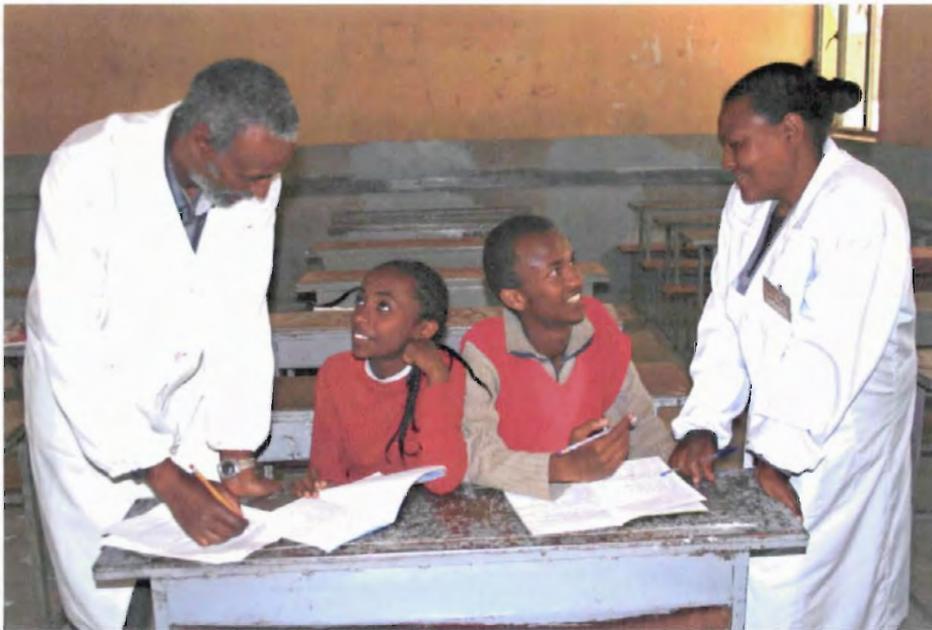


ENGLISH FOR ETHIOPIA GRADE 8



Student's Book

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English for Ethiopia

Student's Book Grade 8

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UNIT 1

A FAMOUS PERSON

Unit Objectives

In this unit you will ask for and give personal information about yourself. You will express ideas using gerunds orally and in writing. You also will read and answer questions about famous Ethiopian people and write paragraphs about how people are alike and different.

LESSON ONE

When we meet and talk with others, we ask for and give personal information such as how well we can speak, read, and write English.



Look at the picture of the boy and the girl talking. What do you think the boy and the girl are saying? Do you think the boy and the girl know each other? What do you think the girl is telling the boy if they do not know each other?

Listen to the dialogue between two students, Aida and Mekedem. They are asking about and giving *personal information*.

Listen for *personal information* as your teacher and a volunteer read the dialogue aloud.

Aida	I speak well in English. Can you speak in English?
Mekedem	Yes, I can. I speak in English every day to my mother, and I feel that I can speak it well.
Aida	Can you read passages and stories in English?
Mekedem	I find reading more difficult because I read slowly.
Aida	Do you understand what you read in English?
Mekedem	Although I read slowly in English, I understand what I read. I enjoy reading in English.
Aida	I have difficulty writing in English. How well can you write in English?
Mekedem	I can write quite well in English, but I enjoy speaking the most.

With the class discuss some of the personal details that you learned about Aida and Mekedem.

With a partner have a conversation about how well you can speak, read, and write in English. Then share your conversation with the class as your teacher completes a chart on the chalkboard that shows how well students speak, read, and write in English.

LESSON TWO

Read the key words, definitions, and sentences. The words are used in the passage in Lesson Three.

Word	bilharzia
Definition	<i>Bilharzia</i> is a disease caused by a parasite known as schistosoma, a worm that lives in snails.
Sentence	<i>Bilharzia</i> attacks the liver and spleen, causing enlargement and pain.

Word	hypothesis
Definition	<i>Hypothesis</i> means a guess or a theory about why something happens.
Sentence	A scientist must develop a careful <i>hypothesis</i> which gives a possible explanation of what was observed.

Word	observation
Definition	An <i>observation</i> is when you look at or watch something.
Sentence	The woman made careful <i>observations</i> as she carried out her daily routines.

Word	experiment
Definition	An <i>experiment</i> is a series of steps carried out to test a hypothesis.
Sentence	Scientists conduct <i>experiments</i> to solve problems.

Word	impact
Definition	<i>Impact</i> is an effect or influence on something or someone.
Sentence	The <i>impact</i> or effect of the scientist's work was global.

Work with a partner and orally make new sentences using each of the key words.

Choose two of the key words and draw pictures of them.

Share your pictures with the class.

Key Words: bilharzia, hypothesis, observation, experiment, impact

LESSON THREE



Look at the picture. Then describe to your partner what you think is happening.

Before reading the story, share with a partner anything you know about Dr. Aklilu Lemma or bilharzia.

Discuss with your partner any personal information you would like to learn about Dr. Aklilu Lemma.

There are now and have been from the past many famous people in Ethiopia. One was an Ethiopian biologist, Dr. Aklilu Lemma. Dr. Aklilu Lemma was concerned about the spread of the disease, bilharzia. He spent a lot of time doing field work around the rivers in Adwa in Tigray Regional State because many people in this area suffered from bilharzia.

Follow along as your teacher reads the passage.

Dr. Aklilu Lemma

One day when Dr. Aklilu Lemma was wandering along the banks of a river where people were washing clothes, he noticed a very strange thing. All the snails in the river close to where the people were washing clothes were dead.

He began to think about this strange observation. He knew that the worm that causes bilharzia (schistosoma) lives part of its life cycle in that kind of snail. So if those snails were dead, then the schistosoma worms also must be dead. He collected some of the dead snails and put them in the hot sun. He knew that living schistosoma worms would crawl out of the snails because of the heat. He was right. No schistosoma crawled out of the snails.

Then Dr. Aklilu walked upstream from where the women were washing their clothes. There were no dead snails. In fact, he observed many living and active snails. He collected some of these snails and put them in the hot sun. The schistosoma worms started to crawl out of the snails.

Now Dr. Aklilu Lemma had two very important observations to think about:

- 1) There were living snails with schistosoma worms upstream.
 - 2) There were dead snails and no schistosoma worms downstream.
- He asked himself the question, “What is different about the river upstream and the river downstream where people were washing their clothes?”

Dr. Aklilu Lemma observed that people were using endod berries as a detergent to wash their clothes. “Endod berries and dead snails,” he thought. Perhaps there is a cause and effect relationship between these two observations.

Dr. Aklilu Lemma’s hypothesis was as follows: The presence of endod in water kills snails. He tested his hypothesis by conducting experiments at the Institute of Pathobiology at Addis Ababa University. He discovered that certain chemicals in endod berries caused the death of snails that carry schistosoma worms.

As a result of Dr. Aklilu Lemma's scientific work, many other scientists from other countries and international organizations became interested in endod as a weapon in the fight against bilharzia. These scientists have continued to add to the first discoveries that the Ethiopian scientist, Dr. Aklilu Lemma, began on the river banks of Adwa in 1964.

Tell the class if the questions you wanted to be answered were answered in the passage.

Tell your partner three things you learned about Dr. Aklilu Lemma. Write the three things in your exercise book.

Write the answers to the questions in your exercise book.

1. What was Dr. Aklilu Lemma's profession?
2. What was the focus of his study?
3. While walking along a river, what strange thing did he notice?
4. What is the relationship between snails and the schistosoma worms carrying the bilharzia?
5. What did he observe about snails when he walked along the river bank upstream?
6. What question did Dr. Aklilu Lemma ask?
7. What was the cause and effect relationship he wanted to investigate?
8. State Dr. Aklilu Lemma's hypothesis.
9. What did he discover?
10. What impact did his research have on the world?

Compare your answers with a partner.

Key Words: life cycle, collected, schistosoma worms, crawled, endod berries

LESSON FOUR



Look at the picture of Liya Kebede and guess why she is famous. Then read the passage silently.

Liya Kebede

The model, Liya Kebede, was born in Addis Ababa, Ethiopia. She is the youngest and the only girl of five siblings. Growing up in Addis, Liya attended the Lycee Gabremariam French School where she participated in fashion shows to raise money for her class.

Liya started her modelling career at age 16 in Ethiopia. She later continued her career in the United States and has become a famous model. She is married and has children. Liya knows the importance of good health care and its effect on women and children and wants to help women in Ethiopia obtain better health care.

Liya also is a Goodwill Ambassador for the World Health Organization. In an interview with *Self* magazine in December 2006, Liya talked about the importance of taking care of the families of the world. She said that when a mother dies, her child could suffer from malnutrition and lack of schooling. This is one of the reasons she went to Ethiopia in the summer of 2006 to launch a new hospital. When she discovered the need for equipment in the new hospital, she began going to hospitals in the United States to obtain donated equipment. In addition to this, she is helping women in remote areas of Ethiopia get care at special health posts.

An interview is a way to learn information about a person by asking questions.

Read the interview with Liya Kebede with a partner. One partner will read the interviewer's part; the other partner will read Liya Kebede's part.

Interviewer	When was the first time you thought about becoming a model?
Liya Kebede	I never decided to be a model, it kind of just happened to me. The first time I did a show was at Lycee to raise money for graduation. I had no idea of what was to come.
Interviewer	How important is having a dream for what you want in life?
Liya Kebede	Very important – If you don't have a dream in life, I don't know what you have. You need to have a goal that is hard to reach.
Interviewer	What were some things in your life that helped you to succeed?
Liya Kebede	I was successful due to luck and hard work. I had a focus and never gave up. Every time I was ready to quit, I did not.
Interviewer	So how long do you plan to continue modelling?
Liya Kebede	I'll wait and see what the future brings.

Explain to the class what you learned from this interview. Tell why is it important to never give up on your dream.

Write interview questions to ask Liya Kebede about how the characteristics (honest, hardworking, and responsible) helped her to succeed. Compare your questions with a partner.

Copy the chart into your exercise book. Underneath each heading list people you know who are honest, hardworking, and responsible.

Honest	Hardworking	Responsible

Key Words: siblings, raise money, career, obtain, Goodwill Ambassador, malnutrition, launch, remote

LESSON FIVE

An interview is a way to learn information about a person by asking questions. When planning an interview, first write questions you would like the person you are interviewing to answer. Questions which require the person being interviewed to give details will help you learn more about him or her. Be sure to avoid questions that have *yes* and *no* or one word answers.

Example

Where were you born?

How many brothers and sisters do you have? What can you tell me about them?

What do you enjoy doing in your spare time? Why do you enjoy doing this?

When you go to market, what do you enjoy doing? Why do you enjoy doing this?

What is your favorite food? Explain why you like it best.

In your exercise book write six questions you would ask at an interview. Many questions begin with “wh”: *who, what, when, where.*

Take turns interviewing a partner. You will ask each other the prepared questions as if you were a news reporter and answer them as if you were someone you admire such as a famous scientist, actor, athlete, musician, or another person. Write your partner’s answers in your exercise book.

LESSON SIX

With the class complete the brainstorming activity.

When you apply for a job, there are certain forms that have to be completed. It is very important that you write the name of the job for which you are applying. You must also give your name, address, age, the languages you speak, and other information.

Copy the job application form into your exercise book.

Job Application	
Position Applied for:	_____
Name:	_____
Address: Region :	_____ Zone: _____
Wereda:	_____ Kebele : _____ House No _____
Telephone:	_____ Age: _____
Birth Date:	_____ Gender: _____
Present Job:	_____
Other Work Experience:	_____
Languages Spoken:	
Tigrigna	<input type="checkbox"/>
Oromifa	<input type="checkbox"/>
Guragigna	<input type="checkbox"/>
Amharic	<input type="checkbox"/>
Other Ethiopian Language	<input type="checkbox"/> _____
Foreign Languages Spoken:	
French	<input type="checkbox"/>
English	<input type="checkbox"/>
Arabic	<input type="checkbox"/>
Other Language	<input type="checkbox"/>

Write your personal information on the form and then share it with a partner. Tell your partner about the job you would like to have.

LESSON SEVEN

A gerund is a verb used as a noun and has an *-ing* ending. In a sentence, a gerund can be used as a subject, direct object, predicate noun, or object of a preposition.

Look at the interview with Liya Kebede in Lesson Four. Many gerunds are used.

1. Example of a gerund used as the subject of a sentence: *Modelling* is Liya Kebede's profession.

In this sentence the word *modelling* is a gerund from the verb, *to model*, that tells what Liya Kebede's profession is.

2. Example of a gerund used as a direct object: How long do you plan to continue *modelling*?

3. Example of a gerund used as a predicate noun (after the verb, to be): Something very important to Liya Kebede is *dreaming* about the future.

4. Example of a gerund used as an object of a preposition: The interviewer asked Liya when she first thought about *becoming* a model.

In your exercise book write the sentences below and underline the gerunds.

1. I suggest you give up smoking so that your health improves.
2. Running was my favorite sport until I learned to play football.
3. When a visitor enters the room, students must stop talking.
4. Harvesting teff is done after the rainy season.
5. People of all ages in Ethiopia earn money by shining shoes.
6. Riding in a taxi is one way people in the cities get to work.
7. The main way students travel to school in the countryside is by walking.
8. Farmers take their extra vegetables to the market for selling.
9. Riding a horse can be very difficult when there is a lot of traffic.
10. One requirement for school is buying exercise books.

Share your answers with a partner. Identify the gerund and explain why it is a gerund.

In your exercise book use the gerunds from the chart below to write complete sentences.

playing	travelling	studying	competing	discovering
---------	------------	----------	-----------	-------------

Share your answers with a partner.

LESSON EIGHT

Choose the correct gerund from the Word Bank to complete each of the sentences below. Write the answers in your exercise book.

Word Bank					
swimming	milking	growing	driving	riding	sitting
cooking	running	working	fixing	making	reading

Example: I enjoy *walking* to school with my friends.

I learn 1) _____ from my mother every day after school. My older brother's hobby is 2) _____ broken tools. My younger brother enjoys 3) _____ the cows early in the morning. Every evening our mother practises 4) _____ books with us. My sister who works in Addis Ababa is looking forward to 5) _____ in the women's race on Sunday. She works in a dress shop where she likes 6) _____ beautiful dresses and scarves. The farm work my whole family likes best of all is 7) _____ wheat and barley. At lunchtime we relax by 8) _____ in the shade of a tree. 9) _____ in the river is a special treat for us after 10) _____ in the fields.

Use six of the gerunds from the paragraphs above to write in your exercise books a paragraph about your own family.

Share your paragraph with a small group. Underline the gerunds and label them as subject (s), direct object (o), predicate noun (pn), or object of a preposition (op).

LESSON NINE

A Venn Diagram is used to compare and contrast things or people. The outer sections of the circles show how things or people are different, and the overlapping part shows how they are alike.

Read the passages about Dr. Aklilu Lemma and Liya Kebede again silently. Draw a blank Venn Diagram in your exercise book and fill it in with information from the passages to show how these famous people are alike and different (compare and contrast).

LESSON TEN

Look at the completed Venn Diagram in your exercise book. Use the information from your Venn Diagram to write one paragraph about how Dr. Aklilu Lemma and Liya Kebede are alike and another paragraph about how they are different.

Share your paragraphs with a small group of three. Make changes to the paragraph as suggested by your small group.

Share your paragraphs with the class.

LESSON ELEVEN

Think about the two famous people you learned about, Dr. Aklilu Lemma and Liya Kebede, and other famous people you know about. If you could be a famous person, who would you be?

Without naming the famous person you would like to be, describe the person to a partner. Your partner will ask you questions so that he or she can guess the name of the famous person you would like to be. Then tell your partner why you would like to be this famous person.

Share your conversation with the class.

UNIT 2 STREET CHILDREN

Unit Objectives

In this unit you will ask and answer questions to identify people, animals, and objects using the *either...or* and *neither...nor* language patterns in conversation and in writing. You will express your feelings using the language pattern and identify the main idea of the passages, answer questions about passages, and write a message.

LESSON ONE

When people, animals, and objects are compared and contrasted, the language patterns *either...or* and *neither...nor* can be used.

Read silently the conversation below as your teacher and a student read it aloud. Listen for the language patterns *either...or* and *neither...nor*.

Aida:	Are those new shoes?
Mekedem:	Yes, I saved my money to buy them. I had a choice of buying <i>either</i> shoes <i>or</i> a new sweater.
Aida:	How did you save enough money to buy the shoes? <i>Neither</i> my brother <i>nor</i> I have been able to save enough money to buy something new.
Mekedem:	I shined shoes every weekend <i>either</i> on the street <i>or</i> at a nearby café, taxi stand, bus stop, or market place.
Aida:	I hope to find a way to earn enough money to buy <i>either</i> a new dress <i>or</i> some new shoes.

Follow along as your teacher reads aloud sentences that have the language pattern *either...or* and *neither...nor*.

Some farmers specialize in growing *either* bananas *or* pineapples.
Neither bananas *nor* pineapples can grow in cold weather.

Either a man *or* a woman can be trained to run fast.
Neither a man *nor* a woman can run as fast as a cheetah.

If you want to find *either* a turtle *or* a snail, you should look near water.
Neither a turtle *nor* a snail moves quickly.

1. Using sentences like those in the conversation between Aida and Mekedem or those in the example sentences, have a conversation with a partner about objects, people, or animals using the language pattern *either...or*.

2. Have a conversation with a partner about objects, people, or animals using the language pattern *neither...nor*.

Report your conversation to the class.

LESSON TWO

Listen as your teacher reads sentences using the language patterns *either...or* and *neither...nor*.

Example

You should bring either a pencil or a pen to school.

Neither the pencil nor the pen can be used on the chalkboard.

Either Mesfin or Rahel will share the book with you.

Neither Mesfin nor Rahel has a partner to share with.

We may see either the elephant or the hippopotamus drink water from the river.

Neither the elephant nor the hippopotamus can live far from water.

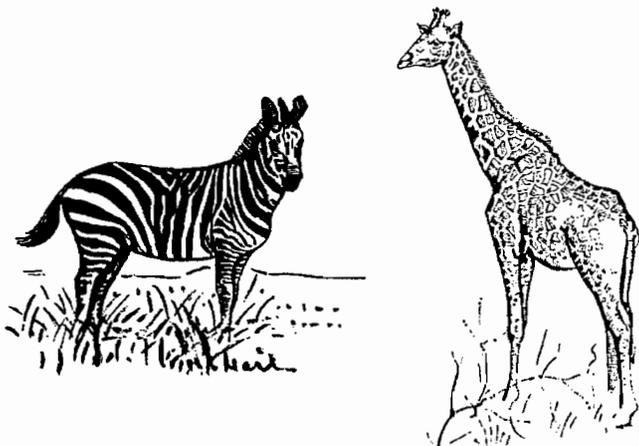
1. With a partner orally use the *either...or* language pattern to compare common classroom objects: the table and your teacher's desk, chalk and chalkboard, pencil and pen, textbooks and exercise books in three complete sentences.

2. With a partner orally use the *neither...nor* language pattern to contrast common classroom objects: the table and your teacher's desk, chalk and chalkboard, pencil and pen, textbooks and exercise books by using complete sentences.

Look at the pictures. With a partner orally use the *either...or* and *neither...nor* language patterns to compare the child and the adult in three complete sentences.



Look at the pictures below. Orally use the *either...or* and *neither...nor* language patterns to compare the zebra and the giraffe in three complete sentences.



Share your sentences with a partner and then with the class. Look around the classroom and find two things to compare using *either...or* and *neither...nor*. Share your sentences orally with the class.

Read the examples in Lesson One of the language patterns *either...or* and *neither...nor*.

In your exercise book write five sentences to compare yourself with another person. In at least two sentences, use the *either...or* and *neither...nor* language pattern.

Either...or and *neither...nor* can be used to compare things. Read the example sentences.

We must *either* store rainwater *or* dig a well.

In the dry season *neither* the pool *nor* the river has enough water for the animals to drink.

In your exercise book write the sentences below and fill in the gaps with *either... or* and *neither...nor*.

1. If you are in a hurry, you will have to take a plane. _____ the train _____ the car will arrive on time in the city.
2. Please choose _____ the apple _____ the banana to eat.
3. _____ the teacher _____ the student will go to school on Friday. They both will celebrate the National Holiday.
4. We can take water from _____ the river _____ the well to water the trees in the tree nursery.
5. I will use _____ the pencil _____ pen to complete my class work.

Share your answers with the class.

LESSON THREE

Write the title of the passage in your exercise book. Write five sentences that describe street children. Discuss in small groups the sentences you wrote, and explain why you think children live on the street.

Silently read the passage, "Street Children."

Street Children

Because of famine, war, and diseases such as HIV/AIDS, many children in Ethiopia become street children. One aid agency estimates that there are about 600,000 street children in Ethiopia, and of these children 100,000 can be found in Addis Ababa, the capital city. Other agencies in Ethiopia provide different numbers. One lower estimate is that about 150,000 children live on the streets in Ethiopia, with about 60,000 of them in Addis Ababa.

These children do not have access to proper care, safe water, sanitation, and education. They are exposed to abuse and have no legal or social support. They live on the streets, under bridges, in manholes, and in other areas. It is estimated that 40 percent of the children begin work before the age of six and work 30 hours each week.

Ensuring access to health, education, equality, and protection is important for street children. Suggested solutions by UNICEF for addressing this social problem include 1) strengthening the capacity of extended families, 2) strengthening community and other responses to this social problem, 3) strengthening the capacity of children and young people to meet their own needs, 4) ensuring the government protects these children by providing policies and services, and 5) creating a helpful environment for HIV/AIDS affected children and their families.

Several hundred street children who never have had the opportunity for a formal education are now attending a school built in Addis Ababa near the bus station. These vulnerable children are learning that there is hope for changing the environment in which they live, creating an opportunity for them to become productive citizens.

In your exercise book write the main idea of the passage and discuss it with the class.

Answer each question about street children in your exercise book. Write answers in complete sentences. If you need to, look back at the passage to find the answers.

1. According to aid agencies, how many children live on the streets?
2. Contrast the estimates of different aid agencies of how many children live in the streets. Why do you think the numbers are different?
3. What problems do street children have?
4. What percent of street children begin work before the age of six?
5. What solutions are suggested for addressing this social problem?

Share your answers with a small group.

Key Words: street children, sanitation, abuse, manholes, social problem, vulnerable, productive citizens

LESSON FOUR

UNICEF has defined three types of street children.

1. street living children	children who <u>run away</u> from their families because of some problem and live alone on the streets
2. street working children	children who spend most of their time on the streets <u>unsupervised</u> by an adult but return home on a regular basis
3. children from street families	children who live on the streets with their families

With the class contribute to a chart that compares how the three types of street children are alike.

Then in your exercise book using information from the chart, write sentences that tell how the street children are alike.

With the class contribute to a chart that compares how the three types of street children are different.

Then in your exercise book using information from the chart, write sentences that tell how the street children are different.

From the sentences in your exercise book, write two paragraphs: one paragraph explaining how the three types of street children are alike and another paragraph explaining how they are different. Share your paragraphs with the class.

Key Words: run away, unsupervised

LESSON FIVE

Read the second paragraph of the passage in Lesson Three. In small groups discuss the social problems that street children may have and the problems they can create for society.

In your exercise book write a list of suggestions to the government about what it should do to help street children become productive citizens. Discuss your ideas in small groups.

Copy the following topic sentence in your exercise book, and write four supporting sentences that explain how this can happen: *The government in Ethiopia can help street children.*

LESSON SIX

Close your eyes and imagine that you are a child living in the streets. Think of the five senses: see, hear, touch, taste, and smell. You awaken at daybreak. Describe to a partner what you see, hear, taste, touch, and smell. Then write these descriptions in complete sentences in your exercise book.

Continue to pretend that you are a street child, and in a small group discuss the following:

- how you make money
- where you go for shelter
- what clothes you wear
- the kind people you meet and what they say to you
- the unkind people you meet and what they say to you

- where your parents and family are
- why you live on the streets
- what your future will be like.

Write explanations for the bulleted items above in complete sentences in your exercise book.

LESSON SEVEN

In small groups pretend to represent one of the following ministries, as assigned by your teacher:

Ministry of Health

Ministry of Education

Ministry of Transportation and Communications

Ministry of Federal Affairs

Ministry of Labour and Social Affairs

Ministry of Information.

Discuss the work of each ministry. Develop a list of strategies to help street children, based on the ministry that your group is assigned.

Select a spokesperson to report your group's list to the class.

LESSON EIGHT

Selome is visiting family in Addis Ababa. One day she walks through Arat Kilo. She mails a postcard to Melate to describe what she has seen. Read the postcard to a partner.

<p>Dear Melate,</p> <p>I am staying for a week in <u>Addis Ababa</u>. The picture on this postcard is of <u>Arat Kilo</u>. I have seen <u>tall buildings</u> and <u>lots of taxis</u>. The weather is very <u>warm</u>. It is <u>sunny</u> and <u>dry</u>. I am sad to see street children <u>sleeping in every corner of Arat Kilo</u>. They are either <u>working</u> or looking for <u>work</u> to <u>make money</u> to <u>buy food</u>. Sometimes they <u>shine shoes</u> and <u>wash cars</u>. They also carry <u>bags</u> and <u>luggage</u>. See you soon.</p> <p>Best wishes,</p> <p><i>Selome</i></p>	<p>Melate Nebiyu P.O. Box 5912 Addis Ababa, Ethiopia</p>
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Copy the postcard below into your exercise book. Think of a place you have visited. Fill in the gaps to write a postcard to a family member about a place you have visited.

Remember to:

1. Describe the place you visited.
2. Address the postcard with the name of the person who will receive the postcard.
3. Report what you observed about street children in the place you visited.

<p>Dear _____,</p> <p>I am staying for ____ weeks in _____ . The picture on this postcard is of _____ . I have seen _____ and _____. The weather is very _____. It is _____ and _____. I am sad to see street children _____ . They are either _____ or looking for _____ to _____ to _____. Sometimes they _____ and _____. They also carry _____ and _____. See you _____.</p> <p>Best wishes,</p> <p>_____</p>	<p>_____</p> <p>P.O. Box _____</p> <p>_____, Ethiopia</p>
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Share the postcard with a partner.

Key Words: luggage, weather, postcard

LESSON NINE

Read the title of the story and predict what it is about.

Silently read the story. As you read, think about why each key word is important to the story.

What Hope is There for Street Children?

Seyoum's parents died of HIV/AIDS three months ago. Since he has no relatives who can help him, Seyoum and his siblings are considered orphans. Seyoum has sold the furniture in his house to buy food for his brothers and sisters. He has no money for school uniforms or exercise books. Seyoum has looked for work every day, but jobs are scarce.

Before Seyoum's parents died, they were productive citizens in Addis Ababa. They provided food, clothing, and shelter for their children. His father drove a city bus. His mother sold vegetables in the market.

Because of his parents' death, Seyoum has become a member of a large group known as street children. Seyoum, his two brothers, and one sister have been displaced throughout Addis Ababa. They live under bridges and in manholes in the city.

Read each sentence that contains a key word to a partner. Write a new sentence for each of the six key words in your exercise book.

In your exercise book write a description of street children using as many of the following words as possible: orphans, productive citizens, street children, displaced, bridges, manholes.

Key Words: orphans, displaced, bridges

LESSON TEN

**Reread the story, "What Hope is There for Street Children?"
Discuss with a partner your reaction to the following topic sentence:
*There is hope for street children.***

In a small group brainstorm ideas and design a project that will help street children. In your exercise book write notes to explain your project for helping street children. Include in your notes answers to the following questions:

1. What will you do to help solve the problems?
2. What will you need to help solve the problems?
3. How will this help street children?

Include at least one sentence using *either...or* and one sentence using *neither...nor*.

LESSON ELEVEN

Share your project with the class. After each presentation contribute to the chart on the chalkboard that answers the three questions from Lesson Ten.

UNIT THREE

ANIMALS USEFUL FOR TOURISM

Unit Objectives

In this unit you will describe people, animals, or objects in complete sentences using *who*, *whose*, *that*, and *which*. You will read and relate the ideas explored in the unit by retelling facts orally and in writing using sentences and paragraphs.

LESSON ONE

Think about all of the animals you have seen. Share the names of ten animals with a partner.

Listen and follow the words as your teacher reads the conversation to the class.

Abel	Does the vervet monkey have a white tail?
Meron	No, it is the colobus monkey <u>that has a white tail</u> .
Abel	Who told you the difference in the color of the tails of the two monkeys?
Meron	My teacher told me how to tell the two monkeys apart. All colobus monkeys' tails are white.
Abel	Which teacher told you about the monkeys?
Meron	My seventh grade teacher, Mrs. Tigist, is the person <u>who explained the monkeys</u> .
Abel	I know Mrs. Tigist. She's the teacher <u>whose son is in my class</u> .

Look at the underlined words in the conversation, and listen as your teacher rereads it. The underlined words are adjective clauses describing the colobus monkey and Mrs. Tigist.

An adjective clause is a group of words with a subject and a verb. It modifies or describes a noun. The clause usually begins with *who*, *whose*, *that*, or *which*. It is not a complete sentence by itself.

Example

My uncle *who lives in Tigray* visits us once a month.

An orphan is a child *whose parents are not living*.

The tree *that we planted last year* is growing well.

The red flower *which you gave me last week* is still pretty.

As your teacher reads a story aloud, listen for the adjective clauses. In the story that the teacher has written on the chalkboard, be prepared to underline the adjective clause and put a circle around the word that the adjective clause describes. Remember that adjective clauses describe nouns and pronouns.

A Visit to the Forest

Last week I visited the Menagesha Forest with my friend whose father is a park ranger. We saw a family of colobus monkeys that were swinging in the trees. The guide who showed us around the museum knows all about monkeys. He told us many things about the animals which live in the forest.

Key Words: who, whose, that, which, park ranger

LESSON TWO

Listen as your teacher reviews what an adjective clause is and what it describes. Work with a partner and orally give the definition of an adjective clause. Share your definition with the class.

Select two animals and describe them orally to a partner. Be sure to use adjective clauses that begin with *who*, *whose*, *that* and *which*.

Work in a group of three or four to orally develop five sentences with adjective clauses to compare and contrast the animals. Be sure to use the words *who*, *whose*, *that*, and *which* to begin each adjective clause.

Share your sentences with the class.

LESSON THREE

Tourism plays an important role in Ethiopia's economy. Everyday people travel to the countryside. They come to visit its national parks to see wild animals and plants, the cultures and customs of the people, and enjoy its lovely weather.

Silently read the passage, "Tourist Attractions in Ethiopia."

Tourist Attractions in Ethiopia

The natural beauty of Ethiopia amazes the first-time visitor. The sights are breathtaking. Ethiopia is a land of rugged mountains, broad savannah, lakes, and rivers.

The unique Rift valley is a remarkable region that has volcanic lakes and vast collections of birds. Tisisat, the Blue Nile Falls, ranks as one of the greatest natural spectacles in Africa. Ethiopia has 14 major wildlife reserves that are home to the country's native animals and plants.

Throughout Ethiopia birds abound, and animals such as the Walia Ibex, the Ethiopian fox, and the Chelada baboon roam free. Ethiopia, after the rainy season, has many flowers and more plants than most other African countries. Because of the breathtaking sights in Ethiopia, it is becoming a popular tourist destination.

With a partner discuss the main idea of the passage. Share the main idea with three other classmates. Consider the main ideas of your classmates; then write one main idea in your exercise book.

Share your main idea with the class.

Key Words: tourist attractions, breathtaking, rugged, remarkable, vast, spectacles, abound, destination

LESSON FOUR

Reread the passage, "Tourist Attractions in Ethiopia," to a partner.

Write four of the key words from Lesson Three in your exercise book. Guess the definitions of *brehtaking*, *remarkable*, *vast*, *spectacles*, *tourism*, and *abound*.

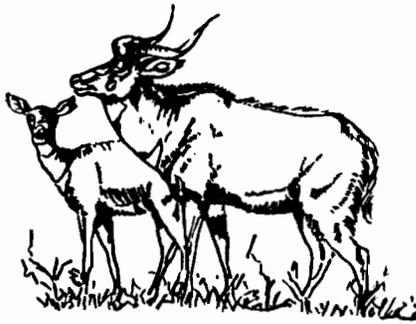
Write five questions about the passage to ask a partner. Take turns with a partner asking and answering each other's questions.

Share your answers in groups of three.

LESSON FIVE

What do you know about the mountain nyala?

Look at the pictures below and read the title of the passage. With a partner discuss what you expect to learn from this passage.



Silently read the passage.

Mountain Nyala

The mountain nyala is the Ethiopian antelope recently identified by scientists. It was first collected by Major Ivor Buxton in 1908. At that time there were many mountain nyala throughout the Arsi and Bale Regions. These antelopes lived at high altitudes, between 3,000 and 4,000 metres, in the mountain forests where it is cold and wet much of the time. There were large numbers of them until the pressure of the human population destroyed much of their forest habitat. Many years later, very little else is known about their habits. In Arsi, the population is now reduced to a small number.

The creation of the Bale Mountains National Park has provided the mountain nyala with a protected place to live. Although some of the heath forest had been burned away in Bale, large areas of mountain forest were left unspoiled and the nyala were not seriously threatened with extinction. Previously, they were hunted so much that people rarely caught more than a glimpse of them as they hid in the bush. However, they have become confident and can be seen easily in the mornings and evenings when they come to the lower mountain slopes to graze. They are continuing to breed and thrive in their new protected environment.

With a partner complete the dialogue about the mountain nyala by writing Jorgo's responses in your exercise book.

Mountain Nyala Dialogue

Aida	What did you expect to learn from this passage?
Jorgo	
Aida	What is the main idea of the passage?
Jorgo	
Aida	Why are mountain nyala thriving in the Bale Mountains?
Jorgo	
Aida	What do we know about the mountain nyala?
Jorgo	
Aida	What do we still need to know about the mountain nyala?
Jorgo	

Share your dialogue with another partner.

Key Words: unspoiled, extinction, hunted, glimpse, thrive

LESSON SIX

Look at the pictures below, and then read about Bird A and Bird B.



wattled ibis



hammerkop

Silently read descriptions of the two birds. Identify all of the words whose meanings you do not know by listing them in your exercise book. Share the vocabulary words with the class.

Birds of Ethiopia	
<p>Bird A</p> <p>This is a medium sized bird with a long shaggy <u>crest</u>. The shape of its head with a curved beak and crest at the back reminds us of a hammer, hence its name. Its <u>plumage</u> is all brown. It is related to the herons, but is usually placed in a family of its own because of its <u>unique characteristics</u>.</p>	<p>Bird B</p> <p>This bird is one of a group of long-legged <u>wading</u> birds. It has a long beak that curves down. It usually feeds as a group, <u>probing</u> mud for food items, usually <u>crustaceans</u>. Most species nest in trees, often with herons or spoonbills.</p>

With a partner match each description with the correct picture.

Look at the pictures.



grey heron



spoonbill

Talk to a partner about the pictures of the birds. In your exercise book write a sentence that describes each bird.

The spoonbill _____.

The grey heron _____.

Share your sentences with the class.

Key Words: crest, plumage, unique, characteristics, wading, probing, crustaceans

LESSON SEVEN

Look at the picture of the zebra and describe it to your partner.



Listen and follow the words as your teacher reads facts about the zebra. Listen for five facts about the zebra. Record them in your exercise book.

Zebra

- First, it is interesting to know that the zebra is very much like a donkey. The biggest difference is that a zebra is a wild animal and the donkey can become domesticated. The zebra is a main attraction for visitors to Africa. (A domesticated animal is tame and kept by people, e.g. to help them on their land).
- Second, the stripes of the zebra's coat help it to camouflage itself from its enemies. (When an animal is able to camouflage itself, it becomes very hard to see the animal. To camouflage means to not be seen easily).
- Third, every zebra is different. There are no two alike just like your very own fingerprints. (Every person has fingerprints on the tips of his or her fingers. No two sets of fingerprints in the world are alike, just as the zebras' stripes are all different).
- Fourth, the zebra has excellent eyesight and must always be on guard against its enemies. (To have excellent eyesight means to see very well. The zebra, like many people, has excellent eyesight).
- Fifth, the zebra also can hear an enemy long before the enemy gets close. It is very hard to sneak up on a zebra. (To *sneak up on* means to arrive without being noticed).

Share your facts with a partner.

Key Words: domesticated, camouflage, fingerprints, excellent eyesight, sneak up on.

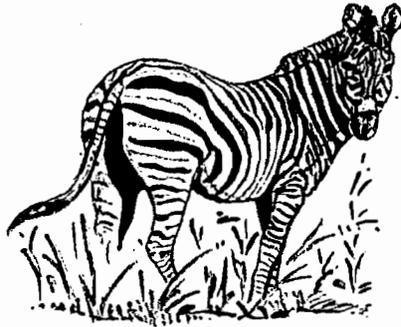
LESSON EIGHT

In your exercise book copy the sentences and fill the gaps with words from the chalkboard.

Share your answers with the class.

LESSON NINE

Look at the picture below. With a partner discuss why the zebra is not considered to be *livestock*.



Read the passage, and use context clues to figure out the meanings of the underlined words.

Burchell's Zebra

Many tourists visit Africa each year to see the animals and birds that are native to Africa. The Burchell's zebra can be found in its natural habitats in Kenya and Southeastern Ethiopia.

This species of zebra has become endangered in Ethiopia for several reasons. One reason is because of hunting that occurs for its beautiful black and white striped hide. Even now the zebra is being poached for its black and white skin. The second reason is that much of the zebra's diet of grass, shrubs, and trees has been harmed because of the increase in domestic animals or livestock raised by farmers.

In your exercise book write the letter of the correct answers..

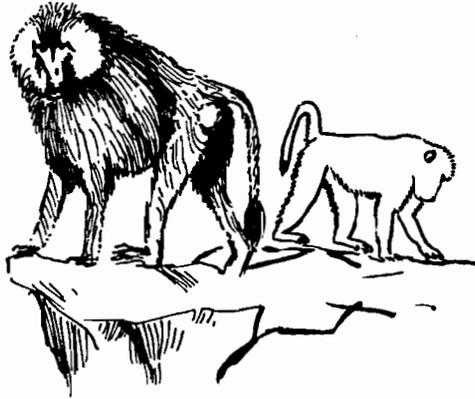
1. Two reasons why Burchell's zebra are endangered are
 - a. hunting and loss of diet.
 - b. other dangerous animals and plants in the forest.
 - c. the drought and floods.
 - d. farmers and their animals.
2. The zebra is poached for
 - a. its white stripes.
 - b. its black and white hide.
 - c. its use to farmers.
 - d. its danger in the forest.
3. Protecting native animals and birds is important for
 - a. food.
 - b. tourism.
 - c. the government.
 - d. the farmer.
4. When a breed of animals becomes scarce, they are called an _____ species.
 - a. scarce
 - b. hunted
 - c. dangerous
 - d. endangered
5. The zebra's natural diet is
 - a. other animals and trees.
 - b. trees and berries.
 - c. grass, shrubs, and trees.
 - d. insects and shrubs.

Key Words: endangered, hunting, poached, livestock

LESSON TEN

What do you know about the Chelada Baboon? With a partner discuss what you know about this baboon and what you expect to learn from the passage about Chelada Baboons.

Listen to your teacher read the passage aloud then read the passage aloud with a partner. Pay careful attention to how the key words are used in the sentences.



Chelada Baboon

The Chelada Baboon lives in the mountains of Ethiopia. Tourists can see this baboon when they visit the highlands and National Parks. The baboon lives by grazing in the grass lands. It lives in groups with many female baboons with only one male baboon.

The male baboon can be identified by the bright red, heart-shaped patch found on his chest. The female also has a red patch, but it is not as bright as the patch on the male. The baboon is a mammal, an animal that feeds its young with the mother's milk.

Copy the gap-filling activity in your exercise book and complete it using words from this lesson. Try to fill in the words without referring back to the passage.

_____ can see the _____ in the _____ of Ethiopia. The baboon feeds on _____. It lives in groups of many _____ baboons with only one male baboon. The male baboon can be identified by _____. The female has a similar _____ but it is not as bright as the one on the male. Like other _____ the baboon feeds its young with _____.

Ask your partner to check your answers.

Key Words: Chelada Baboon, highlands, National Parks, tourist, grazing, mammal, patch

LESSON ELEVEN

Take turns reading the sentences below to a partner.

1. Ethiopia has many national parks.
2. Many people travel to Ethiopia to visit parks to see animals and birds native to Ethiopia.
3. In the Awash National Park, the oryx is native.
There are also giant tortoises and many birds in this park.
4. The Bale Mountains National Park is home to the baboon, the giant mole rat, and the Simien fox.
5. The Simien National Park is home to many animals, including the baboon, the ibex, and the Simien fox.

Make a table which shows the animals to be found in each national park.

1. Write the name of the three National Parks.
2. List the animals that live in each park.

Awash National Park	Bale Mountains National Park	Simien National Park

Pretend you are going to visit one of these three National Parks. List in your exercise book all the things you will need to do before you go.

Listed below are some examples you can use.

Example

Plan what clothes you will need to pack: *trousers, long sleeve shirts, shoes, socks, something to sleep in if you are going to spend the night.*

Plan how you will travel: *walk, ride in a car, ride in a wagon or cart.*

Plan with whom you will go: *brother, sister, mother, father, grandparent.*

In your exercise book write a letter to a friend from another village who will join you on your trip. In the letter tell your friend what to bring and how you will travel. Explain what the habitat is like and what you expect to see.

Share your letter with a partner.

LESSON TWELVE

Work in a small group to develop a poster for the Ministry of Tourism. Select one of the following topics as the focus of your poster:

1. Benefits of tourism to Ethiopia
2. Benefits of tourism to animals
3. Challenges of tourism to animals
4. Challenges of tourism to Ethiopia
5. Interdependence of animals and people.

Plan what your poster will communicate and what your poster will look like. Develop your poster, and share it with the class.

UNIT 4 A WISH

Unit Objectives

In this unit you will learn about ambitions, talk about a past wish by using *wish plus the past perfect* (wish+had+past participle) language pattern, learn new vocabulary, read passages and answer questions, write sentences and paragraphs, and create a poster.

LESSON ONE

Listen and follow the words in the conversation about ambitions as your teacher reads the conversation orally.

Meron	What do you wish to do when you finish school?
Ahmed	I want to continue my education at a university like my father.
Meron	What did he study at the university?
Ahmed	He studied science but he wished he had studied business. I wish to study business so that I can help my father run his cabinet making shop. To help my father <u>oversee the financial operations</u> of his business, I must have a good knowledge of all aspects of the business. The university will help me to get this knowledge. What do you wish to do when you finish school?
Meron	When I finish high school, I would like to study to become a science teacher. When I was young I wished I could be the best teacher ever so that I could help our students become good scientists. I like going to school, and I like teaching what I have learned to my younger brothers and sisters. I read books to them and teach them to speak English.
Ahmed	When I become a <u>successful</u> businessman, I will be able to marry and <u>support</u> a family. We will be able to travel to other countries and learn about their people and cultures. I wish I had travelled more with my parents when they visited relatives.

Meron	My <u>ambition</u> is to be the best teacher ever so that I can help our children to become <u>good citizens</u> . This will help our country make <u>progress</u> so that living and school <u>conditions</u> will become better. An education also will help me to become a better mother because I will be better able to manage my house and my children.
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With a partner look at the chart and orally complete it by naming five ambitions you have. With the class share a plan on how you will complete each ambition.

Ambition	How to Complete the Ambition
Example: businessman	graduate from the university, spend time or work in a business, start a business, work hard
Example: learn about other people	travel to other countries, read about other countries

Share your greatest ambition with the class and explain why you have chosen it.

Key Words: oversee, financial operations, successful, support, ambition, good citizen, progress, conditions

LESSON TWO

Some language patterns express present wishes, past wishes, or future wishes. Present wishes tell what we want to do now. Past wishes tell about something we wish we would have done in the past. Future wishes tell what we wish for at a later time.

Listen and follow the words in the example sentences as your teacher reads them aloud.

Example (wish-present) something you want now

I wish that I could go to the library now.

My mother wishes that she could pick the vegetables today.

My brother wishes that he could help my father at his store immediately.

Example (wish-past) something you think you should have done in the past

I wish I had written to my aunt about my good grades at school.

I wish I hadn't spent so much money.

I wish I had done my homework.

Example (wish-future) something you would like in the future

I wish my sister could help me fix my father's car tomorrow.

I wish I could play football after school.

My father wishes that I could help him with his business when I finish school.

Listen as your teacher reads sentences from Meron and Ahmed's conversation that express present, past, and future wishes. After each sentence is read, tell the class if it is a present, past, or future wish.

What do you wish to do when you finish school?

He studied science, but he wished he had studied business.

I wish to study business so that I can help my father run his cabinet making shop.

What do you wish to do when you finish school?

When I was young I wished I could be the best teacher ever so that I could help our students become good scientists.

I wish I had travelled more with my parents when they visited relatives.

Listen as your teacher reads again the conversation between Meron and Ahmed aloud. Talk with your partner about your wishes and compare your wishes to Meron and Ahmed's wishes.

LESSON THREE

Think about questions that you could ask someone about his or her ambitions.

Example

What do you want to do after high school?

Do you plan to get married?

What do you want to study at the university?

How will you support your family?

Where do you plan to live?

Write five questions in your exercise book that you would like to ask someone about his or her ambitions.

Ask someone in the class the five questions you wrote in your exercise book. Record his or her answers in your exercise book.

Use your partner's answers to write a paragraph about his or her ambitions. Begin with a topic sentence and then give details.

Example

Topic sentence: Ahmed's ambition is to become a successful businessman. Details: He wants to go to a university and learn how to become a successful businessman. He wants to have his own business and provide for his family. He also wants to help his parents when they are elderly.

Share your paragraph with the class.

LESSON FOUR

Listen as your teacher asks questions about what families do for a living.



Silently read the passage below.

Different Ambitions

When Yohannes was young, he used to help his mother in her fabric shop. He helped her sort and carry rolls of fabric from the back of the shop to the showroom. When Yohannes got older, he helped her calculate the prices of lengths of fabric that people were buying.

He loved to add, subtract, multiply, and divide. Yohannes learned how to calculate metric units. He was able to calculate without using a pencil and paper. Mathematics was his favourite subject at school. His ambition was to continue his education at the university to become an accountant. Later, he worked as an accountant for his uncle's tool factory.

Yohannes' sister, Sofia, also helped her mother in the fabric shop. She learned to sew fabric by watching her mother. At first she made scarves, table covers, and other items that were ordered. Then she became a seamstress in her mother's shop, making dresses and other clothing requested by customers.

Sofia's ambition was to become a dress designer. She wanted to study dress design. She wanted to open her own dress shop in a new shopping centre.

With a partner discuss the lesson learned from the passage. Write the lesson learned using complete sentences in your exercise book. Share your work with a partner.

In your exercise book write the number of the statement below. Next to the number, write T if the statement is true and F if the statement is false. The questions are about the passage, "Different Ambitions."

1. When Yohannes was young, he helped his father in the fields.
2. Yohannes' job changed when he began to help his mother in her fabric shop.
3. Yohannes became an accountant because he liked mathematics.
4. Yohannes also milks the cows daily.
5. Yohannes' uncle needed an accountant.
6. Sofia learned to sew by watching her mother.
7. Sofia's ambition is to be an engineer.
8. Sofia and Yohannes have different ambitions.

Share your answers with the class.

Key Words: rolls, fabric, calculate, accountant, seamstress, design

LESSON FIVE

Silently read again the passage, "Different Ambitions."

Complete a Venn Diagram by listing words that describe how Yohannes and Sofia are alike and different. Remember that the section in the middle where the circles overlap is where you write how Yohannes and Sofia are alike. The outside areas show how Yohannes and Sofia are different.

Use the information from your Venn Diagram to write two paragraphs. In the first paragraph, compare how the two are alike. In the second paragraph, contrast how the two are different.

Share your paragraphs with a partner.

LESSON SIX

It is important to take care of the environment. It is important to keep our environment free of litter by collecting and disposing of rubbish. It also is important to collect and recycle plastic bags and other items. Citizens must be educated about the benefits of fighting pollution.



Discuss the picture with a partner. Talk about other ways humans pollute the environment. With a partner predict what kind of pollution will be discussed in the passage. Silently read the passage, “Pollution and the Environment.”

Pollution and the Environment

Our environment can be polluted in many ways. This can affect our quality of life.

Water pollution can be caused by factories dumping chemical waste into the water. Humans also pollute water by washing their bodies, their animals, and their clothes in it.

Air pollution is caused by exhaust fumes from cars and factories and smoke from fires. Plants, animals, and people actually can die from diseases such as dysentery and bronchitis caused by water and air pollution .

Pollution also can occur on land when the earth is covered with litter such as paper and plastic and garbage such as domestic and animal waste. People pollute the land when they do not dispose of unwanted materials properly.

Pollution can be controlled by people whether it is in the water, in the air, or on the land. To do this, people must learn about the effects of pollution and the benefits that occur when it is controlled.

Recycling is one way to control pollution and waste materials. When waste is recycled, materials such as aluminium, glass, paper, and plastic are sanitized and used in new ways. Communities need to be educated in ways to recycle materials.

Reread the passage orally with a partner. You will read one paragraph and your partner the next until the passage is completed.

In your exercise book write the main idea of the passage and share the main idea with a partner.

In your exercise book write the answers to the questions by using complete sentences.

1. Write a definition for pollution.
2. List the three types of pollution mentioned in the passage.
3. Explain how air becomes polluted.
4. Explain how people could die from air pollution.
5. Explain how pollution can happen on land.
6. Is recycling a good thing to do? Explain why.
7. Explain how pollution can be controlled.
8. Who is responsible for preventing pollution? Explain why.
9. What kinds of pollution can be found at school? How can this pollution be prevented?

Share your answers with the class.

Key Words: environment, pollution, chemical waste, exhaust fumes, litter, recycling, aluminium, sanitized

LESSON SEVEN

Complete the Anticipation Guide that is on the chalkboard.

With a partner talk about what a forest is and why it is important to have a forest. Discuss what grows and lives in the forest and how the forest is helpful to the environment.

Read the passage, “Deforestation,” and think about what the word *deforestation* means.

Deforestation

An area covered with different kinds of trees and other plants is called a forest. Forest products make an important contribution to the economic needs of people. Forest products provide people with food, clothing, shelter, and other essentials.

Natural vegetation serves as a home for wildlife and contributes to the beauty of the forest. It protects the soil from erosion by wind and rain.

Deforestation is the burning and cutting of forest trees. It can happen naturally through forest fires and other changes in the climate. It also can occur when humans burn or cut trees to create farmland, cut wood for fuel, and cut trees for lumber without replanting the trees.

Humans also bring too many grazing animals into the forest to feed on the grass and low growing plants. Overgrazing exposes soil to serious damage from which it cannot recover.

Deforestation is harmful to the environment. It affects the balance of nature. The balance of nature is necessary for the preservation of the environment.

Write the answers to the gap-filling sentences in your exercise book. You should look back at the story only if you do not know an answer.

1. Plants provide people with food _____, _____, and _____.
2. _____ Wildlife lives in _____.
3. Natural vegetation protects the soil from _____ by wind and rain.
4. _____ is the cutting and burning of trees.
5. _____ live by feeding on grass or low growing plants.
6. _____ expose the soil to serious _____.
7. Maintaining the balance of nature is necessary for the _____ of the _____.

In your exercise book write the letter of the correct meaning of the underlined word.

1. Plants provide humans with many things.
a. supply b. produce c. maintain d. manage
2. Natural vegetation protects the soil from erosion.
a. gives b. provides c. guards d. supplies
3. Vegetation contributes to the beauty of the forest.
a. plants b. animals c. wildlife d. soil
4. Deforestation happens naturally.
a. occurs b. comes c. causes d. chances
5. Overgrazing causes damage from which the forest cannot recover.
a. over planting b. eating most of the plants
c. ploughing d. water

Share your answers with a partner.

Key Words: contribution, provides, vegetation, protects, erosion, deforestation, happen, overgrazing, damage, recover, balance of nature, preservation

LESSON EIGHT

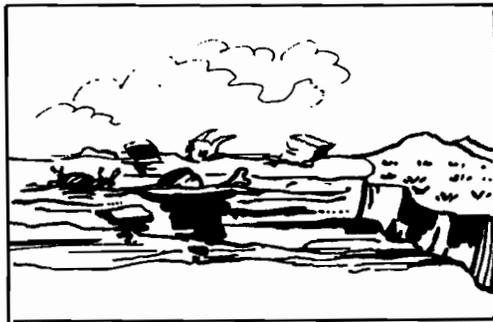
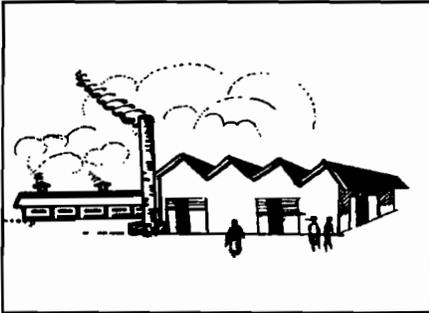
In a small group talk about the importance of controlling pollution. Look at the environment around you. Do the following:

- Make a list of the different kinds of damage from pollution that occur in your environment.
- Make a list of things that you can do to control pollution damage in your environment.
- Write a plan that tells how you can control pollution damage in your environment. Include answers to the questions:
 - Who is involved?
 - What kinds of pollution damage exist?
 - When did or does the pollution damage occur?
 - Where is the pollution damage seen the most?

How can you make a difference and create a better environment in which to live?

Share your plan with the class.

LESSON NINE



Look at the pictures and discuss air, water, and land pollution. Write sentences using the language pattern, *we wish we had not* or *we wish we had*.

In a small group make a poster that illustrates how to stop pollution. Look back at Lesson Eight for information that will help you to make a poster.

Explain your poster to the class.

LESSON TEN

Look for air, water, and land pollution as you walk or ride to school. In your exercise book beside the words: air, water, and land, write what you observed about the three types of pollution.

Then write a paragraph describing the three types of pollution that you saw on your way to school. Explain ways that people can prevent the pollution that you saw.

Share your paragraphs with the class.

LESSON ELEVEN

Share with the class what you predict the passage, “Water and Health,” is about.

Your teacher will read aloud the passage, “Water and Health.” Listen for key words and think about what each means as you listen to the passage.

With a partner discuss the following:

1. Explain how water is related to good health.
2. Discuss reasons why some communities are digging deeper wells.
3. Explain the benefits of a deep well over a shallow well.

Share your ideas with the class.

Key Words: limited access, shallow, unprotected, contaminated, livestock, transmit

LESSON 12

Sources of water are very important to plants, animals, and humans. Share with the class different sources of water that you know about by helping to complete the graphic organizer on the chalkboard.

Select a water source and write a paragraph describing how that water source is used.

Share your paragraph with the class.

UNIT FIVE OUR MUSEUMS

Unit Objectives

In this unit you will talk about the future using the language pattern *shall/will* or simple present tense verbs, use vocabulary connected with visits and travel in sentences, answer questions, write paragraphs, and create a leaflet. You also will listen to a passage and locate places on a map by listening to directions.

LESSON ONE

Work in pairs to orally answer the questions below as your teacher reads them aloud.

- Have you heard about any of the museums in Ethiopia? Where are they? What can you see there?
- Have you ever visited a museum in Ethiopia? If so, when did you visit? Where is the museum? Who was with you? What was in the museum? What did you like about the museum? What did you dislike?
- If you have not visited a museum, which museum would you like to visit? Why?



National Museum

Listen and follow the words in the conversation as your teacher reads it aloud.

Rahel:	We have no school on Wednesday. What are you planning to do?
Elias:	I'm planning to visit the National <u>Museum</u> . I have heard that it is a very interesting place. Have you been there?
Rahel:	No, I haven't. I have only visited the Zoological Museum with my family.
Elias:	Would you like to go with me?
Rahel:	Yes, I would because I have heard that the <u>remains</u> of Denknesh are there.
Elias:	Yes, there are many artifacts such as tools, <u>jewellery</u> , and <u>costumes</u> from former <u>emperors</u> .
Rahel:	But do you know how much it costs?
Elias:	It costs two birr for students, but we will need bus fare to get there.

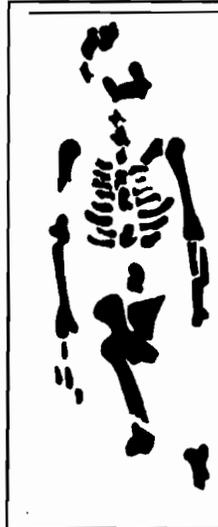
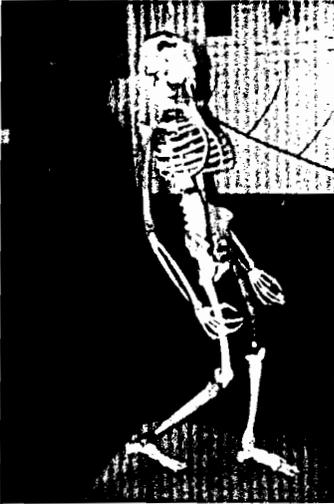
With a partner practice reading the dialogue. Then discuss the main idea with the class.

Key Words: museum, remains, jewellery, costumes, emperors

LESSON TWO

On Wednesday Rahel and Elias arrived at the museum. They paid two birr for admission. Then they received a leaflet as a guide to the exhibits in the museum. The passage below is what they read in the leaflet.

Listen and follow the words in the passage as your teacher reads information about the National Museum.



The National Museum

The Ethiopian National Museum is located in Addis Ababa, the capital city of Ethiopia, and contains many impressive displays of artifacts. It has three floors. Some of the artifacts are from the earliest days in Ethiopia such as the pre-Axumite civilization of Abyssinia.

The first floor contains artifacts from all parts of Ethiopia such as sculptures, ceremonial clothing, thrones, and tablets. On the second floor more recent traditional Ethiopian paintings and sculptures are displayed. The paintings have scenes from markets, religion, and other activities. There are woodcuts, self-portraits, and many other types of paintings.

The basement contains various fossils, the most famous of which are the remains of Lucy. Lucy is the nickname given to a 3.5 million year old female skeleton that is fossilized. Her real name is Australopithecus Afarensis. Lucy is called Dinknesh in Amharic. She was found in 1974 in Afar Depression and is 40 percent complete. Much of her jaw is missing, but the jaw contains almost all of her teeth. Scientists say that Lucy is the earliest known hominid skeleton. Hominids were the apes that learned to walk on two legs.

Many people from all over the world visit the Ethiopian National Museum. A tour guide is available to walk with you and explain the many exhibits in the entire museum.

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

Listen as your teacher rereads the passage about the National Museum. Then use complete sentences to answer orally the questions about the passage.

1. Name three ways that you can learn about the National Museum.
2. What is the purpose of the museum leaflet?
3. Why is the Ethiopian National Museum located in Addis Ababa?
4. Where are the artifacts in the museum from?
5. What kinds of artifacts are on display in the National Museum?
6. Why is Lucy famous?
7. What floor would you most like to visit in the National Museum?
Explain why you would like to visit this floor.

Key Words: impressive, artifacts, civilization, sculptures, thrones, tablets, traditional, woodcuts, self-portraits, fossilized, hominid, exhibits

LESSON THREE

When we read, we sometimes encounter words that we do not know. This can make it difficult to understand what we read. When this happens, we can use a number of different strategies.

Sometimes difficult words are explained in the text.

Example	The word <i>hominids</i> is explained as <i>apes that learned to walk on two legs</i> .
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The word *artifacts* is explained in the passage in a similar way. Write its meaning in your exercise book and share it with the class. Next, find the meaning of *ancient* from the text and write it in your exercise book.

There may be clues in the word itself.

Example	Look at the word <i>impressive</i> . To <i>impress</i> means to appear important or special. Therefore, an <i>impressive</i> display is one that looks important or special.
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Look back at the passage that was read orally in Lesson Two. The key words are underlined. If you can guess the meanings of any of the key words, write the word and its meaning in your exercise book.

Write the numbers 1-7 in your exercise book. Then write the letter of the correct definition of each word after the number.

1. civilization	A. a custom or belief handed down within a society over years, from parent to child
2. fossilized	B. a painting a person does of him or herself
3. hominid	C. a prehistoric plant or animal that has turned into rock
4. exhibits	D. a developed society
5. traditional	E. objects from long ago
6. self- portrait	F. apes that learned to walk on two legs
7. artifacts	G. displays of objects or artifacts

Share your answers with the class.

In your exercise book answer in complete sentences the questions that follow.

1. What is a civilization?
2. What is a *fossilized* skeleton?
3. What does the word *located* mean?
4. What does *displayed* mean?
5. What is a *traditional* painting?
6. What is a *self-portrait*?
7. What is *ceremonial* clothing?

Share your answers with the class.

LESSON FOUR

Sometimes surrounding words (context) can give clues to the meaning of a word.

Example

From the surrounding words, we know that the *exhibits* are what the museum guide will explain to visitors. The word *exhibits* means *the items on display in the museum*.

Sometimes words in the text are linked to each other.

Example

If you know the meaning of *ancient*, you should be able to figure out the meaning of the related word *ancestors*. Write the meaning of *ancestors* in your exercise book.

Sometimes you have to guess the meaning of an unknown word, but if it is an important word for understanding the text, you will need to know its meaning. You may have to look this word up in a dictionary or ask someone who knows its meaning.

Guess the meanings of the following words: *thrones, tablets, and sculptures*. Write the meanings in your exercise book, and then share the meanings with the class.

In your exercise book write sentences using five of the key words from Lesson Two. Share your sentences with a partner.

LESSON FIVE

Verbs are words that tell you what the *subject* of the sentence is doing, has done (the action), or will do. The *tense* of a verb tells the reader whether the action is happening now, has happened in the past, or will happen in the future. *Present tense verbs* show that something is happening now. *Past tense verbs* show that something has already happened. *Future tense verbs* show what will happen in the future. The future tense is formed with *will* or *shall*. *Shall* only is used with I or we.

Example

Singular Subject	Plural Subject
I shall	We shall
You will	They will
He, she, or it will	

Present tense: I *walk* to school every day.

Past tense: I *walked* to school.

Future tense: I *shall walk* to school tomorrow.

He *will walk* to school tomorrow.

Pretend that you are travelling somewhere to visit a museum. Use complete sentences in your exercise book to answer the questions below. Use the language pattern *I shall + a verb*.

1. What day will you travel?
2. Where will you meet your classmates?
3. What time will you meet?
4. How will you travel?
5. What time will you leave?
6. What time will you arrive at the museum?
7. About how long will your visit last?
8. What will you eat for lunch?
9. Will you do anything else in the town?
10. Will you need to take any extra money?

Share your answers with the class.

LESSON SIX

Ethiopia has a variety of museums throughout the country. Trips can be planned to different cities to visit museums. Plans for travel to museums should be made carefully. First, it is best to find out the hours the museum will be open and how much it will cost to visit the museum. Next, look at a map and locate the city where the museum is and find out how far away it is and how to get there. Can travel be made by bus, taxi, walking, on horseback, on a cart, or should you look for another way? Check the weather and places to stay and to eat. How many birr will the entire trip cost?

The chart, "Planning for a Museum Visit," has activities listed for planning travel to a museum. Copy the chart into your exercise book. Read the activity and decide with a partner how to complete the activity. Write the answers in the blanks next to each activity.

Planning for a Museum Visit

What to Learn	Completing the Activity
Example: Location of museums: city and street address	Go to the library, ask someone who knows, look at a map, ask a travel agent, ask a teacher, look in a history book
Cost of admission to the museum	
Hours the museum is open	
Location of museum and how far it is from where you are	
How to get to the museum	
Weather and how to dress	
Where to stay and places to eat	
Estimate the cost of the entire visit.	

Share your answers with the class.

LESSON SEVEN

A paragraph is a group of sentences related to a particular topic and organized around a topic sentence. A topic sentence tells you what the paragraph is about.

Locate the topic sentence from the story, "The National Museum," in Lesson Two and write the sentence in your exercise book. Then explain to the class why this is the topic sentence.

A paragraph should be arranged according to a definite plan, just as you should have a plan for travel to a museum. Before beginning to write, list the ideas you are going to use and decide on an order in which things will happen.

Using the topic sentence, *A specific plan must be made before visiting a museum*, write a paragraph titled, "Plans to Visit a Museum." Be sure to use sequence words such as the following; *first, second, third, fourth, then, next, after, before, finally*. These words show the order of events which will happen.

Read the paragraph that you wrote aloud to a partner. With your partner identify the topic sentence and follow the sequence of events.

Exchange ideas with a partner to make your paragraph better. Write your paragraph again to include your partner's ideas and then share your paragraph with the class.

LESSON EIGHT

Read the title of the story below and in your exercise book write a sentence predicting what you think the story is about.

Follow along as your teacher reads the passage, "Preserving History," and listen for the key words.

Preserving History

Ethiopia's museums help to preserve the history of Ethiopia. It is very important to the future of the country for its citizens to know about the past. The people of Ethiopia must learn from the mistakes as well as the successes from the past.

The museums contain artifacts and documents of past civilizations. Museums also can contain information about culture and nature. Some museums now focus on science and technology.

When students visit museums throughout Ethiopia, they will learn about past cultures and history. As the country continues to change, museums help to preserve the history of the Ethiopian people and their culture.

Share the main idea with the class.

Read the gap sentences below that are from the story, "Preserving History." In your exercise book copy the gap sentences and use the words in the word bank to fill in the gaps. Do not look back at the passage unless you cannot remember the answer.

Preserving History

Ethiopia's _____ help to _____ the history of Ethiopia. It is very important to the _____ of the country for its _____ to know about the past. The people of Ethiopia must learn from the _____ as well as the _____ from the past.

The museums contain _____ and documents of past _____. Museums also can contain _____ about _____ and nature. Some museums now focus on _____ and _____.

When students visit museums throughout _____, they will learn about past cultures and _____. As the world continues to _____, museums help to preserve the history of the Ethiopian people and their culture.

Word Bank

preserve	documents	technology	future
history	artifacts	science	culture
civilization	citizens	mistakes	successes
change	information	Ethiopia	museums

Share your sentences with the class.

Key Words: preserve, citizens, successes, documents, civilizations, culture, nature, technology

LESSON NINE

Museums exist in various parts of Ethiopia.

Example

The Ethiopian National Museum

Axum Museum

Jima Museum

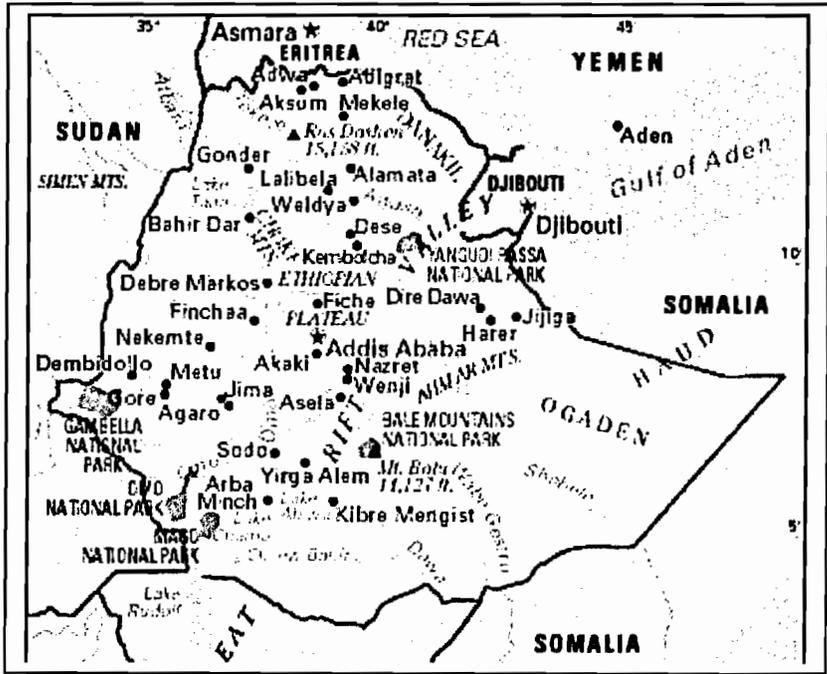
Harar Museum

Mekele Museum

In your exercise books write the direction of each museum from where you live.

Example

I live in Nazret. The Ethiopian National Museum is west of Nazret.



You are travelling from your home to Mekele. Explain to a partner how you would get there. Use sentences like the ones below that use the language pattern *shall/will*. Remember to use *shall* with *I* or *we* and *will* with all other subjects.

Example

- I shall go by taxi.
- We shall take a plane because it is very far away.
- The plane will leave at 8 a.m. and land at 11:30 a.m.
- Who will travel to Mekele to meet us?
- You will arrive at the same time as Aseffa.
- They will visit the museum in Axum.

Share your sentences about travel with the class.

LESSON TEN

When you visit a museum or other places of interest, written information sometimes is provided. This can be in the form of a leaflet. Leaflets, in addition to written information, usually have drawings or pictures. To help you learn about museums, you will make a leaflet that gives important information about a museum.

In a small group make a leaflet about a museum. The leaflet will have the name of the museum, its location, how to travel there, what you will see, times that it is open, cost of admission, a floor plan, and pictures or drawings.

To make a leaflet, you must make a plan. Divide your paper into three equal sections. Decide what to put in each section of the leaflet beginning with the front section.

Tell the class why leaflets are important.

LESSON ELEVEN

In a small group take turns presenting your museum leaflet by giving a short speech describing the museum according to what is in the leaflet. Explain the floor plan in detail.

LESSON TWELVE

Develop a schedule for your class to visit a museum. Begin with the first thing that must happen during the planning stage and explain to a partner what must be done step-by-step. Then include what will happen when the travel begins, what will happen at the museum, and what will happen afterward.

Example

8:00 Leave school for the National Museum
8:30 Arrive at the museum
9:00 Begin tour of first floor to see....
11:00 Lunch
12:00 Begin tour of second floor and then to other floors to see....
2:00 Depart for school

Based upon your own school day and what you have learned about museums, with a partner plan a trip to a museum during school hours. Use a format similar to the one in the example. Decide what time to leave and the times that each activity will occur before returning to school. Complete this activity with a partner.

Share your schedule with the class. Vote on which pair has developed the best schedule.

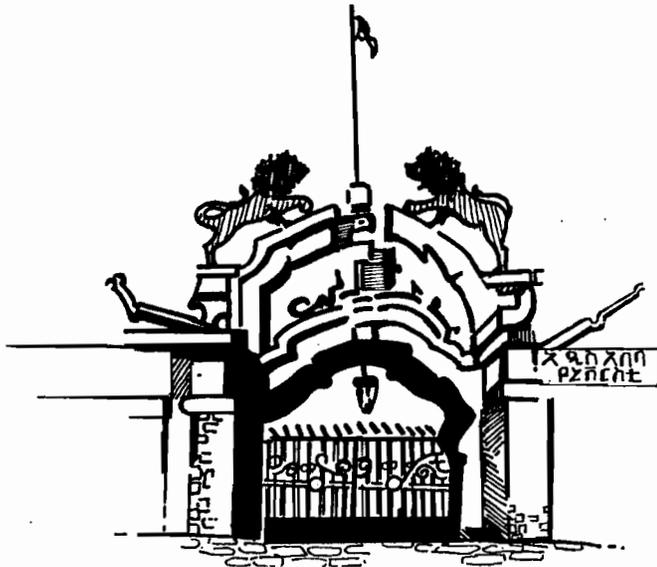
UNIT 6 AN EDUCATED FARMER

Unit Objectives

In this unit you will express your future plans orally and in writing by using the language pattern *will (be)* and *going to* and sequence words. You will read detailed information about farming, answer questions, and write a paragraph.

LESSON ONE

When we meet and talk with others, we often discuss our future plans. Tell your partner what the picture represents.



When we talk about future plans, we can use the language pattern *going to*....

Listen and follow the words as your teacher reads aloud the dialogue about future plans. Listen for the language pattern *going to*....

Derartu	When is your sister <i>going to</i> the university?
Fatuma	She is leaving tomorrow morning.
Derartu	Who is <i>going to</i> meet her?
Fatuma	Her friend is <i>going to</i> meet her at the bus station.
Derartu	When are you <i>going to</i> visit her?
Fatuma	I am <i>going to</i> visit her very soon.

When we talk about our future plans, we also can use the language pattern *will (be)*...

Listen and follow the words as your teacher reads aloud the dialogue about future plans. Listen for the language pattern *will be*...

Derartu	I <i>will be</i> entering the ninth grade next year.
Fatuma	I <i>will be</i> entering tenth grade.
Derartu	Who <i>will be</i> in your class?
Fatuma	I do not know who <i>will be</i> in my class until school begins.
Derartu	<i>Will you be</i> participating in any sports?
Fatuma	I <i>will be</i> playing football.

The language patterns *going to* and *will be* are sometimes used in the same sentence.

Example

I am *going to* study very hard so that I *will be* able to go to the university.

My parents and I *will be* travelling to Awassa to visit older family members, but my older sister is *going to* stay at home.

Have a conversation with your partner about your future plans. Use the language pattern *will be*...and *going to*... Use sentences like the ones between Derartu and Fatuma or like the example sentences.

Share your conversation with the class.

LESSON TWO

In addition to using *will be* and *going to* when we make future plans, we also can use sequencing words such as *first*, *after*, *next*, *then*, and *finally*. These words help us keep our plans in order.

Example

First I am *going to* market to buy fresh vegetables.

Then I *will be* preparing food for this evening's meal.

After that we will gather at the table for the meal.

Next I am *going to* wash the dishes and put them away.

Finally I *will be* taking a rest so that I can begin new activities.

Think of an activity that you plan to do in the next several days. Use the words *first*, *then*, *after*, *next*, and *finally* and the language patterns *going to* and *will be* to express the order in which you will do this future activity. Tell these sentences to a partner.

Then think of your plans after you finish eighth grade. For example, do you plan to attend high school, begin a career, or do something else?

Have a conversation with your partner about your future plans. Use as many of the sequencing words as possible, and use the language pattern *will be* and *going to* when appropriate. Your partner will raise his or her hand whenever you use a sequencing word or the language pattern.

Example

You	What are you <i>going to</i> do after eighth grade?
Your partner	First, I am going to complete my studies by continuing my schooling in high school.
You	What are you <i>going to</i> do after high school?
Your partner	<i>After</i> that, I will study to be an engineer who designs and builds buildings. This is a job that my uncle does, and I think that I would like to have the same career.
You	How are you going to do that?
Your partner	I will decide what university in Ethiopia would be best for me, and <i>finally</i> I will complete an application and take the necessary tests.

Below are positive and negative statements using the verb *to be* and the language pattern *going to*.

Listen and follow the words as your teacher reads the statements orally.

Positive Statements

Subject	verb to be	going to	rest of sentence
I	am	going to	eat lunch now.
She	is	going to	the cinema tonight because she has tickets.
They	are	going to	book a hotel room for their holiday.
You	are	going to	like the new book that I read. I will give it to you tomorrow.

Negative Statements

Subject	verb to be	not going to	rest of sentence
I	am	not going to	eat lunch now.
She	is	not going to	the cinema tonight because she does not have tickets.
They	are	not going to	book a hotel soon for their holiday because their grandmother lives there.
You	are	not going to	like the new book that I read because it is difficult to read.

With a partner have a conversation using the same structures used in the positive and negative statements.

Share your conversation with the class.

LESSON THREE

Look at the key words. Say the words aloud with your teacher:
agriculture, livestock, exports, economic development, poverty.

Help your teacher explain the meanings of the words you know.

Choose one key word and in your exercise book draw a picture that shows the meaning of the word.

Share your picture with the class and explain what the word means.



Look at the picture and read the title of the passage. In your exercise book write sentences explaining what you think the passage, “Ethiopia’s Economy,” is about. Share your prediction with the class.

With the class discuss what you know about Ethiopia’s economy.

Listen as your teacher reads the passage aloud.

Ethiopia's Economy

Agriculture and livestock are important to Ethiopia's economy. They make up over 75 percent of the country's exports and are used within the country for almost all food requirements.

Livestock is important to all farming and provides milk, meat, manure, skins, and other products. Livestock in Ethiopia is *estimated*, or roughly calculated, at almost 30 million cattle, 24 million sheep, 18 million goats, 7 million horses, one million camels, and 52 million *poultry* or chickens. Livestock is found in all regions of Ethiopia, and it is the source of income and food production in the nomadic, lowland areas. This is where *nomads* wander from place to place in search of food, water, and grazing land.

Many different crops are grown in different regions in Ethiopia. In the central plateau and in the highlands, teff, barley, wheat, maize, beans, peas, and lentils are grown. Sorghum and millet are grown in the middle altitudes, and in the southern highlands the crops are bananas, grains, and vegetables.

Coffee accounts for over 85 percent of total agricultural exports, making it Ethiopia's number one export. Processed hides and skins or other manufactured goods are the next largest exports. Other industrial crops are tea, citrus fruits, papaya, banana, avocado, mango, oil seeds, cotton, tobacco, vegetables, spices, and sugar cane. Agriculture helps to accelerate, or increase, economic development and helps to *reduce* or lower poverty.

Write the main idea of the passage in your exercise book then discuss the main idea with the class.

Key Words: agriculture, livestock, exports, economic development, poverty

LESSON FOUR

Silently read the passage, “Ethiopia’s Economy,” from Lesson Three.

In your exercise book write answers to the following questions in complete sentences.

1. Name two things that are important to Ethiopia’s economy.
2. Why is livestock important to farming?
3. Where is livestock a source of income and food production?
4. What is Ethiopia’s largest agricultural export?
5. Explain why it is important to export agricultural and livestock products to other countries.
6. Explain what *economic development* is.
7. What is the difference between imports and exports?

Share your answers with the class.

In a small group discuss what you think are the three most important facts that you learned about Ethiopia’s Economy. Write these facts in your exercise book and tell why each is important.

Talk with a partner about the passage in Lesson Three. Discuss what happens when the production of crops and livestock declines, goes down.

In your small group discuss the effect on the national economy or an individual family if the production of crops and livestock declines. Report your group’s ideas to the class.

LESSON FIVE

When we read, we often see words that we do not know. Context clues can sometimes help us to figure out the meanings of these words. Context clues are words or phrases found near words that explain or give clues to what the word means.

There are different ways to find context clues. Sometimes the meaning of a word or a phrase is explained right after the word. This is called a definition clue. At other times the word is followed by a synonym, a word that has the same meaning. This is called a synonym clue.

Definition Clues: The meaning of a word or phrase is explained right after the word.

Example

Ethiopia *exports* coffee and flowers. Last year Ethiopia sent many tons of coffee and millions of roses to other countries.

Synonym Clues: A word is followed by a synonym.

Example

The *enormous* snake ate the rabbit. The snake was so very large that it ate the rabbit in one gulp.

Silently read “Ethiopia’s Economy” from Lesson Three again. Use context clues to figure out the meaning of the italicized words in the passage: *estimated, poultry, nomads, accelerate, and reduce*. Write the words and their meanings in your exercise book.

In your exercise book write one sentence using each of the new words: *estimated, poultry, nomads, accelerate, reduce*.

Share your context clues and sentences with the class.

Key Words: *estimated, poultry, nomads, accelerate, reduce, context clues, synonym*

LESSON SIX

Look at the key words listed below. Pronounce the words by whispering each word.

Copy the list of the key words and their definitions in your exercise book. Show the meaning of each word by drawing a line from the key word to its definition.

Key Words

1. increase

2. fertilizer

3. pesticide

4. policy

5. environment

Definitions

-chemicals used to destroy insects that kill crops

-a set of principles that is used as a guide for action by government

-what is around you

-materials added to the soil to make crops grow

-to add to or make bigger

Discuss with the class the meaning of each key word.

In your exercise book write sentences using each of the key words. Share your sentences with the class.

LESSON SEVEN



Follow the words as your teacher reads the passage aloud.

Why is Education Important to a Farmer?

Because agriculture is important to Ethiopia's economy, farmers must be educated so they can maximize their crop production and produce healthy animals. This will help to increase production of food and hides.

In 2002 the Ethiopian government issued a new policy to help make the environment better. This policy included the improvement of soil, livestock, saving water, and the improvement of farming by using chemicals, fertilizers and pesticides. This policy did not work because of the high cost of chemicals and the decrease in the sale of crops for food.

However, with a good education farmers can begin to understand crop rotation, irrigation, and the use of natural fertilizers. Therefore, it is important for farmers to be educated on how to improve farming.

Read each sentence below silently. In your exercise book write T if the sentence is true or F if the sentence is false.

1. Agriculture is important to Ethiopia's economy.
2. The Ethiopian government does not want to improve the environment.
3. Pesticides do not help increase food crop production.
4. It is not important for farmers to be educated.
5. Chemicals, fertilizers and pesticides did not work because of their high cost.

Rewrite the *false* sentences so that they become *true* sentences.

Exchange exercise books with your partner and compare your answers.

Share your answers and your sentences with the class.

Key Words: increase, environment, policy, fertilizers, pesticides

LESSON EIGHT

Talk in a small group about what you have learned from the passage, “Why Is Education Important to a Farmer?” Discuss why it is important for a farmer to be educated.

Write a paragraph about what you have learned. Use some of the key words.

LESSON NINE

Read the poem, “School,” silently.

**School
By Baye Nigatu**

Generously like mothers,
School feeds its students,
But with wisdom and knowledge,
That brings spiritual and mental change.

Students should, thus, plant flowers,
Grow grass and trees,
Protect its properties,
Work hard at all times,
To enrich and strengthen its qualities,
That feed our sisters and brothers,
For the generation to come.

Guess the meaning of key words on the chalkboard.

Listen as your teacher explains the meaning of each word.

Talk with your small group about the meaning of the poem. What is the connection between verses one and two?

Share your ideas with the class.

Participate in a class discussion comparing the poem to an educated farmer. Point out lines in the poem that reflect what an educated farmer can do with the proper training.

Key Words: generously, properties, enrich, strengthen, generation.

LESSON TEN

In small groups create a performance based on the poem, "Eggs," while other students from the group put actions to it.

Eggs

Lots of animals come from eggs
Some with fins
And some with legs

Some that chatter
And some that cheep
Some that fly
And some that creep

Some that slither
And some that run
Some with feathers
And some with none

Animal eggs can be quite small
Or just as big as a tennis ball

The animals here
They're quite a few
Hatch from eggs
And lay them, too.

From: <http://www.kinderkorner.com/farm.html>

After all performances are completed, vote on the best performance of the poem. Award points for the performance based on different aspects of the performance: pronunciation, fluency, expression, and appropriate actions.

UNIT 7 NEVER DELAY WORK

Unit objectives

In this unit you will use time expressions, use past participle verbs, read passages, and answer questions. You also will write sentences and paragraphs.

LESSON ONE

When we meet and talk with others, we often discuss personal information.

Listen and follow the words as your teacher reads aloud the dialogue between a teacher and student.

Student	Where did you live before you moved here?
Teacher	I was born and raised in Tigray.
Student	How long did you live there before you moved here?
Teacher	I lived there for 20 years before moving here.
Student	How long have you lived here?
Teacher	I've lived here for six months. I moved here to be closer to my aging parents.
Student	Have you found a house yet?
Teacher	Yes, I found a house four months ago. It is located near the school.

Words like *yet, ever, never, just, already, since, and for* can be used to express time.

Listen and follow the words as your teacher reads aloud the dialogue between Adey and Helina. Raise your hand when you hear a word that expresses time.

Adey	Have you finished writing the answers to your homework questions <i>yet</i> ?
Helina	Yes, I have <i>just</i> finished writing the answers.
Adey	Have you <i>ever</i> read this poem before?
Helina	No, I have <i>never</i> read it before.
Adey	How long have you had this poetry book?
Helina	I've <i>already</i> had it three weeks. I must return it to my friend soon.
Adey	How long have you been in this class?
Helina	I have been in this class <i>since</i> September. How long have you been in this English class?
Adey	I have been here <i>for</i> six months.

With a partner use each of the time words in a sentence. Tell the sentences to the class as your teacher writes them on the chalkboard.
 Time words: *yet, ever, never, just, already, since, and for*

LESSON TWO

A verb is a word that shows action. The past participle of a verb is sometimes formed by adding *-d* or *-ed* to the verb.

Listen as your teacher reads the examples below. Notice how the past participle form of a verb is written after the words *have* or *has*.

Example

I have *stayed* at the hotel many times.
 The market has *closed* because of rain.
 She has *talked* to her teacher about the assignment.

Read the list of words in the word bank. Use the past participle form of the verb and *have* or *has* plus an action verb to fill in the gaps in the sentences. Work with a partner to complete the sentences orally.

Word Bank			
walk	bake	talk	play
help	cook	repair	work

1. The boys _____ dinner for their grandmother.
2. She _____ to her brother on the telephone.
3. I _____ to market many times.
4. The farmer _____ hard in the fields.
5. Sara _____ the guitar for a long time.
6. The chef _____ the injera for the restaurant.
7. Naboni _____ his father harvest vegetables.
8. The mechanic _____ the car's engine.

With a partner orally create sentences using each of the verbs in the word bank.

Share your sentences with the class.

LESSON THREE

In order to show time, we often use words such as: *yet, ever, never, just, already, since, and for.*

Listen to your teacher read aloud some sentences. Write the sentences in your exercise book and complete the sentences using words that express time. Share your sentences with the class.

With a partner write a dialogue using as many of the words as possible that express time.

Read your dialogue to the class.

LESSON FOUR



A fable is a story that teaches a moral lesson.

Look at the picture. What lesson do you think you will learn from “The Ant and the Grasshopper?”

Read the fable silently

The Ant and Grasshopper

One summer’s day, a grasshopper was hopping about in a field singing happily. An ant passed by, holding corn he was taking to the nest. “Why not come and talk with me instead of working?” asked the grasshopper.

“I am helping to save food for ‘a rainy day’* and you should do the same,” said the ant. “Why worry about ‘a rainy day’? We have plenty of food for now,” said the grasshopper. But the ant went on its way and continued to work hard. When a time of shortage came the grasshopper had no food and found itself dying of hunger. It saw the ant eating corn and grain from the store it had collected when food was abundant. Then the grasshopper knew.

*a time of shortage

Moral: It is best not to delay work. Don’t put off until tomorrow what you can do today.

Discuss the moral of the story with the class.

In your exercise book use complete sentences to answer the following questions about the story.

1. Why was the ant storing the food?
2. Why could the grasshopper die of hunger?
3. Why did the grasshopper not worry about storing food for a time of shortage?
4. The last sentence says, "Then the grasshopper knew." Explain what this means.
5. What are some of the things you do to prepare for a food shortage?
6. How do you save water when there is a shortage?
7. Why is it so important not to delay work?
8. Can you think of a different title for this passage?
9. What lesson did you learn from the fable?
10. Can you think of a time when you put off doing something and regretted it?

Reread the story, "The Ant and Grasshopper," in Lesson Four. Talk with a partner about the key words and their meanings.

Copy and complete the sentences in your exercise book and use the key words to fill in the gaps.

1. You should not _____ doing your homework or you could be in trouble at school.
2. Due to the good rainy season there will be _____ of teff to harvest.
3. The _____ of harvested teff will be kept in dry places.
4. The farmers have an _____ amount of teff stored.

Share your answers with a partner.

Key Words: plenty, store, abundant, delay

LESSON FIVE

Use as many past participle and action verbs as you can to write a paragraph in your exercise book about how you or someone you know delayed doing something. First draw a graphic organizer and then write sentences from it in your exercise book before writing your paragraph.

Share your paragraph with the class.

LESSON SIX

When we talk about people, we use words to describe their work habits. We can describe people as *hardworking* or *lazy*, *on time* or *late*, *busy* or *inactive*.

Talk with a partner about someone you know. Describe him or her as *hardworking* or *lazy*, *on time* or *late*, and *busy* or *inactive*.

Copy the table into your exercise book. Under each heading, write four characteristics of that character trait.

Hardworking	Lazy
gets to work on time, finishes all work	gets to work late, does not finish all work

Using your own opinions, complete the sentences and write them in your exercise book.

1. It is important to be punctual because _____.
2. A lazy man _____.
3. _____ is wise.
4. A responsible student _____.
5. A hardworking farmer _____.

Share your answers with a partner.

LESSON SEVEN

From the title predict what the story will be about.

Silently read the passage “Never Give Up.”

Never Give Up

Life in Yefate had never been easy, especially for Tesfaye. Tesfaye was the first child born to a family of six. His mother Yeketenesh was a homemaker and his father Temitme was a farmer.

Tesfaye had the responsibility of watching over his younger siblings, helping his dad on the farm, and occasionally helping his mother in the kitchen. He had to get up early each morning to milk the cows before going to school. Tesfaye had to walk five kilometres to and from school each day. After school, Tesfaye would help his dad on the farm and then complete his homework at night.

Tesfaye’s dream was to attend Addis Ababa University. Tesfaye was clever. He stayed in school and kept his dream to himself, all the while continuing to work hard. After school each day, he worked hard to help at home and complete his homework.

By working hard, he was able to fulfill his dream of receiving his degree. With Tesfaye’s college degree and determination, he was able to become an engineer. Accomplishing his dream was not easy, but with hard work and dedication, his dream finally came true.

In your exercise book answer the questions in complete sentences.

1. What was Tesfaye’s dream?
2. Why do you think he never told anyone about his dream of attending the university?
3. What do you think motivated him never to give up?
4. Tell about a dream you have for the future.

Share your answers with the class.

Key Words: homemaker, responsibility, occasionally, continuing, determination, accomplishing, dedication

LESSON EIGHT

Find the key words in the passage in Lesson Seven, and match them to the following definitions. Write the words and their definitions in your exercise book.

Example

accomplishing – reaching a goal

reaching a goal

never giving up

never stopping

devotion to something

not happening every day

a person or thing for which one is responsible

a person who works in the home

Compare your answers with a partner.

Use each key word to write complete sentences in your exercise book.

Share your sentences with your small group.

LESSON NINE

You can learn about people and their experiences by asking questions.

Example

What are your responsibilities at home?

What are your interests?

What are your dreams?

Write two questions in your exercise book that will allow you to learn more about your classmates. Ask about responsibilities, interests, and dreams.

Take turns asking your questions in the small group.

Copy the chart below and fill in the chart using the answers you received to the questions.

	name	name	name
responsibilities			
interests			
dreams			

Choose one person from your small group. Think about how you and that person are alike and different.

Example

Do you both have some of the same responsibilities?

Do you have similar or different interests?

Do you have the similar or different dreams?

In your exercise book draw a Venn Diagram that shows how you are alike and how you are different from one group member. Use the information from the Venn Diagram to write a paragraph explaining how you are alike and different.

Share your paragraph with the class.

LESSON TEN

Reread “Never Give Up” from Lesson Seven.

Write a paragraph in your exercise book about yourself or about someone you know who never gave up on his or her responsibilities, interests, or dreams.

Read your paragraph to a partner.

UNIT EIGHT

WHAT MIGHT HAPPEN TO YOU IN TEN YEARS' TIME

Unit Objectives

In this unit you will make predictions about what you will be doing ten years from now. You will write sentences using the language patterns *to do* and *to make*, read passages, answer questions, and write sentences and paragraphs. You will talk and make predictions about all the different jobs you might want to do in the next ten years.

LESSON ONE



Look at the picture and describe to a partner the jobs that the people are doing.

Follow the words in the conversation between two friends about the jobs they would like to do as your teacher reads the conversation aloud.

Tewodros	When you finish school what do you want to do to support your future family?
Yatani	I may want to be a worker in my uncle's cabinet making shop, but my family wants me to be a farmer. My father wants me to increase the number of livestock he owns and to raise wheat, barley, and maize.
Tewodros	Why do you want to work in your uncle's shop instead of working the land?
Yatani	Because I would rather work with my hands making things instead of using my hands tilling the soil to raise crops. I think I might be very good at making cabinets. What do you want to do when you grow up and finish school?
Tewodros	I'm not sure, but I think I might want to work in the market selling things. Every time I go to visit a big market, I never want to leave. I like all the things they sell, and I want to have many of those things in my house.
Yatani	Will your parents agree to letting you live in the city and work in the market, or do they want you to stay at home and work the land like they do?
Tewodros	My parents have lived in the highlands all their life. My father has worked his entire life cultivating the land with a hoe. It has been a hard job for him so he would like my life to be easier by working in the city. He just wants me to be a good citizen wherever I live and work.

With your partner discuss the main idea of the conversation.

Help complete the jobs web on the chalkboard.

Name a job you think you would like to have when you finish school. Look at the list below for some suggestions. When your teacher asks, be ready to tell the class the job you think you would like to be doing in ten years, why you would like to have that job, and what education and training you would need.

Example

farmer, carpenter, business man, business woman, government worker, civil servant, tour guide, minister, taxi driver, policeman, teacher, director, soldier, doctor, nurse, shopkeeper

LESSON TWO

Listen as your teacher reads aloud several new sentences using *to do* and *to make*. Notice how the underlined words are used.

Tewodros	What are you going <u>to do</u> with the teff you bought at the market today?
Yatani	My mother is going <u>to make</u> a lot of injera using the teff because my grandmother is coming for a visit next week.
Tewodros	Could I have enough of the grain <u>to make</u> a bowl of injera for tomorrow?
Yatani	<u>To do</u> that I will have to ask my mother.
Tewodros	There are only two of us, my mother and me so I will only need one cup of grain <u>to make</u> the injera.
Yatani	I think my mother will be glad <u>to do</u> that so you can make injera since we have plenty of grain.

Look at each underlined words in the conversation. To make is used when there is a product (i.e., injera, clothes, coffee, furniture), and to do is used when there is an activity (i.e., work, homework, chores, weaving, ploughing).

With a partner use the verbs *to do* and *to make* orally in sentences.

Example

What do you want *to do* tomorrow when you get home from school?

Do you want *to make* a ball to play with in the field?

Share your sentences with the class.

LESSON THREE

Listen as your teacher reads aloud the following sentences. Notice how the italicized verbs *may*, *might*, *do*, and *make* are used in each of the sentences.

If I travelled a long way from home, I *might* get to see a National Park and lots of other interesting things.

What *might* you do if the roof begins to leak on your bed?

I *might* gather more bamboo to make the roof stronger and thicker or I *might* use more clay beneath the bamboo to make it stronger.

If you run to the village when the wind is blowing, you *may* want to wear a long-sleeved shirt.

If I save enough money, I *may* go to the university when I am old enough.

If you become an airplane pilot, you *may* travel all over the world.

My mother will *do* the washing today.

Do the exercises before you go to bed.

We will *make* a fire for the celebration.

You will *make* a mistake if you rush to get your homework completed.

Reread the sentences and pay attention to how the italicized verbs are used and what they mean.

In your exercise book write two sentences using each of the verbs.

Share your sentences with the class.

LESSON FOUR

Follow along as your teacher reads aloud the passage.



Transportation in Ethiopia

Transportation in Ethiopia has changed over the past ten years and will change even more in the next ten years. While roads are improving, citizens still have to travel with care depending on the season and the condition of the roads. Today new roads are being built and old ones are being resurfaced to make travel easier. In the southern part of the country many roads require you to travel in a four wheel land cruiser. In those parts of Ethiopia where you find roads, you can use both buses and land cruisers.

Even though travel by air is much more limited than ground transportation, some people take internal flights when they need to get quickly from one part of the country to another. More and more Ethiopians also are travelling by air to other countries around the world. Today there are still areas in the south of the country that do not have easy access to air travel. However, the northern and eastern parts of the country have airports that are easily accessible.

Another means of transportation that will need to be addressed in the next ten years is the railroad system. At this time there is a railroad that extends from Addis Ababa to Djibouti, but the trains are so old that tourists and other people tend not to use them as a means of transportation. However this might soon change because the government is taking measures to improve the service.

Water transportation is used only in isolated areas of the country where there are lakes and rivers, but this form of travel is very limited. Because of the landforms found in Africa, it is unlikely that this means of transportation will change much in the next ten years. If you want to work on improving water transportation, you will have to move to a region of the country where you can find lakes and rivers.

Read the passage silently and answer the questions in your exercise book.

1. Since transportation has changed so much in the past ten years, what do you think will happen in the next ten years?
2. How will these changes affect your life?
3. What job possibilities does transportation offer you?
4. Contrast the use of land travel, air travel, rail travel, and water travel.
5. What is the main idea of this passage?
6. Give four supporting details.

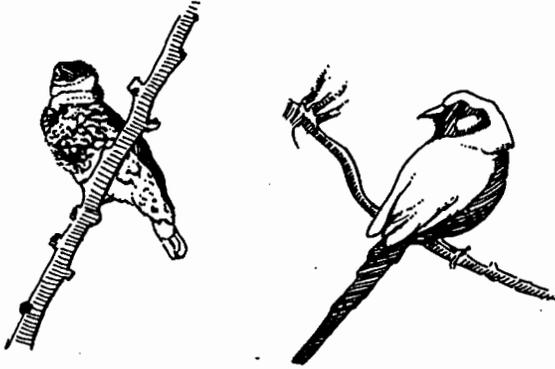
Share your answers with the class.

Key Words: transportation, depending, resurfaced, require, access, accessible, isolated

LESSON FIVE

Predict what the passage, “Birds, a National Treasure of Ethiopia,” is about.

Listen as your teacher reads the passage aloud. Be ready to answer several questions about the meaning of the passage.



Birds, a National Treasure of Ethiopia

About 860 species of birds still are found in Ethiopia. However this could change in the next ten years if we do not protect them in their native habitats. Many of these birds can now be found in the highlands, lowlands, and wetlands; around river banks, dams, and lakes; and in forests and grasslands.

For many years birds have served as one of the major attractions to tourists who visit Ethiopia. While many birds still live in their native habitat, many are confined to National Parks. Since there are so many species of birds native to Ethiopia, there is much diversity and colour, so much so that even non-bird watchers enjoy this attraction.

Today this major attraction is important to the economy of Ethiopia. Unless we protect each of those species, some of them could become endangered or even extinct. One of the things we can do over the next few years is to learn how to protect these species.

Reread the passage silently. Then answer the gap questions by using the context clues and your recall skills.

There are many different types of birds. In fact, in Ethiopia alone there are _____ species. Birds can still be found in their native habitat in many areas of Ethiopia. They can be found in the following landforms:

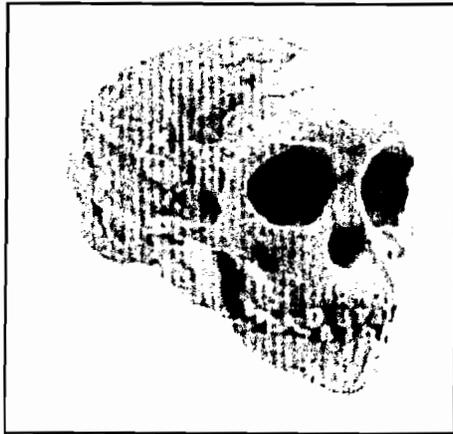
_____, _____, _____, _____, _____, _____, _____ and _____. Birds serve as a major _____ for tourists in Ethiopia. Many species can be found in _____.

Share your answers with the class.

Key Words: species, native, habitat, confined, diversity, attraction

LESSON SIX

Look at the picture and predict what the passage is about.



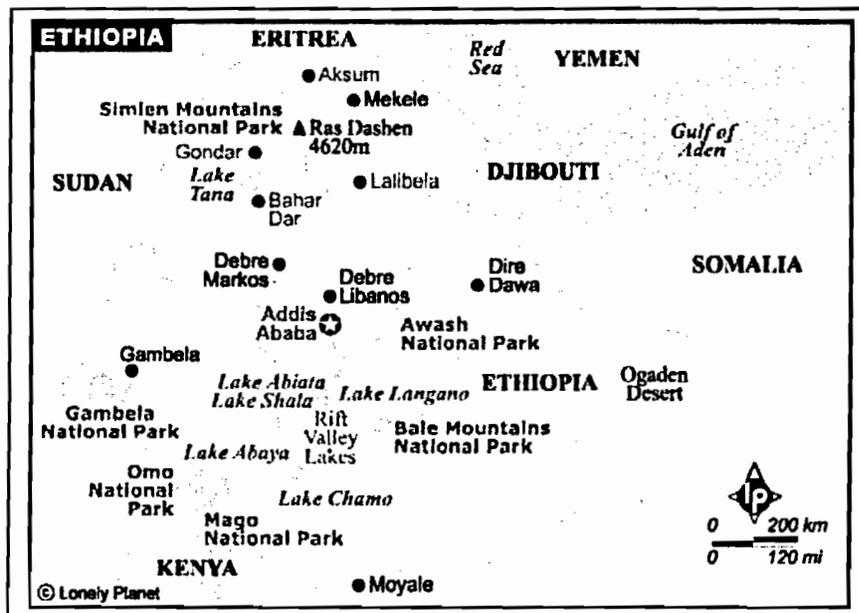
Listen as your teacher reads the passage aloud.

Fossils Found in Many Regions of Ethiopia

To understand our future we must first remember our past. Africa is one of the richest continents in its history in the world. Many history books call Africa the “motherland of humanity” because the oldest fossils in the world were discovered in Ethiopia.

The shores of the Omo river have been found to be rich in fossils from the earliest times. The Omo is located on the southern edge of Ethiopia. However, prehistoric human bones have been found by archaeologists in all parts of Africa. Some of these prehistoric bones date as far back as six million years ago.

In the Awash region sixty scientists from seventeen different countries have discovered many fossils that range in age from four to six million years. One of the most famous sets of fossilized bones found was named Lucy or Dinknesh in Amharic and can now be viewed in the museum located in Addis Ababa. Lucy was discovered by a scientific team in 1974. She was a very early type of human who stood upright and was about one metre tall. She was estimated to have lived over three million years ago.



Reread the passage silently. Think about the information you learned. Discuss each of the questions below with your partner, and then write the answers in your exercise book.

1. What does it mean to be the “mother of all humanity”?
2. What does “Prehistoric humans are evident in all parts of Africa,” mean?
3. Locate the Omo region by finding the Omo National Park. In what region of Ethiopia is this area located?
4. What are fossils?
5. In what region of Ethiopia were the fossil bones later named Lucy found? Locate it on the map.
6. Where can you see Lucy?

Discuss your answers with the class.

Pretend that you are an archaeologist. Make a graphic organizer or web that shows what you do. In your exercise book describe what you do by writing at least six sentences based on information from your graphic organizer.

Share your sentences with the class.

Key Words: fossils, shores, prehistoric, archaeologist

LESSON SEVEN

With a partner discuss the following:

- the region of the country where you would like to live in ten years from now (Use the map of Ethiopia from Lesson Six.)
- what you might be doing in the next ten years
- what jobs might be available in that region
- the transportation in that region and how that will affect the job that you choose

When you have completed your conversation with your partner, write a paragraph describing where you might be living and what you might be doing in ten years.

Share your paragraph with the class.

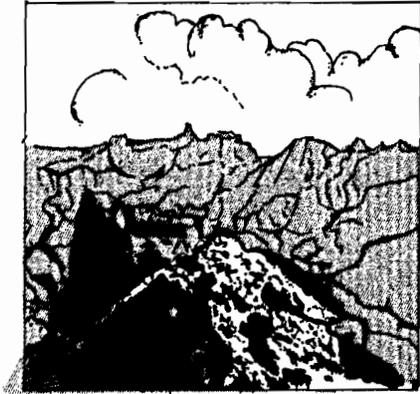
LESSON EIGHT

Look at the three pictures below. Talk to your partner about what you see in each of them. Talk about the land characteristics and what life is like in each of them.

Picture one is a picture of the Simien Mountains.

Picture two is of a street in Gondar.

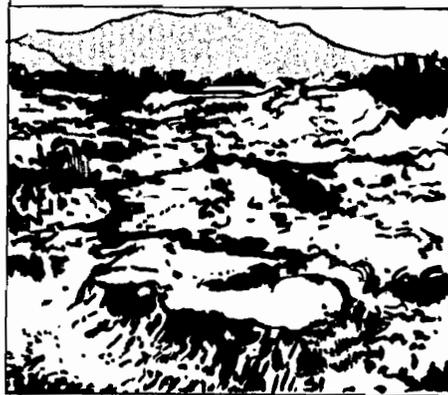
Picture three is a picture of erosion and what happens to the land when forests are cut down.



Picture 1



Picture 2



Picture 3

Read each of the statements below. In your exercise book match each statement with one of the pictures. Think about the characteristics of each scene before deciding which statement matches it.

Example

According to reports from various sources, in the last three years, an estimated 250,000 people have died of starvation in and around Ethiopia. Few people understand that deforestation is the major cause of these drought-induced famines. (*Picture Three*)

1. In the last three years, an estimated 250,000 people have died of starvation in and around Ethiopia. Few people understand that deforestation is the major cause of these drought-induced famines.
2. This area of Ethiopia has a higher population than the other two.
3. This is street scene in a town in Northern Ethiopia.
4. This picture shows an area that is north of Gondar.
5. Ninety-five percent of the area's forest land has been destroyed by developers and people clearing land for farming or firewood.
6. Without trees watershed is lost. Rains turn rivers into mud, carrying away billions of tons of precious topsoil every year.
7. This picture is of an area where the Ethiopian wolf lives in a natural habitat.

LESSON NINE

Talk with a partner about what you know about the statements below.

- What is a famine?
- What are the causes of a famine?
- When was the last famine in Ethiopia?
- What can be done to prevent a famine in the future?
- What can you do in the next ten years to help prevent a famine?

Listen carefully as your teacher explains the key words for the reading passage.

Tell you partner what you know about the word *famine*. Then read the passage silently as your teacher reads it aloud.

Famine in Ethiopia

Famine is a severe problem in Ethiopia. Therefore, we must look at the causes and work to prevent one from occurring in the future. The causes of famine will be explored so that we can look for ways to prevent a famine from ever occurring again in Ethiopia.

Some causes that must be examined include: soil erosion, drought, deforestation, agricultural production, illiteracy rate, lack of drinking water, population living below poverty level, fuel consumption, health care information, and economic development.

What can we do today to prevent a famine in the future?

Some of the things recommended by the United States National Academy of Science, an agency that has studied environmental concerns around the world, include: preserve the remaining forest and replenish the now barren lands with a massive reforestation programme and harness the major rivers and use them to irrigate the land.

In the last three years, an estimated 250,000 people have died of starvation in and around Ethiopia. It is important to remember that deforestation is a major cause of these drought induced famines.

After the teacher has finished reading the passage, discuss with your partner the meaning of the passage. In your discussion, address the topics:

- What is a famine?
- What are the causes of a famine?
- What can be done to prevent a famine in the future?
- What can you do in the next ten years to prevent a famine?

In your exercise book list all the reasons a famine occurs. Beside each reason think of a possible prevention that could occur in the future. What is the responsibility of each citizen of Ethiopia in helping to prevent a famine from occurring in the future?

Discuss your ideas with the class.

Key Words: famine, erosion, drought, deforestation, illiteracy, consumption, replenish, barren, irrigate, starvation

LESSON TEN

Read the passage with your partner. Discuss with your classmates the importance of the crackdown on illegal trade for the future safety and the protection of elephants, one of the most valued species of animals in Africa.



Ethiopia Police Take Action on Illegal Ivory Market

Police and wildlife agents went into 66 tourist shops early in 2003 in Addis Ababa looking for carved ivory taken from elephant tusks. It has become illegal to sell ivory products because of the need to protect the number of elephants found in Ethiopia.

After months of planning and training, more than 200 Ethiopian authorities in one day found thousands of ivory bracelets, chess pieces, letter openers, and other carvings in one day. In the same raid, the authorities found skins of leopards, lions, and crocodiles, none of which can be legally sold without a license from the government. The international trading of these items is illegal.

The government of Ethiopia decided to investigate its ivory trade after the country and several other African nations were named in 2002 among the world's top ivory markets. The officials realized that if this trade continued, elephants would soon become endangered which would affect the future of all its citizens.

Participate in the class discussion and listen carefully to the comments by your classmates.

1. What is the main idea of the article?
2. Where does ivory come from?
3. Why is it illegal to sell ivory?
4. What items were seized by the government agents?
5. Predict what you think would happen to African elephants if protection did not occur and how this would affect the future of Africa.

Share your answers with a partner.

Key Words: carved, ivory, illegal, raid, license, investigate, endangered

UNIT 9

EVERYDAY SCENES IN THE ENVIRONMENT

Unit Objectives

In this unit you will read passages, answer questions, and define words by using context clues. You will describe everyday scenes using present tense active and present tense passive verbs and write sentences and paragraphs.

LESSON ONE

Listen and follow along as your teacher reads about different environments.

Different Places, Different Environments

When you travel to different places, your environment changes. If you are in the city, you see many taxis, cars, shops, and tall buildings. People are going to work, shopping, carrying bags of items they have bought, and students are walking to school.

When you are in a rural area, you see farms, farm animals, unpaved roads, many trees, grass, and small buildings. People are working in the fields, tending the animals, shopping and trading at the market, carrying water, and students are walking to school.

With a partner talk about how the city and rural environments are different. Share your ideas with the class.

With a partner describe the school and the home environment. You will describe one environment and your partner will describe the other environment.

Explain to your partner three ways that the school and home environments are alike. Then your partner will explain three ways that they are different.

Key Word: environment, unpaved, tending

LESSON TWO

Look at the three pictures and orally describe the scenes to a partner.
Be sure to tell who, what, when, where, why, and how.



Choose a scene from your environment and draw the scene. Your scene can be from your home, school, or another environment. Give your picture to a partner. Your partner will ask you five questions about the scene in your picture.

LESSON THREE

When a verb tells about an action performed by its subject, the verb is in the active voice.

Example

Active voice: Workitu *performs* the coffee ceremony every night.

(present simple active verb)

Ahmed *is kicking* the football. (present continuous active verb)

When a verb tells about an action performed on its subject, the verb is in the passive voice.

Example

Passive voice: The coffee ceremony *is performed* by Workitu every night. (present simple passive verb)

The football *is being kicked* by Ahmed. (present continuous passive verb)

Look at the first scene in Lesson Two, and read the sentence with the present continuous active verb and the sentence with the present continuous passive verb from the chart. In your exercise book copy the chart and write sentences about the other two scenes using both active and passive verbs.

Present Tense Active Verb	Present Tense Passive Verb
Example: A girl is planting a small tree.	Example: A tree is being planted by the girl.

LESSON FOUR

Think about another scene in your environment. It could be of boys and girls playing football, helping at home, or anything that you have seen lately. In your exercise book write sentences describing this scene. Write with detail telling who, what, where, when, why and how about the scene.

Exchange your sentences with your partner. Draw the scene that your partner's sentences describe.

Share your picture and your partner's sentences with the class.

LESSON FIVE

The title of the story your teacher will read is "A Job at the Garage." In your exercise book write a paragraph that tells what you predict or think the story will be about.

Share your prediction with the class.

Listen carefully as your teacher reads the story aloud three times.

Copy and answer the questions in your exercise book.

1. Rekik's father teaches her to make _____.
2. To fix brakes, you must remove the _____.
3. Brakes that do not work can cause a car not to _____.
4. After a car is fixed, Rekik and her father _____ it to make sure that what they have fixed works.
5. Rekik's father is like a _____ because he shows her how to do things.

Share your answers with the class.

Write a sentence in your exercise book that tells the main idea of the story.

LESSON SIX

Context clues are words that come before or after a word that help you determine the meaning of a word that you do not know. Three types of context clues are definition, synonym, and description.

Example

Definition: The atmosphere is the air and gases surrounding the earth.

Synonym: A cockroach has two antennae, or feelers, on its head.

Description: Tesfaye is a very good student who studies many hours each day.

Copy the chart below into your exercise book.

Silently read, "A Job at the Garage."

Copy the chart below into your exercise book. Then use context clues to find the meanings of the words from the story and write them on the chart in your exercise book.

A Job at the Garage

Rekik works with her father on Saturdays in a garage that repairs cars. The garage is in the town of Mekele and is owned by her uncle. When she helps her father in the garage, he teaches her to make repairs, or fix, whatever is broken or does not work on each car. For example, if there is a problem, something wrong, with the brakes, the part that makes the car stop, they remove the wheels and look for the problem.

After new parts are installed or put on, they go for a ride in the car to test drive it to make sure the new parts work properly. If they still do not work well, they look for other ways to fix the problem. Rekik likes helping her father at her uncle's garage on Saturdays because each problem requires a different solution.

Copy the chart below in your exercise book. Write the words and their context clues on the chart after discussing them with a partner.

Word	Meaning
Example: garage	Example: repairs cars
repairs	
broken	
problem	
brakes	
installed	
test drive	

Write in your exercise book one sentence of your own using each of the words from the chart above.

Share your sentences with the class.

LESSON SEVEN

Think about the different parts of your school and list them in your exercise book. Share your list with the class.

Pretend there are visitors coming to your school who have never visited before. Pretend you are a tour guide and with a partner plan a tour of your school.

Make a list of four places you want to show visitors in your school. Use the list to draw and label a map that shows the route you will take.

Use numbers to show the sequence of the places your visitors and you will stop, with one being your first stop and four being your last.

With a partner write one sentence describing each of the four stops on your tour.

Example

The library has books for students and teachers to read.

Share your map and sentences with a small group and with the class.

LESSON EIGHT

Listen to the conversation between a teacher and students about shared decision making.

Teacher	Today we will be <u>participating in shared decision making</u> in our classroom. We will discuss ways in which we can all be a part of making decisions to <u>create</u> a better classroom environment. The sharing of ideas to make decisions is called <u>cooperation</u> . This must be done by discussing what is good and not good for the teacher and students to do in class. What are your ideas about my responsibilities as a teacher?
Hagos	You must teach us so that we learn our math, science, and other subjects.
Teacher	What is the best way I can do that?
Sofia	I like it when we work in pairs or small groups and can learn from each other as well as from you.
Teacher	Why does working in pairs or small groups help you to learn?
Alemnesh	We get ideas from others about a topic that we are learning about. For example, when something is not clear, another student can explain it in a different way than the teacher. We also can ask more questions in small groups than in a class where there are so many students. Small groups let more students talk about the subject. What do you think are the responsibilities of the students for shared decision making?
Teacher	Students should be polite with each other, be <u>tolerant</u> of ideas that others have that are different from theirs, and speak softly so that other groups can work well. Students should all take part in the group work and always be willing to help other members of the group.
Ashenafi	How will you help as the teacher if we are working with other students?
Teacher	I will walk around and listen to make sure the group is working well and is <u>focused</u> on the subject. If there is a question or help is needed, someone from the group can raise his or her hand to ask for help. As I walk around the room, I also can sit and work with groups.

With the class decide what the main idea of the conversation between the teacher and students is. Write the main idea in your exercise books.

Read the conversation to the class.

Key Words: participating, shared decision making, create, cooperation, tolerant, focused

LESSON NINE

In Lesson Three you learned about active verbs. Read the activities below which relate to scenes in the environment. Choose one activity to describe in a paragraph by using as many active verbs as possible.

helping at home	learning about animals
playing in a football game	going to market
planning for the future	celebrating holidays
caring for plants	

Give your paragraph to a partner who will circle all of the active verbs. Share your paragraph with the class.

LESSON TEN

In Lesson Three you learned about passive verbs. Read the activities below which relate to scenes in the environment. Choose one activity to describe in a paragraph by using as many passive verbs as possible.

helping at home	learning about animals
playing in a football game	going to market
planning for the future	celebrating holidays
caring for plants	

Give your paragraph to a partner who will circle all of the passive verbs. Share your paragraph with the class.

UNIT TEN

NOBODY KNOWS HOW HE GETS THE MONEY

Unit Objectives

In this unit you will ask and answer questions in a direct and indirect ways, create questions and answer them, and use present active continuous and present passive continuous verbs. You will read and answer questions about passages, write interview questions, and write paragraphs.

LESSON ONE

We ask questions when we want to find out something. When someone asks you a question, that person is asking you to give information that you know. A direct question is asked by the person who wants to know something. An indirect question is a statement that tells what someone else is asking.

Example

What is your name? (direct question)

What did she ask you? (direct question)

The teacher asked me my name. (indirect question statement)

Is your name Mimmi? (direct question)

What did Rahel want to know? (direct question)

Rahel wanted to know if my name was Mimmi. (indirect question statement)

Listen and follow the dialogue as your teacher reads it aloud. Pay close attention to the direct and indirect questions.

Birnesb	What do you usually eat for breakfast? (direct question)
Mohammed	Birnesb asked me what I usually eat for breakfast. (indirect question statement)
	I normally eat injera firfir for breakfast. (answer)
Abeba	Do you like going to the cinema? (direct question)
Fozia	Abeba asked me if I liked going to the cinema. (indirect question statement)
	Yes, I like going to the cinema on Saturdays. (answer)
Surafel	Why are you thirsty? (direct question)
Hassen	Surafel wanted to know why I was thirsty. (indirect question statement)
	I am thirsty because I walked a long way from the market. (answer)

Ask your partner three direct questions. He or she will answer them. Tell another partner what your partner asked you (indirect question statement) and have him or her answer the questions.

Ask your partner three indirect questions. He or she will answer them. Tell another partner what your partner asked you (indirect question statement) and have him or her answer the questions.

Share your direct questions and indirect question statements with the class.

LESSON TWO

Present continuous tense verbs end in *-ing* and express action that is happening now.

Example

walking, talking, working

Active verbs are used when the subject is doing something to the object. Before the *-ing* form, we use part of the present simple tense of the verb *to be*.

Example

Joseph *is kicking* the football into the goal. (present continuous active verb)

Passive verbs are used when the subject receives the action.

Example

The football *is being kicked* into the goal by Joseph. (present continuous passive verb)

To your partner orally state three sentences that contain present active continuous verbs. You can use some of the verbs from the word bank.

To your partner orally state three sentences that contain present passive continuous verbs. You can use some of the verbs from the word bank.

Word Bank

Present Continuous Tense Verbs	
seeing	taking
going	doing
coming	helping
running	making
eating	giving

Share your sentences with the class.

Present active continuous verbs can be used in asking questions using *who, what, when, where, and why*.

Example

- Who is planning our visit to the museum on Saturday?
- What is making that loud noise in the forest?
- Why is taking evening classes important to your career?
- When is the new Olympic team running its first race?

Think of four questions using the present continuous tense verbs and each of the *Wh* question words. Ask your partner these questions. Share your questions with the class.

LESSON THREE

Listen as your teacher reviews direct and indirect questions.

In your exercise book write five direct and five indirect questions. Share your question with the class.

Listen as your teacher reviews present active and present passive continuous verbs.

In your exercise book write five sentences with present active continuous verbs. Underline the continuous verbs in each sentence. Share your sentences with a partner.

In your exercise book write five sentences with present passive continuous verbs. Underline the continuous verbs in each sentence. Share your sentences with a partner.

Listen as your teacher reviews *Wh* questions containing continuous verbs.

In your exercise book write four *Wh* question sentences with continuous verbs. Underline the continuous verbs in each sentence. Share your questions with the class.

LESSON FOUR

Listen as your teacher reads the passage about Derartu Tulu, a famous Ethiopian.



Derartu Tulu

Derartu Tulu, a member of the Oromo ethnic group, was born in 1969 in the village of Bokoji in the Arsi region of central Ethiopia as the seventh child in a family of 10 children. She grew up tending cattle in the Arsi highlands. She did not realize that she was an extremely fast runner until the age of 16.

Derartu's first significant win came in a 400 meter race in her school where she out-ran the school's star male athlete. This along with a win in an 800 meter race in her district convincingly put her on a path to a successful career in athletics.

Deratu became the first black African woman to win an Olympic medal. She won her first gold medal in the 1992 Olympics in the 10,000 metre event in Barcelona, Spain, and her second in the 2000 Olympic games in Sydney, Australia, also in the 10,000 metre event. In 2004 she won a bronze medal in the Athens, Greece Olympic games. In addition, she has won several marathons and cross country events.

Answers to questions are not always directly stated in passages. When an answer is not stated directly but can be figured out from other words in the passage, it is called inferring.

Use inferring to answer the following questions in your exercise book.

1. How old is Derartu Tulu?
2. How many of Deratu's siblings are older than she?
3. How many of Derartu's siblings are younger than she?
4. What put Deratu's on a path to a career in athletics?
5. What major events has Deratu won?

Share your answers with the class.

Explain to a partner how you figured out the answers to the questions from the passage. Share this information with the class

Key Words: excelled, competitions, significant

LESSON FIVE

Read the title of the passage and tell your partner what you think the passage is about.

Silently read the passage.



Sahle Selassie Berhane Mariam

Sahle Selassie Berhane Mariam is one of the most prominent Ethiopian writers. He is a well known author of Ethiopian literature and is registered on the African Writers Series.

Sahle Selassie was born in the village of Werdene in Ethiopia. He was educated at the Catholic Mission School in Endeber, and he attended secondary school in Ethiopia's capital, Addis Ababa. On a fellowship from the French government, he studied law for one year. He then went to the United States where he obtained his Master's Degree in political science in 1963 from the University of California in Los Angeles.

Sahle Selassie wrote his literary works in many languages and dialects. He used Arabic script when he wrote the first work ever in Chaha, an unwritten Ethiopian dialect. He also authored *Wotat Yifredew*, a novel written in Amharic, the language of wider communication in Ethiopia. Sahle Selassie's most recent novels, *The Afersata* and *The Warrior King* were written in English.

Reference: *Reader's Guide to African Literature*

Answer the following questions in your exercise book.

1. Why is Sahle Selassie Berhane Mariam a famous Ethiopian?
2. Was Sahle Selassie born in a city or rural setting?
3. What is Sahle Selassie Berhane Mariam well known for?
4. Has Sahle Selassie ever visited another continent?
5. Based on this passage, do you think that Sahle Selassie spoke more than one language? Explain your answer.
6. Why do you think Sahle Selassie wrote *Wotat Yifredew*?

Share your answers with a partner and then with the class.

In your exercise book draw a timeline that shows Sahle Selassie's education.

Share your timeline with the class.

Key Words: prominent, fellowship, unwritten, dialect

LESSON SIX



Look at the picture of the teenage boy. Tell the class what the picture tells you and explain why.

The next story is “Elias The Smooth Operator.” What does the title tell you about the story? Predict what the story will be about by writing your prediction in your exercise book.

Listen as your teacher reads the story aloud.

Elias The Smooth Operator

Meet Elias. Elias is fifteen years old. He does not go to school, and he does not live with his family. He smells good, eats well, and lives well. But no one knows how he keeps up his standard of living. How does he make his money?

Elias seems to have a glorious life. He walks the streets of Addis Ababa day and night boasting of his wealth. One fateful day, he is approached by two policemen. Elias attempts to run, but to no avail. He is caught, handcuffed, and taken to the police station.

There are numerous rumours floating around regarding the cause of Elias’ arrest. What do you think is the cause? Could the arrest have anything to do with how he makes his money?

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

Read the story silently. After reading the story discuss with a partner the answers to the questions.

1. What lesson(s) did you learn from the story?
2. Sometimes boys and girls want something so badly that they will do just about anything to get it. What are the ways children get things that they want badly? Which of the ways are right? Which of the ways are wrong?
3. People use many ways to get money. Which ways are right? Which ways are wrong?

After the discussion write your answers to the questions in your exercise book.

Share your answers with the class.

Key Words: boasting, fateful, approached, attempts, rumours

LESSON SEVEN

Reread the story “Elias The Smooth Operator” with a partner. With the class discuss how being morally good causes people to be respected by society.

Copy the words, *honest, reliable, and responsible*, which are morally good traits, from the chalkboard into your exercise book.

With a partner write your own definition of each of the words, *honest, reliable, and responsible*, in your exercise book.

Keeping the vocabulary words in mind, work with a partner to create a poster that shows values acceptable by parents, the school, or the community. On your poster illustrate the values using both words and pictures.

Explain your poster to a partner and then with the class.

Key Words: honest, reliable, responsible

LESSON EIGHT

At the end of the story, “Elias The Smooth Operator,” Elias is taken to jail possibly because of some bad decisions he made regarding making money. With a partner write in your exercise book a three paragraph story about Elias that shows he is morally good. Your story should end with Elias not going to jail.

Share your story with the class.

LESSON NINE

Famous people are often respected by society.

Discuss the answers to the following questions with a partner.

1. What does it mean to be famous?
2. Do you know any famous Ethiopians? How did they become famous?
3. Do you want to be famous? If so, how do you plan to achieve your goal?

Silently read the passage about the famous athletes of Ethiopia.

Ethiopia's Finest

Ethiopia has some of the finest athletes in the world, most notably middle-distance and long-distance runners who are famous. Kenya and Morocco are often Ethiopia's opponents in World Championships and Olympic middle and long-distance events.

As of March 2006, two Ethiopians dominate the long-distance running scene. Haile Gebreselassie, World champion and Olympic champion, has broken more than 22 World records. He currently holds the 20 kilometre, half marathon, and 25 kilometre World record. Kenenisa Bekele, World champion, World cross country champion, and Olympic champion, holds the 5,000 and 10,000 metre World records.

Other notable Ethiopian distance-runners include Derartu Tulu, Abebe Bikila, and Miruts Yifter. Derartu Tulu was the first black woman from Africa to win an Olympic gold medal in the 10,000 metre event at Barcelona. Abebe Bikila won the Olympic marathon in 1960 and 1964, setting world records both times. He is well-known for winning the 1960 marathon in Rome while running barefoot. Miruts Yifter, the first in a tradition of Ethiopians known for brilliant finishing speed, won gold medals in 5,000 and 10,000 metres events at the Moscow Olympics in 1980. He was the last man to achieve this feat.

Answer the following questions in your exercise book.

- 1 What is the main idea of the passage?
- 2 Why do you think the title of the passage is “Ethiopia’s Finest”?
- 3 Name the two athletes that dominated long distance running as of March 2006.
- 4 In the sentence “Other notable Ethiopian distance – runners include Derartu Tulu, Abebe Bikila and Miruts Yifter” what does *notable* mean?
- 5 Why is Miruts Yifter famous?

Share your answers with the class.

Key Words: finest, athlete, famous, opponents, dominate, notable, feat

LESSON TEN

Choose one of the famous people you read about in this unit. Discuss with a partner how this person can be a good example to young girls and boys.

In your exercise book write a paragraph about the person you chose as role model. Talk about why this person would be a good role model, and tell why you have chosen this particular person as a role model.

Share your paragraphs with two of your classmates.

LESSON ELEVEN

An interview gives people opportunities to learn more about others by asking and answering questions.

Imagine that you are a reporter and are given the assignment to interview the director of the school. What would you ask him/her?

Example

What is your name?

How old are you?

How did you become the director?

What training did you have to become a director?

In your exercise book write five or six interview questions to ask the director.

Share your questions with the class and decide on one set of questions. Write these questions in your exercise book.

In groups of three, two interviewers and one person pretending to be the school director, interview the student who is pretending to be the school director. With your partner alternate asking questions from the class set of questions in your exercise book.

During the interview with the director write the questions (e.g., Belainesh asked the director when he first decided to become a teacher.) and the director's answers to the questions in your exercise book.

Share your interview findings with the class.

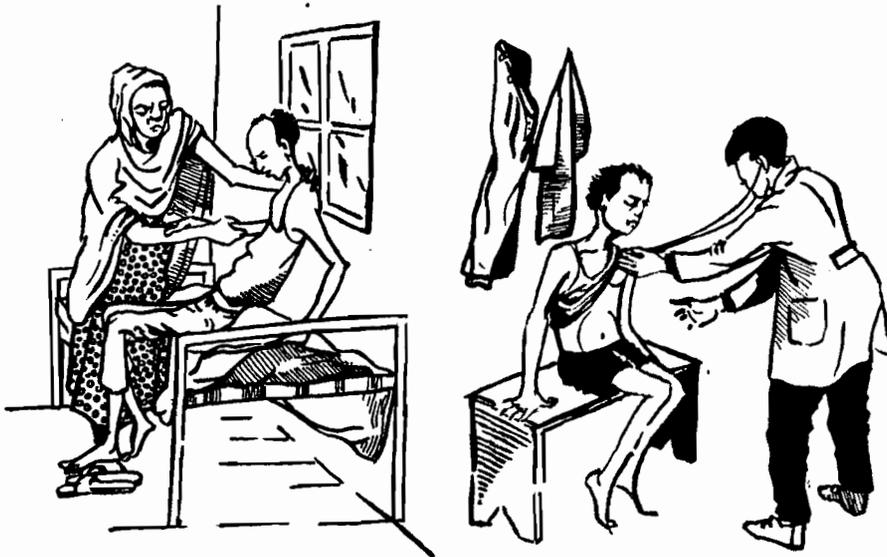
UNIT 11

SAY "NO"/THE IMPACT OF EARLY MARRIAGE ON LATER LIFE

Unit Objectives

In this unit you will learn the difference between giving advice and giving a warning and will practice how to give advice and warnings. You will read and answer questions about early marriage. You will write sentences using the language patterns *should*, *ought to*, and *unless*. You will write a paragraph on the adverse effects of early marriage.

LESSON ONE



When someone asks for *advice*, suggestions are given about what to do.
When someone is in danger or at risk, a *warning* is given.

Listen and follow the words as your teacher reads a dialogue between Thomas and Jorgo. Listen for the language patterns *should* and *ought to*.

Thomas	I often get colds in the rainy season. What should I do?
Jorgo	You ought to eat more fruit to get vitamin C.
Thomas	What else should I do during the rainy season?
Jorgo	When it is raining, you ought to wear a sweater and carry an umbrella.

When we give advice we use the language patterns *should* or *ought to*.

Example

You *should* wear a sweater when it is cold.

You *ought to* read the passage carefully before you answer comprehension questions about it.

Have a conversation with your partner about giving advice to someone who is sick, hungry, thirsty, tired, hot, or angry. Use the language patterns *should* or *ought to*. Use sentences like the ones used by Thomas and Jorgo in “Giving Advice.”

Share your conversation with the class.

LESSON TWO

When someone is in danger or at risk, we can give him or her a warning. When we give a warning, we can use the language patterns *unless* or *if...not*.

Example

You ought to go to the clinic and get medicine for the cut on your hand *unless* you want to get an infection. *If you do not* get medicine, you could become ill.

You should be careful walking through the grass *unless* you go with someone who can help you watch for snakes. *If you do not* watch for snakes, you could step on one.

If you do not want to get in trouble, you ought to obey your parents.

Have a conversation with your partner about the differences between giving advice and giving a warning. Explain what language patterns to use when giving advice and what language patterns to use when giving a warning.

Use the language patterns *should* or *ought to* for advice. Use the language pattern *unless* to give a warning.

With a partner orally complete three sentences for each of the language patterns given below. Use sentences that are similar to the ones on the chalkboard.

You should....

You ought to....

Unless....

Share your sentences with the class.

LESSON THREE

In your exercise book answer the following pre-reading questions.

1. What do you already know about early marriage?
2. Why is early marriage harmful?

Read the passage silently.

Early Marriage in Ethiopia

Early marriage is one of several harmful traditional practices toward women which are commonly practiced in several parts of the world. It is widely practiced in many parts of Ethiopia. The approximate percentage of women married in rural and urban areas before the age of 15 in four of the regional states follow: 43 % rural and 28% urban in Amhara, 27% rural and 19% urban in Tigray, 13% rural and 10% urban in Oromiya, and 7% rural and 20% urban in SNNPR.

Parents often approve of their daughters being married when they are as young as 10 to 12 years of age, even though the legal age for marriage in Ethiopia is 18. Marriage agreements even can take place at the very early age of between four to five years.

Early marriage of girls is seen as a way to improve the economic status of the family through marriage as husbands often are very much older and financially more secure. However, this practice has put girls at risk of serious health problems, including exposure to HIV/AIDS and problems with childbearing due to immature bodies.

Girls married young suffer major disadvantages that result in physical, emotional, economic, and social problems. Thus, the effects of early marriage can be devastating.

Source: *Report on Causes and Consequences of Early Marriage in Amhara Region*, July 2006, Pathfinder International

With your partner answer the questions orally using complete sentences.

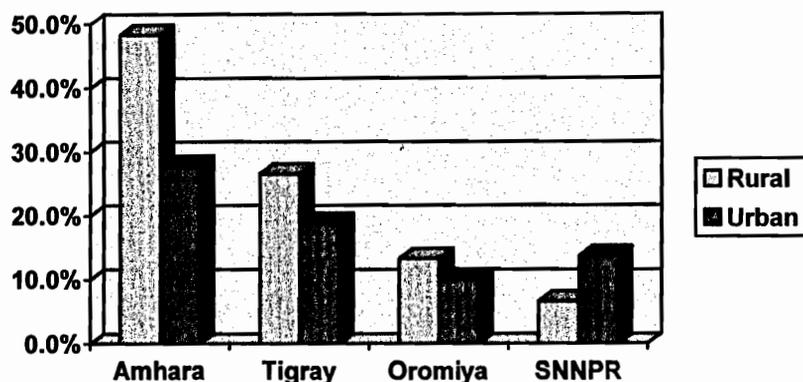
1. According to the passage, of the four regional states mentioned which one has the highest practise of the tradition of early marriage before the age of 15?
2. At what age do parents in these regions often give consent to young girls getting married?
3. What is the legal age for marriage in Ethiopia?
4. What are some of the serious health problems that can occur from an early marriage?
5. Why should young girls and their parents say “No” to early marriage?

Discuss your answers to the questions with the class.

Below is a chart that shows the combined percentage of women in both urban and rural areas who were married before age 15 in five areas of Ethiopia.

With a partner discuss how the percentages are similar and different in the five regional states.

Early Marriage in Ethiopia



Source: *Report on Causes and Consequences of Early Marriage in Amhara Region*, July 2006, Pathfinder International

In your exercise book write a diary entry that tells about a day in the life of a girl who was married at the age of 15.

Share your entry with the class.

Key Words: harmful, approve, exposure, childbearing, immature, effects, devastating

LESSON FOUR

Read the passage in Lesson Three again silently.

Tell your partner three things you learned about early marriage in Ethiopia. Then talk in a small group about what else you have learned from the passage and your discussion with your partner.

In your exercise book make a list of reasons why girls should not get married early.

Share this list with your small group.

In your small group find sentences in the passage that use the key words from Lesson 3. Predict the meaning of each word, and in your exercise book write your own definition. Then discuss the words and their meanings in your small group.

LESSON FIVE



Look at the illustrations. Tell your partner what is happening in each picture.

Use complete sentences in your exercise book to do the following:

1. List one or two examples of how a girl's life could change because of early marriage.
2. If you know someone who was married at an early age, write about the effects it had on her life.

Take turns reading the story, "Life After Early Marriage," with a partner.

Life After Early Marriage

Workenesh Ashebir was only ten years old when she was married to her husband who was 12 years older. Her parents made an agreement with her husband without consulting her. She was not asked whether or not she wanted to get married. She left her family and stayed with her husband's family. She had a son two years later and then a daughter when she was only 15 years old.

Life as a married woman was not easy for her. Workenesh stopped going to school. She had to do hard physical work despite her young age. After her six years of toil, her husband died of HIV/AIDS. At the age of eighteen, she had to raise her children by herself.

Workenesh moved to Bahir Dar to find a job. She took a job as a maid. This is not what she had hoped to be when she was a child, but she had to do this to raise her children. She had a series of unsuccessful attempts to make a good living to support herself and her two children. Then Workenesh began working as a labourer on a construction site where she was paid three birr per day. She still did not earn enough money to send her children to school as she had wished.

Today parents can prevent their young girls from getting married early. The prevention process starts with parents saying, “No,” to early marriage. If given a chance for an education, young girls can control the impact of early marriage on later life. Early marriage affects not only the lives of the young girls but also affects the lives of their children.

As you can see from the story, Workenesh’s life was at risk because of the affects of early marriage. Early marriage is a harmful tradition that should be changed so that girls like Workenesh can get the education they need for success in their own lives and for helping to change the role of women in Ethiopia.

In your exercise book write the main idea of the passage.

In your exercise book write answers to the questions.

1. How did Workenesh’s life change after she was married?
2. What was Workenesh’s role in making the decision for marriage?
3. How were Workenesh’s children affected when her husband died?
4. What jobs did Workenesh have?
5. Why was Workenesh not able to send her two children to school?
6. How can parents prevent early marriage today?
7. How can early marriage affect one’s life?

Share your answers with the class.

Key Words: agreement, consulting, unsuccessful, labourer, impact

LESSON SIX

A noun names a person, place, or thing.

Example

Did you read the *story* about *Workenesh*?

Where is *Addis Ababa*?

Children should go to *school*.

Marriage should not happen early.

In your exercise book copy the sentences below and underline the nouns that name a person, place, or thing.

1. Workenesh moved to Bahir Dar to find a job.
2. Her husband died of HIV/AIDS.
3. Workenesh began working as a labourer on a construction site.
4. Today parents should prevent young girls from early marriage.
5. Girls like Workenesh can get the education they need for success in their own lives.

Share your answers with the class.

In your exercise book write five sentences that have nouns that name persons, places, or things. Underline the nouns in each sentence. Share your answers with a partner.

Think about what you have learned about the effects of early marriage. In your small group design a poster that gives the message that early marriage should be prevented.

LESSON SEVEN

All complete sentences contain a verb. This verb can be an action word that tells what someone or something has done or is doing.

Example

Verb Tells What Someone or Something Has Done (Past)	Verb Tells What Someone or Something Is Doing (Present)
Workenesh Ashebir <i>married</i> early.	Many girls in Ethiopia <i>marry</i> early.
Workenesh <i>moved</i> to Bahir Dar.	Workenesh <i>lives</i> in Bahir Dar today.
She <i>supported</i> her children after her husband died.	She <i>supports</i> her children.

Read each sentence to your partner and tell which word is the action verb.

1. Some regions in Ethiopia practise early marriage.
2. Workenesh did not earn much money.
3. Girls who marry young suffer from disadvantages.
4. Prevention for many girls starts with saying “no.”
5. Education plays a significant role in the prevention of early marriage.

In your exercise book use action verbs to write sentences. Sentences can have either present or past tense verbs.

marry	move	ask
prevent	toil	change
stay	take	earn

Share your sentences with a partner.

LESSON EIGHT

Read the words below aloud with your teacher.

Verb	Noun
control	control
prevent	prevention
destroy	destruction

With a partner orally make sentences using each word.

Discuss with the class the meaning of each word.

Copy the chart below in your exercise book, and write the verbs and nouns from each sentence.

1. His anger is out of control.
2. Can you control the horse?
3. Please help prevent accidents.
4. We study about the prevention of HIV/AIDS.
5. Do not destroy your exercise book.
6. Parents understand the harmful tradition of early marriage.

Verb	Noun
1.	
2.	
3.	
4.	
5.	
6.	

Share your answers with the class.

Fill in the gap sentences using the words given below.

control	prevent	prevention	destroy	destruction
---------	---------	------------	---------	-------------

1. Please do not _____ the forest.
2. We should _____ forest fires.
3. The _____ of early marriages can be achieved by parents saying "no."
4. We saw the _____ caused by the flood.
5. The farmer could not _____ the donkeys so they ran onto the road.

When changed to a noun, some verbs stay the same; but others may add the ending *-tion*.

Example

report/report
export/export
exhibit/exhibition
prevent/prevention

With a partner give five examples of verbs that do not change when made into nouns and five examples of verbs that take *-tion* when changed to nouns. Write these in your exercise book. Share your answers with the class.

LESSON NINE

Read the words *advantage* and *disadvantage*.

The word *advantage* is used to tell about something that is positive.

The word *disadvantage* is used to tell about something that is negative.

Example

Rain is an *advantage* for growing good crops.

A lack of rain is a *disadvantage* for growing good crops.

Write two sentences in your exercise book using advantage and two sentences using disadvantage, and share them with a partner. Your partner will help you make your sentences better.

Copy the sentences in your exercise book and fill in the gaps with the words *advantage* or *disadvantage*.

1. You will be at a(n) _____ if you do not learn to read English.
2. Slow speed is a(n) _____ in the race.
3. It's to your own _____ to learn to cook food.
4. A(n) _____ of an early marriage is the risk of health problems.
5. One _____ of early marriage is that it is a way to improve the economic status of the family.

Think of a time when you had an advantage. Share this experience with the class.

Think of a time when you were at a disadvantage. Share this experience with the class.

LESSON TEN

Think of the meanings of the words *advantage* and *disadvantage*.

Brainstorm with the class the disadvantages of early marriage for women and the advantages of early marriage for men. In a small group discuss orally the disadvantages of early marriage.

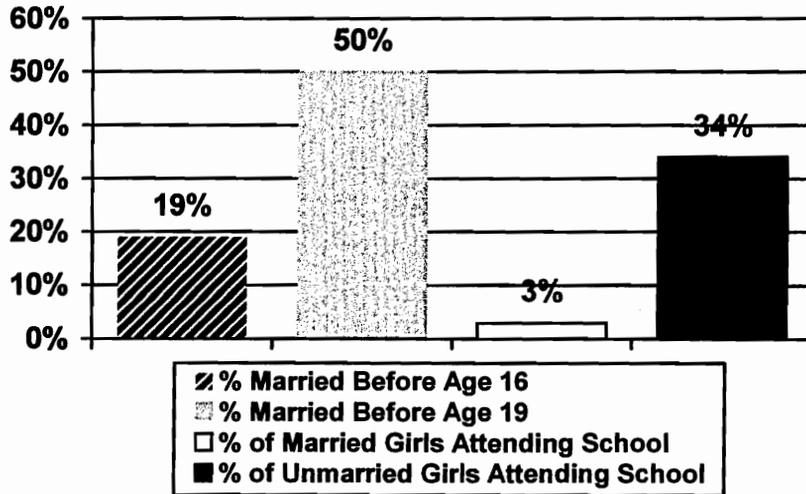
Write sentences about the disadvantages of early marriage in your exercise book.

Use the sentences to develop a paragraph on the disadvantages of early marriage. Begin your paragraph with a topic sentence and give the details in the sentences that follow.

Give your paragraph to a partner. Your partner will help you to make the paragraph better. Share your paragraph with the class.

LESSON ELEVEN

Statistics on Early Marriage



Source: NCTPE Report 2003

The bar graph provides statistics about the percentage of girls married by age 15 and age 18 and the percentage of married and unmarried girls in school. With a partner discuss the differences between the percentage of girls married by age 15 and age 18. Then talk about the differences in the percentage of married and unmarried girls who attend school.

In your exercise book write one paragraph and state the differences in the percentage of girls married by age 15 and age 18 and tell why you think they are different. In the second paragraph say what percentage of married and unmarried girls are in school and tell why you think they are different.

Share your paragraphs with a partner.

UNIT 12 COST-SHARING

Unit Objectives

In this unit you will use the language patterns *will/shall have to do* or *must/have to do* to express obligation in the present or future. You also will use language patterns *must not do* or *mustn't do* and *need not do* or *needn't do* to express prohibition and absence of obligation. You will read and answer questions and express your views about cost-sharing. You will write sentences and paragraphs.

LESSON ONE



Maru is preparing to go to a new school. He is asking his father what he must do to prepare for school. What do you think their conversation will be about? **Share your ideas with the class.**

Listen as your teacher and a partner read the conversation between Maru and Birru. Listen carefully for obligations that Maru will have.

Maru	Father, what will I have to do for my learning?
Birru	Son, you will have to buy your writing materials.
Maru	At what time must I get up to get ready for school?
Birru	You must get up at seven o'clock in the morning.
Maru	Do I have to be on time every morning?
Birru	Yes, you must not be late.
Maru	Do I have to carry my lunch to school?
Birru	You need not eat there. You can come home for lunch.

With a partner discuss the obligations that Maru has.

In order to carry out our responsibilities, there are things we must do. We call these *obligations*. To develop sentences about obligations, use the language pattern *must + the verb*.

Examples

- | | |
|----------------------------|---|
| <i>must + finish</i> | I <i>must finish</i> harvesting the teff before nightfall. |
| <i>must + be</i> | I <i>must be</i> on time for dinner tonight. |
| <i>shall have to + buy</i> | I <i>shall have to buy</i> a new exercise book. |
| <i>shall have to +care</i> | I <i>shall have to care</i> for my brother while mother is at the market. |
| <i>will have to + milk</i> | Aida <i>will have to milk</i> the goats before school. |
| <i>will have to + mend</i> | His mother <i>will have to</i> mend his torn school uniform. |

With a partner have a conversation about things you are obligated to do to learn. Use the language pattern *will/shall have to* or *must/have to*.

Turn to another partner and have a conversation about your obligations to do chores at home. Practise using the language pattern *will/shall have to* or *must have to*.

Key Words: prepare, obligations

LESSON TWO

There are many things we must not do. We call these *prohibitions*. Use the language pattern *must not do* or the short form, *mustn't do*, to tell others what they are prohibited from doing. Use the language pattern *must not* or *mustn't + the verb* to form sentences about prohibitions.

Examples

must not + be

You *must not be* late to work.

must not + go

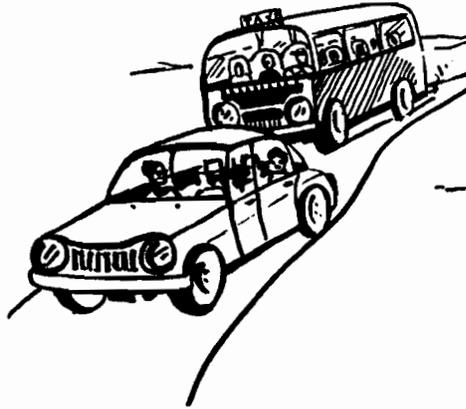
Lombamo *must not go* to the river alone.

mustn't + jump

Muktar *mustn't jump* over the school fence.

mustn't + walk

Lensa *mustn't walk* in front of the truck.



Look at the picture and talk with a partner about prohibitions for the taxi driver.

With another partner compare your conversation about prohibitions.

Sometimes we do things that carry no obligation. When we tell others what we are not obligated to do, we use the language pattern *need not* or the short form, *needn't*.

Example

need not + eat

Drivers *need not eat* lunch in the bus station cafe.

needn't + copy

Students in eighth grade *needn't copy* long passages.

Use the language pattern *need not* or *needn't* + *the verb* to form sentences about the absence of obligations.

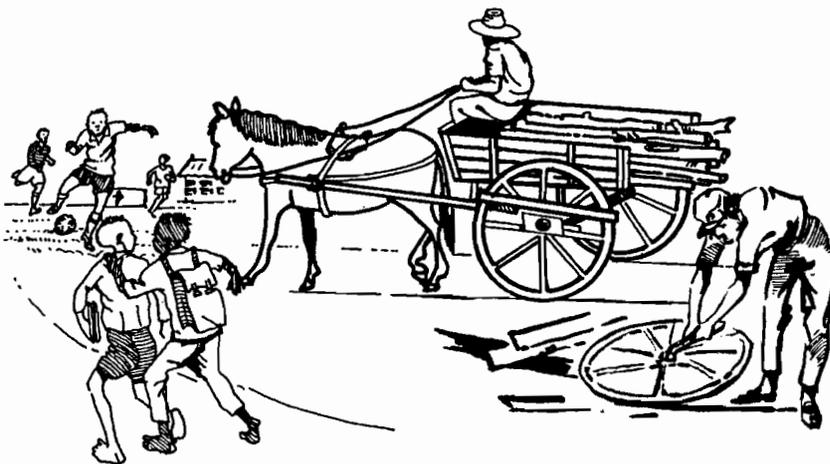


Look at the picture and discuss with a partner the absence of obligations for the baby on his or her mother's back. Use the language pattern *need not* or *needn't* in your conversation.

With another partner compare your conversation.

Key Words: prohibitions, absence of obligations

LESSON THREE



Look at the two activities in the picture. With a partner talk about obligations, prohibitions, and things that carry no obligation. Use the language patterns *must, mustn't, will/shall have to, need, needn't*.

Choose one of the activities and make a list of the obligations, prohibitions, and things that carry no obligation that you see in the picture.

Use the list that you made to help you write a paragraph about the obligations, prohibitions and things that carry no obligation that you see in the picture.

LESSON FOUR

Read the table below.

**Enrollment Ratios for Secondary Schools
2005-2006**

Urban Areas		Rural Areas	
<i>Location</i>	<i>Enrollment Ratio</i>	<i>Location</i>	<i>Enrollment Ratio</i>
Addis Ababa	101.9%*	Somali	3.8%
Harari	20.5%	Afar	6.6%
Diredawa	47.8%	Benshangul	43.4%

*Over 100% because it includes both underaged and overaged students.

Source: *Education Statistics, Annual Abstract, 1998 E.C.*, Addis Ababa, Ethiopia: Ministry of Education

With a partner answer the questions by using information from the table.

1. What information does this table give?
2. To what school year does this table refer?
3. What are the names of three urban areas listed in the table?
4. What are the names of three rural areas listed in the table?
5. What does the table tell about enrollment ratios in urban and rural areas?
6. Why do you think enrollment ratios are different in rural and urban areas?

In your exercise book write four questions about the information in the table. Then ask your partner the questions and tell him or her if the answers are correct.

Read the title of the passage. Talk with a partner about what you think the passage will be about. With a partner take turns reading the passage.

Secondary School Enrollment Statistics

In 2005-2006, 33.2 percent of school-age students are enrolled in secondary school. Enrollment in urban areas is higher than enrollment in rural areas. Eighty-three percent of Ethiopia's student population lives in rural areas.

Fewer students from rural areas enroll in secondary school. More students from well organized government and private schools in cities take the School Leaving Certificate Examination than do students from rural and low-income groups.

With a partner answer the questions below.

1. What information does this passage give about secondary school enrollment?
2. In what area is secondary school enrollment higher?
3. Students from what area are less likely to take the School Leaving Certificate Exam?
4. Based on information in the passage, a higher number of students from what area will enroll in higher education?
5. Why is there a decrease in enrollment in the higher grades in rural areas?

With another partner complete the gap sentences. Write the sentences in your exercise book.

The table, entitled, _____, shows _____. The urban areas listed are _____. The rural areas listed are _____. The table tells _____ about enrollment ratios in urban and rural areas.

The passage, _____ tells _____. According to the passage, secondary school enrollment is higher in _____. Students from _____ are less likely to pass the School Leaving Certificate Exam. The majority of students who enroll in higher education will be from _____. After reading the chart and the passage, I think _____.

Key Words: enrollment ratio, statistics

LESSON FIVE

**Enrollment in Secondary Schools
2001/02 – 2005/06**

2001/02 (1994 E.C.)	512,327
2002/03 (1995 E.C.)	586,309
2003/04 (1996 E.C.)	685,976
2004/05 (1997 E.C.)	860,734
2005/06 (1998 E.C.)	1,066,423

Source: *Education Statistics, Annual Abstract, 1998 E.C.*,
Addis Ababa, Ethiopia: Ministry of Education

Look at the table above. In a small group discuss the questions.

1. What information does this table display?
2. Which year shows the lowest enrollment in secondary schools?
3. Which year shows the highest enrollment in secondary schools?
4. How much has enrollment increased from 2003/04-2004/05?
5. What five-year change does the table show?

6. What does this increase suggest about enrollment in secondary schools?
7. Would education be different if enrollment had decreased instead of increased? Explain why.

Compare your answers with another group.

LESSON SIX

Read the title of the dialogue.

What do you expect to learn from the passage?

With a partner read the dialogue between Siday and Rekik. Look for the key words as you read and listen.



Diplomas for Sale

Siday	“The government is selling <u>health professional</u> diplomas to the <u>highest bidder!</u> ”
Rekik	What do you mean?
Siday	The government has introduced a cost-sharing <u>scheme</u> so students must pay part of their college or university fees.
Rekik	Why would the government do this?
Siday	Well, the government can't afford the education expense alone.
Rekik	Since when have the students had to pay the government in order to learn?

Siday	Since the introduction of the cost-sharing <u>scheme</u> .
Rekik	It costs a lot of money to pay for higher education. The government of Ethiopia does not have money to pay the cost of increasing enrollment.
Siday	Neither do I. Why does the government expect me to pay? My family is very poor. Poor people will never be able to attend a college or university.
Rekik	Ethiopia needs almost \$2 billion dollars (US) to cover future <u>expenses</u> . From where will the money come unless the students pay it back when they get employed?

In your exercise book write more than one or two words to complete each sentence. Use at least four key words.

1. According to Siday, the government is asking citizens....
2. Rekik thinks the government is
3. Siday thinks that cost-sharing will hurt....
4. Rekik seems willing to....
5. People who agree with Siday think....
6. People who agree with Rekik think....

Share your sentences with a partner.

Key Words: health professional, highest bidder, scheme, expenses

LESSON SEVEN

Think about answers to the questions below and discuss them with a partner.

- Do you pay for your learning?
- Are there situations in which students do not pay for learning?
- Why would it be necessary to pay for learning?
-

Listen as your teacher reads the passage below.

Cost-sharing in Ethiopia

Although enrollment in higher education has increased from 8,300 students to 67,682 students in the last ten years, quality in higher education institutions is declining because of limited government resources. The government's public resources cannot keep pace with the demand for higher education.

Free higher education has not made higher education accessible to women or to children of families from less-developed regions. This is why the government has introduced the cost-sharing scheme.

Some believe cost-sharing is the solution. Cost-sharing requires families to share the cost of higher education with the government. Students must pay part of the required fees. Other people believe that cost-sharing has prevented many Ethiopians from having access to higher education. They believe cost-sharing in higher education prevents access to rural people who are poor.

Lack of access to higher education is due to limited public resources. Higher education is still free in Ethiopia. The government uses public funds to pay living costs and tuition costs for students. Other countries like Kenya and Uganda have moved toward cost-sharing schemes in higher education for their citizens.

Source: Tekleselassi, Ababayehu. *Cost-sharing in higher education in Ethiopia: Demystifying the myth*. The International Comparative Higher Education Finance and Accessibility Project Ethiopia: Concern over education cost-sharing. IRIN News.org

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

1. What is the main idea in this passage?
2. Why does the government pay the cost of higher education?
3. Who has greatest access to higher education?
4. In the sentence, "Some people believe that cost-sharing has denied many Ethiopians access to higher education," what does "denied" mean?
5. In your opinion does free higher education encourage children from poor and rural families to access higher education? Explain.
6. In your opinion will cost-sharing provide more people access to higher education? Explain.
7. How can the government make higher education more accessible to less-developed regions of the country?
8. How can the government make higher education more accessible to women?

Share your answers with the class.

Key Words: quality, public resources, access

LESSON EIGHT

Read the passage again with a partner. Look for key words.

In your exercise book copy the sentences below. Use words from the word bank to complete each sentence.

Word Bank

countries	families	access	poor
higher education	cost-sharing	public resources	citizens
children	women	rural	declining
obligated	prohibited		

Enrollment in _____ has increased in the last ten years, but the quality of higher education is _____. Some believe _____ is the solution. Others believe free education is the solution. Cost-sharing requires _____ to pay part of the fees for higher education. Parents should be _____ to pay higher education fees.

Many people believe that cost-sharing has prevented Ethiopians _____ to higher education. They think cost-sharing prevents _____ and _____ people from having access to higher education.

Lack of access to higher education is due to limited _____. _____ like Kenya and Uganda have moved toward cost-sharing of higher education for their _____.

Share your answers with a partner.

Key Word: prevent

LESSON NINE



Discuss the following statements with your small group.

Cost-sharing is important. It can make higher education accessible to everyone.

Use your discussion to write three reasons that tell why cost-sharing is important. Write the three reasons in your exercise book.

Discuss what will happen to higher education in Ethiopia if families do not cost share. Write the three reasons in your exercise book.

Use the reasons that you have written in your exercise book to write a paragraph which explains why you think the cost-sharing scheme is important and what will happen if families do not cost share.

Share your paragraph with another group of partners.

LESSON TEN

Think about obligations and prohibitions required of you in order to continue your education in secondary school in the future.

In your exercise book write a list of obligations, prohibitions and things that have no obligations.

Obligations	Prohibitions	Absence of Obligation
1.	1.	1.
2	2	2
3	3	3
4.	4.	4.

Using your lists of obligations, prohibitions, and absence of obligation write three paragraphs about your preparations for secondary education. Choose from the language patterns *will/shall have to do* or *must/have to do*, *must not do* or *mustn't do* and *need not do* or *needn't do*.

Share your paragraphs with the class.

LESSON ELEVEN

Based upon the information in the passage, “Cost-sharing in Ethiopia,” from Lesson Seven, decide whether you are in support of or against Cost-sharing.

Look at the two topic sentences below. Select the sentence that you agree with and write that sentence in your exercise book.

- Cost-sharing is good for higher education in Ethiopia.
- Cost-sharing is not good for higher education in Ethiopia.

After you have selected the topic sentence, write five to seven additional sentences supporting the topic sentence you selected.

Debate your opinion in a group.

UNIT THIRTEEN

A HOLIDAY IN THE PAST

Unit Objectives

You will talk and write about holidays. You will read the unit passages about holidays, answer questions, and write sentences with the language pattern *while* and *when*.

LESSON ONE

Listen as your teacher reads several example sentences using *while* and *when*. *While* and *when* show time. *While* indicates that something is happening at the same time. *When* indicates something is happening at a certain time.

Example

While Aida and Mekedem were watching, the priest sowed the millet to begin the holiday.

When he finished sowing the millet, we could not play the drums for thirty days.

While Aida was helping in the house, Mekedem worked in the fields.

When Mekedem and his father came home, Aida and her mother served them a meal.

I brought the wood for the bonfire *while* you finished cleaning the house.

While your mother prepared the lentils and split peas, you helped me with the injera and bread.

Using *while* and *when*, orally make six sentences with your partner about a past holiday that you enjoyed with your family.

Listen and follow the words as your teacher reads gap sentences. With your partner decide whether *while* or *when* fits each of the sentences below.

1. _____ most holidays in Ethiopia are either Christian or Muslim, New Year's Day was an exception.
2. _____ the bonfire had been built all the members of the family danced and sang around it.
3. I asked Adugna to go with me to the palace _____ we finished the baking.
4. _____ I gathered the flowers, you helped mother.

Share your answers with the class.

LESSON TWO

Listen to the example sentences as your teacher reads them aloud. Each of the sentences tells about a holiday in the past.

Example (past tense)

I ate a lot of food during the Karamu last year. Karamu is the feast that is held at the end of Kwanzaa, a holiday begun in American to honor the customs of Africa by African Americans.

I felt lonely during Ramadan this year because it was the first holiday that my grandmother was not with us.

I liked the gifts my parents gave me during Christmas last year.

My family always observed the fasting days before Easter with no meat or dairy products.

The bonfire we built in front of our house filled me with laughter as I danced and sang around it.

Turn to your partner and tell your partner four sentences about a holiday experience you have had. Tell him or her about one good experience and one that was not good.

Share one of your sentences with the class.

LESSON THREE

Listen as your teacher reads the conversation about a Christmas holiday.

Rahel	Betelehem, what are you wearing for Christmas this year?
Bethlehem	I have a new white dress with a red border and matching shawl that is so beautiful. Last year my dress wasn't nearly as pretty as the one this year. This one has silver and gold threads woven through it. What are you wearing?
Rahel	I will be wearing a white dress, but it has a bright blue border and a sash that ties around my waist. I have some new shoes this year to wear as well. Do you remember how I burned my dress last year with the candle at church? I tried so hard not to cry, but I knew how special the dress was, and I had ruined it with the candle. Will you walk home with us after church?
Betelehem	Yes, we can walk together. On the Eve of Christmas, I have another new shawl that is trimmed in red and green. Mother told me she was especially thankful for my help this year in cooking the food for the feast. I've cooked so much I know I won't be able to eat much of it.
Rahel	I know how you feel. I've smelled bread and lentils until I'm not even hungry for the feast. Maybe when mother begins to cook the meat my hunger will reappear.
Betelehem	I like growing up and not being treated like a little kid. See you on Christmas Eve.

Discuss with your partner how Betelehem and Rahel's holiday will be spent.

With the class answer the questions about the conversation.

1. What holiday are the girls celebrating?
2. Describe the dress Betelehem is wearing.
3. What happened to Rahel last year at church?
4. What did Betelehem get on the Eve of Christmas?
5. What are the foods the girls are helping their mothers cook?

Share with the class information about a past holiday when you did something that you still remember today.

Some ideas to consider:

- a time you helped your family
- a special meal that you helped prepare
- a special gift you received or gave someone
- a tradition you observe in your family
- a visit you remember

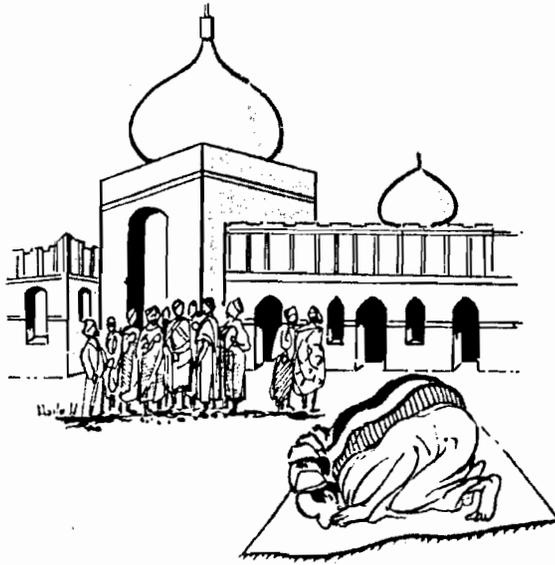
LESSON FOUR

Talk with your partner about the Muslim holiday, Ramadan. In your exercise book list all of the facts you know about this celebration.

Look at the key words listed on the chalkboard. Discuss with your classmates the meaning of each word. Ask questions if you do not understand the meaning of any of the words.

Copy the key words and their meaning into your exercise book.

Listen as your teacher reads aloud a passage about the Muslim holiday Ramadan.



The Celebration of Ramadan

Ethiopia has a large Muslim population which observes one of its most significant holidays called Ramadan during the ninth month of the Muslim calendar.

Ramadan is observed with a variety of different traditions by Muslims around the world. Ramadan lasts for a month and is marked by fasting. Praying together five times each day, and giving alms to the poor are also central to the holiday. During the hours of fasting from dawn until dusk, Muslims cannot eat any food or drink water. After sunset they take a light meal. Muslims share their food with any of their neighbours who are not able to afford food. Fasting is generally not observed by young children or people who are sick.

Ramadan ends with a great feast called Eid al Fitr. On this day Muslims wake early and gather together from many different directions to give prayers. There is much singing and praising by the people as they honour Allah.

Discuss the passage with your partner. Share any new information that you learned from the passage.

Copy the puzzle in your exercise book and complete it using the key words.

	h										
	o										
						M					
f											
		t									
				R							
E						F					

Key Words: Muslim, holiday, Ramadan, observed, traditions, fasting, Eid al Fitr

LESSON FIVE

Listen as your teacher reads a passage about the Easter celebration.

The History of Easter

Fasika (Easter) is celebrated after 55 days of Lent fasting (Hudade or Abye Tscome). Orthodox Tewahedo Christians do not eat meat and dairy products for 55 days.

Only vegetarian meals such as lentils, ground split peas, grains, fruit, and varieties of vegetable stew accompanied by injera and/or bread are eaten on these days. The first meal of the day is taken at 9 o'clock in the afternoon Ethiopian time during the fasting days, except Saturdays and Sundays when a meal is allowed after the morning service.

On Easter eve people go to church and celebrate with candles which are lit during a colourful Easter mass service that begins at about 12 o'clock in the evening Ethiopian time and ends about 8 o'clock after mid-night. Everyone goes home to break the fast with the meat of a chicken or a lamb, slaughtered the previous night after 6 p.m. and accompanied with injera and traditional drink.

Like Christmas, Easter is also a day of family re-union, an expression of good wishes with the exchange of gifts.

www.ethiopiantreasures.toucansurf.com

Reread the passage silently. When you finish reading, make a chart in your exercise book listing each of the traditions of Easter found in the passage. In the first column list the Easter traditions, and in the second column list the foods eaten.

Easter Traditions	Foods Eaten

LESSON SIX

Follow along while your teacher reads aloud the passage about the New Year holiday in Ethiopia.

New Year's Day in Ethiopia

Most Ethiopian celebrations are either a Christian or a Muslim religious event. New Year's Day is an exception. It is a national holiday celebrated on September 11. This is the end of the season of about three months of heavy rains and the beginning of spring when the highland fields turn gold with Meskal daisies.

On the eve of the holiday, families gather and build a bonfire of dry leaves and bundles of wood in front of their homes. The members of the family, both young and old, dance and sing about the new year.

Early on the morning of September 11, many people celebrate by going to religious services wearing traditional Ethiopian clothing. Young girls go out into the fields to gather flowers before going to religious services. Once the flowers are gathered, they go door to door selling the flowers to their neighbors.

After services families gather for a big meal of injera and wat. In many families the meal is followed by the girls in the families going from house to house singing New Year songs. On the evening of the holiday, families visit friends.

While white is a traditional colour of the clothing, many are now wearing the Ethiopian colours of green, yellow, and red of the Ethiopian flag. The color green represents the fertile land; yellow is for religion; and red is for the blood sacrificed to protect the nation through centuries of wars.

After your teacher has read the passage aloud, read it silently. Then complete the gap sentences in your exercise book.

1. The New Year's holiday is celebrated on _____.
2. This is the date set because _____ and _____.
3. On the eve of the holiday, families build large _____ made of dry leaves and bundles of wood in the front of their homes.
4. Members of the family _____ and _____ around the fire.
5. The colors of the clothing worn by the families are traditionally white but in recent years, much of the clothing is made in the colors of _____, _____ and _____.
6. The color green represents the _____. Red represents _____, and yellow represents _____.

Write a paragraph about a past New Year's Day you celebrated. Tell two or three things you remember that you did and enjoyed doing. Some things you might want to include in your paragraph:

- the bonfire you and your family built
- the clothes you wore
- the foods you ate
- the games you played
- the songs you sang
- all the people who were at your holiday celebration

Share your paragraph with the class.

LESSON SEVEN



Listen carefully as your teacher reads aloud the passage.

Harvest Festival

Aida and Mekedem moved with their parents to the Greater Accra Region of Ghana from Ethiopia. In that region they learned to celebrate a harvest festival called Homowo. The holiday began when the traditional priest sowed millet in May.

Not all people in Ghana celebrate the holiday at the same time since crops are harvested at different times. The people began to celebrate the festival because of the success they had with the crops.

According to oral tradition, the Homowo began because a famine broke out during the migration of the people to present day Accra. Because of the famine, the people became determined to plant lots of crops so they would never be hungry again, and agriculture became an important industry in Ghana as well as in all of Africa.

Reread the story with your partner. Then complete the vocabulary exercise in your exercise book using information learned from the passage.

Say each of the key words after your teacher pronounces them for you.

In your exercise book match each of the key words with its correct meaning. If you are not sure of the answer, reread parts of the passage.

- | | |
|----------------------------|--|
| Harvest Festival tradition | -Moving from one region to another
-A period of time when there is not enough food to eat and many people starve to death |
| migration | -A holiday to celebrate the gathering of crops |
| agriculture | -A custom or belief handed down from generation to generation |
| famine | -The raising of crops to produce |

Share your answers with the class.

Key Words: harvest festival, tradition, famine, migration, agriculture

LESSON EIGHT

Listen while your teacher reads aloud the dialogue between Muktar and Adugna about Kwanzaa. Kwanzaa is a holiday celebration that began in America by African Americans to honor their heritage from Africa.

Muktar	What was your favourite <u>holiday</u> when you were a child?
Adugna	I liked all of them, but I think my most memorable one was when I was six years old, and my parents gave me a bracelet for <u>Kwanzaa</u> . We had never observed this holiday at our house before so it was exciting to get to do something new. My mother bought me a new dress that was long and a bright blue shawl to wear. Did you ever celebrate Kwanzaa?
Muktar	Yes, we celebrated the holiday after my father heard about the history of the ceremony. Since I was the oldest boy, it was my job to light the black candle in the center of the <u>kinara</u> on the first night of celebration. Then my father would pass the unity cup. Getting to drink from the cup always made me feel like a grown-up.

Adugna	Did your parents tell you the story that each of the candles is a <u>symbol</u> of important things?
Muktar	They told me because I was the one who got to light them. I had to know which one to light first. It was the black one in the center. Then I went from left to right until all the candles were lit. Each one represents something important to the holiday.
Adugna	I bet you also enjoyed <u>Karamu</u> knowing how much you like to eat! My mother always had so much food for the feast, we could not eat all of it.

Talk with your partner about the conversation between Adugna and Muktar. If you celebrate this holiday at your house, share some of the things you do. If you have never heard about this holiday, you will learn more about it in the next few lessons. If you have any questions about the holiday or the key words, ask your teacher to share more information with you.

As your teacher reads aloud the following sentences, decide which of the key words fit in the gaps.

1. We celebrate our _____ each year by lighting candles during Kwanzaa.
2. _____ is celebrated over several days with people sometimes exchanging gifts.
3. The _____ is another name for the candleholder.
4. The candles we light during Kwanzaa are a _____ for important things.
5. The feast that highlights Kwanzaa is called _____.

Key Words: holiday, Kwanzaa, kinara, symbol, Karamu

LESSON NINE



Listen as your teacher reads aloud more about the Kwanzaa holiday.

Kwanzaa

Kwanzaa is celebrated by African Americans in America to remember their African culture and history. Many of the traditions of the holiday are taken from those in Africa.

In Africa and in America, it is not a religious holiday. It is a holiday that some families celebrate for seven days every year and ends December 31 with a feast called Karamu. There is lots of food served at Karamu.

Above all, Kwanzaa is a community-oriented holiday. Most citizens decorate their home with red, black, and green. During the holiday the table is covered with a straw mat called mkeka. The mkeka is used because it symbolizes the traditions of Africa.

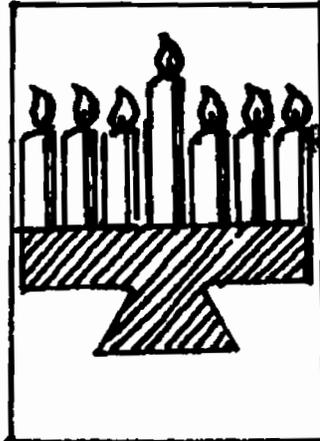
Reread the passage with a partner. Using your own words, retell the passage to your partner.

Write the numbers 1-10 in your exercise book. Listen as your teacher reads sentences about the passage and decide whether they are true or false. Record your answers in your exercise book.

1. Kwanzaa is a religious holiday.
2. The holiday is celebrated by all people in Africa.
3. The holiday is celebrated in December.
4. The holiday began in America.
5. The mkeka is a straw mat used to cover the table.
6. Kwanzaa lasts for three days.
7. Community-oriented means everyone comes together to celebrate.
8. Red, black, and green are the colours used for the Kwanzaa celebration.
9. Many of the traditions of Kwanzaa are based on African culture and history.
10. The holiday begins with a feast.

Key Word: mkeka

LESSON TEN



Read the information below about Kwanzaa.

Kwanzaa is a holiday that was begun by African Americans to honour their history and the traditions of Africa. It focuses on seven important principles. Each principle is symbolized by a candle placed in the kinara or candleholder. The seven principles are:

umoya	unity	black candle in center
kujihaguli	self-determination	first Red candle on left
ujima	collective work and responsibility	second red candle from the left
juamaa	cooperative economics	third red candle
nia	purpose	first green candle
kuumba	creativity	second green candle
imani	faith	third green candle

One candle is lit each night to invoke one of the seven principles. When all seven candles have been lit, the holiday ends with the Karamu on December 31.

Reread with your partner the information about Kwanzaa. In your exercise book draw a picture of the kinara and label each of the seven candles with one of the principles.

Remember the center candle is black and is always lit first. The black candle symbolizes unity. The next candle to be lit would be the first red one on the left side that symbolizes self-determination. All the rest of the candles are lit from left to right.

In a group discuss the seven principles and why each of the principles is important to a community.

LESSON ELEVEN



Choose one of the people from the picture above and in your exercise book describe what she is wearing, using complete sentences.

Write a paragraph about the women in the picture. Decide what holiday the girls may have gathered to celebrate. Give as much information about the holiday as you can using words and ideas you have learned from this unit.

Make sure you use complete sentences in your paragraph.

Share your paragraph with the class.

UNIT 14 LIVING IN HARMONY

Unit Objectives

In this unit you will learn about living in harmony, how to express thoughts using the language pattern *It is + adjective + to – infinitive*, demonstrate comprehension, write a dialogue and present it orally and write and respond to a letter.

LESSON ONE



Look at the picture and tell your partner what you see happening.

Read the title of the story and tell the class what you think the story is about.

Listen as your teacher reads the story, “How Can We Live in Harmony at Home?”

How Can We Live in Harmony at Home?

I was nine years old when my father died of HIV/AIDS. It changed the lives of our family: my two brothers, my sister, my mother, and I. As the oldest child, I have to do more at home. My younger brothers and sisters only want to play games all of the time. I feel that they should do more to help my mother. We argue about this a lot. My mother gets sad when we are fighting about chores to be done at home.

On my usual day I get up very early. I wash the dishes from the night before, heat the water to wash myself before I go to school, and then get dressed and go to school. English is my favorite subject.

After school I do things with my friends and then go home. At home I must help make the dinner and wash the clothes. I work in the garden growing vegetables and help take care of my brothers and sisters.

I am very afraid of getting HIV/AIDS so I am learning all that I can about the disease. We have lessons in school, and I read books about it at home. Life was much easier before my father died of HIV/AIDS. Now I must work very hard in place of my father. I am lucky that I can continue to go to school during the morning session. I wish that my family would live in harmony again, just like when my father was here. What can we do to live a more harmonious life?

With a partner discuss the main idea of the story. Then identify the family's problems. With the class discuss ways to solve the problems.

Say whether or not you think the family lives in harmony. Explain why or why not.

Think about a time that you did not get along with someone. Tell your partner about this. Be sure to tell why there was no harmony. Explain how you did solve or could have solved the problem.

Key Words: argue, harmony

LESSON TWO

Think about specific examples of what it means to live in harmony.

Think about friends or family members you know who are not living in harmony. Tell your partner some things these people can do to live in harmony.

Talk with a partner about people you know who live in harmony. Explain what they do that causes them to live in harmony. Share your ideas with the class.

LESSON THREE

Think about why it is important to live in harmony at home and at school. Share your thoughts with the class.

Give the teacher examples of how your family gets along at home and how you get along, or live in harmony, with students at school. Your teacher will write your ideas on the chalkboard in a chart.

Copy the chart below in your exercise book. From the information in the chart, make two lists of rules. Write one list of rules for living in harmony at home and one list of rules for living in harmony at school.

At Home	At School
help with chores	share books

Use the rules for living in harmony at home and at school to write two paragraphs. The first paragraph will be about rules for living in harmony at home and the second paragraph will be about living in harmony at school. In the first paragraph begin with the topic sentence: *Rules can help families live in harmony at home.* In the second paragraph, begin with the topic sentence: *Rules also can help students live in harmony at school.*

Share your paragraphs with the class.

LESSON FOUR

An adjective is a word that describes a person, place, or thing. An infinitive is made up of the word *to* and a verb.

Example: *It is + adjective + to - infinitive*

It is difficult to climb up a hill

It is easy to run on a rural road.

It is rude to refuse an invitation.

It is wrong to steal a cow.

It is good to tell the truth.

It is healthy to eat fresh fruit and meat.

The adjective describes the subject, *It*, and the infinitive in the example sentences tell what is difficult, easy, rude, wrong, or good to do.

In your exercise book write five sentences using the language pattern *It is + adjective + to – infinitive*. Use the sentences in the example as a guide.

Example

It is good to eat lots of vegetables.

Read your sentences to your partner. Have your partner underline the adjective and put a box around the infinitive.

Exchange your books with a partner and use his or her sentences to write new sentences using the same adjective and infinitive language pattern (*It is + adjective + to – infinitive*) with a different ending. Look at the examples below.

Example

Original Sentence: It is difficult to climb *up a hill*.

New Sentence with New Ending: It is difficult to climb *a smooth tree*.

Original Sentence: It is good to tell *the truth*.

New Sentence with New Ending: It is good to tell *interesting stories*.

Share your sentences with the class.

LESSON FIVE

Read the passage silently and pay attention to what tolerance means in the passage.

Tolerance of Others

Within Ethiopia many cultures and religions exist. We must work to learn about other's cultures and beliefs and be tolerant of the people and their beliefs, just as we want them to be tolerant of us.

The country of Ethiopia is surrounded by other nations. Each nation has its own heritage and culture. It is important to be tolerant of each other's heritage and culture. It is important to respect those who are different and be able to discuss and celebrate our likenesses and differences.

Even though some countries that surround Ethiopia and other countries in the world may be in conflict with themselves and with others, we should all try to achieve harmony. Harmony only can happen if people are patient and work to understand and respect each other.

Sharing ideas through discussion can help to solve differences peacefully. Discussion can occur between two people, among members of a small group, or within a large group. Discussions about world peace and harmony can be conducted between families, friends, local government officials as well as leaders of nations. We should all celebrate differences in cultures and beliefs and learn to live together in harmony.

Write the main idea of "Tolerance of Others" in your exercise book. Share the main idea with the class.

In your exercise book write in complete sentences the answers to the questions about the passage.

1. Write a definition for *tolerant*.
2. Name three ways that you can show tolerance.
3. How are tolerance and harmony similar?
4. Why do some people not get along?
5. Why do some countries get into conflict with other countries?
6. Name three ways that discussion can help to solve differences.
7. Why should we be tolerant of peoples' heritage and beliefs?

In your exercise book write five sentences that suggest ways that people from different cultures can get along.

Share your sentences with a partner and then with the class.

In your exercise book list the five best suggestions you heard.

Key Words: tolerant, heritage, culture, differences, patient, respect

LESSON SIX

You will have many opportunities to write letters. Some letters such as business letters are formal. Other letters such as friendly letters are less formal. Letters give you an opportunity to say something in writing to someone else.

Parts of a friendly letter:

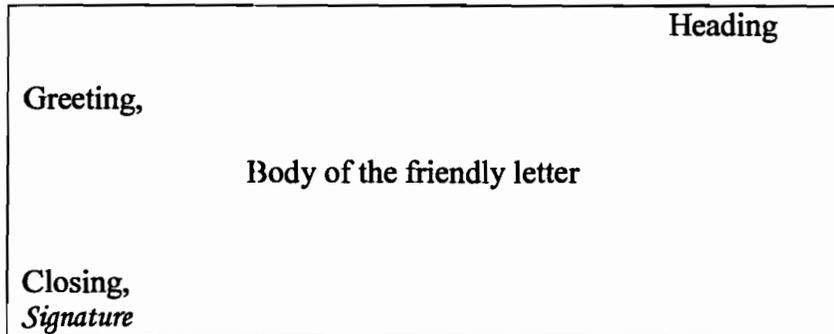
The *heading* gives the address of the writer and the date the letter was written. The heading is placed in the upper right corner of the letter.

The *greeting* gives the name of the person to whom you are writing. In a friendly letter, the first name of the person is used. It is placed on the left side of the letter and comes after the heading and is followed with a comma.

The *body* of a friendly letter contains the sentences that tell what you are writing about.

The *closing* of a friendly letter includes words such as *your friend*, *sincerely*, *best regards*, *love* and other words that express your relationship to the reader. The closing is followed with a comma.

After the closing you will sign your name.



Example

PO Box 293 Addis Ababa, Ethiopia 14 April 2006
Dear Asrat,
This is my second week in Addis. It is not hard to get used to the weather, although it is cold. I really like it here, but I find it is difficult to cross the road because of the traffic. It is fun to visit the National Museum and see Lucy. What is the weather like in Gambella? Please give my regards to your family.
With best wishes, <i>Bome</i>

In your exercise book write a friendly letter to someone in your class telling about something you have done. It could be about playing football, helping do chores at home, celebrating a favourite holiday, or another topic. Be sure to follow the format of the above sample letter and have some of your sentences follow the language pattern explained in Lesson Four: *It is...to....*

LESSON SEVEN

Read the letter you wrote in Lesson Six again. Exchange letters with a partner, the person named in the greeting. This person will answer your letter with a friendly letter and you will do the same. Be sure to have a heading, a greeting, a body, and a closing in your letter of response. Be sure to answer any questions your partner asked in his or her letter.

Share your letters with the class.

LESSON EIGHT

Read the dialogue silently after discussing with a partner what you think it is about.

A Disease that Devastates

Sara	What did you do yesterday since we did not have school?
Tadelech	I went to the HIV/AIDS Clinic with my friend to listen to a lecture by a doctor about HIV/AIDS.
Sara	What did you find out?
Tadelech	The doctor said that there are 42 million people who have HIV/AIDS around the world. The number of HIV/AIDS children who are orphans is expected to double or triple by 2010.
Sara	My cousin is living with us because both of his parents died of HIV/AIDS in the past two years. His father died first. It would have been terrible if my cousin had nowhere to go because he is only 10 years old. We hope that he does not get sick from HIV/AIDS too.
Tadelech	I also learned that women are two to three times more likely to get HIV/AIDS than men. There are 12 million HIV positive women in Sub-Saharan Africa and 10 million HIV positive men.
Sara	Did she tell you what can be done so that fewer people get HIV/AIDS?

Tadelech	The doctor said that women and men need to become more educated about the disease. She said that women and girls should demand safety, protection, and respect. Girls often are considered to be less valuable than men or boys and do not always get the education or health care that they deserve. Women often stay with men who abuse and cheat on them so that they have someone to provide for them. Having many girl friends is often thought to be ok for men. Twenty percent of all diseases in women between the ages of 15 and 45 in poor countries are a result of rape and other forms of male violence.
Sara	I have heard that many women want to become nurses to care for the sick because they have known people with HIV/AIDS and realize how devastating the disease is. I think that I would like to become a nurse too. Maybe I could help some child to not lose a parent or parents like my cousin did if education about HIV/AIDS could be communicated to everyone.

Write the main idea of the conversation, “A Devastating Disease,” in your exercise book. Share the main idea with the class.

In your exercise book write the answers to the questions. Use complete sentences when responding.

1. Where did Tadelech go to learn about HIV/AIDS?
2. How many people in the world have HIV/AIDS?
3. Why did Sara’s cousin come to live with her family?
4. Are more women or men HIV positive? Why?
5. How can the spread of HIV/AIDS be lessened?
6. What are two ways that nurses can help with the HIV/AIDS problem?
7. How can all of the orphans receive care if their numbers increase?

Share your answers with the class.

LESSON NINE

Think about everything you have learned about HIV/AIDS. Help your teacher fill in the graphic organizer on the chalkboard about HIV/AIDS.

Read the conversation, “A Devastating Disease,” again. Then write a conversation with a friend about HIV/AIDS in your exercise book. Begin the conversation with the question, *What can we do to keep this disease from destroying so many of our families?* Use as much information from the graphic organizer as you can.

LESSON TEN

Practise reading aloud the conversation you wrote about HIV/AIDS with a partner. Share your conversation with the class.

On the chalkboard help the teacher complete a graphic organizer about what we can do to keep this disease from destroying so many of our families.

Share with the class why keeping this disease from destroying so many families is important.

LESSON ELEVEN

Work with your small group to make a brochure about HIV/AIDS for younger children to read. You may put any information that you want to about HIV/AIDS in the brochure. Suggested topics are prevention of HIV/AIDS, how to help someone with HIV/AIDS, what is HIV/AIDS, or a combination of HIV/AIDS topics that younger children should know. Be sure to include pictures or drawings.

Share your completed brochure with students in another class.

UNIT 15 DESCRIBING A PROCESS

Unit Objectives

In this unit you will describe a simple process using simple present active and passive verbs, interpret a process shown in pictures, and write sentences using simple present active and passive verbs. You also will demonstrate comprehension, write paragraphs, and learn new vocabulary words.

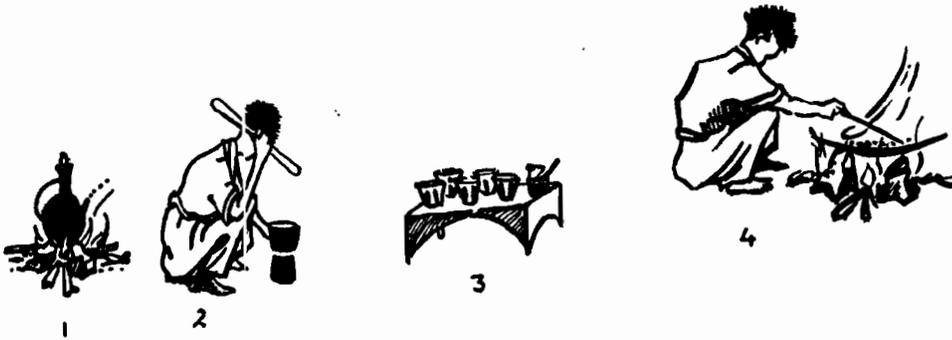
LESSON ONE

Listen and follow the words as your teacher reads the conversation aloud in which two students describe a process.

Zeberga	School begins in two weeks. I do not have a school uniform. What should I do to get a uniform for school?
Fanzia	It is a quick and simple process.
Zeberga	Please describe the process so I will have a school uniform by the time school starts.
Fanzia	To get my school uniform, first my mother and I visit the market or a store that sells fabric to purchase the material. Then, we take the fabric to the tailor. He measures my height, waist, and shoulders in order to cut the fabric for my uniform. Next, the tailor sews the three parts of the uniform: the shirt, the jacket, and the skirt. He adds buttons to the shirt and jacket. Finally, he sews a zipper in the skirt.
Zeberga	What color is the uniform?
Fanzia	The jacket and skirt are blue and the shirt is white.
Zeberga	Thank you for sharing this process.

With a partner describe the process of getting a school uniform. Look back at the passage if you need help. Use the words first, then, next, and finally. Share your conversation with a small group. Think about the process of washing clothes. Describe this process with your partner. In the conversation use at least four complete sentences.

LESSON TWO



Look at the pictures and tell your partner what is happening.

Read silently the passage that describes how to make coffee.

How to Make Coffee

Making coffee is an easy process. First, coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the water is boiled in a pot. The ground coffee is added to the boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then, the coffee is poured into the cups. Finally, the coffee is served to people.

Look again at the pictures showing the process of making coffee.

In a conversation with your partner, place the pictures in the correct order to make coffee. Explain the process of making coffee using complete sentences. Share your sentences with a small group.

Key Words: process, pan, roasted, ground, mortar, pestle, pot

LESSON THREE

Read silently the recipe for injera with your teacher.

Making Injera

Mix ground teff with water and let stand in a bowl. Cover this mixture and keep it at room temperature until it bubbles and turns sour. This may take as long as three days. The batter should not be thick.

Lightly oil a large, flat pan. Place the pan over heat. Start at the edge of the flat pan and pour the batter thinly in a circular motion to cover the bottom of the pan. Briefly cook the batter until holes form in it and the edges lift from the pan. Remove the injera and let it cool.

Read the sentences below. In your exercise book rewrite the sentences in the correct order.

1. Cook batter until holes form in the injera.
2. Lightly oil a flat pan.
3. Remove teff from pan and let cool.
4. Mix ground teff with water.
5. Let mixture stay in a covered bowl until it bubbles.

In a small group describe the process of preparing injera. Use the words first, next, then and finally in complete sentences. Share your sentences with the class.

Key Words: bowl, mixture, batter, circular

LESSON FOUR

Simple present tense verbs tell what is happening now. Simple present tense verbs are called active verbs when the subject is doing the action.

Simple present passive tense verbs also tell what is happening now. When the subject receives the action, they are called passive verbs.

Example

Simple present tense active verb: I roast the coffee beans. (I, the subject, performs the action (roasting the coffee beans).

Simple present tense passive verb: The coffee beans are roasted. (The subject beans are receiving the action (being roasted by someone).

Compare the language pattern of verbs used in “Making a School Uniform” and “How to Make Coffee.” Explain to the class which paragraph contains active verbs and which paragraph contains passive verbs.

Paragraph 1

Several steps must be followed in order to make coffee. First the coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the ground coffee is added to boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then the coffee is poured into the cups. Finally the coffee is served to people.

Paragraph 2

When I needed a school uniform, first my mother and I visited the fabric store and purchased the material. Then the fabric was taken to the tailor. My height, waist and shoulders were measured in order to cut the fabric for my uniform. Next, the three parts of the uniform were sewed by the tailor. The buttons were added to the shirt and vest. Finally, a zipper in was sewed in the skirt. The uniform was then delivered to our house so that I could wear it to school on the first day.

Read Paragraph 2 again. In your exercise book, rewrite the paragraph by changing the simple present passive verbs to simple present active verbs.

Share your paragraph with the class.

LESSON FIVE

Read the passage about the writing process with a partner. As you read look for the five steps in the writing process.

Writing is a Process

On the first day of school, the teacher asked the students to write a composition about their favourite place in the world to visit. The students were excited and filled with many questions about the assignment. The teacher answered those questions by describing the five steps to the writing process.

The first step in the writing process is prewriting. Prewriting includes brainstorming ideas to include in your composition. It also can include making a list, taking notes from a book, researching a topic, and planning the beginning, middle, and end of the composition.

The next step in the writing process is drafting the composition. Drafting means writing the first copy of the composition on paper.

Revising and editing are the next two steps in the writing process. Revising includes adding or deleting words, phrases, ideas, or sentences in the composition. Editing is the same skill as proofreading which means looking for grammar mistakes such as misspelled words, incomplete sentences, and missing punctuation marks.

The last step in the writing process is publishing, writing the final copy. The students enjoy this step the most because they share their composition with the class or their family.

In your exercise book, copy and match the five steps of the writing process to the correct definition. Look at the paragraph if you need help with an answer. Share your answers with your partner.

- | | |
|-----------------------|---|
| 1. Drafting: _____ | A. the last step in the writing process |
| 2. Revising: _____ | B. brainstorming and making a list of ideas. |
| 3. Pre-writing: _____ | C. using complete sentences to write the paragraph for the first time |
| 4. Publishing: _____ | D. adding or deleting words, phrases, or sentences |
| 5. Editing: _____ | E. looking for misspelled words or punctuation mistakes |

Write the parts of the writing process in the correct order. Share answers with your partner.

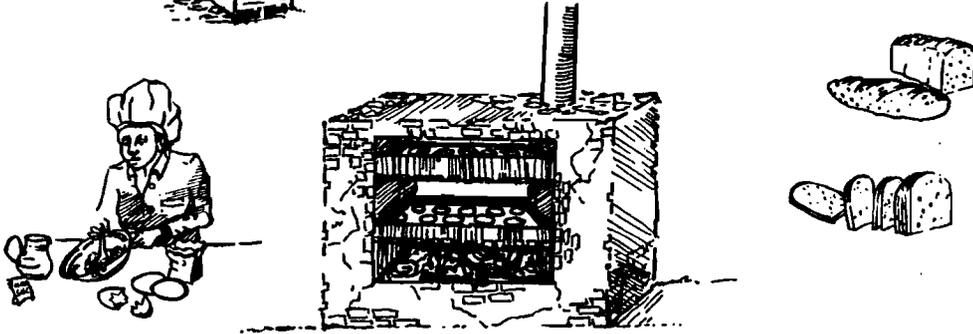
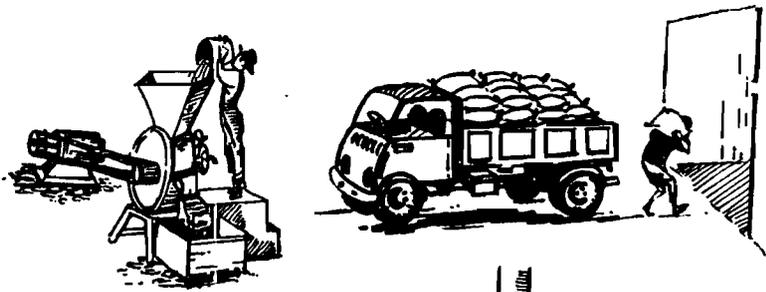
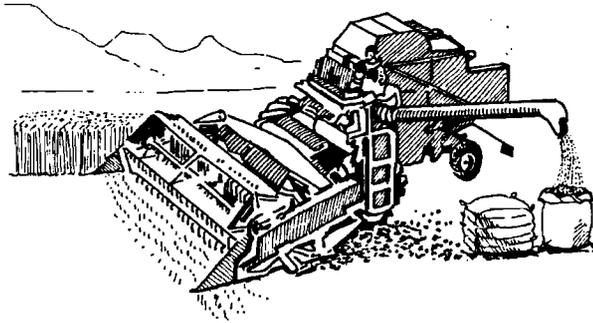
Key Words: writing process, prewriting, drafting, revising, editing, publishing

LESSON SIX

Read again the passage in Lesson Five. In your exercise book write about a place you or your partner would like to visit. Use the five steps in the writing process.

- **Prewriting**- Make a list of the places you would like to visit. Choose one from the list. List reasons why you would like to visit this place.
- **Drafting**- Begin to write the composition in your exercise book. Name the place. Describe the place. Tell why you chose the place.
- **Revising**- Add or delete words, phrases, or sentences in the composition. Let your partner read the composition to make suggestions to improve your writing.
- **Editing**- Read your composition again checking for any mistakes in the composition such as misspelled words, missing punctuation marks or incomplete sentences.
- **Final copy** - Write a final copy of the composition in your exercise book. Share the composition with someone.

LESSON SEVEN



Pretend that you own a bakery in Asela. Think about the process of making bread. Read the sentences below. In your exercise book, change the sentences from active to passive.

Example

The baker uses a knife to slice the bread.

The bread is sliced by the baker with a knife.

1. The baker uses a knife to slice the bread.
2. The baker mixes flour, water, yeast, and salt in a bowl.
3. A hot oven bakes the bread.
4. The children enjoy eating fresh bread from the bakery.
5. The donkey or truck delivers the flour to the bakery.
6. The farmer grinds the wheat.
7. The baker pours the mixture into the hot pan.

Use the passive sentences in your exercise book to write a paragraph about making bread. Write the sentences in the correct order to show the process of making bread. Begin with the topic sentence: *Making bread requires many steps, beginning with harvesting the wheat.* Be sure to use sequencing words such as first, second, next, then and finally.

Share your sentences with a small group and share your paragraph with the class.

LESSON EIGHT

Think about other topics that involve a process.

Examples

Growing crops

Building a house

Select one of the above topics or another topic of your choice and describe the steps in that process. Use present simple passive verbs. Discuss what happens in the proper sequence until the process is completed.

Share your process with a small group.

LESSON NINE

Write a letter to a friend describing the process of going to school, playing football, helping at home, or another topic of your choice. Use present simple active verbs to tell about the process. Before you begin to write, make a list in your exercise book of the steps in the process. Use the proper form for writing a letter.

LESSON TEN

Give the letter that you wrote in Lesson Nine to your partner. Your partner will answer the letter, using the proper form for writing letters and then give the letter to you.

LESSON ELEVEN

Trying to achieve an excellent education is a long but rewarding process. There are numerous steps from grade school to earning a college degree which can provide outstanding job opportunities for boys and girls. Discuss with your partner the steps in getting an excellent education. In your exercise book write a paragraph naming seven to ten steps that you will take to receive a quality education. Share your paragraph with your partner.