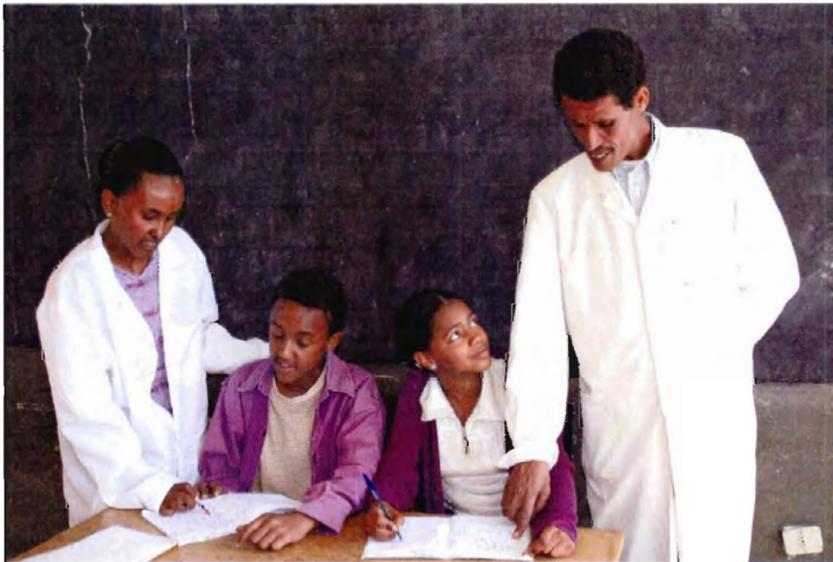


ENGLISH FOR ETHIOPIA GRADE 7



Student Book

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English for Ethiopia

Student Book Grade 7

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UNIT 1 A FAMOUS PERSON

Unit Objectives

In this unit you will ask for and give personal information. You make sentences about a person's personal information. You will read and answer questions about famous Ethiopian people. You will write about what you have read.

LESSON ONE



Look at the picture.

The boy and girl are greeting one another. They are asking and answering questions. They are giving personal information. Personal information tells about your name, age, place and date of birth, country, nationality, and occupation. Personal information also can tell other things such as what you like to do.

Listen to your teacher read a passage about the girl and boy in the picture. The girl's name is Soreti. The boy's name is Megersa. Listen for the personal details they give as they greet each other.

Tell personal details that you heard in the passage.

Listen to your teacher and a student ask and answer questions giving personal information.

Talk with a partner. Take turns. Ask and answer questions giving personal information.

Key Words: personal information, nationality, occupation

LESSON TWO

When we greet one another, we ask questions and give personal information. We ask about people's names, ages, places of work, or school. We show how our personal information *compares* and *contrasts* by using language patterns such as *so am I*, or *so do I*, *neither am I*, or *nor do I*. When our personal information is the same, we use *so am I* or *so do I*.

Listen to your teacher read sentences. Respond with the new language pattern as your teacher points to it on the chalkboard.

Talk with your partner. Practise asking and answering questions giving personal information. Use the new language pattern *so am I* or *so do I*.

Work with another set of partners. In your group of four, practise asking and answering questions giving personal information. Use the new language pattern *so am I* or *so do I*.

Listen as pairs of students report to the class.

Key Words: *so am I*, *so do I*

LESSON THREE

When our personal information is different, we use *neither am I* or *nor do I*.

Listen to your teacher read sentences. Respond with the new language pattern as your teacher points to it on the chalkboard.

With a partner practise asking and answering questions giving personal information. Use the new language pattern *neither am I* or *nor do I*.

Work with another set of partners. In your group of four, practice asking and answering questions giving personal information. Use the new language pattern *neither am I* or *nor do I*.

Listen as pairs of students report to the class.

With your partner practise asking and answering questions giving personal information. Use the new language patterns *so am I* or *so do I* and *neither am I* or *nor do I*.

Key Words: neither am I, nor do I, so am I, so do I

LESSON FOUR

You will read a story about a famous Ethiopian woman. Her name is Tirunesh Dibaba.

Talk with your partner. Think of personal information you would like to ask about Tirunesh Dibaba. Write five questions in your exercise book that you would like to ask her.

Work with another set of partners. Talk about the personal information each of you would like to ask about Tirunesh Dibaba.

Share your questions with your teacher as he/she writes them on the chalkboard.

Read the story silently.



The Flying Princess

Tirunesh Dibaba is a long-distance runner. She is known as the Flying Princess. She was born in Arsi, but she lives and trains in Addis Ababa. She often runs and trains with her sister, Ejegayhou. Her sister is also a long-distance runner.

She became a famous Ethiopian by doing something that no other Ethiopian runner had ever done. At the age of 17, she won the 5,000 meter race in Paris, France at the 9th World Championships. She became the youngest world champion at that time.

At the 10th World Championships in Helsinki, she again did what no other man or woman has ever done. She won both the 5,000 meter race and the 10,000 meter race. The Flying Princess, Tirunesh Dibaba, is a famous Ethiopian woman.

Talk with your partner about the main idea of the story.

Look at the questions on the chalkboard. Answer each question orally as your teacher asks it.

Answer the questions. Write the answers in your exercise book.

1. What is the occupation of Tirunesh Dibaba?
2. Tirunesh Dibaba often runs with another member of her family. Who is this person?
3. How long are the races Tirunesh Dibaba runs?
4. What did Tirunesh Dibaba do that no other man or woman had done before?
5. Why do you think Tirunesh Dibaba is known as the Flying Princess?

Talk with a partner about the answers to the questions and report to the class.

Listen to a student report to the class.

Key Words: Tirunesh Dibaba, champion, championships, trains, princess

LESSON FIVE

You will read a story about another famous Ethiopian runner. Her name is Fatuma Roba.

Talk with a partner. Tell your partner what personal information you would like to know about Fatuma Roba.

Read the story silently.



Marathon Winner

Fatuma Roba is a famous Ethiopian woman. She is famous for working very hard to accomplish greatness. Fatuma Roba was born in Arsi. She had many brothers and sisters. In her childhood, Fatuma Roba dreamed of being a famous runner. She came to Addis Ababa to train.

Fatuma Roba was the first Ethiopian athlete to ever win a marathon. In 1996 she became the first African woman to ever win an Olympic marathon. She won that marathon in Atlanta, Georgia, USA. Later, she became the first African woman to win the Boston Marathon in Boston, Massachusetts, USA.

Talk with your partner about the main idea of the story.

Look at the questions on the chalkboard. Answer each question orally as your teacher asks it.

Answer the questions. Write the answers in your exercise book.

1. Fatuma Roba was born in _____.
2. Fatuma Roba moved to _____ to train.
3. Fatuma Roba was the first Ethiopian athlete to ever win a _____.

4. She was the first African woman to ever win a _____ marathon.
5. Why do you think Fatuma Roba is a famous Ethiopian woman?

Talk with a partner about the answers to the questions. Report your answers to the class. Listen as other students report their answers to the class.

Key Words: Fatuma Roba, Olympics, dream, accomplish, greatness

LESSON SIX

Look at the chart on the chalkboard. Listen as your teacher explains the chart.

Read the stories of Tirunesh Dibaba and Fatuma Roba again. Look for ways that the two women compare and contrast.

Tell your partner ways that the two women compare and contrast. Help your teacher fill in the chart on the chalkboard by telling ways that the two women compare and contrast.

Copy the completed chart into your exercise book.

Key Words: chart, compare, contrast, same as, different from

LESSON SEVEN

Read the completed chart in your exercise book.

Copy the passage into your exercise book. Use what you learned about Tirunesh Dibaba and Fatuma Roba to fill the gaps in the passage.

Tirunesh Dibaba and Fatuma Roba

Tirunesh Dibaba and Fatuma are both famous _____ women. They also are both famous _____. Both women were born in _____, but left there to train in _____.

Tirunesh Dibaba is famous for running the _____ meter race and the _____ meter race. She often trains with her _____. Fatuma Roba is famous for competing in _____. She ran and won the marathon at the Atlanta _____. She also ran and was the first African woman to win the _____ marathon.

Key Words: Ethiopian, Arsi, Addis Ababa, 5,000, 10,000, marathons, Olympics, Boston, competing, famous

LESSON EIGHT



Read the information in the table.

Name	Occupation	Place of Birth	Address
Bealu Girma	author	Suppei Boru	Addis Ababa
Aklilu Lema	scientist	Harar	USA
Tirunesh Debaba	athlete (female)	Arsi	Addis Ababa
Queen Tayitu Butul	political leader	Shoa	Shoa
Kenenisa Bekele	athlete (male)	Arsi	Addis Ababa

Use the information in the table to fill the gaps in the sentences below. Write the answers in your exercise book.

1. Tirunesh Dibaba is a famous Ethiopian _____. She was born in _____, but now lives in _____.
2. Bealu Girma was a famous _____ who was born in _____. He is now dead, but lived until the end of his life in _____.
3. _____ is a famous scientist. He was born in _____, he lived part of his life outside Ethiopia in _____.
4. _____ is a famous Ethiopian male runner. He was _____ in Arsi and lives in _____.
5. _____ was an Ethiopian queen. She was born and died in _____.

Work with a partner. Compare gap filling answers.

Listen as students report to the class.

Key Words: author, scientist, athlete, political leader, famous

LESSON NINE

Look at the table on the chalkboard. Listen to your teacher explain the table.

Copy the table into your exercise book. Write sentences to fill each of the spaces in the table.

Exchange exercise books with your partner, and read what your partner has written. Talk with your partner about what they have written and report your answers to the class. Listen as students report to the class.

LESSON TEN

Listen to your teacher review the new language patterns *so am I* or *so do I* and *neither am I* or *nor do I*.

Read the example sentences silently as your teacher reads them out loud.

1. My friend is from Ethiopia. I am from Ethiopia.
1. My friend is from Ethiopia and so am I.
2. My daughter likes oranges. I like oranges.
2. My daughter likes oranges and so do I.
3. My sister is not in grade five. I am not in grade five.
3. My sister is not in grade five and neither am I.
4. My father does not like to sing. I do not like to sing.
4. My father does not like to sing nor do I.

Listen to your teacher read sentences to you. Respond in writing with one of the new language patterns. Write your responses in your exercise book.

With a partner take turns saying sentences and writing responses in your exercise book. Say and write five sentences and responses to each using the language patterns.

Listen as students report to the class.

Key Words: so am I, so do I, neither am I, nor do I

LESSON ELEVEN

You can convert sentences with *so am I*, and *so do I* to sentences with *neither am I* or *nor do I*.

Example

1. You like oranges and *so do I*.
1. You do not like oranges and *nor do I*.
2. You are in grade seven and *so am I*.
2. You are not in grade seven and *neither am I*.

Copy the sentences in your exercise book. Convert them from *so am I* or *so do I* to *neither am I* or *nor do I*.

1. You enjoy football and *so do I*.
2. You are very tall and *so am I*.
3. You are from Addis Ababa and *so am I*.
4. You run very fast and *so do I*.
5. You are a good student and *so am I*.
6. You enjoy school and *so do I*.

Exchange exercise books with your partner. Read your partner's sentences. Ask your partner to read your sentences.

Work with another set of partners. In your group of four, take turns reading your sentences to one another. Listen as students report to the class.

Key Words: *so am I, so do I, neither am I, nor do I*

UNIT 2 THE STORY OF TWO BROTHERS

Unit Objectives

In this unit you will use a new language pattern to describe people, places, and things. You will read and answer questions about stories. You will write sentences using a language pattern.

LESSON ONE

Read the following dialogue silently. Then read it again with a partner.

Tizazu:	“I want some students from Section B.”
Hawi:	“What type of students do you want?”
Tizazu:	“I want those students who stood 1 st through 5 th in the 1 st and 2 nd semester. I want them to work with me in the selection of reading materials from the library. All of the materials are useful. But these students are intelligent and will help me in selecting interesting materials for their classmates to read.”
Hawi:	“None of these students has been absent from his or her class, so be careful not to take too much of their time. By the way, what types of materials do you have?”
Tizazu:	“I have stories about people, what they did in the past, what types of tools they use, stories about animals, their species, habitats, and nature.”

With your partner orally answer the following questions.

1. Who do you think Hawi is?
2. What is Tizazu’s occupation?
3. Which students does he want to work with him?
4. What kinds of stories are found in the library?
5. What does Tizazu want the students to do?
6. How many of the students have been absent from class before?
7. What kind of stories do you like to read?

In your exercise book continue the conversation between Tizazu and Hawi. Write what you think Tizazu and Hawi will say next.

Hawi: Tizazu: Hawi: Tizazu:

With a partner take turns reading the conversation you wrote about Tizazu and Hawi. Take turns with your partner asking *who, what, when, and where* questions about your writing.

Key Words: occupation, species, habitat, nature

LESSON TWO

Discuss the following questions in your small group.

1. What does it mean to be a hard worker?
2. Who works hard in your village?
3. What does it mean to be a hardworking student?
4. How is a hardworking student different from a lazy student?
5. What problems does a lazy student face?
6. How does hard work pay off in school?
7. How can a lazy person improve?

Listen as your teacher reads a story about two brothers.

Key Words: lazy, hardworking, graduate, respected

LESSON THREE

Copy the chart in your exercise book. List characteristics for each brother in the chart.

Hardworking Brother	Lazy Brother
Example: respected school regulations	Example: did not follow school rules

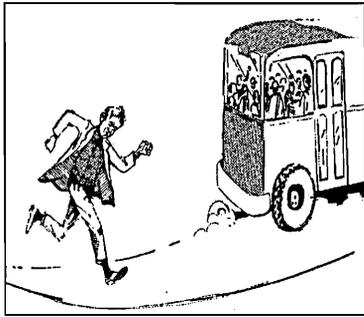
Write five sentences listing characteristics you *like* about the hardworking brother. Write five sentences listing characteristics you *do not like* about the lazy brother.

Write a sentence telling which brother you identify with the most. Explain why.

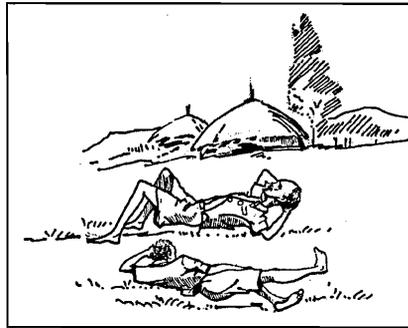
Key Words: regulations, identify, characteristics

LESSON FOUR

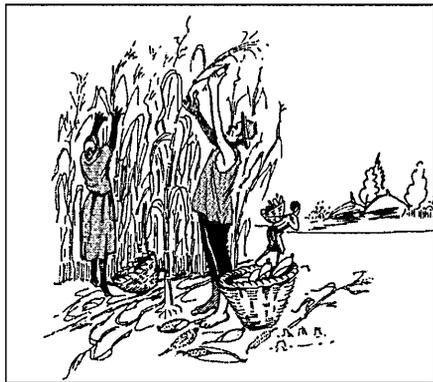
Look carefully at each picture. Tell your partner what you see. Listen as your teacher reads the sentences out loud.



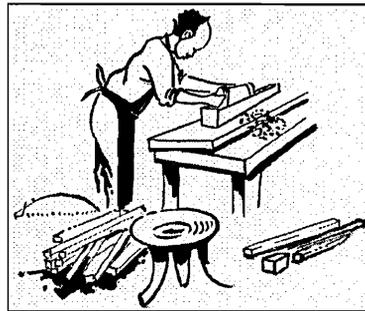
1



2



3



4



5

In your exercise book copy the following sentences. Beside each sentence write the number of the matching picture.

1. The teacher must hurry to catch the bus.
2. The hardworking family will have a long rest after the harvest.
3. The people pass by, but the lady does not see them.
4. The beautiful stool will be a gift for his mother.
5. When the lazy brothers awake, they will have much work to do.

Look at the pictures again. With a partner discuss what you see in the pictures that you did not see when you looked at them the first time.

With a partner write a story in your exercise book about one of the pictures.

Key Words: creative, craftsman

LESSON FIVE

A *verb* is a word that shows action (someone or something doing something).

Examples

The boy *runs* to the car.

The girl *walks* with her sister.

Tsehay *sits* in the library.

An *adverb* is a word that describes a verb. Adverbs usually end in *-ly*. To find the adverb, first find the verb. Then find the word that describes the verb. The adverb answers the question, *how*.

Examples

1. The boy ran quickly to the car.
What is the verb? *ran*
How does the boy run? *quickly*

2. The girl walks slowly with her sister.
What is the verb? *walks*
How did the girl walk? *Slowly*

3. Tsehay sits quietly in the library.
What is the verb? *sits*
How did Tsehay sit? *quietly*

Read the following sentences silently, as your teacher reads them out loud.

1. She willingly helped the old man to cross the street.
2. He asked politely about the class assignment.
3. Getachew kindly reminded the student to complete the lesson.

Read the story, “My Neighbour,” silently.

My Neighbour
Getachew: “The man who is standing beside the mule is my neighbour.”
Tsehay: “Which mule? There are three mules.”
Getachew: “My neighbour is standing beside the mule that is grazing.”
Tsehay: “Do you mean the man who is wearing a straw hat?”
Getachew: Oh! Yes.”
Tsehay: “I have seen him before. He lives in the house which is three doors away from my mother’s. He walks slowly to the market each day. Is he a nice man?”
Getachew: “Yes, of course. He is a very nice man. He gladly helps my

brother to carry the hay to market. He calmly speaks to the children as he passes the school yard.”

Tsehay: “I agree. He’s the nice man who kindly fixed my mother’s stove the other day.”

Read the story again to find the adverbs. In your exercise book write the adverbs you found.

Then write your own sentences using the adverbs you found.

Share your sentences with a partner.

Key Words: adverb, reminded, neighbour

LESSON SIX

A True Story

The Niagara Falls in the United States of America are one of the biggest waterfalls in the world. They are about 50 meters high and 340 meters across.

A Frenchman named Blondin is famous for walking across the Niagara Falls on a rope 50 meters above the water. He did this five times.

Once he stood on one leg and drank a glass of water when he was halfway across. Another time, he covered his eyes and pushed a man across the falls in a small cart.

On the 8 September 1860 about 300,000 people came to watch Blondin carry a man across the falls on his back. But there was a problem. The man Blondin was going to carry across the falls ran away.

Blondin did not want to disappoint the people so he asked his friend, Mr. Colcord, to climb on his back. Colcord was afraid, but he agreed. The two men set off across the falls.

After a few minutes, Blondin needed a rest. He asked Mr. Colcord to sit on the rope while he rested. Mr. Colcord held Blondin’s leg with one

hand and the rope with the other. The rope was moving 10 meters from side to side.

Altogether Blondin had to rest six times. Mr. Colcord had to get off, sit on the rope, and then climb onto Blondin's back six times. Mr. Colcord was very, very pleased when they reached the other side of the falls.

In your exercise book copy the paragraph and fill in the missing words. Read "A True Story" to help you fill in the missing words.

This story is about a _____ named Blondin. He crossed the _____ on a rope five times. Once, he stood on one leg and drank a glass of water when he was halfway _____. Another time he covered his eyes and pushed a man in a _____ across the falls. On 8th September, 1860, he carried his _____, Mr. Colcord, on his _____. They had to _____ six times. He was very, very _____ when they reached the other side of the falls.

Share your paragraph with a partner. Compare your answers.

Key Words: disappoint, waterfalls

LESSON SEVEN

Read "A True Story" again from Lesson Three. In your exercise book answer the following questions in complete sentences.

1. How big are the Niagara Falls?
2. From what country was Blondin?
3. Why is Blondin famous?
4. In the sentence, "Blondin did not want to disappoint the people, so he asked his friend," what does the word *disappoint* mean?
5. Why do you think so many people came to Niagara Falls that day?
6. Could you do what Blondin and Mr. Colcord did? Write *yes* or *no*. Explain.
7. Tell about a time when you did something very brave.
8. Why do you think the man ran away?

Share your answers with a partner.

Take turns telling a story about a time when someone you know did something no one else could do.

Key Words: brave, disappoint

LESSON EIGHT

Word Bank				
rope	afraid	agreed	waterfalls	famous
water	delivered	carried	pushed	carefully
gently	quickly	nationality	friendly	brave

Copy the chart. Place the words above in the correct column in the chart.

Noun	Verb	Adjective	Adverb

Compare your answers with a partner.

Use ten words from the chart above to write a paragraph about what you learned about the Niagara Falls.

Key Words: Niagara Falls, friendly, delivered, gently, carefully

LESSON NINE

Read the title below. Talk with a partner about the difference between the work of a farmer and the work of a merchant.

The Farmer and the Merchant

Once a lazy merchant needed to buy some things in Gondar. He put a thousand birr in a small bag and set off.

After awhile, he stopped by a small stream to rest and have a drink. Then he continued his journey.

Suddenly he stopped. He could not find his bag. "Perhaps I dropped it when I had a rest," he said to himself. He quickly turned around and went back to the stream.

He saw a hardworking farmer nearby. "Have you found anything here?" he asked him.

"Yes," said the farmer. He slowly held up the merchant's bag. "I found a thousand birr in this bag. If it is yours, take it."

The greedy merchant thought for a few seconds. Then he said, "There were two thousand birr in the bag."

"There were only one thousand birr in it when I found it," said the farmer.

Then the merchant said, "I think you are a thief. We must go to the judge."

The judge knew that the merchant was a greedy and dishonest man. He had an interesting thought, "How much did you lose?"

"Two thousand birr," said the merchant.

"Well, the farmer only found one thousand birr, so this money isn't yours."

Then the judge said to the frightened farmer, "No one here has lost one thousand birr, so you can keep the money until someone asks for it."

The farmer returned home happily.

With a partner tell the story of the farmer and the merchant in your own words.

Answer the following questions.

1. Why did the merchant say he lost two thousand birr?
2. Why did the farmer return home happily?
3. How do you think the merchant felt?
4. Do you think the farmer was honest? Why?
5. What have you learned from this story?

Discuss your answers in a small group.

Key Words: merchant, thief, judge

LESSON TEN

In your exercise book complete the sentences below using the Word Bank.

1. A _____ is a person who gives us medicine when we are sick.
2. A _____ is a person who fixes our teeth.
3. A _____ is a person who owns a shop.
4. A _____ is a person who lives next door to you.
5. A _____ is a person who fixes cars.
6. A _____ is an animal which carries goods to market.
7. A _____ is an animal which pulls the plow.
8. A _____ is an animal which pulls the cart.
9. A _____ is an animal which protects the house from thieves.
10. A _____ is an animal from which we get wool.

Word Bank			
singer	sheep	dentist	farmer
mechanic	neighbour	merchant	lorry driver
doctor	horse	dog	clerk
ox	donkey	writer	banker

In your exercise book write similar sentences using the following words:

Word Bank		
1. librarian	5. cow	9. monkey
2. craftsman	6. camel	10. banker
3. farmer	7. clerk	11. goat
4. cook	8. lorry driver	12. policeman

Key Words: librarian, craftsman, lorry driver

LESSON ELEVEN

You have read a number of stories in this unit. In a small group take turns discussing the following:

1. Which was your favorite story and why?
2. Why do we like to read stories?
3. What do we get from stories?
4. What story would you write?

Explain to your partners which story from this unit you like the best and tell why.

UNIT 3 NEITHER TEARS NOR SWEAT TRANSMIT HIV/AIDS

Unit Objectives

In this unit you will make sentences comparing people, animals, and things. You will read stories and answer questions. You also will write sentences using a language pattern.

LESSON ONE



Listen to your teacher read a conversation between Kedija and Girma.

When we compare ourselves to others, we often use words such as *neither... nor*, *either...or*, *neither of us*, *either of us*, and *both*.

Example

Neither Kedija nor Girma can talk about the incident.

Either Abera or Imuye can answer the question correctly.

Neither of us support the rebellion.

Either of us can do the job.

Both of us can understand the conversation.

Write five complete sentences comparing two or more people using *neither...nor*, *either...or*, *neither of us*, *either of us*, and *both*. Use the examples above to help you write your sentences.

Key Words: *neither...nor*, *either...or*, *neither of us*, *either of us*, support, rebellion, both, incident

LESSON TWO

Share with a partner what you know about HIV/AIDS. How is it transmitted? How is it not transmitted? How can you protect yourself against the disease?

Listen to your teacher read a passage about HIV/AIDS. In your exercise book, answer the following questions.

1. In the sentence, "It can be transmitted through open sores and transfusions of infected blood," what does the word *transmitted* mean?
2. In complete sentences write two ways an infected person can transmit HIV/AIDS.
3. In the sentence, "The virus is concentrated in blood and body fluids," what does the word *concentrated* mean?
4. In complete sentences write two ways the disease cannot be transmitted.
5. In a complete sentence write one thing you can do to prevent getting HIV/AIDS.

Key Words: negligence, ignorance, defenseless, concentrated, carrier, infect, symptoms, virus, immune system, transmit, transfusions

LESSON THREE

Work with a partner. In your exercise book copy the following paragraph and fill in the missing words. Read "Anyone Can Get HIV/AIDS" to help you fill in the missing words.

HIV/AIDS is a major worldwide _____ problem. Ethiopian students should not die of negligence or ignorance about HIV/AIDS. AIDS is caused by a _____ called HIV. The virus is mainly found in _____ and _____ fluids. The AIDS virus kills white blood cells and makes the body unable to fight off common infections. Many infected people do not know that they are a _____. They may have no symptoms. A person can _____ the disease in many ways. However, there are

several ways we know it cannot be transmitted. There is no _____ for HIV/AIDS.

Compare your answers with your partner.

Anyone Can Get HIV/AIDS

HIV/AIDS has become a major health problem of the century. It is one of the most serious diseases worldwide. It affects mostly the younger generation.

Students facing a good future should not die because of negligence and ignorance. Students should know the information that follows.

Acquired Immune Deficiency Syndrome (AIDS) affects the body's ability to fight infection. The AIDS virus kills white blood cells and leaves the body defenseless. It is caused by a virus called HIV (Human Immunodeficiency Virus). The virus is concentrated in blood and body fluids.

Anybody who is infected with HIV/AIDS is a carrier and can infect others. Very often an infected person does not know that he or she is a carrier. He or she may have no symptoms, and the person who is infected may have no symptoms. A person may be a carrier without knowing it for many years before the virus has destroyed so much of the immune system that he or she becomes ill.

A person infected with HIV/AIDS can transmit the disease in many ways. One way is by unprotected sexual contact and through sharing needles and/or syringes. It can also be transmitted through open sores and transfusions of infected blood. An infected mother can transmit the disease to her baby before or during birth and through breastfeeding.

There are several ways we know HIV/AIDS is *not* transmitted. A person cannot catch HIV/AIDS by kissing, from a handshake, sharing a toilet, or living with infected person. HIV/AIDS is not transmitted through mosquitoes, tears, sweat, or saliva. It cannot be transmitted through food, drink, or air.

There is no cure for HIV/AIDS. Some of the symptoms can be treated

temporarily to offer some relief. However, the immune system gradually breaks down completely. As a result, the body cannot fight off common infections.

Key Words: negligence, ignorance, defenseless, concentrated, carrier, infect, symptoms, virus, immune system, transmit, transfusions

LESSON FOUR



Each of the following statements is *not* correct (not true). Use the language patterns that we learned in Lesson One (*neither....nor*, *either....or*, *both*) to correct the statements. Work with a partner, and write the corrected sentences in your exercise book.

1. A person can neither transmit HIV/AIDS through blood nor infected needles and syringes.
2. A mother can either transmit HIV/AIDS through kissing or holding hands.
3. Both mosquitoes and saliva transmit HIV/AIDS.
4. Neither a carrier nor an infected person can transmit HIV/AIDS.
5. Ethiopian students should be both ignorant and negligent about HIV/AIDS.

Share your statements with a partner.

Key Words: transmit, infected, syringes, carrier, concentrated, symptoms, ignorant, negligent

LESSON FIVE

The seven sentences below tell the story of a girl who is infected with HIV/AIDS. However, the statements are not in the correct order.

In your exercise book write the sentences in the correct order (sequence). Then use the sentences to write a paragraph.

The HIV virus enters her body.
After a few years she does not have enough white blood cells to fight off disease.
It turns into pneumonia.
A girl has close contact with someone who has AIDS.
She dies of pneumonia.
She catches a cold.
It begins to destroy her white blood cells.

Key Words: virus, disease, pneumonia, white blood cells, destroy

LESSON SIX

Talk with your partner about what happens when you go to market. Tell what you see. Tell what you can buy. Look at the pictures and talk with your partner about what the pictures tell us.



In your exercise book write one or more sentences that tell what is happening in each picture.

Then write whether you think that what the girl did was right or wrong. Share what you wrote with your partner.

If there was another picture in this sequence of pictures, what do you think would happen next?

In your exercise book draw this picture and write a sentence or sentences to describe what is happening.

Key Words: right, wrong, sequence

LESSON SEVEN

We can compare ourselves to others in many ways.

Read the sentences below, and think about each comparison.

Examples

I am tall, but Alemu is taller.

Aster is sleepy, but Kebede is sleepier.

Neither Getachew nor Birehanu completed their assignments.

Hawi is ten years old. So am I.

Zeberga and Hawi do not want to sit idle. Neither do I.

In your exercise book write eight complete sentences that compare you to other students in your class. Use the comparison words that follow: *so am I, nor am I, neither*. Share your sentences in your group.

Key Words: comparison, assignments, completed, idle

LESSON EIGHT

Derartu Tulu became famous when she won the 10,000 meters race at the Olympic Games in 1992. She was the first Ethiopian woman to win a gold medal at the Olympic Games.

With your partner discuss other Olympic winners that you know about.

Read the interview silently.

Fast, Famous, and Female

Last week Derartu Tulu visited Tola's school. Tola asked her questions about her life. The dialogue follows.

Tola: "How old are you?"

Derartu: "I am 34. I was born in 1971."

Tola: "Where were you born?"

Derartu: "I was born in Arsi, in a small village in Bokoji District."

Tola: "Do you have any brothers and sisters?"

Derartu: "Oh, yes! I come from a large family. I am the seventh of ten children."

Tola: "What did you like doing when you were young?"

Derartu: "Riding horses! Even when I was too small to ride, I liked to sit on our horse and pretend I was riding. And of course, I loved running."

Tola: "When did you first know you were a good runner?"

Derartu: "When I was in grade six. We had races during our sports lessons, and one day I beat the best runner in our school."

Tola: "Did you always win?"

Derartu: "Oh, no! The first time I raced in Europe, I came in 23rd. That was good for me. It made me try harder to become the best. The next time I raced in Europe, I came in first."

Tola: "What do you do when you are not running?"

Derartu: "I work. I am a prison officer."

Use the information about Deratu Tulu from the interview above to write a paragraph about her.

Key Words: dialogue, district, pretend

LESSON NINE

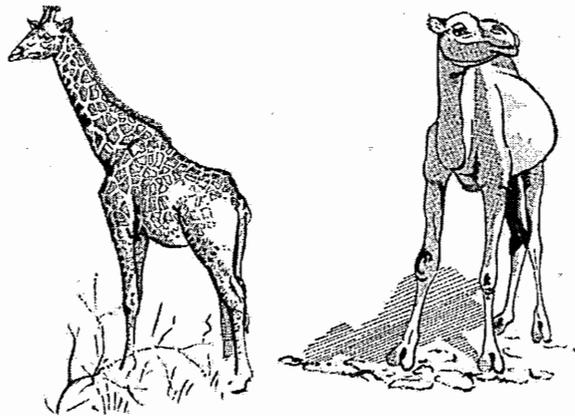
In your exercise book write six questions that you can ask when you interview someone in your class. Choose a student to interview. Ask the interview questions. Record the answers in your exercise book.

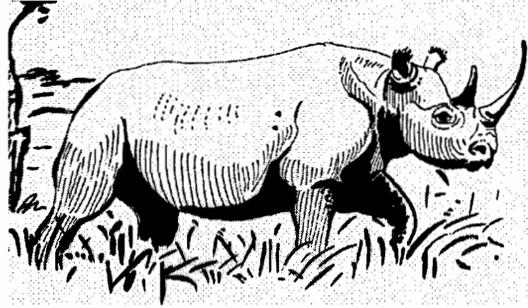
Use the answers from the interview to write a short paragraph about that person.

Then introduce that person to someone else in the class.

Key Words: introduce, interview

LESSON TEN





We use *comparative* and *superlative adjectives* when we compare (alike) and contrast (different) two or more people or things.

Look at the illustrations above, and in your exercise book write five sentences that tell how the animals are alike and five sentences that tell how they are different.

Examples

The giraffe is taller than the zebra. (contrast)

The giraffe, camel, and zebra have four legs. (compare)

Share your sentences with a partner.

Draw a picture of two different animals. Show your drawing to a partner. Your partner will compare and contrast the animals by telling you how they are alike and different.

Key Words: comparative adjectives, superlative adjectives, compare, contrast

LESSON ELEVEN

Read the numbered sentences silently.

1. Acquired Immune Deficiency Syndrome (AIDS) is a major, worldwide health problem that has no cure. It affects mostly the younger generation.

2. AIDS is caused by a virus that affects the body's ability to fight infection. This virus kills white blood cells and leaves the body defenseless. The virus is concentrated in blood and body fluids.

3. Anybody who is infected with HIV/AIDS is a carrier and can infect others. An infected person may not know that he or she is a carrier because of the lack of symptoms. When the virus destroys much of the immune system, the person becomes ill.

4. HIV/AIDS can be transmitted in many ways. One way is by unprotected sexual contact. Another way is through sharing needles and/or syringes. It can also be transmitted through open sores and transfusions of infected blood. An infected mother can transmit the disease to her baby before or during birth and through breastfeeding.

5. There are several ways we know HIV/AIDS is *not* transmitted. A person cannot catch HIV/AIDS by kissing, handshaking, sharing a toilet, or living with an infected person. HIV/AIDS is not transmitted through mosquitoes, tears, sweat, or saliva. It cannot be spread from food, drink, or air.

Copy the chart into your exercise book. List information about each heading in the space below it. Read parts of the passage again so that the chart has all of the information needed.

What is HIV/AIDS?	How HIV/AIDS is Transmitted	How HIV/AIDS is Not Transmitted

Compare your chart with a partner. Fill in any information that you do not have.

Use the information from the chart to write three paragraphs that summarize information about HIV/AIDS. The first paragraph should tell about what HIV/AIDS is. The second paragraph should explain how HIV/AIDS is transmitted. The third paragraph should explain how HIV/AIDS is not transmitted.

Key Words: infected, immune system, transmitted, transfusions

UNIT 4 HELPING OUR PARENTS

Unit Objectives

In this unit you will talk about your family responsibilities. You will ask and answer questions about what family members do/do not do, should/should not do. You will ask and answer questions about how family members help one another. You will use new language patterns that will help you learn to speak, read, and write about family responsibilities.

LESSON ONE



Listen to your teacher talk about the pictures. Listen to your teacher talk about family responsibilities.

Work with a partner. Talk about what you do to help your family.

When we talk about family responsibilities, we use special language patterns. We use the words *do* and *do not do* to talk about how family members help one another.

Look at the chart on the chalkboard. Listen as your teacher talks about what family members *do* and *do not do*.

Use the chart on the chalkboard to talk about what the family members *do* and *do not do*. Practise using the new language pattern with a partner.

Use the chart to talk about what members of your own family *do* and *do not do*. Practise using the new language pattern *do* and *do not do* with a partner.

Work with another set of partners. In your group of four, talk about each person's family members and what they *do* and *do not do*. Practise using the new language pattern *do* and *do not do*. Listen as each person talks. Listen for the new language pattern.

Key Words: responsibilities, do, do not do

LESSON TWO

When we talk about family responsibilities, we use special language patterns. We use the words *should do* and *should not do* to talk about how family members need to help one another.

Look at the chart on the chalkboard. Listen as your teacher talks about what family members *should do* and *should not do*.

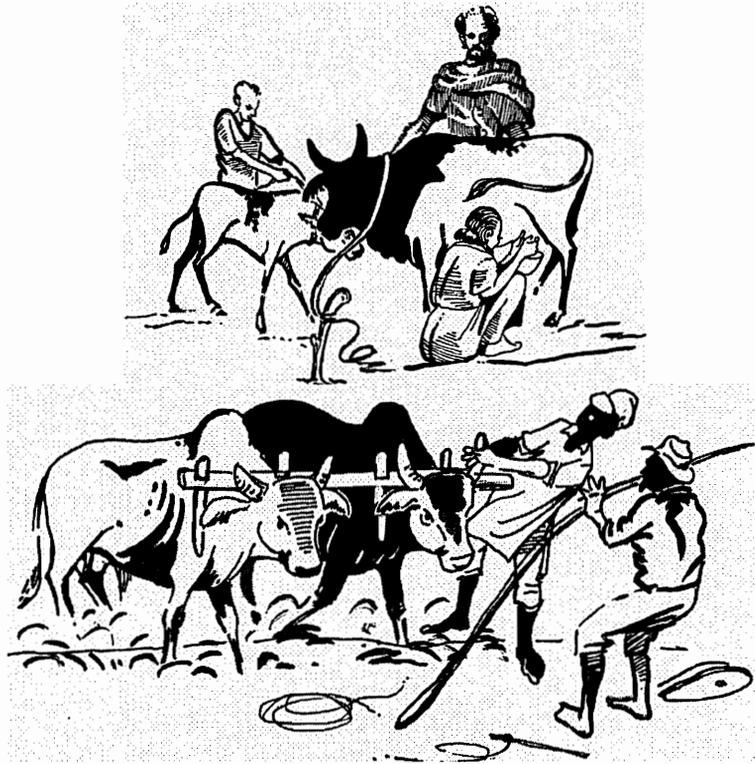
Work with a partner. Use the chart on the chalkboard to talk about what the family members *should do* and *should not do*. Practise using the new language pattern.

Work with a partner. Use the chart to talk about what members of your own family *should do* and *should not do*. Practise using the new language pattern *should do* and *should not do*.

Work with another set of partners. In your group of four, talk about what each person's family members *should do* and *should not do*. Practise using the new language pattern *should do* and *should not do*. As each person talks, listen for the new language pattern.

Key Words: responsibilities, should do, should not do, fair, equal

LESSON THREE



When we talk about family responsibilities, we use special language patterns to talk about how many people help one another. When we talk about how many people help one another, we use the words, *all*, *none*, *both*, *neither*, and *each*.

Look at the pictures of family members helping one another. Listen to your teacher talk about who is helping in each picture. Listen as your teacher uses the new language patterns.

Work with a partner. Point to each of the pictures in your textbook. Use the new language patterns to talk about who is helping in each picture.

Work with another set of partners. In your group of four, take turns pointing to each of the pictures in your textbook. Use the new language patterns to talk about who is helping in each picture.

Look at the chart on the chalkboard. Listen as your teacher talks about family members who help one another. Listen as your teacher uses the new language patterns.

Key Words: responsibilities, helping, all, none, both, neither, each

LESSON FOUR



When we talk about how family members help one another, we use special language patterns. We add *-ing* to verbs to talk about the work they are doing.

Look at the pictures. Listen as your teacher talks about what the people in each picture are doing. Listen for verbs with *ing* endings.

Work with a partner. Point to each of the pictures in your textbook. Use the new language patterns to talk about what each the person in each picture is doing. Practise using the new language pattern. Use verbs with *ing* endings to talk about the people in each picture.

Work with another set of partners. In your group of four, take turns pointing to each of the pictures in your textbook. Use the new language patterns to talk about what each person in each picture is doing. Practise using the new language pattern. Listen for verbs with *-ing* endings.

Draw four pictures of your own family members helping one another in your exercise books.

Using the new language patterns, tell your partner what your family members are doing in each of the pictures.

Work with another set of partners. In your group of four, take turns pointing to each of the pictures in your exercise books. Use the new language patterns to talk about what each person in each picture is doing. Listen as each partner points and talks. Listen for verbs with *-ing* endings.

Key Words: working, looking, collecting, shining

LESSON FIVE

Listen as your teacher reads a story about a family. The family lives in the city. Listen for each person's family responsibilities. Listen for the new language pattern, verbs with *-ing* endings.

Work with a partner. Talk about how each member of the city family helped one another.

Listen to your teacher ask questions about the story. Report your answers to the class. Listen as students report to the class. Listen for the new language patterns.

Key Words: shopping, washing, shining, selling, driving, earning, learning

LESSON SIX

You will be reading a story about a family in the countryside. The family has a mother, a father, and six children. Think of the responsibilities of each family member.

Talk with your partner about what each family member might do to help the family.

Read the story about a family who lives in the country. Look for each person's family responsibilities. Look for the new language pattern: verbs with *ing* endings.

Talk with a partner about the main idea of the story. Then talk about how each member of the family helps.

Answer the questions. Write your answers in your exercise book. Use the words in the Word Bank to fill in the gaps. You can use a word only once.

Word Bank				
all	none	each	both	neither

1. _____ family members must help on a farm.
2. _____ boys and girls helped by keeping the crops from wild animals.
3. _____ the mother nor the father works in the city.
4. _____ of the babies helped on the farm.
5. _____ family member has many responsibilities.

Talk with a partner about the answers to the questions and report to the class.

Listen as students report to the class.

Key Words: all, none, each, both, neither, managing, decisions, collected, fetched, youngest

LESSON SEVEN

You will read a story about a family in the city. The family has a mother, a father, and two children. Think of the responsibilities of each family member.

Talk with your partner about what each family member might do to help the family.

Read the story about a family that lives in the city. Look for each person's family responsibilities. Look for the new language pattern: verbs with *ing* endings.

The City Family

A family of four lived in the city. The father worked as a taxi driver. The mother worked in a jewellery store. The two children, a boy and a girl, were students. The boy was in grade seven. The girl was in grade four. Each of the family members helped the family.

Each parent helped by earning money. The father earned money by driving people around the city. The mother earned money by selling many beautiful things. With their money they bought food and clothing.

Both children helped by working after school. The boy earned money by shining shoes after school. The girl helped the family. She helped by shopping for food after school and washing the family's clothing. Both the mother and the girl helped by cooking meals and cleaning the house.

Each family member had many responsibilities, and all of them helped the family. Family members should help one another.

Talk with a partner about the main idea of the story. Talk about how each member of the family helps.

Answer the questions. Fill in the gaps using *-ing* words from the story. Write your answers in your exercise book.

1. Each parent helps by _____ money.
2. The father helps by _____ a taxi.
3. The mother helps by _____ jewellery.

4. Both the mother and the girl help by _____ the food and _____ the house.
5. The boy helps by _____ shoes after school.

Talk with a partner about the answers to the questions and report to the class.

Listen to a student report to the class.

Key Words: shining, selling, driving, earning, cooking, cleaning

LESSON EIGHT

In this lesson you will be using information from the story, “The City Family,” to complete the table.

Look at the example for cooking. Listen to your teacher explain how to fill in the spaces in the table.

Cooking	Driving	Selling	Shining	Cleaning	Shopping	Earning	Helping
<i>mother</i>							
<i>girl</i>							

Work with a group to fill in the spaces in the table. Report your answers to the class. Listen as students report to the class.

Key Words: shopping, shining, working, selling, driving, earning, learning, cooking

LESSON NINE

In this lesson you will be using information in a table to write sentences. You will be writing sentences about a family and what they do to help. You will be using *ing* words to write the sentences.

Read the table.

Cooking	Working	Selling	Washing	Cleaning	Shopping	Earning	Learni
mother	mother	mother	mother	mother	mother	mother	mother
girl	girl	father	girl	girl	girl	father	boy
	father			boy	father	boy	girl
	boy						

Look at the example on the chalkboard.

Work with a partner. Write six sentences about how the family helps. Use *ing* words in each sentence. Write the sentences in your exercise books.

Work with another set of partners. In your group of four, exchange exercise books. Read the sentences the other partners have written. Read for *ing* words in each sentence.

Report to the class. Listen as students report to the class.

Key Words: shopping, working, selling, earning, learning, cooking, washing, cleaning

LESSON TEN

In this lesson you will use *ing* words to complete sentences about how you help your family.

Read the example sentences.

Copy the sentences into your exercise book. Fill the gaps in each sentence.

Examples

My father helps my family by earning money.

I help my family by learning English.

1. My _____ helps my family by _____.
2. My _____ helps my family by _____.
3. My _____ helps my family by _____.

4. My _____ helps my family by _____.
5. My _____ helps my family by _____.
6. My _____ helps my family by _____.
7. I help my family by _____.
8. I help my family by _____.
9. I help my family by _____.
10. I help my family by _____.

Work with a partner. Exchange exercise books. Read your partner's sentences. Report to the class.

Listen to students report to the class.

Key Words: shopping, working, selling, earning, learning, cooking, washing, cleaning

LESSON ELEVEN

In this lesson you will write a paragraph about your family members and how they help the family.

Use the sentences you wrote in Lesson Ten. Write a paragraph in your exercise book about how your family members help the family.

Work with a partner. Exchange exercise books. Read your partner's paragraph. Look for the *ing* language pattern. Report to the class.

Listen to students report to the class.

UNIT 5 ADDIS ABABA IS NOT AS OLD AS HARAR

Unit Objectives

In this unit you will ask and answer questions about scenes. You will use new language patterns to ask and answer questions about historical scenes and modern scenes. You will ask and answer questions about scenes in your own environment and about places you have visited or would like to visit. You will listen, read, and write about the cities of Addis Ababa and Harar.

LESSON ONE

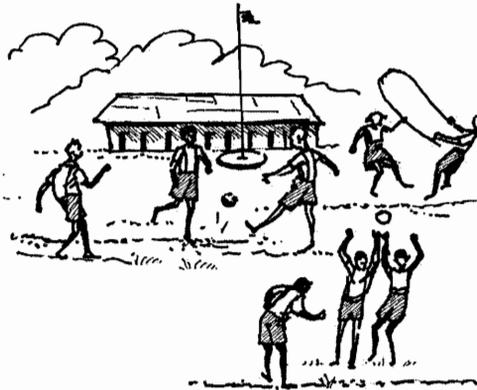
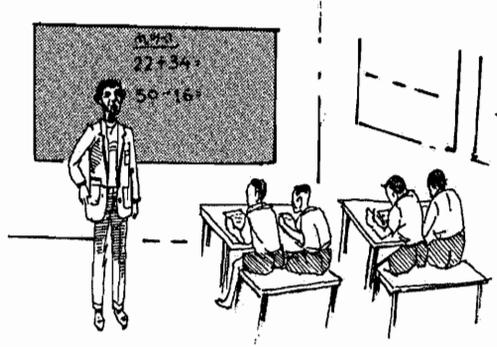
In this lesson you will be talking about things that you see in your environment. You will be asking and answering questions about your environment.

Listen as your teacher gives the meaning of the new word, *environment*.

Work with a partner. Look around the room. Tell your partner four things that you see in your environment. Listen to your partner tell four things that he or she sees in the environment.

Work with another set of partners. Take turns telling the four things that each of you see in your environment. Report to the class.

Listen as students report to the class.



You will use a new word, *scene*, to talk about each of the pictures.

Listen as your teacher gives the meaning of the new word. Look at the pictures in your textbook.

With a partner take turns asking and telling about what you see in each picture. Use the new word, *scene*, as you talk.

Work with another set of partners. Take turns telling about what you see in each picture. Listen for the new word, *scene*, as each person talks. Report to the class.

Listen as students report to the class.

Key Words: scene, environment

LESSON TWO

Ethiopia has many beautiful scenes in the environment. You will be looking at some of these scenes and talking about them.

Listen as your teacher talks about a scene in the environment. Look at the sentence your teacher has written on the chalkboard



Look at the pictures in your textbook. They are scenes in Ethiopia's environment.

With a partner talk about what is happening in each of the pictures. Use the same sentence pattern as your teacher to talk about each picture.

Work with another set of partners. In your group of four, talk about each of the pictures. Listen for the sentence pattern. Report to the class. Listen as students report to the class.

Key Words: scene, environment

LESSON THREE

In this lesson you will be asking and answering questions about scenes in your environment.

Watch as your teacher writes an example question and answer on the chalkboard. Look at the question and answer language pattern. Say the pattern with your teacher.

Listen as your teacher asks questions about scenes that we enjoy in the environment. Listen as students answer the questions. Listen for the new question and answer language pattern.

Work with a partner. Use the same question and answer language pattern as your teacher to talk about scenes that you enjoy in your environment.

Work with another set of partners. In your group of four, ask and answer questions about scenes that you enjoy in your environment. Listen for the new language pattern. Report to the class. Listen as students report to the class.

Key Words: scene, scenes, environment, question and answer, enjoy

LESSON FOUR



Look at the picture. Listen as your teacher talks about a scene he or she sees in this environment. Read the sentence your teacher has written on the chalkboard.

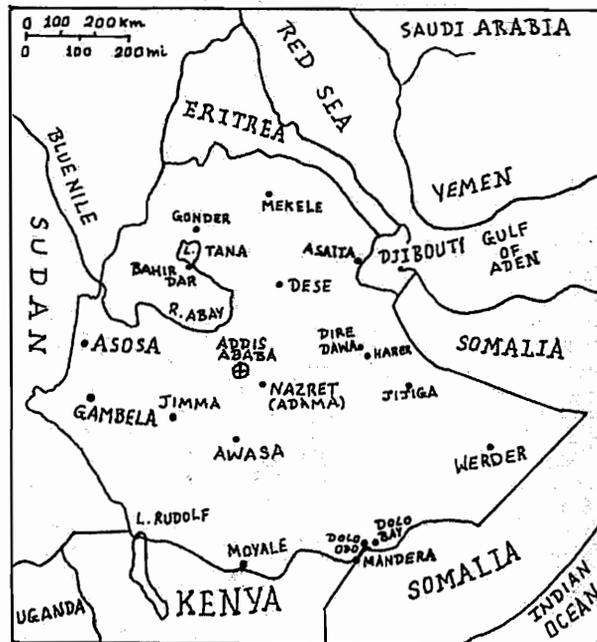
Work with a partner. Look at the picture in your textbook. Tell your partner about two scenes you see in this environment. Use the language pattern written on the chalkboard to help you. Listen as your partner talks. Listen for the new words and the new language pattern.

Work with another set of partners. In your group of four, talk about the picture. Tell about the scenes you saw in this environment. Listen for the new words and the new language pattern. Report to the class.

Listen as students report to the class. Listen for the new words and the new language pattern.

Key Words: scene, scenes, environment

LESSON FIVE



Look at the new words your teacher has written on the chalkboard. Listen to your teacher read each word and tell its meaning. Look at each word as your teacher points to it and says it out loud. Say each word out loud after your teacher says the word.

Listen as your teacher reads a passage. The passage is about a journey to the city in the picture. The city is called Harar. Listen for scenes in the environment. Listen for the new words.

Look at the map and picture as your teacher reads the passage. Harar is spelled *Harer* on the map. It is often spelled both ways.

Tell your partner what you remember about the passage. Use as many new words as you can to talk about scenes in the environment.

Look at the new words your teacher has written on the chalkboard. Listen to your teacher read each word and tell its meaning.

Look at each word as your teacher points to it and says it out loud. Say each word out loud after your teacher says the word.

Tell your partner what you remember about the passage your teacher read in Lesson Four. Use as many new words as you can to talk about scenes in the environment.

Read the passage silently. Notice each of the new words as you read.

A Journey to Harar

Today we begin a journey from Dire Dawa to the historical city of Harar. We travel up the winding road past mountain scenes. Coffee grows on the sides of the mountains. We pass many beautiful fields of commercial grains such as sorghum and maize. We pass Lake Adele and Lake Alemaya.

The walled city appears in the distance. The city is very old. It was built long ago around the year 1200. As we enter one of the five gates we notice that the city is populated by both Muslims and Christians. We notice many religious buildings. One of them is the Church of Medhanie Alem founded during the reign of Emperor Menelik.

We enjoy our day in Harar. We visit the historical walls, gates, and buildings. We drink quti, a coffee drink with salt. We end our day and begin our journey home.

Work with a partner. Talk about the main idea of the passage. Tell your partner what you remember about the passage. Use as many new words as you can to talk about scenes in the environment.

Key Words: appears, journey, distance, historical, religious, commercial, populated, winding, quti, Harar, reign, Emperor Menelik

LESSON SIX

Read the passage, "A Journey to Harar," again.

Work with a partner to complete the gap-filling exercise. Use the words in the box to fill the gaps. Write your answers in your exercise book.

Word Bank				
historical	distance	founded	journey	beautiful
lake	gates	walled	religious	

Our Journey to Harar

As we begin our _____ to the _____ city of Harar we pass many _____ scenes. We see _____ Adele and _____ Alemaya. The _____ city appears in the _____. We enter one of the five _____. We see many _____ buildings such as the Church of Medhanie Alem which was _____ by Emperor Menelik.

Key Words: historical, distance, founded, journey, beautiful, religious, walled, gates

LESSON SEVEN

When we compare and contrast, we use special language patterns that include *adjectives*. Remember that an adjective describes a person, place, or thing.

Listen to your teacher review adjectives.

When we compare things, we use the language pattern *as adjective as*.
When we contrast things, we use the pattern *not as adjective as*.

Read the example sentences. Notice the underlined adjectives and the new language pattern.

1. I am *as tall as* you.
2. I am *not as tall as* you.
3. Sheqe *is as beautiful as* Bontu.
4. Sheqe *is not as beautiful as* Bontu.
5. My father *is as strong as* yours.
6. My father *is not as strong as* yours.

Work with a partner. Read the four sentence pairs. Combine them to make a new sentence using the new language pattern *as adjective as*, or *not as adjective as*.

Example

I am tall.	You are tall.	I am as tall as you.
1. My father is not strong.	1. Your father is strong.	1.
2. I am fast.	2. You are fast.	2.
3. My mother is not small.	3. Your mother is small.	3.
4. I am a hardworking student.	4. You are a hardworking student.	4.

Work with another set of partners. In your group of four, talk about the sentences you have made. Listen for the new language pattern. Report to the class.

Listen as students report to the class. Listen for the new language pattern.

Key Words: as adjective as, not as adjective as, beautiful

LESSON EIGHT



Look at the picture of Addis Ababa.

With a partner talk about what you know about Addis Ababa. Talk about the city's environmental scenes.

Report to the class.

Listen to students report to the class. If you have ever travelled to this city, report your journey to the class.

In this lesson you will be reading about a journey to Addis Ababa.

Read the new words your teacher has written on the chalkboard.

Listen to your teacher read each word and tell its meaning. Look at each word as your teacher points to it and says it out loud. Say each word out loud after your teacher says the word.

Read the story silently.

A Journey to Addis Ababa

Today we begin a journey to the modern city of Addis Ababa. We travelled north on the asphalt road from Awasa. As we enter the city we see many commercial businesses.

The political capital of Ethiopia appears and we see the Entoto Mountains in the distance. As we enter the city, we see churches, mosques, and other religious buildings. The city was founded by Emperor Menilek in 1887. It has many historical buildings such as the National Museum, the National Cathedral, and the Addis Ababa University Museum.

We enjoy our day in the beautiful city. We visit many modern shops and historical sites. We enjoy tea and sweets at a coffee shop and begin our journey home.

With a partner talk about the main idea of the story.

With a partner answer the comprehension questions. Write the answers in complete sentences in your exercise books.

1. The people in this story take a journey to what city?
2. What city is the political capital of Ethiopia?
3. What mountains can be seen in the distance in this story?
4. Name two museums in Addis Ababa.
5. What do the people in the story do to enjoy their day in Addis Ababa?

Work with another set of partners. Exchange exercise books in your group of four. Read each other's answers.

Report to the class.

Listen as students report to the class.

Key Words: historical, Emperor Menilek, founded, religious, Entoto Mountains, political, commercial, asphalt, modern, journey

LESSON NINE

In this lesson you will be using the new language pattern *as adjective as*, or *not as adjective as* to compare and contrast Harar and Addis Ababa.

Work with a partner. Read the sentence pairs. Combine them to make sentences using the new language pattern *as adjective as*, or *not as adjective as*. Write the new sentences in your exercise book.

1. Addis Ababa is old. Harar is older than Addis Ababa.

New sentence:

2. Harar is a large city. Addis Ababa is larger than Harar.

New sentence:

3. Harar is a modern city. Addis Ababa is more modern than Harar.

New sentence:

4. Addis Ababa has many historical sites. Harar has more historical sites than Addis Ababa.

New sentence:

5. Harar has many religious buildings. Addis Ababa has more religious building than Harar.

New sentence:

Work with another set of partners. Exchange exercise books in your group of four. Read each other's answers. Report to the class.

Listen as students report to the class.

Key Words: Harar, historical

LESSON TEN

Read the word that your teacher has written on the chalkboard. Dictate means to read out loud for someone else to write.

Listen to the five sentences your teacher reads out loud. Your teacher will read each sentence two times. Write the sentences in your exercise book.

Work with a partner. Exchange exercise books. Read the sentences your partner has written.

Report to the class by writing sentences on the chalkboard.

Listen to students report to the class. Read the sentences students write on the chalkboard.

Key Words: Emperor Menelik, founded, sites, walled, dictate

LESSON ELEVEN

Write a paragraph about Addis Ababa or Harar. Tell which city you would like to visit. Write about what you would like to see and why. Write about historical scenes you would like to see. Write about environmental scenes you would like to see.

Write the paragraph in your exercise book.

Work with a partner. Exchange exercise books. Read what your partner has written. Talk with your partner about the paragraphs you have written. Report to the class.

Listen to students report to the class.

Key Words: environmental scenes, historical scenes

UNIT 6 I WANT RESPECT

Unit Objectives

In this unit you will listen and speak and use conversation to express what you want or would like. You will read stories and show understanding of a text by answering questions. You also will write sentences using a language pattern to express what you want or would like.

LESSON ONE

Listen to your teacher read a conversation between Mr. (Ato) Gemechu and Mrs. (W/ro) Chaltu. Listen to the people expressing what they would like.

Listen to your teacher read the beginning of a conversation between Tewdros and Imuye. Help your teacher complete the conversation by telling what you think the two speakers will say next.

With a partner create a conversation about your future wishes, needs, and ambitions. In your conversation tell what you want or would like in the future.

Take turns sharing your conversation with another group.

Key Words: conversation, express, inviting, acacia, accommodate, diplomat, ambitious

LESSON TWO

Look at the picture. What do you notice?



Listen to the title of the story, “The Narrow Bridge.” With a partner predict what this story will be about.

Listen to your teacher read the story.

Listen to your teacher ask some questions about the story. Answer each question out loud in complete sentences.

1. What was the problem in this story?
2. Why couldn't people pass on the bridge?
3. What happened when the goats fought?
4. If you were on the bridge, how would you have solved the problem?
5. Who do you think best solved the problem? Explain why.
6. What lesson did you learn from this story?
7. Tell of a time when you have had to work with someone to solve a problem.

Key Words: narrow, predict, path, continue, journey

LESSON THREE

Read the story, “The Narrow Bridge.”

The Narrow Bridge

Once there was a very narrow bridge over a mountain gorge. It was too narrow for two people or animals to pass each other. One day, two goats met on the bridge. They tried to pass each other, but they could not.

Goat 1: “I am stronger than you. You must go back.”

Goat 2: “Oh, no! You go back or I will push you off the bridge.”

Goat 1: “I am not going back. We will have to fight to see who is stronger.”

The two goats began to fight. They fought for a long time. In the end, they both fell off the bridge and rolled into the river. They both died.

The next day, two donkeys met on the bridge.

Donkey 1: "We can't pass each other."

Donkey 2: "You are right. We will both have to go back the way we came."

So each donkey turned around and went back along the bridge. A few days later, a boy and a girl met on the bridge.

Boy: "Oh, dear. We can't pass each other. What can we do?"

Girl: "I know. I will lie down, and then you step over me. That way we will be able to pass each other safely."

So the girl lay down on the bridge, and the boy stepped over her gently.

Girl: "Now we can continue our journey. Goodbye."

In your exercise book, copy the following paragraph and fill in the missing words. Use "The Narrow Bridge" to help you fill in the missing words.

One day, two goats met on a _____. They both thought that the other should turn around and go back along the bridge. They couldn't _____ which of them was stronger. So, they began to fight. After a long _____ they both fell off the _____. Then they _____ down the side of the mountain. They were _____ when they fell into the river. The next day, two _____ met on the bridge. They didn't argue about who was _____. They just turned around and went back along the bridge. When the boy and the girl met on the bridge, they faced the same _____. The _____ lay down, and the boy carefully _____ over her.

Compare your answers with a partner.

Key Words: narrow, predict, bridge, continue, journey, safely

LESSON FOUR

Read the following sentence pairs.

I would like to go to the market.

I'd like to go to the market.

I would rather go to Harar.

I'd rather go to Harar.

In order to express our thoughts and wishes, we often use *I would*.

***I'd* can be used in conversation with friends. It means *I would*.**

Example

own a beehive	<i>I would</i> like to own a beehive. <i>I'd</i> like to own a beehive.
be a fisherman	<i>I would</i> like to be a fisherman. <i>I'd</i> like to be a fisherman.
be a pastoralist	<i>I would</i> like to be a pastoralist. <i>I'd</i> like to be a pastoralist.

In your exercise book write seven sets of complete sentences using *I would* and *I'd*. Read the example.

Example

eat injera: *I would* like to eat injera for dinner.

I'd like to eat injera for dinner.

1. visit the library
2. fly to Johannesburg
3. join the military
4. own a business
5. work for the United Nations.
6. go to college
7. attend Addis Ababa University

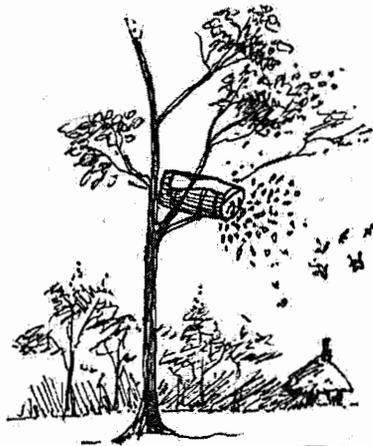
Share your sentences with the class.

Pretend you could have three wishes for anything you wanted. In your exercise book, write a paragraph using *I would* and *I'd* to telling how you would use your three wishes.

Share your paragraph in a small group.

Key Words: I would , I'd, library, Johannesburg, military, United Nations, pastoralist

LESSON FIVE



The story below is about bees. Before you read the story silently, share with a partner what you know about bees.

Honey Bees: A Life of Work

Honey bees are social insects. That means they cannot live alone. They live together in large groups called colonies.

There are three kinds of bees in a colony. First, there is a female queen bee. Her job is to lay eggs. She does this every day for four to five years. Then she dies.

The colony also contains 100 to 200 male bees called drones. Their job is to mate with the queen bee. They live 45 to 50 days.

There are about 50,000 to 60,000 female bees called worker bees. They do different jobs during their short lives. When worker bees first come out of their cells, they work as cleaners for three days. Then they feed and look after young bees.

After spending a week as nurses, they do new jobs. They make new cells for the hive and then become soldiers guarding the hive. They spend the last two weeks of their lives looking for nectar. They die when they are six to eight weeks old.

Nectar is the sweet liquid which flowers make. Worker bees take it out of the flowers and back to the hives. They put it in the cells of the hives. It thickens there and becomes honey.

When a worker bee finds flowers with lots of nectar, she tells the other bees by doing a dance. If the flowers are less than eight meters from the hives, the bee does a round dance. If they are more than 80 meters away, she does a different dance.

Answer these questions in your exercise book. Use complete sentences.

1. In the sentence, "Honey bees are social insects," what does *social insects* mean?
2. Why does a colony contain drones?
3. Why do worker bees dance?
4. When do they do a round dance?
5. In the sentence, "When workers bees first come out of their cells, they work as cleaners for three days," what does *cells* mean?
6. How long do worker bees spend looking for nectar?
7. How is the queen bee's job different from the worker bee's job?
8. How are bees like families?
9. In the sentence, "They make new cells for the hive and then become soldiers guarding the hive," what does the word *hive* mean?
10. Why are bees social insects?

Complete the table in your exercise book.

Honey Bee Colonies				
Kind of Bee	Sex	Number in Colony	Length of Life	Job(s)
1.				
2.				
3.				

Key Words: social, colonies, drones, cells, guarding, nectar, liquid, hives

LESSON SIX

The seven sentences below tell about the life span of the queen bee. However, the statements are not in the correct order.

In your exercise book, write the sentences in the correct order (sequence). Put the sentences in a paragraph. Begin with: The queen hatches and eats special food.

Drones from other hives follow her.
Then she starts laying eggs.
The queen hatches and eats special food.
About eight of them mate with her.
After feeding well, she flies out of the hive.
After mating, the queen returns to the hive.
She lays about a thousand eggs a day.

Compare your answers with a partner.

Key Words: drones, hives, hatches

LESSON SEVEN

Use each of the words below to write a paragraph about honey bees. Read "Honey Bees: A Life of Work" again if you need help writing the paragraph.

Word Bank				
social	drone	worker bee	nectar	dance
thickens	cell	hive	queen	colony

Read your paragraph out loud to a partner. Talk about how your paragraph could be better. Write your paragraph again using suggestions from your partner.

Key Words: social, drone, worker bee, nectar, cell, hive, colony

LESSON EIGHT

Look at the pictures. Notice what is happening in each. Talk with a small group about each of the pictures. Discuss who is in each picture and what is happening.

Look at the pictures. Read the question below each picture. Think of how you would answer the question. In your exercise book write complete sentences to answer to each question.



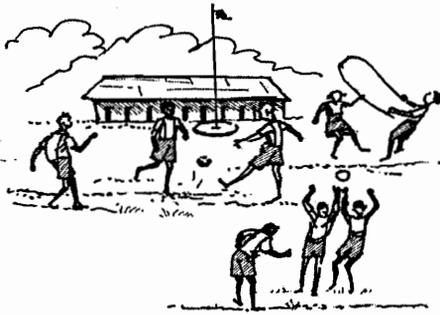
Would you like coffee or tea?

1. _____



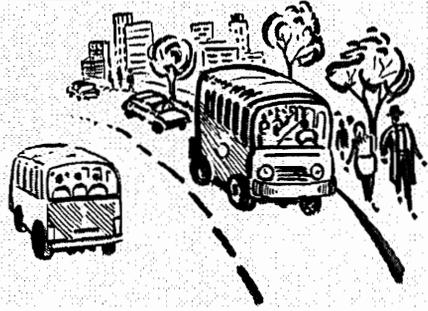
Would you like tibes or cabbage with your injera?

2. _____



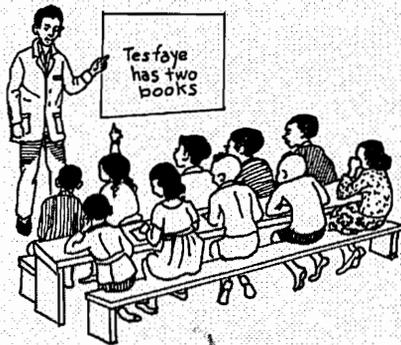
Would you like to play football or volleyball?

3. _____



Would you like to take the bus or the taxi?

4. _____



Would you like to study mathematics or science?

5. _____



Would you rather be a farmer or a carpenter?

6. _____

Share your sentences with a partner.

LESSON NINE

With a partner discuss how you will achieve your goals. Tell what obstacles you expect and how you plan to overcome those obstacles.

You will be reading a story about someone who overcame obstacles to become a successful scientist. Read the following story silently.



Kedir Ibrahim

Kedir Ibrahim was born 18 August 1939 at Addis Alem. Addis Alem is a small town about 50 kilometers away from Addis Ababa. It is on the road to Ambo.

Kedir began school when he was very young. The house next door to his was used as a school. He went to Aleka Kidanewold Elementary School. He studied in grade one for a few months and was promoted to grade two. Realizing how clever he was, the teachers promoted Kedir from grade two to grade three.

After elementary school Kedir began secondary school in Ambo. There were a lot of students from several towns in Shoa and Wellega, so the competition among them was very high.

He visited The College of Agriculture at Ambo regularly. He learned about modern farming and the working processes of the biogas.

He studied from grade nine to eleven at Mearige Hiwot Secondary School. He then completed grade twelve at Prince Beide Mariam Laboratory School on the campus of the Addis Ababa Univeristy. Prince Beide Mariam Laboratory School was a school for selected students from all high schools in the country. Kedir was one of them.

Then, Kedir joined the university and graduated. He studied chemistry, mathematics, and physics. He taught science at Weizero Sehin Comprehensive Secondary School in Dessie. He learned how much reading, studying, and preparation are needed to teach science well.

Kedir taught chemistry, mathematics, and physics for two years. He did experiments that amazed the boys and girls he taught.

Kedir then went to the United States. He studied at Georgetown University. He won a prize from North America for his work in science.

Copy the questions in your exercise book. Use complete sentences to answer each question.

1. Where is Addis Alem?
2. In the sentence, "He studied in grade one for a few months and was promoted to grade two," what does *promoted* mean?
3. Where did Kedir learn about modern farming and the working processes of biogas?
4. In the sentence, "Prince Beide Mariam Laboratory School was a school for selected students from all high schools in the country," what does *selected students* mean?
5. Why do you think so much preparation is needed in order to teach science?
6. How did Kedir's studies in the United States further his career?

Key Words: realizing, competition, agriculture, biogas, preparation, further

LESSON TEN

Moving to Moyale

You are in seventh grade at Mohammed Primary School in Gambela. Your family must move to Moyale, near the southern border of Ethiopia. You have many questions about school. A cousin who lives in Moyale comes to Gambela to help your family to move.

In your exercise book, write six questions that you will ask your cousin. Have a partner pretend he or she is your cousin. Ask him or her the questions and record the answers in your exercise book.

Use the answers from the interview to write a short paragraph which explains what you can expect about school in Moyale.

Key Words: cousin, interview

LESSON ELEVEN

In this unit you have talked and read about many things you might want to do or like to do. In a small group, take turns discussing:

- 1. what you like about school**
- 2. your favorite foods, games, school subject**
- 3. what you learned from the unit**
- 4. how what you learned will help you.**

Explain to your partners what you hope to be doing as a career or job ten years from now.

Key Words: want to do, like to do, career

UNIT 7 MY RESPONSIBILITIES

Unit Objectives

In this unit you will talk and write about your daily activities using a language pattern. You will read and answer questions and write a paragraph about your responsibilities.

LESSON ONE

Every day we have certain things that we do. These are called our daily activities. We are responsible for helping at home and going to school. We also like to take time to play with our friends and do other things.

Talk with a partner about some things that you do. Tell your partner about three things you do and other people do every day and every week.

Listen as your teacher reads a passage. In the passage Aster and Zenebe are talking about things that they do.

Talk with a partner. Take turns asking and answering about what each partner does each day.

Key Words: daily activities, responsible

LESSON TWO

Some activities or responsibilities are done at the same time each day or week. A schedule gives the day, the time, and the activity that we will do.

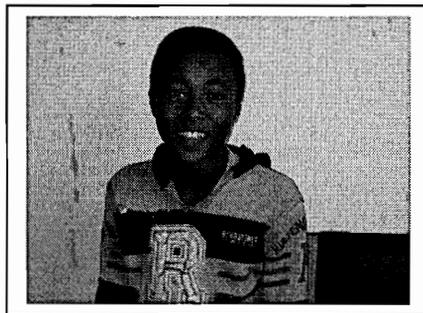
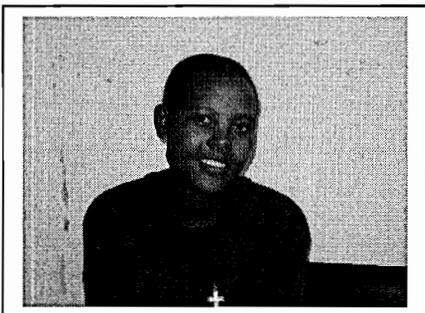
Look at the school schedule that your teacher has written on the chalk board. Listen as your teacher reads the schedule.

Talk with a partner about your schedule of daily activities. Tell what you do at the same time each day.

Work with another set of partners. In your group of four share your daily schedule of activities. Report to the class. Listen as others report to the class. Listen for what each person does each day.

Key Words: schedule, daily activities, responsible

LESSON THREE



Chaltu and Ahmed help their family every day in many ways. The sentences below tell how Chaltu and Ahmed help their families.

Read the sentences about Chaltu and Ahmed aloud to your partner.

1. Chaltu helps her mother look after the baby.
 2. Chaltu helps her mother prepare food for the meal.
 3. Chaltu helps her mother sweep the floor every other day.
 4. Chaltu helps her mother fetch water from the well.
 5. Chaltu helps her mother feed the chickens before she goes to school.
-
1. Ahmed helps his father feed the cows.
 2. Ahmed helps his father gather firewood.
 3. Ahmed helps his father take the cattle to the market.
 4. Ahmed helps his father harvest the teff.
 5. Ahmed helps his father repair the plough and ax.

Think of things five things that you do to help your family. Write one sentence about each thing that you do to help your family in your exercise book.

Key Words: prepare, fetch, gather, harvest, repair

LESSON FOUR

Read the conversation between Aster and Zenebe silently.

Aster:	“What do you do when you get out of bed in the morning?”
Zenebe:	“I put on my clothes, brush my teeth, and wash my face.”
Aster:	“What else do you do?”
Zenebe:	“If it is a school day I eat my breakfast, gather my books, and walk to school. What about you?”
Aster:	“There are other things I do apart from getting dressed and washing my face. I prepare tea for myself and my little sister. She helps me gather the things for tea. When we finish our breakfast, we collect our teacups and plates. Then we get our bags and go to school.”
Zenebe:	“You are more helpful to your parents than I am. I only make my bed before I go to school.”
Aster:	“That’s also good. When you help yourself, you help your parents.”

Use complete sentences to answer the questions. Write the answers in your exercise book.

1. What are the first three things that Zenebe does each morning?
2. What is one thing that Zenebe does on a school day that he does not do on the weekend?
3. Who helps Aster prepare tea?
4. What is one thing Aster does that Zenebe does not do?
5. Who do you think is more helpful, Aster or Zenebe? Tell why you think this.

Exchange exercise books. Read your partner’s answers. Discuss any answer that is not the same as your answer.

Key Words: conversation, prepare

LESSON FIVE

We do things at home to be helpful to our families. We do things at school to be helpful to our teacher and classmates.

Use the Word Bank to fill in the chart below. List the activities that you do at home and the activities that you do at school. Some words may be used more than once.

Word Bank		
clean	erase	fetch
wash	answer	listen
gather	write	share
sweep	sit	obey

Things I Do To Be Helpful

At Home	At School

Read your lists to a partner. What do you do that is the same as your partner? What do you do that is different from your partner?

Report your lists to the class. Listen as others report to the class.

Key Words: obey, erase, activities

LESSON SIX

Read the story about Abebe Bekila with a partner. Take turns reading each paragraph aloud.

A Famous Ethiopian

Abebe Bekila was born in 1932. After joining the army at 19, he started

running in 1956. His coach Major Onni Niskanen was a Swede. Training at altitudes well above 6000 feet served Abebe well. Abebe proved to be the most famous Ethiopian runner of all times in Roma, in 1960. He won the Olympic marathon race barefoot, in 2 hours, 17 seconds. Four years later, he repeated his success at the Tokyo Olympics. This time the world record was his alone. His time of 2 hours, 12 minutes and 12 seconds was more than four minutes ahead of second place Basil Healthy of Great Britain.

Unusually, Abebe ran this race only six weeks after having an appendix operation. However, being a man of talent and purpose, Abebe had done a series of rigorous exercises to beat all the other runners. Abebe was also the first man to win two Olympic marathons, one after the other.

Abebe tried to achieve a third success at the 1968 Olympics in Mexico city. But after only 10 miles a leg injury forced him out. The victory went to another fine Ethiopian competitor, Mamo Wolde.

The following year Abebe Bekila's marathon career was over. He was crippled in a car crash and was confined to a wheelchair. However, by taking up archery, he competed in several games. Abebe died on the 25th of October in 1973. Crowds lined the road and graveside to show respect to a national hero at his funeral in Addis Ababa.

Selanta, Vol 8, No 1. (1991).

Copy the sentences in your exercise book. Work with your partner to complete the gap-filling exercise. Use words from the Word Bank to fill the gaps. Some words may be used more than once.

Word Bank			
rigorous	car	Ethiopia	appendix
famous	operation	archery	Addis Ababa
wheelchair	hero	born	leg injury

1. Abebe Bekila was _____ in 1932.
2. Abebe proved to be the most _____ runner in _____ in 1960.
3. Abebe ran his best race after having an _____
_____.

4. Abebe had done a series of _____ exercises to beat all the other runners.
5. In his third attempt to achieve success, a _____ forced him out after only running 10 miles.
6. A _____ crash ended his marathon career.
7. The car crash confined him to a _____.
8. Abebe competed in several games of _____.
9. He was given the respect of a national _____ at his funeral in _____.
10. This _____ Ethiopian athlete was a national _____.

Key Words: rigorous, marathon, crippled, archery, competitor, altitudes, confined, unusually

LESSON SEVEN

Use the words in the Word Bank to write one paragraph about Abebe Bekile. In your paragraph tell what made him a national hero.

Word Bank			
archery	crippled	talent	wheelchair
career	attitude	victory	injury

Read your paragraph out loud to the class. Listen as others read their paragraphs out loud.

Key Words: archery, crippled, talent, wheelchair, victory, injury

LESSON EIGHT

Famous people like Abebe Bekila can teach us important lessons. You will read an interview between two people. One is a reporter and one is a famous female, Ethiopian runner.

Read the interview below with a partner. One partner should read the reporter's words, and one partner should read the athlete's words.

Reporter:	“You have won marathons in Marrakesh and in Rome. You also won the gold medal at the 1996 Olympic games. Congratulations. Were you ever nervous in any of your competitions?”
Fatuma Roba:	“Yes. Sometimes people call out to me on the streets in Ethiopia. Sometimes, if there were a lot of people around me when I went to a store, I felt a bit intimidated. I used to be shy. I still consider myself shy, but I'm better now.”
Reporter:	“How does a shy person get better?”
Fatuma Roba:	“I drew strength from the cheering, flag-waving supporters during the Olympic victory. The run took two hours, 26 minutes, and five seconds I was fully satisfied. Even if I never ran again, I would have been content.”
Reporter:	“Why did you continue to run?”
Fatuma Roba:	“It was the reaction I got when I went back home. There was a huge parade winding through the streets of Addis Ababa and thousands of cheering people. Afterwards, there was an official ceremony. The reaction I felt from people had a big impact on me. I suddenly felt such a great sense of responsibility. I felt that I had to try to keep running, as long as I possibly could.”
Reporter:	“Thank you for the interview. Good luck in the future.”

Pretend that you are a reporter interviewing Fatuma Roba. In your exercise book write five questions that you would like to ask this famous Ethiopian woman. Share your questions with the class.

Key Words: nervous, intimidated, consider, satisfied, reaction, ceremony, interview

LESSON NINE

Read the interview in Lesson Eight again silently. In your exercise book list six important things you learned about Fatuma Roba.

Write a paragraph telling the important things you learned.

Exchange exercise books. Read your partner's paragraph.

Key Words: nervous, intimidated, consider, satisfied, reaction, ceremony, interview

LESSON TEN

We interview people to find out information about them. One way to do this is to ask questions that begin with the words *who*, *what*, *when*, *where*, and *why*.

Work with a partner. Prepare interview questions to ask your partner. In your exercise books write five questions you will ask when you interview him or her.

One question should begin with *who*. One question should begin with *what*. One question should begin with *when*. One question should begin with *where*. One question should begin with *why*.

Ask your partner each question. Record his or her answers in your exercise book.

Key Words: interview, record

LESSON ELEVEN

Read the questions you asked your partner in Lesson Ten. Read the answers you recorded during the interview.

Use the questions and answers to write two paragraphs about your partner. In the first paragraph write what you learned by asking *who*, *what*, *when*, *where*, and *why* questions. In the second paragraph write one lesson that people can learn from your partner.

Tell the class about your partner. Tell what you learned about your partner and one lesson that the class could learn from your partner.

UNIT 8 DO THINGS ON TIME

Unit Objectives

In this unit, you will talk about simple work ethics using the given language pattern. You will read stories and write short summaries. You also will write sentences using new words.

LESSON ONE

In order to show time, we often use phrases such as: *soon, later, in the evening, tomorrow, in two hours' time, this afternoon, in the morning, and in a few minutes.*

Think of other words or phrases that show the passage of time. Share them with a partner.

Listen to your teacher read some sentences. Complete the sentences using time phrases. Tell your answers to the class.

In your exercise book, write eight complete sentences using different time phrases.

Key Words: work ethic, phrases, soon, evening, tomorrow, afternoon, morning

LESSON TWO

In order to use time wisely, we must plan our days. When we make plans, it is very important to stick to them.

Listen to your teacher read a conversation between Kirose and Nigisti. Listen for how they use their time and plan their days. Then read it out loud with a partner.

Kirose:	“Where are you going this afternoon?”
	”
Nigisti:	“Nowhere. My sister is coming from Djibouti. I have to meet her here.”

Kirose:	“What will you do when she arrives?”
Nigisti:	“This weekend, we are going to the Rift Valley to see Lake Langano. We will also visit the Biata and Shala National Parks.”
Kirose:	“What will you see there?”
Nigisti:	“We will see the ostriches and wart-hogs. We will watch the local people cooking maize in the hot springs. What are your plans for the weekend? Would you like to go with us?”
Kirose:	“I am sorry, I cannot go. This weekend, I will be attending my cousin’s wedding.”
Nigisti:	“Oh, I hope you enjoy yourself. Please tell me all about it on Monday.”

With a partner talk about your plans for the weekend. Your plans can be made up or real. Remember to use time phrases. Share your conversation with a small group.

Key Words: afternoon, weekend, attending

LESSON THREE

Synonyms are words that have the same or similar meanings. For example, the word *big* has five synonyms: *huge, enormous, massive, large, and colossal*. You can vary your writing by using synonyms. Your writing will be more interesting if you do not use the same words over and over again. A thesaurus is a book that has synonyms for many words.

An example of a thesaurus
gift = present
street = road
tablet = notebook

In your exercise book, write a synonym (a word with the same meaning) for each word.

1. smart _____
2. pretty _____
3. hungry _____
4. speak _____
5. vacation _____
6. simple _____
7. little _____
8. injera _____
9. wat _____
10. student _____

Share your answers with a partner. Remember there can be more than one correct answer.

In the sentences below, the words *thin* and *slim* have the same meaning.

The *thin* boy struggled to carry the teft to market.

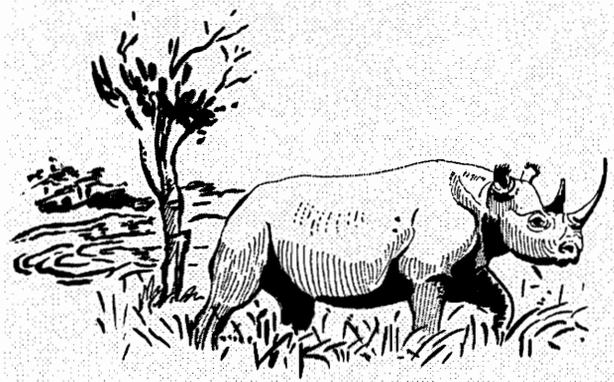
The *slim* boy struggled to carry the teft to market.

In your exercise book, write five complete sentences. Underline the word in each sentence to be replaced with a synonym.

Exchange your exercise book with a partner and write synonyms for your partners underlined words. Share answers with your partner.

Key Words: synonyms, similar, huge, enormous, massive, colossal, thesaurus

LESSON FOUR



The Rhinoceros

There are five kinds of rhinoceros in the world. Two of them, the Black rhino and the White rhino, live in Africa.

Black rhinos are very unfriendly animals. They do not seem to like anybody or anything. They also have very bad eyesight. They cannot see the difference between a person and a tree when they are five meters away from them. So they attack everything, even trees!

Rhinos spend most of their time sleeping and eating. They love lying in the mud and covering themselves head to toe with it. It keeps them cool and stops insects from biting them.

Rhinos are the only animals which have single horns on their nose. Other animals such as the wart-hog have horns on their heads. Rhinos' horns have two main uses. They use them to dig up soil when they are looking for salt. They also use them when they are fighting.

Their horns make life very dangerous for rhinos. Some people in eastern countries will pay a lot of money for rhino horn because they believe it is a strong medicine. Because of this, hunters kill rhinos for their horns. In the last 20 years, hunters have killed 95% of all Black rhinos. There are now fewer than 3,500 left in the world.

In your exercise book, answer the following questions in complete sentences.

1. In the sentences, "Black rhinos are very unfriendly animals. They do not seem to like anybody or anything," what does the word *unfriendly* mean?
2. Why do rhinos attack trees?
3. Should we try to save rhinos? What can we do?
4. In the sentence, "Some people in eastern countries will pay a lot of money for rhino horn because they believe it is a strong medicine," what does the word *medicine* mean?
5. What efforts are underway to save the rhinoceros in Ethiopia?
6. How are rhino horns different from the horns of other animals?
7. Why do you think rhinos are looking for salt?

Compare your answers with a partner.

Key Words: unfriendly, difference, attack, dangerous, medicine

LESSON FIVE

A *fact* is a statement that can be proved. An *opinion* is a statement that someone believes to be true.

Read the sentences below.

Fact: The city of Addis Ababa is the Capital of Ethiopia.

Opinion: I think Addis Ababa is the most beautiful city in the world.

The first sentence states a fact. You can prove it by using a map or globe. The second sentence states an opinion. It tells what someone believes.

Certain words can help you recognize an opinion. Words like *think*, *believe*, *best*, *worst*, and *beautiful* can be clues to an opinion. In the second sentence, people may disagree about what is beautiful. You cannot prove that statement.

Work with a partner. Read each sentence and decide whether it is a fact or an opinion.

1. I believe Awassa is an exciting place to live.
2. Awassa is south of Addis Ababa.
3. Ethiopia is bordered by the countries Somalia and Kenya.
4. I think injera is the best food in the world.
5. Math is the easiest subject in school.
6. Ethiopia sometimes suffers from drought.
7. Fatuma Roba became the first African woman ever to win an Olympic marathon.
8. Fatuma Roba was the best athlete ever.

In your exercise book write four facts and four opinions in complete sentences.

Share your sentences with a partner.

Key Words: fact, opinion, globe, recognize, disagree

LESSON SIX

In your exercise book copy the paragraph below. Use the words in the Word Bank to fill the gaps in the paragraph.

The words found in the Word Bank are synonyms for the *italicized* words.

Word Bank							
wide	big	eating	perfect	largest	long	tall	adult

There are five kinds of rhino. The White rhino is the (*biggest*) _____ . The (*grown-up*) _____ male rhino is 180 cm (*in height*) _____. White rhinos have (*large*) _____ heads and their horns are more than 165 cm (*in length*) _____. Like other rhinos, the White rhino is really gray. It got its name because its mouth is very (*broad*) _____. Its mouth is the (*correct*) _____ shape for (*feeding on*) _____ grass.

Copy the chart into your exercise book. Write one sentence with each word.

broad	
big	
eating	
perfect	
largest	
longest	
tall	
adult	

Share your sentences with a partner.

Key Words: synonyms, broad, perfect, italicized

LESSON SEVEN

A sentence that gives a command is called an *imperative* sentence. This type of sentence tells someone to do something and ends with a period (full stop).

Read the imperative sentences.

1. Please answer all questions carefully for the teacher.
2. Take a picture of your family.
3. Be on time for work and school.

Work ethics describe the characteristics of people. Each person is responsible and accountable for the work he or she does at school or at a job. Good work ethics are usually associated with people who work hard and do a good job.

Think of some imperative sentences that show good work ethics at school.

1. Don't be late to school.
2. Don't waste your time.
3. Complete your work neatly.
4. Listen for directions and follow them.
5. Always try your best.

Pretend your friend is about to start a new job working in an office. In your exercise book write eight rules he or she should follow in order to show good work ethics. Make sure to use imperative sentences. Share your sentences with a partner.

Key Words: imperative sentence, work ethic, command, characteristics, responsible, associated, accountable

LESSON EIGHT

Antonyms are words that have opposite meanings.

Examples

1. *Black* is the opposite of *white*.
2. *Wet* is the opposite of *dry*.
3. *Hard* is the opposite of *soft*.

4. *Cold* is the opposite of *hot*.
5. *Night* is the opposite of *day*.
6. *Early* is the opposite of *late*.

Read the sentences with a partner. Choose an *antonym* for the underline word.

1. Math is sometimes very hard to understand.
(*What is the opposite meaning for hard?*)
2. I will be early to school in the morning.
(*What is the opposite meaning for early?*)
3. The classroom was a big room for the students.
(*What is the opposite meaning for big?*)

In your exercise book, write an antonym for each word.

1. smart _____
2. pretty _____
3. hungry _____
4. loud _____
5. girl _____
6. down _____
7. little _____
8. night _____
9. short _____
10. walk _____

Share your answers with a partner.

Write the sentences in your exercise book. Replace the underlined words with an antonym from the Word Bank.

Word Bank					
different	glad	enjoyed	ancient	hot	interesting

1. Abara would be sorry to leave Ethiopia.
2. Devorah likes to read about cold places in Europe.
3. The teacher reads numerous dull books.
4. The library has many modern books about Addis, Ababa.
5. Fatuma will see many similar places on her trip to Africa.
6. The student disliked the book about Africa.

Key Words: antonym, opposite, ancient, interesting, similar

LESSON NINE

A good speaker or reader puts details together in a way that makes sense. When you read or listen to a story, pay attention to the way one detail follows another. For example, in a story, listen for the *sequence*, or order of events.

Read with a partner the rules for reading and/or listening to a story.

Read the following story silently. Then read it with a partner.

The First Day of School

The first day of school started with excitement. Megersa skipped quickly down the road to meet his friend, Soreti, in front of her home.

On the way to school, Megersa and Soreti heard a loud noise. Both of the students wondered what had made the continuous ringing sound. "Maybe a car crashed into a building," said Soreti. "If the sound was a car crashing into a building, it would have stopped by now," Megersa said.

As both students got closer to school, the noise began to get louder and louder. Megersa and Soreti were surprised to find a huge bell hanging on a tree near the school. The teacher smiled as she rang the bell over and over to announce the beginning of a new school year.

Discuss the main idea of the story with a partner.

Read the following sentences. In your exercise book, write the sentences in the sequence (order) they occurred in the story. You may read the story again if you need help.

1. The students were surprised to find a huge bell hanging on the tree.
2. Both students wondered what was making the loud noise.
3. The teacher smiled as she rang the bell.
4. The first day of school started with excitement.

5. Megersa thought the sound was a car crashing into a building.
6. As both students got closer to school, the ringing noise got louder.
7. Megersa skipped down the road to meet his friend, Soreti.

Read your sentences to a partner.

Key Words: details, main idea sentence, sequence, order, occurred

LESSON TEN

Think about the excellent work ethics your role model shows each day. Are they on time to work? Are they prepared? Do they work hard? Do they stay on task? Are they honest?

In your exercise book write a paragraph describing your role model and their work habits.

Exchange exercise books. Read what your partner has written.

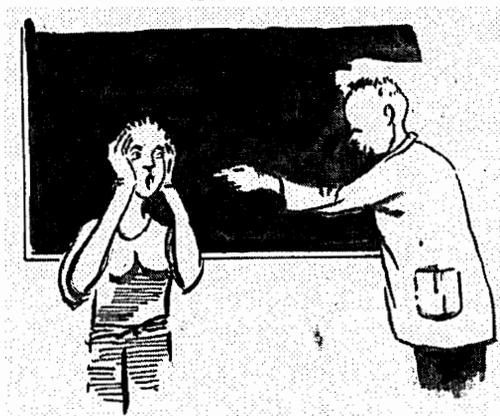
Key Words: work ethics, role model, demonstrates

UNIT 9 LEARN FROM YOUR MISTAKES

Unit Objectives

In this unit you will learn to ask and answer questions about mistakes that have been made. You will use a new language pattern to write sentences, and you will write sentences that are dictated.

LESSON ONE



When we talk about what we have or have not done, we use special language patterns. We can use verbs that have different tenses. Verb tenses can tell what happens in the present, has happened in the past, or will happen in the future.

The simple past tense of a verb tells about something that happened in the past and did not continue into the present. The present perfect tense of a verb tells about something that has been completed at some indefinite time in the past. The simple past tense of a verb is one word, but the present perfect tense of a verb must have the word *have* or *has* with a verb.

In this lesson you will practise listening and speaking using *simple past* and *present perfect* verbs.

Listen to your teacher read sentences that have simple past tense and present perfect tense verbs in them. Tell your partner what the verb is in each sentence after it is read.

After your teacher says the simple past tense verbs that are written on the chalkboard, pronounce each word out loud with the rest of the class. Also pronounce the present perfect tense of these verbs which also is written on the chalkboard.

With a partner practise using simple past and present perfect verbs to talk about things you have done. Say one sentence using simple past tense. Say each sentence again using present perfect tense.

Work with another set of partners. In your group of four, listen to each person say his or her sentences. Listen for the new language pattern.

Report to the class. Listen as others report to the class. Listen for the new language pattern.

Key Words: simple past tense, present perfect tense, past perfect

LESSON TWO

When we talk about what we have or have not done, we use special language patterns.

Tell your partner what you think the story, "My Injury," is about. Follow the words in the story, "My Injury," as your teacher reads it out loud.

My Injury

I love to play football. I have played football for three years. I am a good player, but I have not played very well since I *injured* my leg. A few weeks ago, I *walked* to the store with my grandfather. I have gone with him to the store almost every Saturday. That Saturday I *tripped* over a large stone that *fell* from a truck onto the street. When I *fell*, I *twisted* my leg. My grandfather *said*, "I hope that you have not broken your leg. We should go to the hospital."

I did not break my leg, but it has not felt good since then. My team has seen that I have not kicked as well as I usually kick. I hope it gets better soon.

With a partner practise using simple past and past perfect tense to talk about things that you do in school. Say each sentence using simple past tense. Say each sentence again using present perfect tense.

Work with another set of partners. In your group of four, listen to each person say his or her sentences. Listen for the new language pattern.

Report to the class. Listen as others report to the class. Listen for the new language pattern.

Key Words: simple past, present perfect

LESSON THREE

Read the story in Lesson Two to a partner. The simple past tense verbs are in italics. The present perfect verbs are underlined.

Make a list of the simple past tense verbs in your exercise book. Make a list of the present perfect verbs in your exercise book. Read your lists to a partner.

Choose four simple past tense verbs from the story, and write your own sentences in your exercise book. Write about what you did last Saturday. Underline the verb in each sentence.

Choose four present perfect tense verbs from the story, and write your own sentences in your exercise book. Write about what you did at school on Friday. Underline the verb in each sentence.

Exchange exercise books with your partner, and read his or her sentences out loud.

Report to the class. Listen as others report to the class. Listen for the new language pattern.

Key Words: simple present, present perfect, past perfect, future perfect

LESSON FOUR

Read the sentences that you wrote in your exercise book about what you did at school on Friday and what you did on Saturday. Use the sentences to write two paragraphs: one paragraph will tell what you did at school on Friday. The second paragraph will tell what you did on Saturday. Be sure to use simple past and present perfect verbs.

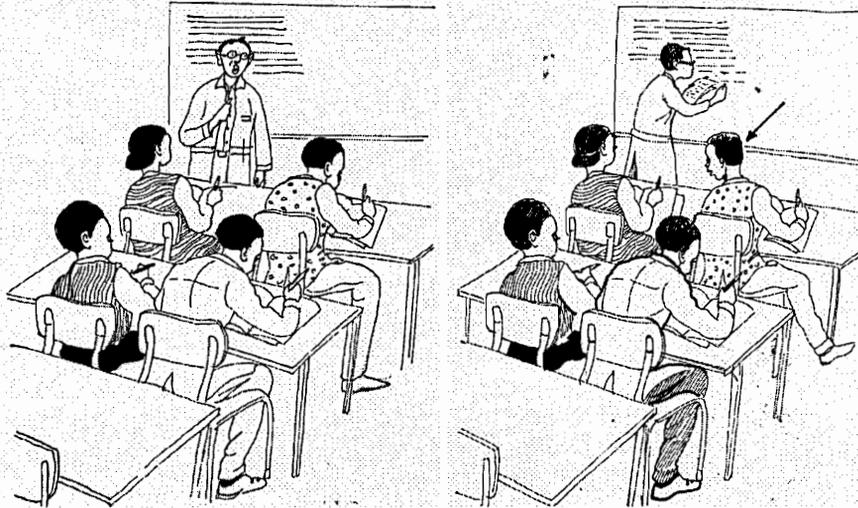
Read your paragraphs to the class.

In your exercise book write the first paragraph of the story, "My Injury," as your teacher dictates it.

Key Words: simple present, present perfect, simple past, past perfect, simple future, future perfect

LESSON FIVE

In this lesson you will use the new language patterns to read a story about a boy who learned from his mistakes.





Work with a partner. Look at each of the pictures from the story. Talk about what you think will happen in the story. What is the boy doing in each picture?

Read the words in the Word Bank. Listen to your teacher read each word and tell what each word means. Think how each word will be used in the story.

Word Bank		
mistake	attention	punish

Read the story silently.

Jemal and the Mistake

The teacher had taught a new lesson. He had taught the students to use new language patterns to write sentences. The students had practiced saying each sentence after the teacher read it aloud. The students all paid very close attention. Jemal was the only student who did not pay attention. Jemal drew on his paper and thought of what he would do after school. This was a mistake.

Next, the teacher asked students to come to the blackboard and write a sentence using the new language pattern. Each of the students wrote a correct sentence. Jemal's sentence was the only incorrect one. The teacher asked Jemal if he had been paying attention. Jemal said that he had not been paying attention. The teacher punished Jemal by making him stay to wash the blackboard. He talked to Jemal about the mistake. He told Jemal to pay attention in the future.

Jemal paid attention during class the next day. He answered questions correctly. He finished his exercises on time. He worked very hard. He was very happy. His teacher was very happy. Jemal had learned from his mistake. He had not always paid attention in the past, but he would always pay attention in the future.

Work with a partner. Talk about the main idea of the story.

Key Words: mistake, attention, punish

LESSON SIX

Read the questions below. Write the answers in your exercise book.

1. What mistake did Jemal make?
2. What was one thing Jemal was doing when he should have been paying attention?
3. How did the teacher know that Jemal was not paying attention?
4. What was Jemal's punishment?
5. What do you think that Jemal will do in the future? Why?

Work with a partner. Compare your answers.

Work with another set of partners. In your group of four discuss the answers to each question. Report to the class. Listen as others report to the class.

Key Words: mistake, attention, punishment

LESSON SEVEN

In this lesson you will use the new language pattern to fill gaps in sentences.

Read each sentence. Use the words *already*, *yet*, and *am* to fill in the gaps. Write the answers in your exercise book.

1. I _____ not paying attention to the teacher.
2. I have _____ to pay attention today.
3. I _____ going to my cousin's house this weekend.

4. I _____ not able to write the sentence because I did not pay attention.
5. I have _____ finished my exercises.

Work with a partner. Compare your answers.

Work with another set of partners. In your group of four discuss the answers to each question. Report to the class. Listen as others report to the class.

Key Words: am, yet, already

LESSON EIGHT

Read the story of Jemal's mistake again.

Think about what happened in the story about Jemal. Think of how the story relates to your own experience.

Think about a time when you learned from a mistake. What was the mistake? What happened to you? How did you learn from your mistake? What have you learned to do?

Work with a partner. Tell how the story relates to each of your own experiences.

Work with another set of partners. In your group of four, discuss how the story of Jemal relates to your own experiences. Tell how you learned from a mistake. Report to the class. Listen as other students report to the class.

Key Words: experience, mistake

LESSON NINE

In this lesson you will write a summary of the story in Lesson Five. A summary is a short retelling of something you have read. You will write a four-sentence summary of the story of Jemal.

Write the summary in your exercise book.

Write one sentence telling what mistake Jemal made.

1. _____

Write one sentence telling how the teacher knew Jemal was not paying attention.

2. _____

Write one sentence telling how Jemal was punished.

3. _____

Write one sentence telling what Jemal will do in the future.

4. _____

Work with a partner. Compare your summary sentences. Report to the class. Listen as others report to the class.

Key Words: summary, punished, future, attention

LESSON TEN

Review the mistake that you talked about in Lesson Eight. Think about a mistake that you made in the past. Think about how you learned from the mistake. Think about what you will do in the future so that you will not make the mistake again. Think about the lesson that you learned.

In your exercise book write a paragraph about the mistake you made and the lesson you learned. Write about what happened. Write about how you were punished. Write about what you learned from the mistake. Write about what you will do in the future. Use the new language patterns in your writing.

Exchange exercise books. Read your partner's paragraph.

Work with another set of partners. In your group of four exchange exercise books and read the paragraphs you have written. Report to the class by reading your paragraph out loud. Listen as others report to the class.

Key Words: punished, future, attention, mistake

UNIT 10 HOW TO LIVE WITH HIV/AIDS

Unit Objectives

In this unit you will write sentences about cause and effect, summarize passages, give detailed answers, and talk about the meaning of words from the context of a passage. You will write sentences using new words and summarize a passage.

LESSON ONE



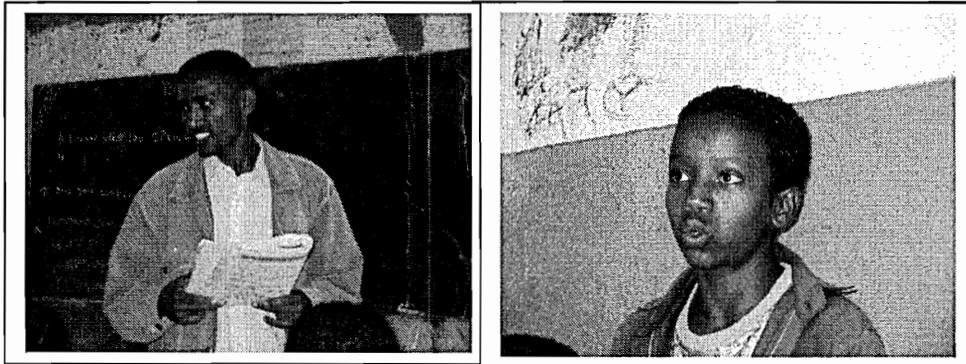
When we do something, something else sometimes happens. When someone kicks a football toward the goal, a goal could be made. This is an example of *cause* (kicking the ball) and *effect* (scoring a goal). Sometimes we act in ways that cause something else to happen. What happens is called the *effect*. I took my sister's pencil. After I did that, she cried. My action (taking her pencil) is the *cause*. Her crying is the *effect*.

Listen to your teacher read sentences that show *cause* and *effect*. Take turns with your partner. Tell your partner what the cause is and what the effect is for each sentence.

Listen to your teacher read the beginning of sentences about how to stay healthy. Take turns with your partner and give an effect for each cause.

Key Words: cause and effect, summarize, context, prepare, transmit

LESSON TWO



If... then...

Sometimes cause and effect can be expressed by using *If ...*, *then ...*.
We use *If* to tell about the cause. We use *then* to tell about the effect.

**Listen to your teacher read sentences that show cause and effect.
Take turns with your partner. Tell your partner what the cause is
and what the effect is for each sentence.**

**Listen to your teacher read the beginning of sentences about how to
care for an HIV/AIDS patient. Take turns with your partner and
give an effect for each cause.**

Key Words: patient, infection, discrimination, catch, positive, negative

LESSON THREE

When someone asks us a question, we can answer it with a reason. A
reason tells why something happened.

Example

Abera: "Why are you late?"

Sara: "I was ill. I caught a cold from my sister, so I had to go to the
clinic."

Abdu: "Why do you have a bandage on your arm?"

Seid: "When my brother kicked the football, the ball hit my arm and hurt it."

Listen to your teacher read the dialogue about how a cold or the flu can be transmitted from one person to another.

In your small group tell the names of other diseases you know about. Then tell how the diseases can be transmitted from one person to another.

With your partner make up two questions about the diseases you discussed in your small group. The questions must begin with *why*. The answers must tell why.

Share your questions and answers with the class.

Key Words: infection, catch

LESSON FOUR

When we read, we don't know what every word means. Sometimes we can use other words in the story to help us understand what an unknown word means. We call these words that are around the unknown word *context clues*.

Read the story about preventing illness out loud along with your teacher. Pay attention to the words in *italics*. You will use the words around them to figure out what they mean.

Preventing Illness

Shitaye: "I stayed home from school for two days because I did not feel well. The doctor told me that I had *contracted* an infection."

Melik: "Did you catch the cold I had last week? When I got ready for school last Monday, I felt fine. After lunch I began to feel *ill*."

Shitaye: "Why did you think you were sick?"

Melik: "I began to sneeze, and my nose began to drip."

Shitaye: "I think you did not cover your nose and mouth when you sneezed. Remember, we were partners last week. I could not help my Mother cook dinner after school. I went to bed early because I was sick. I do think I caught your cold!"

Melik: "I think I touched your exercise book after I sneezed. I should always cover my nose and mouth when I sneeze or cough. I also forgot to wash my hands. If I caused your infection, I *apologize*. I did not *attend* school Tuesday and Wednesday so that I would not *transmit* my infection to anyone at school."

Shitaye: "If I had not felt better after two days, then my mother and I would have *returned* to the doctor."

Melik: "I'm glad you feel better and are at school today."

With your partner read the sentences that have words in italics. Tell your partner what you think each word means. Also tell your partner which context clues you used to help you understand the meaning of each word.

Key Words: italics, unknown, context clues

LESSON FIVE

If someone asks us questions, we want to give enough information for the other person to understand what we mean. If our answers do not include important information, then we have not helped the other person to understand. We must give *detailed answers* to questions.

Example

"The doctor gave me medicine because I was sick with the flu."

Question: "What did the doctor do?"

X Less Detailed Answer: "Because I was sick."

√ More Detailed Answer: "The doctor gave me medicine because I was sick with the flu."

Silently reread the story, “Preventing Illness,” from Lesson Four. In your exercise book write detailed answers to the questions. Use complete sentences.

1. Why did Shitaye stay home from school?
2. Why did Melik think he was sick?
3. What are three ways to spread a cold?
4. Why were Shitaye and Melik talking about a cold?

Key Words: information, details, detailed answer, important

LESSON SIX

We use the main idea to help us tell what a story is about. If we want more information, we can summarize the story (give more details about what happened in the story).

Read the title of the passage. Predict what the passage is about. Write the prediction in your exercise book.

Share your prediction with the class.

Read the passage silently. As you read, think about what the main idea is and how you would summarize the important parts of the story.

My Uncle Yohannes: Champion for Others

Uncle Yohannes is a champion. Why? Uncle Yohannes was diagnosed with HIV/AIDS when he was 22 years old. On his way to work one morning, he saw a sharp object in the road. He thought about the school children who would be walking to school soon. He picked up the sharp object so that the children would be safe. He noticed that the sharp object was a syringe that was wet and dirty. When he tried to throw it away, he cut his hand. He stopped the bleeding and tried to clean the cut with soap and water.

When he got home later that day, he told my aunt what had happened. Aunt Sara is a nurse at an HIV/AIDS clinic nearby. She urged Uncle Yohannes to be checked at the clinic but it was too early to be checked.

He was told by the doctor to come back at a later time. He was very busy at work, so he did not return. About a year later, he did not feel well. Aunt Sara insisted that he go to the HIV/AIDS clinic. He did. He tested positive for HIV/AIDS.

Why is Uncle Yohannes a champion? He is a champion because he has a positive attitude and because he helps others who have HIV/AIDS. He goes to schools to tell students about ways to prevent HIV/AIDS. He urges others who may be infected to find out if they have HIV/AIDS. When patients are too sick to care for themselves, he is kind to them. He visits them in the hospital and reads stories to them. He helps families understand that people with HIV/AIDS should not carry a stigma. They should not be discriminated against because of HIV/AIDS.

My Uncle Yohannes is 25 years old now, and he is a champion. I am proud of him!

Talk with your group about the story. Tell what you think are the most important parts of the story. Share your summary ideas with the class.

Key Words: champion, nearby, positive attitude, stigma, discriminated against, proud

LESSON SEVEN

In your exercise book, copy the sentence beginnings and complete them. Read the example.

Example

If I'm feeling ill I will go to the clinic.

If I'm hungry _____.

If I'm sick _____.

If I'm lazy _____.

If my friend loses _____.

If my teacher _____.

Share your sentences with the class.

Words that mean the opposite of each other are also called *antonyms*. If we know the meaning of one word, then we can figure out its opposite. Copy the chart in your exercise book. Use the words in the Word Bank to complete your chart.

Words	Their Antonyms or Opposites	Word Bank
<i>Positive</i>	<i>Negative</i>	
ask		goes
comes		lazy
happy		more
hard working		out
in		permit
less		listen
over		sad
prevent		tall
short		tell
talk		under

Key Words: antonyms, figure out

LESSON EIGHT

Copy the crossword puzzle in your exercise book. Use the word bank to fill in the answers. Read the stories again if you are not sure what a word means.

<p>ACROSS</p> <p>1. Became ill with</p> <p>2. Went back to</p> <p>3. Get</p> <p>4. Give to someone</p>	<p>DOWN</p> <p>1. Something you do when you are sick</p> <p>2. Other people</p> <p>3. Opposite of <i>positive</i></p> <p>4. Disease</p>	<table border="1"> <tr> <td>1</td> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> </tr> </table>	1			2																						2				3																																3				4															4																																								
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Word Bank

catch
contracted
cough
HIV/AIDS
negative
returned
them
transmit

Choose three words from the Word Bank. In your exercise book write a sentence using each word.

LESSON NINE

Copy the summary of “My Uncle Yohannes: Champion for Others” in your exercise book. Fill in the blanks with words that fit. Then read the summary to a partner.

Summary of “My Uncle Yohannes: Champion for Others”

This story is about a person _____ with HIV/AIDS. He helps others who have HIV/AIDS. He _____ HIV/AIDS when he picked up a _____ and cut his hand. When he found out that he was sick, he decided that a _____ would be best. He began to help other people with HIV/AIDS because he wanted them to be free from _____. He did not want others to

suffer from the _____ of having this disease.

Key Words: summary, summarize, suffer

LESSON TEN

Read the title of the story. Tell your partner what you think the story will be about. Then silently read the story, "Helping Others with HIV/AIDS."

Helping Others with HIV/AIDS

HIV/AIDS patients need very special care. People who care for these patients must take special precautions so that they do not contract HIV/AIDS. These caregivers must discard used syringes. They must use gloves when working with patients with this disease. If they are careless, they could contract HIV/AIDS.

People who have this illness still need to be treated kindly. They may need someone to wash their clothes, shop for them, and cook meals for them. They may need someone to take care of their homes. They may enjoy listening to someone read stories.

HIV/AIDS patients should be treated fairly. Other people should not discriminate against these patients or believe that there is a terrible stigma attached to having this disease. People with HIV/AIDS can have a positive attitude. We should have a positive attitude toward them.

Share the main idea of the story with your partner. Then write a summary of the story in your exercise book.

Share your summary with the class.

Key Words: special, precautions, discard, careless, caregiver

UNIT 11 BULLYING / FRIGHTENING PEOPLE

Unit Objectives

In this unit you will describe what happened in the past. You will write sentences using a language pattern, read and answer questions about a story, and pronounce new words and tell what they mean.

LESSON ONE

The words *was* and *were* are called *helping verbs*. They work with verbs to help us speak, read, and write about actions that happened in the past.

The helping verb *was* is used when the action was done by a *singular noun*. The helping verb *were* is used when the action was done by a *plural noun*.

Listen to your teacher review singular and plural nouns. Listen to your teacher review action verbs.

Listen to your teacher read some sentences that use the helping verbs *was* and *were* to show what has happened in the past. Listen for the verb and the helping verbs *was* and *were*.

Listen as your teacher reads each sentence again. Look at the chart on the chalk board.

Tell the class who did something, how many people did the action, what they did, and when they did it in each of the sentences. Listen for the language pattern: *was* and *were*.

Look at the chart on the chalk board. Listen as your teacher reads some sentences.

Who?	How many?	What?	When?
1.			
2.			
3.			
4.			
5.			

LESSON TWO

Often a verb has an *-ing* ending when it follows the helping verbs *was* or *were* in a sentence.

Listen to your teacher read some examples of verbs without endings and verbs with *-ing* endings. Listen for the helping verbs *was* and *were* used with the *-ing* ending verbs.

Listen to your teacher read some sentences. Repeat each sentence out loud after your teacher reads it out loud. Listen for the words *was* and *were*. Listen for verbs with *-ing* endings.

Listen to your teacher read a conversation between a teacher and a student.

Think of what you were doing yesterday morning before school. Were you eating breakfast? Were you brushing your teeth?

Talk with a partner. Tell what you did yesterday morning. Use the new language pattern of *was* and *were*. Use verbs with *-ing* endings.

Pay attention to the new language pattern as your partner tells what he or she did yesterday morning.

Report to the class, and listen for the new language pattern as others report to the class.

Key Words: yesterday, occurred, incomplete

LESSON THREE

Listen to your teacher as she reads the words in the box. Write the words in your exercise book. Circle the base word and underline the *ing*.

Word Bank			
standing	frowning	waiting	making
laughing	looking	threatening	cutting

Why does *cut* become *cutting*? Why does *make* become *making*? Why does *look* become *looking*? Many times when a verb ends in the letter *e*, you must drop the *e* before adding *-ing*. When a verb ends in one vowel and one consonant, double the consonant before adding *-ing*.

With a partner write the correctly spelled word in your exercise book.

1. I was (save) to buy a radio. (saving, savving, saveing)
2. The train was (stop) on the railroad track. (stoping, stopeing, stopping)
3. The children were (look) for the lost dog. (lookeing, looking, lookking)
4. The mother was (care) for her baby. (careing, carring, caring)
5. Some nurses were (wrap) the boy's broken arm. (wrapping, wrapping, wrapeing)

Discuss with the class the correct spelling. Explain why you chose each answer.

Copy the chart in your exercise book. Complete it by filling in each blank box.

Base Word	-ing	Word
joke	ing	
laugh	ing	
drop	ing	
bully	ing	
	ing	threatening
	ing	waiting
	ing	hitting
	ing	smiling

Key Words: yesterday, joke, consonant, verb

LESSON FOUR

Look at the new words in the Word Bank. Listen as your teacher reads the words and tells their meaning. These words are often used to describe bullying.

Word Bank				
fear	frighten	threat	shout	punish
bully	threaten	cry	teased	mistake



Look at the picture. Talk with a partner about what is happening.

Look at the title of the story below. Tell your partner what you think the story is about.

Read the story silently.

The School Bully

Tseqe did not want to go to school. She was frightened by a boy in her class. His name was Abebe. Tseqe lived in fear because he often teased her about her family. When Tseqe entered the classroom, Abebe was sitting at her table. He began kicking her under the table. Tseqe made a loud cry and asked him to stop. Abebe began calling her bad names. Tseqe asked the teacher to move her to another table so that Abebe could not bully her.

Tseqe was walking home after school. Abebe followed her. Tseqe knew that she should be walking with her friends because it was a mistake to be

alone. Tseqe began running down the street. Abebe was laughing at Tseqe. He ran after her and caught her. He was pulling her hair. Tseqe got away from Abebe and ran home. Her mother was waiting for her at the door. She saw Tseqe's tears and heard Tseqe begin to cry. She told her mother about the bully. Her mother gave her a hug and wanted to know the name of the bully. Tseqe told her that his name was Abebe. Her mother told her that she would go to school with Tseqe tomorrow.

Talk with your group about the main idea of the story. Read the questions and write the answers in your exercise book. Use complete sentences.

1. What is the main idea of the story?
2. Why was Tseqe afraid to go to school?
3. Why do you think Abebe might have become a bully?
4. Name at least three things Abebe did to frighten Tseqe.
5. What do you think will happen when Tseqe's mother goes to school?

Key Words: main idea, tomorrow

LESSON FIVE

Copy the two rows of new words in your exercise book. With a partner match the words in the chart to its meaning by drawing a line between the word and its meaning. Read the match that has been completed.

- | | |
|---------------|-------------------------------------|
| 1. shout | intention to inflict harm |
| 2. fear | to make fun of |
| 3. bully | to call loudly |
| 4. punishment | a loud yell |
| 5. cry | to be frightened |
| 6. threat | a penalty for bad behavior or crime |
| 7. tease | to make afraid |
| 8. mistake | one who is cruel |

you know?	with you		
6. How much of a problem is bullying for you?	Very much	Not much	Not at all

Discuss with your small group your answers to the questions in the chart.

Key Words: somewhere else, ignored, shoved,

LESSON SEVEN

There are ways that parents, teachers, and students can prevent bullying.

Copy the chart in your exercise book. Talk with your partner and discuss some of the ways that you bullying can be prevented by parents, teachers, and students. Write your ideas in the chart.

Ways to Prevent Bullying

Parents	Teachers	Students

Share your chart with your small group. Report your answers to the class and listen to others as they report to the class. As a class write a list of 10 ways to prevent bullying.

Key Words: prevent, pretend

LESSON EIGHT

Look at the chart from Lesson Seven. Write three paragraphs about how parents, teachers, and students can prevent bullying.

In the first paragraph write about how parents can prevent bullying. In the second paragraph write about how students can prevent

bullying, and in the third paragraph write about how students can prevent bullying.

Share your paragraphs with the class.

Key Words: behavior, prevent, bullying

LESSON NINE

A person or team is selected every year to receive a Nobel Peace Prize. This prestigious award is given to only one person or team in the entire world. People get this award if they have done something good for mankind. A Nobel Peace Prize winner does not advocate violence or bullying.

Look at the words in the Word Bank. Listen to your teacher read the words and use them in a sentence.

Word Bank				
amicable	hero	generous	cooperative	punish
smiling	polite	kind	reluctant	pleasant

Read the story silently.

Meskele's New School

Meskele was reluctant to go to her new school. She did not know any of the new students. When Meskele arrived to school on the first day the kind teacher was smiling at her. It made Meskele happy to see that the teacher was pleasant. Baru began to tease Meskele when she sat at his table. When the teacher wasn't looking, Baru stole Meskele's book. She was sad. A student, Dieramu, was generous and let Meskele use her book. All of the other students were cooperative. They told Meskele all about her new school. Meskele was happy to have such amicable classmates.

Dieramu saw Baru when he stole Meskele's book. Dieramu reported it to the teacher at the end of the lesson. She was Meskele's hero. Meskele felt that Dieramu deserved a Nobel Peace Prize. Baru was punished for being a bully.

Answer the questions in complete sentences in your exercise book.

1. Why was Meskele reluctant to go to her new school?
2. What was the first thing that made Meskele feel better about her new school?
3. How did most of the students treat Meskele?
4. Why did Baru get punished?
5. Why was Dieramu considered a hero?
6. Should the teacher have punished Baru? Why or why not?

Key Words: scary, considered, advocate, Nobel Peace Prize, reluctant, prestigious, deserved, violence

LESSON TEN

You do not have to be bullied. There are ways to prevent bullying from happening. You can tell your parents, your teacher, another student, or someone else you know. You are brave if you do not put up with bullying.

In your exercise book write four paragraphs about bullying. Each paragraph should include the information which follows.

Paragraph 1: What is bullying?

Paragraph 2: What are some ways people are bullied?

Paragraph 3: How can bullying be prevented?

Paragraph 4: Who can help if you're being bullied?

Share your paragraphs with the class.

Key words: prevent

UNIT 12 BE PROUD OF GOOD DEEDS

Unit Objectives

In this unit you will report what other people say about someone else's good deeds. You will read and write passages about people's good deeds. You will answer questions about passages that you will listen to and read.

LESSON ONE

Verbs are words that tell you what the *subject* of the sentence is or has done (the action). The tense of a verb tells the reader whether the action is happening now or has happened in the past. *Present tense verbs* show that something is happening now. *Past tense verbs* show that something has already happened.

Example

Present tense: I *use* my exercise book every day in school.

Past tense: I *used* my exercise book to write a paragraph about football.

Listen to your teacher read sentences with present and past tense verbs. Listen for whether the action happens in the present or past. Tell your partner whether the verb is present or past tense.

A good deed happens when we do something good. People often do good deeds on a daily basis. Many times their deeds go unnoticed.

Listen as your teacher reads sentences about good deeds that happen in the present. Listen for the past tense verb, the word which tells the action that is happening in the present. After you hear each sentence, tell the present tense verb to your partner. Then report the present tense verb to the class.

Listen as your teacher reads sentences about good deeds that happened in the past. Listen for the verb, the word which tells the action that has happened in the past. After you hear each sentence, tell the past tense verb to your partner. Then report the past tense verb to the class.

Key Words: verb, tense, deed

LESSON TWO

Listen as your teacher reads a story of a good deed. The title of the story is “Tadelech.” Tadelech means lucky. Tell you partner what you think the story is about.

The word Tadelech means lucky. Tell your partner whether or not you think that Tadelech is lucky. Explain why or why not.

Think of a time when you or someone else you know was lucky. Explain what happened to your partner.

Key Words: difficult financial conditions, successful

LESSON THREE

Read the story, “Tadelech,” silently.

Tadelech

Tadelech is a word that means lucky. Tadelech lived with her mother and two brothers. Her father died when she was 11 years old. Her mother worked each day at the laundry to pay for food and clothes for the children. It was difficult for her to buy school uniforms and supplies for all of the children.

Because of her mother’s difficult financial condition, Tadelech was not able to attend school. Tadelech’s aunt and uncle lived nearby, and they had no children. Tadelech’s uncle was a carpenter who had a very successful business. When they learned of the financial difficulties of her mother, they offered to help with Tadelech’s schooling. They paid for her uniforms, other clothing, exercise books, and food so that she could attend school.

Tadelech was a very good student who worked hard and went to school each day. She continued her schooling and became a nurse. She now helps many people who are sick or injured.

Write the main idea of the story in your exercise book.

In your exercise book answer the questions below. Use complete sentences.

1. Why was Tadelech's mother not able to send her to school?
2. What good deed was done?
3. Who did the good deed?
4. Why do you think the good deed was done?
5. How did Tadelech's choice of a career help others?

Share your answers with the class.

Think of a time when someone did a good deed for you. In your exercise book write what the good deed was. Tell who did the good deed. Tell why it was a good deed. Report to the class about the good deed that was done for you.

Key Words: difficult financial conditions, successful, career choice

LESSON FOUR

Read each sentence below. The underlined verbs are in the *present tense*. Change each present tense verb to a *past tense verb*. In your exercise book, write each sentence with the past tense of the verb that is underlined.

Read the examples below.

Example

The girl plays in the school yard. (present tense)

The girl played in the school yard. (past tense)

1. Mesfin works in his father's carpentry shop.
2. My friends talk about the Ethiopian Olympic runners.
3. Many problems need our attention.
4. I walk to school each day.
5. Aberra helps me with my mathematics.

Give your exercise books to another student. Read the sentences that he or she wrote. Mark any sentence that is not correct.

In your exercise book re-write any sentences that are not correct.

In your exercise book copy each sentence below. The underlined verbs are in the past tense. Rewrite each sentence using the present tense of the verb that is underlined. Read the examples below.

Example

The girl played in the school yard. (past tense)

The girl plays in the school yard. (present tense)

1. The teacher gave the rules for the exercise.
2. The class voted for new monitors on Tuesday.
3. The students listened to the speeches.
4. The children helped their parents plant the fields.
5. They played football after school on Tuesday.

Give your exercise books to another student. Read the sentences that he or she wrote. Mark any sentence that is not correct.

In your exercise book re-write any sentences that are not correct.

Key Words: present tense, past tense

LESSON FIVE

Read the story, "Tadelech," again to find present and past tense verbs.

In your exercise book write all of the present tense verbs. Then write all of the past tense verbs.

Read the following story silently.

Bogale's Good Deed

Bogale's grandchildren liked to hear him tell them stories. One day while they were visiting their grandfather, the children listened to a story

of how Bogale did a good deed with money.

Bogale told his two grandchildren that he was a very rich man before he gave most of his money away. When his grandchildren asked why he gave most of his money away, he said, "I was very unhappy. I lived a very good life and had everything that I needed, but I could not rest." The grandchildren asked, "Why could you not rest?" He replied, "I was so busy at work that I could not spend time with my wife or play with my children."

He also told them that he used to lend money to his family and friends. He would then worry about getting the money back. He also used to worry that his friends only liked him because they wanted him to buy them things.

Bogale told his grandchildren that one night he talked with his wife about how he wanted to spend time with her and with his children. He decided that he would give most of his money away. Bogale built a clinic for HIV/AIDS patients in the village. He provided school uniforms for children whose parents could not afford to buy the uniforms. He also distributed food to the needy. Bogale continued to work but did not work such long hours. He decided that you do not need a lot of money to live well and be happy.

Write the main idea of the story in your exercise book.

In your exercise book write the answers to the questions which follow. Use complete sentences.

1. Why did Bogale have a lot of money?
2. What did having a lot of money prevent Bogale from doing?
3. What did Bogale worry about?
4. Who did Bogale lend money to?
5. Why did Bogale decide to give his money away?
6. Why did Bogale not worry after he gave his money away?

Share your answers with the class.

Key Words: decided, afford, distributed

LESSON FIVE

Read the story, “Bogale’s Good Deed,” again. Think about what you would do if you were Bogale. Tell your partner what you would do. Write a paragraph about what you would do if you were Bogale. Begin with what you would do and then tell why you would do these things.

Read your paragraph to a partner. Report to the class.

LESSON SIX

When someone wants to find out information about something someone has done, he or she can ask that person questions. This is called an interview. It is a conversation between two people where one person asks questions and the other answers.

Example

Regasa: “When you went to help your father at his shop, what did you do?”

Senait: “I swept the floor because he was very busy.”

Regasa: “What else did you do to help your father?”

Senait: “I also helped him build benches.”

With a partner, talk about a good deed that you have done or that someone you know has done. Take turns interviewing each other. Write the questions and the answers to your questions in your exercise book.

Conduct your interview in front of the class.

Key Word: conduct

LESSON SEVEN

Read the main idea of the story, “Tadelech,” and the main idea of “Bogale’s Good Deed,” that you wrote in your exercise book. Discuss these with the class.

Copy the chart below in your exercise book. Complete the chart with information from each story by listing the good deeds that each person did. Read parts of the stories again if you need to.

Tadelech's Good Deeds	Bogale's Good Deeds

Talk with your partner about how Tadelech's and Bogale's good deeds are alike and different.

LESSON EIGHT



Emergencies cause people to do good deeds. People must be prepared because accidents can happen to anyone at any time. Accidents can result in an emergency. There are three things to remember when performing a good deed during an emergency:

1. ask for help
2. be calm
3. comfort the injured person.

Tell your partner what you think the passage, "Using First Aid to Help with an Emergency" is about.

Read the passage silently.

Using First Aid to Help with an Emergency

An emergency can happen at any time. The three rules for dealing with an emergency are (1) ask for help, (2) be calm, and (3) comfort the injured person. Once you have followed the three rules for helping with an emergency, you can begin to give first aid.

Knowing first aid can help with an emergency when someone is sick or injured. First aid is the care that is given to an injured or sick person before medical help arrives. If you know first aid, you can help to care for someone who is injured or sick until medical help arrives. Knowing first aid can save the injured or sick person's life.

Answer the questions below in your exercise book. Use complete sentences.

1. What is first aid?
2. What are the rules for dealing with an emergency?
3. What type of people need first aid?
4. Why do you need to stay calm during an emergency?

Work with a partner to develop a list of reasons why a person might need first aid. Write your list in your exercise book.

Work with another partner to select a type of emergency from the Word Bank and discuss the type of first aid needed to assist during that emergency. Use the rules that you learned in the story to help you decide what to do.

Word Bank			
burns	bleeding	stroke	choking
shock	poisoning	stopped breathing	drowning

Key Words: emergency, first aid, calm, comfort

LESSON NINE

Punctuation is used so that we know when to pause or stop while we are reading something. It also is used to tell us when someone is speaking, how they are speaking, and to show ownership.

Listen to your teacher review how to use punctuation marks correctly in your writing.

Copy the chart about punctuation below into your exercise book.

Punctuation Marks	
<i>Symbol</i>	<i>Name</i>
.	period/full stop
!	exclamation mark
,	comma
?	question mark
'	apostrophe
“ ”	quotation marks

Write one sentence in your exercise book using each punctuation mark.

Share your sentences with the class.

LESSON TEN

Think about a time someone did a good deed for you. Maybe he or she helped you with a special task, helped you do a chore at home without being asked, or helped you in some special way.

In your exercise book write a paragraph telling what happened when someone did a good deed for you.

1. Tell what the good deed was.
2. Tell the events in the order in which they happened.
3. Include details to help your reader picture who helped you.
4. Tell when and where the good deed happened.
5. Use each punctuation mark from the chart above correctly in your story.

Exchange your exercise book with a partner. Read his or her story. Circle any punctuation marks that are not correct. Give the exercise book back to your partner to correct the punctuation marks.

UNIT 13 CLEAN ENVIRONMENT

Unit Objectives

In this unit you will learn how to give advice to friends. You will learn and perform a dialogue about giving advice in pairs or groups. You will read and answer questions concerning the environment. You will write sentences dictated by your teacher.

LESSON ONE

Listen as your teacher reads a dialogue between a student who seeks advice from a fellow student on how to look up a word in the dictionary.

Read a dialogue between a patient and a doctor. The patient is asking for advice. The doctor is giving advice.

Patient: "I do not feel well. My body hurts and I think I have a fever. Should I get medicine? I was in the market place and drank water from a fountain. The water may not have been clean drinking water."

Doctor: "First we should check to see if you have a fever. Then we should see what is causing you to not feel well. If you have a fever it could be from bacteria in the water you drank. You should not drink water that is not clean."

With a partner read the dialogue and act it out. Write a dialogue between a teacher and a student. The student is asking advice about how to get a better mark on his English test.

Key Words: advice, dialogue, patient, library

LESSON TWO

When asking for advice we ask a question. A question mark (?) is used at the end of the sentence for punctuation.

Listen as your teacher reads the sentences. Close your eyes. Raise your hands every time you hear a question.

Did you notice the teacher's voice change when a question was asked? When you ask questions there is a slight difference in your voice. When writing, always use a question mark at the end of the question.

In your exercise book write the sentences. Put a period/full stop (.) or a question mark (?) at the end of each sentence.

1. Is it safe to swim in polluted water
2. The use of coal by many factories causes air pollution
3. What will happen to our health if we drink polluted water
4. The smoke from the factory harms people and animals
5. Why shouldn't we throw paper on the ground
6. Should you throw rubbish in the lakes or rivers
7. Why is having a clean environment important
8. Everyone should have clean drinking water, safe food, and
9. improved air

Practice reading the sentences with a partner. Make each question sound like a question.

Key Words: polluted, pollution, rubbish, factory, environment, health, improve

LESSON THREE

A dialogue is a conversation between two people.

With a partner read the dialogue. Make the questions sound as if you are really asking them.

Student:	"I am not feeling well. I am sneezing and coughing. Should I go to the doctor?"
Teacher:	"You should not come to school when you are feeling sick. You should go to the doctor and get medicine to make you well."

Son: "I have finished drinking my coke. Should I throw the bottle outside the house?"

Mother: "You should not throw bottles outside. We return bottles to the shop where we bought the drink. Rubbish will make our environment unclean."

Daughter: "I need to go to the market. Should I ride the bus or call a taxi?"

Father: "You should see how much money you have before you make that choice. The taxi will cost more than the bus."

In your exercise book copy the dialogue in the box. Pretend you are the student. Complete the dialogue. Use complete sentences.

Teacher: "Next week we are going to learn about Earth Day. It is celebrated each year on the first day of spring. What should we do to find more information about Earth Day?"

Student:

Teacher: "Earth Day is a global holiday that was created to celebrate the wonder of life on our planet. Why do you think that it is necessary to celebrate Earth Day?"

Student:

Key Words: celebrate, planet, global, market, pretend

LESSON FOUR

Listen to the teacher pronounce and give the meaning of the new words. Read the story with a partner.

Rekik Gets Sick

The weather was fine and the air was clean as Rekik walked to the library on Earth Day. She wanted to learn why the international holiday was

celebrated. When Rekik got to the library a nice man named Girma gave her a map to explain where she could find a book on Earth Day. Rekik had noticed that the man had sneezed on his hand before he picked up the map. He told Rekik that he was sorry. Rekik did not get mad at Girma but she did not want to catch his cold. Rekik knew that colds were contagious. So, Rekik went to the restroom to wash her hands. She did not want to touch the map because she knew that bacteria can spread. Rekik remembered that her sister's cold had turned into the flu. Rekik's sister had become very sick.

When Rekik found a book on Earth Day, she became very excited. She learned that the first Earth Day was held on April 22, 1970. It was formed to teach everyone about the things that needed to be changed in our environment. Celebrating Earth Day is to help people around the world know that our world is getting dirty and that many of our plants and animals are dying. Rekik was glad that she found out more about Earth Day. She decided that she would not throw paper or plastic bags on the ground. It hurts the environment when someone litters.

A few days later, Rekik's mother noticed that Rekik did not look well. She took Rekik's temperature and she had a fever. Rekik's mother was not sure if she had the flu or malaria. She took Rekik to the doctor. The doctor's name was Kedija Abu. She examined Rekik and discovered that she did not have a bacterial infection. Dr. Abu said that Rekik did not have malaria. Malaria is a disease that is transmitted by the bite of a female mosquito. Dr. Abu gave Rekik some medicine for the flu. She told Rekik to take it and get some rest.

With a partner read the questions below. Write the answers in your exercise book. Report to the class.

1. Why was Rekik going to the library?
2. What happened at the library?
3. What did Rekik learn about Earth Day?
4. Why did Rekik have to take medicine?
5. What would be another good title for this story?

Key Words: national, transmitted, contagious, bacterial, examined, environment, temperature, discovered, pronounce

LESSON FIVE

In your exercise book write the word that is missing from each sentence. Use the new words in the word bank.

Word Bank			
clean	rubbish	infection	cold
flu	litter	malaria	fever

1. There was a pile of _____ outside the library.
2. Rekik had to _____ her hands after holding the map.
3. The doctor told Rekik she did not have _____.
4. The doctor told her she had the _____.
5. Rekik's body temperature was above normal. So, the doctor said she had a _____.
6. A fever tells the doctor that there is an _____ in the body.
7. The children carelessly discarded their _____ behind the library.
8. _____ germs are contagious.

In your exercise book write the sentences as your teacher reads them. Use the correct punctuation marks.

Key Words: germs, temperature, discarded, carelessly, contagious

LESSON SIX

Our environment (the place where we live) can affect our access to food and water and our safety from natural disasters and famines. Without clean water to drink, children get sick and can't go to school. Without enough food to eat, children cannot grow and develop properly. What changes can we make in our environment so that the future can be better?

Read the story silently.

Ansokia Becomes an Oasis

Abebe is a farmer who lives in Ansokia, Ethiopia. Ansokia was the dustbowl created by drought during the 1980s Ethiopian famine. During the famine many people died. The people in Ansokia needed help. Their

crops were dead. Many people came to help. They planted millions of trees to hold water in the soil and trained the people in better farming skills. Ansokia is now a fertile area. Farmers like Abebe can grow crops and sell the surplus crops. With the money they earn they can put their children through school. Ansokia is now an oasis even during times of little rain.

A famine occurs when there are long periods without rain. Water is very essential to life. What made Ansokia an oasis?

In your exercise book write answers to the questions in complete sentences.

1. Where does Abebe live?
2. When was the Ethiopian famine?
3. How did the people make Ansokia fertile again?
4. Why is it important to sell the surplus crops?
5. What is an oasis?

Write two more questions about the story. Ask your partner the answer. Write his/her answer in your exercise book.

Key Words: famine, fertile, surplus, oasis, dustbowl

LESSON SEVEN

Sometimes people get sick from different diseases. You can prevent some types of diseases.

Read the story silently.

The Net

Baru's wife, Dieramu Kora, is expecting her fifth child in a few weeks. She hopes it will be a boy to join the four girls that she and her husband already have.

The whole family sleeps under the mosquito net that covers their bed in the hut that is their home. Dieramu feels that the net is a wise investment to protect herself and her unborn child and the rest of the family from the

deadly disease, malaria. The net cost 18 birr. This is a lot of money for Dieramu’s family, but they believe their health is worth the money spent on the mosquito net.

They bought the net to prevent mosquito bites because malaria comes from mosquitoes. With the net it is better – there is no malaria. Malaria is the biggest killer of children in Africa.

In your exercise book, answer the following questions.

1. How many people are in Baru’s family?
2. Why does Dieramu Kora want her fifth child to be a boy?
3. What is it that covers their bed? How does it help?
4. Why does this family think 18 birr is not too much?
5. What other ways can families be protected from malaria?

Write two more questions about the story. Ask your partner to answer the questions. Write his/her answer in your exercise book.

Key Words: investment, prevent, priority, worth, protected

LESSON EIGHT

What can you do to help the environment? You can help by picking up litter that you see in your neighborhood. You can plant new trees where trees have been cut down.

In your exercise book draw the chart. Write the ways you can help the environment.

Ways I Can Help the Environment
1. I can pick up rubbish.
2.
3.
4.
5.
6.

Write a paragraph about ways you can help the environment.

Read it to your partner.

With your partner think of three things you can do to improve your school environment. Report to the class.

Key Words: environment, neighbourhood

LESSON NINE

In your exercise book copy the chart below. List information about each heading in the space below.

What is our environment?	What causes our environment to not be clean?	What can we do to clean up our environment?

Compare your chart with a partner's chart. Fill in any information that you do not have. Use the information from the chart to write two paragraphs that summarize information about a clean environment.

Key Words: compare, summarize, heading

LESSON TEN

In this unit you have learned about our environment. You have learned that it is important to keep our land, water, and air clean. Never before has the planet been so polluted. Never before have we needed to be so concerned. Never before have we seen so much environmentally related illness.

Fold a piece of paper in half. On one side draw a picture of a polluted environment. Write a short paragraph to tell what caused the environment to be polluted at the bottom of the page.

On the other side draw a picture of a clean environment. Write a short paragraph that tells what was done to clean up the environment.

UNIT 14 SCHOOL REGULATIONS

Unit Objectives

In this unit you will be asking questions, answering questions, and drawing conclusions about school regulations. You will be reading passages and answering questions. You will also be writing about school rules and regulations.

LESSON ONE

In school there are many rules and regulations students have to follow.

Listen to your teacher pronounce the language patterns.

Read the language patterns from the board silently. Then read them to a partner.

The language pattern shows positive or negative obligations. Reread the patterns once more. Discuss with a partner when each pattern might be used. Use each pattern in a sentence.

Work with a partner to read the dialogue about school assignments. Change roles and read the dialogue again.

- Yohannes: "I did not do my homework. I told my mother that I didn't have to do it."
Birhanu: "You have to do your homework, if you are going to keep good grades."
Yohannes: "I am tired of school, I don't have to do it!"
Birhanu: "Then, you have to suffer the consequences for not completing your assignments."

Key Words: rules, regulations, negative, positive, obligations

LESSON TWO

Think of all the tasks a seventh grader is asked to do. Write these tasks in your exercise book.

Share your list with a partner.

Select one task from your list that seventh graders frequently don't want to do. Discuss these with your group of three. Talk about reasons why this task is hard for seventh graders to do.

Report to the class.

Key Words: tasks, complete, directed, frequently, reasons

LESSON THREE

In your exercise book list your school rules.

Work in a small group to answer the questions.

1. Do you follow the rules in your school?
2. Do you think that the rules are good rules?
3. Why are some of the rules rejected?

In your exercise book add rules to the list that you think should be included and tell why they should be included. Then delete rules that you think should not be included and tell why they should not be school rules.

In your exercise book list the rules from most to least important. Use the number one for the most important rule. Tell why they are most to least important.

Share your list with your small group.

Key Words: delete, included, most, least

LESSON FOUR

Work with a partner to define the following words: *obey, follow, respect, refuse, accept, and forbid.*

Write your definitions in your exercise book.

Compare your definitions with definitions from the dictionary. Make additions or deletions as needed.

Copy the sentences from the board into your exercise book. Fill in the blanks with words from the Word Bank.

Word Bank		
obey	respect	forbidden
follow	refuse	accept

1. You should not _____ to do what you know is right.
2. All students must _____ the rules of the school.
3. Students with good conduct _____ directions.
4. When you break the rules you must _____ the consequences.
5. Teachers deserve great _____.
6. You should not do things you are _____ to do.

In your exercise book write sentences using each of the words from the Word Bank.

LESSON FIVE

The passage below covers traffic safety measures to be taken to ensure a good school year.

Read the passage silently.

School Safety

A new school year has begun, and people who drive should be careful as many children walk to and from school. Drivers should always look for children as they walk along the side of the road to get to zebra crossings.

Children should always cross the streets at zebra crossings or at crossroads when the traffic is stopped at red lights. If there is no traffic light at the zebra crossing, children must look both ways and make sure that no vehicles are coming before crossing.

While at school, children should obey the rules and not fight with other

children or do things that would hurt them. The school compound should be kept clean at all times. This will give children a safe place to play. Students also should not throw sticks or stones at other children.

First aid kits and students trained in using first aid are in each school help to make sure that children are safe. Safety is important as children walk to and from school and when they are at school.

Discuss the main idea of the passage with a partner.

In your exercise book write a summary of the passage.

Answer the questions in your exercise book.

1. What is a zebra crossing?
2. Where should children cross road?
3. What colour should the traffic signal be before you cross the road?
4. If there is no traffic light what should you do before crossing the road?
5. How can we help to keep our school a safe place to be?

Key Words: zebra crossing, traffic signal

LESSON SIX

Read the information in the charts silently. Reread the information with a partner.

Achieve School: Playground and Recess Rules

1. Listen to and obey the supervisors.
2. Use the equipment safely. Follow all rules.
3. No chasing, kicking, fighting, pushing, shoving, wrestling, or spitting.
4. No bad language, name calling, or teasing.
5. No throwing rocks, stones, or anything that could hurt someone.
6. No visiting or talking to strangers.
7. No climbing on or over fences or gates.
8. No leaving the compound to get objects that go over the fence or into the street without the supervisor's permission.
9. Treat all children and adults kindly and respectfully.

10. When the whistle blows to line up, stop playing and get in line immediately.

1. What should all children do when they hear the whistle blow?
2. Who must children listen to and obey?
3. How should children treat adults?
4. How can equipment be used safely?

Read the chart below which has consequences for doing bad things at school.

Consequences for Bad Behaviour	
First Time:	Given a Warning
Second Time:	No playing – sit on bench
Third Time:	No play time for 2 days
Fourth Time:	Given labor work at school
Fifth Time:	Stay after school or not be allowed to come back to school

Use the information from the chart to answer the following questions about consequences for bad behaviour. Listed below are the behaviours. In your exercise book write the consequences from the chart.

1. Chala gets in trouble three times during play time. What will happen to him?
2. This is the fourth time that he has thrown stones at someone.
3. What is the consequence for bad behaviour two times.
4. What is the worst consequence?
5. What is the least consequence?

Share your answers with a partner.

Key Words: consequence, worst, least, respectfully, strangers, pushing, shoving

LESSON SEVEN

Nouns can be used in a sentence to show ownership. A *possessive noun* shows who or what owns something.

Add an *apostrophe* and add an *s* to a singular noun to make it possessive.

Example

Omni's goat

Add an *apostrophe* to make most plural nouns possessive.

Example

the donkeys' stable

Add an *apostrophe* and an *s* to plural nouns that don't end in *s*.

Example

men's

In your exercise book write each phrase from the chalk board. Beside each phrase that is given, rewrite the phrase to include a *singular possessive noun*.

Example

tools of the mechanic – mechanic's tools

1. shop of the tailor – _____
2. uniform of the policeman – _____
3. instrument of the musician – _____
4. tools of the electrician – _____
5. plough of the farmer – _____
6. mane of the horse – _____
7. shoe of the boy – _____

Share your answers with the class.

With your partner make a list of five singular possessive nouns. Write these in your exercise book.

In your exercise book rewrite the phrases below to include a *plural possessive noun*.

Example

paints of artists – _____ artists' paints

1. bicycles of the boys – _____
2. tools of the workers – _____
3. dresses of the women – _____
4. letters of the children – _____
5. speed of the runners – _____
6. applause of the people – _____
7. books of the student – _____

Share your answers with a partner.

With your partner make a list of five plural possessive nouns. Write these in your exercise book.

Key Words: noun, possessive, apostrophe, singular, plural, ownership

LESSON EIGHT

Silently read the passage below.

School Rules

At Achieve School our goal is to help each child reach his or her personal, social, and academic potential. We believe that we must provide a safe and nurturing environment for this growth. It is our challenge to help each student to develop an awareness and appreciation of self and others as well as to develop the skills that will allow all Achieve students to achieve their personal best.

Our classroom rules and school-wide rules were developed with these goals in mind. Our rules have been chosen to maintain an environment that promotes positive student outcomes and the safety of all students.

Work with a partner to answer the questions. Write your questions and answers in your exercise book.

1. How were the classroom rules at the Achieve School developed?
2. What is one of the challenges of Achieve School?
3. What do the rules of Achieve School hope to accomplish?
4. What is the goal of Achieve School?
5. In the passage what is meant by *potential*?

Work in a small group to determine the main idea of the School Rules passage. Write the main idea in your exercise book.

Key Words: nurturing, challenge, appreciation, potential

LESSON NINE

Think of a time when you or someone you know did not follow a school regulation. Tell your partner what regulation was not follow and what happened. Then write this information in your exercise book.

1. Name the regulation that was broken
2. Tell how it was broken. Tell what was done first, second, and third.
3. Tell why you think the regulation was not followed
4. Tell about the consequence if there was one.

Using this information write a paragraph titled, "A School Regulation Not Followed."

Share your paragraph with the class.

Key Words: consequence, regulation

LESSON TEN

In all aspects of our lives we have rules and regulations we must follow.

Pretend that you have the opportunity to change or get rid of one rule in your life. This can only happen if you can persuade the rule maker to agree with your recommendation.

In your exercise book write a persuasive essay to change or abolish a rule that you currently have to follow. Remember to begin all of

your sentences with a capital letter. Remember to use the correct spelling of all words and punctuation marks.

Share your essay with the class.

Key Words: abolish, recommendation, persuade, change, rule, regulation

UNIT 15 TIME-SAVING

Unit Objectives

In this unit you will speak, read and write about time saving. You will use *synonyms* and *antonyms*. You will say and write sentences using a language pattern with *synonyms* and *antonyms*. You will write sentences about using time wisely and wasting time.

LESSON ONE



Listen to your teacher talk about how to use time wisely. Listen to your teacher tell you why it is important for you to not waste time.

Talk with your group about ways you save time. Talk about ways that you waste time.

Listen to your teacher read about two students. Talk with your group about if time is being used wisely or if it is being wasted.

Look at the chart on the board. Work with your group. Use the chart on the board to talk about what the students did and did not do to use time wisely.

Key Words: wisely, waste time, save time

LESSON TWO

Words that are *positive* express good things. Words that are *negative* express bad things. Listen to your teacher say a word. Then listen to her say the word in a sentence. Talk with your partner to decide if it is a positive or a negative word.

Work with your partner. Tell your partner one thing that is *bad* and one thing that is *good*. Tell one thing that is *difficult* to do and one thing that is *easy* to do. Tell one thing that is *safe* to do and one thing that is *dangerous* to do.

Key Words: positive words, negative words, dangerous, difficult, easy

LESSON THREE

Words that are positive express good things. Words that are negative express bad things. *Good, safe, easy* and *interesting* are positive where as *bad, difficult, dangerous* and *boring* are negative.

Talk with your group. Think of other positive words. Think of other negative words.

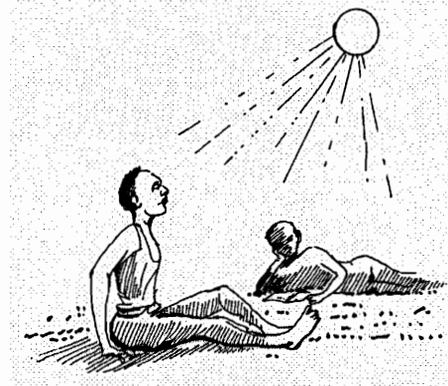
Copy the chart given below in your exercise book. Write all the positive and negative words you thought of.

Positive Words	Negative Words

Choose someone to talk for your group. The person you choose will share your chart with the class. Talk about the words you brainstormed. Add words to your list as you hear new ones discussed in class.

Key Words: positive words, negative words, brainstorm, share

LESSON FOUR



Look at the pictures. Tell your partner what you see in each picture.

Listen as your teacher reads the sentences aloud. Look at the pictures as your teacher reads the sentences.

1. The family works in the field as the boy sits outside the house to rest.

2. The student must hurry to school because he slept late.
3. When school is over, the boy will have much work to do.
4. The family will be happy to have a nice dinner to eat.
5. The hardworking mother and daughter will be able to rest after the house is clean.
6. The family will be able to have plenty of food after the harvest.

Look at the pictures again. With a partner discuss what you see in the pictures that you did not see when you looked at them the first time. Talk about which pictures show people using time wisely. Talk about which pictures show people wasting time.

With a partner write a story in your exercise book about one of the pictures you see. Tell if the person you write about is using time wisely. Tell why or why not.

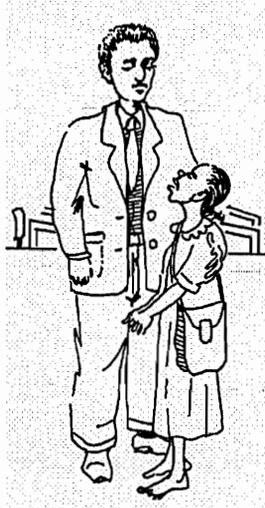
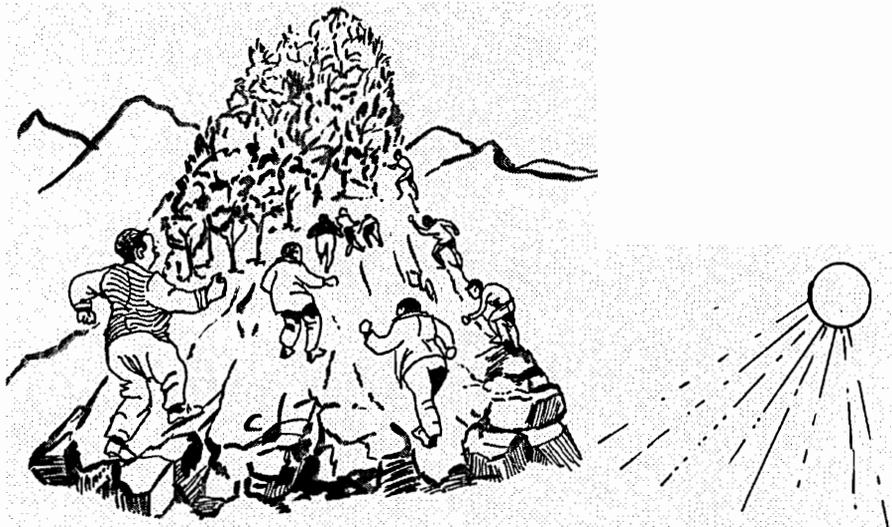
Key Words: wasting time, harvest, hardworking

LESSON FIVE

Synonyms are words that mean the same or almost the same. The word *big* means *of great size*. *Large* is another word that means *of great size*. *Big* and *large* are synonyms. They mean the same thing.

Read some examples of synonyms.

pretty	beautiful
good	great
sick	ill
hard	difficult
hot	warm



Look at the pictures. Talk with a partner about what is happening in the pictures. After looking at the pictures, use a *synonym* to replace the underlined word in the sentences. Use the chart to help you.

1. The girl was very sick so her father took her to the clinic.
2. It was difficult to climb the mountain.
3. The day was very warm because of the sun.

Copy the sentences in your exercise book. Replace the underlined word with a synonym from the chart.

Work with a partner. Write five more sentences in your exercise book. Underline a word in each sentence that can be replaced with a synonym.

Exchange exercise books with another set of partners. Replace each underlined word with a synonym.

Discuss your work with the small group of four.

Key Words: replace, underlined, beautiful, difficult, ill

LESSON SIX

Antonyms are words with opposite meanings. Positive is the opposite of negative, so they are *antonyms*. Let's look at some more examples of antonyms.

Examples of *Antonyms*

interesting	boring
good	bad
sick	well
difficult	easy
safe	dangerous

Read the sentences with your group. The sentences are not sensible. Replace the underlined word to correct the sentences.

1. It is safe to walk in the dark by yourself.

easy	dangerous	good
------	-----------	------

2. It is unhealthy to eat fresh fruit.

healthy	bad	dangerous
---------	-----	-----------

3. It is wise to eat stale vegetables for dinner.

good	foolish	safe
------	---------	------

4. It is safe to share a syringe with another person.

good	safe	dangerous
------	------	-----------

Practise using this language pattern with other *antonyms* for each of the words you selected. Practise using this language pattern with your partner. Use the chart, if you need to. Remember to say: It is _____ to _____.

Write five more sentences for your partner to correct using *antonyms*.

Exchange sentences. Correct your partner's sentences. Report to the class.

Key Words: antonyms, stale, syringe

LESSON SEVEN

Look at the words listed on the chart. Talk with you partner and tell which pairs of words are *synonyms*. Talk with your partner and tell which pairs of words are *antonyms*.

dead	contrast		pretty	terrible
near	easy		nice	ill
compare	easy		big	kind
safe	boring		warm	close
difficult	far		bad	beautiful
interesting	dangerous		sick	large
happy	alive		near	hot

Practise using the language pattern to talk with your partner. Use *synonyms* and *antonyms* when you are talking with your partner. Remember to say: It is _____ to _____.

Write your conversation in your exercise book. Remember to use the language pattern we have been practising. It is _____ to _____. Write ten sentences in your exercise book with the language pattern. Use *synonyms* and *antonyms*. Use the chart, if your need to.

Key Words: conversation, antonyms, synonyms

LESSON EIGHT

Read the title. Talk with your group about not wasting time in school.

The Day That Changed Fatuma's Life

Fatuma and Jemal were in the same family. Fatuma was Jemal's sister and he was her brother. They liked each other but they were very different students in school. They did not study in the same way, so it was very hard for them to study together.

School was easy for Jemal, but difficult for Fatuma. Jemal tried to help Fatuma, but she would rather play outside than study each night. Jemal tried to be nice to his sister. He studied and read each night so that he would make good grades in school. Fatuma played so much that she made terrible grades in school.

One day Fatuma was outside playing and a wild dog came by. It was dangerous for her to go towards the dog. She wanted to touch the dog. Jemal walked outside just in time. Jemal had read about wild dogs and how they can carry diseases. He knew Fatuma was in danger. Jemal threw a rock towards the dog and scared the dog away. Fatuma was safe from the dog. Jemal told Fatuma about how he learned many things from the books he read. Jemal told Fatuma that he had read in a book that wild animals can carry diseases. The book taught him that if a wild dog had bitten Fatuma, she could get very sick.

Fatuma thanked Jemal and decided that she needed to be a good student. She needed to learn things that would help her in life. She asked Jemal to help her. He was happy to do so because he wanted her to learn the interesting things he had learned. When Jemal started helping her with her work, Fatuma found that the work was not boring. It was bad to play all the time and not study. She was glad that Jemal had been so kind in helping her with her school work. It was great to study and learn about new things.

With a partner retell the story of Jemal and Fatuma in your own words.

Copy the questions in your exercise book. Answer the questions. Look at the story, if you need to. Report your answers to the class.

1. How do you think Jemal felt when Fatuma played and he studied?
2. What made Fatuma change?
3. How did Jemal help Fatuma when she was in danger?
4. Who used their time wisely? Why?
5. What did you learn from the story?

Talk with your group about your answers.

Key Words: diseases, bitten

LESSON NINE

Reread the story from Lesson Eight. Talk with your group about the *synonyms* and *antonyms* in the story.

Copy the chart in your exercise book. Write *synonyms* in the first two columns. Write *antonyms* in the last two columns.

Synonyms		Antonyms	

With a partner use the language pattern: It is _____ to _____.

Play a game with two other students. Each student should write ten words that have antonyms or synonyms on small pieces of paper. Fold the pieces of paper. Put all 30 words in a pile. Choose one student to be score keeper. The score keeper should choose a piece of paper and say the word out loud. The first partner to say a correct antonym or synonym gets a point. Continue until all words are chosen and there is a winner. The loser becomes the score keeper for the next game.

Key Words: antonyms, synonyms

LESSON TEN

Talk with your partner about your wasted time. Talk with your partner about time you use wisely.

Copy the chart in your exercise book. Write about when you wasted time. Write about when you used time wisely. Write about the way you felt. Write about the things you did. Think about the story you have read. Did you do some of the things that Fatuma and Jemal did? Tell about them.

How I Wasted Time	How I Used Time Wisely
How I Felt When I Wasted Time	How I Felt When I Used Time Wisely

Write a paragraph about when you wasted time. Write a paragraph about when you used time wisely. Read one of your paragraphs to the group.

Key Words: paragraph

UNIT 16 A RURAL ROAD

Unit Objectives

In this unit you will express your ideas orally and in writing about the importance of road construction. You will read and provide information about the main idea of a passage. You will write sentences using the language pattern.

LESSON ONE



Long ago there were no roads between or among the different towns in Ethiopia. There also were no roads between other towns and Addis Ababa. People used to go from one place to another place on foot. When people wanted to go further distances to other regions from Addis Ababa, they went on foot, by donkey, horse, or mule.

In a small group, discuss how people travelled long ago. List the four methods of travel long ago in your exercise book. Check your list with a partner.

In a small group think of all the ways people go from place to place today. Record your methods of travel in your exercise book. Share your ideas orally with your group.

Work with a partner to orally answer each question after it is read out loud by your teacher. Use complete sentences.

1. Long ago if you lived in Addis Ababa what would have been the best way to get to the market?
2. Long ago how would you have gone from Addis Ababa to Harar?
3. Today how would you go from Addis Ababa to Awassa?
4. Today how might you travel from Addis Ababa to Mekele?

**Ask the same questions to another person in your class.
Answer the questions in your exercise book.**

1. How were your classmates' answers to the questions alike?
2. How were your classmates' answers to the questions different?

Key Words: long ago, travel, distance, alike, different

LESSON TWO

Listen to your teacher read the definition of the word *journey* and use the word in a sentence.

A journey is travel from one place to another. A journey is a trip. People can go on a journey in many different ways.

The chart below contains different modes of transportation that can be used to make a journey.

bicycle	car	boat
horse	foot	mule

Copy the chart in your exercise book, and add at least three additional modes of transportation to your chart.

In a small group orally take turns telling of a journey you have made or would like to make using at least one of the modes of transportation from the chart in your exercise book.

In your own words define the word *journey*. Write your definition in your exercise book.

Use the word *journey* in a sentence. Write the sentence in your exercise book.

A *synonym* is a word that has the same or almost the same meaning as another word.

Example

student: synonym – scholar

Use your definition and your sentence about the word *journey* to help you think of a word that has the same meaning as *journey*. Write this word in your exercise book.

Use the synonym in a sentence. Write the sentence in your exercise book.

Key Words: journey, transportation, mode, definition, synonym

LESSON THREE

Ethiopians are some of the best storytellers in the world. Ethiopian folktales are used to teach values and beliefs to children. The characters in the stories are often poor people or animals with human traits. The qualities promoted in the stories are faithfulness, kindness, and cleverness.

Read the title of the Ethiopian folktale “The Snake Who Helped The Man.”

Talk with a partner about what you think the story will be about.

Silently read “The Snake Who Helped The Man.”

The Snake Who Helped The Man

Four creatures – a rat, a man, a monkey, and a snake – were on the road heading to a distant land when the sun set. They stopped at the house of

a wealthy merchant and asked if they could spend the night there. "All of you are welcome except the snake," said the merchant, "because snakes cannot be trusted." "You let the man in, and yet he is the cruelest creature on the earth," cried the snake who was quite insulted.

The merchant felt sorry for the snake and let him sleep inside with the other three. They were all very polite guests, and the merchant was a perfect host. In the morning the four thanked the man and continued on their way.

During the next few years the merchant's luck changed and he lost his fortune. When he reached the point where he had to beg for injera to eat, he remembered the four creatures he had helped long ago.

The merchant first tracked down the rat, who felt so sorry for him that she gave him some gold coins. When he found the man next, the merchant thought he was in luck. If the lowly rat had given him gold, what might the man give him? But the man stole the gold coins, then pushed the merchant into a deep ditch by the side of the road and left him there.

The merchant was lying there expecting to die of hunger, when suddenly the monkey came by and saw him. The monkey reached down and helped pull the merchant out of the ditch.

Once the monkey was gone, the merchant took stock of his situation. He was worse off than before he had gone looking for his four old guests because now he was cold and wet in addition to being poor. He was standing there feeling sorry for himself when the snake came slithering through the grass by the side of the road.

"What happened to you?" inquired the snake. After the merchant told him everything, the snake said, "Didn't I tell you that man is the cruelest creature on earth? I will help you. Come with me."

The merchant and the snake went to the estate of the region's richest landowner. The snake waited until the landowner's daughter stepped outside. As the merchant admired her beauty, the snake slithered up and bit the young lady.

“Why did you do that?” the merchant asked, when his friend returned.

“Just wait, and do everything I say,” answered the snake. The girl was brought inside the house and a doctor was called in, but she became very ill. Meanwhile, the snake went into the forest and brewed up a special snakebite medicine. “Take this and knock on the door,” said the snake. “And here is what you are to do....”

Just when it seemed certain that the young lady would die, the merchant knocked on the door. He promised to save the rich landowner’s daughter if he could have her hand in marriage.

“Anything, but please save her!” answered the father.

The merchant went to the beautiful young lady’s room. He gave the girl the snake’s special medicine, and suddenly she opened her eyes and sat up in bed. The girl’s father kept his word and arranged for a splendid wedding. As far as is known, the couple enjoyed a healthy, wealthy, and long life.

Write the answers to the questions in your exercise book.

1. Who are the main characters in the folktale?
2. What is the setting of the folktale?
3. Why did the animals stop their journey?
4. What is a synonym for the word *animal* used in the folktale?
5. In the folktale who is said to be the cruelest creature on earth?
6. Why did the merchant not want to allow the snake to spend the night in his house?
7. Why was the merchant begging for injera?
8. In the end how did the snake help the merchant?
9. How does the folktale end?

Share your answers with a partner.

LESSON FOUR

In the beginning of the folktale the merchant said that snakes could not be trusted. The snake turns out to be helpful and trustworthy.

Rewrite the folktale to depict the snake as a reptile that is not trustworthy and helpful. Make sure that the story has a different ending. Write the new folktale in your exercise book. Share your new folktale with the class.

Key Words: merchant, reptile, folktale

LESSON FIVE

With a partner read the passage about transportation in Ethiopia.

Ethiopian Transportation

Construction of adequate road systems are greatly hampered by rugged terrain of highlands and normally heavy seasonal rainfall. There were approximately 18, 000 kilometers of roads in 1991, of which 13, 000 kilometers were all-weather roads. Road density is the lowest in Africa. Three-fourths of the farms are more than one-half day's walk from an all-weather road.

One railroad line originally operated from Addis Ababa to the city of Djibouti. Another line operated from Akordat to Mitsiwa, but discontinued operation in 1976 because it became unprofitable and was partly destroyed by fighting.

Ethiopia is landlocked, but Djibouti provides the nearest access to ocean transport. This port is usable by deep sea vessels.

Civil aviation is important to domestic communications because of the underdeveloped state of other means of transportation. International airports are located at Addis Ababa, Mekele, and Dire Dawa. There are some other major airports in other cities. In a few other towns there are airports that only contain landing strips. Ethiopian Airlines provides domestic service to over forty-five destinations and international service to Africa, Western Europe, India, the United States, and China.

Answer the questions in your exercise book. Use complete sentences.

1. What is the information in the passage about?
2. Where can I go to get a flight to India?

3. Where is the nearest port located?
4. How many railroad lines are there in Ethiopia?
5. How long will it take me to get to most of the farms in Ethiopia?
6. What is the name of the international airline of Ethiopia?
7. Why are there not many all-weather roads in Ethiopia?
8. What two types of transportation important to Ethiopia operate in Djibouti?
9. Why did the first Ethiopian railroad line discontinue operation in 1976?

Share your answers with the class.

Key Words: adequate, unprofitable, landlocked, destroyed, transport, discontinued, international, domestic, demographics, rugged terrain

LESSON SIX

Work in a small group to develop a map of your route to school from your home. Make a legend to show the paved streets, stone roads, and tracks. Mark the landmarks on your map.

Share your map with a partner who will help you to make adjustments to your map as needed.

Share your map and legend with the entire class.

Key Words: map, route, legend, rural, paved

LESSON SEVEN

Dictation is the act of writing what someone else is saying. As we take dictation it is important for us to use the correct punctuation marks.

Listen to your teacher and write what is being said in your exercise book.

1. Boys and girls in Addis Ababa go to school on foot.
2. Traditionally people travelled long distances by horse, mule, and foot.
3. Today people travel by bus, car, and plane.
4. Many places in Ethiopia still have rural roads.

Share your dictated sentences with a partner. Discuss your sentences and make changes as needed.

Share your sentences with the class.

Copy the sentences from the board in your exercise book. Work with a partner to edit the sentences to make sure that each sentence has capital letters and the correct punctuation marks.

1. i live in addis ababa
2. My Family Walks To The Market And to Church
3. where do you go to catch the bus
4. you can go on a long journey by boat plane or car

LESSON EIGHT

In your exercise book draw a picture showing one traditional mode of transportation and one modern mode of transportation.

Traditional	Modern

Select your picture for the traditional or the modern mode of transportation, and write a story about a journey using the mode of transportation. Your story must have at least three paragraphs.

Key Words: traditional, modern

LESSON NINE

An interview is a formal conference or meeting with a news reporter or the published account of the conversation.

Think of a person to interview about how people travelled in the past. Write interview questions and conduct the interview. Record all of the information in your exercise book.

Interview Guidelines
1. Select a person who would be personally familiar with travel long ago in Ethiopia.
2. Develop at least ten questions to ask your interviewee.

Key Words: interview, interviewer, interviewee

LESSON TEN

Write a summary of your interview experience. Answer the questions:

1. What went well during the interview?
2. What didn't go well during the interview?
3. What was the favorite part of the experience?
4. What part of the experience did you dislike the most?
5. What did you learn from the experience of carrying out an interview?
6. What new fact(s) did you learn from the interview?
7. What surprised you?
8. What would you do differently next time?

Write your summary in your exercise book.

Key Words: summarize, experience, interview