

# English for Ethiopia

## Student Book

### Grade 3

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**Grade 3**  
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# Unit 1

## MY SCHOOL

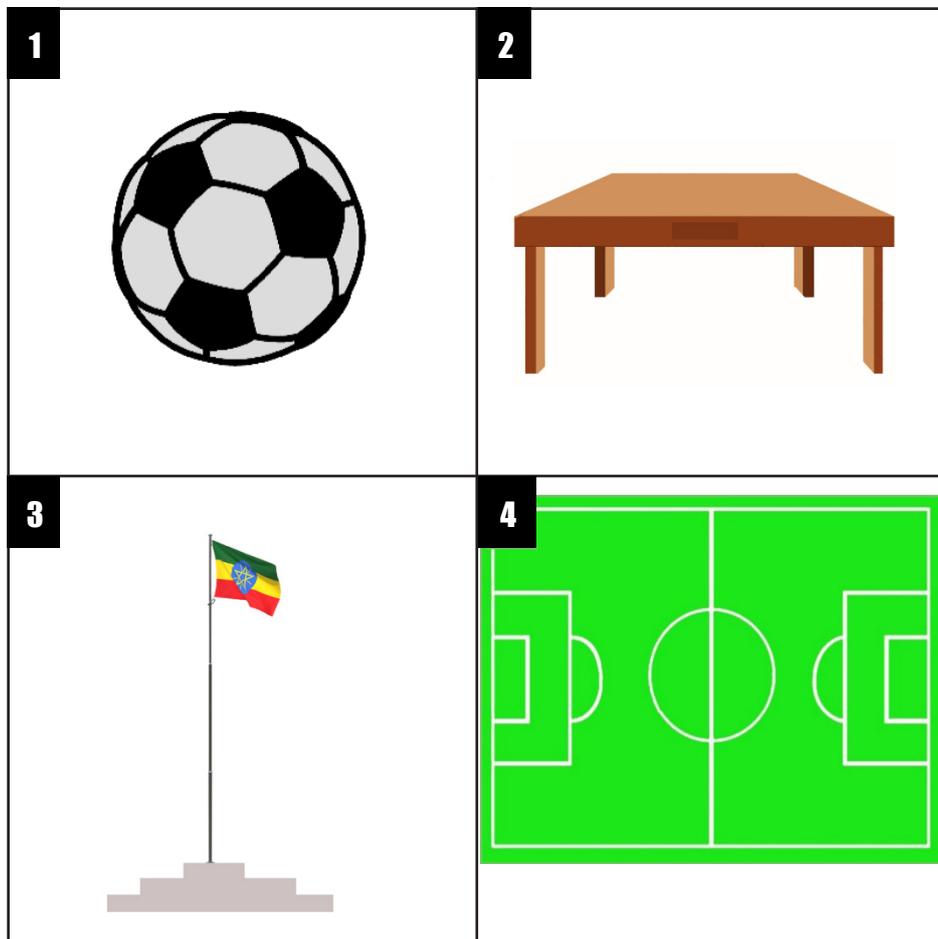


### Section One: Listening

#### BEFORE YOU LISTEN

#### Activity 1

Look at the following pictures. Tell the names of the pictures to your friend.



#### Activity 2

In pairs, list down five objects that you find in your classroom.

Example: 'chair'

## Activity 3

Read aloud the following words or phrases. Match those words or phrases with the pictures.

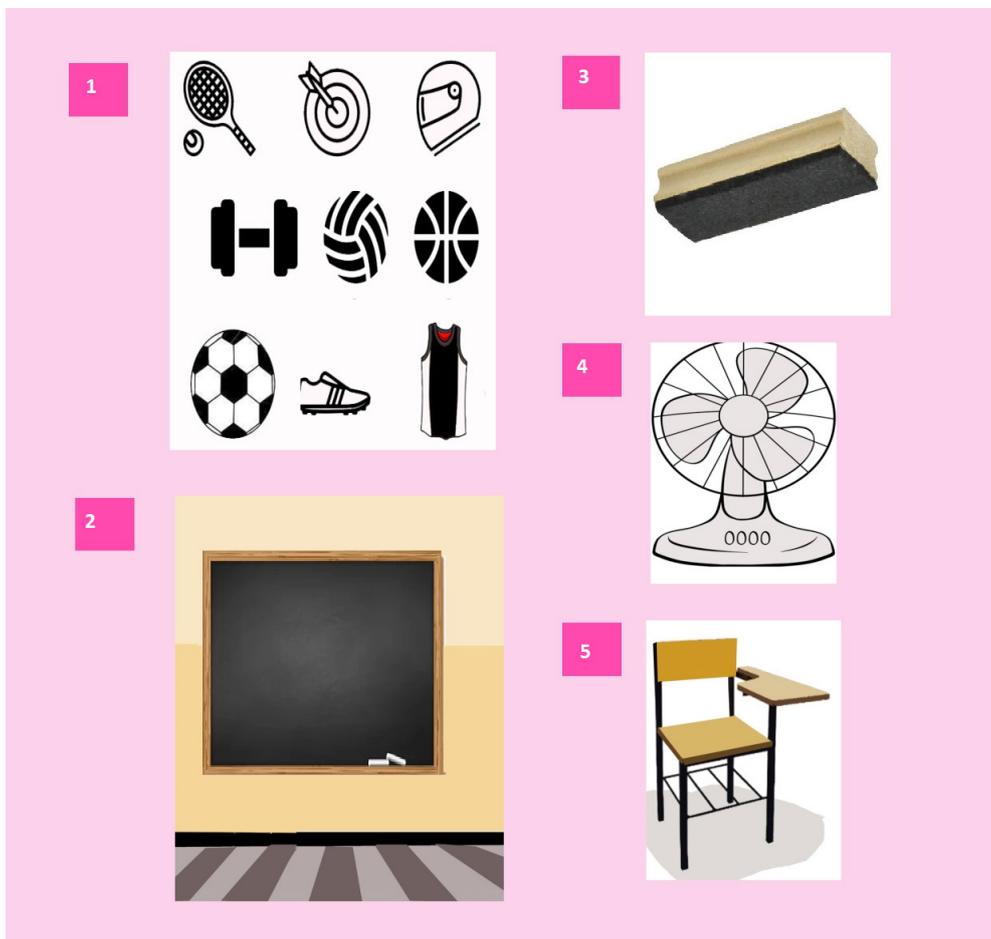
A. sports kit

B. blackboard

C. ventilator

D. duster

E. armchair



Activity 3 matching exercise grid. The grid contains five numbered boxes (1-5) with images. Box 1 shows various sports equipment: a tennis racket, a target, a tennis ball, a dumbbell, a volleyball, a basketball, a soccer ball, a sneaker, and a basketball jersey. Box 2 shows a blackboard on a wall with a chalkboard eraser. Box 3 shows a duster. Box 4 shows a desk fan. Box 5 shows a school desk and chair.

## Activity 4

You are to listen to a text. What do you think the text will be about? List down three things and tell to your partners.

Example: Number of students in that school

AS YOU LISTEN

## Activity 5

Now, you are to listen to the text. After you listen to it once, discuss the following questions in pairs.

1. Does the writer of the story love the school?
2. Is the writer of the story a male or a female? How do you know?
3. What is the listening story all about?

## Activity 6

Look at the things in the following picture of a school. List down three objects which are found in both schools (i.e. the school in the story and the school in the picture).



## Activity 7

Now, you are going to listen to the text for the second time. As you listen, match the words and phrases on the right with those on the left.

### A

- \_\_\_\_\_ 1. Container or bag
- \_\_\_\_\_ 2. Number of students
- \_\_\_\_\_ 3. Teachers
- \_\_\_\_\_ 4. The writer
- \_\_\_\_\_ 5. Big
- \_\_\_\_\_ 6. Distance of school from the writer's house

### B

- A. 500 meters
- B. a female student
- C. kits
- D. careful and kind
- E. the size of the playground
- F. 300

## AFTER YOU LISTEN

## Activity 8

Copy the following table into your exercise book. Based on the text, answer the following questions by putting a tick mark (✓) in the table.

No.	Statement	True	False
1.	Some rooms are narrow.		
2.	The writer is in Grade 3.		
3.	The writer walks to school always.		
4.	The school has a big garden.		
5.	The writer does not have classmates.		
6.	The school is located in the remote rural area.		

## Activity 9

There are two pictures of schools below. One is a picture of the school in the text you have listened to and the other one is another school. Look at them and answer the questions below.



1. Which school is located in a town or a city?
2. Which school is located in a rural area?
3. Which school do you think has better facilities for students?
4. Which school do you love most? Why?
5. Is your school found in an urban area?
6. Is your school found in a rural area?
7. Which school is similar to your school? How?

## Activity 10

Complete the following paragraph.

I am Grade ..... The name of my school is .....  
..... It is located in Wereda ..... I go  
to my school at ..... local time. I come back from my school at  
..... local time. I go to school with my classmates. I have  
..... number of classmates. Back from school, I study the  
notes in my ..... The name of the director of my school is  
.....

## Activity 11

Stand in front of your classmates, and speak about your school in English. Use the model in Activity 10 above, to prepare your talk.

# Section Two: Speaking

## READING ALOUD OBJECT NAMES

### Activity 1

As you look at the pictures of the following objects, read them aloud. Your teacher may also show you a flashcard containing the pictures of these objects.



garden



plug

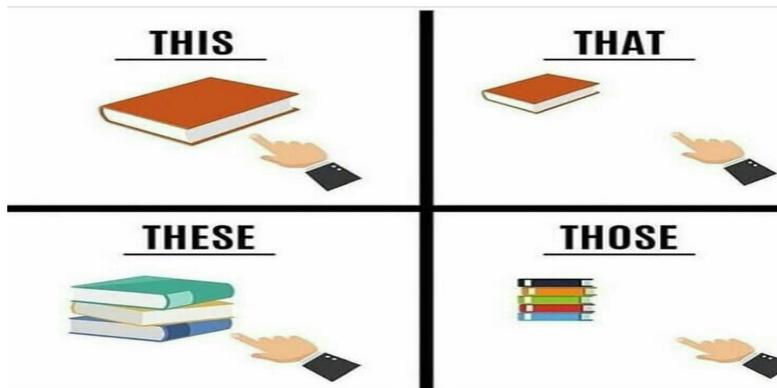


desk

## ASKING AND RESPONDING TO QUESTIONS

### Activity 2

First, study the poster below. Then, look at Hawi and Daniel asking each other about the object in the poster. Make a similar dialogue with your partner by pointing to any of the objects in the classroom.



Hawi: What is this?

Daniel: This is a book.

Hawi: What are those?

Daniel: Those are books.

### Activity 3

Ask each other about the location of the pictures below. You may use the following phrases to answer the questions.

on the left	in front of	beside	between
on the right	behind	next to	near

**Example:** Fenet: Where is classroom 1?

Halima: Classroom 1 is next to the director's office.

1. Where is the library?
2. Where is the toilet?
3. Where is the staffroom?
4. Where is the director's office?



## Activity 4

Ask each other about the names of the following pictures of classroom objects.

1



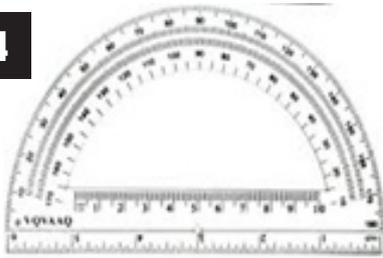
2



3



4



5



6



## Activity 5

First, write out sentences on the importance of the following classroom objects. Then, in pairs, using the example below, prepares a short dialogue and present it to your class.

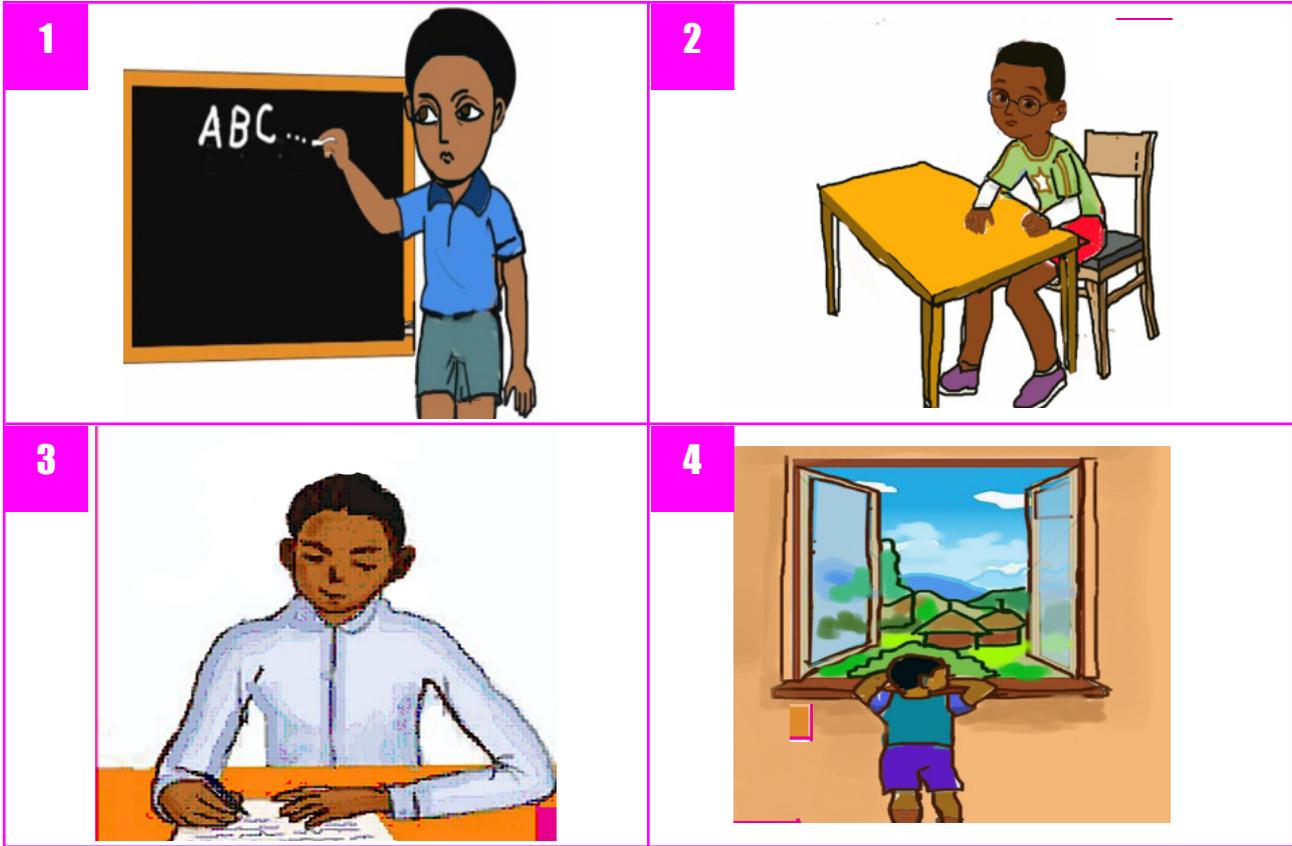
Habtamu: What is a chair used for?

Lensa: A chair is used for sitting in.

- A. Blackboard
- B. Table
- C. Window

## Activity 6

Now, match your answers with the pictures given below.



## Section Three: Reading

**BEFORE YOU READ**

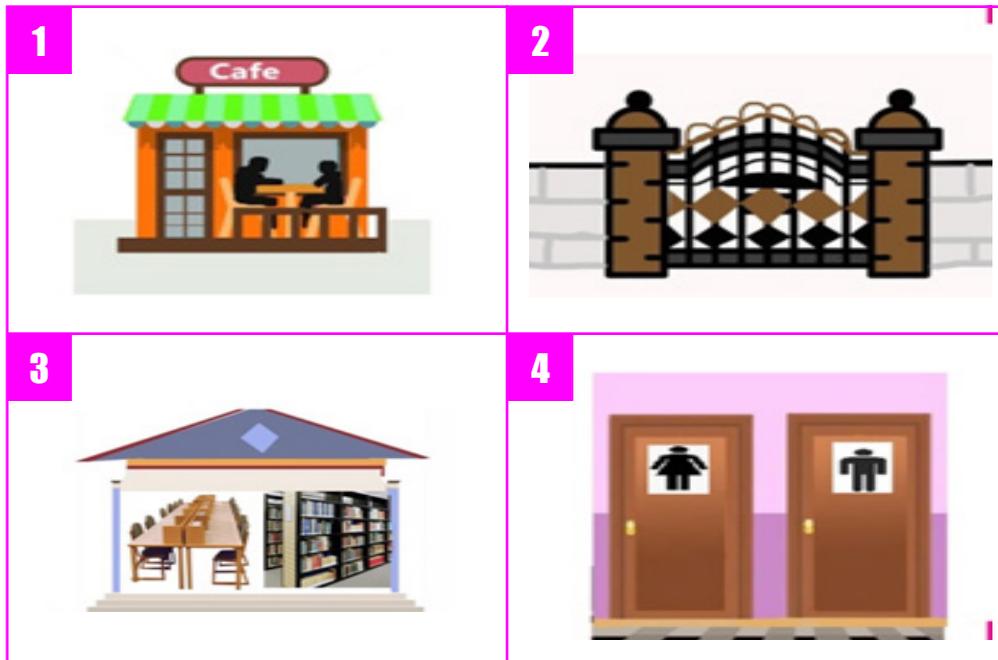
### Activity 1

Tell the meanings of the following words to your partner in your local language.

English	In your language
a. Gate	
b. Restroom	
c. Café	
d. Library	

## Activity 2

Match the above words with the pictures given below.



## Activity 3

Before you read the passage below, guess the meanings of the following words. Then, match the words with the pictures given below.

1. Meeting                      2. Laboratory                      3. Hall



AS YOU READ



## Activity 4

Read the following passage and underline the words, which you matched with the above pictures.

# At School

At school we learn. Students, teachers, and other administrative staff make up the school's community. It is a place for getting an education. At school, we find laboratories, libraries, halls, cafes, and restrooms.

Laboratories have chemicals. Libraries have books. Halls are used for a meeting. We drink tea or coffee at cafes. Restrooms have toilets. A school can have many gates. But one of these gates is the main gate.

## Activity 5

Read the above text again and fill in the following table with the correct information from the passage.

Facility or Service	Uses
Laboratories	For making experiment
Libraries	-----
-----	For drinking tea or coffee
Halls	-----

## AFTER YOU READ

## Activity 6

Does your school have the following facilities/services? Put a tick mark (✓) in the 'Yes' or 'No' column of the table below.

No.	Facility/Service	Yes	No
1	Laboratory		
2	Hall		
3	Restrooms		
4	Library		
5	Cafe		

## Section Four: Vocabulary

### PRONUNCIATION

#### Activity 1

Look at the following list of classroom objects. First, your teacher will read them aloud to you. Then, you read them aloud or pronounce them by imitating your teacher.

Eraser  
Desk

Sharpener  
Pencil

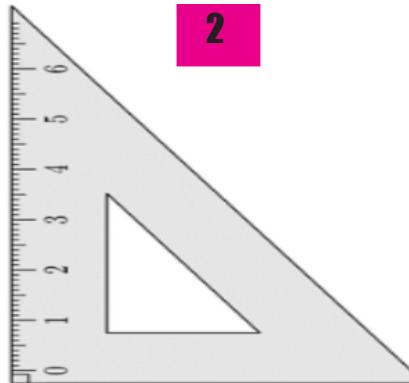
#### Activity 2

Write out (with the correct spelling) words for the following pictures.

1



2



3



4



5



## Activity 3

Below in the box are words taken from the listening and reading story in this unit. Use the most appropriate word to fill in the following blank space

loving    wide    located    chalk kits    charging    teaches

1. I have a very ..... mother.
2. English teacher ..... very well.
3. Our classroom is very.....
4. My phone is not ..... today.
5. My house is ..... near my school.
6. All teachers have .....with them.

## Section 5: Grammar

### ASKING FOR AND OFFERING PERMISSIONS

## Activity 1

Use “May I” expression. Ask permission for use of the following classroom objects. Use the example given below.

**Example:** Student: May I use the teacher’s table, please?

Teacher: Yes, you can.

No.	Materials	Asking for permission	Giving /granting permission
1.	Clip		
2.	Bag		
3.	Desk		
4.	Ruler		
5.	Compass		
6.	Eraser		

## Activity 2

Take turns to role/play the dialogues you constructed in Activity 1 above.

## Activity 3

Use the 'May I' expression and ask as much permission as possible to get the following services.

Example: To use Hawi's pencil: May I use Hawi's pencil?

1. To go home for lunch .....
2. To use Khadija's phone .....
3. To speak in French .....
4. To go to the restroom .....
5. To attend the concert .....

## Section 6: Writing

### KNOWING THE SPELLING OF CLASSROOM OBJECTS

## Activity 1

Your teacher will read you aloud ten classroom objects. Listen and write down the words with their correct spelling. Words (with correct spelling)

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

## Activity 2

Complete the following words with the missing letters to make them correctly spelt words.

Example: School

1. D\_re\_to\_
2. To-l-t
3. C\_as\_room
4. P\_ri\_d

## SENTENCE CONSTRUCTION

### Activity 3

Makeup three complete sentences of your own. Each sentence must have only four words. Write down the sentences in the table below. Use the given classroom materials to make up sentences. See the example.

Classroom objects	Sentence
Pencil	Example: I have a pencil.
Ruler	
Compass	
Stapler	

# Unit 2

## MONTHS OF THE YEAR

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### Section One: Listening

#### Activity 1

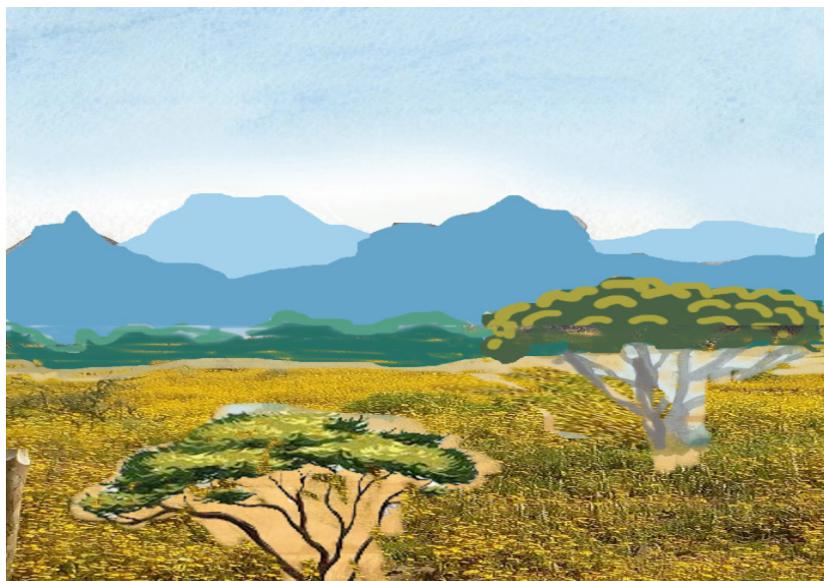
Before you listen to the text, answer the following questions. Work in pairs or groups.

1. Do you like the month of September? Why?
2. What do your parents often buy for you in September?
3. Do you like the New Year holiday? Why?

#### Activity 2

As you listen to the text, answer the following questions. Then, tell your answers to the class.

1. When does the Ethiopian New Year begin?
2. Do Ethiopians celebrate the first day of September? Yes or No
3. What do parents buy for their children for the New Year's holiday?
4. Parents do not spend a lot of money in September. True or False



## Activity 3

The teacher reads aloud the text for the second time. After you have listened to the text, answer the following questions. Work in groups and tell your answers to the class.

1. Everybody likes the month of September. True/False
2. The mountains become dry during September. True/False
3. Wild animals come out of the bushes in September. True /false
4. Ethiopians celebrate the New Year by exchanging flowers. True/False
5. Are parents happy during the month of September? Yes/ No
6. Why do children like September?
7. What things do parents buy for their children in September?

## Section Two: Speaking

### Activity 1

In pairs, ask and answer questions about what your parents buy for you in September. Play the role, turn by turn. Follow the example given.

#### Example:

**Tigist:** What do your parents buy for you in September?

**Fatuma:** They buy me shoes and clothes.



## Section Three: Reading

### Activity 1

Before you read the text given below, answer the following questions.

1. How many months are there in the Ethiopian calendar? \_\_\_\_\_
2. How many days are there in each month? \_\_\_\_\_
3. How many seasons are there in a year? \_\_\_\_\_
4. In which months are schools closed? \_\_\_\_\_
5. In which month is schools opened? \_\_\_\_\_

### Months of the Year

In The Ethiopian calendar, there are 13 months. There is sunshine in all the months. Each month has 30 days except 'Pagume'. 'Pagume' has five days every year and six days every four years.

The first month of the Ethiopian New Year is September. The last month of the year is 'Pagume'. October, November, December and January are dry months. Crops are harvested during these months.

In February, March, and April there are shower rains in most of the regions. During this time crops like wheat and barley are grown. They are harvested in the last days of April.

May is usually sunny. There will be only a little rain. June, July, and August are rainy months. Almost all crops grow during this season. There may be heavy rains followed by floods.

### Activity 2

As you read the passage, answer the following questions. Then, compare your answers with your partner. Sing the song of months of the year given under Activity 5 below with your teacher.

1. We get shower rains in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ months.
2. All months have 30 days. True/False
3. All crops are grown in May. True/False

### Activity 3

After you have read the passage, answer the following questions. Work in groups. Then, tell your answers to the class.

1. The Ethiopian New Year begins in the month of .....
2. What is the last month of the Ethiopian Calendar?
3. In which months are most of the crops grown?
4. Which months are sunny and dry?

### Activity 4

Study the months given below in the balloons. Can you correctly pronounce them? Your teacher will say them aloud to you. Say after your teacher.



## Activity 5

The following song is about the months of the year in the Gregorian Calendar. In three or four, discuss what you understand from the song. Sing the song with your teacher then after.

### The Months of the Year

Thirty days have September,  
April, June and November,  
All the rest have thirty one,  
Excepting February alone  
Which has 28 days,  
Every year  
And 29 each leap year.

## Activity 6

In pairs, ask and answer questions. Do this as many times as there are months.

### Example:

Jemal: How many days are there in June?

Feyissa: There are 30 days in June.



## Activity 7

In the following table, write the months in words. Then, show them to your classmate. Then, say out the months after your teacher.

1. September	2. _____	3. _____
4. _____	5. January	6. _____
7. _____	8. _____	9. May
10. _____	11. July	12. _____

## Activity 8

Which month comes before or after the other? Work in pairs or groups.

1. September, October,.....
2. December, January,.....
3. .... April, May, .....
4. .... ,August.
5. What is the month today?
6. What was the previous month?
7. What will the next month be?

## Activity 9

Ask and answer questions about the days in a month. Work in pairs. Play the role, turn by turn.

1. A: How many days are there in January according to the Gregorian calendar?  
B .....
2. A: What do your parents buy you in September?  
B .....
3. A: How many days are there in February?  
B .....
4. A: How many days are there in a week?  
B .....
5. A: What do the farmers do in July and August?  
B: They :.....

## Section Four: Vocabulary

### Activity 1

In the table below, you have months in the first column. From the passage find out situations as in the example and write them in the second column. Work in pairs. Then, tell your answers to the class.

Months	Situations/season
September	flowery
October	
November	
December	
January	

### Activity 2

The words in column A are taken from the reading text. Match them with their meanings given in column B. Then show your answers to your teacher.

A	B
1. Shower rain	A. area
2. Heavy	B. gathering crops
3. Flood	C. water formed after rain
4. Dry	D. difficult to lift
5. Harvesting	E. without water or rain

### Activity 3

Complete the following sentences with the words given below in the box.

heavy	floods	harvested	seasons	sunny
-------	--------	-----------	---------	-------

1. Ethiopia has many .....
2. After the rain had been over, there were a lot of .....
3. The farmers have .....their crops.
4. Yesterday, we had .....rain.
5. The weather is .....today.

## Section Five: Grammar



Time conjunctions include before, after, next, last

Study the meanings of the following sentences.

September comes before October.

January comes after December.

August comes next to July

Tuesday comes next to Monday.

'Pagume' comes last in Ethiopian Calendar.

## Activity 1

What comes before, after or next to what? Answer the following questions individually. Then, compare your answers with that of your partner

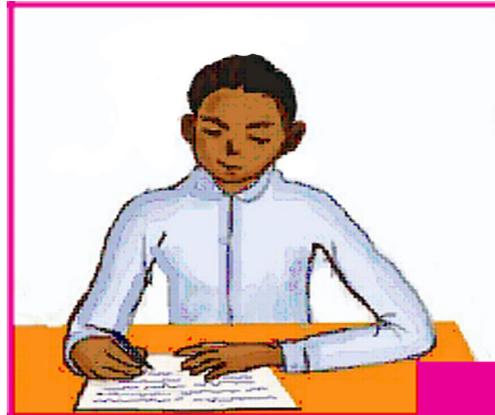
1. Number 3 comes before\_\_\_\_\_.
2. Number 8 comes before\_\_\_\_\_.
3. Number 5 comes next to\_\_\_\_\_.
4. Number 9 comes after\_\_\_\_\_.
5. Sunday comes after\_\_\_\_\_.
6. Monday comes before\_\_\_\_\_.
7. Friday comes next to\_\_\_\_\_.

## Activity 2

Complete the following sentences by the time conjunctions (before, after or next). Work individually.

1. \_\_\_\_\_ you go out for class, you should have your things in your bag.
2. \_\_\_\_\_ a fifteen minute brake, we went back to our classes.
3. \_\_\_\_\_ March, we will have April.
4. \_\_\_\_\_ you go to class, you should eat your breakfast.
5. We learn English \_\_\_\_\_ to Environmental Science.

## Section Six: Writing



### Activity 1

What do your parents buy for you every September? Write five sentences. Follow the given example. First, do it individually. Then, show it to your partner.

Example: Every September, my parents buy me a pair of shoes.

### Activity 2

Write five sentences about what you like to buy for the New Year's holiday. Then, show your sentences to your partner.

Follow the example:

1. I like to buy a pair of jeans trousers.

# Unit 3

## CLEAN SURROUNDING



### Section One: Listening

#### BEFORE YOU LISTEN

#### Activity 1

Before you listen to the text, work in groups to answer the following questions. Then, tell your answers to the class.

1. What is the use of cleaning our surroundings?
2. What will happen if we do not clean our environment?
3. Do you know any place in your area which is not clean?
4. Can you pronounce these words that will appear in the listening

text? Your teacher will tell you their meanings.

Clean dirt regularly surrounding

#### AS YOU LISTEN

#### Activity 2

As you listen to the text, say True or False.

1. Cleaning our environment is not useful.
2. Common cold is caused by unclean environment.
3. Dirty places are attractive.
4. Tourists do not like clean places.



## AFTER YOU LISTEN

### Activity 3

After you listened to the text for the second time, answer the following questions. First, work individually. Then, compare your answers with your friends.

1. What are the dirt materials that spoil our environment?
2. What will happen to us if we do not clean our environment?
3. How do we clean our surroundings?

## Section Two: Speaking

### Activity 1

#### “Wh” Questions

Look at the example dialogue between Fenet and Kiya based on the two pictures below

**Fenet.** Kiya, what do you see in picture A?

**Kiya:** I think it is garbage that was thrown away near a lake

**Fenet:** Do you think this is a proper place to drop garbage?

**Kiya:** No, I do not. It should not be thrown away near lakes.

**Fenet:** What about in picture B?

**Kiya:** I see a trash bin full of garbage.

**Fenet:** Wow,kiya, you are great at observing things!



## Activity 2

In pairs, ask and answer Wh questions about the names of the cleaning materials shown in the two pictures below.



## Activity 3

Study the following poster. Discuss in groups of three or four how to reduce wasting food at home or school. Report to the class.



One item which makes our surrounding dirt is food waste. Studies show that we waste about one- third of our food consumption every year. Most of this waste is cereals, fruits and vegetables. What ideas have you got to reduce food waste? You may use the information in the following poster on ways to reduce food waste for your discussion.



## Activity 4

What are the health benefits of having a clean environment? Discuss in groups and tell the benefits to the class.

Example: Clean surroundings will keep us from various diseases.

## Section Three: Reading

### Activity 1

Before you read the following passage, answer the following questions.

1. Where do your neighbors throw away solid garbage most frequently?
2. Do your neighbors throw the garbage in proper places?
3. Look at the two pictures below. What do you understand from the pictures?



4. Which of the items do people in your area throw away? Put a tick mark (✓) in the 'Yes' or 'No' column of the table below.

No.	Item	Yes	No
1.	Torn out papers or clothes		
2	Plastic products (bottles, bags, fibers, cans, lids etc.)		
3	Broken glasses		
4	Metals (e.g. cans, sheets, razors, etc.)		
5	Food wastes		
6	Dead animals		
7	Human wastes(e.g. used baby diapers)		
8	Construction wastes(e.g. broken ceramics)		
9	Hazardous (e.g. chemical bottles, medicinal products, etc.)		
10	Others		

- Can you name some cleaning materials which people in your surrounding often use?
- What do you think the next passage will talk about?

## AS YOU READ

### Activity 2

Now, as you read the following passage, answer the following question.

Write down three ways of keeping our surroundings clean.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Keeping Our Surrounding Clean



All of us live in a neighborhood or surroundings. We should keep our surroundings clean. proper hygienic practice will help us to live healthy and better lives. Below are some of the ways of keeping our surroundings clean.

First, waste or garbage should not be thrown everywhere, but it should be thrown in trash bins. Throwing garbage all over the place will only dirty our surroundings, and makes us catch different diseases. Similarly, we should not litter in our surroundings or on the roadside. Littering causes environmental pollution such as land, air and water pollution.

Second, we should control the use of plastic bags. Throwing plastic bags by the roadside only makes our surroundings dirty. One should use paper bags instead of plastic bags as plastic bags take many years to disappear. Since plastic bags do not easily mix with water, they could block the drains that carry away dirty water or other liquid wastes.

Last but not least, we should plant trees or flowers that will beautify our surroundings as well as keep us healthy. Greener surroundings look beautiful and also reduce pollution. So, let us keep our surroundings clean and lead healthy and happy life.

Source: Adapted from a Text by Arked Educational Services ([www.arked.co.in](http://www.arked.co.in)).

## AFTER YOU READ

### Activity 3

Answer the following questions based on the passage you have just read.

1. How does keeping our surroundings clean help us?
2. Where should waste or garbage be thrown away?
3. List the three environmental pollutions caused by littering
4. Write three uses of planting trees/flowers for our surroundings.
5. What is the above passage talking about?

### Activity 4

Matching the ideas in column B with the paragraph numbers in column A.

#### A

1. Paragraph two
2. Paragraph three
3. Paragraph four

#### B

- A. Planting trees
- B. Places to throw away wastes
- C. Control of plastic bags

### Activity 5

Among the ways of keeping our surroundings clean stated in the passage, which one do the people in your area often practice? Write down.

## Section Four: Vocabulary

### Activity 1

Choose the word/phrase that has a similar meaning to the word written in bold in the sentences. Do individually.

1. We can use paper bags instead of plastic bags to prevent pollution

A. in place of                      B. without

2. Woods and plastic materials could prevent waste liquids from flowing through the drains.

A. the pipes                      B. the cans

3. Sugar can easily mix with water.

A. cannot easily combine B. can easily combine

4. Dirty environment makes people catch diseases such as the common cold and malaria.

A. protects B. lets

## Activity 2

In pairs, match the following pictures with the phrases given in the box.

on street littering

planting trees

burning garbage

sweeping around classrooms

A



B



C



D



## Activity 3

First, copy the questions into your exercise book. Then, underline the right word among the options given in parenthesis. Then, discuss your answers in pairs.

1. An environment where humans, as well as plants and animals live \_\_\_\_\_.  
(garbage, surrounding).

2. The practice of keeping ourselves and our surroundings clean is\_\_\_\_\_ (disease, hygiene).
3. Things that we throw away because we no longer want or need them are\_\_\_\_\_ (garbage, food).
4. A container which people use to put garbage in is\_\_\_\_\_. (plastic, trash bin).

## Activity 4

The following words in a box are taken from the reading passage. Use the appropriate words to complete the next paragraph. Do it in three or four.

clean	road	make	throw
-------	------	------	-------

When we talk about hygiene, we might think it is only about keeping ourselves and our homes (1)\_\_\_\_\_. But, it is not. It is about carrying this habit everywhere: on the streets, at schools, at parks and in all other places we visit. For example, if we are chewing gum walking on the (2) \_\_\_\_\_ and cannot find a trash bin to throw it away, we must make sure not to (3)\_\_\_\_\_ it on the streets, but in proper places. By doing this, we can (4)\_\_\_\_\_ our homes and our surroundings clean and free from diseases.

## Pronoun (Subject)-Verb agreement

### Activity 1

In pairs, study the three tables below for pronouns and verb agreement.

**Table 1**

I	You	He	She	It	We	They
am	are	is			are	

**Table 2**

I	You	He	She	It	We	They
clean	clean	cleans			clean	

**Table 3**

I <u>am</u> a student.	I <u>clean</u> the room
You <u>are</u> a student.	You <u>clean</u> the room
We <u>are</u> nurses.	We <u>clean</u> the floor
They <u>are</u> teachers.	They <u>clean</u> the floor
She <u>is</u> a director.	She <u>cleans</u> the room
He <u>is</u> a guard	He <u>cleans</u> the room.
It <u>is</u> an animal	It <u>cleans</u> the floor

## Activity 2

Read the sentences. Circle the correct verb which can complete the sentences.

- I \_\_\_\_\_ 12 years old. is / am / are
- He \_\_\_\_\_ good at swimming. is / are / am
- They \_\_\_\_\_ late for school. are/is/am
- We \_\_\_\_\_ really happy today! am/is/are
- You \_\_\_\_\_ tall. is/are/am
- It \_\_\_\_\_ a cat.

## Activity 3

Underline the correct verb that agrees with the subject pronouns.

- |         |   |       |        |
|---------|---|-------|--------|
| 1. We   |  | drink | drinks |
| 2. It   |  | run   | runs   |
| 3. He   |  | jumps | jump   |
| 4. They |  | keep  | keeps  |
| 5. You  |  | shuts | shut   |
| 6. I    |  | wash  | washes |
| 7. She  |  | take  | takes  |

## Activity 4

Work with your partner. Complete the sentences below with the correct subject pronouns given in parenthesis.

1. \_\_\_\_\_ work in office. (They / She)
2. \_\_\_\_\_ goes to school at 8:00 A.M. (We /He)
3. \_\_\_\_\_ waters the plant every day. (She/They)
4. \_\_\_\_\_ read books in the library.(I / She)
5. \_\_\_\_\_ celebrate Christmas with friends. (We/He)
6. \_\_\_\_\_ likes meat.(We/It)

## Section Six: Writing

### Activity 1

On your own, list any five cleaning materials you know with their correct spelling.

### Activity 2

Work in pairs. Write the differences between clean and unclean surroundings. The first has been done for you.

#### Clean Surrounding

- Green and neat
- \_\_\_\_\_
- \_\_\_\_\_

#### Unclean Surrounding

- full of waste or garbage
- \_\_\_\_\_
- \_\_\_\_\_

## Activity 3

**Individual work. Your teacher will let you leave your class and observe the school compound for 15 minutes.**

- Carefully see how clean and green the school compound is.
- See where your school throws away its solid garbage.
- See the garbage items often thrown in the school compound
- Take notes of what you have seen.
- Return to your class and organize your notes into three or four sentences.
- Finally, read your sentences to the class.

# Unit 4

## THE TRAFFIC SIGNS

### Section One: Listening

#### Activity 1

Look at the pictures. Then, answer the questions by writing. Then, discuss your answers in pairs.

1. Where do you live? In an urban or rural areas?
2. Have you ever seen traffic lights in your area?
3. Have you seen traffic lights somewhere else?
4. Which picture shows a rural area? A or B?
5. Which picture shows an urban area? A or B?

A



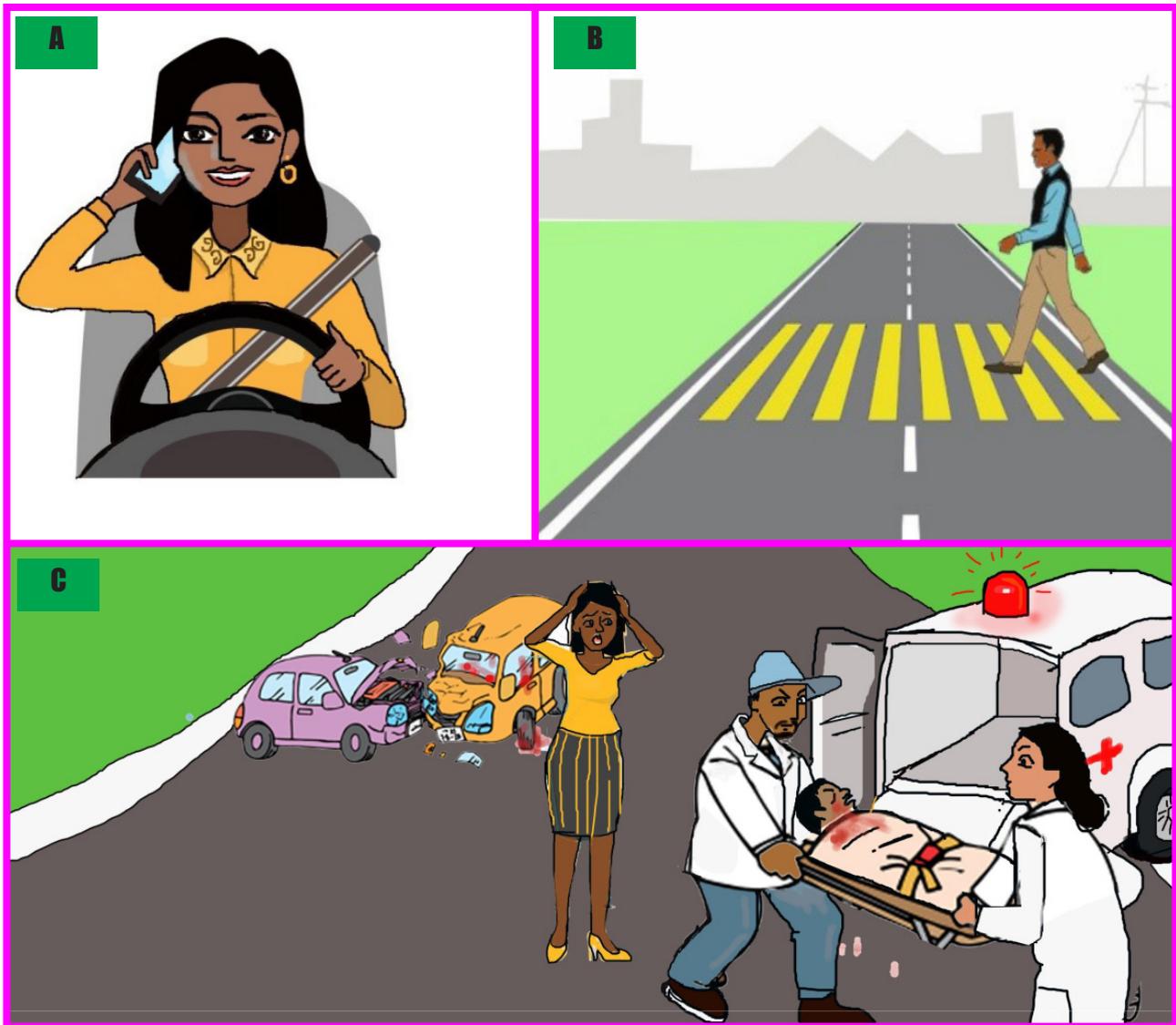
B



## Activity 2

Answer the following questions orally by asking your parents or someone who knows about traffic lights. Or, refer to a book or the internet.

1. Which colors are used for traffic lights?
2. Do you think traffic lights are useful for pedestrians, people who walk on foot?
3. Have you ever seen a car accident?
4. What do you think are the common causes of car accident?
5. Which of the following pictures shows the causes of a car accident?  
A, B, or C?



## Activity 3

Look at the traffic light picture given. Can you match the colors of the traffic lights with their meanings? it in pairs/groups.



No	Traffic light colors	Meanings
1	Red	A. Complete stop
2	Yellow	B. Go/ pass
3	Green	C. Warning/ready to stop
4	Flashing yellow	D. Slow down and prepare to stop
5	Flashing red	E. Stop/ warning dangerous intersections

## Activity 4

Match the following pictures with the right words they represent.

pedestrian

cyclist

driver

mechanic



## AS YOU LISTEN

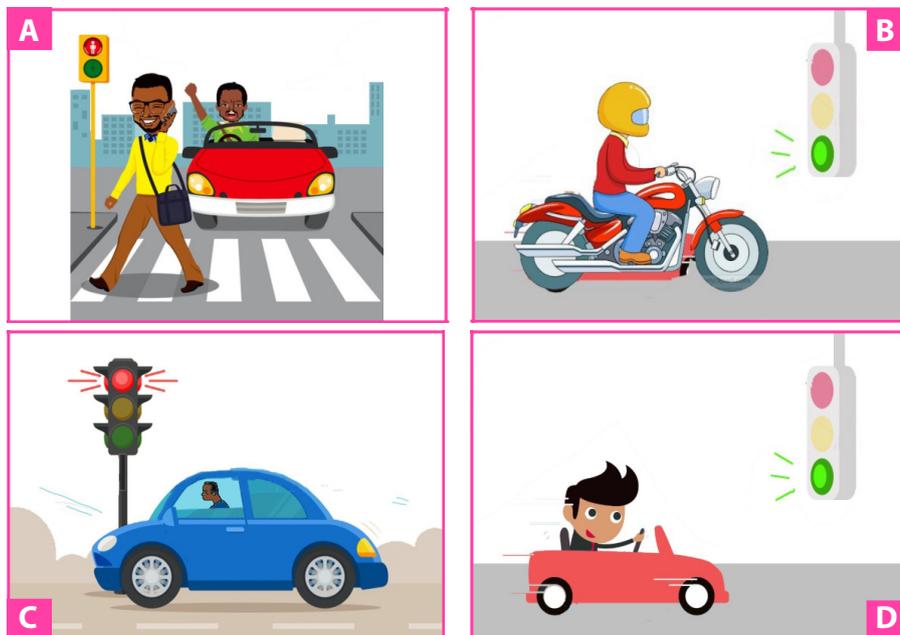
### Activity 5

Now, listen to the passage for the first time. Then, match the words and phrases on the right with those on the left.

A	B
1. Intersections	A. running in a red traffic light
2. Signals	B. number of colors of signals
3. Complete stop	C. green light
4. Use of traffic signals	D. colors
5. Flow of cars	E. traffic
6. Go	F. red light
7. Three	G. control traffic
8. Dangerous	H. place of crossing or convergence

### Activity 6

Look at the pictures below. Identify those pictures that show respect for traffic lights rules, and those that do not show respect for traffic lights rules.



## Activity 7

Copy the following activity into your exercise book. Listen to the passage again and match the words in column A with their nearest meanings in column B.

A	B
1. Complete	A. motorist
2. Traffic	B. full
3. Indicates	C. walker
4. Pedestrian	D. flow of cars
5. drivers	E. shows

### AFTER YOU LISTEN

## Activity 8

Now, listen to the passage for the last time. Say whether the sentences in the table are True or False.

No	Statement	True	False
1	A yellow light indicates that the green light is about to end		
2	Pedestrians must not respect traffic signals.		
3	Cyclists must obey traffic signals.		
4	Traffic lights can have ten colors.		
5	A driver must know all traffic signals.		
6	Flashing lights show dangerous intersections ahead.		
7	A flashing yellow light tells you to slow down and prepare to stop.		

yellow light indicates that the green light is about to end

## Section Two: Speaking

### Activity 1

Your teacher will show you flashcards that contain three different traffic light colors. As you look at the cards, first read the words aloud. Then, write down the meaning each of the following color stands for



### Activity 2

Take a turn with your partner to practice the dialogue below about the meanings of traffic light colors.

**Bontu:** What does the red traffic light or color mean?

**Obang:** It means stop driving completely.

**Bontu:** What does the green traffic light mean?

**Obang:** It means you can go.

**Bontu:** What does the yellow traffic light mean?

**Obang:** It means get ready to stop.

### Activity 3

Read the following story about a traffic incident individually. Then, in groups of three or four discuss anything that you learned from the story. Tell the class.

One day, a driver was driving a car. He ran over a woman who was about to cross the road at the road intersections. Luckily the woman was fine, but so scared that she started to cry. He had not realized the traffic light colors at the intersections. The driver felt so guilty about the accident.



## Section Three: Reading

### Activity 1

Before you read the passage, answer the following questions in groups of three or four.

1. Where do you see traffic lights?
2. What is the job of traffic police?
3. Where do we find traffic lights?

### Activity 2

Look at the illustrations below and match them with the following words.

#### People

1. Traffic police
2. Driver
3. Teacher
4. Student
5. Pilot

#### Pictures



### Activity 3

Now, read the following passage and check if the answers you gave above in Activity 1 are correct.

# Smart Traffic Light Management System

Traffic lights are signaling devices located at road intersections and pedestrian crossings. They are now part of our everyday life. Before traffic lights were invented, policemen would control traffic. But accidents would still occur frequently. This is when J. P. Knight took action in 1868. He made the first traffic light. It was installed outside the British Houses of Parliament. But it didn't last long since it exploded in 1869 due to a gas leak.

Until 1912, human traffic police often used a complex whistle system to direct traffic. The system was confusing and ineffective. It was boring but also dangerous. To avoid these problems, classic traffic lights were invented. Classic traffic lights are pre-programmed and inflexible. They do not adapt to the rapidly changing traffic situation. This causes damage to the economy and to the environment. During peak hours vehicles and pedestrians need equal chances to pass, while at off-peak times there's no need to stop.

Compared to classic traffic lights, smart traffic light takes into consideration the traffic situation. It triggers the lights to react as needed in a timely manner. This is because all the traffic lights will be connected to each other through a communication platform.

## Activity 4

Look at the picture of a traffic policewoman. Tell your partner what she is doing. Now, read the passage again and fill the table below with the correct information. First, do it individually. Then, in groups.



	Whistle system	Classic traffic lights	Smart traffic lights
Characteristics/ advantages/ disadvantages	1. _____ 2. _____	1. _____ 2. _____	1. _____ 2. _____

## Activity 5

Answer the following comprehension questions in one or two words.

1. Which system of traffic lights, the classic or the smart one, is more comfortable to drive?
2. Who controlled the traffic system before the invention of traffic lights?
3. What were the problems that classic traffic lights avoided?
4. Where was the first traffic light installed?

## Activity 6

Take turns and retell the story of the reading passage to your partner. Use the illustrations below to help you remember the main points of the text.



## Activity 7

Now, your teacher will read aloud three sentences in which there are names of three traffic light colors. As you listen, write down the spelling of those names of colors in your exercise book.

Names of the traffic light colors:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Section Four: Vocabulary

### Activity 1

Match the words given below with their contextual meanings, or as they are used in the passage above.

A	B
1. Accident	A. Means
2. Pass	B. Old
3. Platform	C. Goes
4. Classic	D. Crash
5. Adapt	E. Adjust

### Activity 2

Look at the following words taken from the above passage. Find at least one word with an opposite meaning to each of the given words in the jumbled sentences given below the words.

1. Boring .....
2. Before .....
3. Classic .....
4. Rapid .....
5. Frequently .....

- A. The teacher gave us the answer key after we completed the examination.
- B. During the sunny season, it rarely rains.
- C. The tortoise is a slow animal.
- D. Smart traffic lights are modern discoveries.
- E. The English class is always interesting.

## Section Five: Grammar

### The Verb to Have (Has/Have)-Showing Possessions

#### Activity 1

Study the examples below. Look also at the pictures. Then, write out what you have and what you don't have in your exercise book.

#### Examples

1. Tola has an exercise book.
2. Martha has a red pen.
3. Derartu has a sports bag.
4. Grade three students have a good teacher.
5. My sisters have a uniform skirt.
6. The footballers do not have their own balls.
7. Hagos does not have a jacket.



1. I \_\_\_\_\_ a phone.
2. I \_\_\_\_\_ a lunch box
3. I \_\_\_\_\_ a school bag
4. I \_\_\_\_\_ an English textbook
5. I \_\_\_\_\_ a mobile charger
6. I \_\_\_\_\_ a laptop
7. I \_\_\_\_\_ a rain coat
8. I \_\_\_\_\_ new jeans trousers
9. I \_\_\_\_\_ two oxen
10. I \_\_\_\_\_ three chickens.

## Activity 2

Look at the following pictures. Write the items you have only.



1



2



3



4



5



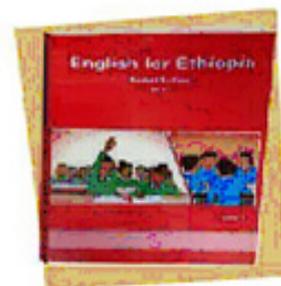
6



7



8



9

## Activity 3

Make up ten correct sentences from the following substitution table.

Example: Bontu has a calculator.

Bontu		a calculator
Meskerem and Rehima		guns
The soldiers	has/have	a coach
Footballers	does not have/ do not have	a gown
The nurse		a uniform
Students		

## Section Six: Writing

### Activity 1

Using the words given below (taken from the listening and reading texts above,) write up four sentence of your own using the verb has/have.

**Example: Traffic police**

**A traffic police has a whistle.**

1. Cyclist

3. Vehicles

2. Pedestrians

4. Driver

### Activity 2

Make up five true sentences of your own about what your friend(s) does not have /do not have.

Example: My friend does not have a ruler.

My friends don't have a laptop.

# Unit 5

## RIVERS IN ETHIOPIA



### Section One: Listening

#### Activity 1

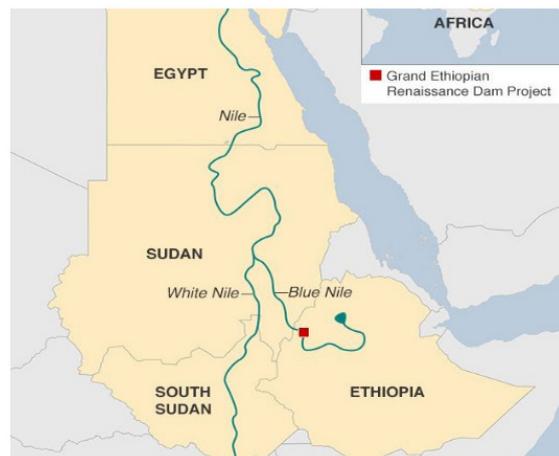
Before you listen to the text, answer the following questions in groups. Your teacher will read aloud the text to you then after.

1. Do you know the biggest river in Ethiopia? What is its name?
2. Do you know other big rivers in Ethiopia? Can you mention their names?
3. Is Ethiopia constructing hydro-electric power? If yes, over which river(s)?
4. Where does the Blue Nile (Abay) River start?
5. Can you mention the names of rivers/streams in your area?
6. What are the uses of river or stream water?

#### Activity 2

Do you know the meanings of the following words? Your teacher will tell you their meanings. Write their meanings in your exercise books.

stream	tributary	supply	volume
huge	contribute	generate	power



## Activity 3

As you listen, try to complete the sentences below. The teacher reads aloud the text for the second time. Then, compare your answers with that of your classmates.

1. The name of the river is .....
2. The Blue Nile (Abay) river flows down to.....
3. The tributaries of the Blue Nile come from.....and .....regions.
4. The Grand Ethiopian Renaissance Dam is found in .....region
5. The Nile River ends in.....sea
6. The Blue Nile and the White Nile together form the\_\_\_\_\_River.
7. The Blue Nile is believed to generate the \_\_\_\_\_amount of electric power in Ethiopia.

## Activity 4

After you have listened to the text, answer the following questions. Your teacher will read aloud the text for the third time. Work in groups of three or four. Then report your answers to the class.

1. Where do the Blue Nile and the White Nile Rivers meet?
2. In what way does the electric power from the dam help the Ethiopian economy?
3. Ethiopia is not constructing a dam present. True/False.
4. Ethiopia contributes the largest amount of water to the Nile River. True/ False
5. The Blue Nile (Abay) River starts in Illuababora. True /False
6. What are the main points of the listening text? Discuss in groups.

## Section Two: Speaking

### Dialogue

### Activity 1

Practise asking and answering the following questions. Play the roles, turn by turn.

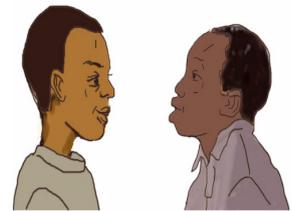
#### Example

**Tesso:** What are the uses of a rivers or streams?

**Taye:** Rivers supply us water.

1. **Heran:** What river or stream is found in your area?

**Saba:** .....



2. **Heran:** Where does the Blue Nile (Abay) River flow to?

**Taye:** .....



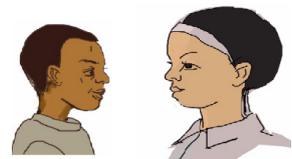
3. **Taye :** What rivers do you know?

**Heran:** .....



4. **Tesso :** Where is the Grand Renaissance Dam found?

**Saba:** .....



## Section Three: Reading

### Activity 1

Before you read the passage, answer the following questions in groups of three or four. Then compare your answers with your neighbor's.

1. What are the uses of a river?
2. What river is found in your area? Is it big or small?
3. Can you mention some rivers that are found in Ethiopia?

### Activity 2

As you read the passage, complete the table below.

<b>Name of the river</b>	
Originates from	
Ends in	
Uses are	

# The Awash River

The Awash River originates from the central high lands of West Shewa zone in Oromia Region. It travels in the middle of East Shewa zone. It then goes to the Afar Region. Finally, it flows down to the Danakil Depression. It sinks in the sands in this area.



This river is used for irrigation. It is used to grow banana, orange, sugar cane, etc. It is also used for drinking. The Koka Dam was constructed over this river. This dam was constructed during the Haile Silassie regime. It generates about 400 megawatt electric power.

## Activity 3

After you have read the passage, answer the following questions. Then tell your answers to the class.

1. What fruits and vegetables do the people near the river grow?
2. When was the Koka Dam constructed?
3. How many Megawatt electric powers does it generate?

(Note: a megawatt is a unit for measuring electric power)

## Activity 4

In groups, complete the following table about Ethiopian rivers. This task is homework. You may ask your Environmental Science teacher or other people for the answers.

Name of a river	Origin	Uses	Where it ends
1. Abay			
2. Baro			
3. Tekeze			
4. 4.Ganale			

## Section Four: Vocabulary

### Activity 1

The following words are taken from the listening and reading passages.

Match them with their meanings.

A	B
1. Starts	A. produce
2. Construct	B. goes deep into the soil
3. Generate	C. central
4. Sinks	D. give
5. Supply	E. begins
6. Middle	F. build
7. Ends	G. lasts

### Activity 2

Complete the sentences below by selecting an appropriate word given in the parenthesis. The words are again taken from the reading and listening texts.

1. Many \_\_\_\_\_ (streams, river) flow to the the Blue Nile River.
2. Dams need a continuous \_\_\_\_\_ (supply, contribute) of water to generate electricity.
3. The \_\_\_\_\_ (volume, generate )of the Blue Nile River increases during the rainy seasons.
4. The Blue Nile is a \_\_\_\_\_ (huge, meet) river of a large volume.
5. A small river that flows to a large river is usually called a \_\_\_\_\_ (stream, tributary)
6. The Ethiopian Renaissance Dams will \_\_\_\_\_ (start, contribute) a lot to the growth of the country's economy
7. The Blue Nile (Abay) River \_\_\_\_\_ (supply, flows)to Sudan
8. When the two small rivers \_\_\_\_\_ (meet, power),they form a larger river.

### Activity 3

The following words are taken from the reading passage. Use the words to complete the sentences given below the box.

originates	grow	travels	construct
irrigation	power	generates	

1. The Awash River \_\_\_\_\_ in the central highlands of Oromia.
2. A dam \_\_\_\_\_ electricity.
3. The Awash River..... to the Afar Region.
4. Ethiopia could \_\_\_\_\_ many dams in the future.
5. A dam produces electric \_\_\_\_\_.
6. Farmers can use rivers to \_\_\_\_\_ many fruits and vegetables.
7. Many farmers cultivate their lands through \_\_\_\_\_ when there is insufficient rain.

## Section 5: Grammar

### THE USE OF SIMPLE PRESENT TENSE

#### Activity 1

Study the following table carefully. Write out as many sentences as you can from the table in your exercise book.

I	drink
We	drink
You	drink
She	drinks
He	drinks
They	drink
It	drinks

#### Examples:

I drink water.

She drinks water.

#### Activity 2

Use the substitution table below. Write five sentences showing general truth simple present tense in your exercise book.

Subjects	verbs	Objects/actions
The sun	lifts	at 100 degree centigrade
The boxer	sets	weights
An American	boils	in the west
Water	Speaks	English

## TELLING TIME USING SIMPLE PRESENT TENSE

### Activity 3

Tell the time from the following clock chart using simple present tense by answering "What is the time now? Or, what time is it now?"

**Examples:** A: What is the time now?

B: It is now 12 O'clock.

(What time is it now?)

(The time now is 12 O'clock!)

**What time is it?**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

### Activity 4

Copy the table below into your exercise book. Write one major activity that you do regularly on each day of the week. Use simple present tense. Use an appropriate verb in each sentence.

**Example:** I go to church on Sunday.

Days of the week	Activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

## Activity 5

Construct five sentences of your own in simple present tense using the words below.

- A. River
- B. Power
- C. Region
- D. Dam
- E. Country

### The Simple Present Tense

The simple present tense is used to describe habits, facts, general truth, and fixed schedules.

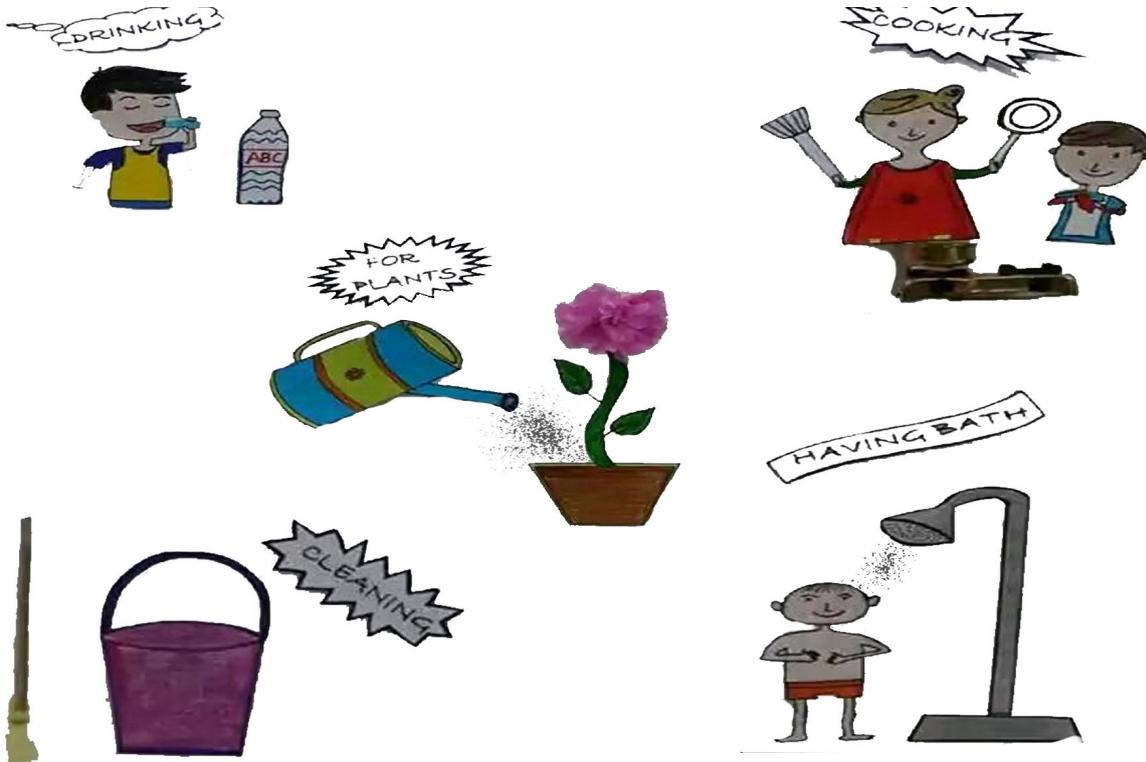
**Form:** Subject+base form of the verb(s/es)+Object

Subject+verb to be (is,am,are)+object

# Section Six: Writing

## Activity 1

Study the following poster individually. Write at least four meaningful sentences about the uses of water based on the information in the poster.



## Activity 2

Below are words in the wrong order. Reorder them and make up meaningful sentences in pair. See the example that has been done for you.

A /through/ big/ a village/ river/ runs

A big river runs through a village.

- |  |       |
|--|-------|
| 1. The /lives /woman/ stream/ near/ the        | ..... |
| 2. A /goes/ hyena/ to /to drink/ water/ stream | ..... |
| 3. The boy/ river/ falls/ into/ the.           | ..... |
| 4. The bird/ a tree/ sits on/ the river/ near  | ..... |

## Activity 3

Work in pairs. Complete the paragraph below about the story of a thirsty crow with the most suitable words. Use the picture to guide you.



### A Thirsty Crow

One day a thirsty crow flew for a long time to find water anywhere. But he couldn't find the\_\_\_\_\_. Because he was tired of looking for water, he sat on a tree to take a rest. While he was sitting on a tree, he suddenly saw a water pot under the tree. He also saw some water in the\_\_\_\_\_. He then quickly flew down the tree and\_\_\_\_\_the water in the pot. Then, he became so satisfied, and flew into the sky very happily.

# Unit 6

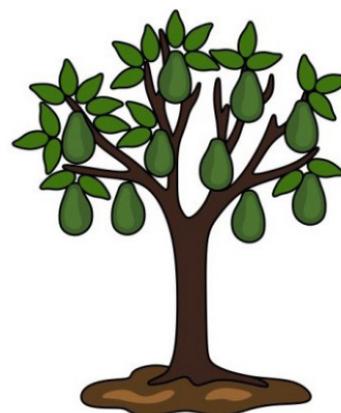
## CASH CROPS



### Section One: Listening

#### Activity 1

You are going to listen to a text. Before you listen, look at the following pictures of plants. Which one is a picture of coffee plant? Identify the three plant types presented here.



#### Activity 2

With a partner, ask and answer the following questions about your likes and dislikes. Take turns. Give your answers using "Yes, I do." or "No, I don't."

1. Do you like tea? .....
2. Do you like coffee? .....
3. Do you like coffee more than tea? .....
4. Do you make coffee at home? .....
5. Do you make tea at home? .....

## Activity 3

Now, you will listen to a story about coffee plant. As you listen, match the words and ideas on the right with those on the left.

Column A	Column B
1. Ethiopia	A. Brazil
2. Yemen	B. Popular drink and one of the major exports commodities.
3. More production of coffee beans	C. One of the coffee dependent countries
4. Country that is leading producer and exporter of coffee	D. Coffee drunk in earliest times.
5. USA	E. The origin of coffee
6. Coffee	F. Developing countries
7. The leading coffee producing continent	G. Latin America

## Activity 4

The following words in Column A are taken from the listening text. Listen to the story again, and match the words with their most appropriate meanings given in column B. Write down answers in your exercise books.

A	B
1. Leading	A. relying heavily on
2. Beans	B. was found
3. Dependent	C. known
4. Originated	D. the most outstanding
5. Popular	E. seed/plants

## Activity 5

Match the pictures below with the appropriate words given in the box.

Flower    Sesame    Cotton    Sunflower



1



2



3



4

## AFTER YOU LISTEN

### Activity 6

Now, you will listen to the story for the third time. Answer the following questions by putting a tick (✓) in the table.

No	Statement	True	False
1	Coffee is both a popular drink and a major export commodity.		
2	Brazil exports two types of commodities.		
3	Only the USA is a coffee dependent country.		
4	Developed countries produce more coffee than developing ones.		
5	Coffee was first cultivated in Yemen.		

## Section Two: Speaking

### Activity 1

Look at the picture below. In pairs, tell each other:

1. What is happening in the picture,
2. Who is making coffee, and
3. The different objects that are seen in the picture.



### Activity 2

Look at the picture of a coffee pot or 'jabana' below. Study also the description of 'jabana' presented along with picture. Write a similar description of a tea pot made of metal in four or five sentences. Then, present your description orally to your classmates.



#### Jabana

The boiling pot, "jabana" in Afan Oromo is usually made of clay soil. It has a spherical base, a neck and pouring spout. It has also a handle where the neck connects with the base. The "jabana" also has a straw lid.



Teapot

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---

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---

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### Activity 3

#### Talking about Likes and Dislikes

Study the following expressions and example sentences to talk about your likes and dislikes later.

Expressing Likes and Dislikes	
Expressing Likes	Expressing Dislikes
I like ... I love... I enjoy... I prefer...to...	I don't like... I dislike... I hate...
	

**Examples:**

I like coffee

I do not like milk

I prefer coffee to tea.

I hate tea

### Activity 4

Now, using the expressions above tell your partner if you like or do not like the following activities. Take turns to do the activity.

## Activities:

- Drinking juice
- Watching film
- Drinking coffee
- Telling lies
- Being absent from school

## Activity 5

Look at Simbo and Tulu talking. With a partner, take turns and practice the dialogue. Then, together with your partner prepare a similar dialogue and present it to the class. Your topic can be either 'tea' or 'milk'.

Model dialogue: **Simbo** : Hi, Tulu. How are you?

**Tulu**: I'm fine, Simbo. By the way, I was looking for someone who can tell me about coffee. Can you help?

**Simbo**: Sure. After all, who doesn't want to know about coffee?

**Tulu**: No one. Except maybe the people who prefer tea.



**Simbo**: That's true. Tea is good too, but I prefer coffee to tea.

**Tulu**: I also prefer coffee. How many cups of coffee do you drink a day, Simbo?

**Simbo**: I...usually drink between 1 and 4 cups. Four is probably too many, but some days I just need to get a lot of stuff done. So, that's when I drink a lot of coffee. How about you?

**Tulu**: Four is probably reasonable. Um, lately I don't even finish one cup. I used to drink many cups before. I don't know!

## Section Three: Reading

### Activity 1

Before you read the passage, talk about the following questions in groups of three or four.

1. What are cash crops?
2. Name three of the cash crops you know.
3. Is coffee a cash crop? Why?

### AS YOU READ

### Activity 2

Now, as you read the following passage about cash crops, fill in the correct missing information in the table below.

Uses of Cash Crops	Uses of Subsistence Crops	Examples of Cash Crops

# Cash Crops

A cash crop is an agricultural crop. It is grown to sell for profit. It is typically bought by people separate from a farm. The term is used to distinguish crops for sale from crops for subsistence. Subsistence crops are those crops grown as food for the producer's family. Some examples of cash crops in Ethiopia are coffee, pulses and oilseed, flowers, cotton, grains, sorghum, millet, and corn.

In earlier times cash crops were usually only a small part of a farmer's total production, while today, especially in developed countries almost all crops are grown for income. In the least developed countries, cash crops usually attract demand in more developed nations, and hence have some export value.

Prices for major cash crops are set in commodity market internationally. The effect of this is that a producer that depends on such a crop may suffer low prices should a bumper crop elsewhere lead to excess supply on the international markets. This system has been criticized by traditional farmers. Coffee is an example of a product that has been affected by significant commodity futures price changes.

Adapted from Wikipedia

## Activity 3

Read the passage again and decide if the following sentences are “True” or “False” according to information in the passage.

1. A cash crop is a profit crop.
2. Prices for all cash crops are set on global scope.
3. Prices for coffee usually rise and fall.
4. If there is an excess supply of a cash crop somewhere, prices for that crop fall in another place.
5. In the past cash crops were only small parts of a farmer’s total production.
6. Subsistence crops are usually produced for the producer’s family.
7. Cotton and pulses are some examples of cash crops.
8. In developed countries almost all crops are produced for income
9. Traditional farmers like the way prices are set for cash crops.
10. Cash crops are grown for sale.

### AFTER YOU READ

## Activity 4

Based on the information in the passage above, answer the following comprehension questions in short phrases. Write down your answers in your exercise book.

1. What is a bumper crop?
2. Who do you think benefits from the international setting of price for cash crops?
3. Why do you think these days almost all cash crops are produced for income?

## Section Four: Vocabulary

### Activity 1

Match the words given below with their contextual meanings, or as they are used in the passage above. See the words in bold in the reading text.

**A**

1. Profit
2. Typically
3. Set
4. Developed
5. Internationally
6. Excess
7. Criticized

**B**

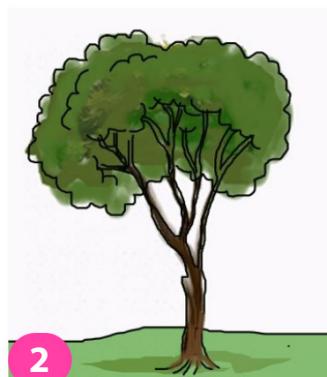
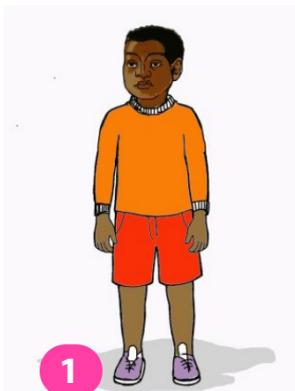
- A. opposed
- B. income
- C. mainly
- D. opposite of developing
- E. too much
- F. decided
- G. at a world level

## Section 5: Grammar

### PLURAL FORMATION

### Activity 1

Look at the following illustrations. Which nouns are singular and which are plural. Put a tick (✓) mark in columns of the table below.



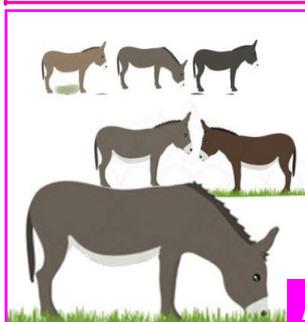
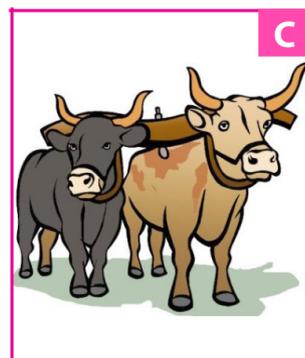
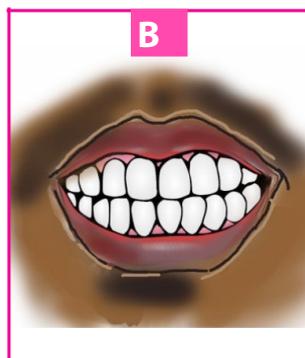
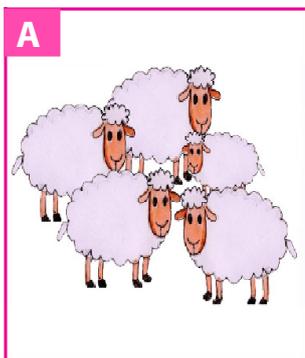


No	Nouns	Singular	Plural
	Boy		
	Tree		
	Potatoes		
	Men		
	Girls		
	Women		

## Activity 2

Match the following plural nouns with the pictures below

- Teeth
- Sheep
- Oxen
- Birds
- Donkeys
- Cows



## Activity 3

Change the above plural nouns into singular nouns.

## Section 6: Writing

### WRITING CORRECT SENTENCES

#### Activity 1

Using the words given below (taken from the listening and reading passages above), write up five sentences of your own.

1. Profit
2. Sell
3. coffee
4. Vital
5. Ceremony

#### Activity 2

Make up ten sentences of your own using singular and plural nouns given below. Make sure that the verbs agree with the nouns.

**Example: Lion lions**

1. A lion lives in a forest.
  2. Lions live in a forest.
- A/ teeth tooth  
B/ cash crop cash crops  
C/ Boy Boys  
D/ cow cows  
E/ Man men

#### Activity 3

Write five sentences of your own about one of the cash crops you know well.

# Unit 7

## CUTTING TREES



### Section One: Listening

#### Activity 1

The teacher will read a listening text to you. Before you listen, answer the following questions. Work in groups of three.

1. Why do people cut trees in your area?
2. What happens when trees are cut?
3. The teacher will explain the meanings of the following words to you:

farmland	problem	destroy	search
protect	migrate	seedlings	

#### Activity 2

As you listen, answer the following questions in pairs or groups.

Why do people cut trees? Give the reasons as follows:

People cut trees because they want to:

- 1 .....
- 2 .....
- 3 .....

### Activity 3

Listen to the text for the second time, and answer the following question in pairs.

What are the problems of cutting down trees? Write your answers as follows:

Cutting trees has the following problems.

- 1.....
- 2.....
- 3.....
- 4.....

### Activity 4

Listen to the text again, and answer the question below.

What should be done to control the problems of cutting down trees?

- 1 .....
- 2 .....
- 3 .....

## Section Two: Speaking

### Activity 1

Ask each other. What uses of trees do you know? Enrich your answers by asking people in your area. Tell the class next period.

## Activity 2

Practise reading aloud the following dialogue in groups of three.

**Cherinet:** Hi, Mohamed. Let me introduce you to my friend.

This is Wakjira.

**Mohamed:** Hi, Wakjira, nice to meet you.

**Wakjira:** Nice to meet you, too.

**Mohamed:** Bye. See you some other time.

**Wakjira:** Hope to see you too. Bye.

## Activity 3

Prepare a similar dialogue introducing someone to your friend. Study the table below. You will learn how to introduce someone to others, and how others could reply when they are being introduced.

▪ Introducing Others	▪ Possible Replies
Hawi, please meet Yonas.	Nice to meet you.
Hawi, have you met Yonas?	Pleased to meet you.
I'd like you to meet Gurmessa.	Happy to meet you.
I'd like to introduce you to Betty.	Glad to meet you.
Ahmed, this is Lensa. Lensa this is Ahmed.	It is a pleasure to meet you.
	How do you do?

## Saying "Goodbye"

## Activity 4

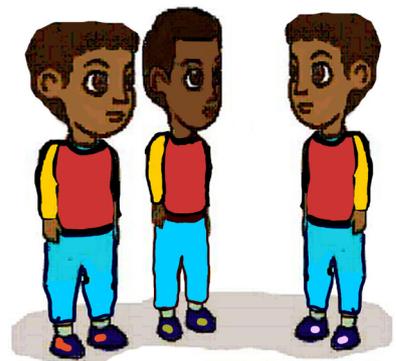
In pairs, practise saying "Goodbye" to someone. The teacher will show you how to say the following dialogues.

**Shibiru:** Hey, guys. It's time. Let's go to class.

**Amensisa:** Ok. Let's go.

**Teklay:** Bye. See you tomorrow.

**Shibiru:** Bye bye. See you tomorrow too.



## Activity 5

In three, prepare a dialogue similar to Activity 4 above and present it to the class. You can use the different expressions given in the poster below for saying “goodbye”, in your dialogue practice.



## Section Three: Reading

Before you read

### Activity 1

Before you read the text below, answer the following questions in groups. Then, report your answers to the class.

1. What are the effects of cutting trees? List them down.
2. Why do people cut trees? Give reasons.
3. What effects of cutting trees have you seen in your area?

As you read

### Activity 2

Read the following passage individually. Then, answer the questions that follow in groups of three or four.

## Effects of Cutting Trees

Cutting trees has many bad effects. Cutting trees results in climate change. The soil will be washed away. The area will be dry. It then becomes hot. There will not be rain. So, there will be a shortage of water. The land becomes barren. It does not grow crops. Also, wild animals cannot live in this area. So there will be hunger. People will also migrate to other places. Finally, the area will not be attractive. So tourists will not come to that area.

1. Write the four effects of cutting trees?
2. What is the text all about? Tell to the class

After you read

### Activity 3

Among the effects of cutting down trees stated in the text, which one have you experienced in your area?

## Section Four: Vocabulary

### Activity 1

Match the word in Column A with their meanings in column B.

A	B
1. Bad	A. good looking
2. Effects	B. not good
3. Migrate	C. move to another place
4. Attractive	D. results
5. Hunger	E. shortage of food

## Activity 2

Work in groups of three. Underline an appropriate word in the parenthesis.

1. Helen is an (attractive, dry) girl.
2. Low lands are usually (hot, wet) places.
3. We cannot grow crops in (dry, rainy) months.
4. The rain (washes, results) the soil away.
5. Shortage of rain (results, causes) in dry areas.

## Activity 3

The words in the box below are taken from the reading passage. Use them to complete the following sentences.

climate	hot	barren	tourists	land
---------	-----	--------	----------	------

1. The ..... in high land areas is cold.
2. .... come to Ethiopia to visit historical places
3. Today, the weather is very .....
4. In our village, the high..... is covered with trees.
5. A.....soil cannot grow crops on it.

## Section Five: Grammar

### COMPARISON AND CONTRAST

## Activity 1

Study the following comparisons. The teacher will explain the comparisons to you.

**The advantages of cutting trees:** for getting fire wood  
for getting farm land  
for making chairs and desks

**The disadvantages of cutting trees:** warm climate

## Section Six: Writing

### Activity 1

First, read the story below individually. Then, in pairs, discuss what the story is all about. Then, write down a lesson you got from the story in a sentence(s).

#### The Little Boy and the Trees

Guyo woke up one day with an idea: "Let's cut down all the trees then we will have a bigger place to play"

All the kids except Hawi liked the idea. Once she had heard Guyo's idea, she started to feel bad.

She observed all the different animals such as birds, squirrels, bears, rabbits, which were living in the forest. She realized that cutting down the trees is a very bad idea because they were the animals' home.

She ran back shouting: "Drop the axes! We can play well without cutting down the trees. "We should not destroy the place where animals live, we have to respect the environment, I'm sure we will enjoy the forest more with all the animals and the trees."

They all agreed. Guyo also has changed his mind and began to respect the trees since then.

### Activity 2

By using the notes given below, write six sentences about the uses of trees.

#### The Uses of trees:

#### to protect soil erosion

- to have good rainfall
- to get firewood
- to prepare medicines
- to make furniture like chairs and tables
- to be homes for wild animals

# Unit 8

## THE ETHIOPIAN NATIONAL FLAG



### Section One: Listening

#### BEFORE YOU LISTEN

#### Activity 1

Before you listen to a text about the Ethiopian national flag, look at the national flags of different countries listed below, and answer the questions.

1. Which part of Africa are the countries mentioned from?
2. Which countries have flags with green, yellow, and red colors?
3. What do we find at the center of Somali national flag?
4. Do you look at any similarity between Djiboutian flag and the Somali's flag?
5. How many countries have a star mark or symbol on their flags?
6. Finally, study the meaning of the following words. Your teacher will explain their meanings to you.

Recognizable    tri-color    equated    emblem    symbolize    represents



## Activity 2

Take turns with a partner to practice the “Where are you from?” game. See the example given.

**Example:** Bontu: Where are you from?

Dereje: I am from Ethiopia.



## Activity 3

Look at the following Ethiopian national flag and describe it to your partner. Use the frame below Activity 4 to help you describe the flag.



## Activity 4

What colors does the regional state (where you live) flag have from top to down? Explain to your partner the meanings of each color. If you do not know them, refer to the regional state constitution or other sources.

### DESCRIPTION FRAME/MODEL

The national flag of the Federal Democratic Republic of Ethiopia has got ..... colors. These are ....., ..... and ..... The green color symbolizes or shows ..... while the yellow color symbolizes ..... The red color symbolizes .. ..... The emblem at the center of the flag symbolizes .....

### AS YOU LISTEN

## Activity 5

Now, you will listen to a text about the national flag of Ethiopia. Look again at the picture of the Ethiopian national flag given under Activity 3 above. As you listen, match the words in column A with the descriptions given in column B.

	A	B
1	Green	A. Shows the bright prospect, and prosperity of Ethiopia
2	Tri-color	B. Shows the unity of nations , nationalities and people of Ethiopia
3	The star	C. The shape of the emblem.
4	The rays from the star	D. Represents sacrifice for freedom and equality
5	Red	E. Number of colors in Ethiopian national flag.
6	Pentagram	F. Symbolizes labor, development, and fertility

## Activity 6

The following words in the box are taken from the listening text above. Complete the sentences below with the most appropriate words from the list

tri-color    designed    equated    unity    represents

1. The emblem is ..... to show the unity of all people of Ethiopia.
2. The national flag of Ethiopia is of .....
3. The blue color in the emblem ..... peace and security.
4. For national stable development the .....of all people of Ethiopia is important.
5. High population growth can be ..... ....with poverty.

## AFTER YOU LISTEN

### Activity 7

Now, you will listen to the text again. Answer the following questions according to the text by putting a tick (✓) mark in the True/False column of the table below.

No	Statement	True	False
1	A blue color makes the pentagram of the emblem.		
2	The green color in the flag shows the diversity of Ethiopia.		
3	The star represents unity of all people.		
4	The red color shows hope, justice and equality.		
5	Sacrifice indicates patriotism of the Ethiopian people.		

## Section Two: Speaking

### Activity 1

Study the following dialogue about the Ethiopian national flag. As you look at the picture, practice the dialogue between Beshir and Medina about the flag. Take turns with a partner

## Model Dialogue

**Beshir:** Hey Medina, may I ask you some questions about the Ethiopian national flag?

**Medina:** Yes, of course!

**Beshir:** Great! Then, how many colors make up the flag?

**Medina:** That is very simple! Just three colors!

**Beshir:** Can you list down the names of the colors as they appear from top to down?

**Medina,** Yes: green, yellow, and red.

**Beshir:** That is absolutely true! What does the green color symbolize or show then?

**Medina:** Development, labor and fertility,

**Beshir:** What about the yellow color?

**Medina:** Hope, justice and equality!

**Beshir:** Last, and the red color?

**Medina:** Patriotism, sacrifice for freedom and equality.

**Beshir:** Thanks! That is great, Medina!



## Activity 2

Describe orally to your partner the purposes of a national flag using the notes given in the box below. Use the frame given next to the notes to make your presentation well organized and simple.

### PURPOSES OF A NATIONAL FLAG

#### A national flag:

- is one of the common national symbols.
- represents a given nation/country.
- is flown by the government of that nation and by its people
- Is the most cherished symbol.
- is the nation's emblem for freedom.
- symbolizes patriotism, and love for a country
- represents the aspirations and sentiments of the people of that country.

## PRESENTATION FRAME

**Dear my classmates,**

Now, I am going to tell you some of the purposes of the Ethiopian national flag.

First, the flag can be taken as one of the .....

..... Second, the flag ..... the entire country

and people. Third, the flag is ..... by us

all citizens of Ethiopia. Fourth, it is also an emblem of .....

..... Therefore, our flag is the most cherished .....

..... for our country.

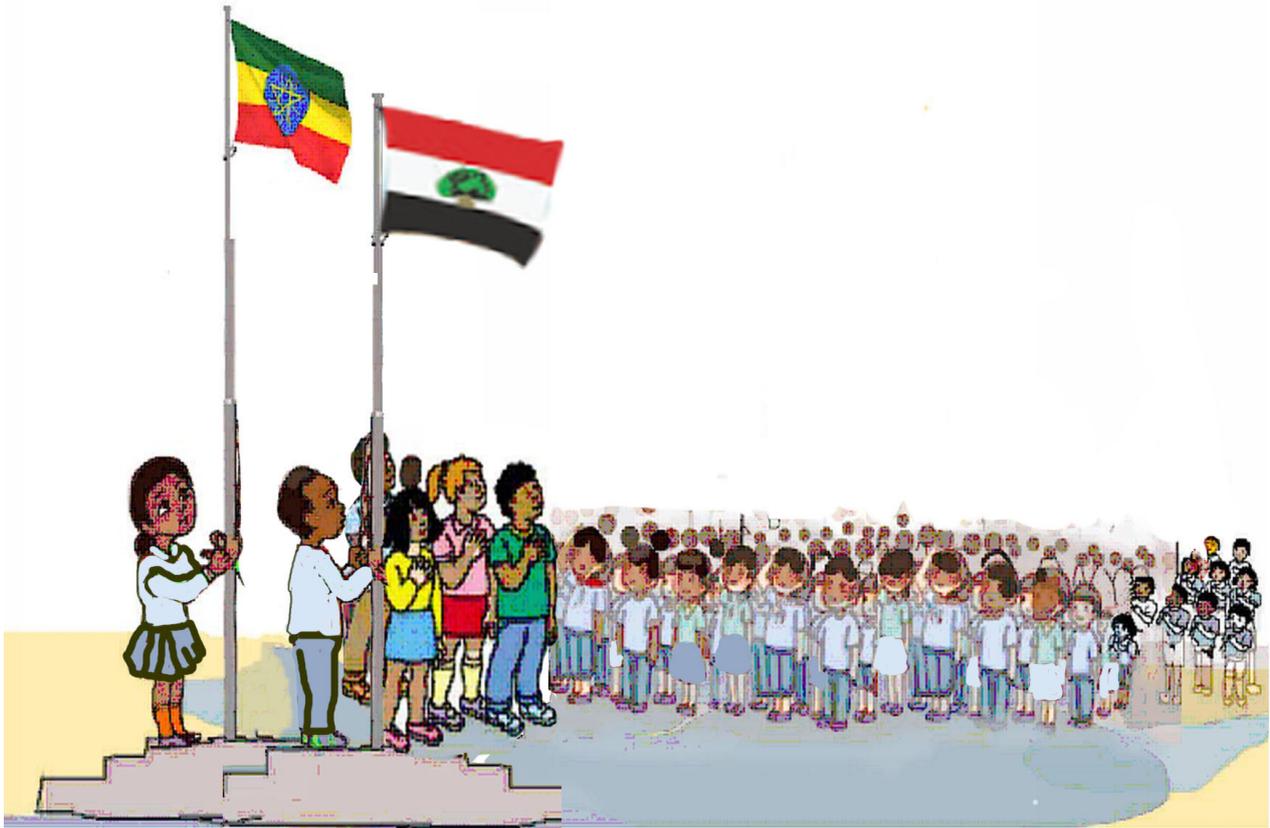
## Section Three: Reading

### BEFORE YOU READ

### Activity 1

**Before you read the passage below, try the following questions. Look also at the pictures given below. Write down your answers in your exercise book.**

1. When did you first see the Ethiopian national flag?
2. Where are the national/regional flags often flown?
3. Do you observe a flag ceremony (flag raising, flag lowering or flag saluting) at your school? When is it?



**AS YOU READ**

**Activity 2**

Now, as you read the following history of the Ethiopian national flag, fill in the correct missing information in the table below.

Time	Activity /the kind of flag introduced	Action done by
October 6, 1897	The first official flag of Ethiopia	.....
In 1987	.....	The revolutionary government
.....	a central blue disk with a yellow outlined and rayed star was introduced	.....

# The Ethiopian National Flag

The first official flag of Ethiopia was established by Emperor Menilek II on October 6, 1897. His flag bore on the yellow stripe the first letter of his name in Amharic script.

The Marxist Government of the Peoples' Democratic Republic of Ethiopia led by President Mengistu Haile Mariam added a Marxist symbol to the Ethiopian national flag, which is a red star at the top, in 1987. The rebels who overthrew the Marxist regime in 1991 flew a simple green-yellow-red tri-color flag. Finally, the new constitution for the Federal Democratic Republic of Ethiopia, adopted on February 6, 1996, added a central blue disk with a yellow outlined and rayed star.

Adapted from: Whitney, Smith, Flag of Ethiopia (1991–96)

## Activity 3

Read the passage again and decide if the following sentences are "True" or "False" according to the information in the passage.

1. A red star at the top was introduced to the then existing flag of Ethiopia by the Marxist government.
2. Mengistu Hailemariam was the president of the Marxist Government.
3. According to the 1996 Ethiopian Constitution, the national flag has three colors with a star on it.
4. Emperor Menilek II established the first official flag in Ethiopia
5. The February 6, 1996 constitution was the constitution of the Marxist Government

## AFTER YOU READ

### Activity 4

Now, answer the following comprehension questions based on the information in the passage. Write down your answers in your exercise book.

1. Why do you think some of the features of the Ethiopian national flag change through time?
2. Do we still have a red star in the Ethiopian national flag today?
3. What does the word "His" refer to in the first paragraph, second line of the reading passage?
4. Has there been any change of the colors of the national flag through time? Or, simply a change of their order of appearance?

## Section Four: Vocabulary

### WORDS IN CONTEXT

### Activity 1

Choose the contextual meanings of the words written in bold in the following sentences, or as they are used in the passage above. The words are written in bold in the reading text as well.

1. The Marxist government was led by Mangistu Hailemariam.  
A. managed                      B. overthrown
2. A new law was established four years ago.  
A. introduced                      B. accepted
3. The national flag can bear unique symbols on them  
A. letters                      B. marks
4. The man is living in a central Oromia  
A. near                      B. middle

5. The rebels overthrew the government last year.  
A. established                      B. removed
6. The new law was adopted by the majority of the cabinet members.  
A. approved                      B. opposed
7. The national flag bore all the signs of a violent struggle.  
A. carried                      B. dropped

## Section Five: Grammar

### THE PRESENT CONTINUOUS TENSE

#### Activity 1

Study the following substitution table, and construct six sentences. Write them in your exercise book.

<p style="text-align: center;">I am You are</p> <p style="text-align: center;">We are They are He/ She is</p>	<p>waving the national flag.</p>
---	----------------------------------

## Activity 2

Complete the following sentences by looking at the pictures given below.  
Then, work with your classmates.



1. The students \_\_\_\_\_ playing football.
2. My mother \_\_\_\_\_ cooking food.
3. My brother \_\_\_\_\_ reading newspaper
4. The gardener \_\_\_\_\_ planting seedlings.
5. My sister \_\_\_\_\_ doing her homework now.
6. Martha \_\_\_\_\_ teaching English.

## Activity 3

Match the following sentences with the activities presented in pictures.

Work in pairs or groups.

1. Fatuma is combing her hair.
2. Wakjira is reading a book.
3. Tadesse is washing his hands.
4. Haimanot is cleaning the house.
5. Aster is cooking food.
6. Chalty is playing a tennis.
7. Hagos is riding a bicycle.
8. Gadissa is planting seedling.



## Activity 4

Write complete sentences on each of the following activities in the pictures. Then, read out your sentences to the class.



## Activity 5

Write five correct sentences about what students are doing in the class now. Then, read the sentences to your teacher.

### The Present Continuous Tense

The present continuous tense can be used for actions that are happening at the time of speaking or right now.

**Form:** Subject +am/is/are+-ing +Object

## Section 6: Writing

### WRITING CORRECT SENTENCES

#### Activity 1

Using the words given below (taken from the listening and reading texts), write up five sentences of your own.

symbol      tri-color      emblem      unity      development

Example: Flag is a national symbol.

# Unit 9

## RESPECTING EACH OTHER



### Section One: Listening

#### BEFORE YOU LISTEN

#### Activity 1

Before you listen to a text, discuss the following questions in a group of three.

1. Look at the two posters below. What do you learn from the poster on the left?
2. Please complete the poster on the right and read out what you wrote to your partner.
3. What is respect?
4. Do you think all people have the same belief and choices?
5. Is it good to respect other's religions?
6. Is it good to respect your friend's interest?
7. What do you feel if other students do not respect your interest?
8. Do you respect your parents, brothers and sisters? How?

<p>In the classroom, we all need to respect each other. This means we feel and show other people we care about them. How can we do this?</p>  <p><b>A</b></p>	<p>My name is .....</p> <p>I go to ..... School</p> <p><b>B</b></p> <p><i>In the class, we all need to respect each other. This means we feel and show other people care about them. How can we do this?</i></p> <p><i>Sometimes I don't do this. This can make people upset. They might not want to be my friend. Respect means we need to be thoughtful of the opinions, thoughts and feelings of other people.</i></p> <p><i>In my classroom we need to respect each other I am learning to respect everyone in my class. My teacher will help me with this. I will try to respect everyone.</i></p> <p><i>I'll try to respect everyone in my class. This will make one to be my friend.</i></p>
--	---

## Activity 2

Ethiopia is a country of different ethnic groups living together. Look at the following picture and answer the questions that follow a group of three.



1. Do the people in the picture wear all the same way?
2. Which way or culture of dressing fascinates you most?
3. Do you think all cultures of dressing are equally valued?
4. How do you explain or show your respect for others' cultures of dressing?
5. Is it possible to say one culture is good and another one is bad?

### AS YOU LISTEN

## Activity 3

Now, you will listen to a text about 'Respect'. Before you start listening, read the questions below. Then, as you listen, choose the best answer according to the text.



**broad**

**positive**

**regard**

**self-respect**

**honor**

**treat**

**disgrace**

**individual**

1. All my classmates have a high \_\_\_\_\_ to their teacher.
2. Treat an \_\_\_\_\_ like yourself if you want to be treated well.
3. Not to respect one's parents is a real \_\_\_\_\_.
4. It is a sign of self-respect to \_\_\_\_\_ oneself.
5. Both respecting others and \_\_\_\_\_ are very important.
6. Many words have \_\_\_\_\_ meaning.
7. It is good to have a \_\_\_\_\_ attitude to your friend.

## Activity 6

Recall the details in the text you have listened to, and say True or False.

1. If you do not respect yourself, others will not respect you.
2. Showing respect is a symbol of ethical behavior
3. Respect for oneself is more important than respecting others.
4. Loving ourselves too much is good.
5. All people should be naturally respected as human beings.

## Activity 7

In addition to what has been mentioned in the listening text, there are also other forms of respect. Look at the following pictures, and match them with the types of respect listed below the pictures.



1



2



3



4



5

- A. Respect for the senior citizens \_\_\_\_\_
- B. Respect for women/wives \_\_\_\_\_
- C. Respect for the national flag \_\_\_\_\_
- D. Respect for a country and its sovereignty \_\_\_\_\_
- E. Respect for marriage or fidelity \_\_\_\_\_

## Section Two: Speaking

### TALKING ABOUT RESPECTING OTHERS

#### Activity 1

Look at the following picture and discuss in a group of three the questions set after the picture.

1. What do you see in the picture?
2. How many children are taking part in the discussion?
3. Who is raising a hand? A boy or a girl?
4. Do you think it is a good culture of respect to have a family discussion?
5. Do you sometimes have family meetings or discussions at home?



#### Activity 2

Study the following dialogue. Look at also the picture showing a female teacher and Bekele, a student holding conversations in class. Then, take turns to role-play the parts with your partner.

Teacher: Bekele, could you please clean the board, I mean the blackboard.

Bekele: Kindly sir, let me do it now.

Where is the duster?

Teacher: Thank you Bekele! Very nice of you!

Bekele: My pleasure ,Sir! May I also close the door? It is open, sir?

Teacher: Yes, Bekele! You may also do that! I think you are a very humble boy.

Bekele: Thank you, sir. I should help my teacher, and also my classmates with what I can.

Teacher: Yes, that is very good of you. You really respect your teacher and your classmates. Keep it up!

Bekele: I will, sir. Thank you!



## Showing Respect in a Conversation

### How do you show respect in a conversation?

- Respect others always.
- Practice politeness, courtesy and kindness.
- Listen graciously.
- Avoid negativity.
- Talk to people, not about them.
- Don't over criticize.
- Treat people equally
- Value others' opinions.

## Activity 3

Which words and phrases show respect or politeness in the conversation above? Study the table below for further expressions to make respect.

Useful Expressions for Making Respect	
Would you please...?	Would you mind...?,
May I...?,	Would you please allow me...?,
Would you kindly...?,	Could you please...,

## Activity 4

Read the story of the following two animals. What do you learn about respect? Discuss in groups of three or four, and tell the class the moral of the story. You may use opinion transitions presented in the following poster in your discussions.

### Opinion Transitions

#### Stating your opinion

In my opinion	I believe
I think	In my view

#### Providing Reasons

First	Second
To start with	Next

#### Providing Examples

For Example
For instance



Once, a hare saw a tortoise walking slowly with a heavy shell on his back. The hare was very proud of himself and he asked the tortoise. "Shall we have a race?"

The tortoise agreed. They started the running race. The hare ran very fast. But the tortoise walked very slowly. The proud hare rested under a tree and soon slept off. But the tortoise walked very fast, slowly and steadily and reached the the finish line. At last, the tortoise won the race.

## Section Three: Reading

### BEFORE YOU READ

#### Activity 1

Before you read the passage below about respect, answer the following questions individually. Then, discuss your answers with a partner.

1. What do you think is the title of the next passage?
2. How do people show respect for each other?
3. Can you guess what the passage will talk about?

### AS YOU READ

#### Activity 2

Now, as you read the following text about mutual respect, fill in the missing information in the table below.

Topic/idea	Location of the topic/idea
Listening to people is good.	
Respect for people in authority	
	Paragraph 3
List of people to be respected	
Conclusion	

## Respect for Others

1. Everyone must respect fellow human beings. This is an essential requirement of living in a society. We certainly owe a basic level of respect to others. Furthermore, appropriate respect must be shown to people who impact our lives. This includes our parents, relatives, teachers, friends, fellow workers, authority figures, etc.
2. One of the best ways of showing respect to others is listening. Listening to another person's point of view is an excellent way of respect. Most noteworthy, we must allow a person to express his/her views even if we disagree with him/her.
3. Another important aspect of respecting others is religious or political views. The Religious and cultural beliefs of others should be given a lot of consideration. Respecting other people's religions is certainly a sign of showing mature respect.
4. Everyone must respect those who are in authority. Almost everyone deals with people in his/her life that hold authority. So, a healthy amount of respect should be given to such people. People of authority can be of various categories. These the, boss, police officers, religious leaders, teachers, etc.
5. In conclusion, respect is a major aspect of human socialization. It is certainly a precious value that must be preserved. Respectful behavior is vital for human survival.

## Activity 3

Read the passage again and decide if the following sentences are 'True' or 'False' according to the passage. Put a "tick" (✓) mark in True/False column of the table.

No.	Statement	True	False
1	We should not listen to the ideas of people we do not like.		
2	Everyone must respect those who are in authority		
3	We must respect our friends.		
4	Students must respect their teachers.		
5	We have to respect other peoples' religions.		
6	Respect is a precious value.		
7	Respecting others creates good communication with others.		

### AFTER YOU READ

## Activity 4

You have read the above text many times. Now, answer the following comprehension questions in short sentences. Write down your answers in your exercise book.

1. What would happen if we did not respect others"?
2. Why do we respect religious leaders?
3. How do we express our respect to others?
4. Give examples of people in authority?

## Activity 5

Complete the following outline with the correct information from the text above.

This passage is about \_\_\_\_\_. It tells us that respect is \_\_\_\_\_ for living peacefully with other people. The passage also tells us that we need to respect people such as \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. According to the passage, one of the ways of showing respect is \_\_\_\_\_. We have to give other people to \_\_\_\_\_ their ideas and interests freely. Other peoples' \_\_\_\_\_ or political views must be respected.

## Section Four: Vocabulary

### WORDS IN CONTEXT

#### Activity 1

Match the words given below with their contextual meanings, or as they are used in the passage above. See the words in bold in the reading text.

**A**

1. Respect
2. Furthermore
3. Fellow
4. Express

**B**

- A. main/important
- B. deep, sincere
- C. speak out freely
- D. belongs to the same group

- 5. Mature
- 6. Authority
- 7. Major
- E. important position
- F. in addition to
- G. give due regard, honor

## Activity 2

Refer to a dictionary and make a list of all synonyms you find for the word 'respect'. A synonym is a word which has nearly the same meaning or concept as another word. Example: synonyms to the word "fast" can be "quick, speedy, rapid, etc."

# Section 5: Grammar

## THE SIMPLE FUTURE TENSE

### Activity 1

Study the flowing example sentences. Then, complete the sentences below by changing the verbs in the brackets into simple future tense. The first has been done for you.

- We shall move to another village.
  - He will come to Adama tomorrow.
  - They will wave the flag in the afternoon.
  - It will rain in the coming hours.
  - There will be a test next week.
1. My dad (drive).....a car.                      My dad will drive a car.
  2. He (cut).....the grass.                      .....
  3. I (watch) ..... television in the morning. ....

4. Samuel (pick)....up his book. ....
5. We (serve).....lunch at 12:30. ....
6. I (pack) .....my bags. ....
7. Grandma (bake).....the best cookies. ....
8. He (paint).....the house. ....
9. Lensa (go) .....up the mountain. ....
10. The train (stop) ..... at the station. ....

## Activity 2

Change the simple future sentences you have constructed above into simple present tense. The first has been done for you.

Example: My dad drives a car.

## Activity 3

Below is the substitution table. Write out five possible sentences from the table. Show your sentences to your partner.

Subject	Future verb	Action verbs	Object or complement
Birtukan	will	go	to Mosque.
All students		attend	Olympics
My father		turn	55
Derartu		visit	class
Mohammed		take part	the beauty salon. in a concert

### The Simple Future Tense

The **simple future tense** is used when an action is promised or thought to occur in the future. "Shall/will" marks the future indefinite tense.

**Form: Subject + shall/will + verb + . . . . .**

## Section 6: Writing

### WRITING CORRECT SENTENCES

#### Activity 1

Using the words given below (taken from the listening and reading texts above), construct six sentences of your own.

**Example:**

Living together is a human value.

1. Value
2. Respect
3. Disgrace
4. Listen to
5. Cooperation
6. Positive
7. Human

#### Activity 2

Write a four or five sentences paragraph about a person you respect most. How do you treat him or her? How does that person treat you?

# Unit 10

## POTTERY



### Section One: Listening

#### Activity 1

A. Before you listen to the text, learn the meanings of the following words.  
Your teacher will give you their meanings.

Water pot   coffee pot   clay pot   clay tray   flower pot   clay (cooking) dish

B. Answer the following questions:

1. What is the function of a coffee pot?
2. Is there a coffee pot in your home?
3. Do you know how a coffee pot is made?

#### Activity 2

Match the following words with the pictures given below.

Water pot   Coffee pot   Clay tray   Cooking dish



## Activity 3

Your teacher will read aloud a listening text. As you listen to the text, say True or False. Compare your answers with that of your partner.

1. A coffee pot is used to put water in it.
2. A coffee pot is made of cement.
3. A coffee pot looks like a bucket.
4. A coffee pot is made in China.

## Activity 4

Your teacher will read aloud the text to you. After you have listened to the text for the second time, answer the following questions.

1. Who makes coffee pot?
2. What is the material that a coffee pot is made of?
3. Do you know how a coffee pot is made? Can you try it by yourself?
4. List some objects found at your home which are made of clay.

# Section Two: Speaking

## COMPARING CLAY MADE OBJECTS

### Activity 1

Compare the following pair of clay objects. Discuss their differences in groups of three or four.

1. How are they similar?
2. How are they different?



1



2

## Activity 2

Look at the pictures below. Can you tell the differences and similarities between a clay pot and a bucket made of plastic?



3



4

## Activity 3

In groups, discuss the similarities and differences among the following pairs of items. Report to the class.



## Section Three: Reading

### Activity 1

Before you read the following passage, answer the questions in groups. Then, tell your answers to your teacher.

1. What is pottery?
2. What kind of clay objects do you know?
3. Who makes these objects?
4. Are there women in your area who make these objects?

## Activity 2

As you read the passage, answer the following questions.

1. Miss Kulani lives in .....
2. How many children does she have?.....
3. What is the name of her husband?.....
4. What was the job of her husband?.....
5. Is her husband alive? Yes/No.....
6. What does she do for a living?.....

## Miss Kulani and Her Pottery

Miss Kulani lives in the rural area near Addis Ababa. Her husband died in a war two years ago.

She has two children called Talile and Tolashi. Talile is 9 years old. But Tolashi is only five years old.

Miss Kulani did not have any income before. She has not yet got the pension of her husband, Mr. Diriba. As she had not any income, she was not able to bring up her children.

As time passed, she learned how to make pots from other pot makers. She then started making clay pots to the surrounding people. She buys clay soil from the surrounding farmers. She uses the soil for producing coffee pot, flower pot (vase), clay tray, clay dish, and water pot.



She sells them on Saturdays in the nearby small Saturday Market. She gets about 800 birr a month. Sometimes, especially in summer ('ganna'), she gets smaller amount of money that is not enough for her and for her children to live on. But Kulani always thanks her God for being healthy and alive. She is hopeful woman. She always says, "Tomorrow

will be better than today".

Some other times Miss. Kulani prepares local beer ('farsoo') for her customers. She has few customers. They call her to prepare 'farsoo' for holidays or for a wedding ceremony. She earns about 400 birr.

Miss Kulani sends her daughters to school. Her first daughter, Talile is a Grade Four student but Tolashi is a Grade One student. Sometimes they go to class without eating their breakfast. Because of this, they become sleepy in class. Sometimes they may not even get lunch.

## Activity 3

After you have read the passage, answer the following questions. Work in groups. Report your answers to the class.

1. Why do Ms. Kulani's children go to class without eating breakfast?
2. Is Ms Kulani an educated woman?
3. What would you like to do for her?
4. What do you learn from this text?

## Section Four: Vocabulary

### Activity 1

Match the following object names with their functions. Work in pairs or groups.

Phrases	Functions
1. Clay tray	A. for preparing coffee
2. Clay dish	B. for eating food
3. Coffee pot	C. for cooking food
4. Clay pot	D. for growing flowers in
5. Flower pot	E. for putting drinking water in

## Activity 2

The following words are taken from the reading and listening texts. Match the words with their meanings.

Words	Meanings
1. Rural	A. free time
2. Income	B. near place (area)
3. Pension	C. Small amount of food eaten in the morning
4. Breakfast	D. money
5. Prepare	E. make
6. Holiday	F. money given to old workers
7. Wedding ceremony	G. out of city
8. Funeral ceremony	H. ceremony for the dead
9. Bring up	I. ceremony for marriage
10. Surrounding	J. to grow
11. Taste	K. The goodness or badness of something

## Section Five: Grammar

### COMPARISON AND CONTRAST:

... AS...AS..., ADJECTIVE+ER.... THAN...., SIMILAR TO....

Study the following sentences. The teacher will explain the following comparisons.

Taye is as tall as Teklay.  
Fufa is shorter than Ahmed.  
Samrawit is taller than Shewaye.  
Tamiru is as old as Dawit.

## Activity 1

The teacher takes three students among the class. The teacher writes sentences on the board by comparing and contrasting the students. In the same way, compare and contrast your classmates, and write four/five sentences of your own with correct grammar.

## Activity 2

Complete the following sentences with the words given in parenthesis. Work in pairs or groups.

Example: Abdi is..... (young) than Dawit.

Abdi is younger than Dawit.

1. Tariku is ..... (tall) than Lendamo.
2. Mahlet is ..... (heavy) than Almaz.
3. Gutu is ..... (light) than Bontu.
4. Halima is ..... (fat) than Merima.
5. Daniel is ..... (clever) than Fanuel.
6. Mr. Nebiyu is ..... (old) than Mr. Getachew.
7. Elias ..... (more/intelligent) than Hagos.
8. Hiwot is ..... (short) than Fatuma.
9. Defersha is ..... (as...as/old) his friend, Alemu.

## Section Six: Writing

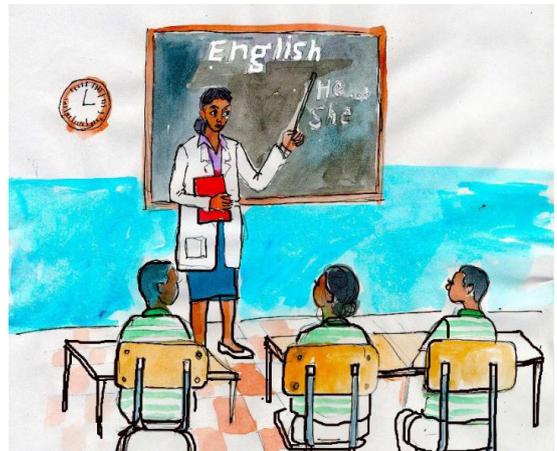
### Activity 1

Grade three students' age, weight, and height are given in the table below. Write five sentences by comparing and contrasting them. Work in groups. Follow the given example. Then, show your sentences to your teacher.

Name	Age	Weight(kgs.)	Height(ms)
Semira	8	12	1.20
Getachew	10	14	1.4
Soressa	9	12	1.20

#### Example

1. Getachew is older than Semira.



**Study the following Comparative markers**

taller shorter lighter fatter cleverer thinner

more intelligent heavier older younger

#### Example sentences:

Hadis is taller than Beyene.

Regassa is as young as Haftom.

Hadas is more intelligent than Shewit.

## Activity 2

Work individually. Write three short sentences by comparing two of your family members or friends around home.

## Activity 3

Compare and contrast the following two objects. Your comparison could include: size, weight, height, functions, body features, the material used to produce them, etc. Write your sentences in your exercise book.

### Examples:

1. A metal tea pot is lighter than a coffee pot.
2. A tea pot is usually made of metal, but a coffee pot is made of clay.



A



B