty five	(45)
	fifty seven	(57)
	sixty one	(61)
	seventy four	(74)
	eighty	(80)
	eighty-three	(83)
	ninety-two	(92)

Exercise 1: Join A to B to C and form 20 number words and figures out of them. Write the numbers and words in your exercise book.

Examples:

	A	B	C
(i)	One thousand	four hundred	seventy four (1,474)

	A	B	C
(ii)	Two thousand	eight hundred	forty five (2,845)

Exercise 2: Rewrite the numbers in sentences 1 - 5 into words. Write the sentences in your exercise book.

1. Ethiopia fought against Italians in 1935.
2. My father was born in 1977.
3. This book was written in 2010.
4. There are 2,647 pages in that textbook.
5. The farmer kept 3,000 birds.

Exercise 3: Write the numbers below in figures.

1. One thousand, four hundred twenty six.
2. One thousand, seven hundred thirty five.
3. Two thousand, three hundred forty.
4. Two thousand, nine hundred fifteen.
5. Three thousand, two hundred eighty one.

LESSON THREE

Historical events

Activity

Discuss and write

With a partner, talk about some of the important events that took place in the last twenty years in your country. Write the events and dates when the events took place. Present your discussion to the class.

Exercise: Study the following historical events and answer the questions about them.

Events	Month / year
1. Victory of Adwa	March, 1896
2. The Italian Invasion	1935 - 1946
3. The overthrow of the Imperial rule	1975
4. The fall of Dergue's Regime	May 1991

1. In which month and year did the victory of Adwa take place?
2. In which year did the Italian Invasion take place?
3. In which year was the Imperial rule overthrown?
4. In which month and year did Dergue's Regime fall?

Things that took place in the past are called historical events. They are things that you don't easily forget.

LESSON FOUR

4.1 Ordinal numbers

Activity 1

Discuss some of the important people you know. These people may be in your community, country or even outside your country. Write down the names of the people, when they were born and what they did. Arrange the list of the dates of birth of the people you have selected.

Activity 2

Discuss the following sentences with a partner.

1. (a) I was number one on the list.
   (b) I was the first on the list.
2. (a) Monday comes number two in the week.
   (b) Monday is the second day of the week.
3. (a) October is month number ten in the year.
   (b) October is the tenth month of the year.

Exercise: Write correct sentences using the ordinal form of the numbers in brackets.

Example: Zebene is the **(three)** boy in the family.
Zebene is the third boy in the family.

1. Bekeret appears **(four)** on the register.
2. Mutuma was **(five)** on the list for netball players.
3. I was the **(six)** out of twenty four.
4. December is the **(twelve)** month of the year.
5. Saturday is the **(seven)** day of the week.
6. Balcha wrote a letter to his uncle on **(eight)** of August.

Grammar highlight:

Ordinal numbers appear in their order of position from smallest to biggest.
First, second and tenth are ordinal numbers.
Examples:

Cardinal number	*Ordinal number*
one	*first*
two	*second*
three	*third*
four	*fourth*

LESSON FIVE

Grammar: Language practice

Using ... was ... / ... were ...

Activity 1

With a partner, read the following questions and complete the answers. Do the work in your exercise book.

1. What day was yesterday? **It was _____.**
2. What month was last month? **It was _____.**
3. Where were you yesterday? **I was in / at _____.**
4. Where were your parents yesterday? **They were _____.**
5. Were you reading your book last week? **_____, I was _____, I wasn't.**
6. Were your friends in this school last year?
   _____, they were. _____, they were not.

Exercise 1: Read the sentences below. Identify the difference between the use of **was** and **were**.

1. He saw a rabbit as it was crossing the road.
2. He broke his toe as he was playing football.
3. She wrote a letter as it was raining.
4. They sprained their toes as they were playing football.
5. You were here when the minister arrived.

Using ... ago ...

Activity 2

With a partner study the meaning of the sentences and pay attention to the use of **ago**.

1. His sister was here a few hours **ago**.
2. She visited the hospital two years **ago**.
3. He bought a phone three months **ago**.

Exercise 2: Answer these questions. Use **... years ago**.

1. When were you born?
2. When did you start school?
3. When was your school founded?

Using ... before ... / ... after ...

Activity 3

Answer these questions. Which action comes first and which comes last?

1. What do you do before you go to bed?
2. What did you do before you entered class today?
3. What will you do before you learn English today?
4. What do you do after visiting the toilet?
5. What did the carpenter do after making the furniture?
6. What will you do after school?

Exercise 3: Read these sentences and discuss the use of **... before ...** and **... after ...**. What is the difference?

1. She was here **before** you arrived.
2. You must arrive at school **before** lessons start.
3. Do not start writing **before** you are told to do so.
4. She arrived here **after** midnight.
5. He drove off **after** we had entered the car.
6. She got a gold medal **after** she had won the marathon.

Exercise 4: Write sentences. Use each of the following words.

1. was 2. were 3. ago 4. before 5. after

LESSON SIX

The past simple tense

Activity 1

Your teacher will read to you a passage about the life history of Abebe Bikila. Listen carefully as the teacher reads the story. The teacher will ask questions about the passage. In groups of three, answer the questions in the past simple tense. Answer in full sentences.

Activity 2

With a partner, talk about activities that you did in the past. It may be yesterday, last week, last month or years ago. Use the past tense form of the verbs below.

answer - answered	laugh - _ _ _	beg - begged
mend - _ _ _	collect - _ _ _	need - needed
cover - covered	open - _ _ _	dance - _ _ _
pick - _ _ _	enter - _ _ _	respect - _ _ _
fetch - fetched	serve - served	greet - _ _ _
switch - _ _ _	guard - guarded	train - _ _ _
hop - _ _ _	use - used	inject - _ _ _
visit - _ _ _	join - joined	weed - _ _ _

Exercise: Add **-ed** to change the verbs in brackets to the past.

1. She **(answer)** all the questions and got them right.
2. We **(clap)** our hands when the guest entered.
3. She **(live)** with her brother when she went to town.
4. The cobbler **(mend)** my shoes when I gave him money.
5. They **(work)** hard and received good payment.

LESSON SEVEN

The Past Simple Tense Questions

Activity 1

Form questions using where, when, why, what, who, which, how.
Relate the questions to what happened in your village or town in the past.

Exercise 1: Write the following questions and answer them correctly in your exercise book.

Example: Q. What **did** you cook yesterday?
A. I cook**ed** *Cheko*.

1. Where did you place your exercise book last night?
2. Why did you come to school late?
3. What did you learn in Grade 4?
4. Who bought you the pen?
5. Which place did you visit last year?
6. How did you perfom in Grade 4?

Activity 2

In groups of 3, discuss the life history of an important person in the country. Ask and answer questions about the person you have discussed. Use the past simple tense.

Activity 3

With your partner, talk about some of the important events that took place in your country. Talk about the places where the events took place and specify the dates. Ask questions about the events. The answers to the questions require short answers 'yes' or 'no'.

Example: Did you vote for the president?
No, I didn't. I am below 18 years.

Exercise 2: Read the questions and provide short answers.

Example: Q: **Did** you learn English?
A: Yes, I **did**.

1. Q : Did you have your breakfast?
   A : Yes, _____ /No, _____ .
2. Q: Did you watch the football match last night?
   A: No, _____ /Yes, _____ .
3. Q: Did you live in this town?
   A: Yes, _____ /No _____.
4. Q: Did your mother teach in this school last year?
   A: No, _____ /Yes _____.

Grammar highlight:

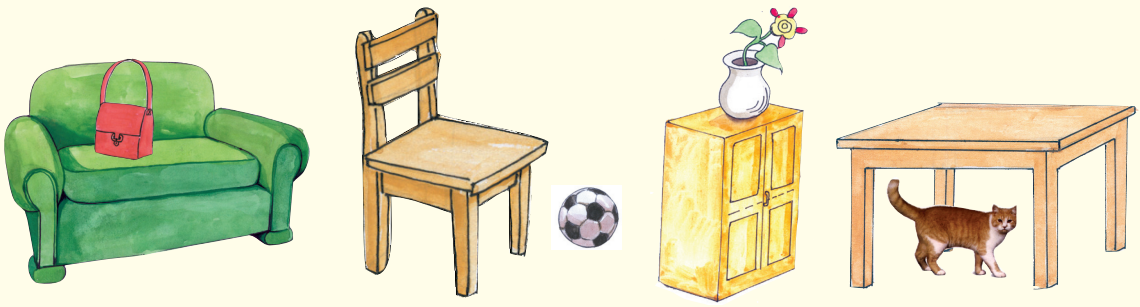
The past simple tense expresses actions that happened in the past:
He visited our school last year.

LESSON EIGHT

Prepositions

Activity 1

With a partner, look at the pictures and mention the position of the bag, the chair, the ball, the flower and the cat.



These are the words you use to show the positions of the objects:

On, infront of, in, under, between and behind.

They are known as prepositions of place.

Exercise 1: Find the correct prepositions to complete the sentences.

1. The old lady had some money ... her bag.
2. Tejetu put the plates ... the table.

3. The old woman sat ... the tree for a rest.
4. The teacher is standing ... of the classroom.
5. He planted trees ... his house.
6. Gabra sits ... Tibebu and Tesema.
7. She poured the water ... the pot.
8. He was arrested as he tried to jump ... the fence.

Activity 2

In groups of three or four describe the different position of the objects in your classroom. What kind of words are used to describe the location of objects.

Example: Where is the blackboard? The blackboard is in front of the classroom.

Exercise 2: Answer these questions. Use the correct prepositions.

1. Where do you keep books?
2. What do you prefer, bread or eggs?
3. Where do you assemble for parade?
4. Where do you go every Tuesday?
5. When do you go to the market?

Grammar highlight:

Prepositions are words that are used before nouns or pronouns.

Examples:

in	*on*	*to*	*at*	*between*
under	*over*	*behind*	*into*	*infront*

LESSON NINE

Words of frequency

Activity

Ask your partner the questions below. Present to the class the activities your partner does.

Example: A: What do you always do?
B: I always watch television.
A: What do you do sometimes?
B: I sometimes go swimming.

Exercise: Read the table about Yodit and answer the questions.

Activities	Frequency
play tennis	2 times in a week
go to school	from Monday to Friday
help her parents	when she is required
watch television	only when she has time
miss classes	once or twice in a year.
listen to the radio	in the mornings

1. What does she always do?
2. What does she do everyday?
3. What does she do rarely?
4. What does she do sometimes?
5. What does she do often?

B Reading

LESSON TEN

Comprehension

Activity

In groups of three or four discuss the following questions.

1. How big is your family?
2. Why is it important to be educated?
3. What do you hope to do after school?
4. What do people do when they do not go to school?
5. Do you know a person who didn't go to school? If yes, why didn't he/she go to school?

Exercise 1: Read the passages and answer the questions that follow.

Comprehension I

My name is Dr. Abebe Boja. I was born to Woizero Lakech and Ato Boja in 1941. We are ten children in my family, five girls and five boys.

I started **schooling** in 1948. I graduated as a doctor in 1971 and I started working in Black Lion Hospital. I worked there for ten years. I married Hiwot,

in 1972. God **blessed** us with three children, two girls and one boy. All our children are **educated** and working now. We built our home in Adama. We are a happy family.

1. When was Dr. Abebe Boja born?
2. How big is Dr. Abebe's family?
3. How old was Dr. Abebe when he started school?
4. For how long did Dr. Abebe work in Black Lion Hospital?
5. Why does Dr. Abebe say they are a happy family?

Comprehension II

My name is Abdul Nasser. I was born and **raised** in the village. My parents were cattle keepers. We had over one hundred heads of cattle. My father was the **head** of the Cattle Keepers' Association. The association **provided** drugs and advice to its members. My father loved **looking after cattle**. He taught me how to look after the cattle at nine years. Every morning, we took the cattle **to graze** in the valleys.

One day, a tiger came and **grabbed** one calf. I shouted for help. My father came and killed the tiger with a spear. That was long ago. I am now a **grown up** and I own two hundred heads of cattle.

1. What did Nasser's parents do?
2. How was the Cattle Keepers' Association helpful to its members?
3. How many heads of cattle did Nasser's parents have?
4. How did Nasser learn to look after cattle?
5. What did Nasser do when the tiger grabbed the calf?
6. What is Nasser today?

Exercise 2: Match the words in column A with their meaning in column B as they are used in the passage. Do the work in your exercise book.

A	B
schooling	taught
blessed	old
educated	learning
grown up	brought up
raised	gave
head	feed
graze	leader
grabbed	took away

Exercise 3: Discuss the difference between an educated and an uneducated family.

LESSON ELEVEN

Dictation

Exercise 1: Your teacher will read to you 10 sentences.

Listen carefully as the teacher reads the sentences.
Write the sentences in your exercise book.

Spelling

Exercise 2: Rearrange these letters to write correct words.

1. stap	2. dirth	3. thenin	4. tomhn
5. redudnh	6. htygeih	7. sandouth	8. dedwee

Exercise 3: Complete the following dialogue using was, were, had or did.

A: I _____ my English exam last week.
B: Really? _____ it difficult?
A: Yeah, it _____ not easy.
B: _____ you afraid of it?
A: Somehow, we _____ worried?
B: _____ you pass it, then?
A: Yes, we _____ it well. I _____ good results.

C Writing

LESSON TWELVE

Guided composition

Activity

Find the correct word / phrase to fill in the spaces. Do the work in your exercise book.

hardworking, money, worked, watched, sold, bathing, uniform, books.

Mulu was in Grade four. She was a _____ girl. She spent most of her time reading _____.

After school, Mulu washed her _____ She also fetched water for _____.
At 8 O'clock, Mulu _____ the television to listen to news.
On weekends, Mulu and her parents _____ in the garden. They have enough food. During the harvesting seasons, they _____ some of the food.
They use the _____ to buy other things at home.

Exercise: Imagine you are Mulu. Write a composition describing how you spent your time when you were in Grade 4.

LESSON THIRTEEN

Revison Exercise

A. Fill in the blanks with the correct preposition.

1. Endale was born ..... 3rd October 1941.
2. Our neighbour died ..... lung cancer.
3. My grandfather has lived ..... one hundred years.

B. Use the correct form of the word given in brackets.

1. My parents ..... in 1995. **(wed)**
2. Rebika is the ..... daughter of Ato Tibebu. **(old)**
3. Chaka is ..... than Robera. **(young)**
4. The old man was ..... from the airport yesterday. **(collect)**
5. They have just had their ..... born. **(three)**

C. Rearrange the words and write correct sentences in your exercise book.

1. our in visited country two thousand She.
2. airport We ago two to weeks went the.
3. money They bank in their keep the.
4. teacher When report new work for the did?

D. Use these words in sentences to show their difference in meaning.
Compare your answers to those of your partner.

1. of, off
2. passed, past
3. after, before
4. in, into
5. eight, eighty
6. was, were
7. who, which
8. one, first

Objectives

In this unit you will:

- discuss the past using regular and irregular verbs.
- read short passages and answer comprehension questions.

A Listening and speaking

LESSON ONE

Activity 1

Discuss the following questions in groups of four and present to the class.

1. What kind of animals are found in your community?
2. Where do these animals live?
3. How does your community benefit from the presence of these animals?

Activity 2

In groups, describe what you see in the picture.



Exercise: Answer these questions

1. What animals are shown in the picture?
2. Where does one find such animals?
3. Why is the vegetation important to the animals?
4. How does Ethiopia benefit from protecting the above animals?

LESSON TWO

Listening

Activity 1

With a partner describe the different animals that live in the jungle. What dangers may you face if you go to the jungle? What do you know about the different animals?

Exercise: Your teacher will read to you a short passage about Hussein. Listen carefully and answer the following questions.

1. Why did Hussein go to the forest?
2. What did Hussein meet on the way to the forest?
3. How did the beast promise to catch up with Hussein?
4. Why did Hussein abandon the idea of buying the walking stick?
5. Where was the beautiful white goat?
6. Why did Hussein forget the beast's warning?
7. What happened to the beautiful girl later in the evening?
8. What lesson did Hussein learn?

LESSON THREE

Grammar: Language practice

The past simple tense (revision)

Regular verbs

Activity 1

Use the past form of the following verbs and write about what you did last week. Compare your work with your partner's.

answer open cook plant fetch study roast
finish collect work dance visit

Find other verbs to which we add **-ed** in the past simple tense.

Exercise 1: Put the verbs in brackets in the past tense to say what Bekelu did yesterday.

Bekelu _____ **(walk)** to school to visit her daughter. She _____ **(arrive)** at school on time. She _____ **(talk)** to the school principal. He _____ **(advise)** her to

help her daughter at home. She _____ **(decide)** to help her child. She _____ **(agree)** that she _____ **(give)** her child all the support she _____ **(need)**.

Activity 2

In groups of four, identify ten regular verbs. Change the verbs into the past simple tense. Using the verbs you have identified, ask and answer questions in the past simple tense.

Exercise 2: Make 10 sentences in the present simple tense. Change these sentences to the past simple tense.

Example: **(Present simple):** She collects the books from the library.
She prepares breakfast.

(Past simple): She collected the books from the library.
She prepared breakfast.

LESSON FOUR

The past simple tense

Irregular verbs

Activity 1

Read what Bekelu did yesterday. Compare the underlined verbs with the verbs in Lesson Three.

Bekelu **went** to the bookshop. She **met** the book seller and **told** him she wanted a book to buy. Bekelu **knew** that this was her duty. So, she **didn't** wait. She **bought** her daughter a dictionary. When Bekelu **came** home, she **gave** it to her daughter. She **felt** happy when she **saw** that her daughter was happy.

Exercise 1: Match the following words with their past form in the above paragraph.

tell see come give do meet know feel go buy

Activity 2

Discuss how the past is formed for the verbs in lesson three and four. What is the difference?

Activity 3

With a partner, form sentences in the past simple tense. Let your partner end the sentences as shown in the example.

Student: The dove saw the crocodile .....

Partner: ..... and flew away.

Exercise 2: Change the verbs in brackets to past simple tense and form correct sentences in your exercise book.

1. The animal **(hide)** in the bush when the hunter shot.
2. They **(hear)** the sound of the gun and ran away.
3. The bird **(fly)** away quickly and disappeared.
4. When she **(blow)** the whistle, the animals came out of their hiding places.
5. A snake **(bite)** him as he was hiding in the jungle.

Exercise 3: Write 5 sentences in the past simple tense about your first day in school. When was it? Did you like it? What happened?

Grammar highlight:

We add -ed to regular verbs to change them to the past. Irregular verbs do not follow a particular rule to change to the past. Examples: come - came bite - bit. Some irregular verbs do not change. Examples: hit - hit.

LESSON FIVE

Using: What did ...? Did he ...? Yes, he did / No, he didn't

Activity

With your partner, discuss these sentences. Form **Wh** questions about each of the sentences.

Examples: (a) Who wanted to hear a good story?

(b) What did Solomon want?

1. Solomon wanted to hear a good story.
2. He got an idea.
3. He knew his grandmother was a good story-teller.
4. He saw his grandmother seated under the mango tree.

5. He went to his grandmother.
6. He sat next to his grandmother.
7. He looked at her for sometime.
8. He talked to his grandmother.

Exercise: Answer the following questions using **Yes**, **he did** / **No**, **he didn't**.

Example: Did Solomon hate stories?
No, He didn't.

1. Did he love stories?
2. What did he know about his grandmother?
3. Did he shout at his grandmother?
4. Did he run away from his grandmother?
5. Did he tell his grandmother a story?
6. Did he sit next to his grandmother?
7. Did he talk to his grandmother?

LESSON SIX

Comprehension

A day in the jungle

Activity

With a partner read about the day of an animal in the jungle. Ask questions while your partner answers the questions. Change roles and let your partner read about another animal. Answer your partner's questions.

Exercise 1: Read the passages below and answer the questions that follow.

The antelope

The antelope was busy yesterday. She jumped from place to place looking for something to eat. This made her tired. She ate some fresh grass and drank water in the afternoon. She moved around looking for a place to rest. She took some rest under a tree.

The lion

The lion didn't get anything to eat the whole day. He chased many animals but

failed to catch any. At midday, he lost hope. He decided to rest in the long grass. Later he got up again and walked around in hope that he would find something to eat. As he approached the river, he saw an antelope sleeping under a tree. He walked slowly towards the antelope.

1. What did the antelope eat?
2. How did the lion spend its day?
3. What did the antelope do at last?
4. Did the lion drink water?
5. Where did the antelope take rest?

Exercise 2: Think of any animal. Describe that animal. Try to imagine how that animal spends its day in the jungle.

LESSON SEVEN

Dialogue

Activity

Read the dialogue and practise it with a partner.

Fanose: Who are the people you were talking to yesterday?

Bogale: They are tourists. They wanted me to show them the Blue Nile Falls.

Fanose: Oh! I see. How did you come to know them?

Bogale: One of them is my friend. We were together at Beshofitu Junior School.

Fanose: Where do they come from?

Bogale: England. They are on holiday here. My friend said that he was happy to return after many years.

Fanose: What other places did they visit?

Bogale: They visited Awash Park and Lake Tana.

Fanose: Did they pay any money to visit those places?

Bogale: Oh yes, of course. They paid in foreign currency. Our government earns a lot of money from tourism.

Exercise 1: Answer questions about the dialogue.

1. What did the tourists want to see?
2. Where did Bogale and his friend meet?
3. Why did the tourists come?
4. What other places did the tourists visit?
5. How does the government benefit from tourism?

Exercise 2: Read the dialogue again and list the regular and irregular verbs used in the text.

B Reading

LESSON EIGHT

A letter from a tourist

Activity 1

In groups of four, rearrange the words in the right order to write a letter from a tourist.

1. Your friend
2. 28 - 01 - 2010
3. I hope to come back during the holidays.
4. How are you these days?
5. David Wambui.
6. Nairobi
7. P.O. Box, 1856
8. I am writing to thank you for the good time I had in Ethiopia.
9. Dear Gebre,
10. Lake Victoria Public School
11. I enjoyed seeing the different wild animals in the national park.
12. I remain.

Exercise 1: Write the letter in your exercise book.

At the National Park

Activity 2

Here is a list of the rules you must follow for the sake of your safety when you visit a national park.

With a partner, discuss the meaning of the safety messages.

1. Ask for guidance from the tour guides.
2. Call for help in case of danger.
3. Be friendly to the animals.
4. Leave the place clean.
5. Don't throw stones at the animals.
6. Don't go near the animals.
7. Don't shout while you are in the park.
8. Don't give the animals food.
9. Don't smoke in the park.
10. Don't go to unauthorised places.
11. Don't steal or kill the animals.

Exercise 2: Design safety messages about using medicine. Write the messages in your exercise book.

LESSON NINE

Comprehension

Activity

Discuss the questions below.

1. Why are large areas of land reserved for animals?
2. What is the importance of wildlife to our country?
3. What attracts tourists to our country?
4. What does an archeologist do?

Tourism

We earn **foreign income** when tourists visit our country to see animals that are not in their countries. This explains why the government has made an effort to create and **preserve** wildlife in national parks where the animals are safe and can be taken care of by trained people.

Sometimes, the people who visit our country are interested in carrying out **research** on the historical background of the people. They dig up **sites** to discover more about the past and lives of the local people. These people are called **archeologists** and they have contributed a lot to the discovery of the history of a country and its people.

Whereas most tourists enjoy seeing the **wildlife** in national parks, others prefer watching the relief and physical features like Lake Tana and Blue Nile falls.

Some of the tourist attractions here include the *Bahar Dar* and *Arbaminch*, wide towns with beautiful palms and flowers. It is important that we conserve our wildlife, culture, historical sites and our environment.

Exercise 1: (a) Using information from the passage, state whether the statements below are **true** or **false**.

1. Government cannot preserve wildlife.
2. There are wild animals in the national park.
3. Tourists bring money to the country.
4. Animals are unsafe in the national parks.
5. There are few tourist attractions in our country.

(b) Give correct answers to the questions below.

1. Where do wild animals live?
2. What efforts has the government made towards protecting wildlife?
3. What is the work of an archeologist?
4. Who are the people who take care of animals in the park?
5. In which ways can tourism create employment?

Exercise 2: Match words in **Table A** with their meanings in **Table B**. These words are taken from the passage on tourism.

A	B
preserve	those who study about things of the past.
sites	money from outside the country.
foreign income	wild animals
research	keep
archeologists	places
wildlife	make a study

C Writing

LESSON TEN

Dictation

Activity 1

Write 10 sentences about animals.
Read the sentences to your friend.
Compare your sentences with your friend's.

Exercise: Your teacher will read to you 10 sentences. Listen carefully and write them in your exercise book.

Survey

Activity 2

In groups, of four or five, discuss an animal that is found in your area. What does the animal eat? What does it look like? Where does it live? What are its special characteristics?

LESSON ELEVEN

Guided Composition

Activity

Fill the gaps with the appropriate words to write a composition. Do the work in your exercise book.

national, bananas, park, study, guides, baboons, interesting, forest

Every year, our teachers organise tours for us. Last year, we went to Awash ..... Park.

Before touring the area, the ..... talked to us about the rules to observe in the national park.

Thereafter, they took us to see the ..... . They were hiding in the ..... . Baboons are very ..... because they don't fear people.

The guide gave them the ripe ..... we had taken for them.

By the time we finished touring the ....., it was very late.

Exercise 1: Read the letter from a tourist in Lesson Eight.
Imagine you are a visitor to Ethiopia from Egypt. Write a letter to your friend in Egypt describing what you saw when you visited Ethiopia.

Exercise 2: Write a letter to a friend. Describe your village to your friend. Do the work in your exercise books.

LESSON TWELVE

Safety messages

Activity

In small groups, discuss messages about ' Safety on the road'. The following phrases will guide you.

road signs, zebra crossing, study, cross, ask for help, safety belt, play along the road, at a bend, behind a parked vehicle.

Exercise: Design a poster about safety on the road.

Example: Cross the road at the zebra crossing. Do not play along the road. Display the poster in your class.

LESSON THIRTEEN

Revision Exercise

A. Make questions from these sentences and write them in your exercise book.

1. The antelope ran away from the lion.
2. The elephant drank all the water.
3. The giraffe ate the leaves on the tree.
4. Yes, the children listened carefully to the story.
5. No, she did not hurt the animal.

B. Complete these sentences in your exercise book.

1. All animals of the jungle chose .....
2. The antelope drank .....
3. The tourists left .....
4. The lion ate .....
5. The snake bit .....

C. Use each of the following words to write sentences in the past simple tense.

tell write go die work

D. Use each of the following words to write questions in the past simple tense.

1. What 2. Did 3. Where 4. When 5. Who

Revision Unit One

Revision Exercise 1

(a) Write down the activities which you carry out during your free time.

(b) Give the correct responses in your exercise book.

1. How do you do?
2. How are you?
3. I am glad to meet you.

(c) Arrange the words to make correct sentences.

1. does in swim how pool the often Ayele?
2. sometimes football volleyball We and play.

(d). Your teacher will organise a debate. The motion will be: “Students should be given more time for free activities at school”. Divide yourselves into two groups: the proposers and the opposers. Debate and make a conclusion on the reasons given by each group.

Revision Exercise 2

(a) Your teacher will read 10 words to you. Listen carefully and write the words in your exercise book.

(b) Rewrite these sentences using the correct form of the words in brackets.

1. The boys (cross) the road now.
2. Gelti (drive) to the park now.
3. I (do) this exercise now.

(c) Answer these questions.

4. What is your teacher doing now?
5. What are the children doing now?
6. What do you do every morning?
7. What does your sister do every Saturday?

(d) Complete these sentences in your exercise book.

8. Our teacher is marking books. He is not .....
9. We are cleaning the compound. We are not .....
10. Mehiret makes furniture everyday. Today .....

Revision Exercise 3

(a) Your teacher will read 10 words to you. Listen carefully and write them down in your exercise book.

(b) Write down 10 items which we find in shops.

(c) Write 5 items which we can count and 5 which we cannot count.

(d) Write these numbers in words: (a) 10 (b) 100 (c) 1000.

(e) Give correct responses to the following.

(i) Can I have some sugar, please?

(ii) May I have some petrol, please?

(iii) Thank you.

(f) (i) What is a shopping list?

(ii) Prepare a shopping list for the items you are going to buy next Saturday.

Revision Exercise 4

(a) Write 5 sentences about the things you like and 5 sentences about the things you don't like.

(b) Give correct questions for the sentences below.

(i) I am sorry, I can't attend.

(ii) Yes, I would like to join you.

(iii) No, I don't .

(iv) Yes, I do.

(c) Make a card inviting a friend to your birthday party.

Revision Exercise 5

(a) Your teacher will read to you 10 words. Listen carefully and write the words in your exercise book.

(b) Write the following numbers in words:

(i) 1000 (ii) 2000 (iii) 3000

(c) Rewrite the sentences using the correct form of the words in brackets.

(i) Ella is the (three) born in her family.

(ii) He hurt his leg as he (run) round the pitch.

(d) Complete the sentences with the correct words.

(iii) He travelled to the city a few days .....

(iv) You should wash your hands .....

(v) There is a flag ..... of the office.

(e) Write down five historical events you know.

Write the dates when those events took place.

Revision Exercise 6

(a) Your teacher will read to you 10 words. Listen carefully and write them down in your exercise book.

(b) (i) Write down 5 animals we may find in a national park.

(ii) Write down 5 domestic animals.

(c) Write down 5 rules a driver should follow to keep safety on the road.

(d) Write correct sentences using the words in the brackets.

(i) The small animals (run) away when they saw the lion.

(ii) We did not count the eggs which the hen (lay).

(iii) We (answer) all the questions the teacher asked.

(e) Give questions to these answers:

(i) Yes, we did.

(ii) No, he didn't.

(iii) The lion was under the tree.

Objectives

In this unit you will:

- describe your school.
- make suggestions for the improvement of your school.

A Listening and speaking

LESSON ONE

Activity 1

Work in groups. Discuss what you see in the picture.



Exercise 1: Answer these questions.

1. Which place is this?
2. Why should the compound be kept clean?
3. What should you do to make your school beautiful?
4. Name any of the common diseases you know.

Listening

Activity 2

Listen to a list of school structures or buildings read by your teacher.

Think of a school of your choice. Describe the physical features around it. Draw a map of that school, name the various features in and around it both physical and man-made.

Remember to give your map a title, a key and a compass direction.

Exercise 2: With a partner, dictate to each other 5 sentences about your school to be written in your exercise book. Compare your sentences with those of your classmates.

LESSON TWO

Grammar: Language practice

Adjectives

Activity 1

Write about a person whom you know. You may use these adjectives: tall/short, fat/thin, smart, clean, kind, rich, or any other of your choice.

Exercise 1: Read the adjectives in Box 1 and match them with the nouns in Box 2.

Adjectives

1

beautiful	clean	dirty	fast	nice
old	quick	short	slow	tall

Nouns

2

lady	classroom	compound	teacher
man	girl	woman	nurse

Activity 2

Write about any animal you know. Use these adjectives:
(long/short, big/small, slow/fast, clean/dirty, dangerous/friendly)

Exercise 2: Read the following sentences and find the adjectives.

1. You must keep the environment clean.
2. She was carrying a heavy bag.
3. Some of the school buildings are old.
5. There are a few thin girls in our class.
6. Our teachers are always kind.
7. An ostrich is a huge bird.

Exercise 3: Copy the sentences above in your exercise book and **underline** the adjectives. Form sentences with the adjectives you have underlined.

Grammar highlight:

An adjective is a word used to describe a noun or pronoun.
Example: A nice house. A beautiful lady.

LESSON THREE

The Present Simple Tense

Activity 1

With a partner, discuss the following questions. Write the answers in your exercise book.

1. Where do you live?
2. What do you do everyday?
3. Which games do you play at school?
4. Which subject do you enjoy the most?
5. When do you clean the school compound?
6. What do you use to sweep your classroom?

Exercise 1: (a) Complete the text below with the verbs.

loves	come	has	is	works	lives	takes

Boren _____ 25 years old. She _____ in Jenka, SNNP. She _____ hard as a farmer from Monday to Friday, but she _____ items to the nearby market on Saturday and rests on Sunday. She _____ no time to waste during the week

days. She _____ to tell stories to children on Sunday. Many children from the village _____ to her home early on Sunday.

(b) Read what Boren says about herself and fill in the gaps with the correct verbs.

work	have	take	go	am	live	love

I _____ young and I _____ in a beautiful place called Tenka. I _____ five days in a week on the farm, from Monday to Saturday and rest on Sunday. I _____ very limited freetime on Sunday. During my freetime I _____ to tell stories to children.

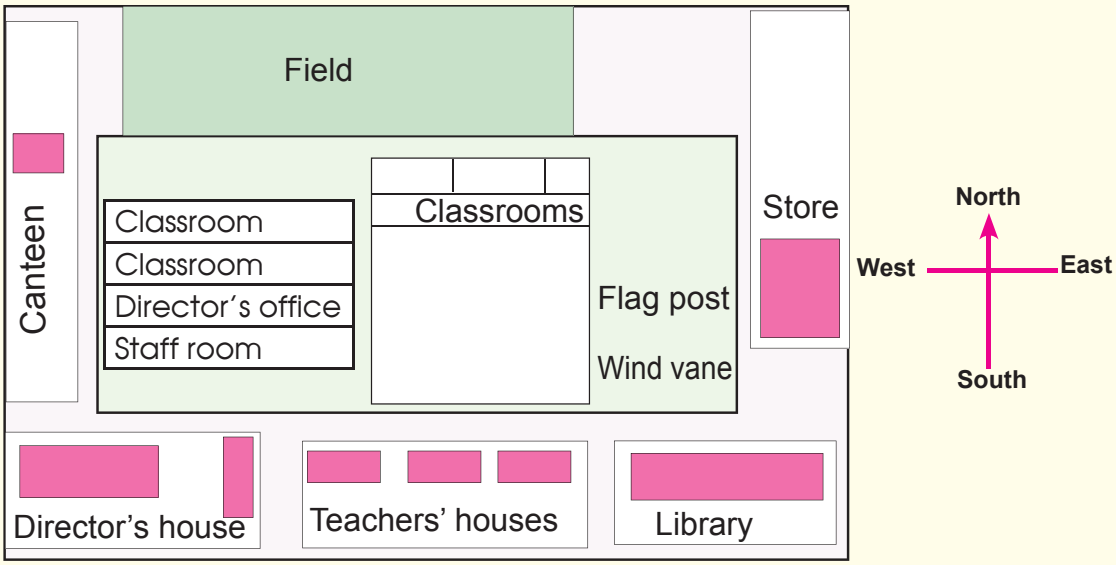
LESSON FOUR

My school

School map

Activity 1

Look at the map below. Where do the following activities take place? games, teaching, staff meeting, buying something to eat, reading?



Exercise 1: Answer the questions about the school map. Write the answers in your exercise book.

1. In which direction is the library from the flag post?

2. What lies to the west of the teachers' houses?
3. In which direction is the canteen from the director's house?
4. What can you see north of the staff room?
5. In which direction is the wind vane from the library?
6. If you stand in the field, which is farther; the staffroom or the canteen?

Drawing

Exercise 2: Draw a picture of your school compound. Describe the location of your school in terms of what one can see if someone came to tour the school.

LESSON FIVE

Using: My school has .../How many ...?/There is/are ...

Dialogue

Activity 1

With a partner, take turns to be Gadise and Robera.

Gadise : Robera, this is my school.
Robera : It is beautiful. How many buildings are there?
Gadise : There are over six buildings.
Robera : What is that building over there?
Gadise : It is our library.
Robera : What do you do in the library?
Gadise : We go there to read books.
Robera : Is there a canteen in your school?
Gadise : Yes, there is. It is behind the Director's office.
Robera : Can you take me there?
Gadise : Yes, of course. What are you going to buy?
Robera : I want to buy two loaves of *ambasha*, one for you and one for me.
Gadise : Thank you very much.
Robera : You're welcome.

Exercise: Look at your classroom carefully. Describe what you can see in your classroom.

Activity 2

With a partner, act either as a guide or as a visitor to the school. As a guide describe the school and as a visitor ask questions that are expected from you.

LESSON SIX

Future plans

Using: What are / is ... going to do ...?

It is good to talk about what you are going to do next. We may use **is** / **are ...ing** to talk about the future.

Activity

Give a list of activities you are planning to do next week.
Compare them with a partner.
Which activities are you going to do at the same time?

Exercise 1: Read Hadas' work plan for next week.

	Monday	Tuesday	Wednesday	Thursday
Morning	clean the compound	visit the dentist		go to the bank
Afternoon	go shopping	attend a meeting	clean the house	go to her friend's birthday
Evening	water the flowers		bake bread	write a letter

Work in pairs and ask each other what Hadas is going to do.

Example: A. What is she going to do on Monday in the morning?

B. She is going to clean the compound.

Exercise 2: Answer the questions below.

1. What are you going to do when you grow older?
2. What are you going to do next holidays?
3. What are you going to do when you visit the game park?
4. What are you going to do when you find the classroom dirty?
5. What are you going to do when your neighbour asks for help?

LESSON SEVEN

Using: Why don't you ...? / You should ... / Let's ...

Activity 1

In groups of four discuss the following question and sentences.

1. (a) We need new windows for the staffroom.
   (b) Why don't you buy new windows for the staffroom?
   (c) You should buy new windows for the staffroom.
   (d) Let us buy new windows for the staffroom.

Exercise 1: Write questions and statements using the verbs in brackets. Do the work in your exercise book. Use the format in the activity box above.

Example: We need a school tailor. **(employ)**

(i) Why don't you employ a school tailor?
(ii) You should employ a school tailor.
(iii) Let's employ a school tailor.

1. We need a school van. **(buy)**
2. We need a fence around the school. **(put up)**
3. We need a school nurse. **(get)**
4. We need a new domitory. **(build)**
5. We need assistance from the director. **(ask for)**

Using: The ... is / are ..., so ...

Read these sentences.

1. The play ground is bushy, so we are going to slash the grass.
2. The flowers are withering, so we are going to water them.

Activity 2

Work with a partner. Practise the language pattern. You may begin a sentence and your partner will complete it.

You: The compound is dirty .....
Partner: ..... so we are going to clean it.

Exercise 2: Form correct sentences from the table below.

The walls are dirty	so we are going	to buy a new one.
The classroom is untidy		to paint them.
The van is old		to take them to the doctor.
The students are sick		to sweep it.

Exercise 3: Complete these sentences using **so**. Do the work in your exercise book.

1. My children are tired, ---------
2. The head teacher is away, ----------
3. His parents are coming to visit us, --------
4. Our new classroom block is ready, --------
5. The hoes and slashers are in the store, ------

B Reading

LESSON EIGHT

School Activities

Activity 1

In groups of five, walk around the school compound. Name the different buildings you can see. Describe the activities that take place in those buildings. Your teacher will guide you.

Activity 2

Together with a partner, discuss the different school activities. Why is it important to participate in some of them?

(a) working in the school garden.

(b) collecting handicraft materials
(c) doing and completing home work
(d) singing and dancing
(e) reciting poems

Exercise: Use **You should ...** to form sentences about the school activities in the table above.

Example: You should sing and dance.

LESSON NINE

Activity 1

In pairs, talk about the common problems in your school. What can you do to help solve them?

Dialogue

Activity 2

Take turns to be Director and Chairperson.

Improving the school

Director : You are welcome, Chairperson. Good morning, Sir.
Chairperson : Good morning, Madam. May I know how you are planning to improve our school?
Director : First of all, I am going to paint the whole school.
Chairperson : That is a good idea because all the walls are dirty.
Director : I also plan to buy more books for the library.
Chairperson : We shall be grateful. It will encourage our students to study harder.
Director : Lastly, I plan to buy more furniture and also start a poultry farm for the school.
Chairperson : I am happy with all your plans.
Director : Thank you, sir.

Exercise: Answer the questions below based on the above dialogue.

1. What time of the day did the director and chairperson meet?
2. Why did the chairperson want to meet the director?
3. Describe the director's plans to improve the school.
4. How may the director's plans raise the school standards?
5. Why do you think the chairperson was happy with the director's plans?
6. If you were the director what would you do?

LESSON TEN

Comprehension

Activity

In groups of five, discuss the status of your school. Suggest how it can be improved in future.

A Report from the Director

Exercise 1: Read the report and answer the questions that follow.

Dear parents and guardians.

As you know, the number of children in our school has increased from three hundred to five hundred. That is one of the reasons why we have to plan for the improvement of the school.

The school walls are dirty; they need painting. The library books are not enough. It is necessary to put aside some funds to buy extra books. This will help our children improve on their **performance** in class.

All the children need to have lunch at school. Some children come to school on **empty stomachs**. We are planning to begin preparing lunch for our children. We intend to give **remedial** lessons to those learners who have learning problems.

We are planning to open up a poultry farm to **boost** our school's income.

Thank you for your attention.

1. Why are school meetings important?
2. Why should plans be made to improve schools?
3. What is the Director planning in order to improve the school?

4. When may school standards drop?
5. How can a poultry farm help in improving the school income?

Exercise 2: Match the words in Table **A** with their meanings in Table **B** as they are used in the passage.

A	B
present	work
empty stomach	increase
performance	give
remedial	hungry
boost	helping

C Writing

LESSON ELEVEN

Guided composition

Activity

With a partner, complete the composition with correct words from the box to fill each space.

cleaning supervise assembly beautiful less administration rubbish eight

My name is Angela. I go to Ewket Chora Junior School. It is a big school with _____ buildings.

Each class takes part in the _____ of the school. The upper classes, Grade six, seven and _____ clean the front and rear part of the _____ block. This is where the administrators sit.

The middle classes clean the _____ ground. We have our assemblies there every Tuesday morning.

The lower classes do _____ work. They only pick _____ near their classrooms. The prefects _____ us when we are working.

Exercise: Write a paragraph of about 10 sentences describing your school.

LESSON TWELVE

Vocabulary network

Activity

Find the words in **B** which fit best under the four categories in **A**. Do the work in your exercise book.

Example: Buildings: store etc.

A	B			
buildings	tailor	volley ball	nurse	football
games	work	staff room	sing	office
activities	tables tennis	netball	parent	learn
people	classroom	write	store	library
	athletics	priest	bursar	pupils
	collect	slash	teacher	

Exercise: Form correct sentences using the following words.

(i) store (ii) athletics (iii) sing (iv) nurse (v) library

LESSON THIRTEEN

Activity

Form groups to discuss Senait's Diary.

Monday : I will plant grass in the school compound.
Tuesday : I will mop our class.
Wednesday : I will write a composition about keeping our school clean.
Thursday : I will play volleyball with friends.
Friday : I will learn how to bake cakes.
Saturday : I will visit my aunt.
Sunday : I will go to church to pray.

Write your plans for next week and then compare them with Senait's plans.

Exercise 1: Write a personal diary for a month. Show your plans for next week. Talk about your plans using **I am going to**.

Exercise 2: Imagine you are the director of your school. Write a paragraph suggesting what you would do to make the school more beautiful.

Objectives

In this unit:

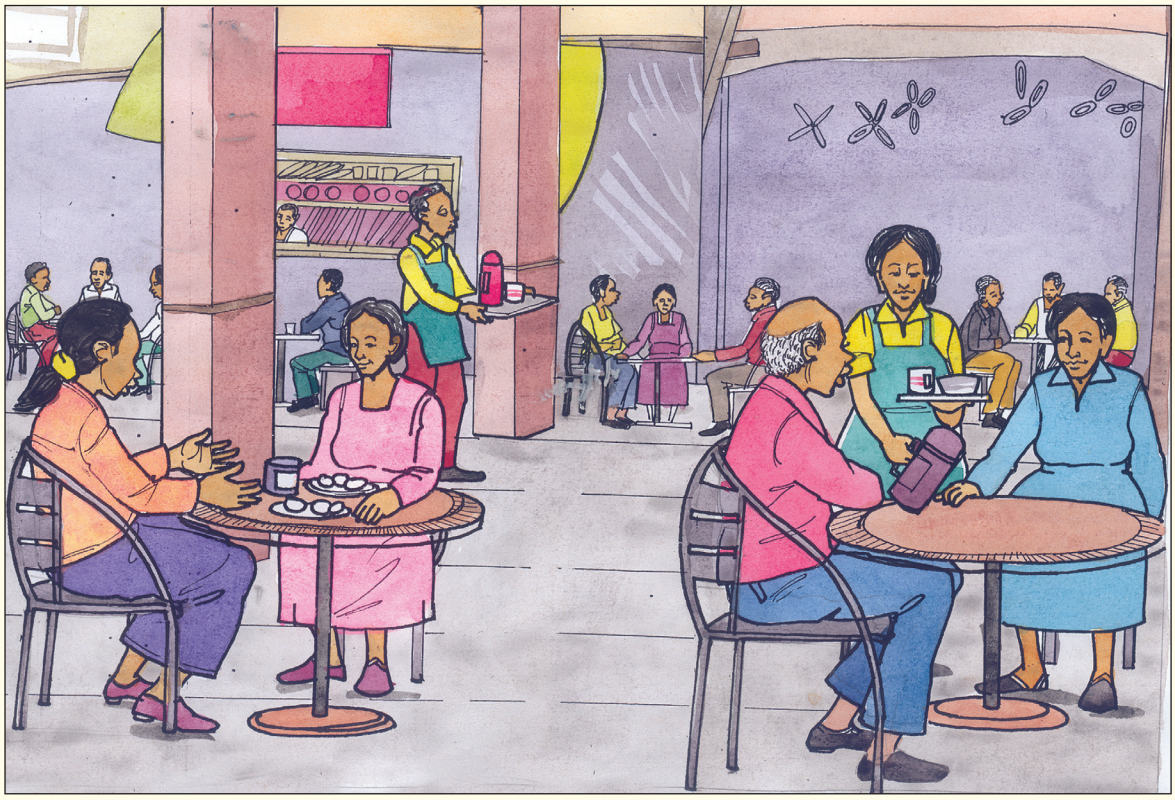
- you will describe the process of preparing tea, coffee, food etc.
- you will also talk about the different dishes and explain how they are prepared.

A Listening and speaking

LESSON ONE

Activity

Work in groups. Discuss what you see in the picture.



Exercise 1: Have you ever been to a café? What did you do there? What do you call people who serve in a café?

Exercise 2: Match the orders in **A** with the responses in **B**.

A	B
Would you like some bread?	Yes, of course, here you are.
How would you like your coffee?	No, thank you.
Could I have a glass of water, please?	Black, no sugar, please.

LESSON TWO

Listening

Activity

A. In a group, give instructions to one another on how to make a cup of tea.
Mime the actions as your partners give the different steps.
Write the instructions and read them to your partners.

B. Your teacher will read to you sentences about preparing fried potatoes.
Listen carefully and write the sentences in the correct order.

Exercise: Complete the conversation in a café.

A: Good morning.

B: Good _____. Can I have a _____ please?

A: Yes, _____. Anything _____?

B. No.

LESSON THREE

Vocabulary practice

Activity 1

Form groups to study the recipe below and discuss the igredients.

7 soup spoonfuls of cooked barley flour
500 ml of boiled water
2 teaspoonfuls of butter
$\frac{1}{3}$ teaspoon of hot pepper

What are the ingredients? What are the activities?

Activity 2

Prepare the recipe for your favourite food from your locality.

Exercise 1: Form sentences using the words below.

add	bake	cut	heat	measure	mix	pour	press	push	put	stir	taste

Exercise 2: Read and draw pictures of the different stages below.

1. Make a fire.
2. Pour water into a kettle.
3. Put the kettle onto the fire.
4. Boil the water in the kettle.
5. Put tea and sugar into cups.
6. Put the hot water into the cups.
7. Stir the mixture.
8. Taste the tea.
9. Put the cups of tea on the dining table.
10. Invite people to come and take tea.

B Reading

LESSON FOUR

Grammar: Language practice

Using: How does...

Activity

In groups of four, describe how Fetya bakes a cake.

Ingredients that are used in baking cakes are

- sugar
- baking flour
- lemon
- baking powder
- eggs
- milk
- margarine

Procedure:

1. Mix sugar with margarine.
2. Add eggs.
3. Add baking flour and powder.
4. Add some little water to make the dough.
5. Add the grated lemon peel.
6. Put the mixture in containers.
7. Warm the oven and put the dough inside.

Exercise 1: Write five sentences to describe the process of making a cake and preparing any snack at your home.

Exercise 2: List two traditional foods in your area.

A. Prepare the list of possible ingredients for the traditional foods.

B. Discuss the activities to be performed in preparing the traditional foods.

C. Write the procedure for the preparation of one of the traditional foods.

LESSON FIVE

Preparing tea

Activity

In groups, explain different processes of preparing dishes. Let the rest of the group guess what the process is.

How does Fetya prepare tea?

Exercise: Look at the following pictures and put them in the right order. Write a paragraph describing the process of preparing tea.

(a)



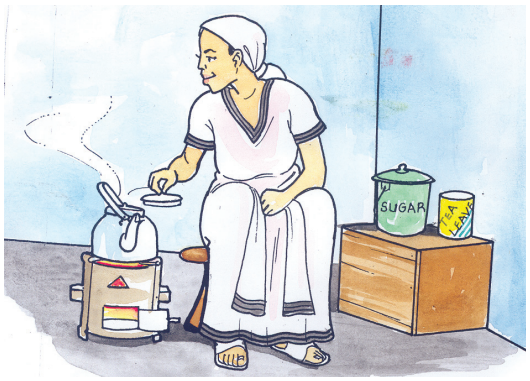
(b)



(c)



(d)



(e)



LESSON SIX

Using: First ... Next ..., then ... After that ..., Finally

Activity

With a partner study and discuss how Fetya prepares tea.

First, she boils water in a kettle. Next, she puts tea leaves and sugar in a cup, then she pours hot water into the cup. After that, she stirs the mixture. Finally, she puts the cup of tea on the dining table. How do you make tea?

Exercise: Read the activities below and arrange them in the correct order. Write the activities in your exercise book.

Example: What should you do when you want to post a letter?
(Fold the letter/take it to the post office/put the letter in an envelope/ write the adress on the envelope/seal it.

First, write the letter. Next, fold the letter, then put it in an envelope. After that, seal the envelope. Finally, take the letter to the post office.

A What happens during an examination?
(Read the instructions/hand in the paper / open the paper/get the question paper/write the answers.)

B How does a carpenter make a table?
(He cuts the timber into pieces, he polishes the table with varnish, he makes the planks smooth, he buys timber, he joins the pieces)

C What happens during a fundraising function?
(People buy items/The master of ceremonies announces the amount of money raised/people gather at a venue/people collect items/the treasurer keeps the money).

LESSON SEVEN

Dialogue

Activity 1

Practise the dialogue with a partner. Take turns to be Lemessa and Abdella.

Lemessa : Have you prepared tea for the guests?
Abdella : Not yet. I am waiting for mum to do it.
Lemessa : I can help you prepare the tea.
Abdella : Do you know how to prepare it?
Lemessa : Yes, I do.
Abdella : Who taught you how to make tea?
Lemessa : My mum taught me. I observe as she prepares tea.
Abdella : How does your mum prepare tea?
Lemessa : First, she boils the water. Next, she puts tea and sugar in a cup, then ...
Abdella : I am sure you can prepare good tea.

Activity 2

In groups of four or five students, explain the process of preparing something to eat or drink in your home. Mention the first step of the process. Let the next student mention the second step, and so on until the last student mentions the final step. Share with the class what your group has prepared.

Activity 3

Give simple instructions that your friends can perform.

Example: Cut two slices of bread, spread butter on each side, cut a ripe tomato into thin slices. Place the tomato slices side by side on each buttered side of the bread. Put the two bread slices together and press hard. What have you made?

Exercise: Write a set of instructions on how to make a dish of your choice.

LESSON EIGHT

Comprehension

Activity 1

Pre-reading questions: Discuss the questions in groups of five.

1. What is your favourite dish?
2. How do you prepare it?
3. How long does it take to prepare it?

Exercise: Read the passage and answer the questions.

Doro wot

Doro wot is one of the favourite dishes in Ethiopia. It is made of chicken, butter, onions, spices, pepper and eggs.

To prepare *Doro wot*, first, the chicken is slaughtered. Then it is put into hot water to remove the feathers, skin and other unwanted parts.

This is to prepare the chicken for cooking. Another pre-hand arrangement is to cut the chicken into 12 parts.

You need a considerable amount of onions to make good taste. The exercise of cutting the onions takes time as you have to cut small slices. When everything is ready, the chopped onions are cooked for a long time with red pepper and butter.

A person who cooks *Doro wot* should be very patient to stir the onions by adding butter or oil until the colour of the onions becomes brown.

Next, pieces of chicken, which are usually washed repeatedly, are put into the pan and cooked for 3-4 hours on average.

Finally, when it is ready, it is served to the guests or family members. *Doro wot* is such a special food that is usually prepared on special occasions.

1. *Doro wot* is the _____ people like most in our country
   (a) flood (b) food (c) farm (d) choice
2. *Doro wot* might take _____ hours to prepare.
   (a) 3 - 5 (b) 5 - 3 (c) 3 - 4 (d) 3 - 6
3. The chicken is dissected into _____ parts.
   (a) 21 (b) 14 (c) 12 (d) 22.
4. Another word to mean chop is _____
   (a) chalk (b) cook (c) cover (d) cut
5. List the ingredients that are used to prepare *Doro wot*. Explain the procedure.

C Writing

LESSON NINE

Dictation

Activity

Let each of you mime a process infront of the class until your classmates guess the process you are miming.

Exercise: Your teacher will dictate to you 10 words and 10 sentences.

Listen carefully as the teacher reads the words and sentences. Write the words and sentences in your exercise book. Compare your work with that of any of your classmates.

LESSON TEN

Guided composition

Activity

With a partner, find the correct words from the box to complete the paragraph.

Kitfo	first	then	taken	with	
meat	next	pepper	finally	eaten	make

Kitfo is a type of food made of ground ..... It is ..... with a bread-like

type of food called 'Qocho'. In preparing 'Kitfo', ... choose red meat to ..... sure it will be good for 'Kitfo'. ..... grind the red meat into manageable size to be ..... as 'Kitfo'. ..... prepare special spices, butter and pepper. ..... mix up the ground meat ..... the spices, butter and ..... The ..... is now ready to be eaten with 'Qocho'.

Exercise 1: Write the paragraph in your exercise book.

Exercise 2: Write a paragraph describing how to make a typical dish of your own choice. Compare your paragraph with that of your partner.

LESSON ELEVEN

Writing and drawing

Exercise 1: In your exercise book, write a simple guide, explaining to a foreigner how to make the following:

(a) Ethiopian tea (b) Ethiopian coffee (c) bread.

Draw pictures for each of the steps.

Dialogue

Exercise 2: Use your own words to complete the dialogue in pairs.

A: Hullo, What are you ...?
B: I am ....
A: Please explain to me how porridge ....
B: Ver easy. First you ... next ....

LESSON TWELVE

Activity

My best dish

In groups of five, talk about your best dish. Describe the process of preparing your best dish to your groupmates.

Exercise: From the discussion with your group members, write the process of preparing two other common dishes in your area. Explain the process to your class.

LESSON THIRTEEN

Revision Exercise

A. Spelling: Rearrange the letters to write correct words in your exercise book.

1. xim 2. roup 3. suph 4. kabe 5. steta

B. Rearrange the words to form correct sentences

1. teacher's Listen explanation the to.
2. all Follow the carefully instructions.
3. in order the Put pictures the correct.
4. to tea I how prepare know.
5. answers Write in all ink the

C. Use the correct form of the words given in the brackets. Do the work in your exercise book

1. You must ..... the tea before serving it. **(sieve)**
2. Denis ..... any sugar in his tea. **(put)**
3. Henry sometimes ..... tea at school. **(miss)**
4. Hellen always ..... thin slices of bread for his brother. **(cut)**
5. Abeba ..... food using a fork every day. **(eat)**

D. Rewrite these sentences as instructed in the brackets.

1. There is some milk in the flask. **(Begin: Is .....?)**
2. This is the girl. She served the guests. **(Join the sentences using who).**
3. Paul was preparing tea. Amina was preparing porridge. **(Begin: While .....)**

E. Rewrite the sentences giving a single word for the words in bold.

1. The girls are having their **morning meal**.
2. The **man who serves customers at the restaurant** gave us some food.

objectives

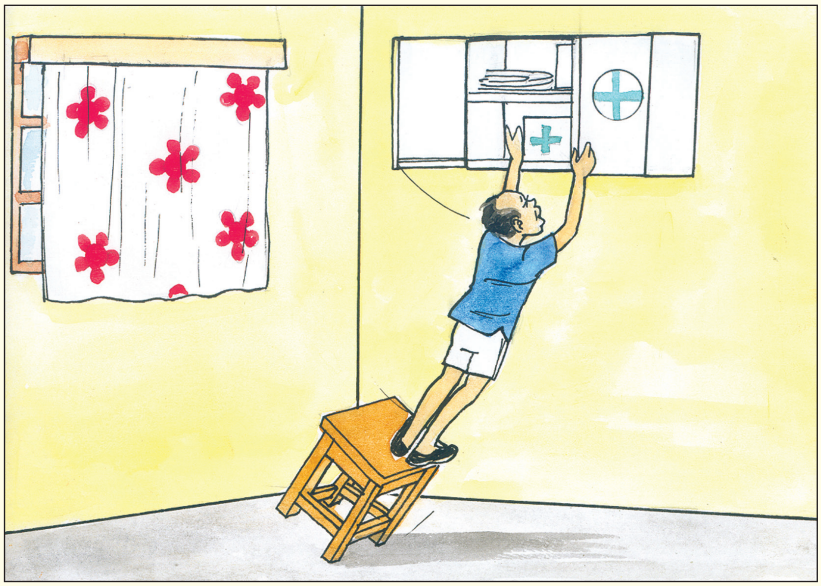
In this unit, you will:
- talk about common dangers.
- discuss safety rules to avoid those dangers.

A Listening and speaking

LESSON ONE

Activity

With a partner, discuss what is happening in the picture



Exercise 1: Answer these questions.

1. What is the boy doing?
2. Where is the medicine?
3. Describe the danger you see in the picture.
4. How can we avoid such danger?

Listening

Exercise 2: Your teacher will read to you a poem about **what is safe**. Listen carefully and answer the questions below.

1. What are some of the things used in a home according to the poem?
2. Give examples of materials that should be kept away from children.

3. What do you understand by the phrase a live wire?
4. How should a person be careful?

LESSON TWO

Word practice

Activity

Discuss the meaning of the sentences with your partner.

1. Mother advises me to keep my young brother away from **hot water**.
2. The teacher told us to **pick up** all the rubbish.
3. Bekele suffered from rabies after a **dog-bite**.
4. People should **clear** the **bushes** around their homes.
5. We **collected** the **broken pieces of glass** and threw them into the **pit**.
6. You will **bleed** if you cut yourself with a razor blade.
7. Kefyalew got a **shock** when he touched a live electric wire.
8. Tami has a **wound** on her leg because she was bitten by a dog.

Exercise: Use the correct form of the words in brackets. Write the sentences in your exercise book.

1. If you had left the poison in the sitting room, the children would have **(drink)** it.
2. He got **(bruise)** on the cheek when he was slapped.
3. The broken bottle has **(cut)** my finger.
4. Have you **(throw)** the expired medicine away?
5. A thorn pricked me and I **(bleed)**.
6. Acid is a very **(danger)** liquid.
7. Nemomessa was **(burn)** with hot water.
8. Mesfin got an electric **(shock)** when he touched a live wire.

LESSON THREE

Grammar: Language practice

Using: must

Activity 1

In groups, look at the following traffic signs and discuss what each sign means.

Example: You must cross the road at a zebra crossing.



Activity 2

Discuss some of the problems in your school and suggest possible solutions.

Study these sentences.

- Throw all broken glass into a pit.
- You must throw all broken glass into a pit.
- Keep the wound well dressed in order to keep flies away.
- You must keep the wound well dressed in order to keep flies away.
- Give first aid to accident victims.
- You must give first aid to accident victims.

Exercise: Make sentences using **must**. Write the sentences in your exercise book.

Example: Never forget to wash your hands after visiting the latrine.

(a) Wash your hands after visiting the latrine.

(b) You must wash your hands after visiting the latrine.

1. Hot liquids must be kept away from children.
2. Pit latrines must always be covered.
3. Remember to get immediate help if a snake bites you.
4. Acid and poison must be kept away from children.
5. Remember to handle sharp objects with care.

LESSON FOUR

Using: Do not ... / ... mustn't ...

Activity 1

With a partner, discuss the meaning of the sentences.

- Do not put clothes near fire.
- You mustn't put clothes near fire.
- Do not drink from broken glasses.
- You mustn't drink from broken glasses.
- Do not carry hot things with bare hands.
- You mustn't carry hot things with bare hands.
- Do not play with sharp objects.
- You mustn't play with sharp objects.

Activity 2

Ato Abera recorded a number of accidents that occurred in various homes in Chancho Village last year. These are some of the causes of the accidents he identified. Discuss them in groups.

1. Burning candles were left near clothes.
2. Poison was kept within the reach of children.
3. Pits were covered with soft wood.
4. Broken glass was left lying around.
5. Long grass was left to grow around homes.
6. Some parents left their children on their own in the house.
7. Children played with sharp objects.
8. There was stagnant water in the trenches.
9. People walked barefooted in the bush.

Exercise 1: Study Ato Abera's findings and give solutions to each of the above causes.

Examples:

1: (a) Do not cover pits with soft wood.
(b) You mustn't cover pits with soft wood.

2. (a) Do not walk barefooted in the bush.
   (b) You mustn't walk barefooted in the bush.

Exercise 2: Write different ways of keeping safe at home.

LESSON FIVE

Numbers

Thousands

Activity 1

In a group, study these numbers in figures and words:

(a) 4,000 = Four thousand	(h) 10,000 = Ten thousand
(b) 6,000 = Six thousand	(i) 30,000 = Thirty thousand
(c) 7,000 = Seven thousand	(j) 50,000 = Fifty thousand
(d) 9,000 = Nine thousand	(k) 80,000 = Eighty thousand
(e) 5,000 = Five thousand	(l) 100,000 = One hundred thousand
(f) 8,000 = Eight thousand	(m) 200,000 = Two hundred thousand
	(n) 450,000 = Four hundred fifty thousand

Exercise 1: (a) Write these figures in words.

(a) 3,000	(b) 4,000	(c) 6,000
(d) 8,000	(e) 10,000	(f) 770,000

Millions

Read these numbers

1,100,000 = One million one hundred thousand.
2,300,000 = Two million three hundred thousand.
3,700,000 = Three million seven hundred thousand.

(b) Say these numbers. Write them in your exercise book.

(a) 4,000,000	(b) 6,000,000	(c) 9,000,000
(d) 10,000,000	(e) 8,450,000	(f) 5,230,000

Activity 2

With a partner, dictate and write down numbers.
Dictate numbers and change roles as your partner writes them down.

Exercise 2: Answer the following questions.

1. About how many people live in your local town?
2. About how many people live in your region?
3. What is the population of Ethiopia?

LESSON SIX

The present simple tense

Activity 1

Read the following paragraph about what Tenkir does everyday and answer the questions that follow.

Tenkir is a shopkeeper, a barman, a taxi driver and a student. He lives and works in Addis Ababa. On week days, he wakes up at 6.00 a.m. and drives children to school at 7.00 a.m. At 8.30 a.m. he goes to the market to help his sister in her shop. At 1.30 in the afternoon, he assists his brother in the coffee bar. At 5.00 p.m. he collects school children and goes to his school for evening classes. He is in Grade 5 now.

Exercise 1: Answer the following questions.

1. Where does Tenkir live now?
2. How many jobs does he have?
3. What does his sister do?
4. Complete the following table about Tenkir.

Time	Activities
6.00 a.m.	
7.00 a.m.	
8.30 a.m.	
1.30 p.m.	
5.00 p.m.	

Exercise 2: Read the text again and identify the verbs. Use them in sentences about yourself.

Example: I am a student, I leave home at 7:30 a.m.

Activity 2

Describe the different jobs and activities people do in your community.

Exercise 3: Match the jobs in A with the activities in B and write sentences.

Example: A farmer plants crops.

A	B
A farmer	looks after people in hospital.
A nurse	writes for a newspaper.
A lawyer	assists the doctor in hospital.
A doctor	plants crops.
A jounalist	helps people in court.

LESSON SEVEN

The past simple tense

Activity

Do you remember what you did in Grade four? Write down at least five things you did in Grade four.

Example: I visited the library for the first time etc.

Give your sentences to your friend. Let your friend give you his/her sentences.

Write possible questions for your friend's sentences.

Example: Sentence: I reported to school with my sister.

Question: With whom did you report to school?

Work in pairs and discuss the difference between your sentences and your friend's questions.

Exercise: Write five sentences about your childhood in the past tense. Change the sentences into questions.

LESSON EIGHT

Using : Can / Could / Would you ... please?

Activity 1

With a partner, study and discuss these requests. How do they differ?

1. Can you give us medicine, please?
2. Could you give us medicine, please?
3. Would you give us medicine, please?

What will you say if you want someone to throw the broken glass into the pit?

1. Can you throw the broken glass into the pit, please?
2. Could you throw the broken glass into the pit, please?
3. Would you throw the broken glass into the pit, please?

Exercise 1: Make requests from the table.

Can Could Would	you	boil our drinking water, cover the latrine, keep the medicine away from children, draw the water from the pond,	please?

Exercise 2: Make requests from the orders.

Example : Build a fence around the house.

(a) Can you build a fence around the house, please?

(b) Could you build a fence around the house, please?

(c) Would you build a fence around the house, please?

1. Dispose all waste materials .
2. Clear the bush around the house.
3. Keep sharp objects away from children.

Dialogue

Activity 2

Practise the dialogue with your partner.

Endale's Wound

Tigistu : Endale, sorry about the pain you're in.

Endale : Never mind, I'll get better soon.

Tigistu : Tell me, how did you hurt yourself?

Endale : I stepped on a broken piece of glass as I was playing with my sister in the compound yesterday.

Tigistu : You have shoes, don't you?

Endale : Yes, I do but I was not wearing them.

Tigistu : You ought to wear your shoes always.

Endale : I'll be more careful next time. If I had put on my shoes, I wouldn't have got my foot cut so badly.

Tigistu : I wonder who threw the broken pieces of glass in the compound!

Endale : I think it was the housekeeper.

Tigistu : That was very careless of him. He should have put the broken glass in the dustbin.

Endale : Indeed, he should have.

Tigistu : Who helped you out?

Endale : My father did.

Tigistu : How did your father stop the bleeding?

Endale : He tied the wound with a clean piece of cloth. He then took me to a nearby health centre.

Exercise 3: Imagine you are a Students' Council leader. Talk to the students about the precautions that they must take in order to avoid accidents in their schools.

B Reading

LESSON NINE

Designing posters

Activity

In a group of five, study and discuss the posters.

Exercise 1: Answer the questions.

(a) What are the posters about?
(b) What danger is rat poison likely to cause?
(c) Suggest a place where poison should be kept in the home.
(d) In your opinion, when should we cover the latrine?
(e) Where would you place this poster?
(f) What is likely to happen when we do not cover the latrine?

There is rat poison in the bottle, keep away from children. Poison KILLS instantly.



Remember to cover the latrine after using it.





Exercise 2: Design safety message posters for the following:

(i) Pieces of broken glass
(ii) Hot objects
(iii) Sharp tools
(iv) Uninsulated electric wires

Display the posters in your classroom.

LESSON TEN

Comprehension

Activity

Discuss the following:

1. What are the possible dangers of walking in the bush?
2. How are snakes dangerous?
3. Describe what you should do to avoid possible dangers at home.

Exercise 1: Read the passage and answer the questions that follow.

Ahmed's bad day

One day, Ahmed was alone at home. He was bored so he decided to go to his neigbour's house to eat mangoes with his friends. As usual, they climbed the tree to pick the ripe **juicy** mangoes.

As they were **enjoying** the mangoes, Ahmed saw a snake on one of the branches. "A snake!" he shouted. All his friends **hurriedly** climbed down the tree.

Unfortunately, Ahmed did not climb down fast enough. The snake started moving towards him.

His friends **gathered** stones and helped by throwing them at the snake. But as they did so, one of the big stones hit Ahmed on the head. It was painful. Ahmed cried helplessly.

When he realised that the snake was about to bite him, Ahmed simply jumped down and **landed** on sharp thorns. What a bad day it was for Ahmed!

1. Why do you think Ahmed was bored?
2. What did Ahmed do when he saw the snake?
3. How did Ahmed's friends help him?
4. How did Ahmed escape from the snake?
5. What mistake did Ahmed's friends make?
6. What do you personally learn from the story?

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

A	B
juicy	collected
enjoying	with juice
hurriedly	fell
gathered	quickly
landed	eating

C Writing

LESSON ELEVEN

School rules

Activity

Do you have classroom rules at your school? How do they help you?

Here is a list of classroom rules.

Discuss the rules with a partner. Add more rules to complete the list and post it in your class.

1. You must attend all lessons.
2. You must wear a school uniform.
3. You must respect your teachers, the non teaching staff and your fellow students.
4. You must not escape from class.
5. You must not use bad language.

Safety on the road

Exercise: In your exercise book, complete the sentences to write a poster on road safety regulations. Use the words given below.

vehicle	driving	overspeed	signs	time to time	drunk
road	faulty brakes				

1. Study the road .....
2. Use seat belts while .....
3. Drive on the right hand side of the .....
4. Maintain your ..... and check it from .....
5. Reduce music or any other noise in the .....
6. Do not use mobile phones while .....
7. Do not drive a vehicle which has .....
8. Do not drive if you are .....
9. Do not .....; speeding kills.

LESSON TWELVE

Guided Composition

Activity 1

In a group, read and re-arrange the sentences to write a good story about Anketse and Merid in your exercise book.

1. Anketse heard the warning.
2. Since that day, Anketse has been a very careful baby-sitter.
3. When Merid's mother got home, she found her child bleeding.
4. She promised never to be careless again.
5. The razor blade had been left on a stool by Anketse, the baby-sitter.
6. The cloth helped to stop the bleeding and soon Merid was out of danger.
7. Merid was bleeding because he had cut himself with a razor blade.
8. She warned her never to leave dangerous objects in places within a child's reach.
9. After promising not to be careless again, she tied Merid's wound with a clean piece of cloth.
10. Merid's mother was angry with Anketse because she was careless.

Exercise 1: Write a good story about Anketse and Merid. Read the story to your classmates.

Activity 2

You sometimes go to different places. Discuss with your friends the rules you should observe in those places.

Place	Safety rules
garden	
swimming	
market	
library	
on the road	

Exercise 2: Write the rules in your exercise book.

LESSON THIRTEEN

Revision Exercise

A: Use the correct form of the words in brackets to complete the sentences in your exercise book.

1. Acid is very **(pain)** if it drops on your skin.
2. When he stepped on the thorn, he **(bleeding)** so much.
3. Boys are busy **(collect)** rubbish.
4. The boy **(fall)** down the steps and sprained his ankle.
5. A thorn **(prick)** Musa as he walked through the forest.
6. “Have you **(dispose)** of all the rubbish?” mother asked me.
7. My sister was **(bite)** by a snake as she walked in the garden.
8. Walk **(careful)** or you will be cut by broken glass.
9. The sharp razor blade **(cut)** me as I was grooming my nails.
10. The housekeeper was careless. She **(burn)** down the kitchen.

B: Rewrite the sentences in your exercise book as instructed in the brackets.

1. Do not put a candle near clothes. **(use never)**
2. That is the girl. She cut herself with a knife. **(use who)**
3. You must wash your hands before eating.
   (Rewrite as a question beginning: What will happen ...?)
4. What must be done after using gas cookers and cylinders?
   (Answer the question using turn off properly)

C: Answer the questions.

1. Why should people clear the bushes around their homes?
2. What will happen when a burning candle is left near hanging clothes?
3. Why must we keep poison away from children?
4. What may happen if you fall into a ditch?
5. Why should children sleep under mosquito nets?
6. How dangerous is a broken glass?

Unit 10: Who is your nephew?

Objectives

In this unit you will talk about your family and describe the people in your family.

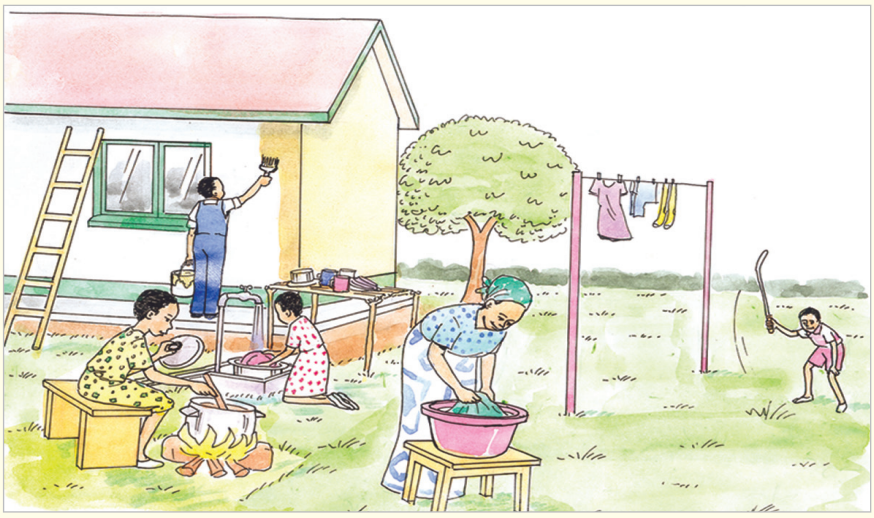
A Listening and speaking

LESSON ONE

Picture study

Activity

Work in groups. Study the picture and discuss what you see.



Exercise 1: Answer these questions.

1. What are the people doing?
2. How are these people related?
3. What kind of family is this?
4. What is the difference between your family and this one?

Drawing

Exercise 2: Draw a simple picture showing your family. Name your family members.

Exercise 3: Put the following words in the correct order of **male** or **female**.

mother	brother	father	daughter	son	wife	sister	aunt

LESSON TWO

Listening

Activity 1

Your teacher will write a list of family nouns on the chalkboard. Your task will be to arrange them on a family tree.

Describe the relationship between each family member.

Activity 2

Describe your family. Let your partner ask you questions about your family. Listen to your partner as he/she describes his/her own family. Ask questions about your partner's family. Compare your family with your friend's.

Exercise: Learn more about family members.

1. My mother and father's parents are called **grandparents.**
2. My brothers and sisters are called **siblings.**
3. Relatives to a husband or a wife are called **in-laws.**
4. My brother or sister's sons are called **nephews.**
5. My brother or sister's daughters are called **nieces.**

LESSON THREE:

Grammar: Language practice

Adjectives

Activity

In a group, discuss about people you know using these adjectives.

beautiful careful fat friendly good handsome jolly kind lovely loving obedient old rich small tall young

Exercise 1: Read these sentences and identify the adjectives.

1. My sister is a beautiful girl.
2. His brother is a careful boy.
3. Shifo's aunt is a fat lady.
4. Our parents are friendly people .

5. Koni's uncle is a very good carpenter.
6. Mohammed's nephew is a handsome boy.

Exercise 2: Use the following adjectives to describe members of your family. You may use other adjectives as well.

jolly	**kind**	**loving**
rich	**obedient**	**young**

Write the sentences in your exercise book.

Grammar highlight:

An adjective is a word that talks about a noun.

Example: *a nice chair.*
a small radio. *nice and small are adjectives.*

LESSON FOUR

Using: ... have ... ... has ... ... had ... +verb

	Present	Past
I / we / they	have	had
he / she / it	has	

Activity 1

In group of four, study and discuss the following sentences.

Using: have

1. I have two sisters and one brother.
2. We have loving parents at home.
3. Do you have an uncle or an aunt in your family?
4. My nieces have nice dresses.
5. They have only one brother.

Using: has

1. My sister has a one - month old baby.
2. She has enough milk to feed the baby.
3. Wolde's brother has a beautiful sister.
4. He has a brother who is a doctor.
5. He has a loving mother.

Using: had

1. My mother had a sick baby yesterday.
2. We had a problem in the family last week.
3. His uncle had a lot of cattle.
4. I had a lot of fun when I visited them.
5. They had enough money to organise a party .

Exercise 1: Make correct sentences from the table.

I We They He She	have has had	a loving father. beautiful sisters. a rich uncle. a flock of sheep.

Exercise 2: Give correct answers to these questions.

1. What do you have in your family?
2. What does your best friend have?
3. What do your parents have?
4. What did you have last year?

LESSON FIVE

The possessive

Activity 1

With a partner, ask and answer questions about your family. Share the information with others.

Exercise 1: Practise the possessive form by completing these sentences in your exercise book..

1. My brother's son is my ....
2. My ... is my nephew.
3. My brother's daughter is my ....
4. My ... is my niece.
5. My father's daughter is my ....
6. My ... is my aunt.

7. My mother's brother is my ....
8. My father's brother is my ....
9. My ... is my grandfather.
10. My father's mother is my ....

Exercise 2: Study these sentences and identify the possessives.

1. I have two brothers.
2. My brothers' friends are sick.
3. I have two sisters.
4. My sisters' babies are alright now.
5. I have not met Mekides' brother.

Exercise 3: Rewrite these sentences in the possessive form.

1. My **(aunt)** child is my cousin.
2. Our **(uncles)** guests have already arrived.
3. My **(sister)** husband is my brother - in - law.
4. He wants to know where **(Gudeta)** aunt lives.
5. When did **(Doris)** son join university?
6. His **(brother)** daughters are quite jolly.

Grammar highlight:

We use an apostrophe 's or s' to show belonging, ownership or possession.
Example:
Kedir's mango. The girls' dresses. The boys' shirts. The women's group.

LESSON SIX

Using: What is your ... like? My ... is ...

Activity

Practise the language structure with a partner.
Describe members of your family to each other.
Ask your partner to describe a member of the family.

You: What is your brother like?
Listen as the partner describes.
Partner: My brother is short and small.

Study these questions and answers.

Q: What is your uncle like?
A: My uncle is tall and thin.
Q: What is your aunt like?
A: My aunt is short and fat.

Exercise 1: Form questions using the words in the table below.

sister	nephew	niece	mother	father
uncle	aunt	grandfather	grandmother	

Example: What is your brother like?

Exercise 2: Form correct sentences using the adjectives below.

young	beautiful	old	weak	fat
short	pretty	thin	black	

Example: My brother is tall and handsome.

LESSON SEVEN

Comparatives

Activity 1

A **With a partner,** discuss the following sentences.

1. Hawi is younger than Tona.
2. Fatuma is fatter than Rebika.
3. Tiru is shorter than Chaka.
4. Hailemariam is younger than Tewabech.
5. Dibaba is smaller than Mezgebu.

B In groups, practise using **... than ...** by comparing yourself with friends in your class.

Who is stronger and taller than you?

Exercise 1: Write 5 sentences using **than** to compare things in your class.

Example: A ruler is longer than a pencil.

Exercise 2: (a) Read the information about the hotels and compare the services they offer.

Addis Hotel	Rift Hotel	Local Hotel
built in 2000	built in 2005	built in 2006
4 rooms	20 rooms	40 rooms
100 to 200 birr a night	220 birr a night	75 birr a night
1 *km* from the Airport	45 *km* from the Airport	70 *km* from the Airport

(b) Identify the correct sentences.

1. Addis Hotel is the newest hotel.
2. Rift Hotel is the cheapest hotel.
3. Local Hotel is the farthest from the airport.
4. Local Hotel is the biggest hotel.
5. Rift Hotel is bigger than Addis Hotel.

(c) Complete the following sentences.

1. Addis Hotel is ____ to the airport.
2. Addis Hotel is ____, ____ and ____.
3. Rift Hotel is ____ than Addis Hotel but it is ____ Local Hotel.
4. Local Hotel is ____, ____and ____ but ____.

Grammar highlight:

When you consider two things, they will be either similar or different. This is known as comparing things. You will therefore need to change the adjective using -er or more.

Example: thin - thinner, attractive - more attractive

Superlatives

Activity 2

In groups of five, find the shortest, tallest, youngest and the oldest among yourselves.

Exercise 3: Use the correct form of the words in brackets to complete each sentence.

Examples: (a) Sofia is the ..... of all the girls in our class. **(big)**

Sofia is the biggest of all the girls in our class.

(b) Alemu is the ..... of all the boys in the school. **(tall)**

Alemu is the tallest of all the boys in the school.

1. Pande is the ..... of all the boys at home. **(small)**
2. Roba is the ..... of all the men in our village. **(fast)**
3. Sandra is the ..... of all the girls in our class. **(short)**
4. My grandmother is the ..... of all the members of our family. **(old)**
5. Abdi is the ..... of the three men. **(strong)**

Exercise 4: Give correct answers. Write the answers in your exercise book.

1. Who is the tallest girl in your class?
2. Who is the youngest girl in your class?
3. Who is the smallest pupil in your class?
4. Who is the richest man in your village?
5. Who is the most beautiful girl in your family?

Grammar highlight:

When you consider three or more things, you will use superatives using -est or most.

Example: *Hussein is the tallest boy in the class.*

She is the most beautiful girl in the class.

LESSON EIGHT

Using: different from

Activity 1

In groups of four, match each adjective with its opposite.

A	B
obedient	careless
poor	small
careful	new
big	disobedient
old	rich
near	slow
expensive	far
fast	cheap

Activity 2

With a partner, read and discuss the following sentences.

You are obedient but your cousin is disobedient.

Your cousin is different from you.

You are different from your cousin.

Exercise 1: Complete these sentences.

1. I am young but she is .....
   She is different .....
2. We are ..... but they are rich.
   They are different .....
   We are different .....
3. She is careful but he is .....
   She is different .....
   He is different .....

Guess what it is

Using: It might / may / could be ...

Exercise 2: Read and answer.

It is long, black and poisonous.

Q: What is it?

A: It might be a snake.
It may be a snake
It could be a snake.

1. It lays eggs, flies in the air and has feathers.
   Q : What is it?
2. It is hairy, moves on four legs and eats grass.
3. It is friendly and protects people's homes.
4. It is small, sharp and may be used to cut finger nails.

B Reading

LESSON NINE

Comprehension

Activity

In groups, discuss these questions.

1. What are the roles of a family head?
2. What are the dangers of neglecting one's local language?
3. Why is it good to interact with foreigners?

Exercise 1: Read the passage below and answer the questions that follow.

Shamolo Returns Home

Last month, our elder brother Shamolo came back from London where he had spent ten years.

He came with his wife Dorothy, his daughter Diana and his son Daniel. When they arrived, grandmother **sprinkled** some water on them as a sign of welcoming them back home. Many **relatives** came to welcome them.

Our uncles and aunts **prepared** different local **dishes** for the visitors.

Our niece, Diana, and our **nephew**, Daniel really **disappointed** us, when they could not say any word in our language. They could only speak English.

1. When did Shamolo come back from London?
2. How many years had Shamolo spent away from home?
3. Who is Shamolo's daughter?
4. Why did grandmother sprinkle water on the visitors?
5. What type of dishes did the uncles and aunts prepare for Shamolo?
6. Identify the following people from the passage.
   a) Shamolo's son.
   b) Diana's mother.
7. Who is the oldest and youngest among the visitors?

Exercise 2: Match the words in **A** with their meanings in **B** as they are used in the passage.

A	B
relatives	let us down
sprinkled	brother's son
dishes	family members
disappointed	cooked
prepared	sprayed
nephew	food

LESSON TEN

The Family Tree

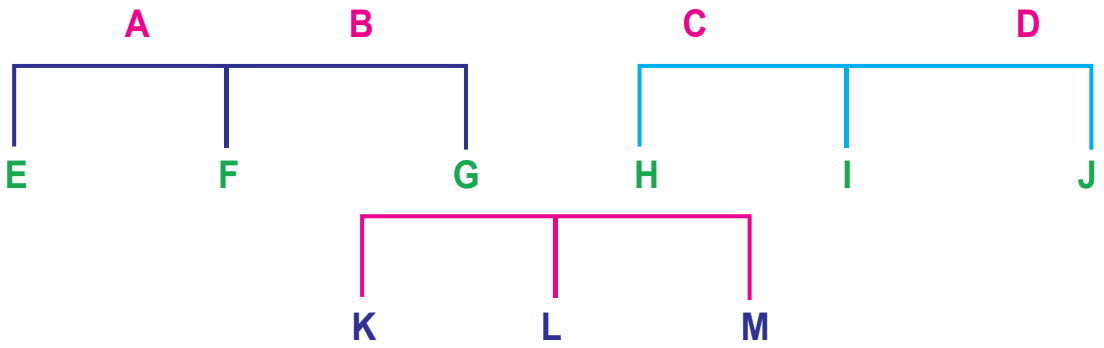
Activity 1

In groups of four or five, share knowledge about your families.
Ask and answer questions about members of your families.
Let each group member name and describe members of their family.

Activity 2

Play a game in which you have to find someone who has 4 sisters, 2 brothers, a grandfather, an uncle or an aunt.
Find someone who doesn't have a brother, sister, grandfather, uncle or aunt.
Your teacher will guide you.
Present your findings to the class.

Exercise: Study the family tree and answer the questions:



1. Who are E's parents?
2. Who are I's parents?
3. How is M related to C and D?
4. What is the relationship between H and D?
5. What is the relationship between M and K?
6. Produce your family tree individually.

C Writing

LESSON ELEVEN

Guided composition

Exercise 1: Fill the blank spaces with the words given below.

slaughter, eats, preparing, hoping, wed, bride's, nephew.

New Era Public School,
P.O Box 2414,
Addis Ababa.
12/09/2010.

Dear Ayantu,

How are you these days? Home is fine and we are busy _____ for my sister's wedding. Endege is going to _____ this coming Saturday.

My cousin, Mulatula and I are going to be the _____maids. Sheba our youngest sister will be the flower girl. Eskinder, our little _____ will be the page boy.

My relatives from Kenya are also expected to come. I would like you to come and join us too.

My father is going to _____ a bull for the guests. There will be a lot of _____ and drinks.

_____ to see you soon.

Your friend,
Hilina Merkeb

Exercise 2: Arrange the following sentences in the correct order.

A visit to my grandmother

1. My grandmother was so happy that she hugged me.
2. She always taught us folk songs.
3. Last holiday, I visited my grandmother.
4. She stays with two cousins of mine.
5. The grandmother stays far away from our home.
6. They welcomed me to the house.
7. Then she gave me some food to eat.
8. And also told us very interesting stories.
9. My grandmother and cousins were very happy when they saw me.
10. These cousins of mine are aunt Maria's daughters.

LESSON TWELVE

Vocabulary network

Exercise 1: Find the opposites of these words.

bright	beautiful	careful	brother
fast	fat	friendly	uncle
good	kind	obedient	mother
old	polite	rich	grandfather
small	tall	daughter	niece

Exercise 2: Write down the members of your family and their responsibilities in the home. Discuss the following questions:

(a) What does each member of your family do everyday?

(b) If you were the head of the family, what responsibilities would you have?

Exercise 3: Answer these questions.

1. What is the highest mountain in Ethiopia?
2. What is the largest country in Africa?
3. What is the longest river in Africa?
4. What is the smallest region in Ethiopia?

LESSON THIRTEEN

Revision Exercise

A: What do you call these people?

(a) your mother's sister
(b) your father's brother
(c) your husband's mother
(d) your uncle's son
(e) your uncle's wife
(f) your brother's son
(g) your sister's daughter
(h) your father's father
(i) your sister's son
(j) your wife's father
(k) your wife's sister
(l) your wife's brother

B. Write the sentences using the correct possessive form **'s** or **s'**.

1. Tibebus nephew is called Solomon.
2. Charles grandparents are very old.
3. Moses son lives in America.
4. Gobenas aunt is a nurse.
5. Ayeles daughter is in Grade Five.
6. Davis cousin is taller than me.
7. Rebikas brother sells mens shirts.
8. Embet baby is healthy.
9. My uncles cousin sells childrens toys.
10. My mothers niece deals in ladies dresses.

C. Rearrange the words to form correct sentences.

1. sister your Maria is?
2. We our aunt saw the at supermarket.
3. Ato Bulcha youngest daughter is the of Tsedale.
4. different from mine My cousin's book is.
5. my nephew now The doctor is talking to.
6. the age of 90 Our grandfather at died.

Objectives

In this unit you will:

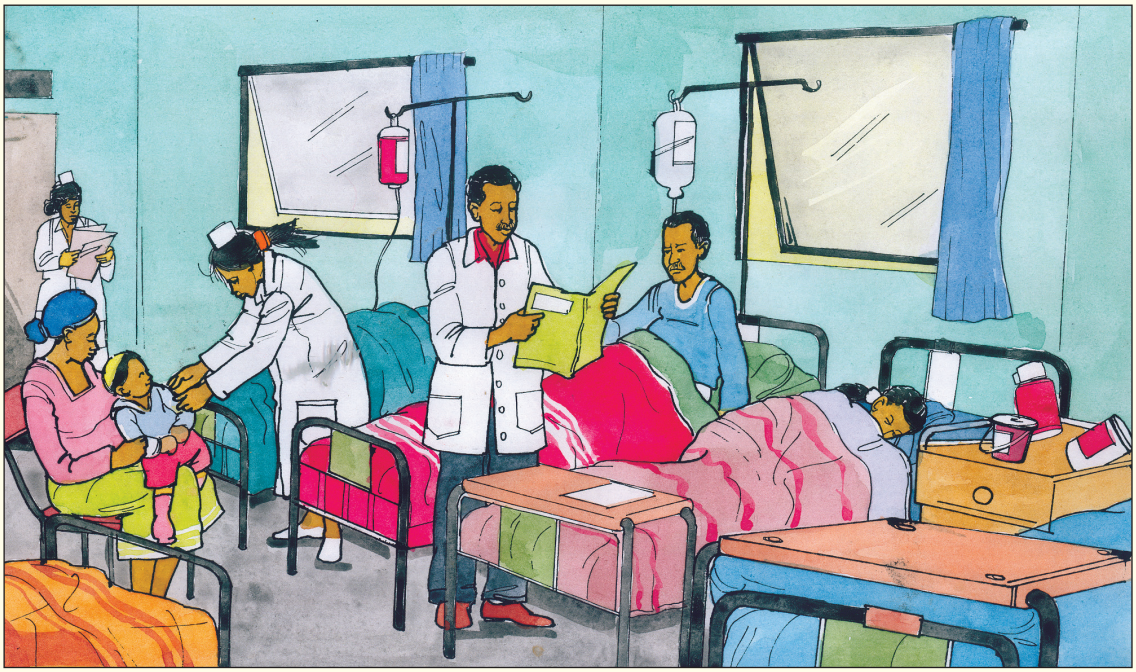
- describe some diseases.
- talk about effects of diseases and how we can stop diseases from spreading.

A Speaking and listening

LESSON ONE

Activity 1

With a partner, discuss what you see in the picture.



Exercise 1: Answer these questions.

1. What do you see in the picture?
2. Where do you find such people?
3. What important activity is taking place?
4. Why is a dustbin important in such a place?
5. Describe diseases that people in your area commonly suffer from.

Listening

Exercise 2: Your teacher will read to you a short passage about Malaria. Listen carefully and answer the following questions:

1. Why is Malaria a very dangerous disease?
2. What happens when a mosquito bites an infected person?
3. How can we prevent Malaria?
4. In groups, discuss the common diseases. Suggest what should be done to prevent the spread of these diseases.

LESSON TWO

Vocabulary

Activity 1

Work with a partner to match words in column A with words in column B.

A	B	
diseases	fever	HIV/AIDS
	capsule	loss of weight
symptoms	exercise	pneumonia
	malaria	injection
treatment	loss of appetite	flu

Exercise 1: Look up these words in a dictionary and construct meaningful sentences.

AIDS, HIV, lose appetite, lose weight, malaria, medicine, mosquito bite, mosquito net, pneumonia, symptom, vaccination, virus.

Examples:

1. AIDS stands for Acquired Immune Deficiency Syndrome.
2. Doctors have not yet discovered a vaccine for **AIDS**.
3. Houseflies spread **germs** which cause diarrhoea.
4. We are advised to get tested for **HIV**.
5. Sick people **lose appetite** and can hardly eat or drink anything.

6. Although Aragash was sick, she didn't **lose weight**.
7. When you get a **mosquito bite**, you are likely to suffer from **malaria**.
8. "You will feel better if you take this **medicine**," the doctor said to the patient.
9. Sleep under a **treated mosquito net** to avoid **mosquito bites**.
10. **Pneumonia** attacks the lungs and causes difficulty in breathing.
11. A high temperature is one of the **symptoms** of malaria.
12. Mothers should get their children **vaccinated** against the six killer diseases.
13. AIDS is caused by a **virus**.

Exercise 2: Write three sentences using each of the following words:

1. appetite	2. system	3. mosquito
4. vaccination	5. medical	6. malaria

LESSON THREE

Adjectives

Activity

Work with a partner to describe people or objects using these adjectives.

dangerous	dirty	hungry	sick	weak
slow	thin	thirsty	tired	strong

Exercise 1: Use the words in sentences.

Examples:

1. A mosquito is a **dangerous** insect.
2. You will catch diseases if you live in a **dirty** environment.
3. Although she was **hungry,** she could not eat.
4. The boy is still in bed because he is **sick**.
5. The sick lady was too **weak** to walk.

Exercise 2: Form sentences using these adjectives.

Write the sentences in your exercise book.

(a) slow	(b) thin	(c) thirsty
(d) tired	(e) uncomfortable	

LESSON FOUR

Malaria

Activity

In groups of 5, talk about malaria.

The following questions will guide you:

1. Have you ever suffered from malaria?
2. Have you ever seen people suffering from malaria?
3. What causes malaria?
4. What are the symptoms of malaria?
5. What must you do when you get malaria?
6. How can we stop the spread of malaria?

After the discussion: Present a report about malaria to the class.

Exercise: Write a chart to show the following:

(i) Ways through which people catch malaria
(ii) Symptoms of malaria
(iii) How malaria is treated
(iv) How we can stop the spread of malaria

LESSON FIVE

Grammar: Language practice

The Present Simple Tense

Activity 1

Work in groups to answer the following questions correctly.

Example: What does a nurse do?

- looks after sick people in a hospital or health centre.
- gives a patient medicine at a doctor's instructions.
- carries out immunisation at health centres.

1. What does a doctor do?
2. What does a teacher do?
3. What does a student do?

Exercise 1: (a) What does a doctor/nurse do first during the day? What does he/she do next? Number the activities.

☐	go home	☐	go to clinic
☐	get up	☐	eat breakfast
☐	go to bed	☐	check on or examine patients
☐	have dinner		

(b) Use the above information and write about the daily activities of a doctor/a nurse.

The doctor/nurse gets up early in the morning. Then he/she _____ .

Exercise 2: Write a list of things that you do everyday. Use your list to write a paragraph about yourself.

Exercise 3: Complete these sentences with the words given in the brackets in the present simple tense.

1. We ... a microscope to see tiny objects. **(use)**
2. She sometimes ... home late. **(arrive)**
3. Sick people always ... medicine. **(take)**
4. He ... the ambulance to the hospital. **(drive)**
5. The mother ... to feed the baby. **(want)**
6. I ... under a mosquito net. **(sleep)**

Compound sentences

Activity 2

Study the following compound sentences:

1. Sick people go to hospital in order to get treatment.
2. His daughter is sick but she has not lost appetite.
3. Doctors examine patients before they give them treatment.
4. He didn't have much money but he bought a mosquito net.
5. You need to take all the medicine or you will not be cured.
6. His father will visit us or we will go there.

With a partner, identify the two sentences from each of the above compound sentences.

Exercise 4: Form correct sentences from the table below.

She immunised the children	and	you will get malaria.
He is sick	but	she counselled the parents.
You must sleep under a treated mosquito net	or	he does not want to take medicine.

Grammar highlight:
A compound sentence is made up of two or more sentences joined with a conjunction.

LESSON SIX

Using: going to

Activity 1

In a group of five, discuss what you are going to do on each of the days next week.
Example: On Monday, I am going to visit my sick brother.

Exercise 1: Read these sentences.

1. The nurse will immunise our children.
   The nurse **is going to** immunise our children.
2. He will drive the ambulance to the hospital.
   He **is going to** drive the ambulance to the hospital.
3. We shall be tested for AIDS.
   We **are going to** be tested for AIDS.
4. I shall get advice from the nurse.
   I **am going to** get advice from the nurse.

Exercise 2: Rewrite the following sentences in your exercise book using **going to**.

1. The doctor will send the stool specimen to the laboratory.
2. They will seek medical advice.

3. We shall boil our drinking water.
4. The pregnant mother will visit a midwife.
5. All the patients will get treatment.

Using: anybody / somebody / everybody / nobody

Activity 2

Read the sentences below. Discuss with a partner what the words in bold mean.

1. When she arrived, she didn't see **anybody** in the clinic.
2. She wanted **somebody** to help her.
3. There was **nobody** to give her assistance.
4. One small girl told her that **everybody** had gone home.

Exercise 3: Answer these questions in your exercise book.

1. Who needs good health and wealth? **(Use Everybody)**.
2. Who doesn't know the dangers of AIDS? **(Use Anybody)**.
3. Who has volunteered to build a clinic? **(Use Somebody)**.
4. Who wants to fall sick? **(Use Nobody)**.
5. Who is likely to get malaria? **(Use Anybody and treated mosquito net)**.

Grammar highlight:

A pronoun is a word used in place of a noun. Somebody, nobody and anybody are pronouns.

LESSON SEVEN

Using : should and must

Examples: We **should** wash our clothes.
We **should** not eat too much.
We **must** brush our teeth.
We **must** not drink unboiled water.

Activity 1

With a partner, discuss what you should do to prevent common diseases in your village.

Activity 2

In groups, discuss the following sentences.

1. (a) Immunise all your children.
   (b) You should immunise all your children.
   (c) You must immunise all your children.
2. a) Get treatment from a medical doctor.
   (b) You should get treatment from a medical doctor.
   (c) You must get treatment from a medical doctor.
3. (a) Boil drinking water.
   (b) You should boil drinking water.
   (c) You must boil drinking water.

Exercise 1: Form correct sentences.

(a) use: should (b) use: must

Example: Keep the environment clean.

(a) You should keep the environment clean.

(b) You must keep the environment clean.

1. Sleep under a mosquito net.
2. Clear the bush around your place.
3. Get rid of stagnant water.
4. Abstain from sex until you get married.

Exercise 2: Give 5 rules that will help you to keep healthy. use must and should

Example: I must wash my hands after visiting the toilet.
I should wash my hands after visiting the toilet.

Using: shouldn't / mustn't

Activity 3

In groups of four, discuss the following sentences.

1. (a) Do not eat from a dirty plate.
   (b) You should not eat from a dirty plate.
   (c) You must not eat from a dirty plate.

2. (a) Do not have sex before marriage.
   (b) You should not have sex before marriage.
   (c) You must not have sex before marriage.

Exercise 3: Form correct sentences.

(a) use: should not

(b) use: must not

1. Do not smoke cigarettes.
2. Do not work from a dirty place.
3. Do not share sharp objects.
4. Do not live in a bushy environment.

Grammar highlight:

Should and must are modal verbs. These verbs give more information about the function of the main verb that follows it.

LESSON EIGHT

Numbers 1- 10,000,000

Activity

With a partner count up to 10,000,000.

1,000,000 one million	7,000,000 seven million
4,000,000 four million	8,000,000 eight million
5,000,000 five million	9,000,000 nine million
6,000,000 six million	10,000,000 ten million

Study and discuss these numbers.

1,562,450 (1 million, 562 thousand ,450) One million, five hundred sixty two thousand, four hundred fifty.
9,043,805 (9 million, 043 thousand, 805) Nine million, forty three thousand, eight hundred five.

Exercise 1: (a) In the sentences below write the figures in words.

1. The health centre recorded 4,562,384 cases of malaria last year.
2. The government distributed 3,520,000 treated mosquito nets in an effort to prevent malaria.

3. Our hospital received 9,873,000 malaria tablets from the Minister of Health.
4. 3,104,250 millilitres of blood were donated in Addis Ababa.
5. Over 5,368,470 people tested for HIV/AIDS at the health centre.

(b) Change the words to figures.

6. Three million, seven hundred fifty thousand, two hundred.
7. Four million, two hundred twenty five thousand, sixty five .
8. Five million, nine hundred twenty thousand, two hundred fifty.
9. Seven million, twenty eight thousand.
10. Nine million, nine thousand nine hundred.

LESSON NINE

The Past Simple Tense

Activity 1

Answer the following questions about yourself. Share your answers with a partner.

1. When were you born?
2. Where were you born?
3. Where did you go for Grade 1?
4. When did you join Grade 1?
5. What did you do last year?

Exercise 1: These sentences are in the present simple tense. Copy them in your exercise book and change them to the past simple tense.

Example: Almaz writes letters to friends in Kenya.
Almaz wrote letters to friends in Kenya.

1. He drives the ambulance to the hospital.
2. The doctor treats all the patients.
3. He cannot eat because he has no appetite.

4. The students clean the compound every morning.
5. He loses weight when he falls sick.

Exercise 2: Change the words in brackets into their past simple tense.

1. He (go) to the clinic and got treatment.
2. The nurse (attend) to the sick lady and gave her medicine.
3. She (buy) a mosquito net and gave it to her daughter.
4. The parents (immunise) all their children last week.
5. The doctor (examine) all the patients and treated them.
6. She (sweat) a lot when she got malaria.
7. They (clean) all the drainage systems.
8. He (clear) the bush and (prevent) mosquitoes from breeding.

Using: should / ought to

Activity 2

Study and discuss these sentences with a partner. How do sentences in B differ from those in C?

1. A : I am not sure of my HIV status.
   B : You should go for a blood test.
   C : You ought to go for a blood test.
2. A : Abiot has had an accident.
   B : You should give him first aid.
   C : You ought to give him first aid.

Exercise 3: Form correct sentences.

Example : The clinic is a long way from home. (Use a taxi)

(a) You should use a taxi.

(b) You ought to use a taxi.

1. He has a deep cut. (bandage the wound)
2. The boy is losing weight. (take him to hospital)

Exercise 4: Give advice about the following: Use, **should** / **ought to**.

1. I have had malaria for over a fortnight.
2. Our neighbour is pregnant.
3. I have a bad tooth.

B Reading

LESSON TEN

Dialogue

Activity 1

Study the dialogue and practise it with your partner.

Nurse	:	Woizero Fanose, how old is your son?
Woizero Fanose	:	He made eight months on Tuesday.
Nurse	:	Has he taken vaccination against the killer diseases?
Woizero Fanose	:	Yes, he has.
Nurse	:	What was his condition last night?
Woizero Fanose	:	He had a very high fever and he was shivering.
Nurse	:	That could be malaria. Do you have overgrown grass or swamp in your area?
Woizero Fanose	:	Not at all. I always make sure that grass is cut short.
Nurse	:	His blood needs to be tested.
Nurse	:	(*after getting the blood-test results*) Your son has typhoid fever. The doctor will treat him and he will tell you how to keep your food and water clean to avoid such diseases.
Woizero Fanose	:	Thank you.

Exercise 1: Answer the questions based on the dialogue.

1. Where did the conversation take place?
2. How did Woizero Fanose know that her son had become ill?
3. How old is Woizero Fanose's son?
4. Why did the nurse take a blood test?

Poem

Activity 2

Read the poem and answer the questions.

Life

There's nothing as good as life,
There's not a thing as dear as life,
Your health is your wealth indeed,

So protect your health,
By practising good health habits.
There's nothing as pleasant as life,
There isn't any other thing that is more valuable.
Minimise dangers from germs, bacteria and viruses
Protect the environment, protect yourself.

There's a lot you can do in your community.
Make it a habit to use a dustbin.
Take a broom and sweep your room daily,
Boiled drinking water is good for your health.
A visit to a doctor is a good habit.

Exercise 2: Answer the following questions.

1. Name four good health habits.
2. What other word could mean the same as **dear**?

3. Why is health referred to as wealth?
4. What are the major enemies of life?
5. What does the term **environment** mean?
6. When and why should we use soap?
7. How can you avoid germs?

C Writing

LESSON ELEVEN

Health poster

Activity

In groups, discuss this health poster.

PREVENTION IS BETTER THAN CURE.

SLEEP UNDER A MOSQUITO NET.

EVERYBODY SHOULD FIGHT MALARIA.

CLEAN THE ENVIRONMENT TO

GET RID OF MOSQUITOES.



Design two posters. The posters should show how:

(i) AIDS can be prevented.
(ii) any other common disease in your area can be prevented.

Exercise: Rearrange the words to write correct health messages.

1. going to Avoid places lonely
2 at night Don't walk alone

3. about AIDS Share information
4. sharp instruments Don't with play
5. cure for AIDS There is no
6. from sex Abstain until married get you
7. your wealth Your health is
8. share injections Don't

LESSON TWELVE

Comprehension

Activity

Discuss the following in groups.

1. Have you ever suffered from malaria? Describe how you felt.
2. List down the symptoms of malaria.
3. What must be done to prevent malaria?

Exercise 1: Read the passage below and answer the questions.

A boy falls sick

A woman lived in Tana village where there was neither clinic nor pharmacy. The woman had only one son. One day, her son fell sick and could not go to school. He had a high fever.

She went to a little shop to buy some tablets for her son. The boy did not want to take the tablets and he had to be forced.

After taking the tablets, the boy got some relief and he slept soundly. As he was preparing to go to school the following morning, he started shivering and coughing. He went back to bed and covered himself with a blanket. After a few days, he got weaker and started losing weight. When he lost appetite, his mother became concerned.



"My son may have contracted AIDS," she thought . She remembered that her son had once said he had a girl friend in the village. Everyone thought that girl was HIV positive.

The following day, the boy's mother travelled to a clinic near town. The nurse advised her to take her son to hospital immediately.

An ambulance came and took him to Felege Hiwot Hospital. Tears ran down his mother's eyes as he became weaker and weaker. She feared that he would die. The doctor had the boy's sputum tested. The test results showed that the boy was suffering from tuberculosis.

The doctor assured the mother that her son would get well after the treatment. The boy had to stay in hospital for more than three weeks.

1. What was the relationship between the sick boy and the woman?
2. What was the boy forced to do?
3. Why did the boy's cough persist?
4. How did the woman and the boy travel to hospital?
5. What should we do when we fall sick?
6. How did the doctor tell what the boy was suffering from?

Exercise 2: Study the table and answer the questions below.

Disease	How it is acquired	Prevention
Malaria	mosquito bites	(a) Slash bush round the house. (b) Drain stagnant water. (c) Sleep under a mosquito net.
Diarrhoea	drinking dirty water eating contaminated food breeding houseflies	(a) Boil drinking water. (b) Cook food. (c) Clean your environment.

1. What causes malaria?
2. How can we stop malaria?
3. What causes diarrhoea?
4. How can we stop diarrhoea?

LESSON THIRTEEN

Comprehension

Activity 1

Discuss the following questions in groups.

1. What do you know about HIV/AIDS?
2. What can be done to prevent the spread of HIV/AIDS?
3. What care and support should be given to HIV/AIDS patients?

Execise 1: Read the passage below and answer the questions.

HIV/AIDS in Ethiopia

HIV/AIDS is still a threat in Ethiopia. It is one of the key challenges for the development of Ethiopia because it has greatly reduced the workforce.

Among the patients tested 4.7 per cent were HIV positive.

Within each region, the testing found the prevailing rate varying from 0.2 per cent to 6.0 per cent.

Based on continental clinic surveillance data, HIV prevalence has dropped to about 10.1 per cent in urban areas and 1.8 per cent in rural areas.

HIV/AIDS is acquired primarily through sexual contact. In urban areas, young women are at a higher risk of infection than young men.

A national HIV/AIDS Prevention Control Council was established in Ethiopia.

The council will go a long way in preventing the spread of HIV/AIDS. We, too, can help in this struggle if we:

(a) abstain from sex before marriage.
(b) avoid risky sexual behaviour.
(c) do not share sharp objects.

Source: ***Single Point HIV Prevalence Estimate, Federal HIV/AIDS Prevention and Control Office (FHAPCO), 2007***

1. How has HIV/AIDS affected development?
2. What is the HIV prevalence rate?
3. Why do you think that HIV prevalence has dropped?
4. Who are more likely to be infected with HIV/AIDS?
5. Which organisation is helping in the prevention of the spread of HIV/AIDS?

Vocabulary network

Activity 2

Form a group and talk about the different diseases in the community today. How can they be treated or prevented? Draw a table like the one below in you exercise book to help you organise the information.

disease	treatment / prevention	medical personnel
cough	pills	nurse / doctor
polio	vaccination	nurse / doctor

Exercise 2: Answer these questions.

1. What diseases could one catch by drinking unboiled water?
2. How would one catch the AIDS virus?
3. Why is it good to bathe everyday?
4. Name the six killer diseases.
5. What is an ambulance used for?
6. What are the symptoms of malaria?

Objectives

In this unit you will:

- listen to stories about animals.
- describe animals and tell stories about them.

A Listening and speaking

LESSON ONE

Activity

In a group, discuss what you see in the picture.



Exercise: Answer these questions.

1. Name the animals in the picture.
2. What do you think the lion is telling the animals?
3. What are the rest of the animals doing?
4. Why is one of the animals up in the tree?
5. What traditional story do you know about each of the animals in the picture?

LESSON TWO

Listening

Activity 1

In a small group, tell stories and listen to stories from your partners. Act the roles of the different animals in your stories. Your teacher will guide you.

Exercise: Your teacher will read to you a poem entitled **Animal Voices**. Listen carefully and answer the questions.

1. Which animals do you think suckle their calves?
2. What does the farmer get from the animals kept on a farm?
3. What name is given to meat from a sheep?
4. When is life not good for animals kept on a farm?
5. What is an abattoir?
6. Name some of the animals kept on this farm.

Activity 2

What stories have you heard about the following animals. Retell the stories to your group members.

(a) Hyena (b) Hare (c) Elephant

LESSON THREE

Word practice

Activity 1

Read the following sentences and identify words related to animal stories.

1. Our grandfather told us an interesting story about the hare.
2. Most traditional stories begin with Once upon a time ..
3. Can you imagine how life would be if all animals could talk?
4. Mr. Hyena expressed his thanks to Mr. Hare.
5. The rat was thankful to the lion.
6. Grandmother was excited when I told her about Funny Hare.
7. You have to listen attentively if you want to enjoy the story.

Grammar: Language practice

The Past Simple Tense

Activity 2

In a group, study and discuss the following sentences.

1. Grandfather **told** us interesting stories.
2. Hyena **stole** the meat and got caught.
3. Only Hare **knew** the answer to the puzzle.
4. Hare **bought** a fat bull from the market.
5. Hyena **sold** the groundnuts and **got** money.
6. Rat **made** an attempt to dig holes in the floor of the house.
7. Frog **beat** bat and **ran** away.

Exercise 1: Complete the following table.

Verb	Past
bite	bit
buy	
catch	caught
dig	
get	got

Verb	Past
lose	
make	made
run	
see	saw
sing	

Exercise 2: Change the verbs in brackets into the past simple tense form.

1. Dove (see) kite and flew away.
2. Leopard (catch) Hare and gave him a kick.
3. Hen (spread) the beans in the compound.
4. Bat (stand) at the side of the house.
5. The animals (make) a lot of noise at the party.

These verbs do not change.

Verb	Past
beat	beat
broadcast	broadcast
cut	cut
hit	hit
hurt	hurt

LESSON FOUR

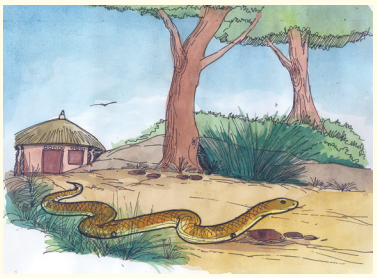
Picture discussion

Activity

Your teacher will read a story to you. Listen carefully and arrange the pictures in their correct order.

1 

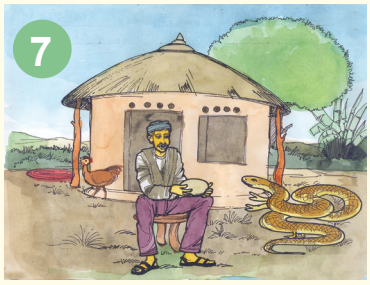
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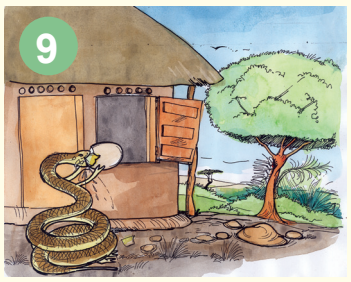
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7 

8 

9 

Tell the story about the man and the snake to a partner in your own words.

Exercise: Think of a story. Draw pictures to represent the different events of that story.

LESSON FIVE

Comparatives and superlatives

Regular adjectives

Activity

With a partner, discuss the sentences and identify the adjectives.

Tortoise was a **slow** animal.

Chameleon was **slower** than Tortoise.

Snail was the **slowest** of the three.

Exercise 1: Study these adjectives and fill in the missing forms of the adjectives in the table.

Adjective	Comparative	Superlative
slow	slower	slowest
quick	quicker	.....
wise	.....	wisest
fast	faster	.....
fat	.....	fattest
small	smaller	.....

Exercise 2:

(a) Form correct sentences using words in brackets. Write the sentences in your exercise book.

1. (a) Dove was (rich) than Cock.
   (b) Eagle was the (rich) of the three.
2. (a) Leopard was (wise) than Lion.
   (b) Hare was the (wise) of the three.

(b) Construct sentences using each of the following words.

1.	smaller	smallest
2.	quicker	quickest
3.	fatter	fattest
4.	richer	richest

Grammar highlight:

We use than when comparing two people or things.
We use the when comparing more than two people, animals or things.

Regular adjectives

Regular adjectives add er to change to the comparative. They add est to change to the superlative.

LESSON SIX

Irregular adjectives

Study these adjectives.

bad	worse	worst
good	better	best
little	less	least
many	more	most
much	more	most

Activity 1

With a partner, discuss the sentences and identify the irregular adjectives.

Tortoise brought a **bad** picture.

Chameleon's picture was **worse** than Tortoise's.

Snail's picture was the **worst** of all.

Exercise 1: Form correct sentences using the words in brackets.

1. (a) There were (many) birds than animals in the garden.
   (b) (Many) of the animals hid in the forest.
2. (a) Duck's letter was (good) than Dove's.
   (b) Hen's letter was the (good) of the three.

Grammar highlight:

Irregular adjectives DO NOT add er or est to change to the comparative or superlative form.

For these adjectives we add more or most to form comparatives and superlatives.

beautiful	more beautiful	
careful		most careful
careless	more careless	
difficult		most difficult
handsome	more handsome	

Activity 2

Study the sentences below with a partner.

1. Hippo had a **beautiful** daughter.
2. Frog's daughter was **more beautiful** than Hippo's.
3. Fish's daughter was the **most beautiful** of the three.

Exercise 2: Form correct sentences in your exercise book. Use the words and phrases in the brackets.

1. (a) Bat was very (careful).
   (b) Rat was (careful) than Bat.
   (c) Snake was (careful) of the three.
2. (a) Dog was very (hard working).
   (b) Leopard was (hard working) than Dog.
   (c) Elephant was (hard working) of the three.

Exercise 3: Write sentences using each of the following words.

1.	more	most
2.	less	least
3.	more useful	most useful
4.	more difficult	most difficult

LESSON SEVEN

Compound sentences

Activity

In groups, discuss the following compound sentences and identify the two sentences.

1. The hare bought some meat and the hyena stole it.
2. The leopard stood up to speak, but the animals did not listen.
3. The dove bought a needle and the cock took it away.
4. The chameleon was slow but it arrived here before the elephant.

Exercise 1: Form correct sentences in your exercise book from the table.

Rat bought a cow	Hippo had ordered him.
Owl entered the dark house	Man took it away from him.
Bat cut off frog's tail	Hare came to assist him.
Elephant shouted for help	Python opened his mouth to swallow him.

Exercise 2: Write 5 compound sentences in your exercise book.

LESSON EIGHT

Dialogue

Activity

Read and act the dialogue in pairs.

Lion: Excuse me, sir, I would like to come and live in your home.
Man: I am sorry. I can't let you live in my home.
Lion: But why? You have let the cow live in your home.
Man: The cow is very useful to me. She gives me milk and meat.
Lion: Would you then take me to the zoo?
Man: Why would you want to be taken to the zoo?
Lion: Since I can't give you milk and meat, I would earn you a lot of money when tourists come to see me.
Man: That's a good idea. I apologise for thinking that you were useless.
Lion: It's alright.

Exercise : Write a paragraph describing some of the traditional stories you have listened to.

What do you learn from the traditional stories?
Why do you think traditional stories are good?

B Reading

LESSON NINE

Comprehension

Activity

In a group, talk about some birds that take part in traditional stories you know.

Exercise 1: Read the story below and answer the questions that follow.

Why Ostrich cannot fly

One evening Rebeka said to her children, " I would like you to answer this question. Do you know why Ostrich can't fly?.

"That is an easy question," said Emebet. " He is too heavy to fly."

"Yes," Tamiru added, "Unless Ostrich **reduces** his weight, he will never be able to fly."

Rebeka said, "What are your reasons? I know you cannot give me the exact answer I want."

She told them to listen because she was going to give them the right answer.

"Long ago," she said, "Ostrich could fly like the other birds. He had a ring in his stomach which enabled him to fly. But Ostrich was a **dangerous** bird. He used to kick and kill the smaller birds. Did you know that Ostrich is the biggest bird on earth!

"Yes, we do. We learnt about it at school," they said proudly.

"One day," Rebeka went on, "all the birds held a meeting." They said, 'We must do something to **get rid of** Ostrich because of his bad behaviour. Unless we send him away from our village, he will kill all of us'.

They turned to Dove and said, "Dove, you are very clever. You know what we can do to send Ostrich away from our land." Dove said, "Oh yes! I know what can be done. Ostrich has a ring in his stomach. That ring gives him the **power** to fly. If that ring is squeezed out of him he won't be able to fly again." The birds agreed to squeeze the ring out of Ostrich.

When the day came Dove said, "We've got to teach this enemy a lesson or he will kill us all."

We ought to go slowly, in order not to be heard. Are you ready to attack?" All birds said, "Let's go and **attack** him now."

Ostrich was asleep under a mango tree when all birds attacked him at once. By the time he realised what was happening, they were squeezing him down. Ostrich pleaded for mercy because the pain was too much to bear. But the birds kept squeezing him until he was forced to spit the ring.

Dove picked it up and threw it in the lake. From that day on, Ostrich has not been able to fly again.

Today, the birds **tease** the Ostrich. They fly near the ground, but when he tries to catch them, they fly higher. Very often Ostrich is seen walking in the sand looking for his ring. He says that if he finds it, he will fly again and kill all the birds.

The children clapped happily for their mother and went to sleep.

1. Who was Rebeka?
2. Why was the ostrich bad to the other birds?
3. Do you think the birds were right to punish the ostrich? Give reasons.
4. Imagine you were the Ostrich. What would you do to live happily with other birds?
5. Why do you think the children clapped at the end of the story?
6. How should you behave before adults?

Exercise 2: These words are taken from the story. Based on the story, match the words in column **A** with their meanings in column **B.**

A	B
reduce	energy
dangerous	making fun of
get rid of	control
power	pressing
attack	send away
squeezing	bad
teasing	fight

LESSON TEN

Activity

With a partner, read about these animals. Compare the animals. Discuss the differences. Answer the questions.

The **dog** is the friendliest animal. It is a good hunter as well.

The **fox** is the most sly animal. It is cunning as well.

The **elephant** is the largest land animal. It weighs 5000-6000 kilogrammes.

The **cheetah** is the fastest animal. It runs at about 90 kilometres per hour.

The **black mamba** is the most dangerous snake in Africa. It is found in tropical areas.

The **bat** is a mammal that flies. It suckles its young ones.

The **giraffe** is the tallest animal. It is about 6 metres tall.

The **hippo** is the largest water mammal. It weighs about 2500 *kg*.

The **ostrich** is the largest bird in the world. It is also the fastest. It does not fly.

Exercise: Choose the right answer and write it in your exercise book.

1. Which animal flies and suckles its young ones?
   A. fox B. bat C. cheetah

2. How heavy is the largest water animal?
   A. 5,000 *kg.* B. 2,500 *kg.* C. 4,000 *kg.*
3. Which animal is very cunning?
   A. giraffe B. hippo C. fox
4. Where do we find the most dangerous snake?
   A. in tropical areas B. in desert areas C. in Africa
5. Which mammal lives in water but comes out at night to feed?
   A. dog B. cheetah C. hippo
6. Which animal is faster than all other animals?
   A. giraffe B. cheetah C. dog

LESSON ELEVEN

Comprehension

Activity

1. Discuss the moral of the animal stories you know.
2. Which animals take part in the animal stories you know?

Exercise 1: Read the passage and answer the questions that follow.

Fanaye and the Hyenas

Once upon a time, there was a woman called Fanaye. She lived with her husband in Awramba village. They had a daughter called Tiru. When Tiru was about ten years old, her father died. From then on, Fanaye lived alone with her daughter. Fanaye loved Tiru very much. She always **imagined** that life would be meaningless without her.

One day, five hyenas came to Fanaye's home. The hyenas had a problem. They were looking for a place to spend the night, since it was **getting** dark. Fanaye let them into her house and prepared a good place for them to sleep.

Early the following morning, Fanaye had to go to the garden about a mile away. Tiru was still asleep, so Fenaye asked the hyenas to look after her while she was away.

Later, Tiru woke up and started playing. One of the hyenas **watched** her as she played. She was so beautiful and the hyena was **tempted** to eat her. And he did. After eating Tiru, the Hyena's stomach grew so big that he couldn't stand up.

In the evening, Fanaye returned from the garden. Her beautiful daughter was nowhere to be seen. Fanaye became angry. She beat up all the hyenas. She wanted to know which of them had eaten Tiru but they would not tell her. She thought of a trick that would make them talk. She made them line up and asked them one by one in a very soft voice: "Did you eat my child?"



Each hyena answered with a song:

"Upon my word I didn't eat your child.
The one who ate her is now wild.
There is no Tiru at all.
I am telling the truth.
My stomach is **empty**."

When the fifth hyena came. It had a very big stomach. It could hardly move, let alone sing. "Did you eat my child?" Fanaye asked.

"I swear, I didn't eat the child
Take my word though I'm wild.
If you checked my stomach you would see only meat.
It's Tiru who gave it to me to eat."

Fanaye then knew this very hyena had eaten up her daughter. Fanaye **speared** the hyena. As he was about to die he said, "Cut off my smallest finger, I beg you." Fanaye cut off the smallest finger as the hyena had **requested**. As soon as she did so, Tiru came out of the hyena's stomach alive. Fanaye was **delighted** to see Tiru alive. She wanted to kill the other hyenas but they escaped while laughing. From that time on, **whenever** hyenas see a person they think it is Fenaye. They **laugh** as they run away.

1. How many children did Fanaye have?
2. Write one word to describe Fanaye after her husband had died.
3. Write one word to describe Tiru after her father had died.
4. Do you think Fanaye was a kind woman? Give a reason.
5. Why did one of the hyenas eat Tiru?
6. "One good turn deserves another." How would the hyenas have applied this saying?
7. Why was Fanaye angry with the hyenas?
8. Why do you think hyenas laugh whenever they see a person?

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

A	B
imagined	came back
turning	everytime
watched	becoming
tempted	happy
returned	thought
empty	asked
requested	attracted
delighted	looked at
whenever	with nothing

C Writing

LESSON TWELVE

Composition

Activity

Read the beginning and the end of the story. With your partner, discuss what happened in the middle of the story.

Exercise: Write short sentences describing what happened. Read out the middle part to the class.

Why Cock Crows

Cock and Dove lived together. Their wings were not well-shaped so they couldn't fly. Dove bought a green pin and used it to make his wings get a better shape. The pin did a good job. At the end of two weeks, Dove could fly up in the air. When Cock saw that Dove was flying, he wanted to fly too. However much he tried, he couldn't.

Cock crows everyday early in the morning and during the day till evening. He wants the pin to fix his wings so that he may fly. When Cock gets the pin he will stop crowing and fly high. Will Dove give him the pin?

LESSON THIRTEEN

Revision Exercise

A Arrange the letters to write correct words.

1. royts	2. tensil	3. dear	4. lamina	5. tersfa
6. keaps	7. letl	8. serwo	9. toubhg	10. dame

B Arrange the words to write correct sentences.

1. very Grandmother stories us interesting tells.
2. the away Hyena ran stole and meat.
3. to We said listened she attentively what.
4. Frog's they away it threw off and tail cut.
5. wisest animals Hare the three of the was.
6. Careful Hippo Who more than was?

C Write a paragraph describing a traditional animal story you know. Tell the story to your classmates.

Revision Unit Two

Exercise 1

(A) Name the buildings in your school and:

(i) Describe the activities that are carried out in each of the named buildings.

(ii) Suggest what should be done to make the buildings more beautiful.

(B) Write six sentences to describe your school.

(C) Write correct sentences using the words in brackets.

1. Hunde always (clean) the school compound.
2. The children (go) to paint the buildings.

Exercise 2

(A) Which is your best dish? Describe how your best dish is prepared.

(B) Your teacher will invite a cook. The cook will prepare coffee.
Watch the cook as he/she prepares the coffee. Ask questions.
Write down the process of making coffee.

Exercise 3

(A) Write 5 words which are connected with danger.

(B) Your teacher will read you some numbers. Listen carefully and write the numbers in your exercise book.

(C) Write down 5 rules you should follow to avoid diseases.

(D) Complete these sentences:

1. It is dangerous to .....
2. You must not .....
3. You should .....
4. Do not .....

Exercise 4

(A) Write five sentences which describe one member of your family.

(B) Give one word for each of the following:

(i) your brother ‘s son
(ii) your brother’s daughter
(iii) your mother’s sister
(iv) your father’s brother
(v) your mother’s father

(C) Write correct sentences using the words in the brackets.

1. His (sister) guests will arrive tomorrow.
2. Her (brother) sons are very bright.
3. Abera is (short) of all the boys in our class.
4. Their school is (different) ours.
5. Mulu is (fat) than Hanna.

Exercise 5

(A) (i) Name the six killer diseases. (ii) What causes malaria?
(iii) How can we stop the spread of HIV?
(iv) How can we stop the spread of malaria?

(B) Complete these sentences in your exercise books.

(i) Sick people always .....
(ii) Doctors examine patients before .....
(iii) His daughter was discharged from the hospital because .....
(iv) All pregnant mothers .....
(v) The nurse attended to the sick man .....

(C) Write five rules that will help you to keep healthy. (use: You ought .....)

Exercise 6

(A) Your teacher will tell you a story about animals. The teacher will ask you some questions about the story. Listen carefully and answer the questions.

(B) Give correct answers.

(i) Which animal flies? (ii) Which is the fastest animal?
(iii) Which is the tallest animal? (iv) Which bird does not fly?

(C) Write correct sentences in your exercise book using the words in brackets.

(i) Snake (steal) the egg when Man was away.
(ii) The man (beat) snake until he (run) away.
(iii) She (sell) the beans and (get) a lot of money.
(iv) Her child was (good) of all the children in the village.
(v) Dove's daughter was (beautiful) than Hippo's.

Adjectives
absent
busy
correct
crowded
dangerous
dark
dead
ready
far
soft
kind
loud
lucky
nice
pleased
present
pretty
friendly
safe
fresh
interesting
helpful
weak
handsome
useful
tired
exciting
thick
fast

Verbs
add, bite
borrow
burn
call
collect
cut
cover
end
greet
fill
happen
hide
buy
drop
cook
be, born
pour
pay
push
post
practise
prefer
protect
put out
reply
return
shake
spend
thank
plant
sell
watch
read
live
stir
lock
kill
put
push
keep
press
invite
stir
hurt
pour
hurry
try
build
throw
swim
wear
die
press

Family
cousin
nephew
niece

Seasons
spring
summer
winter
autumn

Parts of the body
tongue
thumb
skin
blood

Diseases
malaria
sick
headache
cold
bite
medicine
pill

Food
butter
porridge
rice
sandwich
sweets
water
melon

Places
swimming pool
supermarket
market
restaurant
school
mountains

Animals
bee
eagle
elephant
frog
gazelle
insect
lion
monkey
mosquito
snake
tortoise

Time words
date
quarter
all day
late
later

Clothes
blouse
boots
glasses
necklace
ring
scarf

Other words
stairs
rubbish
steps
bin
best
danger
better
safety
rule
street
traffic
rule
anybody
somebody
everybody
than
never
suddenly
on fire
often
of course

Games and free time activities
athletics
football field
running pitch
swimming
sports club
table tennis
volleybal

Containers/ Quantity words
bag
sack
kilo
box
tin
carton
bottle

Jobs
clerk
fireman
shopkeeper

Everyday objects
calendar
string
cooker
cushion
dictionary
drawer
furniture
medicine
whistle
teaspoon
photograph
pills
pan
tray
shelf
sofa
whip

School buildings
classroom
gym
library
cafeteria
kitchen

Shops
bakery
grocer's
butcher's