

New

English for Ethiopia

Student's Book

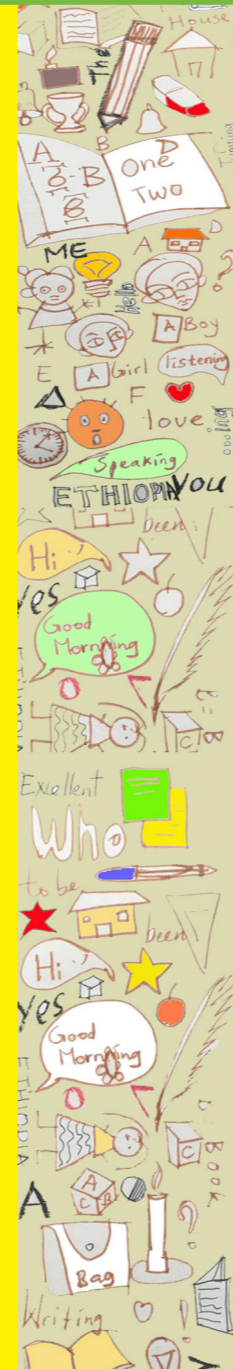
English for Ethiopia

English for Ethiopia

Student's Book

Grade 4

Student's Book



ISBN
Price

Grade 4



Federal Democratic Republic of Ethiopia, Ministry of Education

English for Ethiopia

Student's Book Grade 4

Developers

Writers: Melkamu Dumessa PhD
Jimma University

Temesgen Mereba, PhD
Jimma University

Content Editor: Geremew Lemu, PhD
Addis Ababa University

Curriculum Editor: Demekash Asregid
Hawasa University

Language Editor: Amanuel Alemayehu, PhD
Addis Ababa University

Illustrator: Eyayu Genet
Bahir Dar University

Designer: Tesfamichael Getu, PhD
Bahir Dar University



Federal Democratic Republic of Ethiopia
Ministry of Education

The Publisher would like to thank the following for their kind permission to reproduce their photographs.

(Key l:left, r: right, t: top b: bottom c: center)

p. 25; p.57; p. 70; p.85; p. 100; p. 114; p. 139 from **Unsplash**; p. 37b from <https://addisfortune.net>

All other images © Federal Democratic Republic of Ethiopia, Ministry of Education

The Publisher would like to acknowledge the following sources of text extracts.

p. 6 adapted from <https://www.123listening.com/>; p. 25 Adapted from <http://www.indiacelebrating.com/essay/rainy-season-essay/> retrieved on 24/07/2021; p.42 adapted from Road Safety Authority (2012); p. 57 adapted from <http://www.britannica.com/science/soil>; Retrieved on 23/07/2021; p.70 adapted from <https://www.myplate.gov/eat-healthy/vegetables>; p. 85 adapted from <http://gradesfixer.com/free-eassy-examples/clean-water-and-sanitation/>; p. 100 adapted from Simachew Bantigegn (2020); p. 114 adapted from <https://www.healthdirect.gov.au/personal-hygiene/>; p. 125 adapted from <https://culturalatlas.sbs.com.au/ethiopian-culture/ethiopian-culture-core-concepts>; p. 139 <https://www.theedgecutter.com/woodworking-basics-beginner.com2017/04/05/wood-why-it-is-so-important/>; p. 137 www.fao.org/3/98085e/98085e06.htm; Retrieved on 25/07/2021

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication.

© Federal Democratic Republic of Ethiopia, Ministry of Education

First edition, 2014 (EC)

ISBN:

All rights reserved; no part of this publication may be reproduced stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the copyright owner or a license permitting restricted copying in Ethiopia by the Federal Democratic Republic of Ethiopia, Negarit Gazeta Proclamation No. 410/2004 Copyright and Neighboring Rights Proclamation, 10th year, No. 55, Addis Ababa, 19 July 2004.



CONTENTS

| | | |
|---------|--|-----|
| UNIT 1 | PEOPLE AND THEIR WORK..... | 1 |
| UNIT 2 | RAINY SEASON..... | 21 |
| UNIT 3 | TRAFFIC SAFETY..... | 36 |
| UNIT 4 | SOIL..... | 53 |
| UNIT 5 | VEGETABLES..... | 66 |
| UNIT 6 | CLEAN WATER..... | 83 |
| UNIT 7 | MY COUNTRY, ETHIOPIA..... | 94 |
| UNIT 8 | HEALTH AND SAFETY..... | 109 |
| UNIT 9 | APPRECIATING COMMONALITIES AND DIFFERENCES IN ETHIOPIA..... | 121 |
| UNIT 10 | WOODWORK..... | 135 |

1

People and Their Work

Section One: Listening

JOBS

Activity 1

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

1. What are some of the jobs you know people do in your village/town?
 - a)
 - b)
 - c)
2. List some more jobs you know that people do?
3. What jobs do you like to do when you grow up?

Activity 2

Listen and write in your exercise book the different jobs you hear being mentioned. Then, compare your answer with those of your partner.

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

Activity 3

Discuss in your groups and write the different jobs people in your school do. Which of these jobs do you like to do in the future?

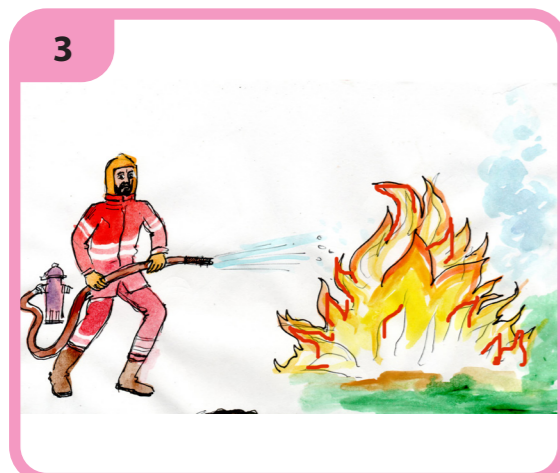
Example:

A teacher teaches at our school.

Section Two: Speaking

Activity 1

Look at the pictures below. In pairs, take turns and talk about what the people do in the different pictures.



Activity 2

Copy the following questions into your exercise book and ask your partner to complete the missing information.

| | A | B |
|----|-----------------------------|---------------------------|
| 1 | What is your name? | My name is |
| 2 | What is your father's name? | My father's name is |
| 3 | How old are you? | I am.....years old. |
| 4 | Where are you from? | I am from |
| 5. | What grade are you in? | I am in grade |

Activity 3

Look at the pictures and use the prepositions: “next to, opposite to, behind, in front of, at the back, near “to describe the locations of the buildings .

Example: The school is located in front of the hospital.



Activity 4

Work in pairs. Assume that you meet someone while going to school. Ask the person questions to know about her/him. In turns, complete student B's part.

Student A: Good morning. My name is

Student B:

Student A: I see you're carrying a backpack. Are you a student?

Student B: Yes, I

Student A: What is the name of your school?

Student B: It is called

Student A: Where is your school?

Student B: It is

Student A: Which grade are you in?

Student B: I am.....

Student A: What subjects do you learn?

Student B: I learn

Student A: Which subjects do you like most?

Student B: I like

Activity 5

Pronounce the following words correctly as your teacher reads them aloud. Work in pairs and tell each other what the jobs of these persons are.

Example: A barber is a person who cuts hairs.

| | | |
|-------------|--------------|----------|
| pilot | fire fighter | waiter |
| cleaner | teacher | waitress |
| farmer | doctor | dentist |
| shop keeper | nurse | actor |
| cashier | painter | guard |

Section Three: Reading

Activity 1

Look at the pictures below. Following the pictures there is a passage about people's jobs. Then, say what the passage will be about before you read it. Tell your answer to your partner and see if your answers are similar.



Activity 2

Read the following passage entitled "People and Their Work" silently and check if your predictions are correct.

People and Their Work

People have different interests to work. They do various jobs and they work at diverse places. They give services to several people. In the following reading passage you read five different persons' jobs.

1. Ledamo is a shop keeper. He works every Saturday. So, he is busy every Saturday because many people go to his shop to buy goods; the shop where he works has different departments for men, women and children. Ledamo works in the children's department. It can be crazy sometimes but it is fun.
2. Selamawit is a tour guide. She works during vacations when she is not at University. Addis Ababa has thousands of tourists and it is very easy to find a job as a tour guide. She takes tourists to visit national museum and different parks in the city. Selamawit loves meeting people from all over the world.
3. Robera is a pilot. His job is very enjoyable. He likes it as he loves flying. He flies airplanes that take people to different places on holidays. He flies from Ethiopia to different parts of the world. The best thing about his job is visiting different places. He also meets different people with different cultures and languages.
4. Emebet works in hospital in a city center. She helps the doctor and patients. She gives patients medicine and looks after them when they feel ill. She loves her job and sometimes she has to work at night.
5. Tigist likes her job as a dentist. Lots of people come to her to get treatment for their teeth. She treats all her patients with toothache in love. Sometimes, it is very hard work but it is great to help people when they have a problem.

Activity 3

Copy the table into your exercise book. Then, read the passage and complete the names of the jobs of the person mentioned in the text.

| | Names | Jobs |
|----|-------|--------------|
| 1. | | a pilot |
| 2. | | a nurse |
| 3. | | a dentist |
| 4. | | a shopkeeper |
| 5. | | a tour guide |

Activity 4

Tell to your partner the jobs you like most from the list of jobs mentioned in the passage.

READING FLUENCY

Activity 5

Listen carefully as your teacher reads the text entitled "People and Their Work". Then, practice reading the text aloud turn by turn following your teacher.

Section Four: Vocabulary

Activity 1

Fill in the gaps with the correct words from the table below. Write your answers into your exercise book.

| | | | | |
|------|------|-------|-------|------|
| feed | grow | speak | teach | sing |
|------|------|-------|-------|------|

Hello! My name is Gada and I am a farmer. I (1) different plants and vegetables to (2) people in my village. HI! I am Lensa. I am a teacher. I (3) science. I work in school. Hi! I am Goitom. I am an English teacher. I (4) English with my students and I (5) songs with them.

WORD PARTS

Activity 2

A. Copy the following activity in your exercise book. Then, combine the segmented parts and write the full words.

Example: cl- ip = clip

- 1. br + oom =.....
- 2. br + ing =.....
- 3. cl + ear =.....
- 4. cl + ass =.....
- 5. cl + ing =.....

B. Blend the following initial letters with the final letters of the word to make them full English words.

- 1. cl + ap= Clap
- 2. cl + ean=.....
- 3. br + own=.....
- 4. cl + ub=.....
- 5. br + ush=.....

C. Segment the following words.

- 1. clip= __cl__ + __ip__
- 2. brisk= _____ + _____
- 3. bright = _____ + _____
- 4. close= _____ + _____
- 5. brand= _____ + _____

D. Write the initial letters of the following words

- 1. class:
- 2. block:.....
- 3. branch :
- 4. clinic:

Definite and Indefinite Articles in English

There are two kinds of articles in English. These are the definite and the indefinite. The definite article is **the** while the indefinite articles are **a** and **an**. The definite article **the** is used before singular and plural nouns. **The** is used with nouns that stand for specific things or persons and when the noun is mentioned for the second time. The indefinite article **a** is used before singular nouns that begin with consonant sounds (b c, d, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z). The indefinite article **an** is used before singular nouns that begin with vowel sounds (a, e, i, o, u). 'a' and 'an' are used with nouns that are general.

Example: **a** cat **an** elephant **the** red pencil

Section Five: Grammar

Activity 1

Look at the following pictures and decide which article you can use for each. Share your idea with your partner.



1 orange



2 ice cream



3 apple



4 girl



5 dog



6 pen



7 umbrella



8 tree



9 banana



10 boy

Activity 2

Copy the dialogue in your exercise book. Then, fill in the blank spaces with the correct articles (*a, an, or the*).

1. A: Have you got computer?
B: Yes. computer is over there.
2. A: Where is water jug?
B: It's in fridge.
3. A: Are you Ethiopian?
B: No, I'm American..
4. A: Is she old woman?
B: Yes, she is old women.
5. A: Do you live in rural village?
B: No, I live in small town called Aweday.
6. A: Are you staying athotel?
B: Yes, hotel is near train station.
7. A: Do you have any time to help me?
B: Yes, I have about hour.

Activity 3

Fill in the gaps with the correct articles (*a, an, the*) in the sentences given below.

1. Please pass me.....piece of bread
2. My father has..... headache.
3. She is attractive woman.woman is my mother's sister.
4. There are many stars in..... sky.
5. Addis Ababa is capital city of Ethiopia.
6. I bought egg for my lunch.

Simple Present Tense

The simple present tense is used to show:

1. Habitual actions or state of being.

Examples: Rehima is a student. She always gets up at 6:00 A.M. Then, she goes to the toilet. After that, she eats her breakfast. She wears her uniform and walks to school. She drinks tea at breakfast.

2. General truth.

Example: The sun appears to rise in the east. The sun appears to set in the west.

3. State of being

Example: I am Hanfire.

I live in Asayita.

My father is a teacher.

My mother is a nurse.

Activity 4

Talk about what you do every day in pairs. Report your answers to the class.

Example:

I am a student. I attend classes from Monday to Friday.

Activity 5

Write short sentences using the verb 'be' (*am, is, and are*) about your families' jobs and where your family members work.

Example:

My father is a farmer. He works in the field.

Activity 6

Look at the table below. Then, write what you do at home, at school and in your village after school. Read your sentences to the class.

Examples: I have breakfast at home.

I practice speaking English at school.

| At home | At school | In a village |
|-----------------|-------------------------------|---|
| help my mother | Practice speaking English | Visit relatives |
| study | learn different subjects | ride bike |
| do my home work | talk to my teacher | sing songs |
| Cleaning rooms | ask my teacher | listen to elders |
| have breakfast | answer questions | talk to elders |
| Wash dishes | Reading at the school library | learn oral folk tales from village elders |

Activity 7

Write the sentences with the appropriate simple present tense verb forms.

Ujulu1 (live) in Gambella. He2 (learn) at Habobo Primary School. He.....3 (like) English. He4 (be) handsome.He.....5(want) to be a singer. Kochito.....6 (be) his friend.

Present Continuous Tense

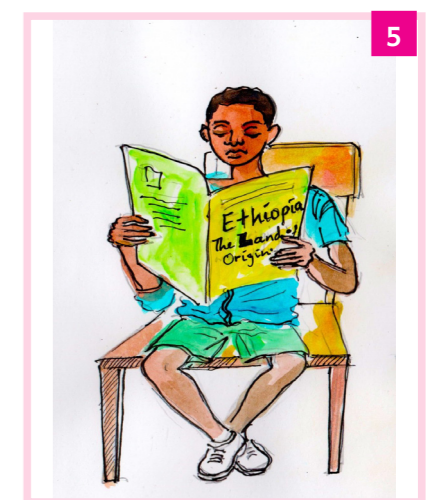
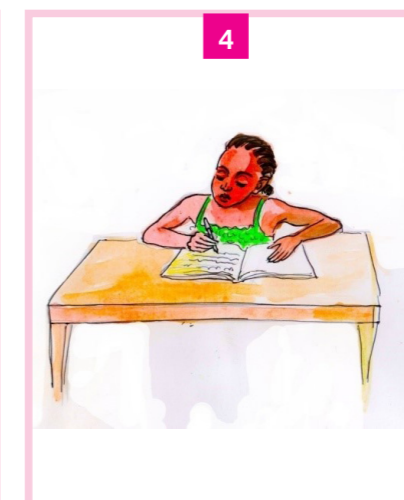
Use: We use the present continuous tense to talk about things that are happening at the time of speaking.

- Examples:** 1. He is painting a picture.
 2. Aster is teaching English now.
 3. It is raining outside.

Form: Subject + am / is / are + Verb (ing)

Activity 8

Look at the pictures and write a sentence about what each person is doing.



Activity 9

Read the paragraph below and write short answers to the questions.

Tolesa meets his friends on his way to school. Many students carry their bags, but some of them do not carry bags. When the bell rings, many students run to school, but Dolango does not run because he does not feel well.

Example: Does Tolesa go to school? Yes, he does.

1. Does Dolango feel well?
2. Do all the students carry bags?
3. Does Dolango run to school?
4. Do many of the students run to school?

Activity 10

Write 'does' or 'do' in the gaps to complete each of the following sentences.

1. We.....not go to school on Sundays.
2. I not play football on the street.
3. He not shout in the class.
- 5.....they study in the library?
- 6.....she clean the room with a broom?
- 7.....you go to the library to study?

Activity 11

Read the text below and fill the gaps with the correct simple present tense forms of the verbs in the brackets.

Kuma and Bekele are brothers. They (1)..... (learn/learns) at Kobo Primary school. They (2) (wake/wakes) up early in the morning at 7:00 a.m. They (3)..... (eat/eats) their breakfast at 8:00 a.m. They (4)..... (go/goes) to school at 8:30 a.m. Kuma (5) (is/are) in grade 5. But Bekele (6)..... (is /am) in grade 4. Kuma (7)..... studies/ study_(English at 10:00 a.m. Bekele (8)(do /does) sports at 10:00 a.m. They (9)..... (has/ have) lunch at 12:00 a.m. They (10)..... (go/ goes) home at 3:00 p.m.

Activity 12

Complete the following paragraph with the correct present continuous tense form of the verbs given in the brackets.

Munira and Shimelis are University students. They are studying mathematics. They (1)..... (use) the library properly. They (2).....(spend) more time on their education. They (3).....(work) assignments together. They (4) (use) effectively the money their family send them. Therefore, they (5) (score) good grades.

Quantifiers: Some, any, much, many, all, and both

Quantifiers tell you the number or the amount of things, persons or objects. Use **many** with countable nouns. Use **much** with uncountable nouns. Use **some** with both countable and uncountable nouns. Use **any** with negatives and questions.

Example: There are many pencils.
There are some pencils.
I have much money.
Do you have any money?
I don't have any money.

Use **both** to talk about two persons, things or objects. Use **all** to talk about three and more persons, things, or objects.

Example: *Both* the boy and the girl are my friends.
I have three friends and I like *all* of them.

Activity 13

Study the pictures given below and complete the sentences with the words: many, one, much, all, any, both, and some.



Example: There are many desks in the class.

1. There is chair in the classroom.
2. There is not picture on the wall.
3. There is water in the bottle.
4. There is water in the glass.
5. the boy and the girl are near the blackboard.

Activity 14

Fill in the blank spaces with the appropriate quantifiers given in the box below and complete the sentences.

| | | | | |
|------|------|------|-----|-----|
| much | both | many | all | one |
|------|------|------|-----|-----|

Today is my elder sister's wedding day. Our house is full of guests. There isfood and drink. my mother and father are dressed in traditional clothes. There are singers and dancers. the activities are taking place in a peaceful way. The invited guests eat and drink together happily.of the elders blesses the event.

Section Six: Writing

Activity 1

Using the information in the table below complete the paragraph that follows about Merartu.

| | |
|-------------------------------|---|
| Name | Merartu |
| Age | 9 |
| Grade | 4 |
| Place of living | Jimma |
| School she attends | Jimma University Community School |
| Favourite subjects | English and Mathematics |
| Hobby | watching children's cartoon films and reading folk-tales. |
| Number of brother and sisters | three brothers and two sisters |

Her name is She is years old. She at Jimma University Community School. Her favorite subjects are and Her hobbies are watching children's cartoon films and reading.....

Activity 2

Using similar information, write another paragraph about yourself on your exercise book. Then, show it to your teacher.

My name is..... I am

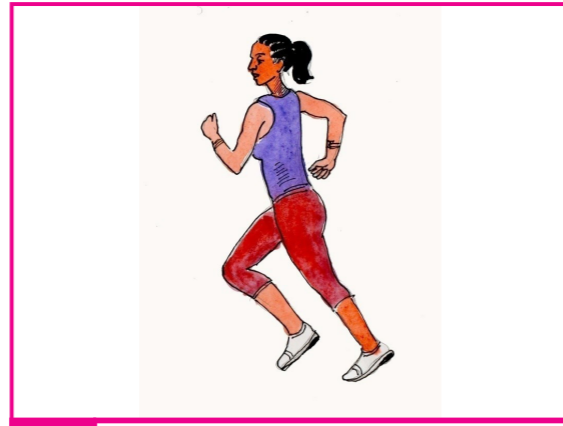
Activity 3

Look at the different pictures given below and write short sentences that the picture shows.

Example: She is reading a book.



1 She is



2 She is



3 They.....



4 He is.....



5 They are.....



6 He is

PUNCTUATION MARKS

Punctuation marks are symbols that are used to make comprehension of written language easier. Some common punctuation marks are the full stop (.), comma (,), question mark (?) and exclamation point (!).

A *full stop* is used at the end of statements.

Example: She is a student.

A *Question mark* is used to indicate questions.

Example: Is she a student?

A *comma* is used to show a separation of ideas or elements in a series in a sentence.

Example: She bought a pen, a book, and a pencil.

Activity 4

Read the following letter and fill in the blanks with the missing punctuation marks.

| | |
|--|---|
| | Dear Nasise, |
| | |
| | Hi.....(1) How are you (2) I am having a great |
| | time at camp..... (3) Every day I swim(4) play |
| | basketball and sing songs(5) I've made many new |
| | friends(6) How is your summer(7) I can't |
| | wait to see you in the fall(8) |
| | Your friend(9). |
| | |
| | Enku |
| | |
| | |
| | |

2

Rainy Season

Activity 5

Read the sentences carefully and provide the right punctuation marks.

Example: Can I go out ?

1. Can you go ____
2. This is a fat dog ____
3. Is the sun big ____
4. No, stop that ____
5. Did you like him ____
6. I can see the red hat ____
7. My mum had a box ____
8. She is a teacher ____
9. Wow ____ It is beautiful.
10. Can I go with you ____

DICTION

Activity 6

Write down the names of different jobs that your teacher will read aloud. Compare the words that you have written with those written by your partner.

Section One: Listening

ACTIVITIES IN A RAINY SEASON

Activity 1

Answer the following questions by writing short sentences in your exercise book.

1. What do you do during the rainy season?
2. What do people do during the rainy season in your surrounding?
3. What kinds of clothes do you wear during a rainy season?

Activity 2

In pairs, ask and answer the above three questions. Take turns to do so. The first question has been done for you.

Student A: What do you do in the rainy season?

Student B: I stay at home and read books.

Activity 3

Copy the table in your exercise books. Some of the following activities are mentioned in the listening text you are going to hear. Listen to your teacher carefully and put a ✓ mark in front of the indoor and outdoor activities you hear in the text.

| Indoor Activities | Outdoor Activities |
|--|-----------------------------|
| 1. reading books |1. driving |
| 2. watching films on television | 2. clearing land |
| 3. playing indoor games like chess | 3. playing in rain |
| 4. cooking | 4. sowing seeds |
| 5. baking <i>Injera</i> | 5. cutting grass |
| 6. cleaning | 6. ploughing land |
| 7. boiling coffee | 7. planting seedlings |

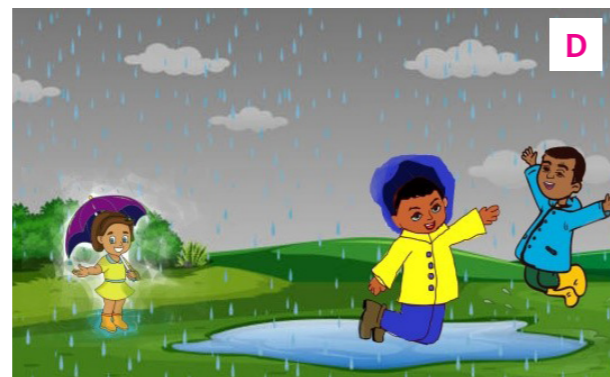
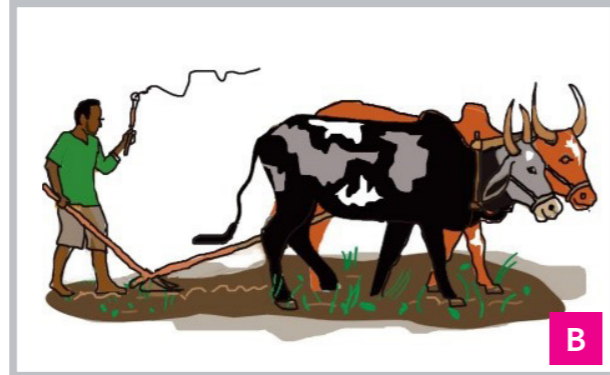
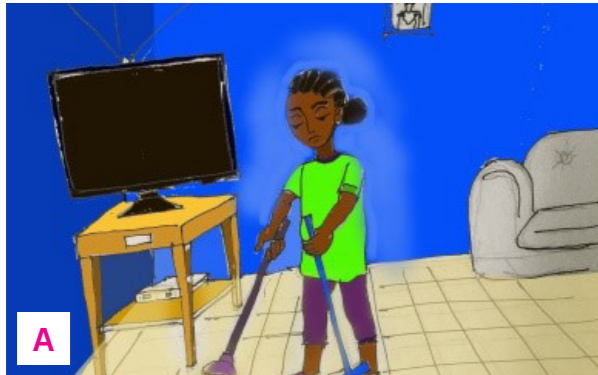
Activity 4

Say *True* or *False* according to the information given in the listening text. Compare your answers with your partner.

1. Different people do different activities during a rainy season.
2. Ploughing is a rainy season activity done by merchants.
3. Harvesting crops is a rainy season activity.

Activity 5

Match the letters of the pictures with the indoor and outdoor activities you have heard in the listening text given in the table.



| Activities | Pictures |
|--------------|----------|
| 1. cooking | |
| 2. ploughing | |
| 3. playing | |
| 4. cleaning | |

Activity 6

What do you think is the main idea of the listening text. Discuss with your partner.

Section Two: Speaking

Activity 1

Read the following dialogue between two students, named Selam and Milky.

- 1) Selam: Hi, Milky.
Milky: Hi, Selam. How are you?
- 2) Selam: I am fine, and you?
Milky: I'm fine, too. But I feel cold.
- 3) Selam: Of course, I feel cold, too. As you can see it is the rainy season and I always wear a warm jacket during the season.
Milky: By the way, what do you do during the rainy season?
- 4) Selam: Most of the time IWhat about you?
Milky: Well, I What do people in your surrounding do during the rainy season?
- 5) Selam: Most of them What do people in your surrounding wear when it is rainy?
Milky: People in my area wear Ok, it is time to go home now.
Bye!
Selam: Oh, yes. Bye, see you tomorrow!

ASKING FOR PERMISSION OR REQUESTING USING 'MAY'

Activity 2

Read the following ways of asking for permission politely in the examples. Then, ask for permissions in similar ways.

- Example: Student: Teacher, can I ask you a question, please?
Teacher: Of course! Go ahead.
Ayana: Tirunesh, may I borrow your erasure, please?
Tirunesh: Yes, here you are.

Section Three: Reading

RAINY SEASON

Activity 1

Individually read the following questions and think of the answers. Then, in groups of three or four compare and discuss your answers.

1. Can you mention the different seasons of the year?
2. List down what you know about the rainy season.
3. Write down ten words that are related to the rainy season..

Activity 2

You are going to read a passage about the 'Rainy Season. Copy the following table into your exercise book. Then, as you read the passage, complete the table with the required information. Ask your teacher if you need help.

| No. | activities during a rainy season | effects of the activities during a rainy season |
|-----|----------------------------------|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

The Rainy Season

The Rainy Season is one of the two commonly known seasons of the year in Ethiopia. During the rainy season it is cold, cloudy, and rainy. The season usually begins in June. In the dry season it is too hot and the water from the rivers and lakes goes up to the sky as vapor. The vapor is collected in the sky and forms clouds which **cause** rain during the rainy season.

Most people like the rainy season because it gives too much relief from the heat of the sun. It **removes** all the heat from the **environment** and makes it cool. It helps plants, trees, grasses, crops, and vegetables to grow properly. It is a **favorable** season for animals too, as it gives lots of green grasses and small plants for them to graze. All animals get lots of water to drink and grass to feed.

In general, the rainy season is most liked by people. It looks green everywhere. Plants and trees get new leaves. Animals get **enough** water and food for their life. So the season is essential for life to continue.

Activity 3

Read the passage again and say whether the following statements are 'True or False'. Write down your answers in your exercise books. Then, compare your answers with your partner.

1. According to the passage heat causes evaporation.
2. People hate the rainy season because it removes all the heat from the environment.
3. The rainy season makes life productive.
4. The rainy season makes life difficult.
5. The rainy season begins every year before the summer season.

Activity 4

In groups of three or four discuss the following questions. Then, report your answers to the class.

1. Are the ideas in the passage related to your life? How?
2. In which months does the rainy season begin in your surrounding?
3. What do people in your surrounding feel about the rainy season?

READING FLUENTLY

Activity 5

Listen attentively when your teacher reads aloud the first paragraph of the passage entitled 'The Rainy Season'. Then, read a paragraph aloud making the necessary expressions. Then, some students will read the paragraph aloud to the class.

Section Four: Vocabulary

Activity 1

The following are words related to the topic of rainy season.

| | | | |
|--------|------|------|-------|
| season | cool | rain | sky |
| cloud | lake | heat | river |

Copy the table in your exercise book. Then, construct sentences with the words in the above table. One has been done for you as an example. Read your sentences to the class.

Example:

Foggy weather does not seem good for our health.

1. season:.....
2. cool:
3. rainy :
4. sky:
5. cloud:.....
6. lake:.....
7. hear:
8. river:.....

Activity 2

Fill in the blank spaces in the text with appropriate words given below.

| | | | | |
|--------|--------|-------|-----------|------|
| vapour | relief | cloud | essential | grow |
|--------|--------|-------|-----------|------|

During sunny days' water from rivers and lakes goes up in the sky as (1). This vapor is collected in the sky and creates (2) which cause rain. When it rains it is a..... (3 for the people from the heat of the sun. Rain makes lots of green grasses to (4) for the animals. Rain is(5) for the survival of plants and animals.

Activity 3

In the following table match the words in Column A, taken from the reading passage above, with their meanings in Column B.

| Column A (words) | Column B (meanings) |
|----------------------|---------------------|
|1. favourable | A. take out |
| 2. cause | B. result in |
| 3. environment | C. sufficient |
| 4. enough | D. surrounding |
| 5. remove | E. good |

DIVIDING WORDS INTO PARTS

Activity 4

Look at the following words.

Rainfall indoor outdoor inside outside into colourful colourless

The words listed above are examples of words in English made up of two parts. The two parts can be separated just to study them. But when we use them in writing, we write them as one word. In other words, we do not leave space between the parts.

Example:

'Rainfall' can be segmented or broken down into 'rain' and 'fall' (that is, rain + fall)

Following the example above, work individually and segment the following words into their components.

Classroom timetable overview underestimate

Activity 5

Individually, write down similar words that can be segmented. Then, show how they can be segmented.

COMBINING WORDS

Activity 6

Study how the following words are combined in the examples. Two words are joined together to form a new word.

Examples: Under + wear = underwear

Black + board = blackboard

Out + put = output

In + put = input

Similarly, combine the following words.

1. bed + room
2. rain + bow
3. over + coat
4. rain + drops
5. sun + set

Section Five: Grammar

Forming Questions Using Wh-words

Wh-words are words which have 'w' and 'h' letters and are used to form questions in English such as *What, where, when, who, why*.

Examples: *What* is the name of your school?

The following questions and statements are formed using wh-words or question words.

A: *Where* do you go in the morning?

B: I go to school in the morning. *What* are the names of some of your classmates?

A: The names of my classmates are Olyad, Kidus, and Obang.

B: *What* are you doing in the library?

A: I am studying for mid exam. *Where* do you play football at your school?

Activity 1

In pairs, complete the following dialogues between student 1 and student 2. One of you act like Student 1 and the other like Student 2.

Student 1: Who wakes up early morning in your family?

Student 2:Ok, when do people sleep?

Student 1: They sleep.....Good, how do students go to school?

Student 2:By the way, where do you study?

Student 1:

Pronouns

Pronouns replace nouns. Some of the pronouns are *we, he, she, they, I, him, them, her, me and, us.*

Example: Kebede is student. *He* is my best classmate.

Students could say and write the following sentences using pronouns. The statements focus on the activities or practices which take place at home or in the surroundings.

Examples:

- 1) *I* cook food.
- 2) *My* brother cleans our room. *He* is a good boy.
- 3) *We* eat together.
- 4) *She* waters the garden.

Activity 2

A. Write down short statements using different pronouns in your exercise books. The statements should focus on activities or practices that are done at your home or in your surroundings.

B. Be in pairs and read your statements to each other.

POSSESSION

Activity 3

Look at the following pictures. Identify what object each person has and answer the questions accordingly.



1. Whose umbrella do you see in the above pictures?

Zakir has an umbrella. It is his umbrella.

2. Whose bag do you see in the above pictures?

It is her bag. (It is Halima's bag)

3. Whose book do you see in the above pictures?

4. Whose cap do you see in the above pictures?

5. Whose ball do you see in the above pictures?

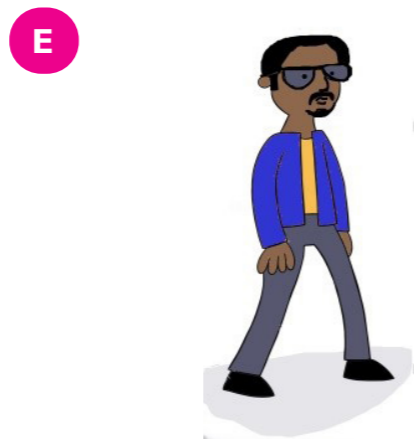
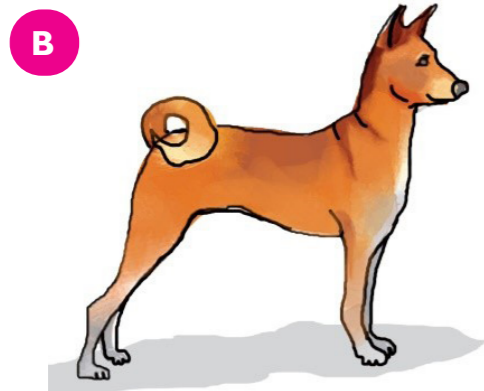
6. Whose graduation gown do you see in the above pictures?

SIMPLE PRESENT (VERB TO BE, VERB TO HAVE, VERB TO DO)

Activity 4

Look at the pictures below and the following short sentences constructed using the simple present tense. Match the pictures with the short sentences. Write the letters given to the pictures. One has been done for you. In groups of 3 or 4 compare your answers. Some students from some groups will report the answers to the class.

1. It is (It's) sunny. Picture A.
2. They **have** umbrellas. _____
3. It **has** head and tail. _____
4. He **has** eye glasses. _____
5. She **has** earrings. _____



Activity 5

In the following table match the activities with the people who do the activities. Note that the names of the people are replaced by pronouns in the activities they do. In pairs, compare your answers.


| Activities | Those who do the activities (doers) |
|---|-------------------------------------|
| ..E...1. He/she ploughs the land. | A. journalist |
|2. They care for their patients. | B. dentist |
| 3. She teaches at a high school. | C. shopkeepers |
| 4. They sell goods in their shop. | D. doctors |
| 5. He presents news on TV. | E. farmer |
| | F. teacher |

PRESENT CONTINUOUS (IS/AM/ARE + VERB +...ING).

Activity 6

Look at the following pictures. Take turns and do the activity using the present continuous tense following the example given.

A



Student 1: What is happening in picture A?
Student 2: A dog is sleeping.

WRITING GUIDED PARAGRAPH

Activity 3

Complete the following guided paragraph. It is about Sofia's daily activities. The first blank space is filled as an example.

Sofia is a very clever student. She wakes up early every morning. Then she (1).....goes to..... (go) the toilet. Next she (2)..... (wash) her hands and face. Then she prepares her school materials. After that she (4)..... (wear) her uniform. Then, she (3)..... (eat) her breakfast and (5)..... (go) to school. At the school she (6)..... (learn) different subjects. After school, she goes home, and (7)..... (support) her parents with the house work. Finally, She studies for about one or two hours before she (8)..... (go) to bed.

WRITING A SHORT PARAGRAPH ON EVERYDAY ACTIVITIES

Activity 4

Follow the given first sentence write the remaining sentences to finish the paragraph. In pairs, read your paragraphs to each other and compare them.

I do different activities from morning up to evening every day.....



B

Student 1: What is happening in picture B?
 Student 2:



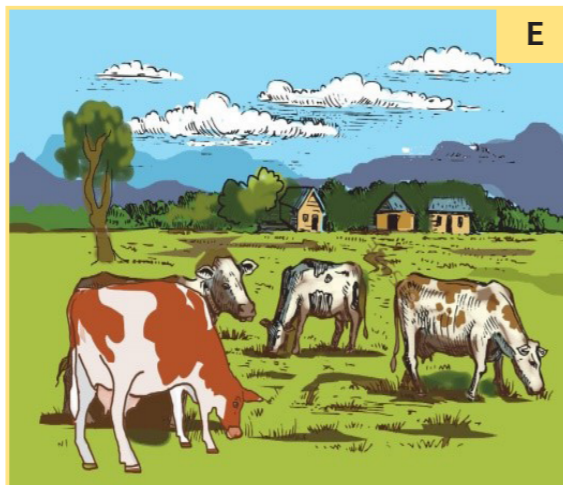
C

Student 1: What is happening in picture C?
 Student 2:



D

Student 1: What is happening in picture D?
 Student 2:



E

Student 1: What is happening in picture E?
 Student 2:

Section Six: Writing

WRITING SHORT SENTENCES ON EVERYDAY ACTIVITIES

Activity 1

Think of the daily activities you do in the morning and write down short sentences using simple present tense. Follow the example given. Then, in groups of three or four, read your sentences to the group.

Example: I wake up early.

3

Traffic Safety

Section One: Listening

CROSSING HIGHWAYS

Activity 1

You are going to listen to a passage entitled “Crossing Highways”. Before you listen, look at the following questions and the picture below. Then, in groups of three, discuss and answer the questions.



1. Is there any highway you have to cross on your way to school?
2. Who helps you to cross the highways?
3. Look at the title of the text and the picture. Then, guess what the passage is going to be about.
4. Can you describe the picture to your classmate?

Activity 2

Listen to the text carefully. Then, say whether the following sentences are *True* or *False*.

1. It is not good to teach children road safety rules to cross highways.
2. It is right to look left and then cross the highways.
3. Drivers should drive slowly when the road is wet.
4. Standing or playing on any type of crossing is not safe.
5. Always cross the highways on the zebra markings or zebra crossing.

Activity 3

Read the following statements and choose the one that expresses the main idea of the text you have listened to.

- A. Driving is not easy in the rainy season.
- B. Pedestrians and drivers should always respect road safety rules.
- C. Pedestrians shouldn't cross on the zebra crossing when the red light is on.

Section Two: Speaking

Activity 1

A. Look at the pictures below. Then, in pairs, tell each other what the people in the pictures are doing on the highways.



B. Read the model dialogue between Solomon and Muleta about people’s experience on highways. Then, act out the dialogue taking the roles of Solomon and Muleta in the classroom.

Solomon: Hi! How are you?

Muleta: I am fine, and you?

Solomon: May I ask you some questions?

Muleta: About what?

Solomon: I want your advice on how to cross the highways on the way to our village / school?

Muleta: Oh! Well, my advice is that you should follow the road safety rules when you cross highways.

Solomon: What else do we need to do when we cross highways?

Muleta: You should cross the highways on the zebra markings.

USING ‘CAN’ TO EXPRESS ABILITY

We use **can** and **can’t** to talk about what we can and can’t do (it shows general ability). We use **can** when we have the ability, time or willingness to do something. We use **cannot** (or **can’t**) when we don’t have the ability, the time or the willingness to do something

Example:

I am a musician. I can play the guitar. But I can’t draw pictures. (This means that I have the ability to play the instrument.) But I cannot draw pictures. (I do not have the ability or the skill to draw pictures).

Yes, I **can**. (Positive)

I **can’t** drive a car. (Negative)

Activity 2

Copy the table into your exercise books. Then, practice ‘can’ and ‘can’t’ to express what you are able to do and what you are unable to do using the activities given in the box below.

Examples:

I cannot speak Spanish. I can speak Afan Oromo.

Can you drive a car? Yes, I can. No, I can’t drive a car.

| | | |
|-------------|-------------------|---------------------------|
| play music | speaking English | move a table |
| ride a bike | speaking Amharic | write a letter in English |
| carry a bag | speaking Tigrigna | play hide and seek |
| sing | dance | |

USING ‘CAN’ AND ‘MAY’ TO MAKE REQUESTS

Can and **may** can be used to make polite requests.

Example:

Can I use your pen, please?

Excuse me. Can I talk to you for a few minutes?

Yes, you can. No you can’t.

Please can I use your phone?

Can I use your laptop, please? No, sorry. I am using it.

Activity 3

In pairs, ask and answer questions in a similar way. (‘Please can I’ and ‘excuse me’ are polite ways of asking people.)

Example:

Adem: Excuse me, Eba. May I use your pen?

Eba: Yes, here you are.

Eba: Please can I use your book Adem?

Adem: Sorry, I am using it.

Activity 4

Look at the table below. Then, write sentences about the activities the students *can* or *can't* do. '√' stands for 'can' and 'x' stands for 'can't'. Compare your answers with your peers.

Example: Guta can't play football.

| | Students' name | Ride horse | Play football | Play chess |
|---|----------------|------------|---------------|------------|
| 1 | Guta | √ | x | x |
| 2 | Hagos | x | √ | x |
| 3 | kelemu | √ | √ | x |
| 4 | Daniel | x | √ | √ |

USING 'SHOULD' OR 'SHOULD NOT' TO GIVE ADVICE

We use **should** or **should not** (shouldn't) to give advice to do something or not to do it.

Examples: You look tired. I think you should take rest.
I have an English test tomorrow. I shouldn't go to the movie.

Activity 5

Use 'should' or 'shouldn't' to complete the following sentences.

1. You look tired. You..... go to bed.
2. It is raining. You forget to take an umbrella.
3. You go to the movies tonight and study for your test tomorrow.
4. People smoke in public places.
5. A) I drink ice water if I have a sore throat?
B) No, you
6. If you are hungry, you have some sandwiches.

Section Three: Reading

Activity 1

Before you read the passage entitled "Traffic Safety", look at the following pictures. Discuss them in pairs.

1. Which picture shows safe driving?
2. Which picture doesn't show safe driving? Why?
3. What do you think may happen to them?



Activity 2

Read the text entitled "Traffic Safety" silently and complete the sentences and answer the questions that follow.

1. Driving can be and but is also and
2. is the most dangerous activity that people do.
3. Where do many people die or are seriously injured while driving to work?
4. What should drivers hold when driving?
5. What should drivers assess to drive?
6. What impairs driver's judgment and make him or her over confident and take risks?
7. What are forbidden to use while driving according to the passage?

Safe Driving

Driving is important for many people. It can be enjoyable and pleasant, but it can also be stressful and dangerous. Driving is one of the most risky activities that people do. Every year in Ethiopia many people are killed and seriously injured while driving to work. Thousands suffer serious injury each year. Most of these traffic accidents are preventable. Drivers must have a valid driving license while driving. It is very important to understand and obey all the rules of the road and to update oneself regularly on traffic safety.

Drivers have an individual responsibility for their driving behaviour. They must assess their fitness to drive. Never drink and drive. Never drive under the influence of drugs. The use of alcohol or drugs harms judgment, makes drivers over-confident, and makes them to take risks. Even a small amount of alcohol, well below the legal limit, can seriously affect your ability to drive safely. Never drive when tired. It is forbidden to speak over the mobile or text messages, or do any other activities while driving. Drivers must wear a seat belt on every journey.

Activity 3

After reading the passage, discuss these questions in groups of three and summarize the main idea of the passage.

1. Do you think road accidents can be avoided?
2. If 'yes', how? If 'no', why not?

Section Four: Vocabulary

Activity 1

Choose words from the table to fill the gaps in each of the following sentences. Write the answers in your exercise book. Do the activity individually and then compare your answers with those of a partner.

| | |
|----------------|-----------|
| traffic | policeman |
| pedestrian | speed |
| seat belt | highway |
| zebra crossing | accident |

1. Always wear a while traveling in a car.
2. As kills, drive within the speed limit.
3. When a car occurs tell the situation to the
4. Before you cross the look both to your left and right and cross safely.
5. We should use to cross a road.
6. Because there is accident on the road, there is a heavy..... jam on the way to school today.
7. The car killed a while he was crossing the road.

OPPOSITE WORDS

Activity 2

Match the words under column A with their opposites under Column B.

- | | |
|-------------------|-------------|
| A | B |
| 1. safety | A. slowness |
| 2. over-confident | C. refuse |
| 3. forbidden | D. increase |
| 4. reduce | E. cautious |
| 5. speed | F. risk |
| 6. careful | G. allowed |
| 7. obey | H. careless |

Activity 3

Match the words under column A with their definitions under Column B.

- | | |
|--------------|--|
| A | B |
| 1. Drive | A. the rate at which someone or something moves |
| 2. Safety | B. disaster |
| 3. Road | C. vehicles moving on a public highway. |
| 4. Accident | D. stroll |
| 5. Traffic | E. free from danger or risk. |
| 6. Policeman | F. police officer |
| 7. Walk | G. Highway |
| 8. Speed | H. operate and control the movement of a vehicle |

Activity 4

Fill in the blank spaces with the correct words related to road safety topics.

| | | | | |
|-----------|----------------|--------|-----------|--------|
| Seat belt | footbridge | left | telephone | helmet |
| green | zebra crossing | window | look | stop |

- When riding a motorcycle or bicycle, we should always wear a
- We should always use the or when crossing a busy road.
- Everyone should wear a when they are traveling in a car.
- The traffic light means “Go”.
- The red traffic light means “.....”
- We should always left then right then left to make sure it is safe to cross the road.
- In Ethiopia, everyone drives on the side of the road.
- We should never stick out head out of the when traveling in a bus or a car.
- People should not talk on the when they are driving.

Section Five: Grammar

Present Simple- Habitual Action

We use the present simple tense verbs to talk about *repeated actions/habitual actions* or events that happen frequently. It is used also for expressing facts.

Example:

- I always wash my hands.
- I usually go to school.
- She often goes to market.
- Water flows downhill naturally.

Activity 1

Write down what you do frequently at home. Read your sentences to your partner.

Example:

- I brush my teeth every day.
- I comb my hair every morning.

Activity 2

Fill in the blank spaces with the appropriate simple present tense form of the verb in the bracket.

Olango1 (be) a grade 4th student. He2 (live/ lives) on the outskirts of Arba Minch. However, he always3 (comes/ come) to class early. He4 (likes/like) English and maths. He5 (reads/ read and writes/ write) in his mother tongue very well. On school days, he6 (stay / stays) at school. But after class he7 (does/ do) his homework and play /plays football with his friends in his village. His mother and father.....8 (be) farmers. His father (9) (produce/ produces) banana and orange. He10 (work/ works) from dawn to dusk.

Activity 3

Work individually and write the correct form of the verb in the brackets. Then, compare your answer with a partner.

1. My mother usually (get) up at 6 o'clock.
2. you always (feel) happy?
3. They (not watch) horror films.
4.she (visit) friends?
5. I (not like) shopping.
6. He (not read) a book every day.

Activity 4

Write the appropriate simple present tense verb forms to complete the paragraph about Chaltu.

This is Chaltu. She.....1 (be) a primary school teacher. She..... (2) (teach) English, Maths and environmental sciences. But she(3) (not teach) Maths. She.....(4) (live) in Addis Ababa and is married to Mr. Magarsa. They(5) (have) three children. They all..... (6) (love) animals, but they.....(7) (not have) any cats and dogs because they..... (8) (live) in an apartment. Chaltu.....(9) (speak) French as well as English, but she.....(10) (not teach) French.

Nouns

There are regular and irregular nouns in English. Regular nouns add -s or -es to the nouns to make them plural. Irregular nouns have different plural forms. **Example:**

- | | |
|----------------------------------|-----------------------------------|
| A cat is white. | She has three white cats. |
| There is a blue bus on the road. | There are blue buses on the road. |

Regular nouns

- boy/ boys
- horse/ horses

Irregular nouns

- woman/ women
- child / children

Activity 5

Write sentences using both the singular and plural forms of the nouns given below

Example:

There is a blue bus on the road. There are four blue buses on the road.

- | | |
|----------|-------|
| 1. car | man |
| 2. sheep | shoe |
| 3. class | match |
| 4. ox | leaf |
| 5. city | foot |

Activity 6

Write the plural forms of the nouns given below. The first is done for you.

1. dog dogs
2. guitar
3. bag
4. phone.....
5. umbrella
6. queen
7. snake
8. tomato.....
9. carrot
10. jacket
11. photo
12. cup
13. owl

Activity 7

Copy the words into your exercise book. Then, put the words into two groups as singular and plural.

| | | | | |
|-------|--------|-----------|----------|------------|
| books | house | computers | giraffes | coat |
| pens | pencil | pig | phone | television |
| buses | chair | lion | rubber | table |
| bikes | radio | keys | monkey | rulers |

Expressing Likes, Dislikes and Preferences

Expressing likes, dislikes and preferences

Example:

- I like getting up early in the morning.
- I dislike staying up at night.
- I dislike people who talk too much.
- I prefer coffee to tea.

Activity 8

Copy the table into your exercise book. Then, write sentences showing your likes, dislikes and preferences using the items given in the table below.

| | |
|---------------|---|
| bread/ injera | Studying at home /studying in the library |
| Tea/ coffee | Apples/ oranges |
| Bus/ taxi | Studying alone/ studying with other students. |
| Films/ drama | Pet |
| Write / read | Speak/ listen |

Activity 9

Look at the pictures given below. Write short sentences about vegetables or fruits you like or dislike.

Example:

I like mangoes but I don't like oranges. Or I dislike oranges.



Preference

Prefer something to something else.

Examples:

1. I **prefer** football to basketball.
2. She prefers tea to coffee.
3. I would prefer city to countryside.
4. She would prefer tea to coffee.

Questions

1. Do you prefer coffee to tea?
2. Do you prefer Bajaj to taxi?
3. I prefer coffee to tea.
4. I prefer taxi to Bajaj.

Prefer doing something to doing something else.

Examples:

1. I prefer drinking tea to drinking coffee.
2. We prefer jogging to running.
3. They prefer driving to going by bus.

Activity 10

Choose the correct answer to complete the sentences.

1. I prefer (to photograph/photograph/ photographing) people rather than places.
2. Some people would prefer (to be/ be/ being) happy rather than rich.
3. Hadas prefers (learning/to learning/ learn) English to French.
4. She would prefer (listening/listen/listened) Mozart to Bach.
5. I prefer to play tennis (rather than / to/ then) do my homework.
6. Tolesa and Michael would prefer (to eat/ to eating/ eat) out night.
7. I prefer going to the cinema (to/from) sitting at home.
8. The man prefers going back (to/rather than/from) sitting in the corridor.
9. His sister prefers (sleeping/ to sleep/sleep) to going to gym.
10. They would prefer studying English (to/than/by) playing football.

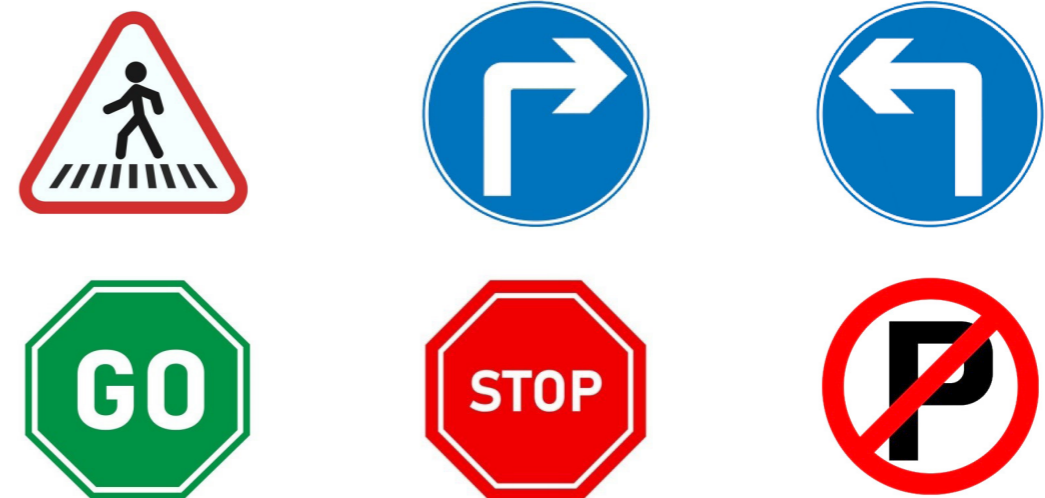
Activity 11

A. Fill in the blank spaces using the appropriate words from the table below.

| | | |
|-------|-------|-------|
| pass | write | point |
| open | shut | give |
| close | touch | draw |

1. Please your books to page 12.
2. me the pencil sharpener.
3. You have to pictures of animals.
4. Wild animals are dangerous. Don't them.
5. me that bag.
6. Don't at people. It's rude.
7. me a letter about your family. Ok?
8. Quickly the door. It's cold outside.
9. Class is over. your books.

B. In pairs, look at the traffic signs given below. Write instructions with imperatives.



Giving Instructions Using Imperative Verb Forms

We give instructions to tell someone what to do or not to do.

Example:

Sit down!

Come here!

Raise your hand.

Section Six: Writing

Activity 1

Look at the pictures of people in the middle of the road and around the high way. Then, create sentences that describe what the people are doing on the highway.



Activity 2

In groups of three, write the safety precautions for pedestrians about what they *should* and they *should not* do on the highway. Publish the safety rules advice on the poster with pictures and post it in your school.

4

Soil

Section One: Listening

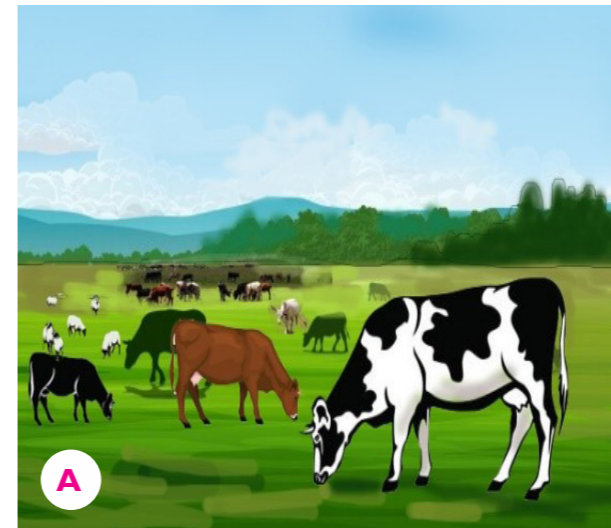
SOIL PROTECTION

Activity 1

Before you listen to the text, discuss what you know about soil.

Activity 2

Look at the pictures below. Then, in groups of three discuss and identify the activities used as a means of soil protection.



Activity 3

Match the following words on the left with their meanings given on the right. Write the letters of your answers on the given blank spaces.

| Words | Meaning |
|------------------|----------------------|
| 1. protect..... | A. wearing away |
| 2. soil | B. save |
| 3. erosion..... | C. lower the quality |
| 4. degrade | D. earth substance |

Activity 4

Copy the following table in your exercise book and complete the missing words or phrases while you listen to your teacher. Then, in pairs discuss your answers.

| | |
|---|--------------------------------|
| 1. When was Environment Action Programme adopted? | |
| 2. Who adopted the Action Programme? | |
| 3. The Action Programme coverage time | a) years |
| | b) From years to |
| 4. One of the Action Program priorities | |
| 5. The overall objectives of the soil protection strategy | a) Soil protection |
| | b) |
| 6. The two principles of soil protection strategy | b) Preventing soil degradation |

Activity 5

Discuss the following questions in pairs, and report your answers to the class.

1. What is the listening text about?
2. Why is soil protection necessary?
3. Do you think soil is related to your lives? If yes, how?
4. How can you help in soil protection?

Section Two: Speaking

QUESTION AND ANSWER

Activity 1

In pairs, study and practice the following dialogue between Gadisa and Shemsu. Take turns and practice the dialogue.

Gadisa: Good morning, my friend, Shemsu.

Shemsu: Good morning, Gadisa.

Gadisa: How are you?

Shemsu: I am fine, and you?

Gadisa: I am fine, too. Shemsu, can we talk about the importance of the soil?

Shemsu: Yes. I can tell you one. It is important to grow plants.

Gadisa: Very good. It also serves as shelter for some organisms. Can you add any other?

Shemsu: Yeah. It also serves as a water reservoir. Is there any other importance of soil?

Gadisa: Yeah. I think it helps in sustaining the life of human beings.

Activity 2

Be in pairs and make a similar dialogue about soil erosion and its consequences. Begin the conversation by greeting each other and take turns to ask questions and give answers.

Activity 3

In pairs, talk about why soil should be protected and how it can be protected. Follow the example given to begin the dialogue and continue the conversation.

Example:

Mesay: Hello, Nega.

Nega: Good afternoon, Mesay. These days, I hear farmers are complaining about the poor quality of the surrounding soil. What is your opinion?

Mesay: Right, with poor quality soil, good harvest cannot be achieved.

Nega: Yeas, and if enough crops are not harvested, we cannot survive. So the soil must be protected, I think.

Mesay:.....

Nega:

Section Three: Reading

Activity 1

Answer the following questions about soil individually. Then, in pairs, discuss your answers. Later, check your answers as you read the passage.

1. Do you think soil is found everywhere?
2. Where do you think soil is found?
3. Do you think soil has relationship with life on the Earth? If yes, how are the two related?
4. Can climatic changes influence or change the features of soil?

Activity 2

Read the following passage, and say whether the following statements are 'True' or 'False'.

1. Soil is essential for plants, animals, and human beings.
2. The first paragraph of the passage presents some functions of soil.
3. Soil is dynamic, but it is not complex.

Soil

Soil is material which is found in the upper layer of the earth's surface. Soil is one of the main substances of life on earth. It serves as a reservoir or store for water and nutrients. It also serves for the filtration and breakdown of **harmful** materials. In addition, it serves as a participant in the cycling of carbon and other elements through the environment. It was formed by the changes made by biology and climate.

Soil **study** began at the same time when other substances that help plants growth started to be studied. This was followed by discovering more about soil. As a result, it was known that soil is very useful for plants, human beings and organisms that live in soil.

Soil can be studied in terms of its structure, composition, and classification. These factors affect the role of the soil. In addition, soil erosion and soil pollution should get attention because they are the two most **serious** problems that lower soil quality. Furthermore, soil protection needs to be given attention as an important topic for workable use of soil.

Activity 3

Which One of the following is not mentioned in the passage.

- A. Soil erosion
- B. Soil degradation
- C. Soil conservation
- D. Soil pollution.

Activity 4

Read the passage again and answer the following questions.

1. What is the word that is most frequently used in the passage and how many times it is mentioned?
2. What does the last paragraph tell us about soil?

Activity 5

Fill in the blank spaces with the appropriate information from the reading passage.

1. Soil serves as
2. Soil can be studied in terms of its
3. Soil is one of the main.....on earth.
4. The two most serious problems of soil are..... and
5. The words '*factors*', 'soil erosion', and 'soil pollution' are mentioned in paragraph.....

Activity 6

Copy the words written in bold type in the passage in your exercise book. Follow your teacher and learn how to guess the meanings of words using contextual clues.

Activity 7

In pairs, read the passage entitled 'soil' aloud to each other. Then, some of you will read a paragraph from the passage in front of the class.

Section Four: Vocabulary

Activity 1

Match the words in the following box with their possible meanings given.

- | | | | |
|-----------------|--------|--------------|--------------|
| A. purification | B. key | C. important | D. tank/pool |
|-----------------|--------|--------------|--------------|

1. reservoir: D
2. main ____
3. useful ____
4. filtration ____

Activity 2

Match the words in column A with their possible meanings in column B.

| A | B |
|----------------------|---|
|G...1. plant | A. ground |
|2. soil: | B. contamination |
|3. conservation | C. wearing away |
|4. stone | D. protection/preservation |
|5. erosion | E. mineral |
|6. earth | F. material found in the upper layer of the earth's crust |
|7. pollution | G: vegetation |

Activity 3

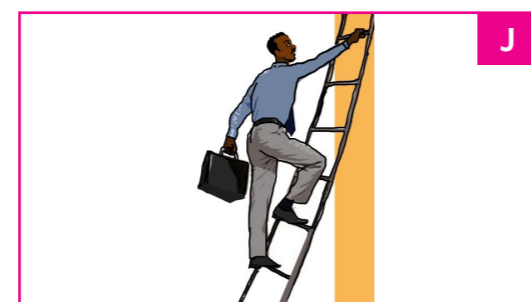
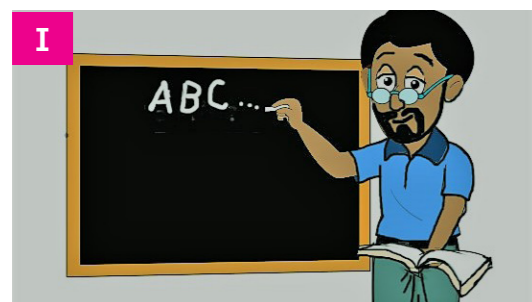
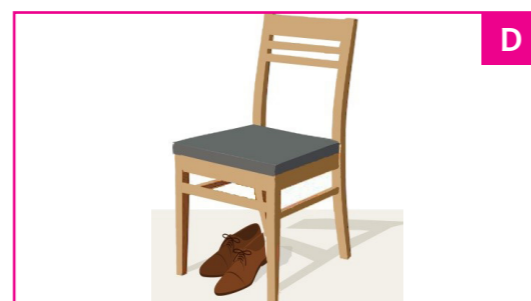
Construct sentences using each of the following words taken from the reading passage. Then, read the sentences to your partner.

| | | | | |
|---------|--------|------|-------|-----------|
| erosion | plants | soil | earth | pollution |
|---------|--------|------|-------|-----------|

Section Five: Grammar

Activity 1

A. Look at the following pictures below and do the gap filling exercise on the next page.



B. Fill in the blank spaces with the appropriate prepositions given in the box below. Then, match the pictures with the appropriate sentences that describe them. In pairs, compare your answers.

| | | |
|---------|--------|-------|
| on | in | up |
| with | to | over |
| between | across | under |

1. The girl is wearing a hat on her head. (Picture E)
2. The student is walking his classroom. (Picture)
3. The soldier is carrying a gun his shoulder. (Picture)
4. The teacher is writingW. the blackboard a piece of chalk. (Picture)
5. The boy is sitting two girls. (Picture)
6. The man is swimming a river. (Picture)
7. The airplane is flying the cloud. (Picture)
8. There is water the glass. (Picture)
9. There are shoes the chair. (Picture)
10. The man is moving the ladder. (Picture)

Prepositions

Look at the underlined words in the following sentences.

Walya Ibex is found only in Ethiopia.

We usually sleep on bed.

Students go to school.

The Nile River flows from the south direction to the north.

Most office workers in Addis Ababa go to office by bus.

We call these underlined words 'prepositions'.

Interrogatives and Negative Sentences

Study the following examples of interrogative and negative sentences.

| Interrogative Sentences | Negative Sentences |
|--------------------------------------|--------------------------------------|
| 1. Should we protect soil? | 1. We should not pollute soil. |
| 2. Is soil conservation essential? | 2. Soil overuse is not good. |
| 3. Is soil a natural resource? | 3. Soil protection is not an option. |
| 4. Is environment protection a must? | 4. We should not pollute soil. |
| 5. Have we to prevent soil erosion? | 5. We should not allow soil erosion |

Note that: a. We usually use **not** in negative sentences.
 b. We use full stops (.) at the end of negative sentences.
 c. We put a question mark (?) at the end of interrogative sentences.

Activity 2

Write 5 questions and 5 negative sentences. Then, compare your sentences with your partner. Some students will read their sentences to the class.

Negative Sentences with Contracted Forms

A negative contraction is a negative verb construction that ends in **'nt**. These are the negative contractions commonly used in speech and informal writing such as **aren't, isn't, wasn't, weren't, and can't** etc.

Study the following examples:

| Negative Sentences with full forms | Negative Sentences with contracted Forms |
|---|---|
| 1. We are not the citizens of Japan. | We aren't the citizens of Japan. |
| 2. She is not happy. | She isn't happy. |
| 3. We cannot talk with a dead body. | We can't talk with a dead body. |

Activity 3

Change the following negative sentences into contracted forms. Then, compare your answers with your partners.

1. She is not a clever student.
2. Soil is not a private property.
3. You are not an English Teacher.
4. You can not fly.
5. I am not angry.

'WH...' QUESTIONS

Activity 4

Read each of the following sentences carefully, and fill in the blank spaces with the appropriate *wh* question words listed below.

what, where, when, why, who, which, how, whose,

1. is your birth place?
2. were you born? (time)
3. A. are you?
B. I'm fine.
4. They do not talk to each other still. could be the reason?
5. It is getting dark. are you going out this time?
6. That car is brand new. is it?
7. Here are two laptops. One is made in China and the other is made in Japan. one do you prefer?
8. It is well done. But did that?
9. Someone is knocking. is it?
10. This is a very difficult problem..... can you solve it?

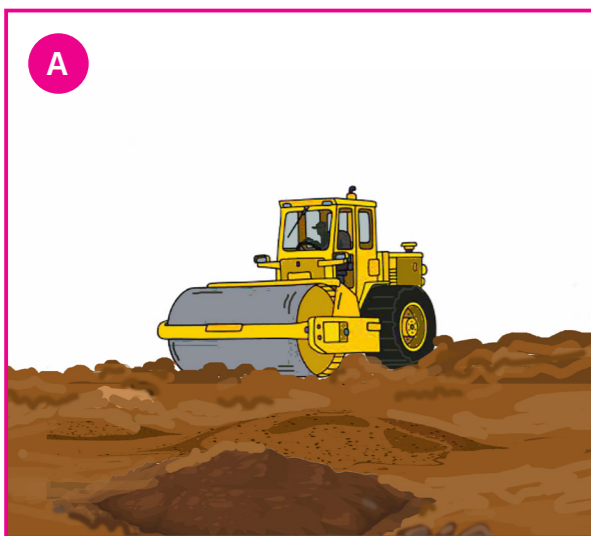
Section Six: Writing

COMPLETING AND WRITING SHORT SENTENCES

Activity 1

Look at the following pictures. Then, fill in the blank spaces with the appropriate words given below.

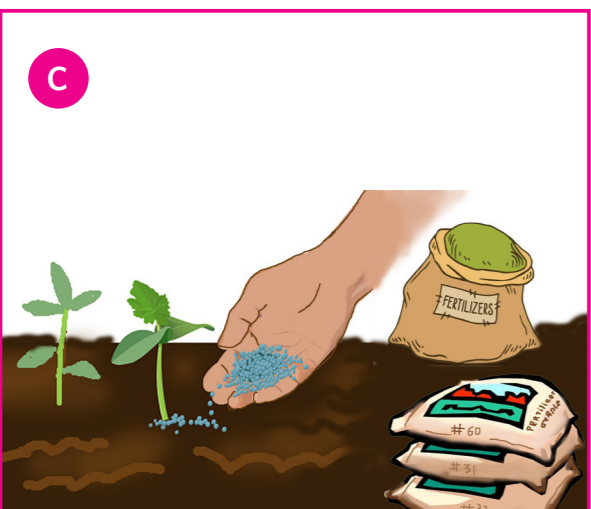
building clay plants soil fertilizers



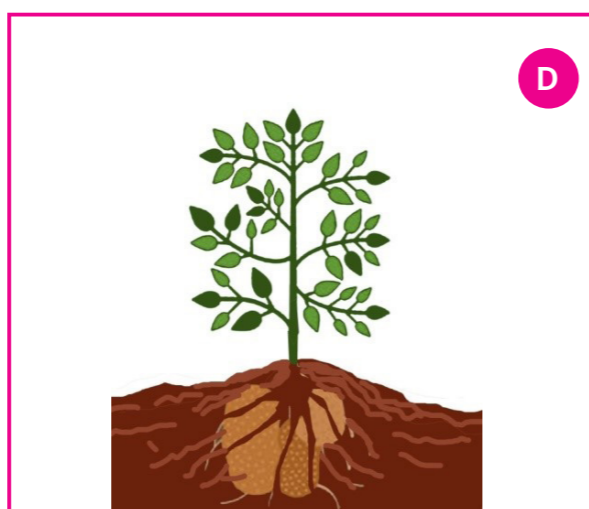
3. Soil compaction is very important in the process.



2. is used in the making of ceramics, or pottery.



3. is used for treating soil.



4. Soil is used in Agriculture to nourish

COMPLETING GUIDED PARAGRAPH

Activity 2

A. Reorder the following sentences to make them a paragraph.

- A. Animals also need it for their existence.
- B. Therefore, we should protect it from the various polluting factors.
- C. Soil is essential for life on earth.
- D. Furthermore, the life of human beings is strongly attached to soil.
- E. It is vital for the growth of plants.

B. Read your paragraph to each other in pairs and later to the whole class.

Activity 3

Write a paragraph in your exercise book about the various uses of soil in different industries. You can begin your paragraph in the following way.

Soil is used for various purposes in different industries.

5

Vegetables

Section One: Listening

TYPES AND IMPORTANCE OF VEGETABLES

Activity 1

A. Look at the following pictures of vegetables and tell their names to your partner.



B. Work in pairs and discuss these questions.

1. Can you list some types of vegetables grown in your area?
2. What is the importance of vegetables to human beings?
3. Do your families grow vegetables in their home garden?
4. Which vegetables do they grow?

Activity 2

Listen to your teacher reading a text entitled “Types and Importance of Vegetables” and answer the following questions.

1. Did you hear all the vegetables you listed in Activity 1 above being mentioned in the listening text?
2. Can you add names of some of the vegetables that are not on your list but named in the listening text?

B. Listen and fill the examples of vegetables under each type. Then, discuss your answers in groups of three.

| Root vegetables | Leafy | Tuber | Fruit | Flower |
|-----------------|-------|-------|-------|--------|
| | | | | |
| | | | | |
| | | | | |

Activity 3

Answer the following questions.

1. Explain to your friends what you have learned from the listening text.
2. Work in groups and discuss the meaning of the saying.

“An apple a day keeps the doctor away”

Section Two: Speaking

DIALOGUE IN A RESTAURANT

Activity 1

Listen to your teacher reading the dialogue aloud. Then read the dialogue yourself silently.

Waiter: How are you doing?

Customer: Fine, thank you. Can I see the menu, please?

Wait: Certainly, here you are.

Customer: Thank you.

Waiter: What would you like to eat?

Customer: I’d like spicy mutton stew with *Injera*.

Waiter: I’m sorry; we don’t have spicy mutton stew. Would you like fried mutton?

Customer: Yes, please.

Waiter: Would you like something to drink?

Customer: Yes, I’d like a coke.

Activity 2

Acting like the waiter or the customer read the following dialogue with a partner.

Waiter: Good evening. May I take your order?

Customer: Yes, please. Can I see the menu please?

Waiter: Sure, here you are.

Customer: Thank you

Waiter: What would you like to eat?

Customer: Can I have cucumber salad?

Waiter: I 'm sorry; we don't have cucumber salad? Would you like roasted vegetables?

Customer: Yes, please.

Waiter: Would you like something to drink?

Customer: I'd like water.

DIALOGUE WRITING

Activity 3

Write a similar dialogue using the information given in the table with your partner. Then act out the written dialogue together.

| |
|-------------------------|
| salads |
| mushroom soup |
| cabbage |
| mixed vegetables |
| vegetable soup |
| boiled green vegetables |

Section Three: Reading

Activity 1

Work in pairs and discuss these questions.

1. What does healthy eating mean?
2. What do you think about healthy eating habits?

Activity 2

Get into groups of three. Take turns to read and solve the riddle.

1. I am green or red, spicy and hot. I am in the vegetable group. Who am I?
2. I grow underground. You peel me before you eat me. Rabbits love me. I am long, thin and orange in colour. Who am I?
3. I am round and red. My flesh is also red. Some people think I am a vegetable but. I am really fruit. People like to use me in a salad. Who am I?

Activity 3

As you read the text, complete the sentences by filling in the blanks spaces with the information given in the text.

Healthy eating means eating (1) that is most important to protect your health. In fact, up to (2).....% of premature (3)..... and can be prevented through your life choices and habits such as (4).....and Choose recipes with plenty of (5).....and Choose brightly coloured fruits and vegetables each day, especially (6).....and vegetables.

Healthy Eating

Healthy eating means eating a balanced diet that is most important to **protect** your health. In fact, up to 80% of premature heart **disease** and stroke can be prevented through your life choices and habits, such as eating a healthy diet and being physically active. A healthy eating routine is important at every stage of life and can have positive effects that add up over time. It's important to eat a variety of fruits, vegetables, grains, protein foods, and dairy and fortified soy alternatives.

When deciding what to eat or drink, choose options that are full of nutrients. Choose recipes with plenty of vegetables and fruits. Your goal is to fill half your plate with vegetables and fruits at every meal. Choose brightly coloured fruits and vegetables each day, especially orange and dark green vegetables. In addition, eat protein every day. Protein helps build and **maintain** bones, muscles and skin. Try to eat at least two servings of fish each week, and choose plant-based foods more often.

Vegetables are important for human health because of their vitamins, minerals and dietary fibre content. Especially, the antioxidant vitamins like vitamin A, Vitamin C, and vitamin E and dietary fibre content have important roles in human health. Therefore, vegetables and fruits are one of the healthiest foods you can eat. Most vegetables and fruits are naturally low in fat and calories, vegetables and fruits are important **sources** of many nutrients, including potassium, dietary fibre, vitamin A, and Vitamin C. Diets rich in potassium may help to maintain healthy blood pressure.

Dietary fibre from vegetables and fruits, as part of an overall healthy diet helps reduce blood cholesterol levels and may lower risk of heart disease. Vitamin A keeps eyes and skin healthy and helps to protect against infections. Vitamin C helps heal cuts and wounds and **keep** teeth and gums healthy. Vitamin C helps your body absorb iron more easily.

Activity 4

In group, answer the following questions based on the passage and discuss with your partners.

1. What staple foods do you eat in your family?
2. What do your family members prefer to eat, vegetables or animal products?

READING FLUENCY

Activity 5

Your teacher will read the passage “Healthy Eating” with different expressions. Listen to the teacher as s/he reads the next text. Then take turns and read the text with your partner.

Section Four: Vocabulary

Activity 1

Guess the meanings of the words written in bold in the passage. Compare your answer with your classmates.

1. protect 2. keep 3. disease 4, maintain 5. source

Activity 2

Complete the gaps in the following text using the appropriate words from the table below.

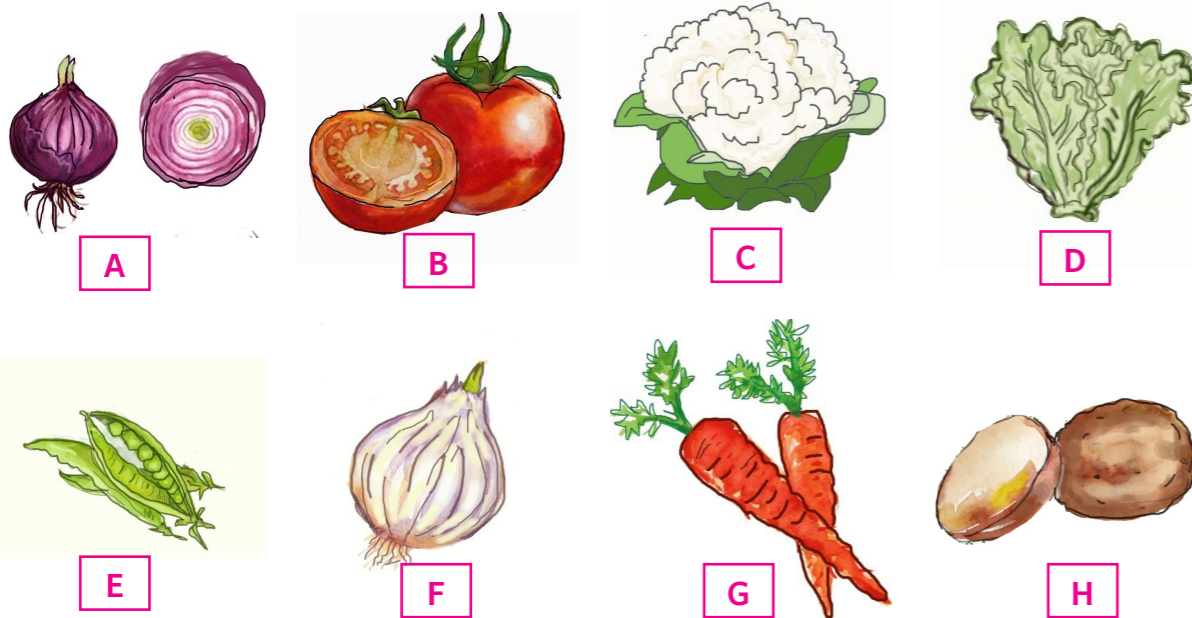
| | | | |
|-----------|--------|---------|---------|
| important | advise | affects | healthy |
|-----------|--------|---------|---------|

A healthy diet is (1) for children as well as adults. When adults have poor eating habits, their children usually do, too. After all, children eat the same way as their parents. When parents eat(2) food, the children will learn to enjoy it, too. Then they will develop good eating habits. Doctors (3) parents to give their children healthier snacks such as fruit, vegetables, and juice. We know that the food we eat (4) us in different ways.

Activity 3

Match the following words given in the table with their appropriate pictures. Write the letter of your choice on the spaces provided against the pictures.

| | | | |
|----------------|----------------|--------------------|----------------|
|1. onion |3. tomato |5. lettuce |7. garlic |
|2. carrot |4. potato |6.cauliflower |8. pea |



Activity 4

The following words are taken from the reading passage. Construct sentences with these words in your exercise book.

Example: Eating vegetables may protect us from diseases.

1. protect
2. premature
3. variety
4. options
5. important
6. diets

I LIKE ... SO DO I

So

So is used to show agreement with positive statements.

So + auxiliary + subject (pronoun)

The auxiliary needs to agree with the verb tense in the original statement.

It is similar to using “too “at the end of a sentence.

So + auxiliary + subject (pronoun) subject + auxiliary + too

I like dogs. So does Senait. Senait does too.

Activity 1

Look at the groups of fruits and vegetables in the pictures below. Then, take turns and tell your partner which of the fruits and vegetables you like and dislike.

Examples:

Aticho likes cabbage. So do I. or I like it too.

Dutamo does not like carrot. Chafamo does not either.



Activity 2

Study the dialogues and complete them with the correct form of *so do* or *so does*. Compare your answers with a partner.

- Student A: Do you like cabbage?
Student B: Yes, I like it very much.
Student A: so.....I.
- Student A: Does your sister like oranges?
Student B: She likes them very much.
Student A: so_my sister.

SO ...I / I... TOO/ DON'T / DOESN'T EITHER.

Activity 3

Answer with *so...I (so am I)/ so do I/ so can I /etc.)*

- He likes mango. So do I.
- I am vegetarian.
- I cooked vegetables for my dinner.
- I will have my fruits and vegetables.....
- I can finish one head cabbage for my lunch.....
- I love sweet potato.
- She doesn't like banana.
- She needs fresher vegetables.
- They can grow more vegetables on a small plot of land.
- We plant various vegetables every year.

'SO' AND 'EITHER'

Activity 4

You're having a conversation with Melat. What she says is true for you too. Put in '*so...I*' or '*I...either*', choosing which auxiliary verb you need.

- Melat: Sarah loves chocolate. You:
- Melat: I can't play the piano. You:
- Melat: Almaz is an Ethiopia. You:

- Melat: She isn't coming to the party. You:
- Melat: Lulit will come early tomorrow. You:
- Melat: I have to study this weekend. You:
- Melat: Naol lives in Addis Ababa. You:
- Melat: She doesn't have any brothers or sisters. You:
- Melat: I've been to Mexico. You:
- Melat: I'm going home now You:

Imperatives

We use imperatives to give instructions. Use the base form of the verb (imperative) to give instructions.

Example: Mix salt with water.

Stir the mixture with a spoon.

Chop the onion.

Add two cups of water to it.

Mix the water with sugar. Stir it with a spoon.

Activity 5

Complete the following instructions of preparing fruit salad using imperative verbs.

wash cut place mix eat enjoy

First wash and clean all fruits. Nextthem into pieces. Third,them in a cooking pot. Fourth.....them and finally and

Activity 6

Ask your mother and write instructions on how to prepare vegetable salad for the next class. Use the right imperative verbs to give instructions.

Activity 7

Compare the following pairs of pictures in terms of their height and size.



Example: Abraham is shorter than Yoyo.

1. Yoyo isthan Abraham.
2. Almaz isthan Chaltu.
3. Docho isthan Almaz.

Activity 8

Look at the chart given below. Then, compare the students in terms of their age (old/ young), height (tall or short) and weight (heavy/ light) and fill in the blanks with the right forms of comparatives.

| Students' names | Age | Height (meters) | Weight (kilograms) |
|-----------------|-----|------------------|---------------------|
| Jilalo | 10 | 1.20 | 45 |
| Argaw | 9 | 1.30 | 50 |
| Okello | 11 | 1.50 | 55 |
| Obse | 12 | 1.40 | 58 |

Example: Jilalo is older than Argaw.

1. Argaw is than Jilalo.
2. Okello is than Obse.
3. Jilalo is than Argaw.
4. Obse isthan Okello.
5. But Okello is than Argaw.

Activity 9

Copy the adjectives in the table into your exercise book and write the comparative forms of the positive adjectives.

| Positive | Comparative |
|----------|-------------|
| high | |
| fast | |
| strong | |
| bright | |
| smart | |
| bold | |
| clever | |
| cold | |
| great | |
| kind | |
| long | |
| small | |
| sweet | |
| tall | |
| old | |

Activity 10

Fill in the blank spaces with the right form of the comparative adjective given in the table below.

| | | | | |
|--------|--------|---------|--------|-------|
| faster | higher | farther | taller | older |
|--------|--------|---------|--------|-------|

Nasir and Zakir are brothers. They always compete against each other. No matter how hard Nasir tries, Zakir always does everything better. Zakir is 2 years (1) than his brother Nasir. When they measure their heights, Zakir is always one foot(2) than his brother. They love kicking the soccer ball, but Zakir always kicks the ball(3) than his brother, Nasir. Zakir always jumps(4) than his brother too. Finally, when they run to the finishing line, Zakir is always a couple of seconds(5) than Nasir.

Comparative Adjectives

Comparative adjectives are used to compare one noun to another noun. In these instances, only two items are being compared. For example, we can compare vegetables and fruits in size, and weight.

Potato is smaller than papaya. Mango is bigger than tomato.
 Papaya is heavier than lemon. Lemon is lighter than papaya.

Comparatives of short adjectives

| Short adjectives | Spelling rules | Examples |
|--|--------------------------|---|
| Usually add | +er | slow-slower fast-faster |
| Ending in -e | +r | large-larger nice-nicer |
| Some two syllable adjectives especially ending in -y | -y -i | angry- angrier happy- happier funny- funnier |
| Ending in vowel + consonant | Double the consonant +er | big-bigger fat-fatter fit-fitter |

Look at these examples.

Taye was *angrier* than his friend. Gadisa is smaller than his sister.

CONTRACTIONS

Activity 11

Write the contracted forms of each pair of words. Add apostrophe to join the words.

Example: I have/ I've

She is/ She's

- They have
- She has
- We have
- He has
- I am
- You are
- She is
- I was
- They were
- They should have

Section Six: Writing

WHAT DO THEY LIKE?

Activity 1

Likes and dislikes can be expressed by using the affirmative verb 'like' but we use do/does and did not and like verb or dislike to show negative expressions.

Examples: Abera and Chaltu like riding a bike.

Meron and Chaltu don't like playing chess.

Abera, Dawit and Okello like playing chess.

In small groups, look at the table below. Write sentences with like, likes, don't like or doesn't like. Refer to the chart to write the sentences. "√" shows 'like' and x mark shows 'dislike'.

| Hobbies | Abera | Dawit | Okello | Meron | Chaltu |
|-----------------------|-------|-------|--------|-------|--------|
| 1. Riding a bike | √ | x | x | x | √ |
| 2. Playing chess | √ | √ | √ | x | x |
| 3. Cooking | √ | x | √ | x | x |
| 4. Watching films | x | x | x | x | √ |
| 5. Going shopping | √ | x | √ | √ | √ |
| 6. Reading comics | √ | √ | √ | x | x |
| 7. Gardening | x | x | √ | √ | x |
| 8. Phoning friends | x | x | x | √ | √ |
| 9. Searching internet | x | x | √ | √ | √ |
| 10. Traveling abroad | √ | x | x | x | √ |

PUNCTUATION MARKS AND CAPITAL LETTERS

Activity 2

Rewrite the next sentences in your exercise book with suitable capital letters and punctuation marks. The first one is done for you.

1. Today we have English, Arabic and Art.
2. sara lives in addis ababa.
3. Monet took this photo during her holiday in mekele.
4. where are the rugs from
5. how long did you study for the quiz
6. i like to take my children to koyisha eco- tourism resort
7. did ramadan start on Friday
8. Milko watched the news on euro channel
9. we will have our summer holiday on june
10. mohamed had pasta soup and salad for his dinner yesterday



Clean Water

Section One: Listening

IMPORTANCE OF WATER

Activity 1

Before you listen, work individually and answer the following questions. Write down your answers in your exercise books.

1. How often do you drink water in a day?
2. How much water do you drink in a day?
3. What are some of the major benefits (importance) of water?
4. Write some words that you expect to hear from the next listening text.

Activity 2

Give your answers by writing down 'True' or 'False'.

1. Water is used for transportation.
2. Water is not important for plant growth.
3. Water does not facilitate our digestive system.
4. Water is important for blood circulation.
5. Less than 50% of the earth's surface is covered with water.

Activity 3

As you listen, fill in the blank spaces with the appropriate words from the listening text. The teacher will read the text two times. Check your answers during the second reading.

1. Water is used for food.
2. Water is essential for plants, animals and
3. Water is one of the vital used for life extension.
4. Water is used for irrigation of crops in the industry.
5. Water is used for activities like cleaning and washing.

Activity 4

A. Talk about the most important uses of water in relation to the following areas.

1. domestic activities
2. agriculture
3. health
4. life in general

B. Discuss the following questions. The teacher will later ask some groups to tell their answers to the class.

1. For what purposes do people use water in your area?
2. Do the people care about water?
3. What is your feeling about water and caring for water?

Section Two: Speaking

MAKING CONVERSATION

Activity 1

A. Study the following conversation between A and B. They are talking about water pollution.

A: Hello, B. How are you?

B: I am fine. What about you?

A: I am fine too. But I am worried about water pollution these days.

B: Yes, it is very alarming that the water sources are getting polluted day by day.

A: Exactly! I think we have to do something..

B: Yes, we must do something.

B. In pairs, act out and practice the conversation by taking turns..

Activity 2

Make your own conversation on the uses of water. Do not forget to begin the conversation by greeting each other.

TELLING THE TIME

Activity 3

Read the following dialogue between student 1 and student 2 asking and answering about time. Focus on time telling expressions. Then, act out the dialogue in pairs.

S1: Good morning. How are you?

S2: I am fine, what about you?

S1: I am fine, too. Can we talk about our early morning schedules?

S2: Yes, of course. Every morning, I wake up early in the morning at half past six (6:30 a.m.). What about you?

S1: Oh, I wake up a bit earlier at about quarter past six (6:15 a.m.). Then, I eat my breakfast at a quarter to seven (6:45 a.m.). Actually, I start journey to my school at a quarter past seven (7:15 a.m.). What time do you start journey to your school?

S2: Well, I start journey to my school at about half past seven (7:30 a.m.) and arrive at about a quarter to eight (7:45 a.m.). By the way, what time do you arrive at your school?

S1: I arrive at my school around a quarter to eight (7:45 a.m.). We start class at sharp eight. It is time for class now. Bye

S2: Bye, bye. See you again.

Activity 4

Read the following dialogue between student 1 and student 2 asking and answering about time. Focus on time telling expressions. Then, act out the dialogue in pairs.

| Days | Time |
|---------|-------------------------------|
| Monday | English (2:30) |
| Tuesday | Maths(3:30) |
| Friday | Environmental sciences (4:45) |

Section Three: Reading

Activity 1

Before you read a text about "Clean Water", discuss in groups and answer the following question.

1. What does 'clean water' mean to you?
2. Is clean water accessible in your surroundings?
3. Do the people in your place of residence use clean water?
4. Why is clean water necessary?

Activity 2

Copy down the following sentences into your exercise books. Then, read the text and say whether the sentences are *True* or *False*.

1. Clean water is used only for drinking.
2. Clean water harms our health.
3. We can get clean water everywhere.
4. The use of clean water has significant contribution to development.
5. Clean water is used for both indoor and outdoor activities.

Activity 3

While you read the text, fill in the blank spaces in the following sentences.

1. Access to safe and water facilitates community development.
2. People should drink and use water that is,, healthy and safe.
3. Safe water must be free from all forms of and

Clean Water

Clean water is referred to as water that is pure and safe for drinking. Safe water must be free from all forms of germs and pathogens that are primary source of diseases that may further lead to death. Water used for drinking should be fresh and pure and should not carry any bad odour and colour that make it undesirable to drink. People should feel confident to drink and to give the same to their family with certainty that they are giving them water that is fresh, clean, healthy and safe.

When we're talking about clean water, we are often referring to drinking water, but it is also essential that water for all domestic use is clean. Domestic use of water includes water used indoors and outdoors for different activities such as: drinking, food preparation, bathing, brushing teeth, washing dishes, washing clothes, cleaning the home, watering crops and swimming.

Access to safe and clean water opens up a world of possibilities for community development. Without water, the most basic elements of life, all development efforts cannot be imagined. Sanitation and hygiene, working together with a source of clean water create lasting community health and sustained human growth and development.

Just the simple act of washing hands with soap can reduce the incidence of diarrheal disease. When coupled with the use of adequate sanitation facilities and a dependable source of clean water, the multiplied effects are even greater. With the benefits of clean water, adequate sanitation, and good hygiene in place, educated individuals grow up to be the future of their respective nations.

Activity 4

After reading the passage be in pairs and discuss its main idea.

Activity 5

Match the information on the left with those on the right. The first has been done for you as an example. In pairs, compare your answers and report them to the class.

| | |
|--|------------------------------------|
| 1. Clean water is <u>C</u> | A. causes of diseases |
| 2. Clean water, sanitation and hygiene | B. healthy |
| 3. Outdoor activity | C. pure and safe water |
| 4. Clean water makes us | D. watering crops |
| 5. Germs and pathogens..... | E. create lasting community health |

READING FLUENCY

Activity 6

Listen to your teacher reading the following text. Then, in pairs read the text aloud to each other. The teacher will ask some students to read the text to the class.

Healthy Eating

The key to a healthy diet is to eat the right amount of calories. So you balance the energy you consume with the energy you use. If you eat or drink more than your body needs, you'll put on weight because the energy you do not use is stored as fat. If you eat and drink too little, you'll lose weight. You should also eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs.

USING WORDS TO CONSTRUCT SENTENCES

Activity 7

Construct your own sentences using the words that are written in bold in the passage. In groups of three, compare the sentences you have constructed.

1. Drinking safe water is good for our health.
- 2.....
- 3.....
- 4.....
- 5.....

Section Four: Vocabulary

USING TOPIC RELATED WORDS TO COMPLETE SENTENCES.

Activity 1

Complete the sentences below using the appropriate words from the box.

| | | | | |
|--------|-------|----------|------------|----------|
| health | clean | diseases | importance | water |
| harm | drink | polluted | dirty | harmless |

1. Using unclean water can us.
2. When we are thirsty we need to clean water.
3. Using pure and safe water is
4. is one of the vital natural resources we have.
5. Water can be when wastes are added to it.
6. If we use water, we would face related problem.
7. Using water has significant for us.
8. Using fresh and clean water makes us free from waterborne

SELECTION OF NEW AND DIFFICULT WORDS

Activity 2

Select words from the text which you think are new or difficult. Guess their meanings and construct short sentences using some of them. Then, show your sentences to your teacher.

Section Five: Grammar

Simple Present Tense (Verb 'do' and 'does')

Use **do** with **I, You, We,** and **They**. (I do my homework carefully.)

Use **does** with **He, She, It** and with the name of a person or thing that is singular. (Ebise does her homework seriously.)

Study how auxiliary verbs **do** and **does** are used to ask questions and to make negative statements.

Examples:

i) To ask questions

- Which animals **do** they like/hate?
- **Do** we have extra time?
- **Does** Ali prefer coffee to tea?

ii) To make negative statements:

- We **do not (don't)** waste our time.
- Halima **does not (doesn't)** care about her dressing.

Activity 1

Fill in the blank spaces with the correct forms of the verb "do". In pairs, compare your answers.

1. Let them (do) their homework first.
2. Which group (do) he teach?
3. It (do/ not) matter if you are late for a minute.
4. What (do) missing classes mean to you?
5. They (do/ not) care if they miss lunch sometimes.

Action Verbs

A verb is a word that *describes* an action, an event, or a state. It tells *what the subject of a sentence is doing*. The verbs are usually the main words in a sentence. Without verbs a sentence is incomplete. Verbs are typically used after a noun or a pronoun. The nouns or pronouns in such cases are referred to as **subjects**. Action verbs are those verbs that express action passed from the subject or doer to the action receiver. The action receiver is also called an **object**.

Examples:

We **wash** our faces every morning.

Football players **kick** the ball.

So 'wash' and 'kick' are action verbs used in the above sentences. 'We' and 'Football players' are doers or subjects in the sentences. 'Bread' and 'ball' are objects used in the sentences.

Activity 2

Some of the verbs in the following sentences are action verbs while others are not. Write down the numbers of the sentences with action verbs.

1. We clean our environment.
2. During a rainy season some people stay at home.
3. Residents in Addis are not happy currently.
4. I drink coffee twice a day.
5. She loves taking shower.
6. Ethiopians defeated the Italians at Adwa.
7. Some people extremely hate overeating.
8. Farmers plough their land properly.
9. We keep our environment clean.
10. Healthy citizens are happier.

Adverbs of Frequency

Adverbs of frequency show how many times something is done or happens. These are *sometimes, always, usually, rarely, most of the time, never*.

Examples: He *usually* cleans the house.

We *sometimes* go shopping.

Activity 3

Write six sentences in your exercise books using adverbs of frequency (*sometimes, always, usually, rarely, most of the time, never*), and read your sentences to your classmates.

Nouns ending with the Letters s, ss, sh, z, x, CH

Nouns that end with the letters *s, ss, sh, z, x, or ch* add '-es' to make the nouns plural.

Examples:

- | | | | |
|---------------|---------------|-------------|-----------------|
| bus - buses | boss - bosses | ass - asses | cash - cashes |
| jazz - jazzes | box - boxes | fox - foxes | torch - torches |

Activity 4

Write the correct plural forms of the nouns given below. Then, compare your answers in groups.

1. beach
2. wash
3. lunch
4. brush
5. glass

Activity 5

Write the plural forms of the following nouns . Then, construct a sentence using the plural forms in your exercise books.

1. dress
2. bus
3. fox
4. brush
5. jazz
6. crash
7. watch

Nouns Ending in the Consonant 'y' and Irregular Nouns

- A. Nouns ending in the consonant 'y' change the 'y' to 'i' and add 'es' in the plural.
- B. Some nouns have irregular plural forms.

Examples:

- a) Nouns that end with 'y': lorry - *lorries*; body- *bodies*
- b) Irregular nouns: child -*children*; mouse - *mice*; woman - *women*

Activity 6

Construct five sentences using the following nouns ending in consonant 'y'.

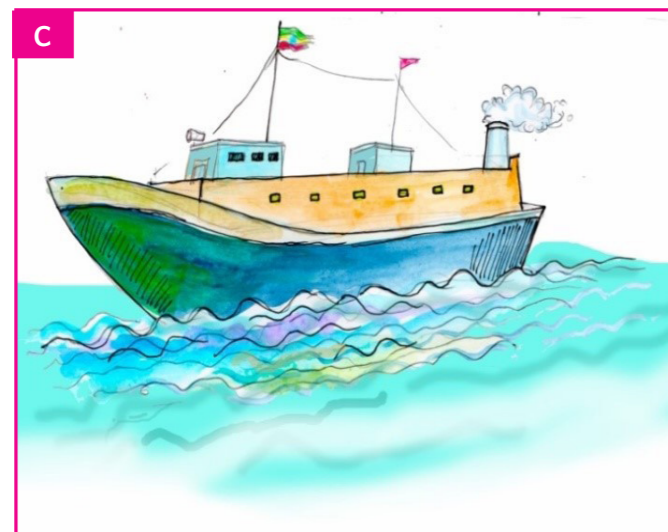
1. baby
2. body
3. country
4. library
5. history

Section Six: Writing

GUIDED WRITING

Activity 1

Look at the different pictures given below that show the various uses of water. For each picture, write a short sentence that describes the importance of water. The first picture has been done for you



Example: We use water to cook foods.

1. (Picture A)
2. (Picture B)
3. (Picture C)
4. (Picture D)

Activity 2

Write down one short paragraph in your exercise book. Use the right punctuation marks like commas and full stops in writing your paragraph. Use the following sentence to begin your paragraph.

Water is very important because it is used for a variety of purposes.....

.....

.....

.....

.....

.....

.....

.....

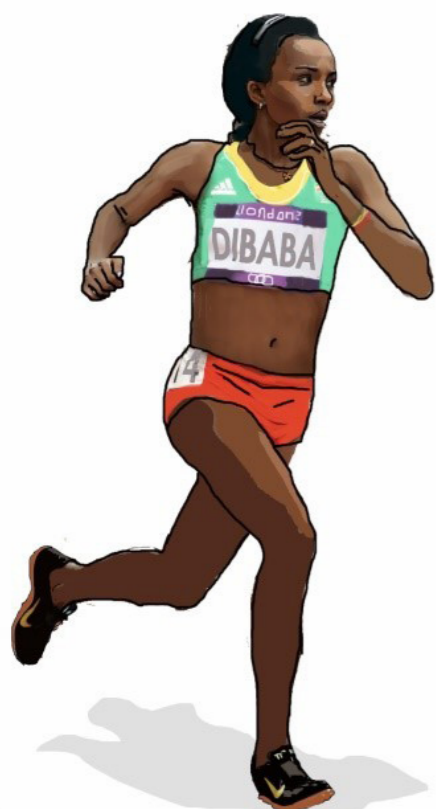
7

My Country, Ethiopia

Section One: Listening

Activity 1

Before you listen to the story of one famous Ethiopian athlete, look at the picture and answer the following questions. Work in group of three.



1. Can you name some famous Ethiopian athletes?
2. Who was the first famous Ethiopian athlete who won the marathon in Rome Olympics ?
3. Who is the woman in the picture?

Activity 2

Listen to the text and identify the main idea of the passage from the given choice. Then, compare your answers in pairs.

- A. Tirunesh Dibaba's athletic championship.
- B. Tirunesh Dibaba's Birthday party
- C. Tirunesh Dibaba's wedding ceremony
- D. Tirunesh Dibaba's family background.

Activity 3

A. Copy the following notes about Tirunesh Dibaba. Then, complete the blank spaces with the words and phrases from the listening text.

1. Name:.....
2. Year of birth:.....
3. Place of Birth :.....
4. Citizenship: Ethiopian
5. Number of Olympic track gold medal she won
6. Number of gold medals she won from world champions
7. Number of cross country adult titles she won
8. Individual world cross country junior titles
9. She is the first woman to winand..... meters.
10. She is world champion in, Finland.

B. Now use the above note and complete the summary with words and phrases from the listening text. Read out the summary to your class.

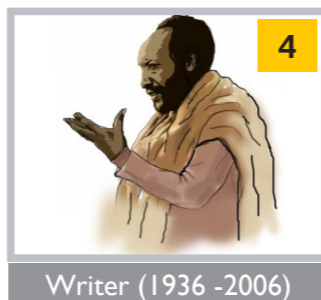
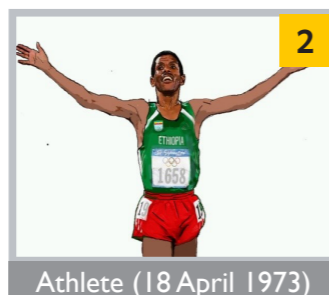
Tirunesh Dibaba is athlete. She was born in (1)..... in (3) a place called (4)..... which is found in (5)region. She won (6) Olympic gold tracks. (7)..... world champion track gold and (8) world cross country adult title and (9) individual world cross country junior. At 2005 IAAF world Championships in (10), Finland, she became the first woman to win the (11)and.....meters at the same championship.

Section Two: Speaking

Activity 1

In pairs, practice asking who the people in the pictures are and what they do. Ask different pieces of personal information to learn more about these people.

1. Can you name these famous Ethiopians in the pictures ?
2. What is the name of the painter in the picture?
3. Who is the male athlete in the picture?
4. When did he win the first medal?
5. Who is the female athlete in the picture?



Who is who?



Activity 2

A. Look at the pictures above once again in pairs. Then, match the names of the persons in the pictures with label of the pictures given.

| | Name of the person in the pictures | Picture No |
|---|------------------------------------|------------|
| 1 | Aklilu Lemma | |
| 2 | Tilahun Gessese | |
| 3 | Aster Awoke | |
| 4 | Afewerk Tekle | |
| 5 | Haile Gebresillassie | |
| 6 | Deratu Tulu | |
| 7 | Tsegaye Gebre-medihin | |
| 8 | Ali Birra | |

Activity 3

Get into pairs and practice several ways of asking people how they are doing and what they feel.

- Dechasa: How are you Tamiru?
 Tamiru:
 Dechasa: How's it going?
 Tamiru:
 Dechasa: How are you doing?
 Tamiru:
 Dechasa: How are things?
 Tamiru:
 Dechasa: How is life?
 Tamiru:
 Dechasa: what's going on?
 Tamiru:

Activity 4

Be in pairs and practice asking and answering questions that are raised by your partner.

Okello: How's everything?

Obang:

Okello: What are you up to now?

Obang:

Okello: What's up?

Obang:

Okello: What's new?

Obang:

Okello: How is everything?

Obang:

Okello: How are you holding up?

Obang:

Okello: What's happening?

Obang:

Okello: What have you been up to lately?

Obang:.....

Activity 5

In pairs, practice the following dialogue. Take turns and ask and answer the questions.

Ali: Hello Desta. How are you?

Desta: I am fine. What about you?

Ali: I am fine too. What are you doing?

Desta: I am doing my homework.

Ali: What is your homework about?

Desta: It is about famous people in Ethiopia.

Ali: Wow! What an interesting topic!

Desta: Yes, it is a very interesting topic I learned a lot about famous people.

Ali: Keep up with your good work.

Desta. Thanks and see you later.

Section Three: Reading

Activity 1

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

1. What do you know about Ethiopia?
2. Where is the location of Ethiopia?
3. Which countries border Ethiopia?
4. What is unique about Ethiopia?
6. How many languages are spoken in Ethiopia?

Activity 2

As you read the text, write 'True' if the statement is correct and 'False' if it is incorrect based on the reading text below.

1. Ethiopia is not gifted with abundant natural resources.
2. Ethiopian soils are not suitable for agriculture.
3. Twenty percent of the total land area is under cultivation in Ethiopia.
4. Ethiopia has vast water potential for irrigation and hydroelectric power.
5. Nile and Wabeshebele are the international rivers that drain to the neighbouring countries.
6. Ethiopian flora is estimated at 6000 species.
7. Ten percent of Ethiopian animals are considered endemic.
8. Only one percent of Ethiopia's water potential is used for irrigation and hydroelectric power.

My Country, Ethiopia

My country Ethiopia is **gifted** with abundant natural resources such as fertile soil, water, plants and wild life. Ethiopian soils are fertile and **suitable** for agriculture. Of the total land area, about 20 percent is under cultivation, but the amount of arable land is larger. Fertile soil is mainly used by small holder farmers for subsistence food crop production.

Ethiopia has **vast** water resources. It has an extensive hydroelectric power and irrigation potential. My country, Ethiopia has international rivers (such as the Blue Nile and Wabe Shebele) **draining** into the neighbouring countries. Yet only 1 percent of the estimated annual surface water of 110 billion cubic meters is used for irrigation and hydro-power.

Ethiopia, my country, is also endowed with diverse fauna and flora inhabited by diverse animals, plants and microbial species. The combined effects of topographic and climatic factors have created suitable ecosystems for the **existence** of these plants and animals. The Ethiopian flora is estimated at 6000 species of higher plants of which 10% are considered to be **endemic**.

Activity 3

After reading the passage, complete the following sentences with correct words given in the table below.

| | | | | |
|-----------|---------------------|---------------|-------------|-------------|
| extensive | plants and wildlife | international | cultivation | agriculture |
|-----------|---------------------|---------------|-------------|-------------|

1. Ethiopia has fertile soil, water; and
2. Ethiopian soils are fertile and good for
3. Only 20% of the total land is under
4. MY country haspotential for irrigation and hydroelectric power generation currently.
5. rivers such as Wabeshebele and Abay draw to the neighboring countries.

Activity 4

Read the passage again and work out the meanings of these words in contexts. Compare your answers with those of your partner.

1. gifted
2. suitable
3. vast
4. existence
5. draining
6. endemic

READING FLUENCY

Activity 5

Listen to your teacher reading the first paragraph of the text entitled “My country, Ethiopia”. Then, try to read as fluently and accurately as your teacher.

Section Four: Vocabulary

Activity 1

Copy activity1 into your exercise books. Then, match the words in column “A” with their synonyms in column “B”.

| A (words) | B (synonyms) |
|--------------------|------------------------------------|
| 1. gifted | A. presence; life |
| 2. abundant | B. plants and animals |
| 3. suitable | C. flowing |
| 4. arable land | D. fit |
| 5. vast | E. plentiful |
| 6. draining | F. native to a particular country. |
| 7. fauna and flora | G. cultivable land |
| 8. existence | H. huge |
| 9. endemic | I. endowed |

Activity 2

Read the passage about “My Country” above and fill in the blank spaces with the correct words or phrases given in the box below.

| | | | | |
|----------|--------------------|---------|----------|-------------|
| abundant | plants and animals | endemic | suitable | arable land |
|----------|--------------------|---------|----------|-------------|

Our country Ethiopia has (1) natural resources. It has (2)temperature and soil for agriculture. There are twenty percent of (3)for crop production in Ethiopia. In addition, the climate of Ethiopia is convenient for the existence of different (4) Ethiopia has rare wildlife that are sources of tourists’ attractions. Therefore, we have (5) animals such as red fox, Walia Ibex only found in Ethiopia.

Activity 3

Fill in the blank spaces in the following text with the correct words from the table below.

| | | |
|---------|-----------|--------|
| foreign | flag | live |
| country | world | abroad |
| proud | colonized | their |

We are part of the (1). My (2) is located in east Africa. We have never been (3). We Ethiopians don’t tolerate(4) invaders. We don’t allow them to meddle in our internal affairs. We accept (5) support in science; technology and modern education that enable us develop economically. However, we are (6) of our national identity. There are some Ethiopians who (7) in other countries. They are Ethiopian diaspora. They love their country, too. They will be in tears when they see their national (8). Many Ethiopians go (9) in search of better job and better life. If we are economically better off we may not live in other countries. We, Ethiopians love our land, languages and cultures.

Section Five: Grammar

Linking Verbs

Linking verbs are words that express a state of being. These verbs give information about the subject such as a condition or relationship. Some of these linking verbs are: *am, are, is, was, were, look, become, seem, smell, and taste.*

Examples:

1. Samuel was at school.
2. This pizza tastes really good.

Activity 1

Copy the following sentences in to your exercise book. Then, circle the linking verbs. Later, discuss your answers with your partner.

1. Rocky is a dog.
2. We were new comers to the city.
3. The food smells good.
4. He was a pilot many years ago.
5. The room looks nice.

Activity 2

Fill in the blank spaces using linking verbs (*am, are, was, were*).

1. Your sisters nice.
2. The teachers proud of their students last year.
3. The children happy to go to the park last week.
4. He late in the morning.
5. The cake delicious.

Activity 3

Fill in the gaps using the correct linking verbs in each sentence.

1. All the apples in the basket (taste/ look) rotten.
2. The magician (appears/ seems) to walk through the wall.
3. You (taste/ look) tired and sleepy.
4. He (feels/ seems) funny rather than scary in Halloween.
5. Haddas (looks/smells) beautiful in that dress.
6. I don't eat garlic, because it (tastes/ smells) disgusting.
7. I (feel/look) worthy when the boss thanks me.
8. You (look/sound) tired after studying all night.
9. The rose (smells/ becomes) sweet smell.
10. The girl (feels/ smells) nervous.

Activity 4

Copy the activity in your exercise book. Then, circle the correct answers from the given choices. Later compare your answers with your partner.

1. This piano strange. I think it needs tuning.
A) looked B) tastes C) sounds
2. You your father when he was your age.
A) became B) seem C) look like
3. The puppy hungry.
A) appears B) looked C) sounds
4. They friends.
A) become B) smells C) sounds
5. His stories very imaginative.
A) feel B) becomes C) sound
6. My couch very soft.
A) tastes B) feels C) sounds

Preposition of Time and Place: at/ on/ in

We use prepositions at/ in/on for both time and place.

We use preposition at/in/on for time

| | | |
|--------------------------------|---|----------------------------------|
| “at” is used for precise times | “in” is used for months, years , decades, centuries, weeks and long periods of time | “on” is used for days, and dates |
| at 8 o'clock | in 2021 | on a Christmas day |
| at breakfast | in December | on Friday |

We also use prepositions (at/ in/ on) for place

| | | |
|---|---|--|
| “at” is used for address, specific location | “in” is used for countries, cities, cars and neighborhood | “on” is used for streets, avenues, and surfaces. |
| at the post office | in Ethiopia | on the floor |
| at Bole International Airport | in a car | on Arada Street |

Activity 5

Choose the correct prepositions (in/on/at) and fill in the gaps in the following sentences in pairs.

1. They are rarely (at/in/on) home at lunch time.
2. I talk to my mother (on/ in/at) the phone every weekend.
3. Do you like to live (in/at/ on) a busy road?
4. I'll be home (at/on/ in) 10 minutes.
5. I like the smile (on/in/at/ her face).

Activity 6

Complete the gaps in the following sentences using the right prepositions of time and place (at/ on/ in). Then, compare your answers with your partner.

1. Do you think it is a good idea to ban smoking (in/at/ on) public places?
2. Look (at/on/in) the wall.
3. My house is (at/in/on) the end of the street.
4. I stopped (in/at/ on) Derartu's house.
5. Do you like walking (in/on/at) the garden?
6. I found my keys (in /on/at) the desk.
7. I met him (in/ at/ on) Paris.
8. He was crying (at/in/on) the back of the classroom.
9. I saw the film (in/ at/ on) TV.
10. These people live (at/in/on) my hometown.

Activity 7

Read each sentence carefully and fill in the blank spaces with the correct prepositions. Then, share your answers to the whole class.

1. It starts Tuesday.
2. The course begins February 18th.
3. Saturday night I went to bed 11:00
4. We traveled overnight and arrived Paris 5:00
..... the morning.
5. I like the picture hanging the wall the kitchen.
6. I wasn't sure this was the right office. There is no name the door.
7. You'll find the sports results the back page.
8. I wouldn't like an office job. I couldn't spend the whole day sitting
..... a desk.
9. My brother lives a small town the southeast of Oromia.
10. I keep my keys my pocket.

Section Six: Writing

Activity 1

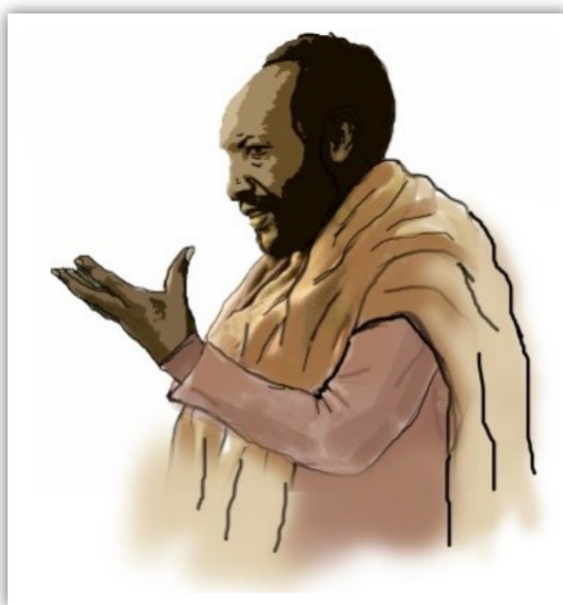
Write a short paragraph using the following information given about Ali Birra in the table below. Then read it to your classmates.

| Name | Ali Birra |
|----------------|--|
| Date of birth | September 29,1947 |
| Profession | Famous singer |
| Place of birth | Dire Dawa , 'Ganda Kore' |
| Education | Attended Arabic school and learned some languages such as Afan Oromo and Amharic |
| At 13 age | He joins 'Afran Qallo' cultural groups to develop Oromo culture. |
| In1971 | Ali produced his firt album |
| In 1965 | Moved to Addis Ababa and engaged in different singing in different languages |

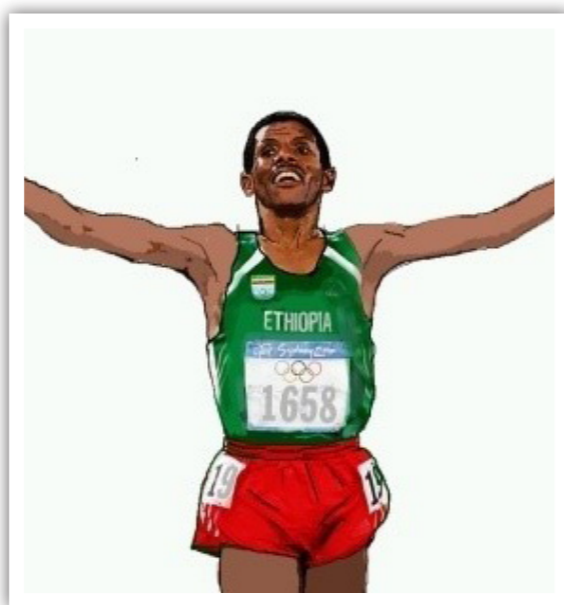
Activity 2

Write short sentences about where and when the people in the pictures were born. Use proper punctuation marks in your description.

Example: Tsegaye Gebremedhin was born in August 1936 near Ambo in Bodda village. He died in 2006.



August 1936 -2006 near Ambo Bodda Village



18 April 1973, in Arsi, Asella



Sept 29, 1940-2009 in Addis Ababa



October 1932- 2012 in Ankober

8

Health and Safety

Section One: Listening

CLEANING OUR ENVIRONMENT

Activity 1

Before you listen to your teacher, look at the following pictures and match the pictures with the activities below. The first one has been done for you.



1. Sweeping up road.
2. Cleaning room.
3. Cleaning wall.
4. Putting rubbish into rubbish hole

- picture.....
- picture.....
- picture.....
- picture.....

Activity 2

Look at the following pictures. Then, in pairs discuss what the people in the pictures are doing.

Example:

Picture A: They are sweeping their compound.



Activity 3

Copy down the following table in your exercise book and fill in the missing information from the listening text answer them while listening.

While you listen to the text, complete the right side of the table using the appropriate information from the listening text.

| | |
|--|----|
| Three simple strategies proposed to contribute to clean environment are: | 1. |
| | 2. |
| | 3. |
| Clean environment is the environment which is free from: | 1. |
| | 2. |
| | 3. |
| Two advantages of using bicycles instead of cars are: | 1. |
| | 2. |

Activity 4

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

1. Plastic products should be avoided by burning them.
2. Planting trees means getting fresh air.
3. Recycling plastic products can cause environment pollution.
4. Using cars is non-contributor to environment pollution.
5. Clean and green environment increases human average life span.

Activity 5

In groups of three, discuss and summarize the main points of the listening text.

Section Two: Speaking

QUESTIONS AND ANSWERS IN A DIALOGUE

Activity 1

Copy the following dialogue into your exercise books. Then, read and study the dialogue for some minutes.

Student A: Good morning B.
 Student B: Good morning A.
 Student A: What will you study on Monday?
 Student B: I will study science.
 Student A: What is the specific topic?
 Student B: It is about 'Cleaning the Environment'.
 Student A: Oh, how wonderful!
 Student B: I want to know more about it. Can we study together if you have the time, please?
 Student A: Yeah!
 Student B: Thank you. I'll see you on Monday. Until then, good bye!
 Student A: Ok, bye!

Activity 2

In your pairs, prepare your own dialogues on the importance of having clean environment. Begin the dialogue by greetings.

Tulu: Good morning, Shami.
 Shami: Good Morning, Tulu.
 Tulu: What do you have tomorrow morning?
 Shami: I have environmental science class in the morning.
 Tulu: What do you learn in the environmental sciences?
 Shami: We learn about..... By the way can you tell me something about clean environment?
 Tulu: Yes, it is where everything is clean and free fromWhat is the topic of your lesson tomorrow's?
 Shami: Deforestation. Do you have any idea about deforestation?
 Tulu: I think it is the destruction of What causes deforestation?
 Shami: It is caused by human It is almost time for class. Bye

GIVING ADVICE

Activity 3

Read the following dialogue between a mother and her son. Then, identify the uses of *should* and *should not* in giving advice.

Mother: Wake up my son. You shouldn't be late for school.
 Son: Ok, Mom. Let me go to the toilet first.
 Mother: You should wash your hands after going to the toilet.
 Son: Ok, but why do you always tell me this?
 Mother: It is because I don't want you to be infected with bacteria that cause disease.
 Son: Ok! That is right, Mom. I should always wash my hands after using the toilet.
 Mother: Good!

Activity 4

Listen to the model speech presented by the teacher. Then, practice the speech.

Section Three: Reading

PERSONAL HYGIENE

Activity 1

Individually, answer the following questions before you read the next passage.

1. What do you know about 'hygiene'?
2. How do you describe the personal hygiene of the people in your surrounding?
3. What are the advantages of keeping person hygiene?

Personal Hygiene

1. Good personal **hygiene** is one of the best ways to protect ourselves from getting **infectious** diseases such as diarrhea, common cold, flu, and COVID-19. Washing our hands with soap removes germs that can make us ill. Maintaining good personal hygiene will also help prevent us from spreading diseases to other people.
2. Personal hygiene includes: cleaning our body every day, washing our hands with soap after going to the toilet, brushing our teeth twice a day, covering our mouth and nose with a **tissue** (or our sleeves) when sneezing or coughing, and washing our hands after handling pets and other animals.
3. To slow the spread of COVID-19, we should wash our hands often with soap and water or alcohol-based hand sanitizers, avoid touching our eyes, nose and mouth, clean and **disinfect** surfaces we use often such as bench tops, desks and doorknobs, clean and disinfect objects we use often such as mobile phones, keys, wallets and work passes, and increase the amount of fresh air by opening windows or changing air conditioning. In general good personal hygiene is very important both for personal and social **well-being**.

Activity 2

Read the text and decide if the following are *True* or *False*.

1. Personal hygiene is the only way to protect ourselves from getting infectious diseases.
2. COVID-19 is not a spreading disease.
3. Covering our mouths and noses with tissues is not advisable because we will not be able to breathe.
4. Personal hygiene can result in social welfare.
5. Personal hygiene includes using toilets.

Activity 3

Indicate the paragraph numbers in which the following ways of maintaining personal hygiene are mentioned.

- | | |
|---|-----------------|
| 1. Avoiding touching our eyes, nose and mouth | Paragraph |
| 2. Washing our hands with soap | Paragraph |
| 3. Cleaning and disinfecting the objects often use: | Paragraph |
| 4. Brushing our teeth | Paragraph |
| 5. Using sanitizers | Paragraph |

Activity 4

Answer the following question according to the information provided in the passage.

1. What is the focus of the last paragraph?
2. In which paragraph do we find the word 'animals'?
3. What do you think your parents should do for you to maintain your personal hygiene?

READING WITH FLUENCY

Activity 5

Listen carefully to your teacher and read the first paragraph of the passage entitled 'Personal hygiene' following your teacher.

Section Four: Vocabulary

CONTEXTUAL MEANINGS OF NEW WORDS

Activity 1

Match the words in the first column with their context meanings given in the second column.

| Word | Contextual meaning |
|-------------------------------------|--------------------|
| 1. flu (Para.1; line 2) | A. stop |
| 2. fresh (Para.3; line 4) | B. dispersing |
| 3. prevent (Para.1; line 3) | C. add to |
| 4. avoid (Para.3; line 2) | D. treating |
| 5. managing (Para.2; line 3) | E. new |
| 6. increase (Para.3; line 4) | F. influenza |
| 7. spreading (Para.1; line 4) | G. keep away from |

Activity 2

Copy the words written in bold in the passage in your exercise books. Then, guess their contextual meanings.

1. hygiene
2. infectious
3. tissue
4. disinfect
5. well-being

Activity 3

Complete the following text using the words written in bold in the passage you read above.

Keeping our personal (1) is important for our health. It is also essential for our social (2) Furthermore, protecting (3) diseases is important. (4) the surface of materials we often touch is important.

Section Five: Grammar

Helping Verbs

Helping verbs are words that help a main verb in a sentence. They are also called **Auxiliary verbs**. They indicate whether the action is done in the present or past. These are:

is, am, are, was, were, be, being, been

do, does, did

have, has, had

may, might, can, could, must, should

Activity 1

Identify the helping verbs in each of the following sentence.

1. We have gathered all the equipments we need.
2. We will walk for almost ten miles.
3. The three of us might sing while we walk.
4. I am looking forward to this trip.
5. Sarah was singing like a bird.

Activity 2

Complete the following sentences by writing the appropriate forms of the helping verbs provided in the bracket.

Example: He is doing (do) his best currently.

I (get) educational services at Jimma University these days. People (reduce) their weight through physical exercises nowadays. Who (knock)? Come in please. We (not waste) minutes because time is money. They (not like) to be insulted. Alemitu (not hate) eating Doro wet. She enjoys it, rather.

MODAL AUXILIARY VERBS

Activity 3

Complete the following sentences using the appropriate modal auxiliary verbs choosing from the list given. The first one has been done for you as an example.

might, can, will, could, would, may, should, shall

1. You may go if you like.
2. Who (help) me in solving this problem? I could not do it alone.
3. You stay in. It is raining heavily.
4. They have done it earlier rather than suffering now.
5. They avoid cheating.
6. What I help you? You seem troubled.
7. Abdi do it tomorrow morning. I know that he has the plan.
8. We not ignore others' problems.
9. I am not sure, but he come early in the morning.
10. you mind if I leave the room now?

Activity 4

Listen to your teacher saying different verbs. Then, repeat what you hear and write down the verbs by adding '-s', or '-es', or '-ies'.

Example: go: goes

1. wash:
2. play:.....
3. close:
4. catch:
5. buy:
6. carry:
7. worry:
8. leave:
9. cry:

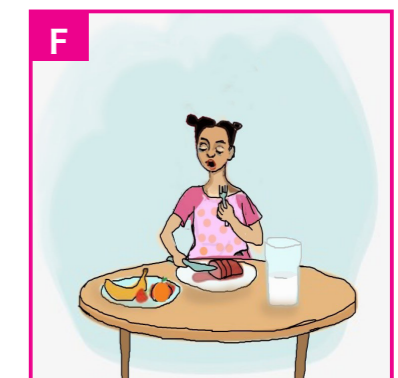
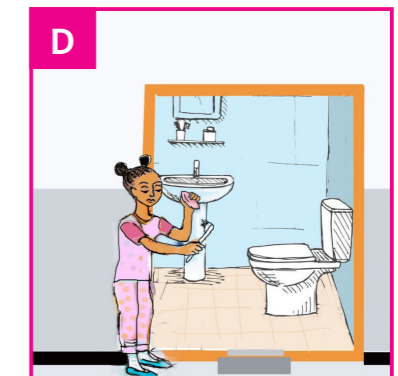
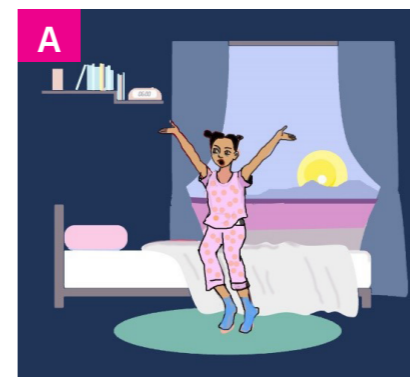
Section Six: Writing

SEQUENCING AND WRITING SHORT SENTENCES

Activity 1

Look at the pictures that shows Elsa's every school day morning activities and read each of the following sentence. Then, match the sentences with their corresponding pictures given below.

1. After doing all these Elsa goes to school.
2. Elsa wakes up early in the morning.
3. After that she eats her breakfast.
4. Then, she wears her uniform.
5. She goes to the toilet.
6. Next, she washes her hands and face.



Activity 2

After matching the sentences with the pictures in activity 1, write down the sentences in correct order in which the activities take place.

| Correct Order | Sentence | Picture |
|--------------------------|-------------------------------------|---------|
| 1 st Activity | Elsa wakes up early in the morning. | B |
| 2 nd Activity | | |
| 3 rd Activity | | |
| 4 th Activity | | |
| 5 th Activity | | |
| 6 th Activity | | |

Activity 3

Complete the following paragraph about Elsa’s morning activities. Use the sentences you rearranged in Activity 2 above.

Elsa does a number of (1) before she goes to (2) every school day mornings. After waking up first she goes to (3) Then, she washes her (4) After that she (5) her breakfast. Finally, she wears her uniform and (6) to school.

PUNCTUATION REVISION

Activity 4

Put a period (.), a question mark (?) or an exclamation mark (!) in each box as appropriate.

1. Do you know what I did last week
2. Our family went to the Children’s Museum
3. Wow, did we have fun
4. We did a science experiment in the lab

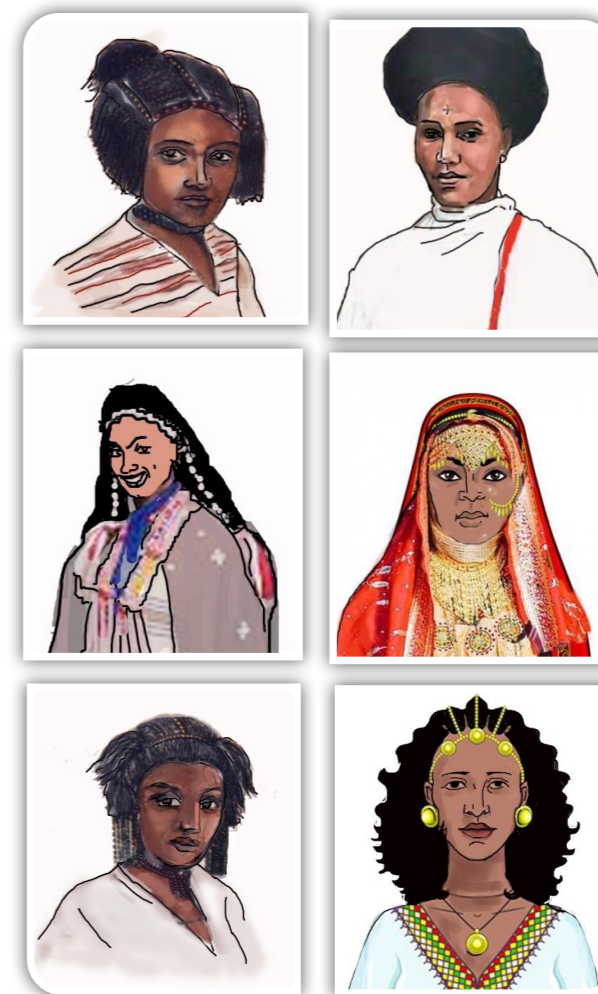
9

Appreciating Commonalities and Differences in Ethiopia

Section One: Listening

Activity 1

A. Look at the pictures below and predict what the listening text will be about.



B. Before you listen to the text, discuss the following questions in groups.

1. What does the word commonality mean?
2. What commonalities do you think you share with other students in your classroom?
3. What do you think Ethiopians have in common?

Activity 2

Listen to the text as your teacher reads it out aloud. Then, fill in the blank spaces with the missing words or phrases from the listening text.

1. Ethiopians have diversity in language, culture, ethnicity and
2. Ethiopians are welcoming, patriotic, considerate and..... peoples.
3. They have strong culture of..... guests politely and respectfully.
4. They treat guests and provide them with all necessary and
5. Ethiopians are ready to sacrifice their to their beloved country.
6. Ethiopians commonalities deserveand must be cherished for the coming generations.

Activity 3

Write short answers to the following questions. Then, discuss your answers with your partner.

1. Which of the features presented in the listening text are similar in your town or village?
2. Do you agree with the writer's way of describing Ethiopian commonalities? Give reasons.

Activity 4

Write down new words from the listening text that your teacher reads to you. Remember to write the words in correct spelling. Then, in pairs, guess the meanings of the words from the context.

Activity 5

Complete the text below with the appropriate words from the following box.

patriotism defend sacrificed unity diversity pride love proud

Ethiopians have strong national feelings for their country. Though they have (1) in language, ethnicity and culture they have strong sense of (2). They are (3) of their ethnic origin, culture, and language. However, they stand in unison and (4) their territorial integrity. They have world admired (5) in which all black people in general and Ethiopians in particular take (6). Ethiopians are known for their patriotic deed at the Battle of Adwa in defeating the invading Italian colonizers. Indeed, they have (7) for their independence and (8) their precious lives for their territorial integrity and unity in diversity.

Section Two: Speaking

Activity 1

Practice the following dialogue with your partner.

Abdu: Hi, Magarsa.

Magarsa: Hi, Abdu! How are you?

Abdu: I am fine .what are you doing?

Magarsa: I am doing my homework.

Abdu: what is your homework about?

Magarsa: I'm writing a composition about Ethiopian commonalities and differences.

Abdu: Could you tell me some of the common features we have as Ethiopians?

Magarsa: Yes of course, we have patriotism, hosting guests, and respecting the elderly people.

Abdul: Wow! That is good. Thank you!

Activity 2

Write your own similar dialogue. Then, act out in pairs. Start the dialogue by exchanging greetings.

Section Three: Reading

Activity 1

Before you read the text entitled “Appreciating Commonalities and Differences in Ethiopia” Answer the following questions.

1. What do you think the text will be about?
2. Do you think what we share as a community refers to commonality?
3. Can you list some common or shared features you observe among people living in your city or village?
4. Can you name some of the differences you observe among people living in your town or village?

Activity 2

While you read the passage, fill in the missing information in the following sentences according to the passage.

1. More than ethnic groups live in Ethiopia.
2. Among all linguistic groups one can observe, and commonly.
3. The contrasts common across Ethiopia are, and

Appreciating Commonalities and Differences in Ethiopia

1. More than eighty ethnic groups live in Ethiopia. Despite language, ethnicity, and cultural diversity, they have obvious **commonalities**. For instance, all of the linguistic groups share common features such as patriotism, cooperation, tolerance, patience and community based support. In addition, distinctive social and cultural practices are also common across the country. One can observe the obvious **contrasts** like language, culture and religious in particular.

2. Ethiopians respect the elderly and support each other. Respecting elderly peoples is common among the various linguistic groups. They have strong ethics of respecting the old people and supporting each other. For instance, it is common for a family to send their daughter to a different city to care for a relative when they fall sick. Individuals may also receive social, emotional and financial support from the broader community and the general public when they are going through a particular hardship. Local churches and mosques often play a key role in mobilizing community support.

3. Ethiopians are **proud** of their cultural identities as they were not colonized; they take pride in their cultures. They consider themselves as a **symbol** of independence in Africa. They go out of their way to accommodate a guest even if they don't have adequate means to support fellow human beings. Ethiopians may be reluctant to show negative emotions, such as aggression or boisterousness to avoid offenses. Ethiopians may be reluctant to show negative emotions like aggression to avoid offenses. They have self-restraint and accommodating attitude unless a situation escalates to a point that they have no choice but to react.

4. In short, Ethiopians have **obvious** differences in language, culture, ethnicity and religion. Yet, they have clear unifying commonalities such as pride, patriotism, tolerance, patience and community focused support across diverse ethnicities in Ethiopia.

Activity 3

Answer the following questions and discuss in groups.

1. Write the main idea of the passage.
2. List down the commonalities mentioned in the text.
3. List down the obvious differences in Ethiopia according to the passage.
4. Read the last paragraph and list down the main commonalities in Ethiopia.

Section Four: Vocabulary

Activity 1

Copy Activity 1 into your exercise books. Then, match the words in column “A” with their meanings given in column “B” based on the information provided in the text. The first one has been done for you as an example

| A | B |
|-----------------|-----------------------|
| 1. commonality | A) nationalistic |
| 2. culture | B) togetherness |
| 3. diversity | C) charity |
| 4. difference | D) variety |
| 5. patriotic | E) dissimilarity |
| 6. generosity | F) freedom |
| 7. pride | G) broadminded |
| 8. independence | H) self-importance |
| 9. unity | I) way of life |
| 10. tolerant | J) collective, shared |

Activity 2

Guess the meanings of the words written in bold in the text entitled "Appreciating Commonalities and differences in Ethiopia." Use the contextual clues and work out their meanings.

1. commonalities
2. contrasts
3. proud
4. symbol
5. obvious

Activity 4

Find out the word with the similar meanings (synonymous) to the list of words given below from the reading passage

- 1, paragraph 1: common is similar to
2. Paragraph 2: elderly is similar to
3. Paragraph 3: proud is similar to
4. Paragraph 4: obvious is similar to

Section Five: Grammar

The Simple Present Tense

We use the simple present tense to describe facts about people, animals, and objects.

Examples: A bird has wings. (This is fact)

He loves playing basketball.

She doesn't love playing basketball.

Does he love playing basketball?

Activity 1

Change these simple present affirmative sentences into the negative and interrogative. Then, compare your answers in pairs. The first one has been done for you as an example.

| Affirmative | Negative | Interrogative |
|---------------|----------------|---------------|
| 1. I think. | I don't think. | Do I think? |
| 2. You think. | | |
| 3. We think | | |
| 4. They think | | |
| 5. She thinks | | |

Activity 2

Fill in the blank spaces with the correct form of the verbs in the simple present tense.

1. I always (help) my friends.
2. She (like) tea but not coffee.
3. He (study) very hard for his examination.
4. You (eat) very little. It's not good for you.
5. The students (need) the teacher's help.

Activity 3

Choose the correct simple present verb forms from the alternatives given in the parenthesis.

1. Mamo always (listen/ listens) to music.
2. I never (cook/cooks).
3. She (does/do) Pilates every morning.
4. Chalichisa (don't play/ doesn't play) table tennis.
5. They (don't lie / doesn't lie) to each other.
6. Saba often (visit /visits) her relatives.
7. Gebremdhin rarely (talk/ talks) in class.

Activity 4

Using the verbs in the parenthesis, write the following sentences in their negative forms. Later, compare your answers to your partner's.

1. My brother (not like) to dance but he loves having a good talk.
2. Ginna (not live) in Assosa; he lives in Adama.
3. My father (not be) a lawyer; he works in a school.
4. My wife (not cook) well. She wants to have some cooking lessons.
5. Meba and Amen (not be) twins. Meba is ten and Amen is eight.

Activity 5

Write the following sentences in their respective negative and question forms in your exercise books.

1. Sifan and Shimekit do their homework every day.
2. Senait washes her hair every morning.
3. A fisherman catches fish.
4. The sun gives us light and heat.
5. My mother helps me with my lesson.
6. The stars twinkle at night.
7. The students wear their uniforms.

The Simple Past Tense

The simple past tense indicates an action that began and ended in the past. Look at these sentences.

The dog **barked** at the mailman.

I **cleaned** my room.

I **folded** the laundry.

She **mopped** the floor.

All these sentences talk about actions completed in the past.

Activity 6

Write the following sentences with their verbs in the past simple forms.

1. They **help** dad in the garden.
2. The students' **study** for the test.
3. The girls **play** a piano.
4. We **dance** at the farewell party.
5. She **takes** part in the peace conference.

Activity 7

Fill in the blank spaces with the correct simple past tense verb forms of the words given in the brackets.

1. Seena (stand) next to Tigist on the stage.
2. I (buy)..... apples yesterday.
3. They (sit)on the carpet to hear the announcement.
4. Rahel (hide)..... behind the door.
5. Haddas (tell)..... Embet a secret.

Activity 8

Choose the correct simple past tense verb forms to complete each sentence.

1. I'm glad that my mother (taught, teaches) me how to make cake.
2. Beza (spread/spreads) the peanut butter onto the bread .
3. Mrs. Chaltu was angry with her class, so she (shuts ,shut) the door.
4. Margo (tries, tried) to convince everyone to go to the movies.
6. Ujulu (runs, ran) seven miles to get home because he missed the bus.

Activity 9

Choose a right verb from the table and fill in the gaps in the text below.

| | | | | |
|------|----------|-------|-------|--------|
| goes | rides | loves | rests | walks |
| work | delivers | jogs | fish | enjoys |

Mr. Lema is a postman. He doesn't at post office. Heletters to all the people in the neighborhood every day. He doesn't but he..... his motor bike. At the weekend,

Mr. Lema doesn't work. He He to the countryside. So, he always to his country house with his wife. Mr Lema and his wife.....in the river and they in the woods every weekend. He his life.

Activity 10

Complete the conversation between Mirgisa and Birtukan with the following verbs.

| | | | | | | |
|------|---------------|-----|-----|------|------|------|
| swam | did not sleep | had | see | made | went | read |
|------|---------------|-----|-----|------|------|------|

Mirgisa: Hi, Birtukan. How are you ?
 Birtukan: I'm good , thanks. How are you?
 Mirgisa: I'm great. But I_____much last night .
 Birtukan: Why? That's terrible!
 Mirgisa: To be honest, I don't know. By the way, did you _____that book?
 Birtukan: No, I don't like that kind of book. Did you _____Esmael Yesterday?
 Mirgisa: Yeah, I_____to the mountains with him.We_____in a river .
 Birtukan : Wow! That's good. I_____a cake with Sinknesh, we _____a great time together.
 Mirgisa: I love cakes too.

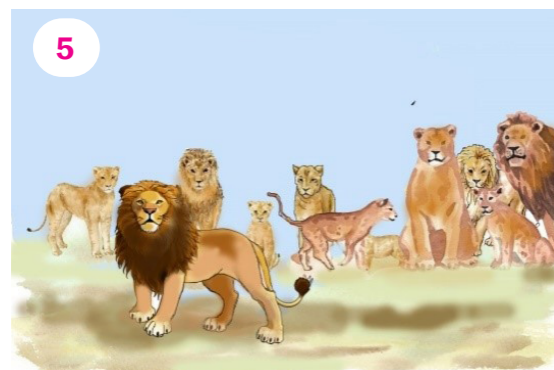
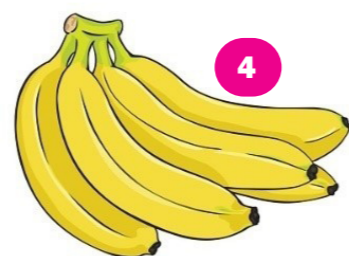
Collective Nouns

A collective noun is the name given to a group of people, animals or things as a unit. The most common method of doing this is by using words like group or bunch that can be applicable to most of the nouns in the English language to-day.

- Examples: a herd of cattle
 a pride of lions
 a troop of monkeys

Activity 11

Look at these pictures and describe them using collective nouns.



Activity 12

Fill in the blank space in each sentence with the correct collective noun from the word bank. Compare your answers with those of your partner.

| | | | | | |
|-------|-----|-----|--------|------|------|
| crowd | pad | box | colony | pack | herd |
|-------|-----|-----|--------|------|------|

1. My aunt gave me of crayons.
2. The of cows crossed the country road.
3. A of ants lived under the log.
4. My little brother got lost in the of people.
5. The of dogs chased the kitten under a car.
6. My mother wrote the list on a of paper.

Activity 13

Fill in the blanks with the correct collective nouns from the word bank given below. Use each word only once. The first one has been done for you.

| | | | | |
|--------|-------|-------|-------|-------|
| band | bunch | class | swarm | pride |
| school | pack | flock | herd | team |

Example: A pack of wolves

1. a of players
2. a of musicians
3. a of grapes
4. a of students
5. a of lions
6. a of fish
7. a of bees
8. a of cards
9. a of birds
10. a of cows

Section Six: Writing

Activity 1

The paragraph below is incomplete. Fill in the gaps with the appropriate words given in the following box. The completed paragraph describes about Ethiopian shared features.

| | | | | | |
|---------|---------|------|------|---------|-------|
| abiding | respect | host | love | creator | greet |
|---------|---------|------|------|---------|-------|

Ethiopians have many things in common irrespective of their cultural, ethnic and linguistic differences. For example, they elderly people. They also guests and treat them very well. It is a common cultural daily practice that Ethiopians each other every day. They are proud and their country. Moreover, most Ethiopians respect their and they are law people.

Activity 1

Copy the following table into your exercise books. Then, in pairs discuss the information in the table and write in one paragraph the commonalities of people living in Decha Village

| Information about People living in Decha Village | |
|--|----------------------|
| language | speak Kafanino |
| religion | Orthodox Christians |
| mode of living | farming |
| staple food | root crops and maize |

You can start your paragraph with this sentence.

People in my village, Decha, have many things in common.

10

Woodwork

Section One: Listening

WOOD TECHNOLOGY

Activity 1

Before you listen to the text entitled 'Wood Technology', be in groups of three and discuss the following questions. Then, report the results of your discussion to the class.

1. What is 'wood'?
2. What do you know about 'technology'?
3. Can you give some examples of technology?
4. Name some materials in your home that are made of wood.
5. List down some materials in your classroom that are made of wood.

Activity 2

Copy the following sentences in your exercise book and say they are True or False based on the listening text. Then in pairs compare your answers. Some of you will report your answers to the class.

1. The listening deals with water technology.
2. Technology means know-how or ability to do something.
3. Wood technology is useful to have various wood products.
4. Forest conservation is essential according to the listening text.

Activity 3

Discuss in pairs and answer the following questions.

1. Do you think wood technology is important? Why?
2. What does a wood technologist do? Can you mention some?
3. Does research help or support wood technology?

Activity 4

Match the words given in column “A” with their meanings in column “B”. The first one has been done for you as an example.

| A (words) | B (meanings) |
|-------------------------|-------------------|
| ...E1. product | A. know-how |
| 2. responsibility | B. follow up |
| 3. principal | C. main |
| 4. supervision | D. role |
| 5. technology | E. finished goods |

Section Two: Speaking

IMPORTANCE OF WOOD

Activity 1

In pairs, take turns and practice the following conversation between student A and student B. The conversation is related to the ‘Importance of Wood’.

A: Hello, B. How are you?

B: I’m fine. And you?

A: I’m ok, but this homework about writing a paragraph on the importance of wood is bothering me a bit. Can you help?

B: Well, I can tell you one. It can serve us as fire wood, for example. Can you add another importance now?

A:

Activity 2

Work in pairs and list down the importance of wood.

FLUENCY AND PRONUNCIATION

Activity 3

Listen carefully to your teacher reading the following text repeat loudly. Then, in pairs, take turns to read the text to each other.

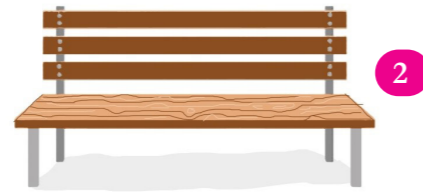
IMPORTANCE OF WOOD

To understand the importance of wood in our lives, we must start from the beginning of our history. Our life depends on wood. More specifically, our life depends on plants that give us oxygen (as the main thing), food (like fruits, vegetables, seeds, grains, etc.) and building materials. Think about it; what was the first natural element to give man his superiority over all other living beings? No doubt it is the fire. And there would be no fire without wood! Thanks to fire, early humans were able to warm up, bake bread, meat and other foods to make them tastier and digestible, keep away the wild beasts and do other things that were never done previously.

Section Three: Reading

Activity 1

Look at the following pictures. Then, discuss the uses of wood and wood work activities common in your area. Tell your classmates the wood products you use at home from the given pictures below.



Woodwork

Woodworking is the **activity** or skill of making items or materials from wood. It includes cabinet making (cabinetry and furniture), wood carving, joinery, carpentry, and wood turning. Including stone, clay and animal parts, wood was one of the first materials used by early humans.

Wood is the material from which different useful wooden **products** are made. Wood also can be used as fire wood for providing heat, preparing food, constructing shelters or houses. Boats and ships can also be built from wood and can be used for transportation purpose. **Various** furniture items such as chairs, beds, tables, stools, cupboards, shelves, benches, boxes and other materials are made of wood. In other words these are many examples of wooden products.

When it comes to the technical advancements in woodwork, most of the woodworking tools have turned motor driven and electronic. Thus, there are sharp objects that are speedy to shape, cut, and make the wood pieces smooth. This is good but at the same time, very **risky**. Therefore, it is very important to know how to **handle** them properly, without hurting own self.

First, we need to go through the manual tools and **guidelines**. Thus, we should be sure to maintain a safe distance from cutting blades, saws, utility knives. Apart from the safety of ourselves, we should also watch out for kids around. Safety is the first woodworking basics that we should abide by.

Activity 3

The words in the table below are taken from the passage “woodwork”. Complete the following sentences with the most appropriate word from the list.

- | | |
|--------|--------|
| boxes | beds |
| saw | wood |
| safety | chairs |
| tables | |

- Most of our local furniture is made from
- Traditional people keep their expensive materials in
- Most of us sleep on made of wood.
- are useful classroom materials.
- We usually use as support when we write.
- is used for cutting wood into pieces.
- When wood is processed by machines is essential.

Section Four: Vocabulary

COMPOUND WORDS

Activity 1

Look at the following table which lists combined words. Do the following according to the given example.

| Combined words | Separate or component words |
|----------------|-------------------------------|
| 1. woodwork | Wood + work = <u>woodwork</u> |
| 2. blackboard | _____ + _____ = _____ |
| 3. whiteboard | _____ + _____ = _____ |
| 4. classroom | _____ + _____ = _____ |
| 5. homework | _____ + _____ = _____ |

CONTEXTUAL DEFINITION OF TOPIC RELATED WORDS

Activity 2

Match the words with their meanings as they are used in the reading passage.

| Words | Meanings |
|-------------------|---------------------------|
| ___1. wooden | A. security |
| ___2. manual | B. skill related |
| ___3. handle | C. progress |
| ___4. safety | D. manage |
| ___5. advancement | E. document of procedures |
| ___6. technical | F. made of wood |

CONSTRUCTING SENTENCES USING WORDS FROM THE PASSAGE

Activity 3

Construct your own sentences using the following words written in bold in the reading passage.

- | | | |
|-------------|--------------|------------|
| 1. activity | 2. product | 3. risky |
| 4. handle | 5. guideline | 6. various |

Activity 4

Copy the following table in your exercise book. Then, discuss in pairs how the two sections of the sentences match. Write the letters of the end part of the sentences on the space given at the left.

| Beginning part of the sentence | End part of the sentence |
|---------------------------------------|---------------------------------------|
|1. Factory workers should handle | A. factory product is not known |
|2. We need to maintain | B. which requires more responsibility |
|3. Wearing no | C. is essential to be successful |
|4. Implementing guidelines | D. face masks is risky |
|5. Driving is an activity | E. the necessary social norms |
|6. The cost of the new | F. their work tools properly |

Activity 5

Work individually and find out two separate words that form a single independent word similar to the given example.

Example: hard + board = hardboard Wood + work = woodwork

1.+.....=
2.+.....=
3.+.....=
4.+.....=
5.+.....=
6.+.....=

Section Five: Grammar

Present Continuous and Simple Past Tenses

We use the Present Continuous tense to talk about:

- **action happening now**
- **action happening around now**
- **action in the future**

Examples: She is eating dinner right now and she can't answer the phone.

They are playing football now. So, they can't talk to you.

We also use present continuous tense to talk about future plan. With future plan, we use the future time expressions such as tomorrow, next week, at 7 o'clock etc.

Examples: I *am visiting* my dad tomorrow.

I *am taking* my exam next month.

The Present Continuous is formed **subject + be verb (am, is, are) + ing** form of the main verb.

We use present continuous tense for action happening around now but it is happening just before or after now and it is not permanent or habitual.

Examples: I *am writing* a book these days.

She *is reading* about Ethiopian history

Activity 1

Choose the correct form of the verb and fill in the blank spaces

1. What are you tonight? A. do B. does C. doing
2. He is.....his mother tomorrow. A. visits B. visiting C. visited
3. We are basketball on Sunday. A. play B. played C. playing

Activity 2

Match the sentence under column A with the uses of the present continuous tense given under column B. you can match one use more than once.

A

B

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. We are writing a proposal 2. She is taking shower now 3. He is visiting Sofmore cave in Bale next Saturday. 4. I am learning grade five next year. 5. She is living in Bishoftu. 6. We are reading children's story books. | <ol style="list-style-type: none"> A. future plan B. around now C. happening now |
|--|---|

Activity 3

A Complete the sentences with the Present Continuous form of the verb in brackets

- 1 My sister (watch) TV right now
- 2 The boys (not play) tennis today
- 3 I (write) in my notebook at the moment.
- 4 The women (sit) in the park now.
- 5 Dad (not wash) his car today.
- 6 They (drive) to work right now.
- 7 Nasiru (study) music this year
- 8 The children (swim) at the moment.

Activity 4

Construct your own sentences using the present continuous forms of . Write your sentences in your exercise books.

1. I am learning English.
2.
3.
4.

Section Six: Writing

WRITING SHORT SENTENCES

Activity 1

Write short sentences about ‘The Advantages of Trees’. Two sentences have been given as examples.

Example: Trees make our environment green.

1.
2.
3.
4.

GUIDED PARAGRAPH WRITING

Activity 2

Write a short guided paragraph about the “Advantage of Trees.” Use present, past and present continuous tenses as appropriate. In pairs read your paragraph to each other and make necessary improvements based on the comments of your friends.

Trees have a number of advantages.

APPENDIX 1:

REGULAR AND IRREGULAR VERBS

REGULAR VERBS

| Simple present | Simple past | Simple present | Simple past |
|----------------|-------------|----------------|-------------|
| bake | baked | bury | buried |
| beg | begged | call | called |
| behave | behaved | challenge | challenged |
| open | opened | chase | chased |
| boil | boiled | cheat | cheated |
| cook | cooked | clap | clapped |
| borrow | borrowed | earn | earned |
| brush | brushed | watch | watched |

IRREGULAR VERBS

| Simple present | Simple past | Simple present | Simple past |
|----------------|-------------|----------------|-------------|
| Begin | began | become | became |
| blow | blew | come | came |
| drink | drank | draw | drew |
| dig | dug | forget | forgot |
| fall | fell | give | gave |
| grow | grew | get | got |
| ride | rode | know | knew |
| rise | rose | ring | rang |
| run | ran | sink | sank |
| shine | shone | swim | swam |
| sit | sat | wake | woke |
| do | did | write | wrote |

APPENDIX 2:

Comparative Adjectives

| Positive adjectives | Comparative adjectives | Superlative adjective |
|---------------------|------------------------|-----------------------|
| anger | angrier | angriest |
| big | bigger | biggest |
| brave | braver | bravest |
| bright | brighter | brightest |
| broad | broader | broadest |
| calm | calmer | calmest |
| cold | colder | coldest |
| cool | cooler | coolest |
| curly | curlier | curliest |
| dark | darker | darkest |
| dirty | dirtier | dirtiest |
| dull | duller | dullest |
| dry | drier | driest |
| early | earlier | earliest |
| easy | easier | easiest |
| fine | finer | finest |
| fresh | fresher | freshest |
| hard | harder | hardest |
| heavy | heavier | heaviest |
| late | later | latest |
| light | lighter | lightest |
| long | longer | longest |
| lovely | lovlier | lovliest |
| new | newer | newest |
| old | older | oldest |
| quick | quicker | quickest |
| rich | richer | richest |
| sad | sadder | saddest |
| simple | simpler | simplest |
| small | smaller | smallest |
| smart | smart | smartest |
| soft | softer | softest |