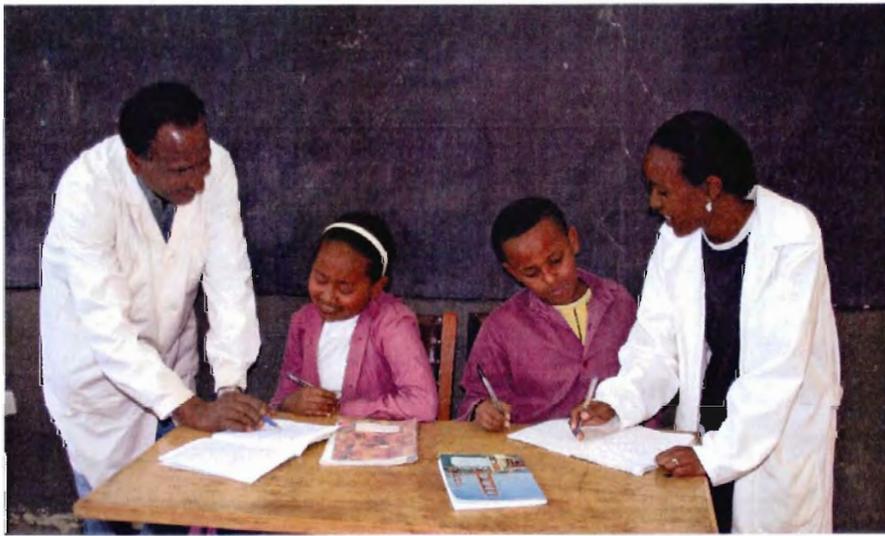


ENGLISH FOR ETHIOPIA GRADE 6



Student Book

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English for Ethiopia

Student Book Grade 6

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UNIT 1 LET'S TALK ABOUT HIV/AIDS

Unit Objectives

In this unit you will learn to introduce and compare yourself to others. You will ask for and give personal details. You will read and answer questions about a girl visiting a clinic. You will learn how to fill in a form using personal details. You will write a story about a clinic visit.

LESSON ONE



When we meet people, we must introduce ourselves. We often tell them information about ourselves. We also find out about the other person. We use this information to get to know the other person. Sometimes we ask for and give personal details about ourselves. We ask for and give information about where we live and where we were born. We ask for and give information about our family and our life.

Listen and follow along as your teacher reads about how two people introduce themselves.

Introducing Sara and John

“Hello. My name is Sara. I am twelve years old. I am in grade six in Awassa Primary School. I was born in Addis Ababa, but I now live in Awassa. Awassa is south of Addis. I am an Ethiopian. People say I look like my mother. Please tell me about you.”

“My name is John. I am also twelve years old and am in grade six. I was born in Hilalaya, Somalia, but I now live in Awassa, Ethiopia. Somalia is east of Ethiopia. I was a Somalian, but now I am an Ethiopian. People say I look like my brother. I think I look like my father.”

With a partner practise introducing yourself by giving personal details.

Key Words: personal details, information, nationality

LESSON TWO

Read the compare and contrast chart to your partner. Listen to how it shows us how Sara and John are alike (compare) and different (contrast).

ALIKE	DIFFERENT	
<i>Sara and John</i>	<i>Sara</i>	<i>John</i>
twelve years old	girl	boy
in grade six	was born in Addis	was born in Hilalaya,
Ethiopian	Ababa, Ethiopia	Somalia
live in Awassa	looks like her mother	looks like his brother

Talk with your partner about ways that the two of you are alike and different.

In your exercise book copy the chart below, and write the ways that the two of you are alike and different.

ALIKE	DIFFERENT	
<i>The two of you</i>	<i>You</i>	<i>Your partner</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.

Read the chart out loud to the class.

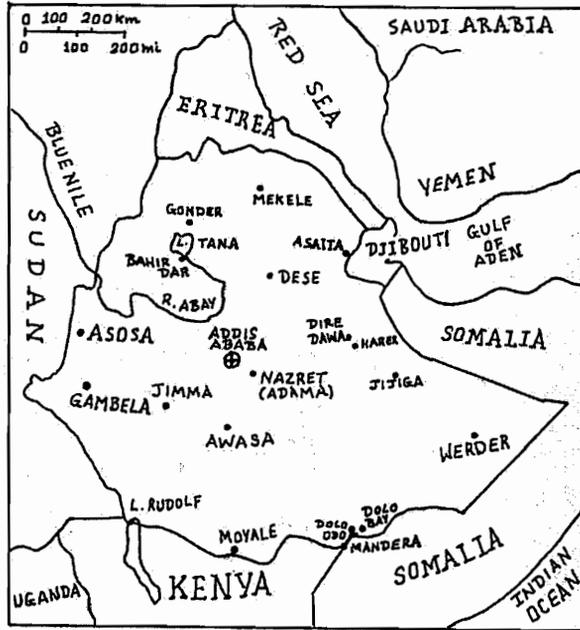
Key Words: compare, contrast, alike, different

LESSON THREE

Copy the paragraph below in your exercise book. Fill in the information about yourself. Use the map to help you complete some of the sentences.

My name is _____ and I am _____ years old. I was born in _____ and now live in _____. I am a _____ (boy or girl). In my family I look like

my _____. My nationality is _____. I am in grade _____. My home is _____ (north, south, east, west) of Addis Ababa. On holidays I visit _____ who live in _____. This is located _____ (north, south, east, west) of Addis Ababa.



Take turns reading your paragraph with a partner.

Key Words: map, north, south, east, west, paragraph

LESSON FOUR

Read how Sara might introduce John to someone else.

Example

“This is my classmate John. He is twelve years old and in grade six. He was born in Somalia, but now he lives in Ethiopia. People say he looks like his brother.”

Read how John might introduce Sara to someone else.

Example

“This is my classmate Sara. She is twelve years old and in grade six. She was born in Addis Ababa, but now she lives in Awassa. People say she looks like her mother.”

Work with a partner to compare and contrast Sara’s introduction of John with John’s introduction of Sara. What words changed? What words stayed the same?

Introduce yourself to your partner as though you have never met. Give personal details. Tell how you are alike and different.

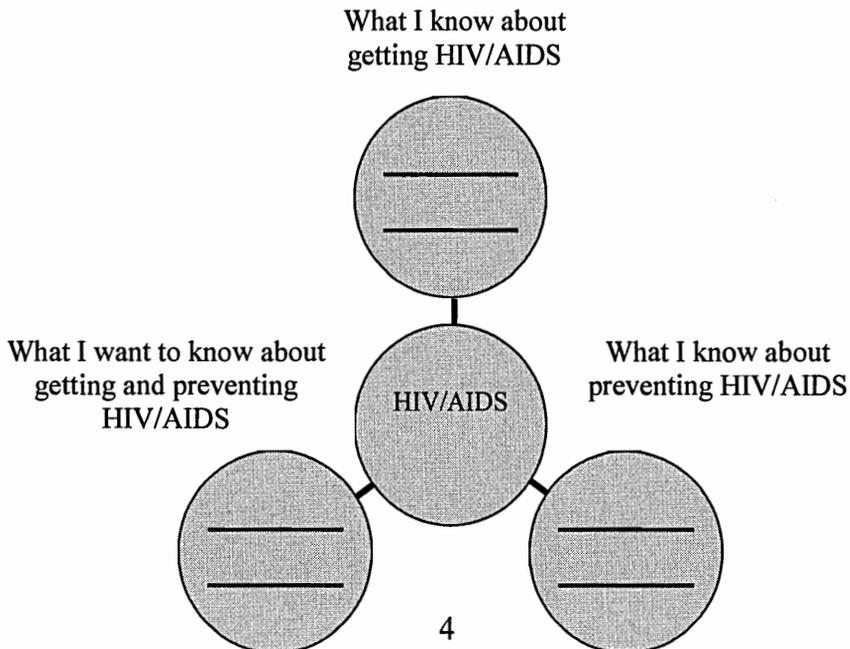
In a group of four, introduce your partner to someone else. Tell how you are alike and different (compare and contrast). Everyone in the group will take turns introducing his or her partner to the group of four. Tell how you are alike and different.

Key Words: introduce, alike, different

LESSON FIVE

Talk with your small group about what you know about HIV/AIDS. Share what you have learned from friends, family, radio, and television.

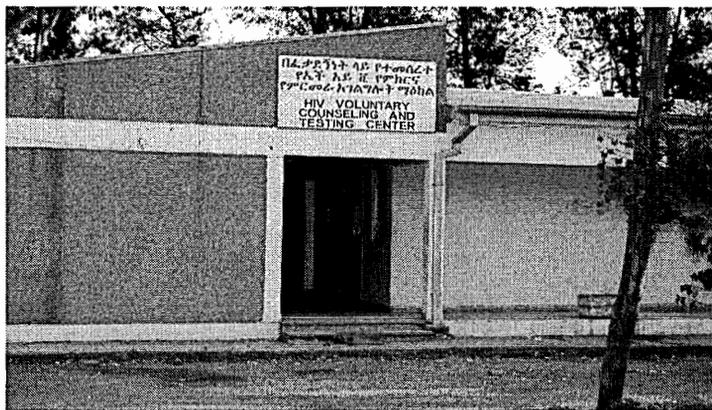
Copy the following web into your exercise book. Then list and organize your ideas about HIV/AIDS.



Choose someone from your group to report your ideas to the class.

Key Words: web, HIV/AIDS, prevent, list, organize

LESSON SIX



HIV/AIDS Clinic in Addis Ababa

Share with your partner a reason why someone would visit the HIV Voluntary Counseling, and Testing Center in the picture above.



Tell your partner what you think the story, “Halima Visits the Doctor,” is about. Report to the class.

Read the story silently.

Halima Visits the Doctor

One day Halima's mother took her to the clinic to visit the doctor. She told the doctor that Halima had lost weight and had been feeling ill. She was afraid that Halima had HIV/AIDS. They had been to visit a cousin who had HIV/AIDS. Because Halima had greeted her cousin with a kiss, her mother was afraid that she caught the HIV/AIDS virus. The doctor asked Halima many questions. She took her height and weight. She took her temperature using a thermometer. She listened to her cough, and she took some blood with a clean syringe. She swabbed the inside of her mouth with a cotton-tipped stick.

Later, they went back to the clinic to see the results of the blood test and the swab test. The doctor told Halima that she did not have HIV/AIDS. She explained that there are ways to get HIV/AIDS and ways to prevent getting HIV/AIDS. She said that a person could get the disease if he or she were born from a mother who is HIV/AIDS infected. A person could get the disease through unprotected sexual contact with an infected person. A person could also get it by sharing syringes, needles, toothbrushes, and sharp edged instruments with an infected person or through transfusions of infected blood. Halima and her mother went home to share with their family and friends what they learned.

In your exercise book make a list of new information that you learned from the passage about HIV/AIDS.

Discuss the main idea of the story with your group. Look at your web. Add any new information that you learned from the passage.

Read and answer the following questions alone or with a partner.

1. Why did Halima's mother take her to the doctor?
2. What did the doctor do to Halima?
3. The doctor told Halima ways a person could get HIV/AIDS. Name three of the ways.
4. How can what Halima learned help her family and friends?

Check your answers to the questions with your group.

Key Words: swab, syringe, needle, infect, transfusion, disease, blood test, thermometer, height, weight

LESSON SEVEN

When we visit a clinic, the receptionist asks us for information about ourselves and fills in a form. We tell our age, our gender, our family names, and the reason for the clinic visit.

In pairs play the roles of receptionist and patient. Copy the form below into your exercise book. Then ask your partner to give you personal information so that you can fill in the form for him/her. Your partner also will tell you a reason for a clinic visit. Then change roles.

Patient Information	
Name:	_____
Father's Name:	_____
Grandfather's Name:	_____
Nationality:	_____
Age: _____ Birth Date: _____ Gender: _____ Town: _____	
Woreda: _____ Kebele: _____ House Number: _____	
Date of Visit:	_____
Reason for Visit:	_____

Key Words: receptionist, patient, clinic, gender

LESSON EIGHT

Talk with a partner about a time when you or someone you know visited a clinic. Tell the reason for the visit. Tell about going to the clinic and what happened there. Tell about forms you filled out and questions you answered. Tell about what happened after visiting the clinic. Did you get medicine? Did you get an injection? Talk about how your visits compare and contrast.

Write about the clinic visit in your exercise book. Use complete sentences.

Share what you wrote with a partner. How were your visits alike and different?

Key Words: medicine, injection

UNIT 2 NEEDS OF OLDER PEOPLE

Unit Objectives

In this unit you will use social expressions in different situations: introductions, responding to the elderly, and accepting and refusing invitations. You will use appropriate language exchanges in speaking and writing. You also will read and understand a given text.

LESSON ONE

We use polite expressions to ask for things, introduce people, give positive or negative responses, and make proper remarks.

Think of a time when you introduced your friend to a member of your family. What polite expressions did you use?

Examples

“I would like you to meet my friend Alemayehu.”

“I am very pleased to meet you.”

“Would you like to have a cup of tea?”

“No, thank you, I would not like a cup of tea.” (negative response)

“Yes, please, thank you for asking.” (positive response)

“Your shirt is very pretty.”

“Thank you.” (proper remark)

Read the story title. Tell your partner what you think the story will be about.

One partner will read the role of Abishu. The other partner will read the role of Saba.



Can You Help?

Abishu: "Good morning. My name is Abishu. I would like to introduce my younger brother, Tesfaye."

Saba: "Good morning. It is a pleasure to meet you both. My name is Saba Roba. May I help you with something?"

Abishu: "Yes. We have lost our dog and do not know where to find it. Could you please help us?"

Saba: "Yes, of course. What color is your dog? How big is it? Where did you see it last?"

Abishu: "Our dog is spotted. It is quite large. We last saw it at the market. Thank you for your help."

Saba: "I'm sorry. I have not seen your dog, but I will ask my friends and family. Can you come back tomorrow morning?"

Abishu: "No, we cannot come back in the morning. We have school, but we will be happy to come back after school tomorrow."

Read the questions below and write the answers in your exercise book. If you do not know the answer, read parts of the story again.

1. What is the main idea of the story?
2. What was the purpose of the meeting between Abishu and Tesfaye and Saba?
3. Who did Abishu introduce his younger brother to?
4. What does Abishu and Tesfaye's dog look like?
5. Why could Abishu and Tesfaye not go back in the morning?

Key Words: positive responses, negative responses, proper remarks, polite expressions, elderly, purpose

LESSON TWO

In conversation we use polite phrases such as *please*, *with pleasure*, *thank you*, and *excuse me*.

Examples

Please

“Would you give me that pencil, please?”

With pleasure

“With pleasure.”

Thank you

“Thank you for lending me your pencil.”

Excuse me

“Excuse me for dropping my pencil on your desk.”

With a partner use the polite phrases *please*, *with pleasure*, *thank you*, and *excuse me*.

Copy the chart below in your exercise book. Each box contains two phrases. In each box in your exercise book, write a dialogue using each pair of phrases.

May I	Would you like	No, thank you
Yes, of course	With pleasure	I'm sorry
Excuse me	I am happy	
Can I introduce	Thank you	

With a partner, take turns reading your dialogues out loud.

Key Words: dialogue, with pleasure, excuse me, please, thank you

LESSON THREE

Elderly people are the leaders of the village. They give direction, teach the children, and help families work. The elderly teach young children family traditions and how to work. Children must obey and respect their elders.



Read the title of the story below. Tell your partner what you think the story will be about. Then silently read the story.

A Lesson Learned

One day, Chaltu and Tola were playing football, and their ball rolled into the street. Chaltu and Tola ran after the ball. Their grandmother called to them, "Chaltu and Tola, please do not run in the street." She warned them about taxis, buses, and fast-moving cars. Chaltu and Tola listened to their grandmother's warning. They returned to the yard only to see their football being run over by a car. The ball was flattened.

They rushed to their grandmother's side. "Thank you, Grandmother. We are glad we obeyed you." Grandmother replied, "I am happy you are safe."

With a partner discuss what lesson the children learned.

Read the questions below. In your exercise book answer each question in a complete sentence.

1. Where do you think Chaltu and Tola live?
2. Why did Grandmother call to them?
3. In the sentence, "She warned them about taxis, buses, and fast-moving cars." What does the word *warned* mean?

4. In the sentence, “We are glad we obeyed you,” what does the word *obeyed* mean?
5. What do you think Chaltu and Tola will do the next time their ball rolls into the street?
6. How did Chaltu and Tola show respect to their grandmother?

Check your answers by sharing them in a small group. Discuss three other ways to show respect to elders in your family and community.

Key Words: respect, warned, obey, listen, community, flattened, elders

LESSON FOUR

We can change the meaning of a sentence by using a word with an opposite meaning. *Happy* is the opposite of *sad*.

Example

Chaltu is *sad* that her ball is flattened. She is *happy* that she obeyed her grandmother.

Copy the chart below in your exercise book. Use the words in the Word Bank to match each word with its opposite (reverse) meaning.

Word	Opposite	Word Bank
day		hot
safe		good
cold		dangerous
obey		light
dark		walk
disrespect		remember
fast		slow
forget		night
		disobey
		respect

Make sentences using each word and its opposite as in the example above. Share your sentences with a partner by reading the sentences out loud.

Key Words: happy, sad, opposite, reverse

LESSON FIVE



Think about elderly people you know. Who are they? Who cares for them? How do they care for you? Then read the story, "The Elderly in Ethiopia," with a partner.

The Elderly in Ethiopia

Ethiopians take much pride in the traditional value of care for the elderly by their families. This shows respect for the older generation of people. The elderly are very important to their families and communities. These older people are sources of history, tradition, and culture.

The number of older people is increasing in Ethiopia and throughout the world. According to a British Broadcasting Company (BBC) news story (September 2002), the population of elderly men and women in Africa is estimated to increase from 38 million to 212 million by the year 2050. It will be the first time that there are more older people than there are children below the age of 14.

Ethiopia's older people are suffering because of changing family relationships, more women working, and the loss of some traditions. Many of the elderly care for the young who have HIV/AIDS.

Unfortunately, in some urban and rural areas, older men and women may have no families or social care. Their needs are changing. Some elderly support programs are available such as the Eteredada Day Centre where older people can work and where the profit provides income for them. The elderly need income, purpose, and stability to live a normal life. They should be able to live their lives in comfort and with support.

In your exercise book write answers to the statement and questions below. Use complete sentences.

1. Discuss with a partner the main idea of the story of the elderly in Africa. Write the main idea that your partner and you agree upon.
2. Why are some of Africa's older people suffering, according to the passage?
3. What can we learn from elderly people, according to the passage?
4. How has life for the elderly changed over time?

Key Words: culture, population, urban, comfort, stability, pride

LESSON SIX

Write four complete sentences in your exercise book. Use a word from the Word Bank in each sentence. Share your sentences with a partner.

Word Bank				
pride	respect	tradition	suffering	urban
culture	care	comfort	pleasure	rural

In small groups, create a chant about respecting your elders. Share your chant with the class.

Key Word: chant

LESSON SEVEN

To show respect for our elders, we use polite language.

Example

Ujulu saw his grandmother carrying a heavy bag.

Ujulu: "Grandmother, may I carry your bag?"

Grandmother: "Yes, Ujulu. Thank you."

With a partner write a dialogue in your exercise book between each of the people below.

1. *Ujulu sees Mother cooking dinner.*

Ujulu:

Mother:

2. *The school director asks Bekelech to deliver a message to her teacher.*

School director:

Bekelech:

3. *Bekelech sees a neighbour in the shop.*

Bekelech:

Neighbour:

4. *Uncle Befekadu comes to visit. Ujulu greets him at the door.*

Uncle Befekadu:

Ujulu:

5. *Grandfather asks Ujulu to serve him dinner.*

Grandfather:

Ujulu:

In a small group share your ideas about other times that children should show care and respect for elders.

Talk to an elderly person tonight. Ask him or her politely about his or her life. Ask specifically about age, occupation, children, grandchildren, family traditions, and pets. Also ask what food he or she likes, what he or she likes to do, about growing up in a different time, where he or she has lived, and other personal questions.

Key Words: polite language, deliver, neighbour, specifically, occupation

LESSON EIGHT

Write a story telling what you have learned from an elder in your family. Make sure to include new vocabulary and polite expressions learned in this unit.

Read what you wrote to a partner. Your partner will tell you how to make your paragraph better. Re-write your paragraph, and show it to your partner.

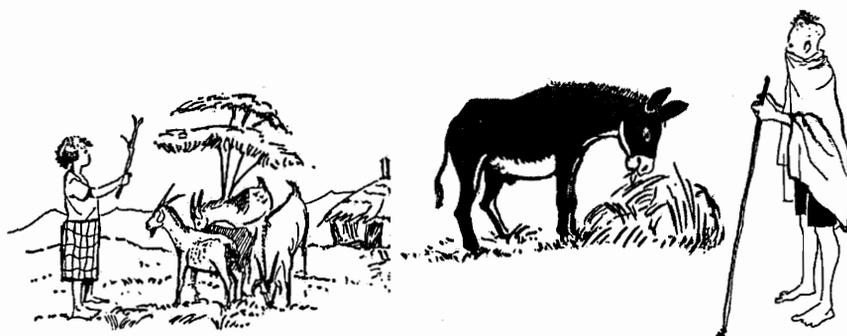
Key Word: paragraph

UNIT 3 HARDWORKING PEOPLE

Unit Objectives

In this unit you will learn to talk about people, animals, and objects. You will learn to ask and answer questions about people's work. You will use new vocabulary words to read, answer questions, and write about people at work.

LESSON ONE



When we talk about people, animals, and objects, we use comparison words to describe them. We use words such as tall or short, male or female. We also describe what they are wearing or what they are doing. We also describe things that they own.

Listen to your teacher read about the two people in the picture. Their names are Bayush and Haileyesus.

Use the picture and the story to talk about how Bayush and Haileyesus compare (are alike) and contrast (are different).

Compare and contrast their animals.

Compare and contrast their clothing.

Compare and contrast what they enjoy and how they work.

Copy the chart below in your exercise book to help you compare and contrast Bayush and Haileyesus.

ALIKE	DIFFERENT	
<i>Bayush and Haileyesus</i>	<i>Bayush</i>	<i>Haileyesus</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.

Key Words: comparison, compare, contrast, describe

LESSON TWO

When we talk about people, animals, and objects, we use words to tell how they compare and contrast. When we talk about how they compare, we can say they are the *same as*. When we talk about how they contrast, we can say they are *different from*.

Listen to your teacher read the following sentences.

1. Bayush lives on a farm. Haileyesus lives on farm.
1. Bayush lives on a farm the *same as* Haileyesus.

2. Bayush is quite tall. Haileyesus is quite tall.
2. Bayush is quite tall. She is almost the *same height as* Haileyesus.

3. Bayush has long hair. Hailyesus has short hair.
3. Bayush's hair is *different from* Hailyesus' hair.

4. Bayush is a girl. Hailyesus is a boy.
4. Bayush's gender is *different from* Hailyesus' gender.

Tell your partner how you are the *same as* and *different from* one another.

Work with another set of partners. Tell the group how you are the *same as* and *different from* your partner. Listen as others tell how they are the *same as* and *different from* their partners.

When we talk about how people, animals, and objects compare, we can use the word *too*.

Listen to your teacher read the following sentences about how Bayush and Haileyesus compare.

1. Bayush lives on a farm. Haileyesus lives on a farm.
1. Bayush lives on a farm. Haileyesus lives on a farm, too.

Talk with your partner. Tell your partner how you compare using the word *too*.

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

LESSON THREE

When we talk about people, animals, and objects we can use words that tell about their *qualities* and *characteristics*. *Qualities* describe things about a person you can't see such as *hardworking*, *friendly*, *kind*, or *lazy*. *Characteristics* describe things about a person that you can see such as *tall*, *short*, *slow*, or *fast*.

Work with a partner. Describe your partner. Talk about his or her qualities and characteristics.

Work with another set of partners. Tell the group about your partner's qualities and characteristics. Listen as others tell about their partner's qualities and characteristics.

When we talk about the *characteristics* of people, animals, and objects we often need to tell about what they have or own.

Listen to your teacher read sentences about what Bayush and Haileyesus have or own.

Bayush has a long skirt.
Haileyesus owns a donkey.
Bayush has a white shirt.

Tell your partner about three things you have or own. Listen to your partner tell about three things he or she has or owns.

Key Words: same as, different from, qualities, characteristics

LESSON FOUR

When we want to describe a person, animal, or a thing clearly, we often say who they belong to using an apostrophe and the letter s ('s – Bayush's) or an apostrophe (Haileyesus'). If the person's name ends in a letter other than s, we add an apostrophe and the letter s to the end. If the person's name ends in the letter s, we only add an apostrophe to show what they own.

Listen to your teacher read sentences about what Bayush and Haileyesus have or own. Notice how the sentences use 's or ' after the s to show what Bayush and Haileyesus have or own.

Examples

Bayush's dress is long.

Haileyesus' donkey is healthy.

Bayush's shirt is white.

Work with a partner. In your exercise book write five sentences to show what you own. Be sure to use an 's or ' to show ownership. Remember, if the word ends in a letter other than s, add 's. If the word ends in s, just add an apostrophe.

Read your sentences to your partner. Listen to your partner read his or her sentences to you.

We can replace a person's name with *her* or *his* to show what she or he has or owns. These words are called *singular possessive adjectives*. Other *singular possessive adjectives* are *my*, *mine*, and *your*.

Listen to your teacher read the following sentence pairs. Read silently from your textbook. Notice that each person's name has been replaced with a possessive adjective.

- | | | |
|-----------------------------------|--------|---------------------------|
| 1. Bayush's skirt is long. | —————> | 1. Her dress is long. |
| 2. Haileyesus' pants are short. | —————> | 2. His pants are short. |
| 3. Haileyesus' donkey is healthy. | —————> | 3. His donkey is healthy. |

If the possessive adjective is separated from the named object, it changes from *my* to *mine*, *your* to *yours*, and *her* to *hers*. The word *his* does not change.

Listen to your teacher read the following sentence pairs using other singular possessive pronouns.

- | | |
|--|--|
| 1. I have a long dress. —————> | 1. This long dress is mine. |
| 2. My brother has three goats. —————> | 2. The three goats in the field are his. |
| 3. Bayush's head scarf is white. —————> | 3. That white head scarf is hers. |
| 4. My cow is bigger than your cow. —————> | 4. My cow is bigger than yours. |

Work with your partner. Tell him or her three sentences using possessive adjectives. Listen to your partner tell his or her sentences to you.

Key Words: pronouns, possessive adjectives, ownership

LESSON FIVE

When we talk about people, we use words to describe their work. We can describe people as *hardworking* or *lazy*, *busy* or *not busy*, *careless* or *careful*. We can describe their work as *interesting* or *boring*, *easy* or *difficult*.

Talk to your partner about a village woman or someone else you know. Describe him or her as *hardworking* or *lazy*, *busy* or *not busy*, *careless* or *careful*. Describe his or her work as *interesting* or *boring*, *easy* or *difficult*. Tell whether you would like to do this kind of work. Whom do you think is more hardworking, village women or village men?

Read the passage about a hardworking village woman to a partner.



A Hardworking Village Woman

Beletu is a hardworking village woman. She works many hours more than her husband. She works on the farm. She weeds the farm, cuts the crops, looks after the cows, and milks them each day. She prepares the land for threshing.

Beletu works hard in her house. She cares for her children, cooks all the meals, and cleans the house. She collects firewood for cooking and washes clothes in the river. She washes her husband's feet. He does not wash hers. This is not fair.

Beletu's life would be easier if she had help with the work. If Beletu's husband did more work on the farm or in the house, her life would be easier. Men and women should share work on the farm and at home.

Talk with your partner about the main idea of the passage. Talk about what work Beletu does on the farm and at home. Talk about how hard she works. Talk about this being fair or unfair.

Answer the questions below in your exercise book.

1. List what work Beletu does on the farm.
2. List what work Beletu does at home.
3. Beletu works harder than _____.
4. How could Beletu's life be easier?
5. Do you think it is fair for Beletu to work so hard? Why or why not?

Key Words: hardworking, lazy, busy, not busy, careless, careful, interesting, boring, easy, difficult, unfair, fair

LESSON SIX

Talk with your partner about what women do where you live. Talk about work they do at home. Talk about work they do outside of the home. Would you describe them as *hardworking* or *lazy*, *busy* or *not busy*, *careless* or *careful*? Would you describe their work as *interesting* or *boring*, *easy* or *difficult*? Would you like to do this kind of work?

In your exercise book write five sentences about what women do where you live.

Read what you have written to someone in the class.

LESSON SEVEN

Words can be classified as *nouns*, *pronouns*, *adjectives*, and *verbs*.

Copy the table below in your exercise book and fill in the blank spaces with information from the passage. Read the examples in the chart to the class.

Nouns	Pronouns	Adjectives	Verbs
Beletu	she	hardworking	works

Transfer the nouns, pronouns, adjectives, and verbs from the passage, “A Hardworking Village Woman,” to the table. Check your answers with a partner.

Key Words: classified, transfer, noun, pronoun, adjective, verb

UNIT 4 THE HIGHEST MOUNTAIN IN ETHIOPIA

Unit Objectives

In this unit you will identify similarities and differences between people, places, and things. You will express ideas orally and in writing by using a language pattern. You also will read and understand a given text.

LESSON ONE

In every community people are alike (similar) and different.

Look at the people in the picture below to see how they are alike and different.



Jemal Soreti Kirose

Example

Kirose is older than Soreti.
Jemal is the tallest.

In your exercise book copy and answer questions that follow about the picture above.

1. Who is the shortest?
2. Who is the thinnest?
3. Who is taller than Soreti?
4. Who is younger than Kirose?
5. Who is the oldest?

Write two sentences comparing how Kirose and Jemal are alike.

Write two sentences contrasting how Kirose and Jemal are different.

Write two sentences comparing how Jemal and Soreti are alike.

Write two sentences comparing how Jemal and Soreti are different.

Read your sentences out loud to a partner.

Key Words: alike, different, compare, contrast

LESSON TWO

Read the story below to a partner.

Alike and Different

I am the tallest boy in my grade six class. I have the largest and heaviest bag. My sister, Fatuma, is in grade two. She is shorter than I am, but she is taller than her friends. Fatuma is fast in running matches. She can even run faster than the boys. She is the fastest of all.

When we compare people, animals, and objects, we use *adjectives*. An adjective describes a person, place, or thing. Adjectives can be used to compare one or more things.

An adjective that compares two things is a *comparative adjective*. The comparative form of adjectives ends in *er*.

An adjective that compares more than two things is a *superlative adjective*. The superlative form of adjectives ends in *est*.

Adjectives ending in *y* usually change their spelling by dropping the *y* and adding *ier* or *iest*.

Adjective	Comparative (er)	Superlative (est)
tall	taller	tallest
large	larger	largest
heavy	heavier	heaviest
short	shorter	shortest
fast	faster	fastest

In small groups of three or more, answer the questions below about the students in your group or class. Write the answers in your exercise book. Use complete sentences.

1. Who is the tallest in your group?
2. Who is the tallest in your class?
3. Who is the shortest in your group?
4. Who is the shortest in your class?

5. Who is the youngest in your group?
6. Who is the youngest in your class?

In your exercise book use a comparative form of an adjective from the Word Bank to describe two members of your group.

Word Bank				
lazy	quick	quiet	old	young
tall	short	fast	heavy	noisy

Example

Fatuma is shorter than Zeberga.
Zeberga is taller than Fatuma.

In your exercise book use a superlative form of an adjective from the Word Bank to describe a member of your group.

Word Bank				
lazy	quick	quiet	old	young
tall	short	fast	heavy	noisy

Example

Zeberga is the tallest in the group.
Fatuma is the shortest in the group.

Share your sentences with your group.

Key Words: superlative adjective, comparative adjective

LESSON THREE

What type of advice can you get from your parents? What advice has your father or mother given to you?

Discuss your answers with a partner.

Look at the picture. Then read the title of the story. Share with a partner what you think the story will be about.

Follow the words in the story as your teacher reads it out loud.



The Treasure

One day, Kebede, a farmer, talked to his son, Abera.

Kebede: "I am going to die soon. Then the farm will be yours. Always remember this: if you work hard, you will find treasure one day."

Abera: "Yes, father."

A few days later, Kebede died of old age. Then Abera and his wife, Imuye, started work on the farm.

Abera: "I hope we find the treasure soon. We are working hard. We are still too poor to buy new tools, clothes, and school books for our children or to build a better home."

Imuye: "You must be patient, Abera. We must keep working."

Abera and Imuye continued to work hard on the farm. They grew lots of vegetables and sold them at the market.

Abera: "Now, we have enough money to buy new tools."

Imuye: "Your father, Kebede, would be very proud."

Abera and his wife worked very hard with their new tools. They grew more vegetables and sold them.

Abera: "Now, we have more money to buy the children new clothes and school books that they need."

Imuye: "This is our treasure. We are rich enough to buy new clothes for our children. Soon we will build a better house for our family. Your father was a wise man."

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

1. What was Kebede's advice to his son, Abera?
2. How did Abera and Imuye follow Kebede's advice?
3. What can you learn from this story?
4. In the sentences, "You must be patient, Abera. We must keep working," what does *patient* mean?
5. What was their treasure?

Compare your answers with a partner.

Key Words: treasure, wise, advice, patient

LESSON FOUR

It is important to do things in the right order (to sequence them).

Example

Halima on the Farm

Halima is a very good farmer. She knows how to care for her crops. First, she prepares the soil. Next, she plants her seeds. She weeds the crops, keeps wild animals from eating the crops, and cuts the crops. She prepares the land for threshing. Finally, Halima takes her crops to market.

The following is the correct order Halima follows to harvest her crops:

1. Halima prepares the soil.
2. She plants her seeds.
3. She weeds the crops.
4. Halima keeps wild animals from eating the crop.
5. She cuts the crops.
6. She prepares the land for threshing.
7. Halima takes her crops to market.

Read "The Treasure" from Lesson Three again. The eight sentences below tell the story.

Abera and Imuye bought clothes for their children.	Father talked to Abera, his son.
Abera and Imuye started to work on the farm.	Kebede, the father, died.
Abera and Imuye bought tools.	Abera and Imuye grew even more vegetables.
Abera and Imuye discovered the treasure.	Abera and Imuye took vegetables to market.

In your exercise book, write the numbers 1 to 8. Think about the order (sequence) that things happened in the story. In other words, what happened first, second, third? Beside each number write the sentences from the chart above in the correct order so that you tell the story again.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

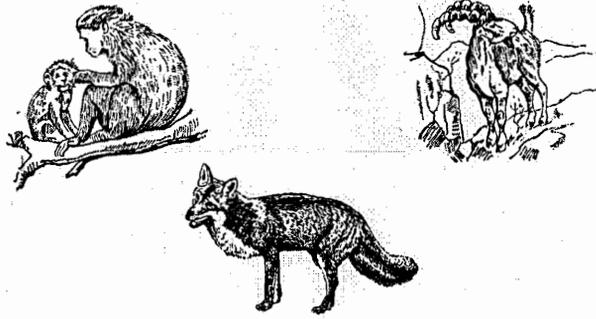
Compare the order of your sentences with a partner. Take turns reading your sentences out loud.

Key Words: order, sequence, prepare, plant, weed

LESSON FIVE

Share with a partner everything you know about the Semien Mountains.

Then silently read about the Semien Mountains.



The Semien Mountains

The Semien Mountain range is one of the largest mountain ranges in Africa. Many of the peaks or highest points rise above 4,000 meters. Mount Ras Dashen is the highest peak in Ethiopia and the fourth highest in Africa. Its peak is 4,620 meters.

Three of Ethiopia's largest mammals live in the Semien Mountains. A mammal is fed by its mother's milk. These mammals are the chelada baboon, the walia ibex, and the Semien fox. The chelada baboon is the most common and about 20,000 live there. The walia ibex are only found in these mountains and jackals also live there. Only a few Semien foxes and very few birds live in the Semien Mountains.

Talk with a partner about the passage. Discuss the mountains and the animals that live there.

Copy the chart below in your exercise book. Use what you have learned from the story to complete the chart.

**List three things you learned about the Semien Mountains.
List three things you learned about the animals found there.
Compare what you learned with a partner.**

What I Learned about the Semien Mountains and the Animals Found There	
<i>Semien Mountains</i>	<i>Animals</i>
1.	1.
2.	2.
3.	3.

Key Word: mammal

LESSON SIX

Regular and irregular comparative and superlative adjectives compare people, places, and things.

Regular comparative and superlative adjectives add –er and –est to show comparison.

Examples

high – higher – highest

hot – hotter – hottest

cold – colder – coldest

Irregular comparative and superlative adjectives change the form of the word to show comparison. The change is not regular.

Examples

bad – worse – worst

less – lesser – least

some – more – the most

good – better – best

In your exercise book, copy and complete the chart below.

Adjective	Comparative	Superlative
bad		
	lesser	
		coldest
	better	
hot		
		the most

In your exercise book write three sentences using an irregular form of an adjective to make a comparison. Share your sentences with a partner.

Key Words: regular comparative adjectives, regular superlative adjectives, irregular comparative adjectives, irregular superlative adjectives

LESSON SEVEN

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



Write a paragraph describing what you see in the picture of the market. Write five or more sentences. Use the Key Words below in your paragraph.

Read your paragraph to a partner. Your partner will help to make your paragraph better.

Write your paragraph again to make it better.

Key Words: crops, market, potatoes, sack, umbrella, basket

UNIT 5 MY EXPERIENCES AS A CHILD

Unit Objectives

In this unit you will learn to ask and tell what you and others did in the past but do not do anymore. You will read and write about things people did in the past using new language patterns.

LESSON ONE



Work with a partner. Ask and tell about things you did when you were very young. Ask and tell about what you did as a baby. Ask and tell about what you did as a child.

Report to the class what you talked about with your partner.

Work with a partner. Ask and tell about things your parents and older relatives did when they were very young.

Report to the class what you talked about with your partner.

Work with a partner. Ask and tell about things that you did when you were very young that you don't do any more.

Report to the class what you talked about with your partner.

Key Words: young, older, relatives

LESSON TWO

When we talk about things that we did in the past but do not do anymore, we can say we *used to do them*.

Read the following example as you listen to your teacher read it out loud.

When + I + was young + I + used to + crawl.

Listen as your teacher asks and answers questions using the new language pattern.

Work with your partner again. Take turns using the new language pattern above. Ask and tell about things that you did when you were very young that you don't do any more.

Work with another set of partners. In your group of four using the new language pattern above, report on what your partner used to do in the past. Listen as others tell about what their partners did in the past. Listen for the new language pattern.

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

Key Words: past, simple past, subject, verb, used to, crawl

LESSON THREE

You will be reading a story about two grade six students. Their names are Seid and Merima. They are talking about things they did when they were very young.

Work with a partner to ask and answer the questions below.

1. What do you think Seid and Merima used to do when in grade one?
2. What do you think Seid and Merima used to do when they were babies?



Read the story silently.

When Seid and Merima Were Very Young

One day Seid and Merima talked together on the playground before school. They had just begun grade six. They talked about what they did when they were very young.

Seid said, “When I was in grade one, I used to read no words. Now I can read words in English and my own language.”

Merima said, “When I was in grade one, I used to run slowly. Now I can run quite fast.”

Seid said, “When I was a baby, I used to ride on my mother’s back. Now I carry my little sister.”

Merima said, “When I was a baby, I used to ride on my mother’s back, too. Now I walk beside my mother.”

Seid said, “When I was a little older, I used to crawl. Now I can run a marathon.”

Talk with a partner about the main idea of the story. Tell your partner about things that Seid and Merima used to do in the past. Tell your partner about things that Seid and Merima can do now.

Key Words: playground, crawl, marathon

LESSON FOUR

Look for these words in the story: *playground, crawl, and marathon*. Tell your partner what you think the words mean. Tell your partner how you found the meaning of the words. Were there other words in the sentences that helped you?

Work with another set of partners. In your group of four, tell others how you found the meaning of the new words.

Listen carefully as students report to the class.

In your exercise book answer the questions about the story.

1. Seid and Merima were talking together on the _____.
2. When Seid was in grade one, he could read no words. Now he can read words in _____ and _____.
3. Who used to run slowly, but now runs quite fast?
4. Which of the two can run a marathon?
5. Name ways Seid and Merima compare and contrast in the story.

Key Words: playground, crawl, marathon, compare, contrast

LESSON FIVE

A *verb* shows action. Verbs are words like *run, walk, ride, talk*. Verbs can be *past, present, or future*.

Look at the verbs in the chart that your teacher has written on the board. Listen as your teacher talks about *past* and *present verbs*.

Look for the present and past forms of verbs in the story about Seid and Merima. List the verbs in your exercise book.

**Share your list with a partner.
Listen to students report to the class.**

Key Words: action, past tense verb, present tense verb, future tense verb

LESSON SIX

Read the list of words in the Word Bank below. Use the words to fill the gaps in the sentences. Write the complete sentences in your exercise book.

Word Bank			
marathon	crawl	ride	run
read	talk	playground	

1. Students need to learn to _____ books in English and their own language.
2. A very long race is called a _____. In this race you have to _____ a long distance.
3. Students play on the _____ before school or they _____ with their friends about football.
4. Before babies learn to walk, they _____.
5. I am too big to _____ on my mother's back.

Key Words: marathon, crawl, ride, playground

LESSON SEVEN

Read the list of verbs in the Word Bank below.

Word Bank				
crawl	ride	run	read	talk
play	write	work	drink	add

Use each verb from the Word Bank to write sentences in your exercise book about what you used to do in the past. Use the new

language pattern *when + subject + simple past + subject + used to + verb* when you write sentences.

Exchange your exercise book with a partner. Read your partner's sentences. Check whether your partner used the new language pattern.

Listen as students report to the class.

Key Words: crawl, ride, play, write, work, cook, add, exchange

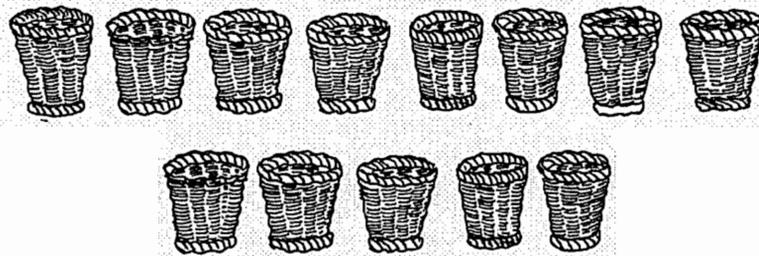
UNIT 6

WHAT I WOULD LIKE TO DO WITH MY MONEY

Unit Objectives

In this unit you will learn to ask and answer questions about the amount or quantity of things. You will read a passage about amount and quantity. You will answer questions about the passage and create a table. You will write about what you would like to do with your money.

LESSON ONE



When we talk about nouns (people, places and things), we use words to describe amount or quantity. We can use number words or we can use *unit* and *mass* words. Unit and mass words include *single*, *pair*, *a few*, *some*, *many*, *most*, *all*, and *more*.

Look at the pictures of the baskets. Notice the amount or quantity of baskets in each row.

Talk with a partner. Use number words to tell about the amount or quantity of baskets in each row.

Look at the words on the board. Listen to your teacher tell their meaning.

Listen to your teacher read sentences about the baskets.

Work with a partner. Point to each picture of the baskets above. Use the new amount and quantity words to tell your partner about the baskets in each row.

Amount or quantity words are *few*, *most*, *all*, and *more*.

Look at the new words on the board. Listen to your teacher tell their meaning.

Listen to your teacher read sentences about the baskets.

Point to each picture of the baskets. Use the new words to tell your partner about the baskets in each row.

Key Words: amount, quantity, unit, mass, single, pair, a few, some, many, most, all, more

LESSON TWO

Listen to your teacher read a story about Fatuma and Jemal.



Work a partner. Use the new words to talk about things that Fatuma and Jemal bought and sold at the market.

Tell your partner three sentences about things that Fatuma and Jemal bought at the market. Tell your partner three sentences about things that Fatuma and Jemal sold at the market.

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

LESSON THREE

Tell your partner about the things you might want to buy if you had your own money. Use the new words to tell about the amount or quantity of things you would buy if you had your own money.

Draw five small pictures of the things you would like to buy.

Listen to your teacher talk about things he or she would like to buy. Listen as he or she asks questions about buying things.

Work with a partner. Exchange pictures with your partner. Point to each of your partner's pictures. Ask your partner questions about each picture. Ask what your partner wants to buy, how many he or she would like, and how much he or she will expect to pay for each item.

Work with another set of partners. In your group of four, practise asking and answering questions about the items in each of your pictures. Use the new words to ask and answer the questions.

Report to the class. Listen to others as they report to the class.

Key Words: amount, quantity, unit, mass, single, pair, few, some, many, most, all, more, item

LESSON FOUR

Look again at the picture of Fatuma and Jemal.

You will read a story about Fatuma and Jemal at the market. Fatuma and Jemal go to the market with a list of things to buy.

In your exercise book write a list of what Fatuma and Jemal might buy. Talk with your partner about how much they might pay for each item.

Silently read the story about Fatuma and Jemal at the market.

Fatuma and Jemal at the Market

Fatuma and Jemal went to the Sunday market. They had a list of many things to buy. They brought money to buy things that they needed. They had worked hard for their money and wanted to buy for the very best price.

Fatuma wanted to buy a pair of shoes. She found a beautiful pair that she wanted. They were the right size, but they were very expensive. The seller wanted 100 birr. She offered a good price for the shoes, but the seller would not lower the price. Fatuma bought shoes from another seller at a better price. Fatuma paid 75 birr for her new shoes.

Jemal had a list of three things to buy for his family. He needed to buy one new hoe for digging in the garden, one saw for cutting wood, and two cows for milk. He had a good day at the market. He came home with everything on his list. He bought the hoe, the saw, and the cows at a very cheap price. He paid 50 birr for the new hoe, 35 birr for the saw, and 1500 birr for each of the milk cows.

Tell your partner about the main idea of the story. Tell your partner about what Fatuma and Jemal bought at the market.

Copy the table in your exercise book.

What Was Bought	Quantity	Amount Paid
shoes		
hoe		
saw		
cow		

Work with a partner. Use the information in the story to complete the table.

Work with another set of partners. In your group of four, talk about the information in the table.

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

Key Words: amount, quantity, unit, mass, single, pair, a few, some, many, most, all, more, expensive, list, cheap, price, size

LESSON FIVE

Read the sentences. Use the information from the story to fill in the gaps. Write the answers in your exercise book.

1. Fatuma and Jemal had a _____ of things to buy.
2. They wanted to buy for the very best _____.
3. Fatuma wanted to buy a _____ of shoes.
4. Fatuma did not buy the shoes she wanted because they were very _____.
5. Jemal bought many things for a very _____ price.

Work with partner. Exchange exercise books. Read your partner's answers and talk about any questions you have.

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

Key Words: pair, expensive, list, cheap, price

LESSON SIX

Read each sentence below silently. Then copy the sentences in your exercise book. Mark the sentence with *T* if the sentence is true or *F* if the sentence is false. Rewrite the *false* sentences so that they become *true* sentences.

1. Fatuma had a list of four things to buy at the market.
2. Fatuma paid 75 birr for new shoes.
3. Jemal bought one new hoe for 50 birr.
4. Jemal bought two saws for cutting wood.
5. Jemal bought the hoe, the saw, and the cows at expensive prices.

Exchange exercise books with your partner. Read your partner's answers and talk about any questions you have.

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

LESSON SEVEN

In your exercise book make a list of three things you would most like to buy if you had your own money.

Tell your partner what you would most like to buy if you had your own money. Tell how much each item would cost. Tell how many you would like to buy. Tell where you can buy each item.

In your exercise book write a paragraph about the items you would like to buy. Include price, amount or quantity, and where you plan to buy the item.

Read your paragraph to your partner. Listen to your partner read his or her paragraph.

Listen as students report to the class.

Key Words: list, price, amount, quantity, item

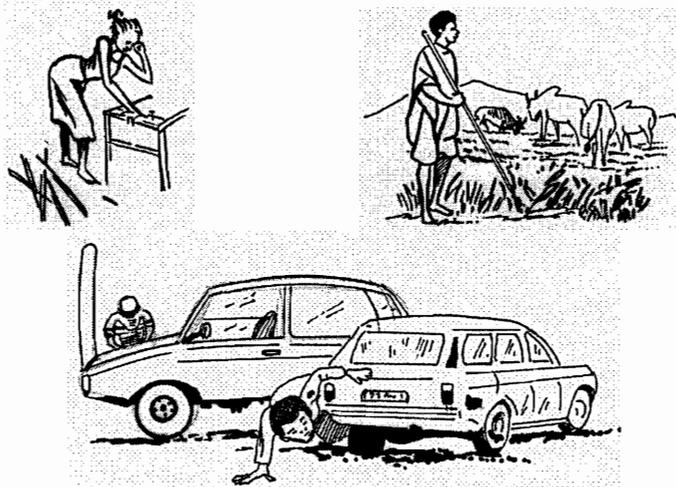
UNIT 7 TOOLS MY PARENTS USE

Unit Objectives

In this unit you will learn about what people do for a living. You will ask for and give information about different occupations and the tools that are used. You will make sentences with words for occupations. You will write a short story about what members of your family do for a living.

LESSON ONE

When we meet people, we often ask what they do for a living (their occupations). People often explain their occupation by telling about the tools they use. For example, a construction worker may tell you how he or she builds buildings using tools such as hammers, saws, and ladders.



Listen as your teacher reads out loud.

Read the example of how a carpenter describes her occupation.

Example

Rahel: "I am a carpenter who builds wooden furniture. The tools I use the most are hammers to pound the nails into the wood. During the rainy season I work inside instead of outside in my yard. I sell my furniture in my uncle's furniture store."

Pretend you are a farmer, a carpenter, or a mechanic. Use the pictures to help you describe your occupation as a farmer, carpenter, or mechanic to a partner. Remember to include what you do, what tools you use, and where you do your work.

Key Word: occupation

LESSON TWO

Copy the chart into your exercise book. Make a list of five people's occupations, the tools they use for their jobs, and where they work. Read the example in the chart.

Occupation	Tools	Where They Work
teacher	chalk, books, paper, pencils, pens	
1.		
2.		
3.		
4.		
5.		

We ask questions to find about people's jobs or occupations. The questions often begin with *who*, *what*, and/or *where*.

Example

Who uses a hammer in his occupation?

What do you call someone who uses a pen for his/her occupation?

Where does a teacher work?

Work with a partner to ask each other questions about the occupations that you listed in the chart. Use *wh* questions that begin with *who*, *what*, and/or *where*.

Example

What is the occupation of someone who examines you when you are sick?

What kinds of tools does this person use?

Where does this person work?

How much is he or she paid?
Who works with this person?

Key Words: occupation, who, what, where

LESSON THREE

When we talk about something that people do often, the verb is in the present tense.

Example

After school I *play* football with my friends in the empty lot behind my house.

In this sentence, the subject is *I*.

The subject (*I*) tells *who or what* the sentence is about.

Play is a *present tense verb* and tells *what the subject does*.

Football is called a *direct object*. Football tells *what* the subject plays.

Copy the sentences below in your exercise book. Underline the subject one time. Underline the present tense verb two times. Draw a dotted line under the direct object. Read the example before you begin.

Example

Abel harvests vegetables with his uncle after he gets home from school.

1. The butcher cuts meat for my family.
2. The mechanic fixes cars for people so that they can drive safely to work.
3. The farmer plants teff to sell at the market.
4. The chef bakes injera each day for the restaurant.
5. A pilot flies airplanes for the Ethiopian Air Force.
6. Nurses help doctors in the hospital.
7. Policemen direct traffic on busy streets.
8. A shoeshine boy makes money to buy his school uniform by shining shoes.
9. My mother cooks breakfast for me every day.
10. My teacher uses chalk to write on the black board.

Key Words: verb, subject, present tense, direct object

LESSON FOUR

Think about some occupations you would like to have. Pretend that you have one of these occupations, and write about what you do. Look back at the sentences that you wrote yesterday in your exercise book. These sentences have subjects, present tense verbs, and direct objects.

In your exercise book write eight sentences. Each must have a subject, a present tense verb, and a direct object. Let your partner read your sentences. Have your partner underline the subject one time, the present tense verb two times, and draw a dotted line under the direct object.

Key Words: occupation, subject, present tense, verb, direct object

LESSON FIVE

Think about women's occupations and the tools they use. Fantu uses an axe in her job. How do you think Fantu earns a living? Share your ideas with a partner.

Read the story silently.

Fantu

Fantu has a new occupation. She works with 24 other women. They work together and plant trees. They use an axe to cut down the trees. This tool helps the work quickly. When the trees are big enough, they sell them.

One day Fantu talked to Chaltu. "I don't earn much," she said, "but my new job is better than my last job." "What was your last job?" asked Chaltu.

"I was a wood carrier," said Fantu. "It was a very hard life. Every day I walked 15 kilometres from my house to the forest. I collected wood there. I worked very quietly because there were guards in the forest. The wood really belonged to the government." "What did you do with your wood?" asked Chaltu.

“I carried it to the market. That was very difficult. It was 10 kilometres from the forest to the market, and the wood was very heavy. It usually weighed about 30 kilograms.”

“It was not a good way to earn money. It is better to plant trees than to steal wood, and I earn more now. Last month I bought some blankets for my family.”

“My new life is possible because I am working together with other women. We are working together to help ourselves.”

Discuss the main idea of the story with a partner.

Read the questions, and write the answers in complete sentences in your exercise book. If you do not know the answer, read parts of the story again.

1. What is Fantu’s new occupation?
2. Why didn’t she like her old job?
3. In the sentence, “I worked very quietly because there were guards in the forest,” what does the word *guards* mean?
4. Where did Fantu carry the wood?
5. How much did the wood weigh?
6. Why do you think Fantu changed jobs?

Check your answers with a partner.

Key Words: occupation, tool, collected, guards, belonged

LESSON SIX

A *present tense verb* shows action that is happening now.

Example

Authors _____ letters, books, and articles.

Authors *write* letters, books, and articles.

In your exercise book use the Word Bank to complete the sentences with the correct verb. Remember, a present tense verb shows action that happens now.

Word Bank				
type(s)	drive(s)	fly/flye(s)	repair(s)	serve(s)
give(s)	write(s)	bake(s)	sell(s)	play(s)

1. The chef _____ bread at the bakery.
2. The team members _____ football on the field.
3. A typist _____ letters at the office.
4. The man _____ a taxi around the city.
5. The nurse _____ medicine to children at the clinic.
6. A mechanic _____ the broken cars.
7. The pilot _____ the plane between Ethiopia and Europe.
8. The shopkeepers _____ tomatoes, onions, and lentils.
9. The teacher _____ lessons on the board.
10. The waitresses _____ food and drink to the people.

Check your sentences with a partner.

Key Words: present tense, verbs

LESSON SEVEN

Talk with a partner about what your family members do for a living. Tell about the tools they use. Do they complete their jobs inside or outside? Do they like their job? What parts do they like? What parts do they not like? Would you like to have their job?

In your exercise book write about family members' occupations. Name the tools they use and how they use them. Write about how their job helps provide for you and your family.

Share what you wrote with a partner. Are your occupations alike or different?

Key Words: tools, family members, provide

UNIT 8 A LARGE FAMILY

Unit Objectives

In this unit you will learn to talk about your family and your relationship with them. You will complete a family chart. You will answer questions about how families are alike and different. You will read about good manners in a family. You will write a short story about a visit to your relatives.

LESSON ONE

A mother and father have children. When a boy is born, he is called a son. When a girl is born, she is called a daughter. Sometimes the father's or the mother's mother lives with the family. She is called a grandmother. Sometimes the father's or mother's father lives with the family. He is called a grandfather.

Listen to the teacher read a story about Jemal's family.

Practise talking to your partner about your family. Tell who lives with you. Tell about what you do to help your family.

Key Words: family, mother, father, son, daughter, grandfather, grandmother, young, elder, younger

LESSON TWO

Look at the family chart. Notice how it shows how Jemal's family relates to each other. Draw Jemal's family tree in your exercise book.

Draw boxes around the family members to construct a family tree.

Draw lines to connect the mother and father to the children. Draw lines to connect the grandparents to the parents.

Jemal's Family

Jemal's Brother	Jemal	Jemal's Sister	Jemal's Sister	Jemal's Sister	Jemal's Sister
-----------------	-------	----------------	----------------	----------------	----------------

Jemal's Mother

Jemal's Father

Jemal's Grandmother

Jemal's Grandfather

Jemal's Grandmother

Jemal's Grandfather

Talk with your group. Find ways that your families are like this family. The people in your family are related. Talk about as many family members as you can. Draw your family tree in your exercise book.

Draw boxes around the family members to construct a family tree. Draw lines to connect the mother and father to the children. Draw lines to connect the grandparents to the parents.

My Family

My sisters and brothers

My Mother

My Father

My Grandmother

My Grandfather

My Grandmother

My Grandfather

Talk with your group about your family chart. Use the chart to tell how your family members are related to you.

Key Words: chart, relates, related

LESSON THREE

A family can have a stepfather or a stepmother. If your father marries another woman, she is called your stepmother. If your mother marries another man, he is called your stepfather. Your stepmother or stepfather

will call you a stepson if you are a boy. Your stepmother or stepfather will call you a stepdaughter if you are a girl.

Read how families can be alike and different. Read with a partner.

A New Family

When my mother died of HIV/AIDS, the family did not have a mother to take care of us. We missed her very much. We were sad.

After some time my father married another woman. I am happy to have another woman in the family. Her name is Fatuma. My father calls Fatuma my stepmother, and Fatuma calls me her stepdaughter. Fatuma calls my brothers her stepsons.

Fatuma does many of the things my mother did. She cleans our house, and I help her. She cooks for us, and I help her cook for us. She helps my father, and she helps me, too. I like having a stepmother.

Work with a partner to compare and contrast the family in the story with your family. Talk with your partner about how your family is like the new family. Talk with your partner about how your family is different from the new family.

Key Words: stepmother, stepfather, stepson, stepdaughter, married, marries, another, like, different, compare, contrast

LESSON FOUR



When our mothers or fathers have sisters, we call them our aunts. When our mothers or fathers have brothers, we call them our uncles. If you are a boy, your aunt will call you her nephew. If you are a girl, your aunt will call you a niece. If you are a boy, your uncle will call you his nephew. If you are a girl, your uncle will call you his niece. If your aunt or uncle have children, you will call them your cousins.

With a partner read the story about large families. Read about how aunts and uncles can help a family.

My Large Family

I live in a large family with three brothers and four sisters. When you live in a large family, sometimes your parents cannot buy all you need for school. So my aunt buys what I need for school. I like my aunt more than I like my uncle. My aunt buys me what I need for school. My uncle does not help my family.

My older cousin also lives with me. She helps me do things for my mother. She helps me clean the house, gather food, and cook the food for my family. I like my cousin more than my brothers because she helps me. My aunt also buys my cousin what she needs for school. My cousin likes my aunt more that she likes my uncle. My aunt buys all the nieces and nephews what they need for school.

When my aunt buys me what I need for school, I thank her. I am glad I have the things I need for school so I am happy. My brothers and sisters are glad they have the things they need for school so they are happy. My cousin is glad she has what she needs for school so she is happy.

We are happy we have an aunt because she buys us what we need for school. All of the nieces and nephews thank her for buying what we need for school.

Discuss the main idea of the story with your group. Read parts of the story again if you need to.

Read and answer the questions alone or with a partner.

1. Why did the aunt buy the students what they needed for school?

2. Who lives with the student?
3. Why can't the student's parents buy what she needs for school?
4. Why do you think the student likes her aunt better than her uncle?

Key Words: parents, relatives, uncle, aunt, cousin

LESSON FIVE

Copy the paragraph in your exercise book. Fill in information about your relatives.

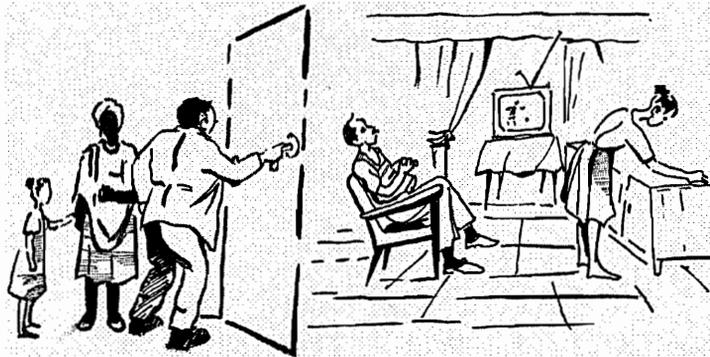
My name is _____ and I was born _____ (first, second, third) in my family. I am a _____ (boy, girl) so my mother calls me her _____ (son, daughter). I look more like my _____ (mother, father). I look less like my _____ (mother, father). I like my _____ more than I like my _____. On holidays I visit my _____.

Take turns reading your paragraph to your partner.

Key Words: relatives, paragraph, son, daughter

LESSON SIX

Read the title of the story and tell your partner what you think it is about. Take turns reading the story with a partner.



Jemal's Relatives Come to Visit

One day Jemal's mother told him that his aunt and uncle were coming to visit. Jemal's mother told him that he must have good manners during their visit. She began to train him in how to have good manners. She also asked all of her sons and daughters to gather around her. She wanted to train all of them to use good manners.

Jemal's mother told her children that they must have good manners. They must listen to their father and do what he asks them to do. The boys would take on the manners of their father. The girls would help their mother in the house. Jemal's mother told all of the children to respect their aunt and uncle. She told them not to speak when their elders were talking. She told her sons to watch their father and do what he did. She told her daughters to watch her and do what she did.

Talk with your partner about using good manners when you have relatives come to your house. Tell your partner what you do. Tell your partner what your mother tells you to do. Tell your partner what your father tells you to do.

Key Words: manners, behavior, elders, listen, train

LESSON SEVEN

Talk with a partner about a time when you visited a relative. Tell the reason for the visit. Tell about going to your relatives' house. Tell what happened at your relatives' house. Tell about the other people who lived there. Tell about what you talked about. Did you help your relatives? What did you eat? Talk about how your visits were alike and different. Compare and contrast your visits.

Write about your visit to your relatives' house in your exercise book. Use complete sentences. Share what you wrote with a partner. Tell how your visits were alike and different.

Key Words: relatives, relatives', compare, contrast, alike, different

UNIT 9 DROUGHT – WHERE IS IT IN ETHIOPIA?

Unit Objectives

In this unit you will use prepositions to ask and tell where people, things, and places are located. You will make sentences using prepositions and prepositional phrases. You will listen and read stories about drought areas in Ethiopia.

LESSON ONE

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

Henock: “Where do you live?”

Aberash: “ I live in Debre Zeit.”

Henock: “Where is it?”

Aberash: “It is east of Addis Ababa.”

Ask your partner where he or she lives. Ask him or her to describe the location in relation to Addis Ababa.

When we talk and write, we use words that express the relationship of a noun or pronoun to another word in the sentence. These relationship words are called *prepositions*. Prepositions are found in *prepositional phrases*.

A *prepositional phrase* begins with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the *object of the preposition*. In the example “of Addis Ababa” is the *prepositional phrase*.

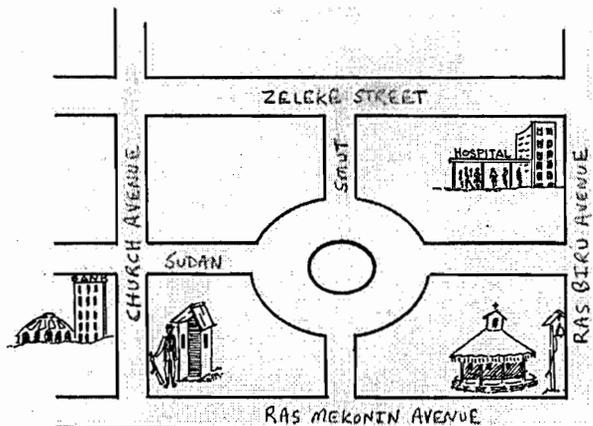
Example

Mekele is north *of Addis Ababa*.

Dire Dawa is east *of Addis Ababa*.

Awassa is south *of Addis Ababa*.

Asosa is west *of Addis Ababa*.



With a partner explain how to reach the hospital from the bank. In your exercise book write the directions to the hospital. In each sentence of your directions, use a preposition from the Word Bank. You also may use other prepositions.

Word Bank				
over	down	across	behind	on

Key Words: preposition, prepositional phrase, location, relationship

LESSON TWO

Prepositions which are used often are listed in the Word Bank.

Word Bank			
above	below	in	toward
across	beside	into	under
after	between	of	up
among	by	on	with
around	down	over	
at	for	through	
behind	from	to	

Write the following sentences in your exercise book. Put prepositions in the blank spaces. Then underline the prepositional phrase.

1. Tsefy played the piano well _____ 10 years of lessons,

2. My brother and I walked _____ the street.
3. The Rift Valley look pretty _____ the mountains.
4. The book was written _____ the nineteenth century.
5. He planned to herd the cows _____ the lake.
6. The taxi driver took us _____ the shop _____ our home.
7. His plans _____ the trip were made months ago.
8. My family traveled _____ Nazareth to visit our uncle.
9. My brother plays football _____ the field _____ the street.
10. My father works _____ the corner from my mother.

Choose five of the prepositions from the word bank. In your exercise book write sentences using each preposition. Underline the prepositional phrases and circle the preposition.

LESSON THREE

Listen to your teacher read a story about Ethiopia before the drought.

Before the Drought

Meyomuna recalls the days when she and her family collected a rich coffee harvest from their farm in eastern Ethiopia. “There were terraces planted with sorghum and maize, coffee bushes bearing white berries that turned red and streams that poured down the mountains,” she said, looking at the drought-stricken landscape that surrounds her today.

Meyomuna thinks back to a time in Bedeno in the Hararghe region when rain filled wells over the top, nourishing the crop of Harar coffee. “Below in the valleys, sheep, goats, oxen, and cows grazed on the rich pasture,” she said. “But a drought has kept coming back to Bedeno for the last three years. It has destroyed everything. We are now virtual beggars surviving on handouts.”

Read the story silently to yourself. In your exercise book write all of the prepositional phrases and underline the prepositions found in the story. Remember that a prepositional phrase begins with a preposition and ends with a noun or pronoun.

Compare your answers to your partner’s answers.

Key Words: drought, drought-stricken, terrace, bearing, surviving, beggars, surviving, handouts, virtual

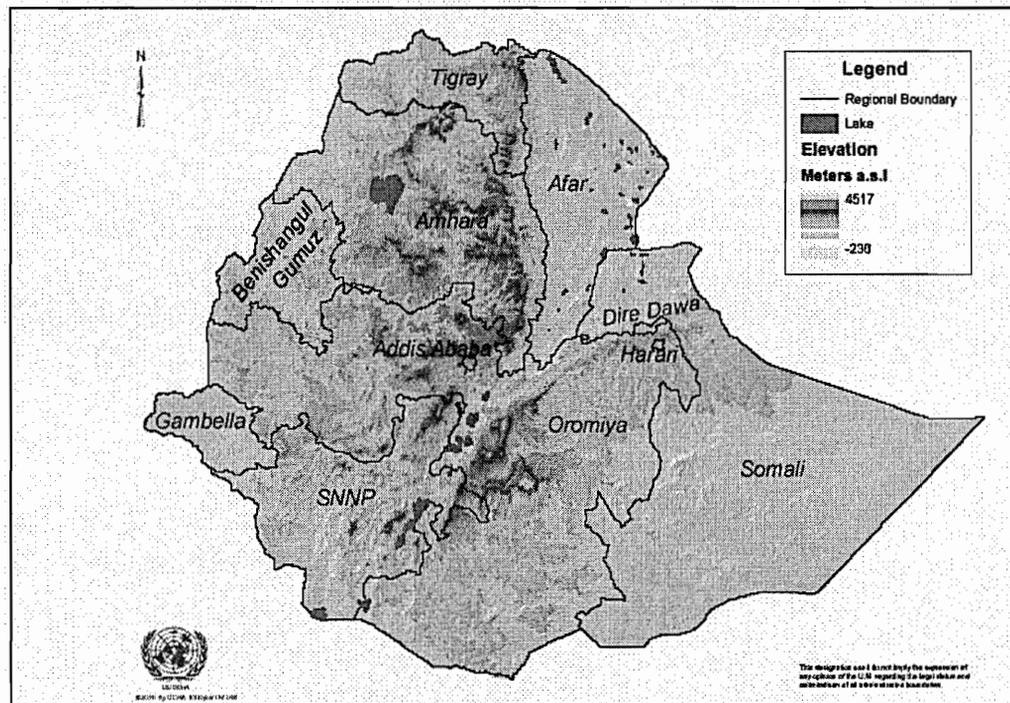
LESSON FOUR

In your exercise book, write all the words that you can think of that tell about a drought. Share your words by putting them on the blackboard. After the list on the blackboard is completed, work with a partner to write five sentences. Use the words on the board to describe what happens during a drought.

In your exercise book and with your small group, use as many words as you can from the blackboard to make a web that shows how the words are related to each other. Follow the example that is on the blackboard.

LESSON FIVE

Read the map that shows the major regions in Ethiopia.



Discuss with your partner the locations of the worse than normal vegetation conditions that are listed on the chalkboard. Write the names of these areas in your exercise book.

In your workbook write five sentences describing the location of the drought regions in relationship to the city of Addis Ababa and to your home. Use words like east, west, north, south, above, and below.

Share your sentences with your partner.

LESSON SIX

Read the information below to your partner. You will read the first paragraph, and your partner will read the second paragraph.

The Drought in Ethiopia

A drought occurs when there is not enough rain to help grow crops. In 2002 the worst affected drought areas were Afar, Somali, and western Harerge. The pastoral woredas of East Shewa zone of Oromia region also had a bad drought. Almost one-half of the cattle were lost in Afar. Millions of people are affected when there is a drought. Seventeen million of the 67 million who live in Ethiopia were affected by the 2002-2003 drought. When the main crop yield declines, malnutrition usually occurs.

Agriculture accounts for 45 percent of the Ethiopian economy. Also, 80 percent of the population depends on rain-fed agriculture life. Ethiopians who live in rural areas need agriculture to live. When the amount of rainfall is under the normal level, people suffer. Help is needed to improve access to food. Seeds, feed, equipment, health services for animals and people, and water management techniques are needed. In addition to the drought, above average rainfall also affects crops. Over two billion tons of topsoil a year are blown away or washed down the Blue Nile River.

In your exercise book answer the following questions about the drought. Use complete sentences.

1. What is a drought?
2. How does a drought affect people and animals?
3. Is above average rainfall helpful?
4. What percent of Ethiopians count on agriculture for living?
5. According to the information provided, why is help needed?
- 6.

Key Words: affected, malnutrition, rain-fed, agriculture, amount, suffer, access, topsoil, water management techniques, worst

LESSON SEVEN

Reread the text about drought in Ethiopia from Lesson Six silently. Talk with your partner about ways to prepare for and survive the drought season. List these ideas in your exercise book.

With your partner and from the list of ideas written in your exercise book, write five sentences. Each sentence must have at least one prepositional phrase.

Put the sentences in paragraph form by beginning with the following topic sentence: *There are several ways to prepare for and survive the drought season.* Each paragraph should have at least four sentences with at least one prepositional phrase in each sentence.

UNIT 10 MY EXPERIENCE/WHAT I COULDN'T DO IN THE PAST

Unit Objectives

In this unit you will learn to compare and contrast what you and others could and could not do in the past with what you can and cannot do now. You will listen to and read about what people can and cannot do in the present and in the past. You will read and answer questions about a conversation between two people. You will make sentences using new words and language patterns.

LESSON ONE

When we get older, we can do things that we could not do when we were younger. We use *can* to tell others what we are able to do now. We use *cannot* to tell others what we are not able to do now. We use *could* to tell others what we were able to do in the past. We use *could not* to tell others what we were not able to do in the past.

Listen to your teacher read a story about a girl who can do things now that she could not do when she was little.

Talk with a partner about the main idea of the story. Then compare what you can do now with what you could not do when you were younger.

Example

When I was younger I could not play football with my brother. Now that I am older, I am a good football player.

Key Words: can, cannot, could, could not

LESSON TWO

When we talk and write about things that happened in the past, we must use *past tense verbs*. These verbs tell us that things happened before now. When we talk and write about things that are happening now, we

must use *continuous present tense verbs*. These verbs tell us about things that are happening now.

Example

Last night I chopped wood for the fire.

Today I chop wood for the fire.

Listen to your teacher read a story about a boy and a girl. Listen for when things happen.

Talk with a partner about the main idea of the story. Tell each other about what your family did yesterday after school. Then tell each other what you and your family are doing today after school.

Example

Yesterday my family ate dinner at our uncle's house.

Today, my family is eating dinner at home after my father comes home from the clinic.

Write three sentences in your exercise book about what your family did yesterday. Use *past tense verbs* and put a line under each verb. Write three sentences in your exercise book about what your family is doing today after school. Use *present tense verbs* and put a line under each verb.

Read your sentences to your partner.

Key Words: present tense, past tense, yesterday, today

LESSON THREE



Work with a partner. Look at the picture. Iman and Abdellah have extra money to spend at the market. Tell each other what you think Iman and Abdellah are saying to each other. Then read the story by yourself.

Iman and Abdellah Go to the Market

Iman: "Hello, Abdellah. What can you spend your money on today?"
Abdellah: "Hello, Iman. I want to get my grandfather something nice because he is feeling sick. What can you spend your money on today?"
Iman: "I want to get something sweet."
Abdellah: "I cannot get something sweet. My grandfather cannot eat sweet things because he is too sick."
Iman: "You can get your grandfather something that is not sweet to eat."
Abdellah: "Yes, I can. Fruit is not very sweet. He can eat bananas and oranges. I can buy fruit for my grandfather. He and I can share it."
Iman: "Good! Now what can I buy with my money? I know. I'll buy some sugar cane and share it with you."

Copy the sentences in your exercise book. Write the correct verb in each blank. Use *present tense* for something that is happening now. Use *past tense* for something that happened before now.

1. Abdellah _____ (cannot, could not) spend his money on something sweet today.
2. Iman _____ (has, had) no extra money yesterday.
3. Abdellah _____ (wants, wanted) to buy something sweet for his grandfather today.
4. Abdellah and Iman _____ (can, cannot) both buy something today.

Read and answer to questions alone or with a partner. After you talk with your partner, share your answers with someone in your group.

1. Abdellah's grandfather cannot eat sweet things. Why not?
2. Why does Abdellah buy something for his grandfather?

3. Why do you think Iman decides to buy sugar cane?
4. What can Iman tell Abdellah to buy for his grandfather?

Key Words: can, cannot, has, had, wants, wanted

LESSON FOUR

When we answer a question, we must be able to give reasons for our answers. We do this by answering questions that begin with *why* or *why not*. We do this by using words such as *because* or *since*.

Example

Jemal: "I could not do my homework last night."

Fatuma: "Why not?"

Jemal: "I could not do it because it was too difficult for me."

Think of a time when you gave a reason for something that you did. Yesterday Jemal and his little brother Abdi were outside. Jemal cared for the goats while Abdi played in the field. Read the title and tell your partner what you think this story is about. Read the story silently to find out what Abdi did and why he did it.

Abdi's Mistake

Abdi: "Jemal, why do you care for the goats? We can play in the field and throw rocks at the birds."

Jemal: "Abdi, I promised Father that I would take care of the goats. Father works very hard in the fields. The teff must be harvested and the vegetables picked. Why do you want to throw rocks at the birds?"

Abdi: "I like to watch the birds fly away! They make me laugh when they chirp!"

Jamal: "Do not throw rocks! You can hit the goats!"

Abdi: "I promise not to hit the goats with the rocks."

Jamal: "Abdi! You just hit the baby goat! Why did you throw rocks at him?"

Abdi: "Jemal, I did not want to hit the goat. I threw rocks because I wanted to scare the birds away and hear them chirp!"

Write answers in your exercise book to the questions.

1. Why does Jemal care for the goats?
2. Why does Abdi throw rocks?
3. Is Abdi older than Jemal? What in the story made you say that?
4. How old do you think Abdi is? Why do you think that?

Key Words: why, why not, throw, threw, harvested, mistake

LESSON FIVE

Work with a partner. Reread the story, “Abdi’s Mistake.” Talk with your partner about the main idea of the story.

Everyone makes mistakes. Think of a time you made a mistake. In your exercise book, tell about your mistake. Tell what the mistake was, and tell how it happened. Why did you do what you did? What happened after you made your mistake?

In your exercise book, write what you think happened after Abdi made his mistake.

LESSON SIX

Think about what you can and cannot do now. Think about what you can do at home, at school, and in other places. Think about what you cannot do at home, at school, and in other places. Copy the charts in your exercise book. List four things you can do and four things you cannot do at home, at school, and in another place.

Things I Can Do at Home	Things I Cannot Do at Home
1.	1.
2.	2.
3.	3.
4.	4.

Things I Can Do at School	Things I Cannot Do at School
1.	1.
2.	2.
3.	3.
4.	4.

Things I Can Do in Another Place	Things I Cannot Do in Another Place
1. 2. 3. 4.	1. 2. 3. 4.

Choose one of the charts (Home, School, Another Place) that you completed in your exercise book. Use this list to write four sentences about what you can and cannot do.

LESSON SEVEN

Read the four sentences you wrote about what you can and cannot do. Tell your partner why you can and cannot do the things that are in your sentences.

Write a four-sentence paragraph about what you can do. Write a topic sentence to introduce your topic. After the topic sentence, add the sentences that you already wrote about what you can do.

Write a four-sentence paragraph about what you cannot do. Write a topic sentence to introduce your topic. After the topic sentence, add the sentences that you already wrote about what you cannot do.

Choose one of your paragraphs to present to the class.

UNIT 11 THE TEACHER I LIKE MOST

Unit Objectives

In this unit you will discuss what you like and dislike. You also will discuss what you want and need. You will read stories and show understanding of a text by using clues to learn the meaning of new words in the story. You will write sentences using a language pattern.

LESSON ONE

Dis means not. Adding *dis* to words changes their meaning.

Examples

to disrespect means not to respect

to disappear means not to appear

to disregard means not to regard

To dislike means not to like.

People talk and write about things they like and dislike. People like and dislike many things. Things we like are different from things we dislike.

Talk with a partner. Tell about three things that you like and three things that you do not like (dislike). Use the new language pattern, *dis*, to talk about things that you do not like (dislike).

Listen as your partner tells about three things that he or she likes and does not like (dislikes). Listen for the new language pattern.



Look at the picture. Listen as your teacher reads a dialogue about a National Holiday. The new language pattern is used in this dialogue. Listen for what Jamal and Fatuma like and dislike.

Listen as your teacher reads some questions. Tell the answers to your partner.

Key Words: like, dislike

LESSON TWO

People talk about things they want and need. Things they want are things they would like to have. Things they need are things they must have.

Examples

Want I want a new dress for the holiday.

Need I need shoes.

Want My parents want a truck.

Need My parents need a donkey.

Talk to your partner. Tell him or her three things that you want and three things that you need. Listen as your partner tells you three things that he or she wants and three things that he or she needs.

Talk to your partner. Tell him or her three things that your parents want and three things that your parents need. Listen as your partner tells you three things that his or her parents want and three things that his or her parents need.

Choose your most important want and your most important need. Share these with the class. Listen as others share their wants and needs with the class.

Choose what you think your parents' most important want is and their most important need is. Share these with the class. Listen as others share their parents' wants and needs with the class.

Key Words: want, need

LESSON THREE



The word *to* is often used to show movement to a new location.

Examples

I went *to* the market.

My friend walked *to* the river.

The teacher goes *to* school each day.

When we talk and write about things that we like to do, do not like to do (dislike), want to do, and need to do, the word *to* is not used to show location. **To** + a verb forms an *infinitive*.

Examples

to + run *to run*

to + buy *to buy*

to + do *to do*

to + watch *to watch*

Read the conversation silently. Look for the infinitives in each sentence.

What I Would Like

Fatuma: "Would you like *to have* a new football for the holiday?"

Jemal: "Yes, I would like *to buy* a new football *to use* in the school yard, but I have no birr. More than a football, I need an exercise book."

Fatuma: "How would you like *to get* money?"

Jemal: "I would like *to go* to market and sell a goat for my father. Then I will have enough birr for the football and for the exercise book."

Read the sentences. In your exercise book write the infinitives that are in each sentence.

1. I need <i>to run</i> to school today.
2. I would like <i>to buy</i> a car.
3. I need <i>to feed</i> the chickens.
4. I would like <i>to watch</i> the football game.
5. My father needs <i>to plough</i> the land in order <i>to grow</i> the crops.
6. My mother needs <i>to grind</i> the teff <i>to make</i> injera.
7. My parents need <i>to borrow</i> an axe <i>to chop</i> the wood.
8. My family needs <i>to carry</i> the bananas to market.

Key Word: infinitive

LESSON FOUR

Copy the chart in your exercise book. List five things you want to do and five things you need to do in the future.

Five Things I Want to Do in the Future	Five Things I Need to Do in the Future
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

In the chart below in your exercise book. List five things your parents want to do and five things your parents need to do in the future.

Five Things My Parents Want to Do in the Future	Five Things My Parents Need to Do in the Future
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Key Word: future

LESSON FIVE

In your exercise book write a paragraph about things you would like to do and things your parents would like to do. Be sure to use infinitives. Then write a second paragraph about things you need to do and things your parents need to do. Take turns sharing your paragraphs with a partner. Be sure to use infinitives.

Key Word: infinitives

LESSON SIX

Each sentence is true or false. Discuss the answer with your partner. Tell why the sentence is true or false.

1. Teachers can only be found in schools.
2. Teachers help all students in many ways.
3. Good teachers were always good students.
4. Teachers can become directors of a school.

In a group discuss why each of the following statements is true or false.

1. Parents make the best teachers.
2. Cruel teachers are only cruel to bad students.
3. Cruel teachers are bad teachers.
4. Nice teachers do not punish students when they are bad.

Read silently the story below.

Tsehay's Teacher

"My name is Tsehay. I have had many teachers. Most were good teachers. Good teachers care for their students. They treat each student with respect, and they are fair with all students. They do not treat some better or worse than others. Good teachers are kind and helpful so they are not cruel."

"The teacher I like the most is my father. He does not teach in a school, but he has taught me many things. My father cannot read or write, but still he teaches me it is important to learn to read and write. He teaches

me how to use tools on a farm. He tells me how to fish, and he teaches me animal husbandry. He is always patient, and he explains things carefully to me. He teaches me to milk cattle, raise goats, and care for sick animals. When I grow up, I want to be a veterinarian so that I can heal sick animals. To be a veterinarian, I need to study hard at school and get good grades.”

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

1. In the sentence “They treat each student with respect,” what does *respect* mean?
2. In the sentence, “They are not cruel,” what does *cruel* mean?
3. Why is Tsehay’s father his favourite teacher?
4. What kind of education did Tsehay receive outside of school?
5. What are the qualities of a good teacher?
6. What is animal husbandry?
7. What is the work of a veterinarian?

Discuss your answers with your group.

Key Words: important, respect, serious, cruel, patient, animal husbandry, veterinarian

LESSON SEVEN

With a partner answer the following questions in complete sentences.

1. Who is the teacher you like most?
2. Why do you like that teacher?
3. How does the teacher help serious students?
4. How does the teacher help cruel students?

In your exercise book write a story about the teacher you like most.

Share the story with a partner.

UNIT 12

PLAN YOUR DAILY WORK

Unit Objectives

In this unit you will express your ideas about daily routines orally and in writing. You will read and answer questions about texts. You will make sentences based on information from charts and tables.

LESSON ONE

A routine is something that someone does on a regular basis. It is a particular behaviour or activity. The things that we do every day are called daily routines. Some of our daily routines are done in the morning, in the afternoon, or in the evening.

As a class we make a list of some of the things that we do over and over again.

Example

Everyday I wash my face.
In the evening I help make our dinner.

Work with a partner to develop a list of daily routine activities in your exercise book. Be prepared to share your list orally with the class.

Listen to your teacher read the list of routine activities generated by the class. Select one routine activity from the chalkboard and talk to a partner about the activity.

Example

Student 1: "When do you wash your face?"
Student 2: "I wash my face every morning when I wake up."
Student 1: "That's when I wash my face too."
Student 2: "I also wash my face anytime it is dirty, usually before I go to bed."

Think about things (routines) that you do everyday in the morning, afternoon, and evening. Tell your partner what you do everyday.

Your teacher will read a passage about Ahmed’s Saturday routines. Tell your partner three things that you think Ahmed might do on Saturday. Listen as your teacher reads the passage.

Tell your partner the routines that you will do on Saturday. Compare and contrast your routines to Ahmed’s routines by telling your partner how the routines are alike and different.

Key Words: routine, everyday, orally

LESSON TWO

Have a conversation with your partner about what you will do next weekend. Take turns asking and answering the questions in the chart. Make sure that your answers are in complete sentences.

Questions	Answers
1. Will you get up late?	
2. Will you go to bed late?	
3. Will you help your parents?	
4. Will you go anywhere?	
5. Will you go shopping?	
6. Will you read a book?	
7. Will you play with your friends?	
8. Will you take a bath?	
9. Will you cook anything?	
10. Will you go to the market?	

Talk with your partner about how you and your partner’s answers compare and contrast.

Key Words: conversation, weekend

Timetables help us plan our daily activities. Below is a timetable that shows the activities of Marta and Beyene on Saturday.

Marta		Beyene	
7:30 a.m.	Wake up	8:00 a.m.	Wake up
8:30 a.m.	Make breakfast	9:00 a.m.	Wash clothes

10:00 a.m.	Clean the house	10:00 a.m.	Go to town
2:00 p.m.	Have a rest	2:00 p.m.	Visit friends
8:00 p.m.	Eat dinner	7:30 p.m.	Eat dinner
10:00 p.m.	Go to Bed	9:30 p.m.	Go to bed

Use the chart and work with your partner taking turns to answer the questions below. Make sure you answer the questions using complete sentences.

1. Which child wakes up first?
2. What are the children doing at 10:00 a.m.?
3. What time do Marta and Beyene eat dinner?
4. Who takes time on Saturday to rest?
5. Who do you think gets hungrier on Saturday? Why do you think you made the right choice?
6. Who do you think goes shopping?
7. Who goes to bed the latest?
8. Who probably has the most fun on Saturday?
9. Does either child do any homework?
10. Does Marta or Beyene help prepare a meal?

LESSON THREE

Listen to your teacher read a passage about trying new activities.

Trying New Activities

Activities are things that people do. Most people enjoy activities they do well. Because they enjoy the activities, they do them often. The more people do activities the better they get at them.

Being good at certain activities should not keep a person from trying new activities. Being able to do different activities gives someone more chances to do many different activities each day.

Share with the class one new activity you would like to try. In your exercise book write about the new activity you would like to try. Tell why you would like to try it.

Key Word: often, new, different, try, activities

LESSON FOUR

Using Lessons 1-3 about planning your daily work, write a definition for the following words in your exercise book.

Words	Definitions
once	
twice	
frequently	
monthly	
often	

Share your definitions with a partner.

Read the definitions below. Compare them to your definitions, and make corrections to the definitions that you wrote.

Words	Definitions
once	at one time, on one occasion
twice	two times
frequently	constantly, repeatedly
monthly	one time each month
often	frequently, many times

Think about what you do frequently: once a week, twice a day, and often. In your exercise book, write two sentences about what you do once a week, two sentences about what you do twice a day, and two sentences about what you do often. Each sentence should tell about a different activity.

Share your sentences by reading them to a partner.

LESSON FIVE

Gobeze has many activities to complete after getting home from school and before going to bed. Below is a list of activities that he has to complete before 9:00 p.m.

Work with a partner to complete a schedule for Gobeze to complete all of his activities. Record your information in your exercise book.

Gobeze's Jobs

Do homework	Gather firewood for cooking	Wash the pots after supper
Take Grandmother some teff	Practice soccer with the team	

Gobeze's Schedule

3:30 p.m.	
4:00 p.m.	
4:30 p.m.	
5:00 p.m.	
5:30 p.m.	
6:00 p.m.	
6:30 p.m.	
7:00 p.m.	
7:30 p.m.	
8:00 p.m.	

Think about what you do daily. Choose a day of the week and write a schedule for yourself in your exercise book.

Compare your schedule to your partner's. Talk with your partner about how your schedules are alike and different.

LESSON SIX

Read the passage below silently.

A Day in the Life of Tesfanesh

Tesfanesh is an Ethiopian girl. She lives in Addis Ababa with her family. There are six members in her family. She has a mother, father, two brothers, and a grandmother.

Tesfanesh goes to school in Addis Ababa. She is in grade seven. She loves going to school. Her favourite subject is English.

She goes to school on Monday, Tuesday, Wednesday, Thursday, and

Friday. On school days she wakes up early, helps her mother with a few chores, eats her breakfast, and walks to school. Tesfanesh ends her day by helping her mother prepare supper and doing her homework before going to bed.

After reading the story about Tesfanesh, answer the following questions in your exercise book. Use complete sentences.

1. In your own words tell what the story is about.
2. What routines does Tesfanesh do daily?
3. What chores do you think she does in the morning to help her mother?
4. In this story what does the word *supper* mean?
5. What other information would you like to know about Tesfanesh's daily routines?

Read the story again silently. Copy the chart into your exercise book. Use information from the story to complete the chart to list Tesfanesh's daily routine activities.

Morning	Evening

LESSON SEVEN

Look back at the schedule you wrote in Lesson Five. In your exercise book write three paragraphs about your routine activities for a day. In the first paragraph tell what you do in the morning. In the second paragraph tell what you will do in the afternoon. In the third paragraph tell what you will do in the evening.

Use the following words to help organize your paragraphs: morning, afternoon, and evening.

Ask your partner what activities he or she does at home, what time he or she does these things, and how long it takes to do the activities. Share your schedule with a partner.

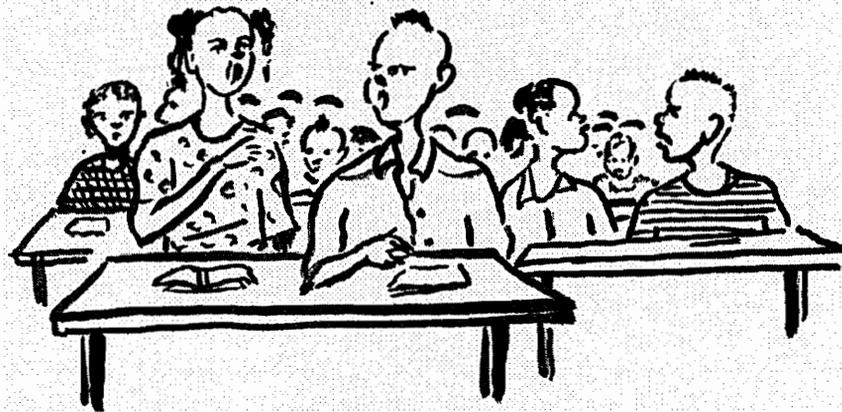
Key Words: activities, morning, afternoon, evening

UNIT 13 MY FUTURE PLANS

Unit Objectives

In this unit you will listen and talk about immediate and future plans. You will read passages about people and places. You will demonstrate your understanding of the passages by explaining the main idea. You will use language patterns to write about your future plans.

LESSON ONE



Listen as your teacher reads the story, “As Usual.” Tell your partner what you think the story will be about. As your teacher reads the story, listen for the time of day that things happen.

Listen as your teacher says a time of day that Abdu and Momina do things. Tell your partner what they do at each time of day.

Listen as your teacher says a time of day. Tell your partner what you do at this time each day.

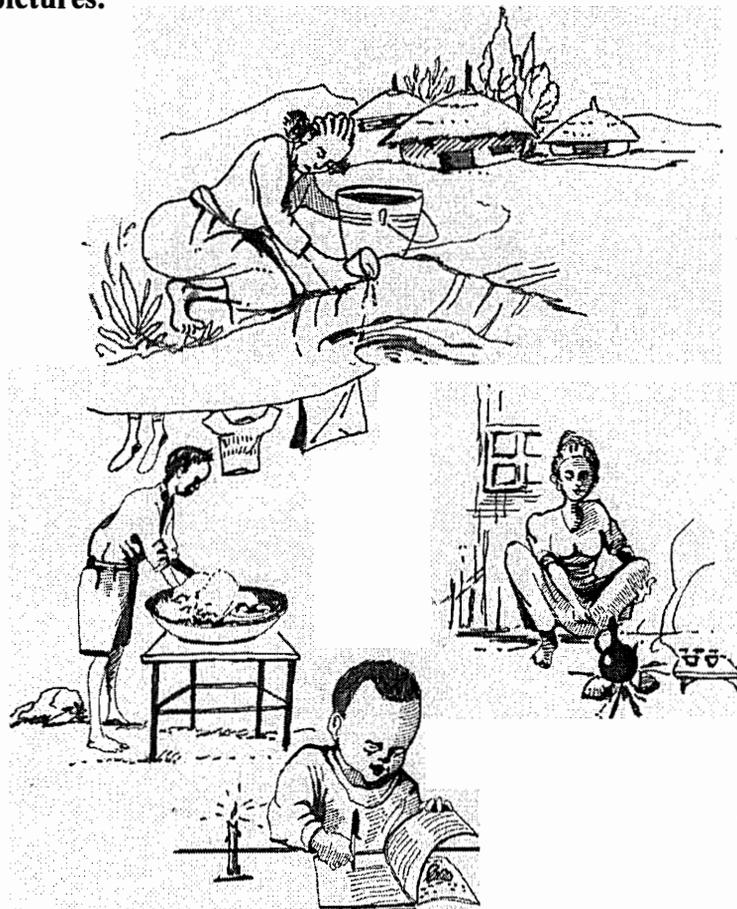
Tell your partner what you do at the same time of day as Abdu and Momina.

Key Words: conversation, o'clock, usually

LESSON TWO

When we talk about future events we use the language pattern *will*.

Look at the pictures. Tell your partner what each person is doing in the pictures.



Listen as your teacher reads sentences about the girls and boys in the picture. Listen for the new language pattern that tells about *immediate future plans*.

Use the new language pattern to tell about when you will do each of the things that the boys and girls are doing in the pictures. Tell this to a partner.

Key Words: immediate future plans, events, will

LESSON THREE

We can plan what we *will do* next Saturday. We can also plan what we *will not do* next Saturday. What will you do next Saturday? What will you not do?

Examples

I will I will help my father build a chair.
I will not I will not go to school.
I am going to Later, I am going to write a letter to my uncle.

I will I will go to the market to buy shoes.
I will not I will not have time to play with my brother.
I am going to At night, I am going to read a good book.

In your exercise book complete the chart below with a list of things you will do next Saturday. Then add a list of things you will not do.

What I will do next Saturday	What I will not do next Saturday
1.	1.
2.	2.
3.	3.
4.	4.

In your exercise book write sentence sets which tell what you will do next week and what you will not do next week. Use the examples above to help you write your sentences.

1. Next Saturday I will _____.
 I will not _____.
 I am going to _____.
2. I will _____ next Saturday.
 I will not _____.
 I am going to _____.
3. After that I will _____ next Saturday.
 I will not _____.
 I am going to _____.

4. I will _____.
I will not _____.
I am going to _____.

Take turns sharing your sentences with a partner. Give reasons for what you will do and reasons for what you will not do.

Key Words: will, will not, am going to

LESSON FOUR



Zewdie is a farmer. He works very hard and is very poor. Because of the drought, he never earns enough money to feed his family well. One day he talks to his wife about his problem.

Discuss the questions below in your group.

1. What is Zewdie's problem?
2. What will Zewdie talk about with his wife?
3. Why can Zewdie not earn enough money to feed his family?
4. How do you think Zewdie will solve his problem?

Read the title of the story and tell your partner what you think the story will be about.

Half of Everything

Zewdie: "Our farm is too small. We can't grow much on it."

Mrs. Zewdie: "Go and ask the land owner for another piece of land. Then we will be able to grow more vegetables and sell them."

Zewdie went to the land owner and asked for some land.

Land owner: "All right. I will give you a piece of land, but good land is expensive. You must give me half of everything you grow."

Zewdie: "It will be difficult to divide all my crops in half. It will take a long time to count every seed, vegetable, and plant. Let's divide them in an easier way."

Land owner: "What do you have in mind?"

Zewdie: "In the first year you can all take the vegetables above the ground. I will keep all the vegetables below the ground. In the second year you can have all the vegetables below the ground. I will keep everything above the ground. That way we will not need to count everything."

Land owner: "That's a good idea, Zewdie."

Zewdie: "Thank you, sir."

Zewdie was very happy. In the first year he grew carrots, onions, and potatoes. In the second year he grew beans, tomatoes, and peas.

In your exercise book answer the questions in complete sentences.

1. How did Zewdie solve his problem?
2. Why did Zewdie grow carrots, onions, and potatoes in the first year?
3. Why did he grow beans, tomatoes and peas in the second year?
4. What do you think he will plant in the third year?
5. If you were Zewdie, what crops would you plant in the future?
6. What lesson did you learn from this passage?
7. What is the main idea of the passage?

Key Words: land owner, expensive, difficult, divide, vegetables

LESSON FIVE

We often write our future plans as well as our immediate plans. Future plans can be those which we hope to do later today or years from now. Think about what you hope to do when you finish school. Do you hope to go to university? Do you plan to have a family?

Look at the possible activities for the future in the Word Bank. Read the list out loud to your partner.

Word Bank	
go to university	get married
have a family	start a business
work as a farmer	herd animals
own your own wheat farm	be a fisherman
become a medical doctor	become a school teacher
work for a business	become a scientist

Copy the chart below in your exercise book. In the chart write a list of things you wish to do in the future. Then make a list of things you do not wish to do in the future.

Things You Wish to do in the Future	Things You do not Wish to do in the Future
1.	1.
2.	2.
3.	3.
4.	4.

Share your list with a partner. Take turns talking about the things you wish to do in the future. Talk about things you do not wish to do.

Example

1. In the future I will go to the university.
2. I want to start a business with my father in the future.
3. In the future I want to have a family.

In your exercise book write three complete sentences about what you wish to do in the future. Write three complete sentences about what

you do not wish to do in the future. Use the list from the chart you completed to help you write the sentences.

With a partner take turns reading the sentences you wrote. Talk about other things you wish to do in the future.

Key Words: immediate, future, activities, university, possibilities

LESSON SIX

Read the title of the passage below. With a partner make predictions about what you think the passage will be about.

Read the passage, "Touching Ethiopia" silently.

Touching Ethiopia

Ethiopia is my country. The country is located in northeast Africa where the land mass is one of the oldest on the planet. The country has outstanding physical features – mountain ranges, lowlands, meadows, rivers, deserts, valleys, and deep river gorges. The Blue Nile River originates in Ethiopia. The country has the oldest human fossils found on the planet earth.

The country has a tremendous history. Its history goes back more than 3,000 years in Axum. Ethiopia has a great history and a sad history. It tells the story of glorious moments and tragic moments. It has been a rich nation and a poor nation. In the past Ethiopia was led by a monarchy. Kings and queens ran the country for a very long time. Today, Ethiopia is a federal democratic republic. Its government is run by elected leaders.

Ethiopia is the home of more than 70 million people. Its strength has been enabled by its diverse people. They come from many ethnic groups, language groups, religious groups, and cultural groups.

Though there is much diversity, the people of Ethiopia share common interests, shared values, and tolerance of its people. The future of the county is in the hands of its young. I am a young Ethiopian, and I am the future of the country. I can choose my future and the future of my

country. I can plan my future with my country in mind. My plan can help Ethiopia be as great in the future as it was in the past.



Work with a partner. Use the words in the Word Bank to fill in the gaps. Each word may be used only once. Write the answers in your exercise book.

Word Bank			
northeast	enabled	young	physical features
fossil	future	history	democratic republic

Ethiopia is located in the _____ part of Africa. The country has outstanding _____ like the Blue Nile and Baro rivers and the Rift and Awash River valleys. The country's recorded _____ dates back 3,000 years. It is called the cradle of civilization. Ethiopia is the home of Lucy, the most famous human _____. Even older fossils and stone tools have been found here.

In the past, Ethiopia's government was a monarchy, led by a long line of kings and queens. Presently, the government is a federal _____. It is led by elected officials. Ethiopia's strength is its diverse people. They speak many languages, they have different religions, and they come from many ethnic and cultural groups. The country's strength is _____ by its people.

Ethiopia has a long and proud history. Its future depends upon its _____.

Key Words: fossils, lowlands, originates, monarchy, federal democratic republic, government, diversity, ethnic, cultural, tolerance

LESSON SEVEN

In your exercise book write complete sentences to answer each item below.

1. Write the main idea of the passage, "Touching Ethiopia," in your own words.
2. What does "Touching Ethiopia" mean?
3. The future of the county is in the hands of its young. What does this mean?
4. How can you touch Ethiopia?
5. How will your future plans help your country?

Share with a partner the sentences you wrote.

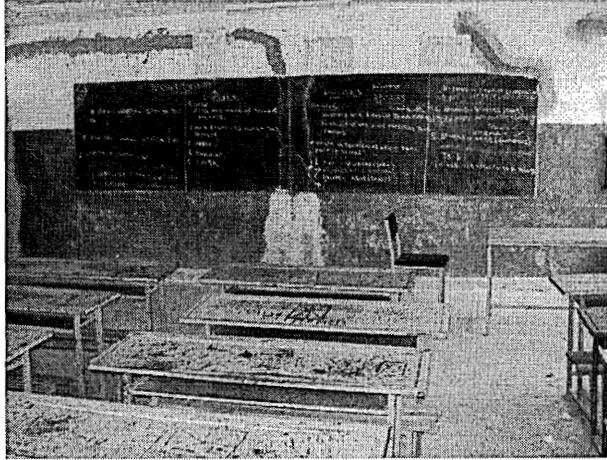
In a group take turns comparing your answers.

UNIT 14 TAKING CARE OF THOSE WITH HIV/AIDS

Unit Objectives

In this unit you will use new language patterns to talk about things that you must or have to do. You will talk about things that you had to do in the past. You will review what you know about HIV/AIDS and learn to speak, read, and write about taking care of people with HIV/AIDS.

LESSON ONE



When we talk about things that we must do or must not do, we use new language patterns. We use the language patterns must and must not plus the action.

Look at the picture of the classroom. Talk with a partner. Name all of the things in the picture of the classroom. Report your answers to the class. Listen as other students report their answers to the class.

Think about what you must do to keep our classroom clean. Share these ideas with the class. Listen to your teacher read sentences about what we must do to keep our classroom clean.

Tell your partner four things you must do to keep the classroom clean.

Now listen to your teacher read sentences about what we must not do to keep our classroom clean.

Tell your partner four things you must not do if you are to keep the classroom clean.

When we use the language pattern *must not*, we can use the contraction, *mustn't*.

Listen to your teacher read sentences about what we mustn't do to keep our classroom clean.

Tell your partner four things you mustn't do if you are to keep the classroom clean.

Key Words: mustn't, must not, must, contraction

LESSON TWO

When we talk about things that we must do or must not do, we also can say that these are things that we have to do or do not have to do.

Listen to your teacher read sentences about what we have to do to keep our classroom clean.

Tell your partner three things you must or have to do at home.

Example

We must help our family when we get home from school.

We have to help our family when we get home from school.

We have many things that we must not or do not have to do at home.

Tell your partner three things that you must not or do not have to do at home.

Example

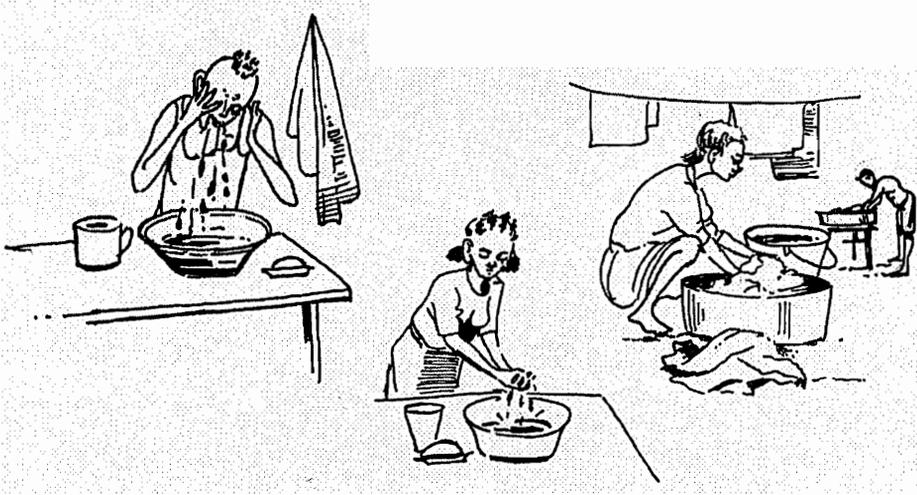
We must not play football after school when we have work to do at home.

We do not have to play football after school when we have work to do at home.

Report to the class about things you must and must not do and have to and do not have to do. Listen as other students report to the class.

Key Words: mustn't, must not, must, have to, do not have to

LESSON THREE



Listen to your teacher read a story about things we must or have to do in our everyday lives. Listen to the story about Tsehay and Tesfaye.

Tell your partner about what Tesfaye and Tsehay must or have to do to keep clean.

With a partner make a list of rules for keeping yourselves clean. Use the new language patterns to make your list.

Work with another set of partners. In your group of four, share your list of rules for keeping yourselves clean. Listen for the new language patterns.

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

Key Words: must, have to, wash, washes, uniforms, healthy, clothing, water, soap, rules

LESSON FOUR



When we care for patients with HIV/AIDS, there are things that we must or have to do. When we care for patients with HIV/AIDS, there are things that we must not or do not have to do.

The students in the picture belong to the school HIV/AIDS club. They are making a list of what they must or have to do and must not or do not have to do to keep themselves and others healthy.

Tell your partner what some the clubs rules might be.

Read the story silently.

Rules for Keeping Yourself and Others Healthy

Tesfaye and Tsehay met with the school HIV/AIDS Club. They worked with the other members of the club to make a poster. The poster had a list of rules. The rules told what students must and must not do to live safely with HIV/AIDS patients. Here are the rules that the club wrote.

Rules for Living Safely with an HIV/AIDS Patient

1. You must wear gloves when touching blood.
2. You have to wear gloves when touching body fluids.
3. You must not share needles.
4. You mustn't have unprotected sex.
5. You must not share a toothbrush.
6. You have to be careful with sharp objects.
7. You must wash your hands frequently.

Tesfaye and Tsehay put the poster on the wall of the classroom. The club members read the rules out loud to the class the next day.

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

With a partner point to the new language patterns in each of the seven rules. Tell your partner the new language pattern as you read it out loud.

Report the main idea and the new language patterns to the class. Listen as others report to the class.

Key Words: must, have to, mustn't, must not, careful, frequently, uniforms, unprotected, fluids, objects

LESSON FIVE



A doctor spoke to a meeting of the school HIV/AIDS club. Tesfaye and Tsehay asked the doctor to talk about living with an HIV/AIDS patient. She used some of these words in her talk.

Word Bank			
love	care	cover	feed
promise	collect	burn	served
rubbish	vomit	cough	sick
transmit	sharp	needle	blood

With a partner take turns reading the words in the Word Bank out loud. Tell your partner how you think the doctor used the words in her talk.

Read what the doctor told the HIV/AIDS Club.

Living With an HIV/AIDS Patient

Many people love and care for HIV/AIDS patients at home. People who care for HIV/AIDS patients must follow some simple rules. They must feed the patients healthy food served in clean dishes. They must cover the patients with clean blankets and keep them comfortable.

They must be careful when coming in contact with the patient's blood or mucus. The patient can transmit HIV/AIDS through these body fluids. They must collect and burn any rubbish with body fluids on it. People who care for HIV/AIDS patients must be careful with sharp objects or needles. The patient must promise to go to the clinic if he or she feels sick or has a cough that doesn't get better.

People who love and care for HIV/AIDS patients must follow these simple rules. If they do, everyone in the home can stay healthy and HIV/AIDS free.

Tell your partner the main idea of the doctor's talk.

Read the list of words in the Word Bank again. Tell your partner how each word was used in the doctor's talk.

Key Words: promise, collect, rubbish, mucus, cough, sharp, needle

LESSON SIX

Copy the sentences below in your exercise book. Use the words in the Word Bank to fill the gaps in each sentence. Each word is used only once.

Word Bank				
care	feed	burn	needles	blood

1. Many people love and _____ for family members with HIV/AIDS.
2. You must collect and _____ any rubbish that has body fluids on it.
3. You have to be careful when handling sharp _____.
4. You musn't handle mucus or _____.
5. You must _____ the patient healthy food.

Exchange exercise books with your partner. Read your partner's sentences. Report your answers to the class. Listen as others report to the class.

Use the five words in the Word Bank above to write complete sentences in your exercise book. You may use more than one word from the Word Bank in each sentence.

Share your sentences with the class.

Key Words: care, feed, burn, needles, blood

LESSON SEVEN

Review the language patterns in Lessons One and Two. You will be using the new language patterns to write about living with an HIV/AIDS patient.

Talk with your partner about what you must or have to do when living with an HIV/AIDS patient. Talk about what you must not or do not have to do when living with an HIV/AIDS patient.

Write two paragraphs in your exercise book. In the first paragraph write about what you must or have to do when living with an HIV/AIDS patient. In the second paragraph write about what you must not or do not have to do when living with an HIV/AIDS patient.

Exchange exercise books with your partner. Read your partner's paragraphs. Report to the class. Listen as others report to the class.

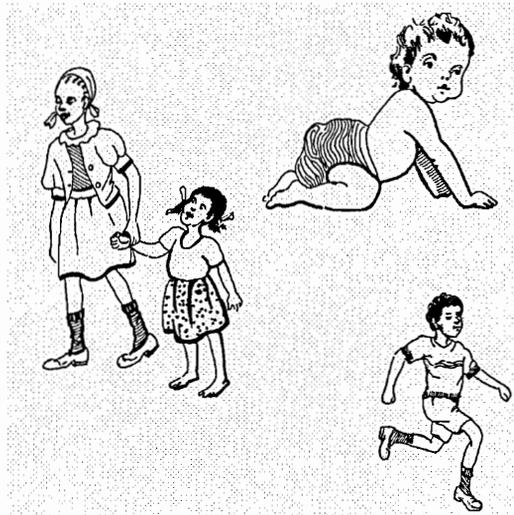
Key Words: mustn't, must not, must, have to, do not have to, exchange

UNIT 15 HARMFUL TRADITIONAL PRACTISES

Unit Objectives

In this unit you will use new language patterns to talk about what people have done in the past. You will ask and answer questions about what you and others did in the past. You will use time phrases to talk, read, and write about what people did or did not do in the past.

LESSON ONE



When we talk about things that people did in the past, we use time phrases. Time phrases tell when in the past the action was done. Time phrases include years, months, weeks, and days.

Look at the pictures. Listen to your teacher say sentences about the children in the pictures. Listen for time phrases.

Tell your partner about something that you did a long time ago. Tell your partner something you did a few years ago. Tell your partner about something you did in the last few months, weeks, or days. Listen to your partner tell about something that he or she did in the past.

Work with another set of partners. In your group of four take turns telling what each of you did in the past. Listen for *time phrases*. Report to the class. Listen as others report to the class.

Key Words: time phrases, ago, last, past, years, months, weeks, days

LESSON TWO

Listen to your teacher read about what Soreti and Megersa did in the past. Listen for time phrases. Then tell your partner the time phrases you heard in the story.

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

Draw three pictures in your exercise book. Draw one picture of what you could do many years ago. Draw one picture of what you could do a few years ago. Draw one picture of what you could do months, weeks, or days ago.

Tell you partner about your pictures. Listen to your partner tell about his or her pictures. Listen for time phrases.

Work with another set of partners. In your group of four, take turns telling about your drawings. Listen for time phrases.

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

Key Words: time phrases, ago, last, past

LESSON THREE

People did things in the past that were harmful to them or to others. Some of these harmful things became traditions. Traditions are practises that are continued from the past without changing. Some traditional practises are harmful and should be changed.

Tell your partner about harmful traditional practises that you know about. Tell your partner about:

- 1. harmful practises that happened many years ago.**
- 2. harmful practises that happened a few years ago.**
- 3. harmful practises that are happening now.**

Work with another set of partners. In your group of four, take turns telling about harmful traditional practises.

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

Read what the teacher has written on the board. Read each word or sentence as the teacher points to it.

Key Words: ago, changed, practises, traditions, harmful, past

LESSON FOUR

Read a story silently about how traditional practises can be harmful.

Megersa Wants to go to University

Many years ago when Megersa was only a baby, his family planned his marriage. Megersa was promised to the daughter of a family in the next village. Her name was Meseret. Megersa would bring a large dowry to her family. This was the traditional practise. Parents decided who their children would marry. Daughters and sons married very young. Megersa's grandfather married young. Megersa's father married young, but Megersa didn't want to marry young.

When Megersa was a little boy, he was very smart. He learned to talk long before other little boys. He learned to read long before other little boys. He liked to read and learn.

Megersa started school when he was six years old. He enjoyed school. He enjoyed reading, writing, and mathematics, but he enjoyed science the most. Megersa's teachers said that he was the cleverest science student they had ever taught. Megersa dreamed of going to university and becoming a scientist.

Megersa's family said that he could not go to university. They said that Megersa must marry very soon and leave school. They said that this was the traditional family practise. Megersa was very sad and Megersa's teachers were very sad.

Megersa married and left school. He worked hard on the family farm. He and his new wife had a baby boy. Megersa told Meseret that their son did not have to follow the traditional way. He told her that their son would not have to leave school to follow the traditional practises. He

told her that they would begin new practises.

Discuss the main idea of the story with your partner.

Read the questions below. Use the information from the story to answer each question. Write the answers in complete sentences in your exercise book.

1. When did Megersa's family plan his marriage?
2. What would Megersa bring to Meseret's family?
3. What were three things that Megersa learned to do before other boys?
4. What were two things that Megersa dreamed of doing?
5. Why were Megersa and his teachers sad?

Compare answers with a partner.

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

Key Words: university, dowry, decided, daughter, promised, marriage, harmful, practises, traditional

LESSON FIVE

Read the story from Lesson Four out loud to your partner.

Tell your partner what you think about the traditional practises in the story? What would you have done if you were Megersa? Why?

Work with another set of partners. In your group of four, discuss other traditional practices that you know about with your partners. What do you think about the traditional practises in the story? What would you have done if you were Megersa? Why?

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

Key Words: university, dowry, harmful, traditional practises, reaction

LESSON SIX

Practise using time phrases to write about things that happened in the past. Copy the sentences in your exercise books. Use the Word Bank to fill the gaps in the sentences.

Word Bank	
ago	last

1. I learned to read English three years _____.
2. _____ year I was in grade five.
3. Two years _____ I was ten years old.
4. What did you eat for your meal _____ night?
5. It was _____ year that I went to visit my cousins in Addis Ababa.

Work with a partner. Exchange exercise books. Read your partner's sentences.

Write five sentences using *ago* and *last* to tell about things that happened in the past.

Work with a partner. Exchange exercise books. Read your partner's sentences.

Work with another set of partners. Exchange exercise books. Read each other's sentences.

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

LESSON SEVEN

New time phrases can be used to write about traditional practises.

With your partner write a list of four traditional practises. Talk with your partner about your personal reactions to the traditional practises. Tell what people did in the past and what they do or should do today.

Choose one traditional practise to write about. Write one paragraph about what people did in the past. Write one paragraph about what people do today. Write one paragraph about your personal reactions.

Read your paragraphs to your partner.

Work with another set of partners. Read your paragraphs to the group.

Choose one person's paragraphs to read to the class. Read the paragraphs out loud as you report to the class. Listen as other groups report to the class.

UNIT 16 BRAVERY

Unit Objectives

In this unit you will talk about your past experiences. You will read and answer questions about children who have shown bravery. You will write using past tense verbs about something that happened to you or someone you know.

LESSON ONE

When thinking about the past, we think of things that have already happened. For example, what you did last week or yesterday happened in the past.

Share with a partner five things you did in the past. You can share something you did yesterday, last week, or even years ago.

Sometimes two actions take place at the same time.

Example

He saw the dog. He ran away.

These two sentences sound much better as one long sentence.

Example

He ran away when he saw the dog.

or

When he saw the dog, he ran away.

In the first sentence, the word *when* connects two sentences to make a single sentence of two clauses. The second sentence starts with the word *when* and a comma (,) connects the two clauses. Both sentences are correct.

Example

Megersa ran to the house. His mother called him for dinner.

Megersa ran to the house when his mother called him for dinner.

or

When his mother called him for dinner, Megersa ran to the house.

Work with a partner. Combine the two short sentences into one long sentence.

1. The teacher clapped her hands. The students stopped talking.
2. The athlete stopped running. She hurt her foot.
3. The crops grew tall. They were gathered for harvest.
4. My family moved to a new city. Our house was destroyed by a flood.
5. Rahel studied for her English test. She made a good grade.
6. He went to market. He sold teff.

Share your sentences with your group.

Key Words: past, verb, comma

LESSON TWO

A verb is a word that shows action. Pairs of verbs can be combined to form one sentence. The verbs *opened* and *flew away* can be combined to form the sentence: *When he opened the window, the bird flew away.*

Work with a partner. Use each pair of past tense verbs to form one sentence. Remember to use a comma (,) or the word *when* to combine two short sentences into one long sentence.

1. chased, caught
2. slept, awoke
3. watched, listened
4. arrived, left
5. walked, talked
6. drove, arrived

When people talk about the past they often ask *when* and *why* questions.

Example

When he opened the window, the bird flew away.

When did he open the window? *Why* did the bird fly away?

Look at the sentences above. With a partner write one sentence that begins with the word *when*. Then turn the sentence into *when* and *why* questions.

Key Words: past, verb, comma

LESSON THREE

Tell a partner about three brave people you know. What characteristics make these people brave? Do they face danger? Do they help those in need?

Read the story silently.



Meseret and Endale

When my grandmother was young there were many forests in the land. The trees were old and full of magic. The trees had never been touched by an ax or saw. There was no need to cut the forest down.

The people in the village lived by the sea. Their houses were made of earth and stone. They gathered dung for fuel and ate nuts, berries, and roots of plants. No one came to the forest, and no one bothered the village.

The Forest Mother was invisible, but the villagers knew she was there. They believed she guarded them and helped the crops to grow.

There were two special children in the village, a girl named Meseret, and a boy named Endale. They were kind to all. The children were the only ones who could see the Forest Mother.

The Forest Mother talked to them. She loved their voices and sweet laughter. One day she warned them of a high tide and a terrible storm that was to wash away their homes.

Meseret and Endale told the villagers to take cover in the forest. When the storm was over, they returned to the village. Meseret and Endale chose to stay in the forest. They lived happily for a long, long time.

All was well until one morning when a terrible noise began. Meseret and Endale had never heard such a sound. Day after day the noise grew closer and louder. It did not take them long to find the large men with saws cutting down the Forest Mother's trees.

"The trees belong to Forest Mother," they said. "You must not cut down the trees. They are home to many animals."

"These trees do not belong to the village and there is no Forest Mother," laughed the biggest man. "Now out of the way. We are here to cut trees for building houses and making paper."

So the biggest man with his saw pushed the children out of his way and began to cut down the trees. Meseret and Endale then climbed the highest tree. "Come down or I will cut you down," said the biggest man.

"You had better go down, Endale," said Meseret. "I don't want you to be hurt. I will stay here with our animal friends even if they cut the trees down."

"No my friend if you stay, so will I," Endale replied. Then the Forest Mother whispered, "Go my children, you are too young to die."

"Please stop," screamed Endale to the biggest man. "This land belongs to

our Forest Mother.” But the biggest man did not stop.

The children returned to their village at the edge of the sea. The villagers told Meseret and Endale’s story for many years so that all children would understand what bravery is.

Share with a partner what you think the main idea of this story is.

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

1. Where do the village people live?
2. In the sentence, “The Forest Mother was invisible, but the villagers knew she was there,” what does the word *invisible* mean?
3. Why did the villagers go to the forest?
4. Who remained in the forest after the storm?
5. Why did Meseret and Endale want to stay with the animals?
6. What did the men do after the children returned to the village?
7. Who showed bravery in this story? How?

Key Words: invisible, warned, guarded, whispered, bravery

LESSON FOUR

Copy the chart in your exercise book.

Read parts of the story again to find the words in the chart. Take turns reading the sentences to each other.

In your exercise book write one new sentence using each word from the chart below. Read each sentence to your partner.

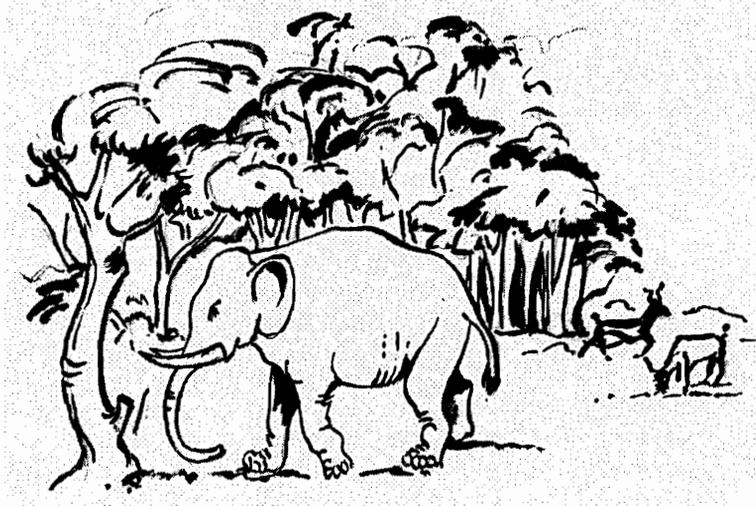
whisper	
invisible	
forest	
pushed	
bravery	

In your exercise book write five reasons that people should not destroy forests. Share these reasons with your partner.

Think about how they are alike and different.

Key Words: whisper, invisible, forest, pushed, bravery, destroy

LESSON FIVE



Silently read the sentences that tell about the story, “Meseret and Endale.”

With a partner put the sentences in the order that the events happened in the story.

Then write the sentences in paragraph form and in the correct order in your exercise book.

1. Men with saws appear.
2. The Forest Mother sends the villagers away from danger.
3. The story of bravery was told for many years.
4. The children return to the village.
5. The children beg the men not to cut down the trees.
6. The villagers take cover in the forest.
7. The children hear a loud noise
8. The Forest Mother warns them of a storm.
9. Meseret and Endale climbed the highest tree.

Pretend the story has a different ending. Write the new ending in your exercise book. Share your new ending with a partner.

Key Words: order, events, sequence

LESSON SIX

In your exercise book write the words that complete the sentences.

1. When my brother ran in front of the moving taxi, my father _____ him.
2. I _____ my father plough the fields with the ox last week.
3. The shopkeeper _____ to the market on Saturday and _____ enough vegetables to sell in her store.
4. The farmer _____ the teff in the field after it was _____.
5. The teacher _____ the sentences on the board so that the students could _____ them.

Think about a brave action that someone you know did or that you did in the past. Tell your partner about this brave action.

Example

My father was brave when he helped to put out the forest fire that began in the mountains. He joined a group of men and women who said they would help. They carried water from the river in the Rift Valley to the fire. The fire spread quickly and was dangerous. They worked hard to put the fire out.



Key Words: past, brave

LESSON SEVEN

Brave people usually help someone or something. Think about the story of Meseret and Endale and other brave people that you know or have heard about.

Think of six words that describe brave people. Write the words in your exercise book.

Example

daring
fearless
bold

Write a topic sentence and four sentences with details about a brave person you know or have heard about. Tell who the person is and what they did that made them brave.

Share your paragraph with the class.

Key Words: brave, bold, fearless, daring

UNIT 17 INFORMATION ABOUT LANGUAGES

Unit Objectives

In this unit you will express your ideas orally and in writing. You will listen and answer questions about some main Ethiopian languages. You will practise pronunciation and dictionary skills. You will spell words and write sentences through dictation.

LESSON ONE

We see people, places, and things (nouns) all around us. In school you might see your teacher, desks, pencils, and paper. Think about how Amharic words are translated (changed from one language to another) into English. We can describe nouns by telling what they look like and where they are found.



Examples

What do you call *kelebet* in English?

Ring

How do spell it?

R-I-N-G

What does it look like?

It is round.

Where is it found?

It is found at a jewellery store. People wear rings on their fingers.



Work with a partner. Tell how to pronounce and spell the words in the Word Bank in English. Tell what they look like.

Word Bank				
wusha	dimet	ahiya	feres	lam
bere	anbesa	zinjero	ayit	beg

Copy the chart below in your exercise book. Write one sentence using each word in your exercise book.

dog	
cat	
donkey	
horse	
mouse	
cow	
sheep	
monkey	

Key Words: object, translate, describe

LESSON TWO

Listen to the text as your teacher reads it. Look at the gapped sentences. The second time your teacher reads to you, choose the correct word or words from the Word Bank to complete each sentence. On the third reading check your answers.

Word Bank			
eastern	western	central	southern
74	89	writing	music
ge'ez	Roman	calendar	Amarigna
dance	Omo	Sudan	Amharic
Amhara	Oromo	Rift	Tigrigna

1. Ethiopia is in _____ Africa.
2. Ethiopia has its own art, _____ and _____.
3. It also has its own _____ system and _____.
4. _____ million people live in Ethiopia.

5. The two largest ethnic groups are the _____ and the _____.
6. The total number of languages is _____, but five are no longer spoken.
7. Semitic languages include _____ and _____. They are written in _____ script.
8. Ethiopians use _____ as their first or second language.
9. Cushitic Languages are spoken in the _____, _____ and eastern regions.
10. They use the _____ alphabet.
11. Omotic languages are spoken between the lakes of the _____ Valley and the _____ River.
12. Nilo-Saharan languages are spoken in _____ Ethiopia along the border with _____.

Talk with your partner about answers to the questions which follow. Use complete sentences.

1. What is your mother tongue?
2. What are your local languages?
3. Which other Ethiopian Languages do you speak?
4. To which group(s) do these languages belong?
5. Why is it important to learn English?

Key Words: languages, calendar

LESSON THREE

Many English words have letters that you do not hear when you pronounce (say) them. For example, in the word *lamb* you do not hear the letter *b*.

Now say the word *knee*. You do not hear the letter *k* because the *k* is silent.

Say each word in the Word Bank and then tell a partner the letter or letters that you do not hear.

Word Bank			
island	knock	night	climb
science	sword	give	

When putting words in alphabetical order, you have to think about the order of the letters in the alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Look at the words: *farmer*, *cow*, *market*. If we wanted to put these words in alphabetical order, we would start by looking at the first letter of each word.

What is the first letter of *farmer*? f

What is the first letter of *cow*? c

What is the first letter of *market*? m

Now look at the alphabet. Which of these three letters come first? Which letter comes next? Alphabetical order is: *cow*, *farmer*, *market*.

Work with a partner. Put the groups of words in alphabetical order.

1. pencil, desk, teacher
2. lamb, dog, bird, cat
3. doctor, policeman, carpenter
4. book, library, English
5. car, bus, airplane

Key Words: alphabetical order, silent

LESSON FOUR

Synonyms are words that have the same meaning. For example, the words *small* and *tiny* mean the same thing. They are *synonyms*.

Example: (These two sentences say the same thing).

The *small* mouse nibbled on the food left by the child.

or

The *tiny* mouse nibbled on the food left by the child.

In your exercise book, write a synonym (a word that means the same thing) for each of the words in the Word Bank.

Word Bank			
big	spoke	dad	sound
road	beautiful	scream	sad
hot	work	insect	

Choose four words from the Word Bank, and write four pairs of sentences, one with the given word and the other with its synonym, as in the example above.

Antonyms are words that have opposite meanings. For example, the *antonym* of big is small. The *antonym* of hot is cold. The *antonym* of hard is soft.

Example

A banana is soft to eat.

A carrot is hard to eat.

In your exercise book write an antonym (a word that means the opposite) for each the words in the Word Bank.

Word Bank			
stop	left	lost	bad
dull	hardworking	dark	night
top	fast	sad	

Key Words: synonyms, progress, weekly, antonyms

LESSON FIVE

Dictionary Entries

descend – desire

descend, v. to show in words

descendent, n. someone coming from an ancestor

describe, v. to show in words

description, n. appearance of something, what it looks like

desert, n. sandy, stony, or rocky ground with little rain or plants

desire, v. to want or wish for something
desirable, n. something someone wants

A *dictionary* is a book that gives the meanings of many words. It has many pages. The words are listed in *alphabetical order*.

In the Dictionary Entry above, the guide words are *descend* and *desire*. Point to them.

To help locate a word and its definition, you should first think of whether the word appears at the beginning, middle, or end of the alphabet. If the first letter of the word that you are trying to find in the dictionary is at the beginning of the alphabet, it will be found near the front of the dictionary. If the first letter of the word is in the middle of the alphabet, it will be found toward the middle of the dictionary. If the first letter of the word is near the end of the alphabet, the word will be found near the end of the dictionary.

Beginning	Middle	End
a b c d e f g	h i j k l m n o p q	r s t u v w x y z

Write the words below in your exercise book. Write which section of the dictionary the word is found (beginning, middle, end).

1. translate
2. describe
3. imagine
4. fable
5. object
6. silent

Look at the “Dictionary Entry” again.

The main words in the dictionary are called *entry words*. Entry words are usually listed without endings such as *ed*, *ing*, *er*, or *s*.

Example

To find: desirable

Look under: desire

In your exercise book, write the entry word for each word below. Share your answers with a partner.

1. orally
2. possessed
3. pronounced
4. synonyms

Key Words: dictionary, alphabetical order, beginning, middle, end, entry words, guide words

LESSON SIX

Listen to your teacher read some words. In your exercise book write the words as you hear them.

Next to each word write whether you would find it in the beginning, middle, or end of the dictionary.

Listen to your teacher read the sentences. In your exercise book write the sentences as you hear them.

LESSON SEVEN

A fable is a story that teaches a lesson.

Read the title of the story. What lesson do you think you will learn from *The Goose and the Golden Egg*?



The Goose and the Golden Egg

There once was a countryman who possessed the most wonderful goose. Every day when the countryman visited the nest, the goose had laid a beautiful, glimmering, golden egg.

The countryman took the eggs to the market and soon began to get rich. It was not long before he grew impatient with the goose because she gave him only a single egg a day. The goose was not laying as many eggs as he wanted so he felt that he was not getting rich fast enough.

Then one day, after he had finished counting his money, an idea came to him that he could get all the golden eggs at once by killing the goose and cutting it open. When the deed was done, he did not find any golden eggs, and his precious goose was dead.

Tell what the countryman learned to a partner.

With a partner answer the questions orally (out loud). Read parts of the story again if you do not remember.

1. Why was the goose the most wonderful goose you could imagine?
2. Why was the countryman not getting rich fast enough?
3. In the sentence, "It was not long before he grew impatient with the Goose because she gave him only a single egg a day," what does the word impatient mean?

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

1. What was the countryman's idea to get even more eggs?
2. Why did he not find golden eggs when he cut the goose open?
3. Why do you think the countryman wanted to get rich?

Share your answers with a partner.

Key Words: fable, lesson, possessed, imagine, impatient, deed, precious

UNIT 18 FARMING AND THE WEATHER

Unit Objectives

In this unit you will learn to describe the weather. You will learn to ask and answer questions about the weather conditions. You will use new language patterns to talk about how weather affects farming.

LESSON ONE

The weather is important. Weather conditions help us know when to plant and harvest crops and when to attend school. When we talk about the weather, we use special language that describes the weather. Listen to your teacher say some weather words.

Talk with a partner about today's weather. Describe the weather by using weather words. As you hear your partner tell about today's weather, listen for weather words.

Listen as students describe today's weather to the class. Listen for weather words.

Key Words: hot, cold, sky, sun, rain, wind, chilly, cool, warm, windy, rainy, dry, weather conditions

LESSON TWO

Listen as your teacher reads a passage about the weather in Ethiopia. Listen for weather words.

Tell your partner some things that you heard in the passage. Tell him or her what happens in the rainy season and what happens in the dry season.

Listen to your teacher talk about weather at different times of the day. Listen for weather conditions in the morning, afternoon, and evening.

Tell your partner what you heard in the passage. Tell what the weather was like in the morning, afternoon, and evening.

Key Words: weather conditions, cool, hot, brightly, sunny, warm, cloudy

LESSON THREE

Read the paragraph below about farming obstacles in Ethiopia.

Farming and the Weather

About 90 percent of the people of Ethiopia make their living by farming, but only 15 percent of the fertile land is now being cultivated. The government hopes to develop more farm land, and to modernize farming methods.

For the most part, Ethiopians now rely on the primitive ways of farming used by their ancestors. Insect control is a large problem, and farmers often lose much of their crops to pests like locusts. Drought also can cause widespread crop failure. In periods of drought, many Ethiopians face starvation because of this problem. Hundreds of thousands of people are affected.

Work with a partner to determine the main idea in the paragraph. Write the main idea of the paragraph in your exercise book.

In your exercise book write a solution to one of the farming obstacles stated in the paragraph. Share your solution with three people in your class.

Key Words: cultivate, failure, solution, modernize, primitive, fertile

LESSON FOUR

The weather is very important to a farmer. In this unit you have read about many different weather conditions. Some of the conditions are good for farming and some of the conditions are not good for farming. For example, hot weather may be good for growing grain, but very cold weather is not.

Some weather words have *synonyms*. *Synonyms* are words that mean almost the same as the other word.

Example

cold: frosty

cool: chilly

With a partner think of at least five weather words. Write these words in your exercise book. Then work with a partner to list at least one word for each that means the same thing or almost the same thing as each word you wrote.

Some weather words have words that have the opposite meaning. These opposite words are called *antonyms*.

Example

hot: cold

warm: cool

Continue working with your partner to make a list of five weather words and their opposites in your exercise book.

Key Words: opposite, same, different, meaning

LESSON FIVE

Read the passage, “Weather in Ethiopia.” Read to find out what happens during the rainy season and during the dry season in Ethiopia.

Weather in Ethiopia

Ethiopia’s weather is highlighted by two seasons. The kiremt (rainy) season occurs in the months of June, July, August, and September. During these months most of the rain falls. During the rainy season ploughing, sowing, planting, and weeding will be done. The harvest will be done at the end of the rainy season.

Harvest time begins in October and continues through November and December. The bega (dry) season occurs in November and goes through February. During the dry season there are many water shortages and droughts.

Work with a partner to compare and contrast the rainy season and the dry season.

Copy the chart in your exercise book. Use information from the passage to tell what months each season happens and what takes place during each season. Use complete sentences.

Rainy Season	Dry Season

Think about what happens during the rainy and dry seasons where you live. Write a paragraph describing what you do during the rainy and dry seasons where you live.

Key Words: weather, farming, grain, crops, dry season, rainy season, harvest, plant

LESSON SIX

Weather reporters talk about the weather. They report on the weather in the past and present, and they predict the weather for the future. Their weather prediction for the future is called a forecast.

Read the following weather report. Look for weather words as you read.

Today's Weather

The weather forecast for today calls for continuing warm and dry conditions. The temperature at 6 a.m. will be very cool, growing quite warm in the afternoon. Temperatures should begin to cool again in the late afternoon and by evening will be very chilly.

Today's weather will include times when it will be cloudy and very windy. Dust will blow in many areas because of dry conditions. No rain is expected today. The extended weather forecast does not include rain until the end of the month when the rainy season will begin.

Pretend that you are an Addis Ababa weather reporter. What would you say about the weather at this time of the day? What will it be like this evening and tomorrow?

Write your forecast in your exercise book. Practise saying the forecast like a weather reporter by yourself and with a partner.

Underline all of the weather words in the weather forecast.

Read your weather forecast to the class. Listen as others read their weather forecasts. Listen for weather words.

Key Words: conditions, forecast, continuing, extended, reporter, rehearse, pretend, report

LESSON SEVEN

With a partner read the passages about farming and weather conditions again. Read what is in your exercise book about farming and weather.

**What did you learn about farming in Ethiopia?
What did you learn about the weather and weather conditions in Ethiopia?**

In your exercise book write a paragraph about farming and a paragraph about the weather in Ethiopia or in the place where you live.

Remember that each paragraph must begin with a topic sentence. Each paragraph must have three detail sentences that tell about the topic sentence.

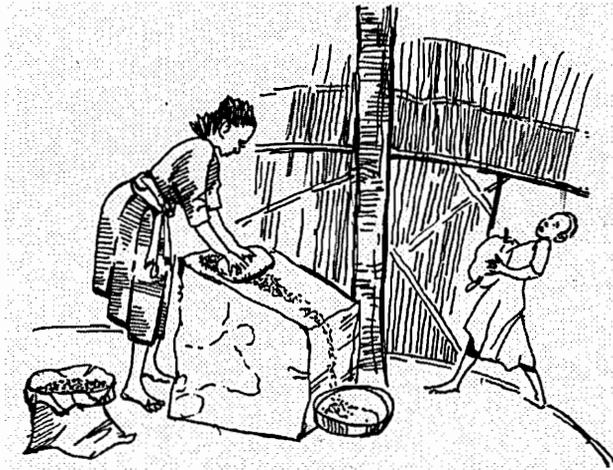
Key Words: farming, weather, summarize

UNIT 19 HONESTY

Unit Objectives

In this unit you will learn to talk, read, and write about honesty. You will read and answer questions about honesty and write sentences about honesty.

LESSON ONE



Honesty is telling the truth and doing what is right. Think of the times you told the truth. Think of the times you did what was right. When you are not honest (dishonest), you do not tell what really happened.

Examples

Honest Statement:

Mother: "Fatuma, did you help your brother with his school work?"

Fatuma: "No, Mother, I did not have time to help him."

Dishonest Statement (Fatuma did not finish her chores):

Mother: "Did you finish your chores?"

Fatuma: "Yes, Mother, I finished my chores."

Listen to your teacher read a passage about a young girl (Fatuma) and her mother in the picture. Listen for the honest (truthful) answers Fatuma gives.

Talk with a partner and answer the questions.

Did Fatuma tell the truth?

Was Fatuma honest?

Tell your partner about a time that you were honest. Then tell about a time that you were dishonest and give a reason why.

Key Words: honest, dishonest, truthful

LESSON TWO

Listen as your teacher reads the story title, and predict what the story will be about.

Listen as your teacher reads “Uncle’s Lentils.”

With a partner take turns answering each of the questions out loud your teacher asks.

1. What did Ali and Shala give their mother?
2. What time of day do you think this story took place?
3. What do you think Uncle Berhanu told his sister?
4. Who is Uncle Berhanu’s sister?

Talk with your partner about what in the story was honest or dishonest and explain why.

Finish the story by telling your partner what you think happened next.

What would have been the honest way for the children to get the lentils?

Key Words: lentils

LESSON THREE



Read the title of the story and tell the class what you think the story is about. The title of the story is “The Broken Pot.” Follow the words in your book as your teacher reads the story out loud.

The Broken Pot

“You can’t catch me,” said Adwa to his older sister, Jamela.

“Yes, I can catch you,” said Jamela.

Adwa ran very fast. Jamela chased after Adwa. Adwa ran into a clay pot. The pot broke into pieces.

“What should we do?” asked Adwa. “Mother will be angry that we broke the pot. Where can we hide the broken pieces?”

“We can tell Mother the truth about the pot, we should tell the truth,” said Jamela. “If we do not tell the truth we could be in trouble. Mother may find the broken pot. We will be in more trouble if mother finds the broken pot.”

“You are right,” said Adwa. “It is better for us to tell the truth and be honest. Mother taught us to tell the truth, and she will trust us if we are honest.”

In your small group, discuss the question below.

What should Jamila and Adwa say to their mother about the broken pot? Explain why they should say this.

Key Words: clay pot, trouble, chased, catch

LESSON FOUR

Read the story about honesty and work. As you read the story, think about why it is better to be honest than dishonest.

Two Brothers Working in the Field

Two brothers were asked by their father to sow grain on the farm. First the father asked his son, Meles, to sow teff.

“It is cloudy and it may rain,” said Meles. “I don’t want to sow teff today, but I will sow it because you asked me to, Father.”

Meles sowed teff in the field and the teff grew well. Meles’ father asked his other son, Eri, to sow barley in a field.

“I will sow barley in the field now,” said Eri. But Eri did not sow barley. He visited his friends and later he slept.

Work with a small group and answer the questions. Discuss the reasons for your answers.

1. Who was honest?
2. Who told the truth?
3. Who made the right choice?
4. Why did he make the right choice?
5. What will the father think when he sees the work done by the brothers?

Write the questions and answers in your exercise book.

Key Words: cloudy, sowed

LESSON FIVE

Think of a time when you were dishonest. Write a paragraph explaining what you did that was dishonest.

In another paragraph tell how you felt after you were dishonest. Use words from the Word Bank in your paragraphs to tell what you did and how you felt when you were dishonest.

Word Bank			
sad	worried	afraid	lost
guilty	angry	broke	lied

Give your exercise book to your partner. Read your partner's paragraphs silently.

LESSON SIX

Think about what you do regularly. Tell the class one sentence about what you do regularly.

In your group talk about what you can see in your immediate environment. Talk about what you see daily. Use the words *always, sometimes, never, rarely*.

Example

On my way to school I rarely see taxis.

On Saturday I always play football. There is a field near our school where children can play football.

In your exercise book write ten sentences about what you observe daily.

Share your work with a partner.

Key Words: immediate environment, regularly, always, sometimes, never, rarely

LESSON SEVEN

Copy the chart in your exercise book. Complete the table by listing the activities that you do daily (every day), regularly (most days but not every day), and rarely (not on many days).

Example

Daily: I *brush* my teeth daily.

Regularly: I *play* football five days each week.

Rarely: I *visit* my uncle and aunt each summer.

Daily	Regularly	Rarely

Write three paragraphs. Explain what you do daily in one paragraph, what you do regularly in the second paragraph, and what you do rarely in the third paragraph.

Key Words: daily, regularly, rarely

UNIT 20 FOOD AND PLANTS

Unit Objectives

In this unit you will learn the names of different kinds of food. You will read passages about food and plants and be able to give the main idea of the passages. You will write sentences about food and plants.

LESSON ONE

Vegetables come in many different colors, shapes, and sizes. Vegetables are grown on plants. The part of the plant that can be eaten is found above the ground or below the ground.

In your exercise book draw a picture of at least five vegetables that grow on a plant. Write the name of the vegetable under each picture.

When you are finished, share your drawings with a partner. Show him or her the drawings, explain what they are, and tell why you do or do not like to eat the vegetables.

In your exercise book complete the chart below. Use complete sentences to tell the location of the edible part of each vegetable plant. Use the preposition *below* or *above* in each sentence.

Example

Plant	Sentence
carrot	The edible part of a carrot plant is <i>below</i> the ground.

Plant	Sentence
potato	
lentil	
onion	
chickpea	
cabbage	

Key Words: vegetable, plant, below, above, edible

LESSON TWO

Fruits and vegetables can be described using words that tell how they look, smell, taste, and feel. Words that describe people, places, and things are called *adjectives*.

Use the list of *adjectives* given below to describe a fruit or vegetable. Copy the chart below into your exercise book. Write the name of the fruit or vegetable in the appropriate place in the chart. You may use the same fruit or vegetable more than one time.

Adjective	Fruit or Vegetable
1. sour	
2. juicy	
3. hard	
4. soft	
5. rough	
6. bitter	
7. smooth	
8. fleshy	
9. spicy	
10. watery	

Select five adjectives and five fruit or vegetable names. In your exercise book write five sentences using the adjectives and fruit or vegetable names.

Key Words: adjective, fruit, vegetable

LESSON THREE

Vegetables can be identified when they are described orally. **As you hear the description, draw a picture of the fruit or vegetable in your exercise book.**

What am I?

Write down the name of the vegetable.

Write six sentence clues for a fruit or vegetable of your choice.

Do the *What Am I?* activity with a partner.

LESSON FOUR

A good reader makes predictions about the content of a passage before he or she reads the passage. A good reader reads the title of the passage, thinks about what he or she already knows about the subject of the passage, and decides what can be learned from the passage.

The title of the passage is “Many Lands, Many Breads.”

Predict what the passage is about. Then ask yourself: what do I know about the topic of this passage and what do I want to learn about this topic?

Copy the KWL chart into your exercise book.

Work with a partner to complete the K and W sections of the chart.

Title of Passage:		
K	W	L
What You Know	What You Want To Know	What You Learned

Read the passage silently. Then whisper read it with a partner.

Complete the “What You Learned” part of the KWL chart after reading the passage.

Many Lands, Many Breads Part 1
What county has bread that is similar to pancakes? The answer is Ethiopia. Ethiopia is a country on the east coast of Africa. In Ethiopia, the people make a type of bread called injera. Injera is made out of flour from a cereal called teff. The word teff means lost. The cereal may be called teff because the teff is so light that it blows away easily. Teff is a

grain that has been grown in East Africa and the Middle East for thousands of years. To make injera, you combine teff with water and yeast to make a thin batter.

Making injera is similar to cooking pancakes. First, a small amount of the batter is poured in a thin stream round and round on a hot, round griddle until the batter covers the griddle in a thin sheet. The top of the batter quickly starts to fill with bubbles. When it is completely filled with bubbles, the round bread is quickly removed from the skillet and set aside. The process is repeated until all the batter is used up. Injera is thin and spongy.

Usually enough bread is made for more than one meal. When you eat Ethiopian food, you break a piece of injera and hold it in your hand. You pick up your other food, which is called wat, with it.

Working with a partner complete the What You Learned (L) section of your KWL Chart in your exercise book.

Key Words: teff, injera, pancake, griddle, bubbles, spongy, battery

LESSON FIVE

Silently read the passage in Lesson Four. Answer the questions below about the passage in your exercise book. Write your answers in complete sentences.

1. What type of bread is injera compared to in the passage?
2. Why do you think the word teff means lost?
3. What ingredients are combined to make teff?
4. What are the steps for making injera?
5. How is injera usually eaten?

Key Words: ingredients, compared, combined

LESSON SIX

The title of the passage you read is “Many Lands, Many Breads.” Your passage only described Ethiopian bread, injera, a bread made of teff.

Silently read the following passage about bread in other countries.

Many Lands, Many Breads

Part 2

Different cultures may make their bread with different ingredients. Bread may be cooked in different kinds of ovens and made in different shapes. Many people make bread. Sometimes the bread is eaten alone. Often it is used to hold other food items. Bread is different in different countries.

Pumpernickel is a German bread made from rye flour. Rye is a type of grain. Pumpernickel is very dark in color. It is eaten with soups and used for making sandwiches. A sandwich is two slices of bread with egg, meat, potatoes, or other filling in between.

In India, they make a bread called Chapati. It is described as a bread that puffs up like a balloon. Chapati is made by mixing wheat flour, white flour, and water together. This Indian bread is used to pick up other foods in the meal.

Cornbread is a native bread of the United States. It is made from dried maize which is ground into coarse flour called cornmeal. The primitive form of cornbread only has two ingredients cornmeal and water. Cornbread mainly is eaten as a side item, usually with beans.

In Norway, potatoes are used to make lefse. Lefse is a flat bread. It is served in a variety of ways but usually is rolled up with butter and sugar. Lefse also can be used as container to be filled with other food ingredients.

Below is a Word Bank with the names of the main ingredients used to make bread in some countries.

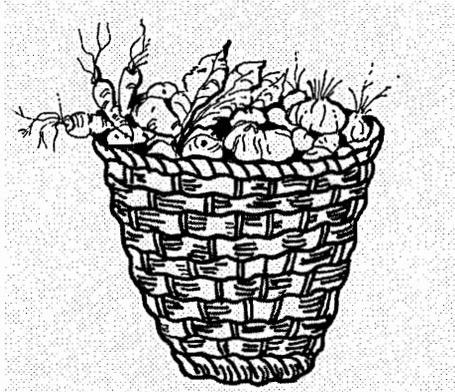
Word Bank		
white flour	rye flour	wheat flour
potatoes	cornmeal	teff

Work with a partner and complete the sentences in your exercise book. You may ask someone (your teacher or another student) for some help when completing the sentences.

1. In Ethiopia _____ is used to make injera.
2. In Germany _____ is used to make pumpernickel bread.
3. In Norway _____ are used to make lefse.
4. In India _____ and _____ are used to make chapati.
5. In the United States _____ is used to make cornbread.

Key Words: filling, ingredients, compared, combined, edible, primary, pumpernickel, chapati, lefse, container

LESSON SEVEN



Work in a group of three to make rules for grouping the items in the above basket. You may choose to group the food items by type, color, or source. You may use other categories to organize the food items into groups. Write the rules you developed for grouping the items in your exercise book.

Answer the following questions when you complete the activity.

1. How many rules did your group develop?
2. List the rules created by your group.
3. What was the easiest part of this assignment?
4. What was the hardest part of this assignment?
5. Make a list of other things that can be classified into groups.

Key Words: different, group, categories, create, develop, classified

UNIT 21 SAFETY

Unit Objectives

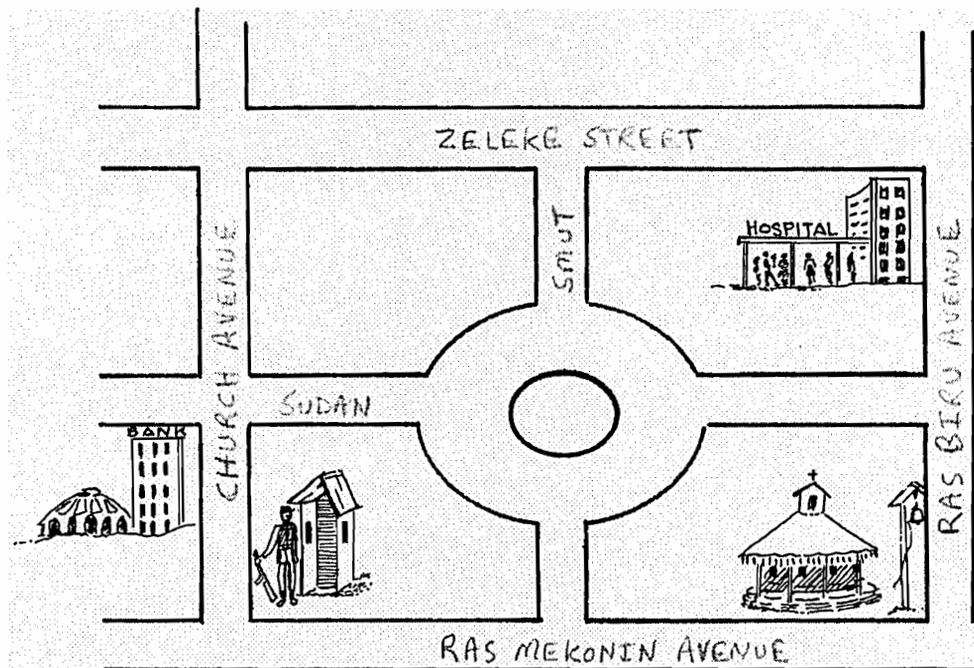
In this unit you will ask for and give *directions*. You will know how to stay safe and follow directions. You will read and answer questions about Soreti. You will use complete sentences to write directions from the school to your house and write paragraphs about safety.

LESSON ONE

We ask people for directions when we want to know how to get to places. It is important that people give specific directions. We use polite questions to ask for directions. Listen as your teacher reads the dialogue.

Think of a time you needed directions. Whom did you ask? What dialogue did you have?

Read the dialogue below to a partner. Look at the street map and read the street names before reading the dialogue.



You: "Can you tell me how to get to the bank on Church Avenue?"

Friend: "Walk up Zeleke Street to Church Avenue. Go left at the corner of Zeleke Avenue and Church Avenue. The bank will be on your left just after Sudan Street."

You: "Thank you very much."

Friend: "Don't mention it."

Were the directions specific? What words in the directions made it specific? Could you follow the directions to get to the bank? Why or why not?

Word Bank			
left	right	to the left	to the right
near	stop	walk	next to

With a partner, talk about the meaning of the direction words in the Word Bank. Use five direction words to describe how to get from your seat to the Director's Office.

Key Words: directions, specific, dialogue, meaning, describe

LESSON TWO



Directions also can be given by signs which have symbols. Listen to your teacher read the words to describe the sign in the picture above.

There are words that help give specific directions. They are listed in the Word Bank.

Listen to your teacher read the words in the Word Bank. Then listen to the sentences. Point to the word in the Word Bank that makes sense for each sentence.

Word Bank				
above	left	specific	directions	next to

1. Soreti could not get to the hospital because the directions were not _____.
2. I need _____ to get to St. George Church because I don't know how to get there.
3. Abera was happy to sit _____ Rebkah because she was close to him.
4. The opposite of right _____.
5. The bridge on top of the Kurtume River was high _____ the flowing water.

Listen to your teacher read about a woman named Soreti. She is at Countryside Bus Station and asks a young man for directions. Listen for direction words.

With a partner answer the questions. Share your answers with the class.

1. Which place did Soreti want to visit?
2. Did Tsfaye give specific directions?
3. Which words made the directions specific?
4. What could you do to make the directions more specific?

With your partner, write five complete sentences using the direction words listed in Lesson One.

Key Words: : directions, specific, opposite, flowing, symbol

LESSON THREE

Look at the street map above. Locate the church. It is at the junction of Ras Mekonin Avenue and Ras Biru Avenue. It is marked with the symbol \triangle . Place your finger on the church. Use your finger to travel from the church to the bank.

Use your finger to travel to landmarks in Addis Ababa as your teacher reads the directions.

Tell your partner how to get from the school to your house. Give specific directions. Write the directions to your house in your exercise book. Use complete sentences.

Key Words: symbol, landmark, roundabout, pretend

LESSON FOUR

Copy the paragraph below into your exercise book. Fill in the gaps using words from the Word Bank.

Word Bank		
junction	roundabout	crossroad
landmark	safety	directions
specific	under	south

It is important to give _____ directions. This helps people find places or things easily. Telling someone that a place is near a _____, like a museum, also helps to locate things. Walking through a _____ can be dangerous because two streets cross. A person must also be careful when driving through a street that circles, like a _____. Using _____ tips will help people not get hurt. The _____ of the Kurtuma and Kechene Rivers is located near Yohanis Street in Addis Ababa. These rivers flow _____ city bridges. The Lideta Airport is located _____ of Smuts Street. Finding the airport is easy when a person gives good _____.

Share your answers with the class.

Key Words: junction, near, located, dangerous, important

LESSON FIVE

Walking to school can be dangerous. Name several ways to be safe when walking to and from school.



Read the story silently about Soreti walking to school.

Walking to School Safely

Soreti is on her way to school. She walks out of her front door and turns left. She walks to the junction and stops before she crosses the road. She looks to see if cars are coming. Before Soreti crosses the street, she looks, listens, and thinks. She checks to make sure she is not walking between parked cars. Drivers might not see her cross. Drivers must be careful.

She crosses the junction carefully and continues walking. She must cross a very busy roundabout. A taxi has stopped to let people on. She thinks it would be good to cross in front of the taxi while it has stopped and is loading.

She steps in front of the taxi and is not sure if the taxi driver can see her. Soreti remembers it is unsafe to cross in front of taxis because know the taxi will move if the driver cannot see you. She steps back to the side of the road and waits for the taxi to move. She sees her friend and they continue their safe trip to school.

Read the questions and write the answers in your exercise book.

1. What is the main idea of this passage?
2. What does Soreti do before she crosses the junction?
3. Why does Soreti wait for the taxi to move?
4. How is Soreti being safe on the road?
5. What other times do we have to think about being safe?
6. Why do drivers have to be careful?

Key Words: junction, roundabout, depart, loading

LESSON SIX

Taxi drivers must know directions very well. They take people many places. Taxi drivers must stay away from dangerous places.

In your exercise book copy and complete the chart below.

A Safe Driver	A Dangerous Driver
1. stops at stop sign	1. puts on brakes quickly
2. keeps to the speed limit	2. does not keep to the speed limit
3.	3.
4.	4.
5.	5.

In your exercise book write a short paragraph describing what a safe driver should do. Write five or more sentences. Read your paragraph to a partner. Your partner will help to make your paragraph better. Write your paragraph again to make it better.

Key Words: dangerous, safe,

LESSON SEVEN

There are dangerous places in the countryside as well as in the city. A marshy area can be dangerous.

Think of dangerous places that you know about. In your exercise book make a list of dangerous places. Talk with your small group about dangerous places that you know.

Combine your lists to make one group list of dangerous places. Share this list orally with the class.

Write a paragraph about staying away from dangerous places. Read the list of dangerous places that your group wrote. Choose one dangerous place to write about. Tell why it is dangerous and how to stay away from the danger. Share your paragraph orally with the class.

Key Words: marshy areas, dangerous, safe

UNIT 22 THE PEOPLE OF ETHIOPIA

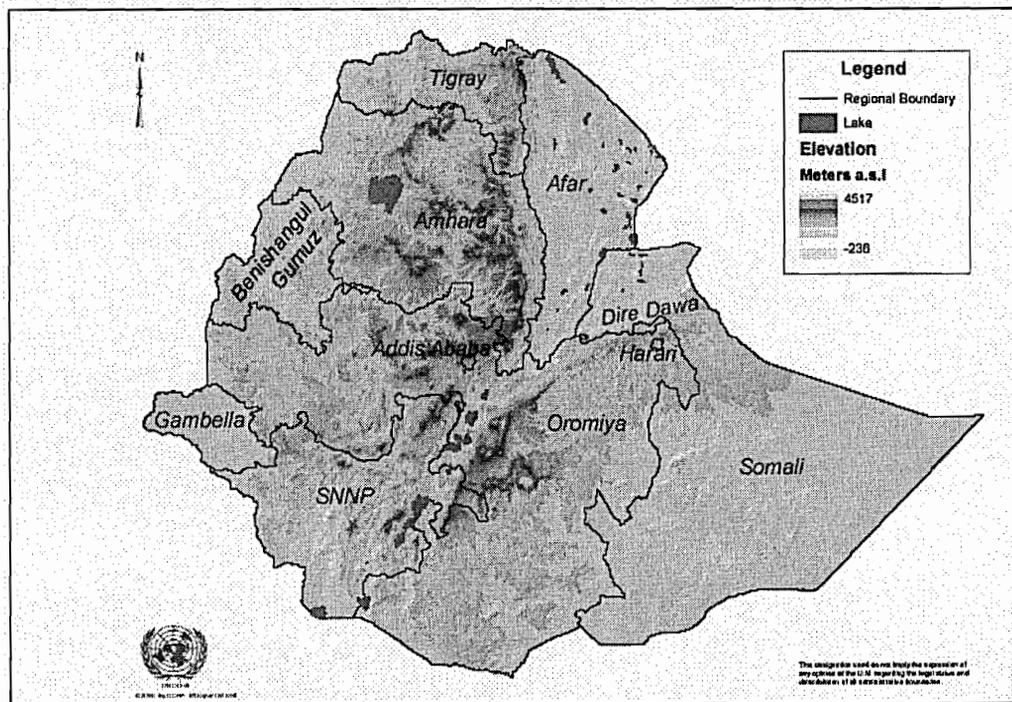
Unit Objectives

In this unit you will introduce your way of life to a friend, learn about the people of Ethiopia and their ways of life, make predictions, read and understand passages, and write sentences.

LESSON ONE

The people of Ethiopia are mainly farmers, businessmen, and nomads. Depending on where they live and what they do, their ways of life may be different. They may speak different languages and have different customs. They may eat different foods and use different types of transportation. They may wear different clothes and have different music. The people of Ethiopia can learn much from each other.

Listen to your teacher read about children from Ethiopia. Look at the map to see where the children live.



Identify where you are from in Ethiopia. In your small group introduce your way of life. Talk about your language, customs, your parents' occupations, clothing, transportation, other occupations, food, dancing, music, and anything else you can think of.

Key Words: who, what, where, why, on, by, at, in

LESSON TWO

In groups of four read out loud the information about ways of life in different regions of Ethiopia. While you listen, pay attention to how the ways of life in different regions are alike and different.

Visitors in Our Class

Henock: "I am from Addis Ababa. I speak Amharic. Addis Ababa is the capital and the largest city in Ethiopia. More people live in Addis Ababa than in other cities in Ethiopia. I live in the city with my father, mother, and three sisters. I help my father in his butcher shop on Saturdays."

Aberash: "I live in Ambo. Ambo is in Oromia. Most people in Ambo speak Afanoromo. The main foods are injera and wat."

Shitaye: "I am from Awassa in the southern region. There are many languages in this region such as Sidamigna, Wolaitigna, and others. We have tall mountains and small villages. I live in a round hut called a gojo bet. People grow coffee in backyards and in mountain forests."

Yohanes: "I am from Tigray in the north of Ethiopia. I speak Tigrigna. I also speak Amharic. This area is known for rock-hewn churches, churches built into the rocks. I like to climb the rocks around the churches."

In your exercise book copy the paragraph.

Fill in the blanks with information your teacher presented about Tigray. Choose words from the Word Bank to fill in the blanks.

Life in Tigray

_____ is located in the northern-most area of Ethiopia. Tigray's capital is _____. People in Tigray speak _____. Ras Dashan, the highest point in Ethiopia, is in the Semien Mountains in Tigray. Tigray is known for its rock-hewn _____. These are often located on the top of hills or cliffs. The main occupation is _____. Agriculturists till the soil with ox-drawn ploughs and grow _____.

Word Bank

agriculture	Oromia	barley	churches
maize	Mek'ele	sorghum	teff
Tigray	Tigrigna	wheat	

Key Words: who, what, where, language, customs, food, occupation

LESSON THREE

Ask your partner questions about his or her way of life. Ask questions about your partner's language, customs, his or her parents' occupations, clothing, transportation, other occupations, food, dancing, music, and anything else you can think of. Your partner also will ask you questions about your way of life.

Example

- In what region do you live?
- What region do your parents come from?
- What language do you speak at home?

Copy the chart in your exercise book and record your partner's responses. You must ask and answer at least four questions. Write complete sentences.

	Student's Name:
Region	
Language	
Customs	

Parent's Occupations	
Transportation	
Food	
Clothing	
Music	
Other	

Key Words: way of life, transportation, occupation, custom, foods, music

LESSON FOUR

Many ways of life are alike and different. Copy the Compare and Contrast Chart into your exercise book. Read the notes that you wrote about the ways of life of your partner. In the chart list ways that your way of life is alike or different from your partner's way of life. Share how they are alike and different with the class.

Compare and Contrast Chart

Alike	Different
1.	1.
2.	2.

Use the information from your chart to write four sentences that describe how your way of life is similar to and different from your partner's way of life. Write the sentences in your exercise book.

Key Words: compare, similar, contrast, different, information

LESSON FIVE

Look at the title of the story. Tell your partner what you think this story will be about. Then read the story silently.

Life in Afar

Afar is one of the nine Regional States (kililoch) of Ethiopia. Afarigna is the language spoken in the Afar Region, eastern Eritrea, and Djibouti.

People in Afar are traditionally nomadic herders. They raise goats, sheep, and cattle in the desert.

During the dry season many people in Afar move to the banks of the Awash River. Camels are the most common means of transport. They move from watering hole to watering hole. When the rainy season begins in November, people move to higher ground to get away from flooding and mosquitoes.

Many people in Afar live in a moveable house made of sticks and covered with mats. Two or more of these houses make up the burra or camp. Women are responsible for the burra.

Milk and meat is the main diet for the people of Afar. The people get things they cannot provide for themselves through trade. They trade animal products and blocks of salt that they dig out of the desert. In return they get grain and vegetables. They do this at the market.

Afar is well known as the area in which Lucy was found. Lucy, the skeletal remains of one of man's earliest ancestors, is on display in the National Museum in Addis Ababa.

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

Write answers to the questions about the story. If you do not know an answer, read parts of the story again.

1. What is a Regional State in Ethiopia called?
2. Where do the people of Afar go during the dry season?
3. What is an ari?
4. What is an ari made of?
5. What is a burra?
6. Who is in charge of the burra?
7. What do nomadic herders do?
8. Where do the Afari get milk and meat?

Key Words: Regional State, watering hole, traditionally, nomadic, transport, trade, remains, ancestors

LESSON SIX

Think about your way of living and the way of living in Afar. Write three sentences about how the ways of life are alike and different from the regions you know or have read about.

Read parts of the story, “Life in Afar,” again to answer the questions. In your sentences use as many of the following words as you can:

on, much, by, more, at, most, in.

Example

There are more herders *in* Afar than there are *in* Addis Ababa.

Eleven Regional States are found *in* Ethiopia. These Regional States are shown *on* the map.

Write the names of each Regional State in your exercise book. Look at the map in Lesson One.

Read the map in Lesson One again. In your exercise book write answers to the questions that follow. Use direction words: north, south, east, and west.

Example

Where is Oromia?

Oromia is north and east of SNNP.

How can you get to SNNP from Oromya?

You would travel south and west by bus or car.

1. Where is Tigray? How would you get there from Addis Ababa?
2. Where is Gambella in relation to Oromia? How can you get to Oromia from Gambella?
3. Where is Amhara in relation to Addis Ababa? How can you get to Addis Ababa from Amhara?
4. Where is Somali? How can you get to Somali from SNNP?
5. Where is Dire Dawa in relation to Harari? How can you get to Harari from Dire Dawa?

6. Where are Benishangul and Gambella? How can you get to Gambella from Benishangul?
7. Where is Afar in relation to Oromia? How can you get to Afar from Oromia?

Read your sentences to your partner.

Key Words: regions, more, most, much, less, least

LESSON SEVEN

Read the title of the story and write in your exercise book what you think the story is going to be about. Read the story silently.

The Name of Addis Ababa

Addis Ababa was not always named Addis Ababa. It used to be called Finfine. There are many stories about how Addis Ababa got its name. Here is one of them.

Once the king of Shoa lived just north of Finfine at Entoto. Entoto is on a high hill so it is very cold there. It was so cold that the people in Entoto could not find enough wood to keep themselves warm. In addition, there was not much water there.

One day the king and queen went down the hill to Finfine. The queen said, "This place is much more beautiful than Entoto. It also is warmer, and it has a lot of good water. I want to build a house and live here."

The king said, "Can you see that big tree over there? Many years ago my grandfather sat under it. He said, 'My grandson will build a city here.' So build your house near that tree. Then one day there may be a city here."

The queen built a house near the tree. She said, "This place is as beautiful as a flower so I will call it Addis Ababa." Addis Ababa means New Flower. Other people built houses near the queen's house. Soon Addis Ababa was more important than Entoto. In 1889 it became the capital of Ethiopia.

In your group identify the main idea of the story and write it in your exercise book.

Write the answers to the questions in your exercise book.

1. What was Addis Ababa originally called?
2. What is the weather like in Entoto. Tell why?
3. Where did the queen build her house?
4. Why is Addis Ababa called New Flower?
5. When did the story take place? Was this before or after you were born?
6. Do you know another story about how Addis Ababa got its name? If so, tell it to your partner.

Key Words: originally, weather

UNIT 23 COUNTRIES IN AFRICA

Unit Objectives

In this unit you will learn about Africa. You will talk about what you know about Africa, learn where countries are located, the capital cities, and other geographic information. You will answer questions about the passage. You will write sentences using new words and directions and use language you know.

LESSON ONE

In your group of four, choose one of the cities from the passage. You will learn about Johannesburg, Nairobi, Addis Ababa, and Algiers. Listen to your teacher read the passage about Africa. You will learn some interesting information about some of the countries. As you listen to your teacher read the passage, think about the answers to the questions.

1. What do you know about Johannesburg?
2. Where is Nairobi?
3. How does the population of Addis Ababa compare to other cities?
4. What do many people in Algiers do?

In your group decide what the main idea is. Tell your group what you learned about your city.

Find the city you chose on the map in this Unit. Explain to the group where your city is located: which country, where in the country, and where on the continent. Use words such as *north, south, central, on, by, at, and in.*

Key Words: travel, location, safaris, tourist, overlooks, ancient, reserves

LESSON TWO

Read the passage out loud with your teacher.

African Cities: Life and History around Africa

To learn about Africa, we must learn about its cities. Cities tell the life and culture of the people in Africa. Eight hundred million people live in Africa. We can learn about lives and cultures by learning about the cities.

Let us travel to South Africa and visit Johannesburg. Johannesburg is one of the major cities of South Africa. It is a city of more than three million people. The busiest airport on the continent is in Johannesburg. Many people travel through Johannesburg to visit the wildlife areas. They can see lions, zebras, elephants, giraffes, and other animals. These safaris are great tourist attractions.

Travelling northeast towards Ethiopia, we stop in Nairobi. One million, two hundred thousand people live in Nairobi. Nairobi is the capital city of Kenya. Nairobi can be seen from the Ngong Hills. The Ngong Hills overlook the Rift Valley. This is where early settlers set up farms. Nairobi National Park is a few kilometers from the city. It's one of the oldest parks in the country. You'll see buffalo, rhino, lion, cheetah, leopard, giraffe, zebra, gazelle and oryx. There are no elephants though.

Addis Ababa, the capital city of Ethiopia, is our next city. Addis Ababa has a population of more than two million people. It is the political capital and the economic centre of Ethiopia. Aksum, in the north, was the ancient royal capital of the earliest Ethiopian kingdom. Aksum is known for ancient carved granite obelisks. It also is known for the church which is said to house the Lost Ark of the Covenant. The Blue Nile Waterfalls are in northern Ethiopia.

Algiers is the capital city of Algeria. One million, six hundred thousand people live in Algiers. Farmers make up about a quarter of Algeria's workforce. They produce cereals, wine, citrus fruits, and cork. Mining and manufacturing provide most of the national income. Petroleum is the leading export. Much natural gas also is produced. Algeria's natural gas reserves are among the world's largest.

Explain to your partner how you would get to each city from where you live. Write these directions in your exercise book. Compare what you wrote with what your partner wrote.

Key Words: population, attractions, political, ancient, obelisk, national income, workforce, manufacturing, export, reserves

LESSON THREE



In your exercise book answer the questions by using information from the map of Africa. Use complete sentences.

1. Which countries border Ethiopia?
2. Which country is at the southern tip of Africa?
3. Choose another country and compare its size to Ethiopia.
4. Choose another country and compare its location to Ethiopia.
5. Name the bodies of water that surround Africa.
6. Where is Egypt in relation to Ethiopia?

Key Words: map, location, surround, in relation to, border

LESSON FOUR

Draw a map of Ethiopia and the countries that border it in your exercise book. On your map label the names of each country and its capital city. Then write the names of 10 other countries in Africa and their capital cities.

Choose a country that you know about and tell your partner about it. Tell your partner where the country is and compare it to two other countries.

Example

South Africa is on the southern tip of Africa. It is much bigger than Ghana. Its capital, Johannesburg, has a larger population than Addis Ababa.

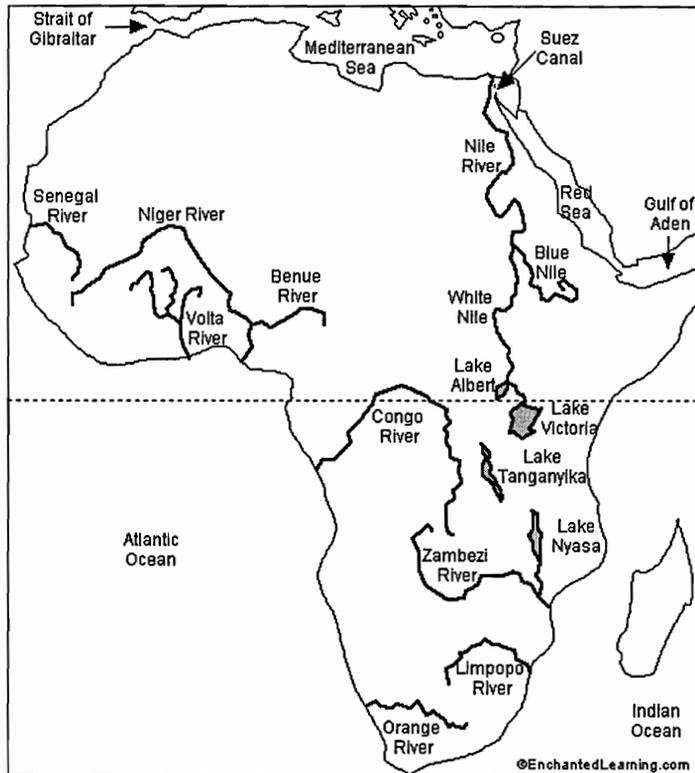
Key Words: border, label

LESSON FIVE

Think about everything that you know about Africa such as names of countries, location, and populations. Write what you know about Africa in your exercise book. Share what you wrote with your partner.

Look at the map. In your exercise book write the names of the major rivers in Africa. Compare both maps in this Unit. Think about where the countries are located.

In your exercise book write the names of the longest and shortest rivers. Write the names of countries that the Nile River runs through.



Key Words: major, location, runs through

LESSON SIX

Choose a country you want to visit. Write a paragraph in your exercise book. In your paragraph answer the questions.

Tell the class the main idea of your paragraph.

1. Why do you want to visit this country?
2. How will you get there?
3. Will you cross any rivers to get there?
4. What will you do when you get there?
5. Who will go with you?
6. Why would you invite this person to go with you?

Key Words: paragraph

LESSON SEVEN

Table of Cities and Their Populations and Languages

City	Population	Language
Abuja, Nigeria	300,000	English
Djibouti, Djibouti	62,000	French and Arabic
Tripoli, Libya	570,000	Arabic
Kigali, Rwanda	118,000	Kinyarwanda, French and English
Maseru, Lesotho	14,000	English
Tunis, Tunisia	620,000	Arabic
Dakar, Senegal	165,000	French
Dares Salaam, Tanzania	1,100,000	Swahili
Accra, Ghana	600,000	English
Monrovia, Liberia	430,000	English
Luanda, Angola	470,000	Portuguese

Look at the information in the table. In your exercise book sequence the cities from most populated to least populated. Then group the cities by the official language.

On the map find the countries where these cities are located.

Use the countries listed in the table. Write the answers to the questions in your exercise book. Look at the map of the countries in this unit to help you answer the questions.

1. _____ and _____ are the closest to each other.
2. _____ is farther north than _____.
3. _____ is farther south than _____.
4. _____ is farther east than _____.
5. If you live in _____, you can go to _____ because people in both countries speak the same language.
6. If you live in _____, you cannot go to _____ unless you learn to speak _____.
7. _____ and _____ have about the same number of people.

Pretend you are traveling from northern Africa to southern Africa. Look at the list of countries in the table. Pretend that you are traveling in a straight line.

**Which country will you go through first in northern Africa?
How many countries will you travel through? Name the countries.
What is the last country you will travel to?**

Work in a group of four. In your exercise book answer the questions about traveling in Africa.

Key Words: sequence, populated, official