

English for Ethiopia

Student's Book

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Grade 3

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ISBN
Price

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Federal Democratic Republic of Ethiopia, Ministry of Education

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First edition, 2014 (E. C.)

ISBN:

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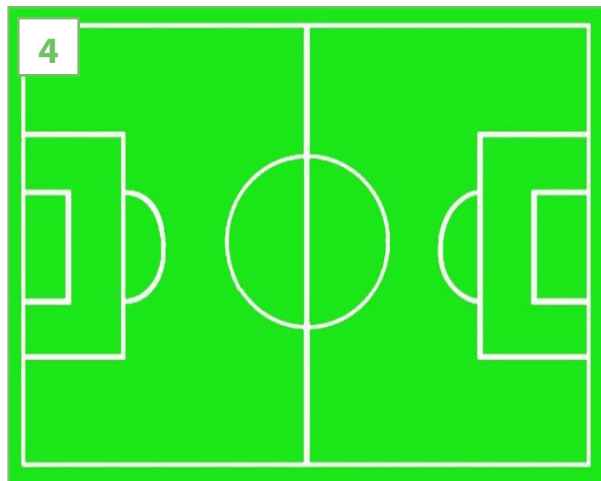
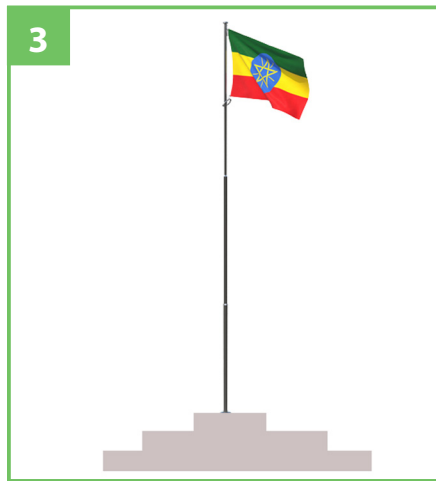
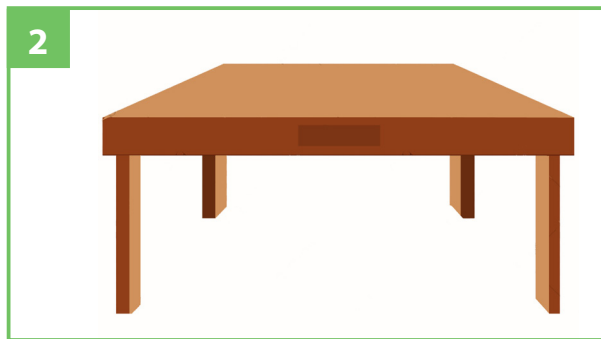
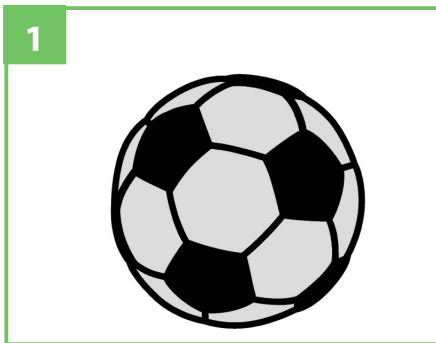
1

My School

Section One: Listening

Activity 1

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



Activity 2

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

Example: chair

Activity 3

In pairs, read aloud the following words to each other. Then, match these words with the pictures below.

- | | | | | |
|---------------|----------------|---------------|-----------|--------------|
| A. sports kit | B. white board | C. ventilator | D. duster | E. arm chair |
|---------------|----------------|---------------|-----------|--------------|

1

3

2

4

5

Activity 4

You are ready to listen to a story. What do you think the story will be about? The title of the story is “My School”. List down three things you may find in the listening story and tell your partners.

Example: Number of students in that school

Activity 5

Now listen to the story once, discuss the following questions in pairs.

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

Activity 6

Look at the following picture of a school. List down two objects which are found in the story you listened to but not found in the picture.

Example: chalk kits



Activity 7

Now, you are going to listen to the story for the second time. As you listen, match the words and ideas on the right with those on the left. After you have completed the matching, discuss your answers in pairs.

A

- 1. container or bag
- 2. number of students
- 3. teachers
- 4. the writer
- 5. big
- 6. distance of school from the writer's house

B

- A. 500 meters
- B. female
- C. kits
- D. careful and kind
- E. the size of playground
- F. double story building
- G. 300

Activity 8

Say whether the statements are true or false based on the story that you have listened to.

1. Some rooms are narrow.
2. The writer is in Grade 3.
3. The writer walks to school always.
4. The school has a big garden.
5. The writer does not have classmates.
6. The school is located in a remote rural area.

Activity 9

There are two pictures of schools below. Look at them and answer the questions set after the pictures.

A



B



1. Which school is located in a town or in a city?
2. Which school is located in rural area?
3. Which of the schools do you love most? Why?
4. Which school do you think has better facilities for students?
5. Is school B big or small compared to your school? Why?

Activity 10

Visit your school compound and complete the following paragraph.

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

Activity 11

Try to draw your school compound in your exercise book. Indicate all facilities and services in the school as much as you can. Then, describe the picture to your partner.

Activity 12

Now go in front of your classmates, and speak about your school in English. Use the model in Activity 10, to structure/outline your speech.

Activity 13

Look at the picture of school below. Describe the picture to your partner. Use the frame below the picture to describe the school in writing.



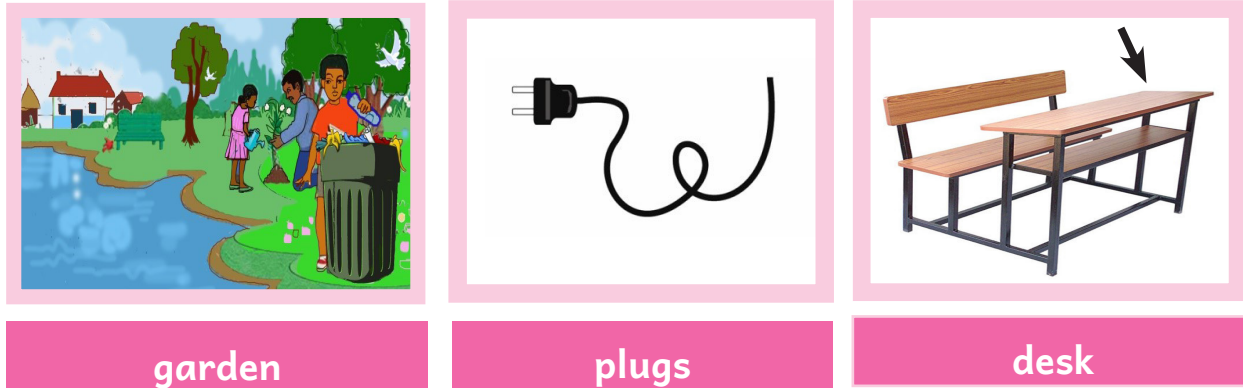
The school has many things such as _____,
 _____,
 _____, _____, _____,
 _____. Especially I like
 the _____. I think, this school is not located in rural
 area. It is located in _____ area. The school is different
 from my school because my school doesn't have _____,
 _____ and, _____.

Section Two: Speaking

READING ALOUD NAMES OF OBJECTS

Activity 1

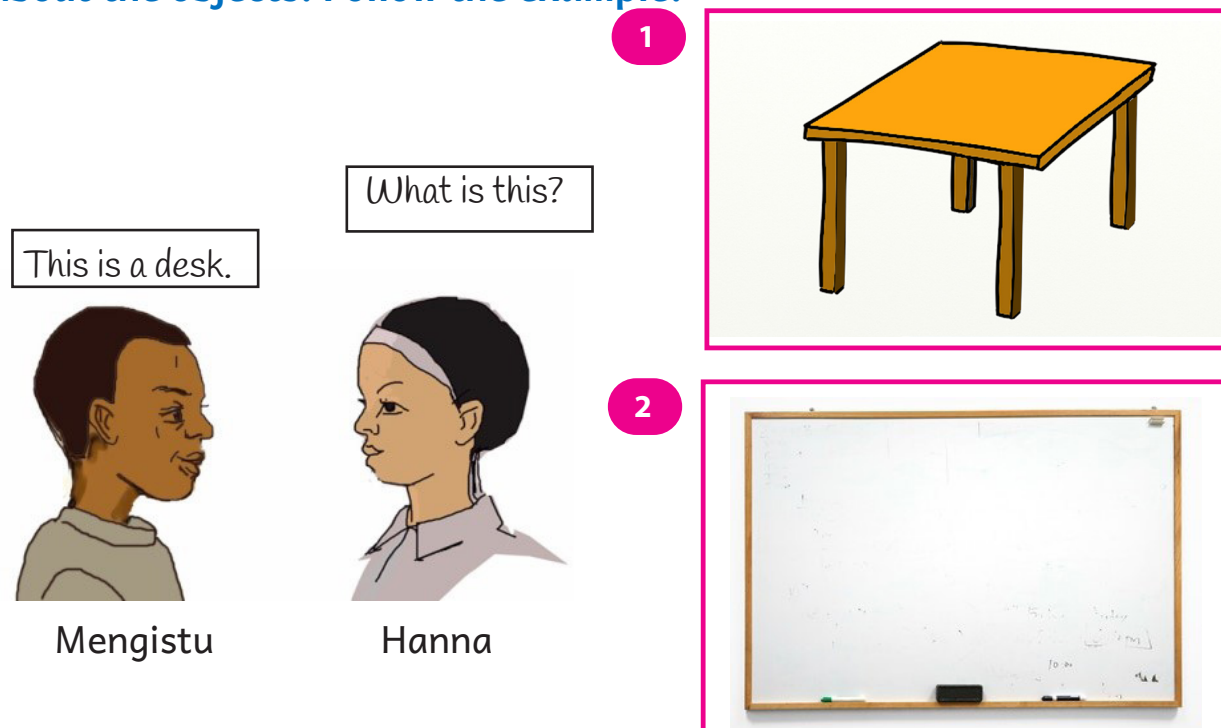
As you look at the pictures of the following objects, read them aloud to your partner in turns.



ASKING AND ANSWERING QUESTIONS

Activity 2

See the pictures of Hanna and Mengistu below and ask one another about the objects. Follow the example.



Activity 3

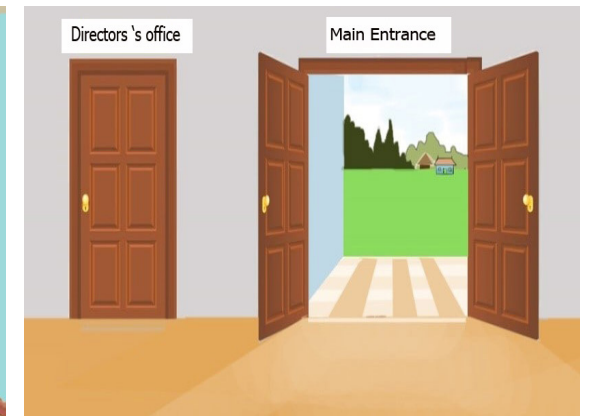
Look at the pictures in Activities 1 & 2 and take turns to play the dialogue below. When you speak, indicate the right picture with your finger.

Selam: What is this?
Dechassa: This is a garden.
Muktar: What is this?
Medina: This is a table.
Zelege: What is this?
Semira: This is a white board.

Activity 4

Match each question with the correct answer. Write the questions and answers in your exercise book. The answers are supported with pictures.

- Where is the library?
- Where is the toilet?
- Where is the staffroom?
- Where is the director's office?



Activity 5

Your teacher will show you five pictures of classroom and school objects. Name the objects as the teacher shows you one by one. Then write down the name of each in your exercise book.

Activity 6

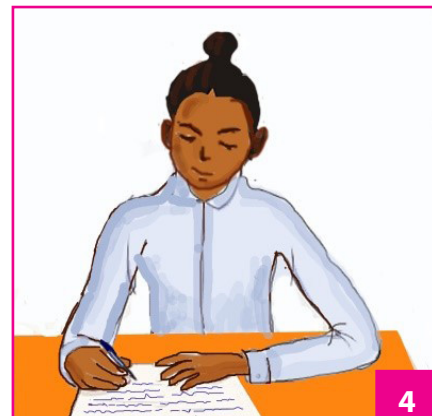
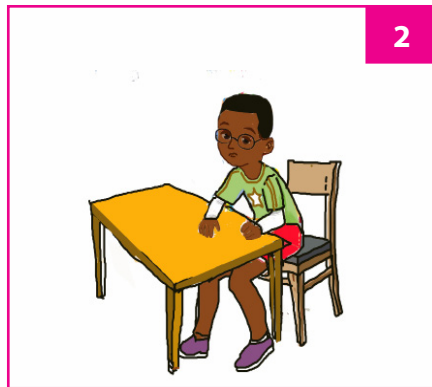
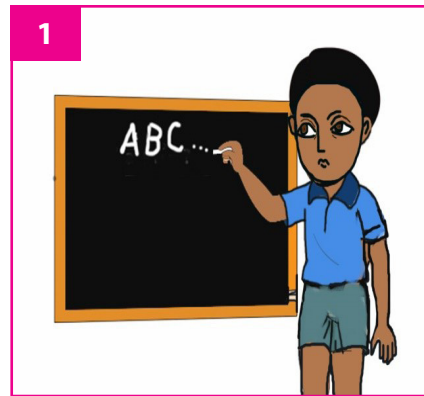
Use the example below and, first write out sentences on the importance of the following classroom and school objects. Then, read the sentences you wrote to your class.

Habtamu: What is a chair used for?
 Lensa: A chair is used for seating on.

1. chair
2. table
3. window

Activity 7

Now match your answers with the pictures given below.



Section Three: Reading

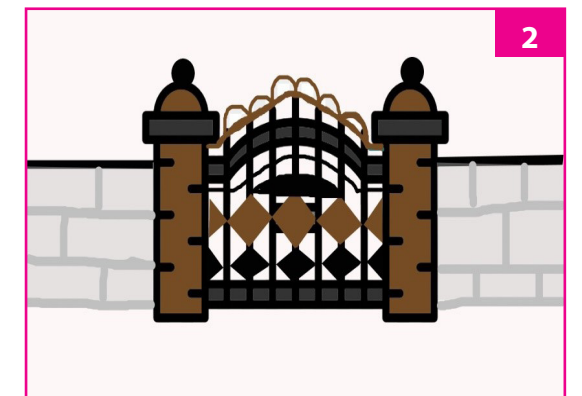
Activity 1

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

English	In your language
1. gate	
2. rest-room	
3. café	
4. library	

Activity 2

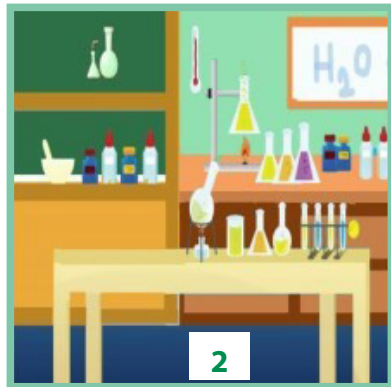
Match the above words with the pictures given below.



Activity 3

Before you read the passage below, guess the meanings of the following words and tell your partner. Then match those words with the pictures given below.

- A. meeting
- B. laboratory
- C. hall



Activity 4

Now read the following passage and underline the words you spoke the meaning of above.

School

At school we learn. Students, teachers, and other administrative staff make up the school's community. It is a place of getting education. At school, we find laboratories, libraries, halls, cafés, and rest-rooms. Laboratories have chemicals. Libraries have books. Halls are used for meeting. We drink tea at cafés. A school can have many gates. But one of these gates is a main gate.

Activity 5

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

Facility/service	Used for
laboratories	for making experiment
library
.....	for drinking tea
halls

Activity 6

Below you find words from the passage above in the wrong order. Reorder them and make up sentences. See the example done for you.

Example : Gate/ school/a/ my/ has/ My school has a gate.

1. Milk/drink/at/café/we/a/
2. Experiment/used/are/laboratories/for/ making
.....
3. Rest rooms/two/are/there/types/of/.....

Activity 7

Complete the sentences given below using the most appropriate word from the given list.

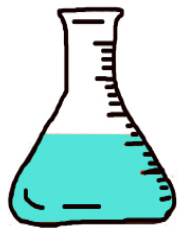
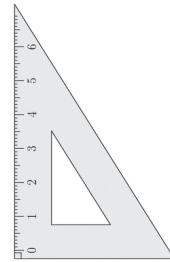
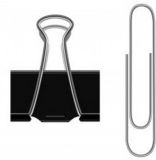
- | | | |
|----------------|----------------|--------------|
| a) blackboard | e) desk | i) teacher |
| b) protractor | f) set squares | j) compass |
| c) scotch tape | g) clip | k) schoolbag |
| d) test tube | h) flask | l) funnel |

1. I my pictures on the wall.
2. Useto pour the oil into the small container.
3. Put the chemicals in the and store it for long time.

4. I held all hand-outs together using
5. Use and draw the lines.
6. An instrument for measuring angles is called
7. Put your exercise book on your and stand up!
8. In our school we have excellentand student relationship.

Activity 8

Look at the following pictures. Match those pictures with some of the names of objects given in the table above for Activity 7.



Section Four: Vocabulary

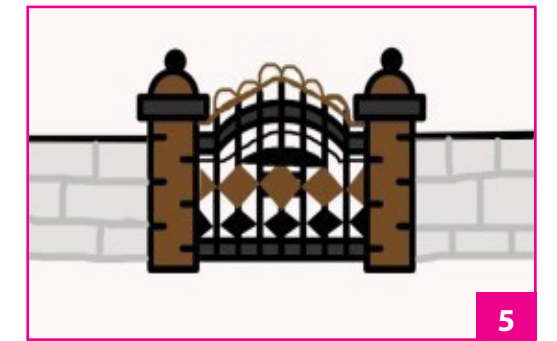
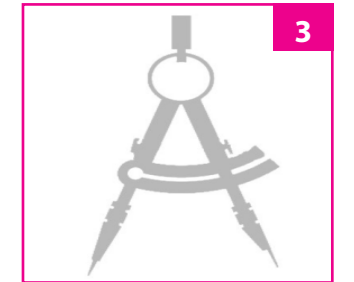
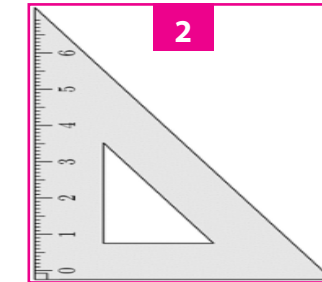
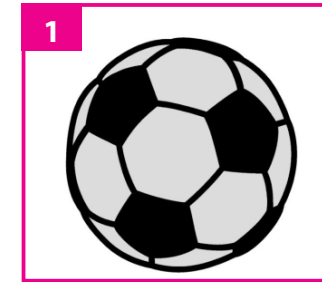
PRONUNCIATION

Activity 1

See the list of school and classroom objects given in the Table in Activity 7 above. First let your teacher read them aloud for you. Then, you read them aloud or pronounce them.

Activity 2

Write out the names (with the correct spelling) of the following pictures.



Activity 3

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

wide loving charging teaches located chalk kit

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

Section Five: Grammar

ASKING FOR AND OFFERING PERMISSIONS

May

Study the following ways of asking for permission.

1. **May** I go out of the class? You **may**.
2. **May** I get into the room? You **may**.
3. **May** I go with you to the cinema? No, you **may not**.

We use **May** when we ask someone for permission. We also use **may** for giving permission. But when we do not allow permission, we use **may not**. Remember, **may/ may not** is used with all singular and plural subjects.

Activity 1

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

Example:

Student: May I use the teacher's table please?

Teacher: Yes, you may.

	Materials	Asking for permission	Giving/granting permission
1	clip		
2	bag		
3	dusk		
4	ruler		
5	compass		
6	eraser		

Can and Could

We can also use **can** and **could** to ask for permission.

We use **can** to ask for permission to do something:

- **Can** I ask a question, please?
- **Can** we go home now?

Could is more formal and polite than can:

- **Could** I ask a question, please?
- **Could** we go home now?

Activity 2

Study the notes given in the box above and ask as much permission as possible to get the following services. Use **Can, Could** and **May**.

- | | | |
|-----------|----------|---------|
| loving | wide | located |
| chalk kit | charging | teach |

Example: Use Hanna's pencil

Can I use Hanna's pencil?

1. To go home for lunch
.....
2. Use Neamin's phone
.....
3. Speak in French
.....
4. Go to the rest room
.....
5. Attend the concert
.....

THE USE OF CAPITAL AND SMALL LETTERS

Capital and Small Letters

We use capital letters in English:

- to start a sentence,
- to start each first word of a proper noun,
- to start a title,
- to start the first word of names of events and periods,
- to write the pronoun *I*,
- to start names of locations,
- to start the first word of family relationships, months, holidays and days, etc.

Activity 3

In your exercise book, write down all the 26 alphabets of English both in small forms (small letters) and capital forms (capital letters).

Activity 4

Copy down the following sentences into your exercise books. Then, capitalise the words where necessary.

1. river Abay originates from ethiopia.
2. india is the biggest democratic country in the world.
3. I love to visit japan.
4. dechassa and demitu have moved to nejo.
5. do you know where bontu lives?
6. mohammed wants to be a doctor.
7. yesterday I went to see doctor mustefe.
8. my brother and his family live in new york.
9. sahara is the largest desert.
10. kejela has a pet named jet.

Full Stop (Period) and Question Marks

In English we always use a **full stop** (.) at the end of most of the sentences we write. But we also sometimes use a **question mark** (?) at the end of all questions we write.

Look at the following examples.

1. Bewuketu went to school yesterday.
2. I respect all my classmates.
3. We wear face-masks to protect ourselves from Corona virus.
4. What is your name?

Activity 5

Put a period (.) or question mark(?) as appropriate at the end of each of the following sentences.

1. We ate a nice breakfast
2. Will you go to school tomorrow
3. Tell your father to buy you a textbook
4. Can I use your pen
5. Who are some of the famous athletes in Ethiopia

Section Six: Writing

THE SPELLING OF CLASSROOM OBJECTS

Activity 1

Listen to the following ten words read out loud by your teacher. Write down the words you hear with their correct spelling.

2

Months of the Year

Activity 2

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

Example: school :

1. d_re_to_
2. c_as_room
3. de_k
4. p_ri_d

SENTENCE CONSTRUCTION

Activity 3

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

Classroom objects	Sentence
pencil	Example: I have a pencil.
ruler	
compass	
whiteboard	
lunch bag	

Section One: Listening

Activity 1

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

1. What makes the month of September different from other months?
2. When is the Ethiopian New Year Holiday?
3. Do you like the Ethiopian New Year Holiday? Why?

Activity 2

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

1. When does the Ethiopian New Year begin?
2. Do Ethiopians celebrate the first day of September?
3. What do parents buy for their children for the new year holiday?
4. Parents do not spend a lot of money in September? True/ False?



Activity 3

The teacher reads aloud the text for the second time. Say whether the statements are true or false. Tell your answers to the class.

1. Everybody likes the month of September.
2. The mountains become dry during September.
3. Wild animals come out of the bushes in September.
4. Ethiopians celebrate the New Year by exchanging flowers.
5. Are parents happy during the month of September?
6. Why do children like September?

Section Two: Speaking

Activity 1

In pairs, ask and answer questions about what your parents buy for you in September. Ask and answer in turns. Follow the example given.

Example:

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

Fatuma: They buy shoes and clothes for me.



Activity 2

In pairs, ask and answer questions about the days of the week in turns.

Example:

Jemal: What is the day today?

Feyissa: Today is Monday.



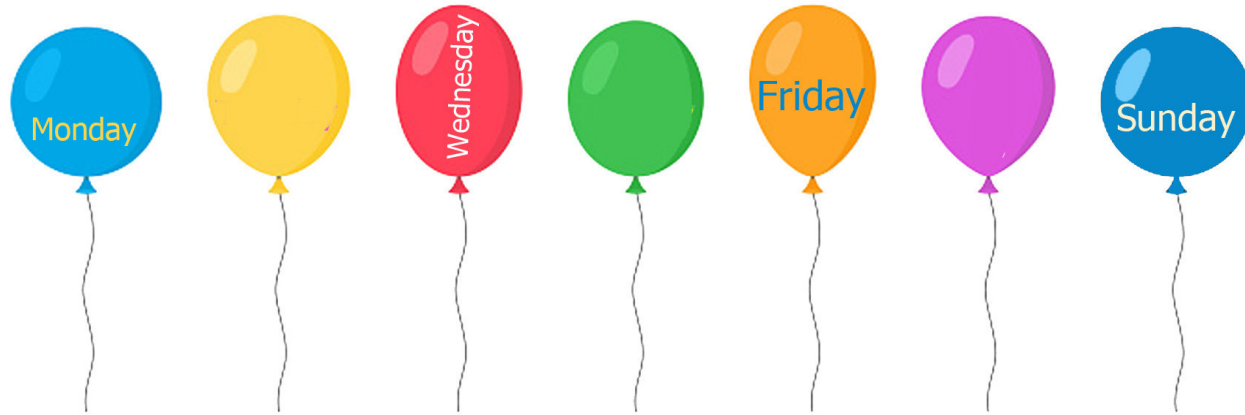
Activity 3

What day comes before or after the given day? Give the correct day of the week in the blank spaces given below. First do it individually. Then, show your answers to your partner.

1.,Monday
2. Tuesday,.....,
3. Thursday,.....
4. Saturday,.....

Activity 4

In groups of three or four, complete the names of the days of the week in the following balloons.



Activity 5

Answer the following questions in pairs/groups.

1. What is the day today?
It is
2. What was the day yesterday?
It was
3. What will be the day tomorrow?
It will be
4. How many days are there in a week?
There are days.
5. How many days are there in a month?
There are days.
6. How many weeks are there in a month?
There are.....
7. What are the days of the week?
They are,,,
.....,, and

Section Three: Reading

Activity 1

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

1. How many months are there in the Ethiopian calendar?
2. How many days are there in each month?
3. How many seasons are there in our year?
4. During which months are schools closed?

MONTHS OF THE YEAR

In Ethiopian calendar there are 13 months. There is sun shine in all of the months. Each month has 30 days except Pagumen.. Pagumen has five days every year and six days every four years.

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

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

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

Activity 2

As you read the passage, answer the following questions. Then compare your answers with your neighbour's.

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

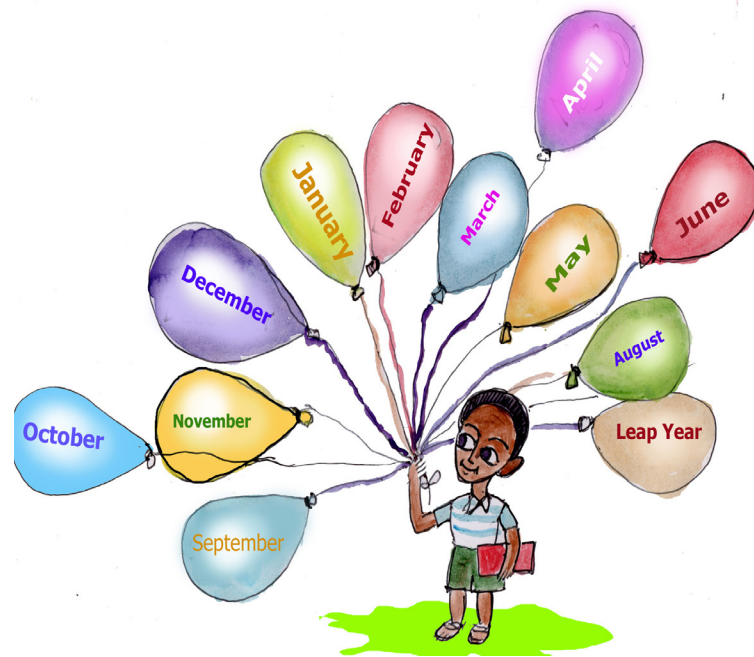
Activity 3

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

1. In which month does the Ethiopian New Year begin?
2. What is the last month of the Ethiopian year?
3. In which months are most of the crops grown?
4. Which months are sunny and dry?

Activity 4

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



WW

Activity 5

Discuss what you understand from the song given below. Sing the song with him.

The Months of the Year

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

Activity 6

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

Example:

Jemal: How many days are there in June?

Feyissa: There are 30 days in June.



Activity 7

Copy the following table in your exercise book, and write the missing months. Then show your sentences to your neighbour. Then, say out the months after your teacher.

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

Activity 8

Which Month comes before or after the other? Complete the following blank spaces, and answer questions 5-8. Work in pairs or groups.

- September, October,.....
- December, January,.....
-April, May
- August
- What is the month today?
- What was the previous month?
- What will the next month be?

Activity 9

Answer the following questions. Write your answers in your exercise book. Then, report your answers to the class.

- Today is Monday, what will the day be tomorrow?
- Today is Wednesday, what was the day yesterday?
- Today is Friday, what will the day be after tomorrow?
- Yesterday was Tuesday, What is the day today?
- Yesterday was Saturday, what was the day before yesterday?

Activity 10

Ask and answer questions about the days in a month. Work in pairs.

- A: How many days are there in January
B:.....
- A: What do your parents buy you in September?
B:.....
- A: How many days are there in February?
B:.....
- A: How many days are there in a week?
B:.....
- A: What do the farmers do in July and August?
B: They.....

Section Four: Vocabulary

Activity 1

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

Months	Situations/season
September	flower
October	
November	
December	
January	

Activity 2

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

- | A | B |
|----------------|----------------------------|
| 1. shower rain | a. area |
| 2. heavy | b. gathering crops |
| 3. flood | c. water formed after rain |
| 4. dry | d. difficult to lift |
| 5. harvesting | e. without water or rain |
| | f. little rain |

Activity 3

Complete the following sentences by the words given below. You may use a word twice. Work in pairs.

heavy flood harvesting
 rivers seasons

- Ethiopia has many
- After the rain was over, there was a lot of
- The farmers are their crops.
- Yesterday, we had rain.
- The takes away everything it gets on its way.

Activity 4

Answer the following questions in groups. Tell your answers to the class.

- Today is Monday, what will the day be tomorrow?
- Today is Wednesday, what was the day yesterday?
- Today is Friday, what will the day be after tomorrow?
- Yesterday was Tuesday, What is the day today?
- Yesterday was Saturday, what was the day before yesterday?

Section Five: Grammar

Time Conjunctions

Time conjunctions include: *before, after, then.*

Study the meanings of the following sentences:

September comes *before* October.

January comes *after* December.

As you can see from the examples above, time conjunctions show the time during which an action takes place.

Activity 1

What comes before or after what? Answer the following questions individually. Then, compare your answers with the answers of your group members.

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

Activity 2

Complete the following sentences by the time conjunctions (*before and after*). Work individually.

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

Section Six: Writing



Activity 1

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

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

1.
2.
3.
4.
5.

Activity 2

Write five sentences about what you like to buy for the New Year's Holiday? Write your sentences in your exercise book. Then show your sentences to your group members.

Example: I like to buy a pair of jeans trousers.

1.
2.
3.
4.
5.

3

The Traffic Signs

Section One: Listening

Activity 1

Answer the following questions by writing. Then, discuss your answers in pairs.

1. Do you live in a city/town or in a rural area?
2. Have you ever seen traffic lights in your area?
3. Have you seen traffic lights somewhere else? Where?
4. Which of the following picture shows a rural area? A or B?
5. Which of the following picture shows urban area? A or B?

A



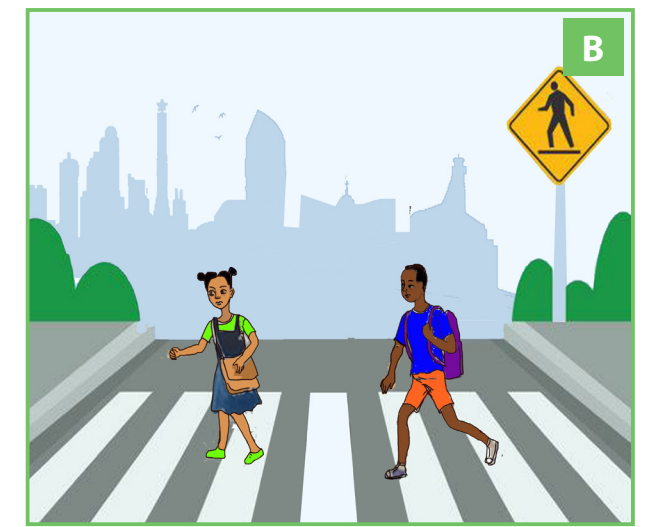
B



Activity 2

Answer the following questions orally with your partner and report your answers to the class.

1. Which colours are used in traffic lights?
2. Do you think traffic lights are useful for pedestrians, people who walk?
3. Have you ever seen car accidents?
4. What do you think are the common causes of car accidents?
5. Which of the following picture does not show a cause of a car accident? A, B, or C?



Activity 3

Look at the traffic light pictures given. Can you match the following colours of traffic light with their meanings?

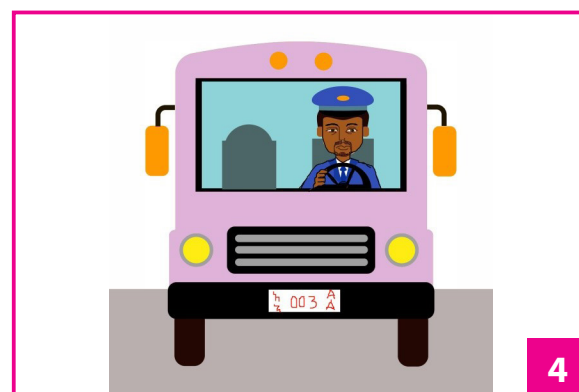


	Traffic light colours	Meanings
1	red	A. complete stop
2	yellow	B. go/Pass
3	green	C. warning/ready to stop
4	flashing yellow	D. slow down and prepare to stop
5	flashing red	E. stop/ warning dangerous intersections

Activity 4

Match the following pictures with the right words they represent.

- A. a pedestrian B. a cyclist C. a driver D. a mechanic



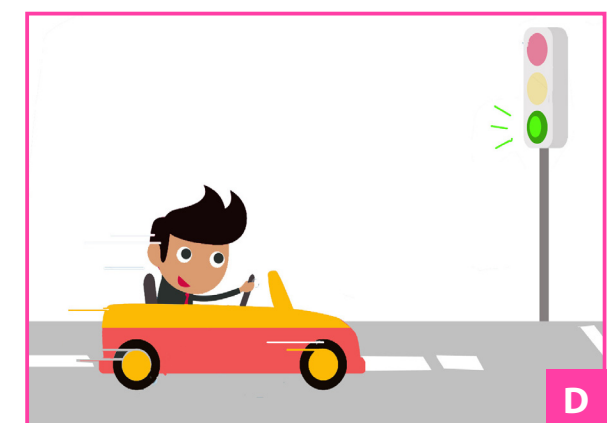
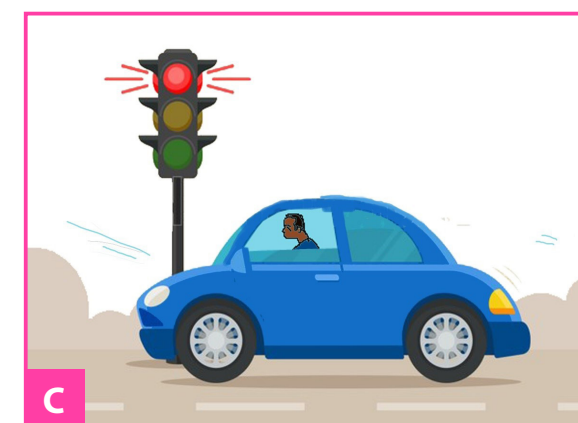
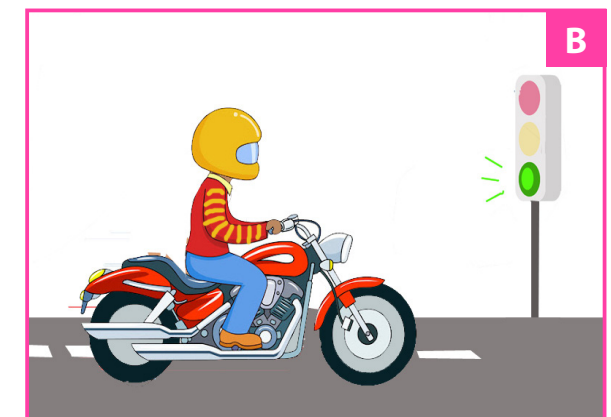
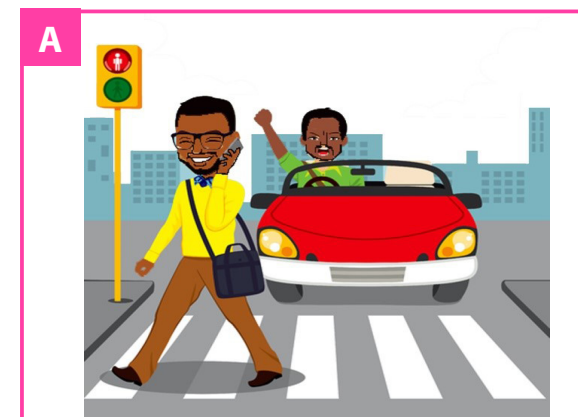
Activity 5

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

A	B
1. intersections	A. crossing when the red traffic light is on
2. signals	B. number of colours of signals
3. complete stop	C. green light
4. use of traffic signals	D. colours
5. flow of cars	E. traffic
6. go	F. red light
7. three	G. control traffic
8. dangerous	H. place of crossing or convergence

Activity 6

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



Activity 7

Listen to the passage again and match the words in Column A with their most appropriate meanings given in column B. Write down your answers in your exercise book.

A	B
1. complete	A. motorist
2. traffic	B. full
3. indicates	C. walker
4. pedestrian	D. flow of cars
5. drivers	E. show

Activity 8

Now listen to the passage for the last time and say whether the following sentences are true or false.

1. Treat a yellow light as the beginning of a red light.
2. Pedestrians must not respect traffic signals.
3. Cyclists must obey traffic signals.
4. Traffic lights can have ten colors.
5. A driver must know all traffic signals.
6. Flashing lights show dangerous intersections ahead.
7. A flashing yellow light tells you to slow down and prepare to stop.

Activity 9

Interview any person you think appropriate around your village. Find out what each of the following road signs and symbols mean for drivers.



Example:

1. Approaching road will become narrower.



2.



3.



4.



5.

Section Two: Speaking

Activity 1

Write down the meaning of each of the following traffic light colors.



.....



.....



.....

Activity 2

Look at the pictures of colors on the right and match them with their names on the left.

Names	Colors
1. Red	A. 
2. Blue	B. 
3. Yellow	C. 
4. Green	D. 
5. Orange	E. 
6. Purple	F. 

Activity 3

Take turns with your partner to practice the dialogue below about the meanings of traffic light colours.

- Hanna:** What does the red light or color mean?
Belachew: It means stop driving completely.
Ujulu: What does the green traffic light color mean?
Letekidan: It means you can go.
Mamo: What does the yellow traffic light color mean?
Jemal: It means get ready to stop.

Section Three: Reading

Activity 1

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

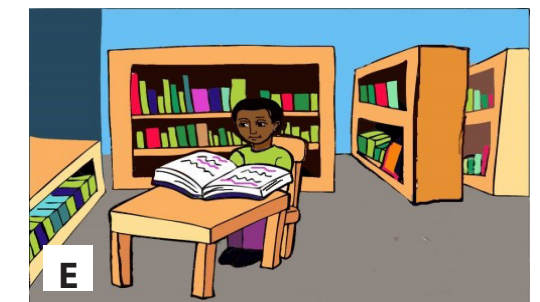
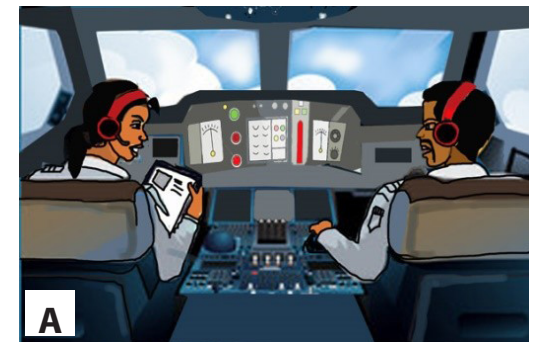
1. Where do you see traffic lights?
2. What is the job of traffic police?
3. What are the three major colours of traffic lights?

Activity 2

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

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

Pictures



Activity 3

Now read the following passage and check if the answers you gave in Activity 1 are correct. Discuss your answers in pairs.

Traffic Lights



Traffic lights are signs that help drivers to drive safely. They also help people to **cross** roads safely. People who go on foot are called **pedestrians**. People who drive cars are called motorists.

The flow of cars such as **trucks**, lorries, and automobiles can be called traffic. Before the coming of traffic lights, policemen were controlling traffic. That is why we have traffic policemen. In many places policemen still monitor traffic. The policemen were using whistle to control traffic. But the use of whistle could not stop **accident**.

Many years after, a scientist made the first traffic light in 1868 in Britain. That traffic light was also first used in Britain. Using traffic light made the flow cars **easier** than before. Now we have excellent traffic lights in small and big cities in many countries.

Activity 4

Look at the picture of a traffic police officer. Tell your partner what the traffic police officer is doing. Now, read the passage again and fill the table below with the correct information.

Glossary

1. **smart**: modern, improved, good
2. **complex**: difficult, hard, not easy
3. **triggers**: initiates, help to start, cause
4. **platform**: means, system, venue previously.



Functions/jobs	People who walk or go on foot	People who drive cars	People who control traffic
They are called

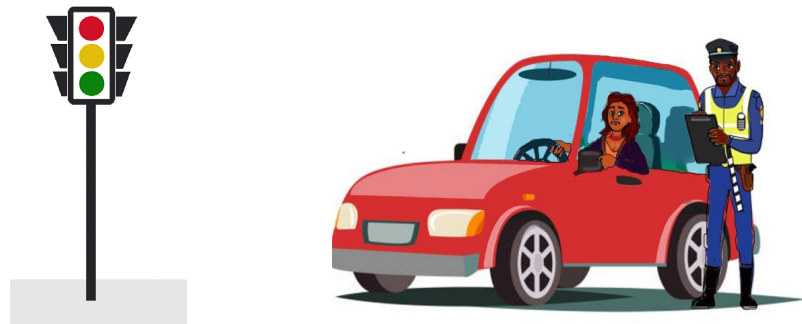
Activity 5

Answer the following comprehension questions in one or two words.

1. What is the passage about?
2. Who monitored the traffic system before the coming of traffic lights?
3. What advantage or use did the use of traffic light bring?
4. Where was the first traffic light used?

Activity 6

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



Activity 7

Your teacher will read aloud five sentences in which there are names of colours. As you listen, write down the spelling of those names of colour in your exercise book.

Section Four: Vocabulary

Activity 1

Match the words given below with their contextual meanings.

- | A | B |
|----------------|---------------------------------------------------|
| 1. cross | a. people who walk |
| 2. pedestrians | b. crash |
| 3. easier | c. not difficult |
| 4. accident | d. kind of cars |
| 5. trucks | e. move from one side of the road to another side |
| | f. church |

Activity 2

Look at the following words taken from the passage. Then, in the sentences given, find a word with an opposite meaning to each of the words from the passage.

Example: My sister is strong. But my brother is weak.

- | | |
|---------------|-----------------------------------------------------------------------|
| 1. boring | A. The teacher gave us answer key after we completed the examination. |
| 2. before | B. During sunny season, it rarely rains. |
| 3. classic | C. The earth's movement around the sun is slow. |
| 4. rapid | D. Smart traffic lights are modern discoveries. |
| 5. frequently | E. The English class is always interesting. |

Section Five: Grammar

have and have not

In English we use “has, have” to express what we have. We use “does not have, and do not have” to express what we do not have.

Example: 1. I have a book.

2. She has a laptop.

3. The students have pens.

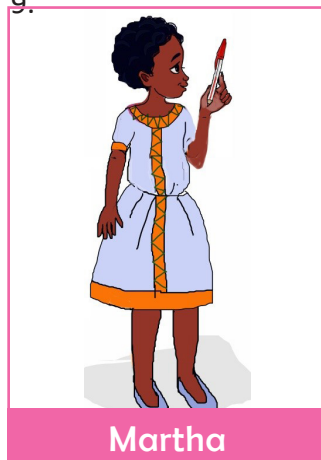
for singular subjects we use “has”. But for plural subjects we use “have”.

I work in a factory in Kombolcha.

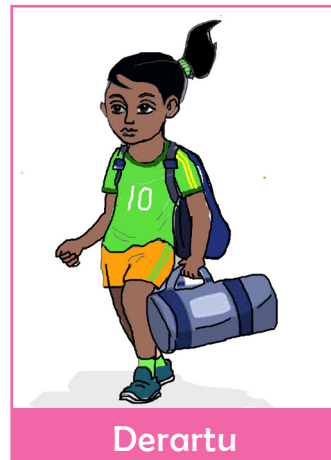
Activity 1

A. Look at the pictures and study the examples below.

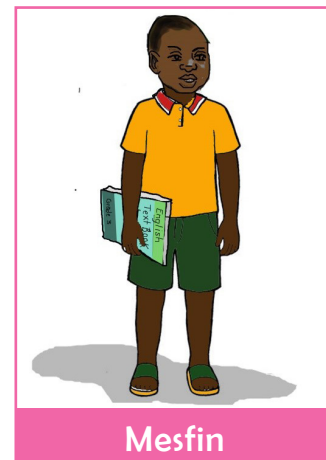
1. Mesfin has an exercise book.
2. Martha has a red pen.
3. Derartu has a sports bag.
4. Grade three students have a good teacher.
5. My sisters have a uniform.
6. The footballers have their own ball.
7. Hagos does not have a jacket.
- 8.
- 9.



Martha



Derartu



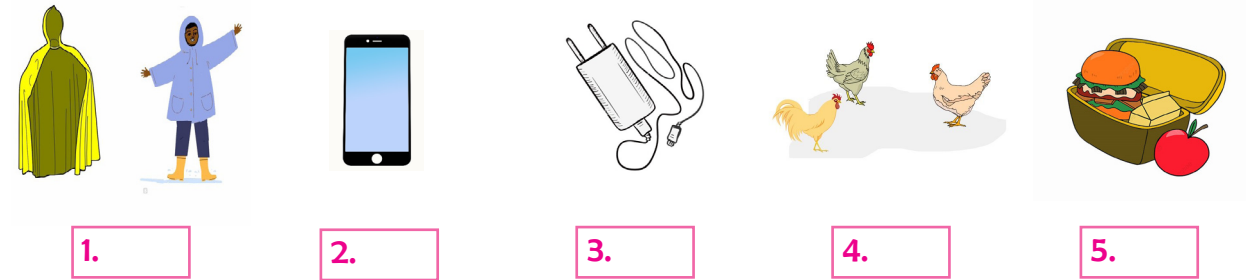
Mesfin

B. Write out what you have and what you don't have.

1. I..... Phone.
2. Ilunch bag.
3. I a bicycle.
4. I English textbook.
5. I mobile charger.
6. I laptop.
7. I raincoat.
8. I new jeans trousers.
9. I two oxen.
- 10.I three chickens

Activity 2

Look at the following pictures. Put ✓ in front of the item you have only.



1. 2. 3. 4. 5.



6. 7. 8. 9. 10.

a, an, the, zero

The is definite article. **a/an** is indefinite articles.

The indefinite article **a** or **an** is used when we don't specify the things or people we are talking about.

We do not use any article (we use zero article) before the names of people, town, cities, lakes, single islands, planets etc. Generally we do not use any article before general ideas, plurals and uncountable nouns.

- Examples: 1. a dog 2. a pilot 3. a teacher
 4. a university 5. an Umbrella 6. an ox

I met a friend.

I work in a factory in Kombolcha.

Activity 3

Make up ten possible correct sentences from the following substitution table. An example has been given.

Example: Bontu has a uniform.

Bontu		a friend.
Meskerem and Rehima	has/have	guns
The soldiers	does not have/did not have	a coach
Footballers	do not have	birthday party today
The nurse		a wedding
Students		a gown
		a uniform
		a training yesterday

Activity 4

Fill out the blank spaces with the correct article: **a, an, the** or **x** (no article)

1. My father isengineer.
2. Do you believe that love is good?
3. I want to meet you atrestaurant we had our lunch yesterday.
4. Chaltu is nice sister.
5. I love readinghistory book.

Activity 5

Use **a** or **an** before each of the following words.

1. pair of jeans
2.train
3.apple tree
4.oxygen pump
5. bag

Section Six: Writing

Activity 1

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

Example: I had a car accident last year.

1. obey
2. traffic police
3. pass
4. signal
5. accident

4

Rivers

Activity 2

Make up ten sentences of your own using have/has/ does not have/ do not have.

Example: My mother has a cosmetics kit.

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

Section One: Listening

Activity 1

Before you listen to a text about rivers, answer the following questions in groups.

1. Is there any river in your area/village? What is the name of the river?
2. What is the biggest river in Ethiopia?
3. Do you know other big rivers in Ethiopia?
4. Where does the Abay river originate?
5. What are the uses of rivers?

Activity 2

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

streams tributaries merges volume mountains
huge contributes generate develop



Activity 3

Now your teacher will read the text about a river. As you listen, try and complete the following sentences. Then, compare your answers with those of your group members.

1. The name of the river:
2. The river flows down to.....
3. The tributaries come from:.....and
4. The two rivers meet in.....
5. The dam is found in
6. The Abay River ends in.....
7. The electric power it produces is.....

Activity 4

After you have listened to the text, answer the following questions. Your teacher will read aloud the text again. Work in groups. Then, report your answers to the class.

1. Where do the Blue Nile and the White Nile Rivers meet?
2. How many megawatts of electric power does the Grand Ethiopian Renaissance Dam generate?
3. Ethiopia is not constructing a dam now. True/False
4. Ethiopia contributes only 15 % of the volume of the Abay River. True/False
5. The Abay River originates in Illuababora. True /False
6. What are the main points of the listening text? Discuss in groups.

Activity 5

In groups, find the following rivers on the map.

Names of rivers:

1. Abay
2. Baro
3. Genale
4. Tekeze
5. Webe shebele
6. Awash



Activity 6

In groups, answer the following questions by looking at the above map. Report your answers to the class.

1. Can you list some more rivers in Ethiopia?
2. Where are these rivers found?
3. Is there any river or stream in your area which is indicated in the map?
4. How are these rivers or streams useful to the people in your area?

Section Two: Speaking

Dialogue

Activity 1

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

1. Tewodros: What are the uses of a river?
Negassa:.....
2. Hellen: What river or stream is found in your area?
Hadas:.....
3. Getachew: Where does the Abay River flow to?
Dechasa:.....
4. Mohamed: What other rivers do you know?
Hana:
5. Getachew: Where is the Grand Renaissance Dam found?
Gadissa:



Section Three: Reading

Activity 1

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

1. Do you know anything about the Awash River?
2. Where does the Awash River start flowing?
3. Where does it flow to?
4. Is the river big or small?
5. What uses does the river have?

Activity 2

As you read the following passage, complete the table below.

Name of river	
Originates in	
Uses are	
Ends in	

The Awash River

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



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

Activity 3

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

1. Where does the Awash River originate?
2. Where does it end?
3. In what ways is the river useful to the people nearby?
4. When was the Koka Dam constructed?
5. How many Megawatt electric power does it generate?
6. Can you write down some other points discussed in the passage?

Activity 4

In groups, complete the following table about Ethiopian rivers. You may ask other people or your Geography teachers for the answers.

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

Section Four: Vocabulary

Activity 1

The following words in column A are taken from the listening and reading passages in this unit. Match them with their meanings in column B.

A	B
1. begins	A. generate
2. build	B. goes deep into the soil
3. produce	C. middle
4. sinks	D. dry
5. desert	E. starts
6. central	F. construct
7. ends	G. stops flowing

Activity 2

Complete the following sentences by the words given in the box. Work individually. Then, compare your answers with those of your neighbour.

stream constructing
 generate
 originates produces

1. The Abay River in the mountains.
2. Rivers are used to electricity.
3. A small flows by the side of our village.
4. Ethiopia is a new dam.
5. A dam hydroelectric power.

Activity 3

Complete the following sentences by the words given below. Work in pairs or groups. Then show your answers to another group.

stream mountain huge
 tributaries generates merge

1. There is a small in our village. We get drinking water from it.
2. are small rivers that join to make a big river.
3. Hydroelectric power electricity.
4. Abay is a river. It is also the longest river in the world.

Activity 4

Study the meanings of the following words as they are used in the passage and construct your own sentences using the words.

1. river
3. water
3. flows
4. small

Section Five: Grammar

THE PRESENT CONTINUOUS TENSE

I am	reading a newspaper.
We are	
They are	
He/ She is	

Present Continuous Tense

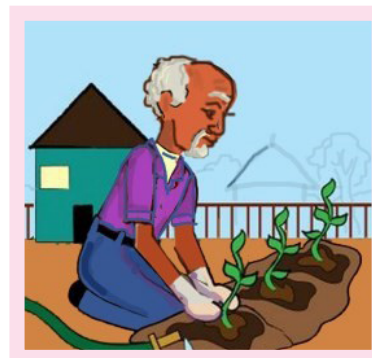
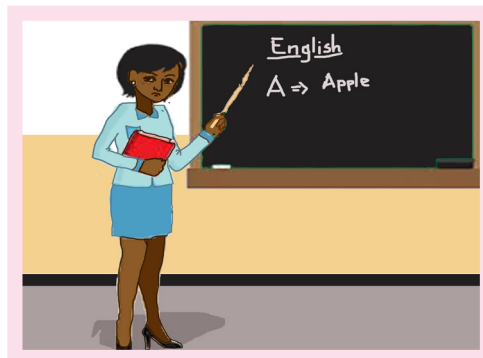
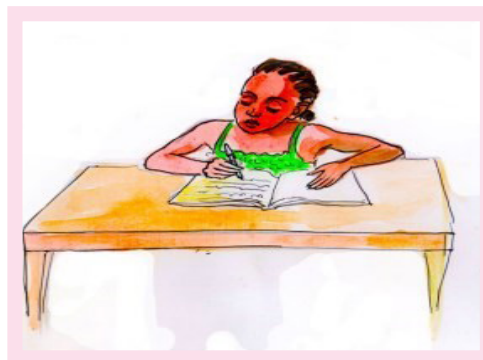
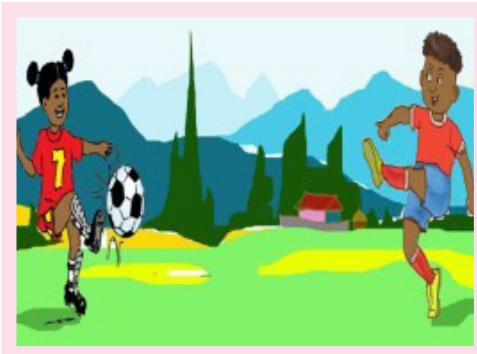
The Present Continuous Tense is formed with

be verb (am/is/are)+ V+ing

The present continuous tense shows that an action is taking place now or at the time of speaking. When a speaker says "The students are learning English" that means the action of learning English is happening at the time of speaking.

Activity 1

Individually, complete the following sentences by looking at the pictures given below. Then, in pairs, compare your answers.



1. The students playing football.
2. My mother cooking food.
3. My brothers reading newspapers.
4. The gardener.....planting seedlings.
5. My sisterdoing her homework now.
6. Marthateaching English.

Activity 2

Write sentences about what students in your class are doing. Then tell your sentences to your teacher.

.....

.....

.....

.....

Activity 3

Match the following action words with the pictures.

Words

1. cut 2. burn 3. climb 4. wash

Action

A

B

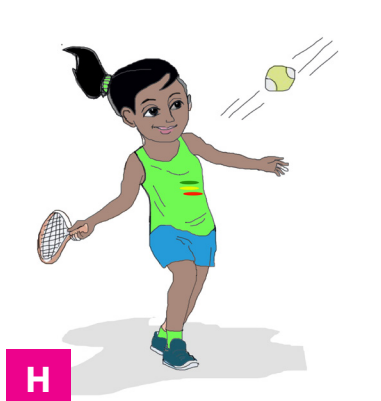
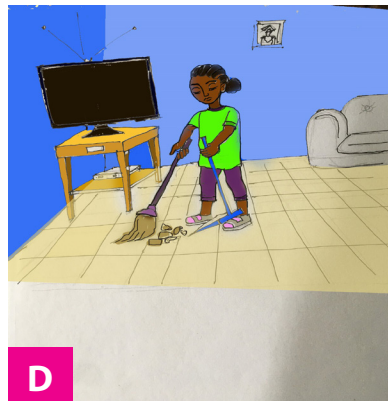
C

D

Activity 4

Match the following sentences with the activities presented in pictures. Work in pairs or groups.

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



Activity 5

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



Quantifiers

Quantifiers are words that show the quantity or amount of nouns. There are countable and uncountable nouns. So quantifiers show the quantity or amount of something.

Examples: **little** milk(uncountable)

few students(countable noun)

many books(countable noun)

Study the following sentences:

There is **little** milk in the bottle.

There is **some** sugar in the glass.

Activity 6

Complete the sentences below by the following quantifiers. First work individually. Later, compare your answers with your classmate's answers.

Few many some a lot of little

1. There are students in class.
2. There is milk in the bottle.
3. The woman has money.
4. There are books in the library.
5. people are talking about the war.

Countable and Uncountable Nouns

Countable nouns are nouns that can be counted. **Uncountable** nouns are nouns that can not be counted.

Examples: man.....countable noun
 Table.....countable noun
 Sugar.....uncountable noun
 Water.....uncountable noun

To measure the uncountable nouns we use measurements like kilogram or litre.

Examples: Three *kilo* grams of sugar Ten *litres* of oil

Activity 7

What objects do you see in class? Report what you see in class to the teacher. The teacher lists down the objects on the blackboard.

Countable nouns

Chair
 Desk
 Duster
 Book

Uncountable nouns measurement

water.....A liter of water
 milk.....A glass of milk
 oil.....A liter of oil
 teff.....100 kilograms of teff

Pen	meat.....a kilo of meat
Exercise book	sand.....a sack of sand
Student	gas.....10 cubic meters of gas
Computer	paper.....a ream of paper

Your teacher writes sentences using the quantities you give him. Then, write your sentences.

Activity 8

Individually, complete the following sentences by the quantifiers given below. Then show your answers to your teacher.

a lot of many some much few any

1. There is bread in the basket.
2. Can you lend me money, please?
3. There is not milk in the bottle.
4. There are people in the market
5. The students in class are very

Section Six: Writing

Activity 1

In pairs or groups, write five sentences about the uses of water. Use the given notes. Then read out your sentences to the class. Finally write the correct sentences in your notebook.

The Uses of Water:

	for cleaning our houses
	for washing our bodies
	for drinking
	for washing clothes
	for growing crops

Example: Water is used for cleaning our houses.

5

Cash Crops

Section One: Listening

Activity 1

You are going to listen to a passage. Before you listen, look at the following pictures of plants. Work in pairs and tell each other the names of the plant in the picture. Tell your answers to the class.



Activity 2

With a partner, take turns and ask and answer the following questions about your likes and dislikes. Give your answers using “Yes, I do.” or “No, I don’t.”

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

Activity 3

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

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

Activity 4

Listen to the story again. Then, match the words with their most appropriate meanings given under column B.

A	B
1. Leading	a. relying heavily on
2. Beans	b. was found
3. Dependent	c. globe
4. Originated	d. the most outstanding
5. Earth	e. seed/plants

Activity 5

Match the pictures below with the appropriate words.

- a. plants b. seed/beans c. Earth d. globe



Activity 6

Now you will listen to the story for the third time. Say whether the statements are true or false based on the story that you have listened to.

1. Coffee is both a popular drink and a major export commodity.
2. Brazil exports two types of commodities.
3. Only the USA is a coffee dependent country.
4. Developed countries produce more coffee than developing ones.
5. Coffee was first cultivated in Yemen.

Section Two: Speaking

Activity 1

Look at the picture below. In pairs, tell each other what you see in the picture. What is happening? Who is making coffee? Who is drinking coffee? What different objects do you see in the picture?



Activity 2

Look at the dialogue between Muna and Tulu. With a partner, take turns and practice the dialogue. Then together with your partner prepare your own dialogue based on the model dialogue. Your topic can be either “coffee” or “milk”.

Model dialogue

Muna: Hi, Tulu. How are you?

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

Muna: Sure. After all, who doesn't



want to know about coffee?

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

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

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

Muna: I...usually drink between 1 and 2. Two is probably too much but some days I just need to get a lot of stuff done. So, that's when I drink a lot of coffee. How about you?

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

Now, write your dialogue (student A and student B) in your exercise books.

Activity 3

Talk about your likes and dislikes using the phrases and examples given below.

- Like
- Do not like (don't like)
- Prefer...to

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

- Examples:**
1. I like coffee.
 2. I don't like milk.
 3. I prefer coffee to tea.

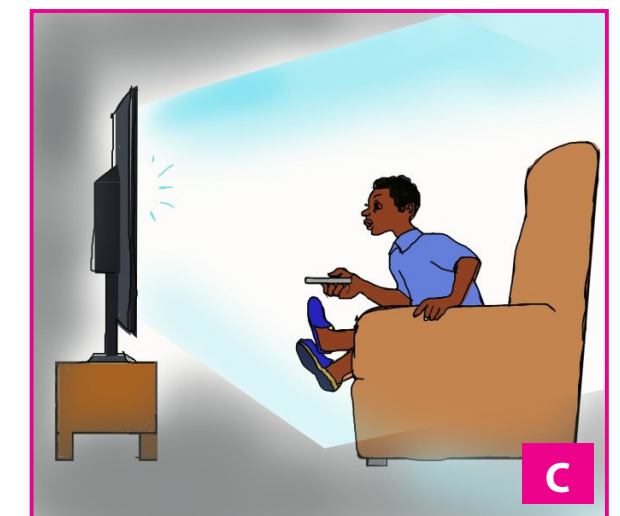
Activities:

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

Activity 4

Match the actions given below with the pictures that describe the actions.

Actions	Pictures
1. Drinking juice	
2. Watching film	
3. Drinking coffee	



Activity 5

Take turns with your partner to practice the following phone conversation between Bezabih and Sebele on likes and dislikes.



Bezabih: Hello! Good evening Sebele!?

Sebele: Good evening Bezabih!

Bezabih: Tomorrow is Sunday, Sebele. I was wondering if I could invite you to a new film at Alem Cinema. Do you like to join me?

Sebele: I am afraid, I can't!

Bezabih: Why Sebele?

Sebele: Tomorrow I have to go to a hospital to visit a sick relative of mine.

Bezabih: Oh, Sorry! It does not matter! We can make it another time.

Sebele: Yes, of course! We can make it another time.

Bezabih: Have a good evening!

Sebele: The same to you! See you on Monday.

Bezabih: Bye!

Activity 6

Study the following story about the Ethiopian coffee ceremony. Then, describe the ceremony to your classmates. You may outline your speech using the notes given.

Ethiopian Coffee Ceremony



The coffee is made first by roasting the coffee beans over an open oven in a pan. This is followed by the grinding of the beans. This is done traditionally in wooden mortar and pestle. The powder coffee is then put into a clay coffee pot. The pot contains boiled water.

It will be left to boil for a few minutes. Then the pot is removed from the oven and kept for couple of minutes to settle. Then the coffee is poured into cups and served. The coffee is boiled three times: the first round of coffee is called “አቦል” in Amharic, the second “ቶና” and the third “ቦራካ”.

Roasted corn (“Kolo” in Amharic) is usually served to the invited guests along with the coffee during the ceremony. The coffee ceremony may also include burning of various traditional incense.

Note

Now, I would like to tell you about
 in Ethiopia. The ceremony usually has two phases: the
 boiling phase and the serving phase. First, the coffee beans

 The serving phase is a phase where

 Thank you!

Activity 7

Complete the following table by describing the three rounds of serving traditional coffee in Amharic and in your own language, if not Amharic.

	Amharic	Your mother tongue
First round of coffee		
Second round of coffee		
Third round of coffee		

Activity 8

Look at the illustration of a boiling pot or “Jebena” below used for making coffee. Then describe the “Jebena” to your classmates. Key words are defined below to help you understand the description below.



Glossary

- Lid:** cover
- Handle:** a part or a structure with which we hold something.
- The pot (Jebena in Amharic)** is usually made of pottery. It has a spherical base, a neck and a pouring spout. It has also a handle which connects the neck with the base. The Jebena also has a straw lid.

Section Three: Reading

Activity 1

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

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

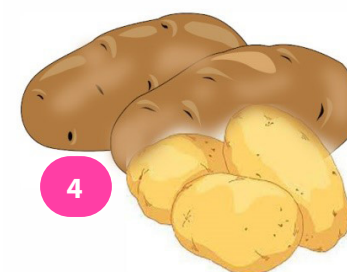
Activity 2

A. Do you know the meanings of the following phrases? If you do not know your teacher will explain them to you.

Cash (major) crops

subsistence (minor) crops

B. The following pictures show both major and minor crops in Ethiopia.



Cash Crops

Farmers grow crops for two purposes. The crops they grow for **profit** or selling are called cash crops or market crops. But the crops they produce to feed their own family are called **subsistence** crops. Examples of common cash crops in Ethiopia are coffee, pulses, cotton, flowers, corn, and oilseeds.

Cash crops are **usually** bought by people who do not have their own farm. Different countries have different **needs** for cash crops. **Rich** countries buy cash crops from poor countries. The prices of cash crops differ from time to time. When there are more cash crops, price **decrease**.

Activity 3

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

Cash crops are used for	Subsistence crops are used for	Examples of cash crops

Activity 4

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

1. A cash crop is a profit crop.
2. Prices for cash crops change from time to time
3. Poor countries buy cash crops from rich countries.
4. Prices increase as the production of cash crops decrease.
5. People who do not have their own farm buy cash crops.
6. Subsistence crops are usually produced for the producer’s family.
7. Cotton and pulses are some examples of cash crops.
8. Cash crops are grown for sell.

Activity 5

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

1. What are cash crops?
2. What do we get when we sell cash crops?
3. Why do you think that poor countries sell cash crops to rich countries?
4. Do you know in your area farmers who produce cash crops?
5. What is the difference between subsistence crops and market crops?

Section Four: Vocabulary

Activity 1

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

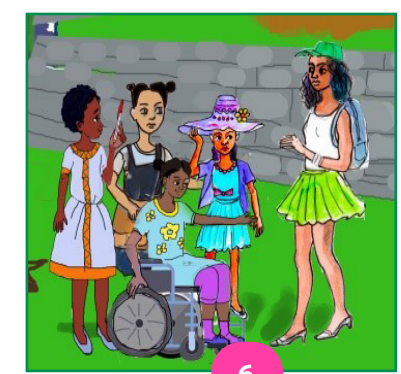
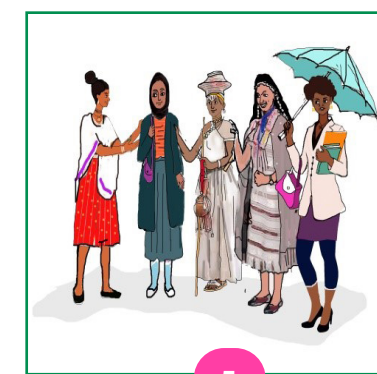
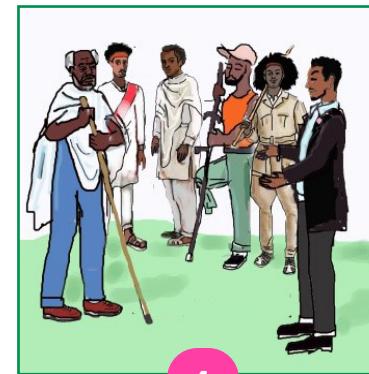
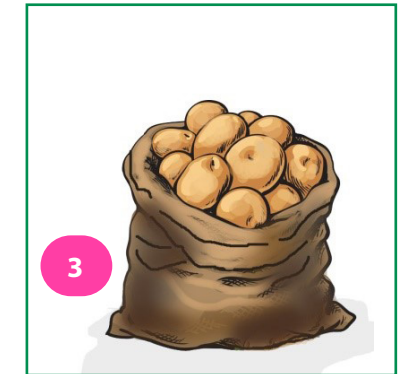
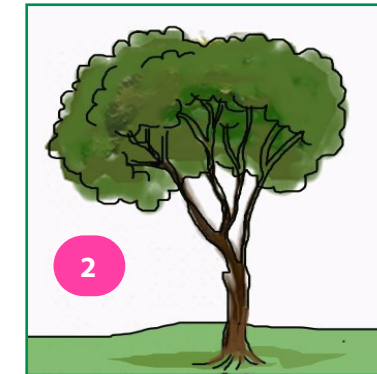
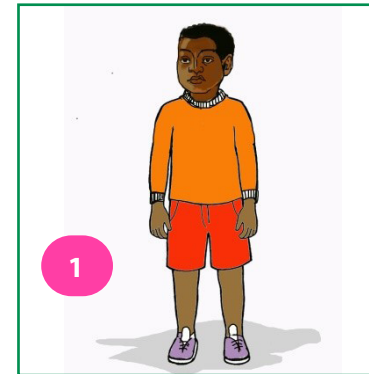
- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A</p> <ol style="list-style-type: none"> 1. profit 2. usually 3. subsistence 4. needs 5. rich 6. decrease | <p>B</p> <ol style="list-style-type: none"> a. often b. income c. decline d. for eating purpose e. always f. weak g. demand h. wealthy |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Section Five: Grammar

PLURAL FORMATION

Activity 1

Look at the illustrations and the examples below. Which nouns are singular and which are plural. Put a “√” mark in the table.

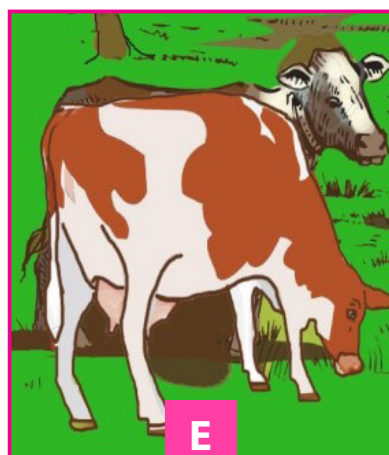
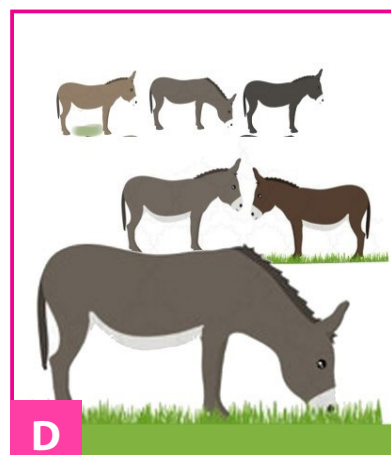
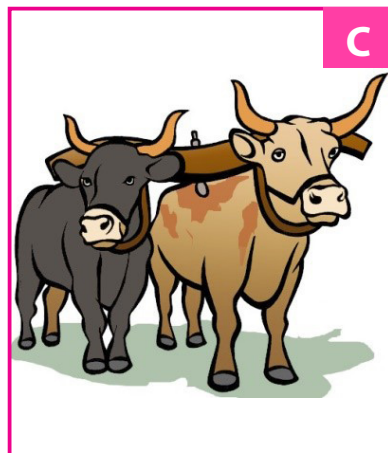
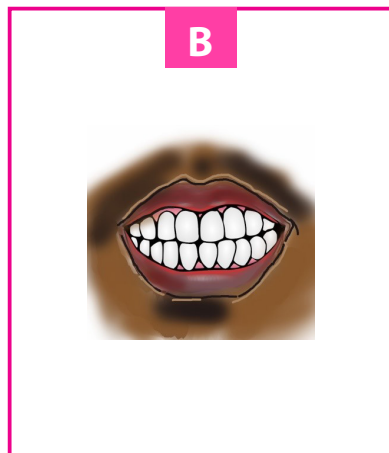
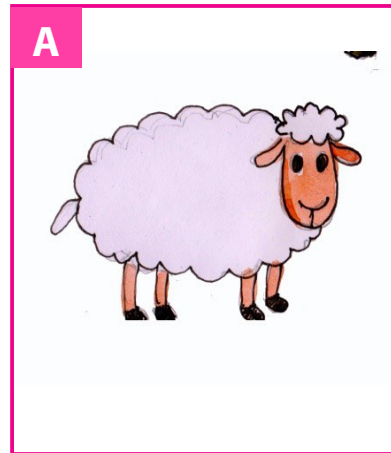


	Nouns	Singular	Plural
1	Boy		
2	Tree		
3	Potatoes		
4	Men		
5	Girls		
6	Women		

Activity 2

Match the plural nouns on the right with the pictures on the left.

- 1. teeth Picture
- 2. sheep Picture
- 3. oxen Picture
- 4. birds Picture
- 5. donkeys Picture
- 6. cows Picture



Activity 3

Change the above plural nouns into singular.

Section Six: Writing

WRITING CORRECT SENTENCES

Activity 1

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

- 1. profit
- 2. sell
- 3. coffee
- 4. vital
- 5. ceremony

Activity 2

Write ten sentences of your own using singular and plural nouns given below and the right verbs with them.

Lion... lions teeth...tooth cash crop... cash crops

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

Activity 3

Write five sentences of your own about one of the cash crops

6

Cutting Trees

Section One: Listening

Activity 1

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



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

Cut effect burn shelter

Activity 2

As you listen, write down the effects of cutting down trees. The effects of cutting down trees are:

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

Activity 3

Answer the following questions in pairs or groups. Why do people cut trees? Give the reasons below.

People cut trees because they want to get:

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

Using your answers above, write four complete sentences.

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

Section Two: Speaking

Activity 1

What other uses of trees do you know? By asking people in your village, collect some information about the uses of trees. Tell the class next period.

Activity 2

Practice reading aloud the following dialogue in groups.

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

This is Wakjira.

Mohamed: Hi, Wakjira, nice to meet you.

Wakjira: Nice to meet you, too.

Mohamed: See you some other time.

Wakjira: Hope to see you too. Bye.

Activity 3

Practice introducing someone to a friend.

Saying “Bye”

Activity 4

In pairs, practice saying “bye” to someone. The teacher will show you how to say out the following dialogues.



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

Amensisa: Ok. Let’s go.

Teklay: Bye. See you tomorrow.

Shibiru: Bye.

Section Three: Reading

Activity 1

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

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

Activity 2

Read the passage next page. and answer the questions given below. First read the text individually. Then answer the questions in groups.

Activity 3

As you read the text, write the effects of cutting trees.

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

Cutting Trees

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



Section Four: Vocabulary

Activity 1

Guess the meanings of the following words as they are used in the passage. Then, match them with the meanings given.

Word	Meanings
1. bad	a. good looking
2. results	b. not good
3. migrate	c. move to another place to live
4. attractive	d. effects
5. famine	e. shortage of food

Activity 2

Individually, complete the following sentences using the words given below. Then compare your answers with the answers of your neighbour.

washes	hot	attractive	
survival	desert	dry	results

- Hellen is an girl.
- Low lands are places.
- In a, there is not any kind of life.
- We cannot grow crops in months.
- The rain the soil away.
- Shortage of rain in dry areas.
- The..... of man depends on the safety of our planet-Earth.

Activity 3

The following words are taken from the reading passage. Use these words to complete the following sentences.

climate	hot	place	tourists	land
---------	-----	-------	----------	------

1. The in high-land areas is cold.
2. come to Ethiopia to visit historical places.
3. Today, the weather is very
4. In our village, the high is covered with trees.
5. I don't know this

Section Five: Grammar

COMPARISON AND CONTRAST

Activity 1

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

The reasons of cutting trees: for getting fire wood
 for getting land
 for making chairs and desks

The disadvantages of cutting trees: Change of climate
 soil erosion
 no shelter for wild animals
 the area will be dry

Study the following sentences that are based on the above comparison and write three sentences about them.

- cutting trees results in more land
- cutting trees results in drier places
- cutting trees results in hotter places.

Section Six: Writing

Activity 1

Write five sentences on the uses of water. Use the information in the following table. Afterwards, show your sentences to your teacher.

Uses of water	a. for drinking b. for washing clothes c. for cooking food. d. for growing crops. e. for swimming f. for transportation
---------------	----------------------------------------------------------------------------------------------------------------------------------------

Activity 2

Using the notes given below, write sentences.

The Uses of Forests: to protect soil erosion
 to have good rainfall
 to get firewood
 to prepare medicines
 to make furniture like chairs and tables
 they are homes for wild animals

By connecting the above notes, write your sentences in a paragraph.

.....

7

The National Flag

Section One: Listening

Activity 1

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

1. Which part of Africa are the countries mentioned from?
2. Which countries have flags with green, yellow, and red colours?
3. What are the colour of the Rwandan flag?
4. What do we find at the center of the Somali national flag?
5. Do you see at any similarity between the Djibouti's and the Somali's flag?
6. How many countries have a star mark or symbol on their flags?



Activity 2

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

Example: John: Where are you from?

Dereje: I am from Ethiopia.



Activity 3

Look at the following Ethiopian national flag and describe it to your partner. Use the frame next page to help you describe the flag. Ask your parents or refer to a book in the library about the meanings of the three colours of the national flag.



DESCRIPTION FRAME/ MODEL

The national flag of the Federal Democratic Republic of Ethiopia has got.....colours. These are,, and The green colour shows ... while the yellow colour shows The red colour shows .. The star at the center of the flag shows

Activity 4

What colours does the regional state (where you live) flag have? Explain to your partner the meanings of each colour. If you do not know ask anyone or refer to books and other sources and find out the correct information.

Activity 5

Now, you will listen to a story about the national flag of Ethiopia. As you listen, match the words in column A with the definitions and descriptions given in column B.

A	B
1. Green	A.the first official national flag was adopted.
2. Tri-colour	B.shows the unity of nations, nationalities and people of Ethiopia
3. The star	C.the shape of the emblem.
4. The rays from the star	D. represents sacrifice for freedom and equality
5.Red	E. number of colours in Ethiopian national flag.
6. Pentagram	F. symbolizes labor, development, and fertility.

Activity 6

The following words are taken from the listening story above. Complete the blank spaces in the sentences with the most appropriate word from the list.

- | | | |
|---------------|-----------------|---------------------|
| 1. tri-colour | 2. recognizable | 3. designed |
| 4. represents | 5. fertility | 6. equated 7. unity |

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

Activity 7

Now you will listen to the story again. Say whether the following statements are true or false according to the story.

1. A blue colour makes the pentagram of the Emblem.
2. The green colour in the flag shows the diversity of Ethiopia.
3. The star represents unity of all people.
4. The 1897 and the 2021 national flags of Ethiopia are the same.
5. Sacrifice indicates patriotism of the Ethiopian people.

Section Two: Speaking

Activity 1

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

Model Dialogue



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

Medina: Yes, of course!

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

Medina: That is very simple! Just three colours!

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

Medina, Yes: green, yellow, and red.

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

Medina: Development, labor and fertility,

Beshir: What about the yellow colour?

Medina: Hope, justice and equality!

Beshir: Last, and the red colour?

Medina: Patriotism, sacrifice for freedom and equality.

Beshir: Thanks! That is great, Medina!

Activity 2

Describe orally to your partner the purposes of a national flag using the notes given in the box below.

PURPOSE OF A NATIONAL FLAG

A national flag of a country:

- is one of the common official national symbols.
- represents and symbolizes a given nation/country.
- is flown by the government of that nation and by its people
- is the most liked symbol.
- is the nation’s emblem for freedom.
- shows patriotism, love of country and sense of nationhood.

SPEECH FRAME

Dear my classmates,

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

First, the flag can be taken as one of the
 Second, the flag
 . the entire country and people. Third, the flag is
 by us all citizens of Ethiopia. Fourth, it is
 also an emblem of Therefore our flag
 is the most cherished for our
 country.

Section Three: Reading

Activity 1

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

1. Have you seen the Ethiopian national flag?
2. Where did you first see the Ethiopian national flag?
3. Do you have the Ethiopian national flag at home? Why?
4. Do you take part in a flag ceremony (flag raising, lowering or flag saluting) at your school? When is it?



Activity 2

Read the following story about the Ethiopian national flag and fill in the table with the missing information.

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

The Ethiopian National Flag

The first official flag of Ethiopia was established by Emperor Menilek II on October 6, 1897. The flag bore on the yellow stripe the first letter of the name of the emperor in Amharic script. The Marxist Government of the Peoples’ Democratic Republic of Ethiopia added a Marxist symbol, which is a red star at the top, in 1987. The EPRDF government which overthrew the Marxist regime in 1991 flew a simple green-yellow-red tricolor flag. Finally, the new constitution for the Federal Democratic Republic of Ethiopia, adopted on February 6, 1996, added a central blue disk a symbol of a yellow coloured star.

Activity 3

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

1. A red star at the top was introduced to the then existing flag of Ethiopia by the Marxist government.
2. The emperor’s flag bore on the yellow stripe the first letter of his name in Amharic script.
3. The central blue disk with a symbol of a yellow coloured star was introduced to the the tricolour national flag of by the Federal Democratic Republic of Ethiopia.
4. The February 6, 1996 constitution was the constitution of the Peoples’ Democratic Republic of Ethiopia.

Activity 4

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

1. Why do you think some of the features of the Ethiopian national flag have change through time?
2. Do we still have a red star in the Ethiopian national flag today?
3. Has the base three colours of the national flag changed through time? Or, their order of appearance?
4. Can you list events, holidays or ceremonies when and where the Ethiopian national flag is flown?

Section Four: Vocabulary

Activity 1

Match the words given below with their contextual meanings.

A	B
1. established	a. in the middle
2. bore	b. marks
3. symbols	c. issued
4. central	d. carried
5. overthrew	f. removed
6. adopted	g. Introduced

Section Five: Grammar

THE USE OF THE SIMPLE PRESENT TENSE

Activity 1

Study the following table carefully. Write out as many sentences as you can from the chart and show it to your teacher.

I	eat
We	eat
You	eat
She	eats
He	eats
They	eat
It	eats

Examples:

I eat banana.
She eats orange.

TELLING TIME USING PRESENT TENSE

Activity 2

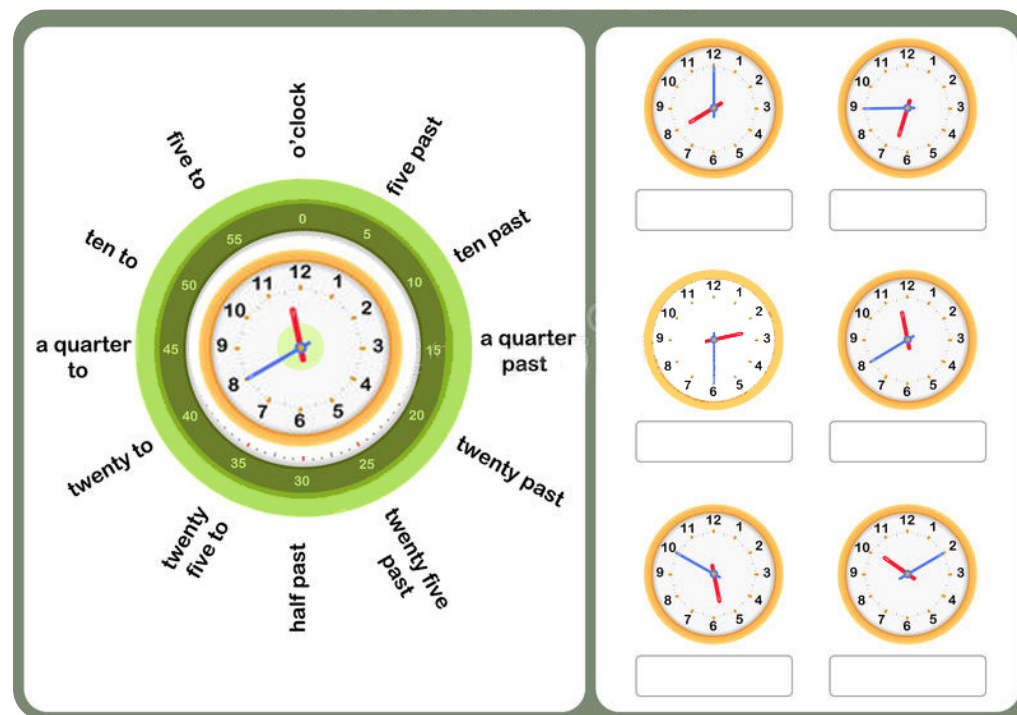
Tell the time from the following clock chart using simple present tense. Work in pairs and take turns to ask the following question and answer about time.

“What is the time now? Or, what time is it now?”

Use the substitution table below and write four sentences which show general truths.

Examples: A: What is the time now?
(What time is it now?)

B: It is now 12 O'clock.
(the time now is 12 O'clock!)



Activity 3

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

Subjects	verbs	Objects/actions
The sun	set	at 100 degree centigrade
The boxer	lift	weights
Senegalese	boil	in the west
Water	speak	French

Activity 4

Look at Alfred’s daily routine in the chart below. Answer activities 1, 2 & 3 given in the chart. Write down your answer in your exercise book. Then, describe your daily activities using simple present tense and following Alfred as an example.

ALFRED’S DAILY ROUTINE

Alfred is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old and he has got an older brother, David, and a younger sister, Emma. He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and gets dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school.

Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve. After school, at a quarter past five, he goes home. There he does his school homework and when he finishes it he helps his mother setting the table. At half past seven the family eats dinner together.

Alfred is a very helpful boy, so he helps his mother cleaning up everything after dinner. He usually watches TV for a while after dinner and at about ten o'clock he brushes his teeth again, puts on his Spider Man pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alfred is a very happy boy!

A. True or False

- Alfred is an American boy.
- He lives in a modern flat.
- He is eleven years old.
- He has got two brothers.
- Alfred wakes up at eight o'clock.
- He walks to school.
- His classes begin at half past eight.
- Alfred and his family have dinner at half past seven.

B. Match

- | | |
|-------------|---------------|
| 1. modern | a. enters |
| 2. older | b. alone |
| 3. starts | c. end |
| 4. leaves | d. old |
| 5. begin | e. fashioned |
| 6. together | f. f. unhappy |
| 7. helpful | g. younger |
| 8. happy | h. finishes |
| | i. unhelpful |

C. Answer.

1. Where does Alfred live?
2. What's his sister's name?
3. What time does he wake up?
4. Does he have breakfast at home?
5. What time does he leave home?
6. Where does he have lunch?
7. When does he return home?
8. Does he make homework at school or at home?
9. Is he a helpful boy?
10. What about you? What's your daily routine like?

Activity 4

Write four simple present tense sentences using the verbs below about the meanings of the colours of the Ethiopian flag.

1. Signal
2. Show
3. Indicate
3. Represent

Simple Present Tense

The simple present tense is used to describe habits, unchanging situations, general truth, and fixed arrangements.

Form:

+ Subject+Verb(s/es)+Object

- Subject+don't/doesn't + Verb(base form)+Object

? Do/does+ Subject+verb (base form) +Object?

Section Six: Writing

WRITING CORRECT SENTENCES

Activity 1

Using the words given below (taken from the listening and reading stories), write up five sentence of your own about the meanings of the colours of the Ethiopian National Flag.

1. symbol
2. tri-colour
3. unity
4. development
5. emblem

Activity 2

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

Example: I go to church on Sunday.

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

8

Clean Surrounding

Section One: Listening

Activity 1

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

1. What is the use of cleaning your surrounding?
2. What will happen if you do not clean your environment?
3. Do you know any place in your area which is not clean?
4. Can you pronounce the following words?

clean house animals surrounding



Activity 2

As you listen to the text, say whether the following sentences are True or False.

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

Activity 3

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

1. How often do you clean your house?
2. What will happen to us if we do not clean our environment?
3. How do we clean our surroundings?

Section Two: Speaking "Wh" Questions

Activity 1

A. Read aloud the following dialogue turn by turn with your classmate.

Senait: What animals are there in your area?

Betru: There are cows, sheep, goats, and horses. How about in your area?

Senait: At home, we have only a dog and a cat.

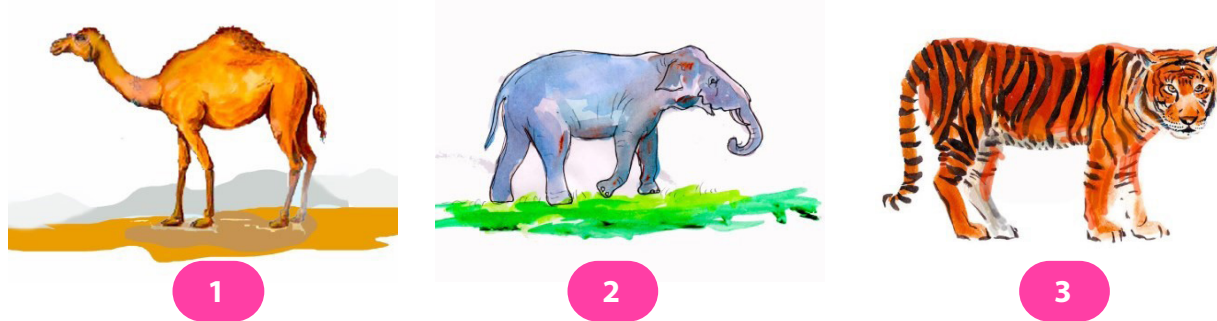


B. In the same way, in pairs, ask each other about what animals are

found in your areas.

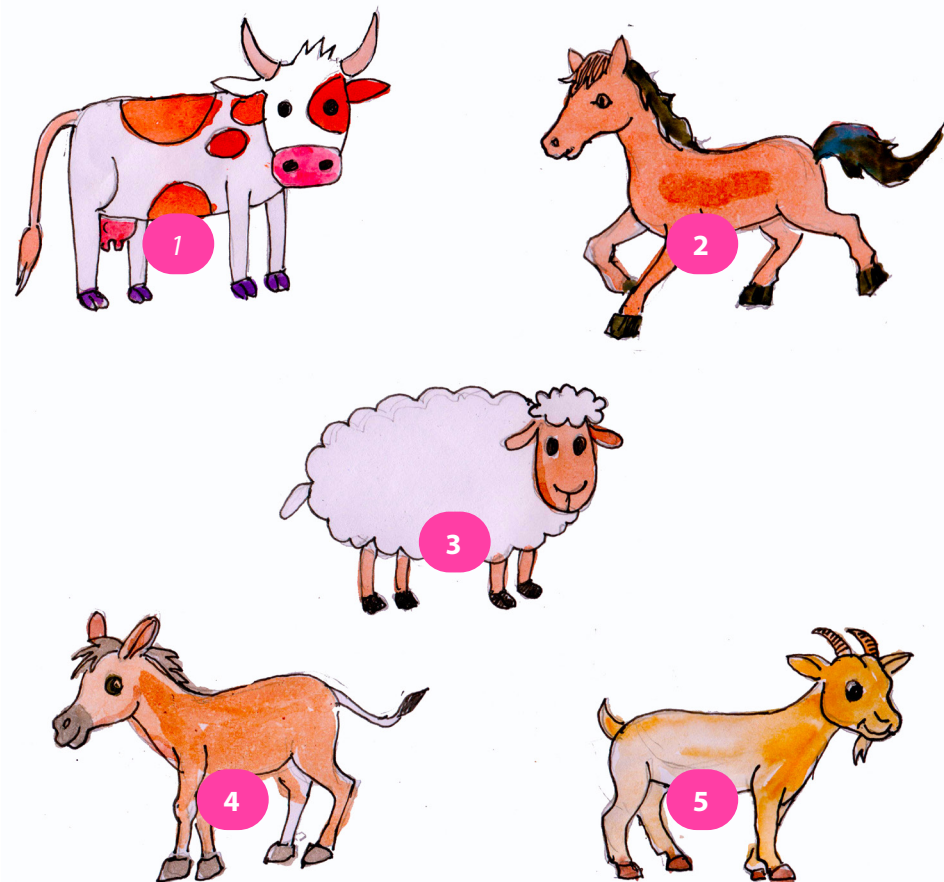
Activity 2

Name the following animals. Your teacher will show you other pictures.



Activity 3

What animals live in your area? In groups, write down the names of these animals. Ask people or find their names in a dictionary.



Activity 4

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

Activity 5

Is your school clean? Why?/ Why not? Discuss in groups.

Section Three: Reading

Activity 1

Before you read the story, answer the following questions in groups:

1. What is a fairy story? Do you know any fairy story?
2. What is the purpose in telling such stories to students?
3. What do you learn from such stories?
4. Do you know tortoise and rabbit? What do you know about them?

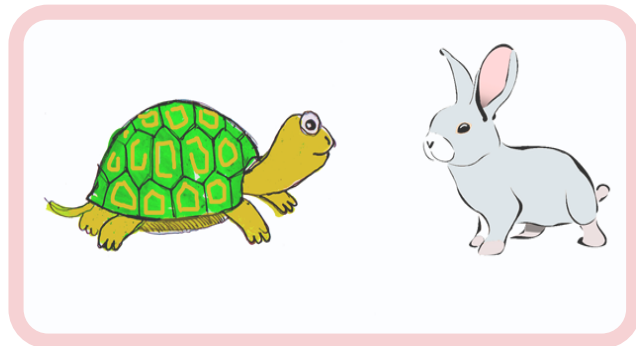
Activity 2

By reading the story again, answer the following questions.

1. Which animal can run faster?
2. Why did the rabbit sleep?
3. Who won the race?
4. What happened to the rabbit?
5. What do you learn from this story?

The Running Race

Once upon a time a rabbit and tortoise held a running race. The referee was a fox. The running began. The rabbit started running far ahead of the tortoise. But the tortoise was far behind her.



However, thinking that it cannot reach her, the rabbit wanted to take rest for some time. She gets very much relaxed. Unfortunately, the rabbit soon fell in deep sleep. The tortoise arrived. It then left the rabbit behind and ran fast and arrived at the finishing line.

Later, the rabbit woke up. But she could not see the tortoise around. Finally, it saw the tortoise receiving the trophy from the fox. The rabbit became angry but could not do anything.

Activity 3

Can you describe a rabbit and tortoise? Work in pairs to describe these animals.

1. What are they like?
2. What do they eat?
3. Where do they live?
4. Are they small or big?
5. Do they attack people?
6. How do they protect themselves?
7. Which animal can better protect itself from enemy?

Section Four: Vocabulary

Activity 1

The teacher will say the following words aloud to the class. Repeat after the teacher.

race	referee	reach
rest	relaxed	woke up
trophy	arrived	receiving

Activity 2

List down other new words you find in the reading passage. Your teacher will tell you the meanings of these words. Copy their meanings in your notebook.

Activity 3

By using the words given below, complete the following sentences.

- reach race woke up arrived
 received deep relaxed

1. The running was so delightful.
2. The woman can the top of the mountain.
3. By going out for one hour, we have ourselves.
4. Today, my mother early in the morning to prepare breakfast.
5. After twenty minute walk, we at our school.
6. Derartu Tullu has many trophies for winning the ten thousand meter running race.
7. When I knocked at the door, my sister could not open the door for me. She was in sleep.

Activity 4

Reorder the following letters to make words.

1. enucl
2. udsetr
3. robad
4. ytdri
5. ereng
6. edks
7. eabtl
8. owinwd
9. npe
10. oKbo

Section Five: Grammar

Activity 1

Reorder the following words that will give you complete sentences. Work individually. Then compare your answers with your neighbour's.

1. coming/teacher/our/English/is/
2. is/riding/a/bicycle/Merima/
3. Dawit/guitar/playing/the /is/
4. students/homework/the/doing/their/are/
5. going//to/the/school/girls/and/boys/are/
6. your/keep/clean/always/environment/
7. like/clean/tourists/areas/

Section Six: Writing

Activity 1

Write three sentences on how you clean your environment. Use the following words. First study their meanings.

- Pick up dirt plant flowers
 use dirt bin (basket) grow grass
 plant trees

Follow the example and write your sentences in your exercise book.

1. I plant flowers.
- 2
- 3
- 4

9

Respecting Each Other

Section One: Listening

Activity 1

Before you listen to a story about respecting each other, discuss the following questions.

1. Look at the two posters below. What do you learn from the poster B?
2. Complete the poster o and read out what you wrote to your partner.
3. What is respect?
4. Is it good to respect other's religion?
5. Is it good to respect your friend's interest?
6. What do you feel if other students do not respect your interest?
7. Do you respect your parents, brothers and sisters? How?

My name is..... **A**

I go to School.....

In the class we all need to respect each other. This means we feel and show other people care about them. How can we do this?

Sometimes I don't do this. This can make people unhappy. They might not want to be my friend. Respect means we need to be thoughtful of the opinions, thought and feeling of other people.

In my classroom we need to respect each other I am learning to respect everyone in my class. My teacher will help me with this. I will try to respect everyone. I'll try to respect everyone in my class this will make one to be my friend.

B

In the classroom, we all need to respect each other!



We should show people that we care about them!

Activity 2

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



1. Do all the people in the pictures wear the same way?
2. How do you show your respect to dressing in other cultures?

Activity 3

First look at the following saying. Next, discuss the questions that follow with your partner.

**Respect people,
so you will be respected!**

Ethiopian Saying

1. What does this saying mean?
2. Whose saying is it?
3. Can you tell the class a saying that you know in your village/town?

Activity 4

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

1. The word “respect”
 - a. has one meaning only
 - b. is a narrow term
 - c. is a broad term
2. Showing respect is.....
 - a. a good manner
 - b. rudeness
 - c. bad
 - d. unethical behaviour
3. Respect is generally.....
 - a. a sign of ethical behaviour
 - b. a positive feeling
 - c. high esteem or regard
 - d. All
4. Often, the types of respect are.....
 - a. three
 - b. four
 - c. two
 - d. one

Activity 5

Identify the main ideas of the story you listened to by using the outline given in the box.

Outline of Main Ideas

The story is about First it gives the definition of It defines respect as Then it mentions types of respect. Finally the story explains self-respect as If we do not respect others, we are told in the story that we should not respect from others as well.

Activity 6

The following words are taken from the listening story you listened to. Complete the blank spaces in the sentences with the most appropriate word from the list.

- | | | | |
|--------|----------|----------|--------------|
| broad | positive | regard | self-respect |
| honour | treat | disgrace | others |

Sentences to be completed

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

Activity 7

Say whether the following statements are True or False according to the listening passage.

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

Activity 8

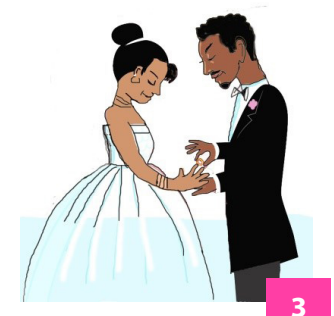
Look at the pictures below and match them with the types of respect given below them.



1



2



3



4



5

- Respect for the senior citizens
- Respect for women/wives
- Respect for the national flag
- Respect for a country and its sovereignty
- Respect for marriage or fidelity

Section Two: Speaking

TALKING ABOUT RESPECTING PARENTS AND TEACHERS

Activity 1

List down some points regarding the following topics. Then, take turns with your partner or classmate and share ideas.

1. What I like to eat.....
2. What I like about my father.....
3. What I like about my mother.....
4. What I like about school.....
5. What I like to do.....
6. What I like about my friend.....
7. What I like about my neighbour

Activity 2

Look at the following picture and discuss in groups of three the questions set based on the picture.

1. What do you see in the picture?
2. How many children are taking part in the discussion?
3. Who is raising a hand? A boy or a girl?



Activity 3

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



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

Bekele: Kindly sir, where is the duster?

Teacher: Thank you Bekele! It is very nice of you!

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

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

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

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

Bekele: I will, sir. Thank you!

Activity 4

Look again at the conversation above between the teacher and the student, Bekele. Which words and phrases show respect or politeness? Write down those words and phrases in your exercise book.

Section Three: Reading

Activity 1

Before you read the passage below about respect, answer the following questions individually and then discuss your answers with a partner. Write down your answers in your exercise book.

1. Do you respect other people? Why?
2. Who are some of the people you respect?
3. Do other people also respect you?

Activity 2

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

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

Respecting Others

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

Activity 3

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

1. We should not listen to ideas of people we do not like.
2. Everyone must respect those who are in authority
3. We must respect our friends.
4. Students must respect their teachers.
5. We have to respect other peoples’ religion.
6. Respect is a good thing.
7. Respecting others creates good communication with others.

Activity 4

Now answer the following questions in short sentences base on the passage you have read. Write down your answers in your exercise book.

1. What will happen if we do not respect others?
2. Why do we respect religious leaders?
3. How do we express our respect to others?
4. Give examples of people who you think should be respected.

Activity 5

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

This passage is about It tells us that respect is for living peacefully with other people. The passage also tells us that we need to respect people such as,,, and According to the passage one of the ways of showing respect is We have to giveto ideas and interests of other people freely.

Section Four: Vocabulary

Activity 1

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

A	B
1. respect	a. main/important
2. furthermore	b. deep, sincere
3. fellow	c. speak out freely
4. express	d. belongs to the same group
5. mature	e. important position
6. authority	f. in addition to
7. major	g. give due regard, honour
	h. express way

Activity 2

Refer to two monolingual dictionaries and make a list of all synonyms you find for the word “respect”. A synonym is a word which has nearly the same meaning or concept with another word. Example: synonyms to the word “fast” can be “quick, speedy, rapid, etc.”

Dictionary Use

Using a dictionary is a skill for life that you develop over time. It supports your developing language skills and helps you understand new words. Using a dictionary helps you master important concepts like:

- Spelling
- Word meaning
- Alphabetical order
- Word classes

Section Five: Grammar

Activity 1

Copy the worksheet into your exercise book. Then, following the example given in the worksheet, change the sentences into simple future tense and write your answers in your exercise book.

GRAMMAR WORKSHEET

Complete each sentences by changing the verbs in the brackets.

1. My father (plough) the land.... My father will plough the land.
2. He (mow)the grass.
3. I (watch)..... television in the evening.
4. I (pack) my bags.
5. Grandma (bake)..... the best cookies.
6. He (paint)the house.
7. Emma (hike)..... up the mountain.
8. I (wave)..... to my sister.
9. Sara (cook).....breakfast every morning.
10. Paul (play)..... the piano at the concert.

Activity 2

Study again the above worksheet and convert all the sentences into simple present tense.

Example: My dad plough the land.

Activity 3

Using the following substitution tables, write as many sentences as you can both in the simple present tense and future tense. Then show your sentences to your partner.

Table 1: Present tense

He	bus	pens
She	sells	magazines
The boy	keeps	coins
Urgessa	eats	candy
The woman	collects	stamps
We	buy	chocolates
They	sell	sweets
Kelbessa and	keep	biscuits
Urgessa	love	noodles
The boys	collect	recipes
The women		

Table 2: Future tense

He	will	buy	pens
She	is going to	sell	magazines
The boy	are going to	keep	coins
Urgessa	shall	eat	candy
The woman	are to	collect	stamps
We	will	buy	chocolates
They	is going to	sell	sweets
Kelbessa and	are going to	keep	biscuits
Urgessa	shall	love	noodles
The boys	are to	collect	recipes
The women			

Activity 4

Write five possible sentences from the table and show your sentences to your partner.

Subject	Verb to be/ auxiliary verbs	Action verbs	Object or complement
Meseret	will	go	to Mosque.
All students		attend	Olympics
My father		turn	55
Derartu		attend	class
Mohammed		visit	the beauty salon.
		take part	in a concert

Section Six: Writing**Activity 1**

Using the words given below (taken from the listening and reading stories above) write up six sentences of your own about self-respect and mutual respect.

Example: Living together is a human value.

- | | |
|----------------|--------------|
| 1. respect | 2. value |
| 3. disgrace | 4. listen to |
| 5. cooperation | 6. positive |
| 7. human | |

Activity 2

Write a short paragraph about a person you respect. How do you treat him or her? How does that person treat you?

Activity 1

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

- | | | |
|-----------|------------|--------------|
| water pot | coffee pot | clay pot |
| clay tray | flower pot | cooking dish |

B. Answer the following questions.

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

Activity 2

Match the following words with the pictures given below.

- | | | |
|-----------|------------|--------------|
| water pot | coffee pot | clay pot |
| clay tray | flower pot | cooking dish |



Activity 3

Your teacher will read aloud a listening text. As you listen to the text, say whether the following sentences are True or False. Compare your answers with your neighbour's.

1. A coffee pot is used to keep water in it.
2. A coffee pot is made of cement.
3. A coffee pot looks like a bucket.
4. A coffee pot is made in China.
5. Which of the above pictures in activity 2 does the listening text discuss?

Activity 4

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

1. Who makes coffee pot?
2. What is a coffee pot made of?
3. Do you know how a coffee pot is made? Can you try it by yourself?
4. Which of the pictures above is a coffee pot?
5. What kind of clay objects are found in your home?

Section Two: Speaking

Activity 1

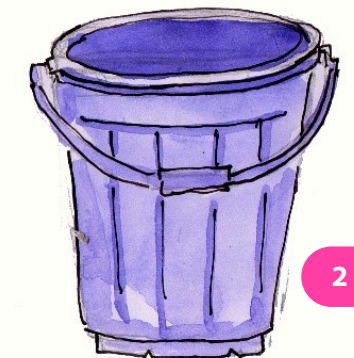
Compare a water pot and a clay kettle. Discuss their differences in groups.

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



Activity 2

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



Activity 3

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



Section Three: Reading

Activity 1

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

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

Activity 2

As you read the passage, answer the following questions.

1. Where does Woizero Haregua lives in
2. How many children does she have?
3. What does she do for a living?
4. How much money does she get?
5. What are the names of her daughters?

Woizero Haregua and her Pottery

Woizero Haregua lives in the rural area near Addis Ababa. She has two children called Debitu and Misanesh. Debitu is 9 years old, but Misanesh is only five years old.

Woizero Haregua did not have any income before. As she had not any income, she was not able to bring up her children well.



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

She sells them on Saturdays in the nearby small Saturday Market. She gets about 5000 birr a month. Sometimes she gets a lot of money. Hregua always thanks her God for being healthy and alive. She is also happy in her life.

Woizero Haregua sends her daughters to school. Her first daughter, Debitu is a Grade four student but Misanesh is a Grade one student. They help each other in doing their home works.

Activity 3

After you have read the passage, answer the following questions. Work in groups. Report your answers to the class. The teacher will give you the correct answers.

1. Where does Woizero Haregua live?
2. How many children does she have?
3. Is Woizero Haregua an educated woman?
4. What do you learn from this passage?
5. Who is the younger daughter?
6. Is woizero Haregua a happy woman ?

Section Four: Vocabulary

Activity 1

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

Words	Functions
1. clay tray	a. for preparing coffee
2. clay	b. for eating food
3. coffee pot	c. for cooking food
4. clay pot	d. for growing flowers in
5. flower pot	e. for putting drinking water in

Activity 2

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

Words	Meanings
1. rural	a. free time
2. income	b. near place (area)
3. a lot of	d. money
5. prepare	e. make
6. holiday	f. many
7. wedding ceremony	g. out of city
8. funeral ceremony	h. ceremony for the dead
9. bring up	i. ceremony for marriage
10. surrounding	j. the goodness or badness of something
11. taste	k. to grow

Section Five: Grammar

Comparison

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

Taye is as tall as Teklay.

Fufa is shorter than Ahemed.

Samrawit is taller than Shewaye.

Tamiru is as old as Dawit.

Activity 1

In the same way, in pairs, compare other students in class and write your sentences below.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Activity 2

Complete the following sentences using the words given in brackets. Work in pairs or groups.

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

Section Six: Writing

Activity 1

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

Name	Age	Weight(kgs.)	Height(ms)
Beshatu	9	13	1.05
Semira	8	12	1.20
Fasika	10	14	1.4
Soressa	9	12	1.20

- Beshatu is older than Semira.
-
-
-
-
-
-



Comparative Markers

- | | | | | |
|---------|------------------|---------|--------|----------|
| taller | shorter | lighter | fatter | cleverer |
| thinner | more intelligent | heavier | older | younger |

Examples: Hadis is taller than Beyene.
Regassa is as young as Haftom.

Activity 2

Complete the following sentences by the words given below.

Shorter	Bigger	thinner	stronger	colder	expensive	helpful
---------	--------	---------	----------	--------	-----------	---------

- The weather today is than yesterday's.
- Elephant is than buffalo.
- Honey is more than oil.
- Belaynesh is than Beshatu.
- Dawit is than Shemsu.
- Fikirte is more than Tsion.
- Yared is than Samson.

Activity 3

In pairs, compare two of your classmates and write short sentences.

Activity 4

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



1



2