



English for Ethiopia

Student Textbook

Grade 5 Book 2

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UNIT 6

Likes and Dislikes

Which Season Do You Like?

Week 16

Day 1

1. Word Study

The following words have been segmented into their syllables. Read the parts aloud and then blend them to say the whole word.

Segmented	Blended
1 va-ca-tion	vacation
2 en-vi-ron-ment	
3 sur-round-ing	
4 char-ac-ter-is-tics	

Write the number of syllables each word has.

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions.

1. What typical activities do people in your area do in the summer season?

2. Which season is the coldest season in your area?
3. Describe the pictures below. What do you think the reading text is about?



While reading Activity

A. Answer the following questions according to information in the reading text.

1. How many seasons are there in a year?
2. What are the names of these seasons?
3. Which season is a rainy season?
4. Which season is a dry season?
5. In which season of the year do the leaves of trees change colour from green to red, brown and yellow?

B. Match the seasons under Column A with months under Column B.

A	B
1. Summer	A. December, January and February
2. Autumn	B. June, July, and August
3. Winter	C. March, April and May
4. Spring	D. September, October and November

Seasons

A year is divided into seasons. There are four seasons in a year. These are summer, autumn, winter and spring. Each **season** has its own characteristics. The weather changes every season. People do different activities in each season.

Summer is a **rainy** season in Ethiopia. It lasts for three months: June, July and August. In summer, the heaviest rainfall and thunderstorms often occur. The rivers and **streams** are full of rain water. Since most Ethiopians are farmers, they spend most of their time outdoors, engaged in farming. However, people who do not farm spend most of their time indoors. In this season, people go on vacation. For instance, students go for a summer vacation from schools and universities.

Summer is followed by Autumn. Autumn starts in September and lasts until November. In Autumn, the leaves on the trees change colour from green to yellow. It is the time when the leaves **fall** off the trees. The weather gets cooler and the air gets drier and windy. The length of the days is shorter. Schools reopen and students go back to school in the Autumn.

Winter comes after the Autumn. It is a dry season. Winter starts in December and ends in February. In some parts of the world, this season is snowy and icy. **Snow** falls from the sky, wind blows and ice forms on the ground and on water. Ice is **extremely** cold in nature. People play hockey on ice and some like to play in the snow. However, in other parts of the world, there may not be ice or snow. Yet, people often experience the **blowing** wind in this season.

Lastly, winter is followed by spring. Spring starts in March and ends in May. In spring, the **weather** begins to get warmer. The rain begins. Trees start to grow buds. Green leaves reappear on the trees. Grasses start to grow. The **surrounding** environment turns green. Then, Summer comes again.

All the four seasons come again, following one after another, year after year.

Post-reading Activity

In a group, discuss the following questions.

1. Why do students go on vacation during the summer season?
2. What do people do in each season in your area?

Week 16

Day 2

3. Vocabulary

From the following list of words from the reading passage, choose the appropriate words to fill in the gaps.

blowing	raining	stream	dry
fall	surrounding	seasons	ice

1. A year is divided into different _____ in which a variety of weather conditions occur.
2. My mother advises me to wear a coat and use my umbrella when it's _____.
3. My younger sister always fetches water from the nearby _____ in our area.

4. In many countries, the leaves on the trees get dry, change colour and _____ in Autumn.
5. _____ is formed from water when the temperature is very low and very cold.
6. The wind is _____ the dust into the air.
7. We have beautiful views of green countryside in our _____ area.
8. In the _____ season, there is no rain.

4. Listening

Pre-listening Activity

In pairs discuss the following question.

1. Which season do you like best? Why?
2. Which season do most people in your area like? Why?

While listening Activity

Answer the following question by listening to a text read for you.

1. What is Berhanu's favourite season?
2. What does Berhanu enjoy looking at?
3. When do flowers bloom?
4. What is Berhanu's brother favourite season?
5. What does Berhanu's brother like to do?

Post-listening Activity

Be in a groups of three and discuss the following questions.

1. Why does Berhanu like Spring?
2. Why does Berhanu's brother like Summer?
3. Why do most children like playing in the rain and mud?

Week 16

Day 3

5. Speaking

Do you like....

Temam: Hi, Birtukan! How are you?

Birtukan: Hi, Temam! I'm fine. What do you feel about the weather today?

Temam: Oh, it is hot.

Birtukan: Do you mean today is hotter than yesterday?

Temam: Yes. Yesterday was cooler than today. Do you like today's weather?

Birtukan: No, I don't like it at all. It is too hot for me. Do you like hot or cool weather?

Temam: I dislike hot weather. I like cool weather much better.

Birtukan: So do I. I'm feeling too hot. I need to rest under shade.

Temam: OK, good. I'll join you.

Take the part of Birtukan and Temam and role play accordingly. Then use the expressions I like, I don't like, I dislike. Do you like?' in your own dialogue to discuss weather conditions.

6. Grammar

Comparative and Superlative Degrees

Look at the following examples.

Winter is hotter than Spring.

In Ethiopia, summer is the wettest season.

In the above sentences, hotter is in comparative form and wettest is in superlative form.

A. In the following dialogue, use the correct forms of comparative and superlative degree.

Helen: Hi Urji? Welcome to Asosa.

Urji: Hi Helen, thank you.

Helen: How was the journey?

Urji: Oh, it was the (1) (long) distance I have ever travelled.

Helen: Was it (2) (long) than the distance between Nekemte and Addis Ababa?

Urji: Almost the same but it is the (3) (hot) weather.

Helen: Is Asosa (4) (hot) than Nekemte?

Urji: Yes. Nekemte is not as (5) (hot) as Asosa.

Helen: What about Addis?

Urji: Addis is (6) (cold) than Nekemte.

Helen: Ok, Urji! Take a rest. See you later

Urji: See you, too! Bye!

B. Complete the following sentences using the correct form of comparative and superlative degree.

1. Bale-Robe is one of the _____ (cold) towns, but Semera is the _____ (hot),
2. Afar is _____ (hot) than Gambela.
3. Debre Berhan is _____ (cold) than Robe.
4. Debre Berhan is one of the _____ (cold) towns but Gode is one of the _____ (hot) towns.
5. The rain is _____ (heavy) in summer than in spring.
6. The air condition is _____ (cool) in rural areas than in the towns, but forest areas are the _____ (cool).

Grammar Spot

There are three degrees of adjectives. These are positive, comparative and superlative degrees. One syllable adjectives add **-er** and **-est** respectively for their comparative and superlative forms.

Positive	Comparative	Superlative
hot	hotter	hottest
cold	colder	coldest
heavy	heavier	heaviest
dry	drier	driest

NB: Final **-t** is doubled before **-er** and **-est**.

Adjectives which end in **-y**, change the **y** to **i** before adding **-er** and **-est**.

Week 16**Day 4**

7. Reading Fluency

In pairs take turns reading the second paragraph of the passage titled "Seasons."

8. Vocabulary

Choose the suitable word from the box below to complete the following paragraph.

spend	weather	windy
extremely	experiencing	cooler

Different parts of our country have various (1) conditions. Some parts are (2) hot and other parts are very cold. Some parts are very (3) and other parts are not. People living in these areas are used to (4) these various weather conditions. However, (5) weather conditions are generally healthier than hotter areas. As a result, most of the time people who live in hot areas (6) a lot of their time outside their homes.

Week 16

Day 5

9. Writing

Writing Conventions

Re-write the following paragraph, using the correct punctuation marks and capital letters where necessary.

Dear Nardos

Hi how are you i am having a great time at camp- every day i swim play basket ball and sing songs i have made many new friends. How is your summer i cant wait to see you in the autumn

your friend

Soresa

Writing Composition

Write a report about Sunday's weather for four cities in Ethiopia. Use the comparative and superlative degrees. Follow the example.

City	Max Temp	Min temp	
Addis Ababa	23	11	Wet
Adama	28	17	Dry and sunny
Harar	26	14	Dry and cloudy
Bahir Dar	20	3	Cloudy

Example:

Here is the weather for today, Sunday. Addis Ababa is colder than Adama. It is also the wettest of all four cities. _____

Sports We Like

Week 17

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

Blended	Segmented
1. rec-tan-gu-lar	rectangular
2. ma-noeu-ver-ing	
3. ner-vous-ness	
4. in-ten-tion-al-ly	
5. en-ter-tain-ment	

2. Reading Comprehension

Pre-reading Activity

In pairs answer the following questions.

1. What games do you play in your area?
2. Which game do you like most? Why?

While reading Activity

Answer the following questions while you are reading the passage.

1. Football
 - A. is played only by men.
 - B. is played on rectangular grass field.

- C. is played between two teams of twelve players.
 - D. is the least popular game.
2. Important benefits of a football game are:
- A. It serves as a source of recreation.
 - B. It provides good exercise.
 - C. It helps as a means of relaxation.
 - D. All are correct.
3. A football game is won by
- A. individual effort of the striker.
 - B. collective efforts of all team members.
 - C. individual efforts of the goal keeper
 - D. kicking the opponent.
4. Playing football teaches us
- A. to be mentally alert.
 - B. to feel unhappy.
 - C. to win a red card.
 - D. All are correct.
5. The benefit of football for our body is
- A. it maintains health.
 - B. it helps to keep physical fitness.
 - C. it gives a healthy mind and body.
 - D. All are correct.
6. In the third paragraph **it** in Line 2 refers to
- A. team.
 - B. playing.
 - C. the game of football.
 - D. recreation.

7. In the fifth paragraph, the pronoun **he/she** refers to
- A. a nervous person
 - B. a referee
 - C. a player
 - D. a girl/boy

Football

Football is probably the most popular game in the world. It is played on a rectangular grass field with goals at the centre of each end. Football has its own rules and people get many benefits from playing it.

Football is a sport that is always played between two teams. Each **team** consists of eleven players. The main purpose of a football game is to score goals by **manoeuvring** the ball into the opponents' goal. The winning team is **determined** by the number of goals it **scores** by the end of the game.

Football has many benefits. The game serves as a source of recreation or **entertainment** and as an exercise, too. **It** can provide relief and a sense relaxation in a life of monotony marked by miseries, hardships and hurdles. Even people who are unable to play football themselves get great enjoyment from watching their **favourite** team taking part in leagues and competitions.

Playing football helps people learn about teamwork and team building as well as discipline. It is a good way to maintain health and physical fitness. It gives us a healthy mind and a healthy body. It makes boys and girls mentally alert and physically strong and gives them energy and endurance. Football also helps to build a sense of cooperation and team-spirit in an individual. This is because the game is played by all members of the team for a collective result.

In addition, playing football also teaches us some life skills. Sometimes a player may lose the game and feel unhappy or **she/he** may be hurt or kicked by another player and become nervous. The rules of this game do not allow any player to kick or hurt another person intentionally. If

a person breaks these rules while playing, he/she will get red card and will be sent off the game by an official called a referee. Team players support each other through bad experiences. They learn from their experiences to overcome nervousness and disappointment..

Sport such as football gives us mental and physical fitness. There is no doubt that it is important to every person whether he or she is a student or a professional player.

Post-reading Activity

In groups of three, discuss the questions.

1. Why football has become the most popular game in the world?
2. What is the difference between the game of football and other ball games?
3. What do football fans always do while their team is playing?

Week 17

Day 2

3. Vocabulary

The following words are taken from the reading passage titled "Football" Choose the appropriate word from the list to fill in the gaps.

teams	favourite	entertainment
manoeuvre	determined	score

A game is an activity involving one or more players. Games are played for ___(1)___ but also serve as exercise. Everyone has their own ___(2)___ game. My favourite game is football. Football is a kind of sport played between two opposing ___(3)___. The objective of each team is to ___(4)___ goals. To achieve their objective they

_____ (5) _____ the ball into the opposing goal. The winning team is
 _____ (6) _____ by the number of goals they score.

4. Listening

Pre-listening Activity

In your group, discuss the following questions.

1. Which types of sports do people play in your area? Why?
2. Who are the popular athletes in our country? What are they known for?
3. Have you ever tried running, jumping and throwing A javelin?

While listening Activity

Copy the following table into your exercise book and fill in the gaps while your teacher reads the listening text to you.

Sport type	Activities
1 _____	track and field, road running, cross country running and race walking
2 field events	_____ and _____
3 _____	long jump, triple jump, high jump and pole vault
4 long distance running	_____, _____ and _____
5 _____	3km to 50km

Post-listening Activity

In your group of three, discuss the following questions.

1. What benefits do we get from athletic sports?
2. Why do people enjoy watching athletics?
3. Have you ever dreamed of becoming an athlete? Why? Why not?

Week 17

Day 3

5. Speaking

A. Read the following dialogue in pairs, playing the roles of A and B.

A: Hi, how are you?

B: I'm fine. But, I am sorry I am in hurry because I have a football game.

A: Do you like playing football?

B: Yes, I like it very much, and you?

A: Yes, of course. I love football. Let me go with you.

B: Ok, what is your other favourite sport?

A: I also like running, jumping and doing gymnastics.

B: Oh, good. But, I do not like jumping.

A: I like almost all sports. They are good for our health and strength.

B: Thank you. I will try some other sports.

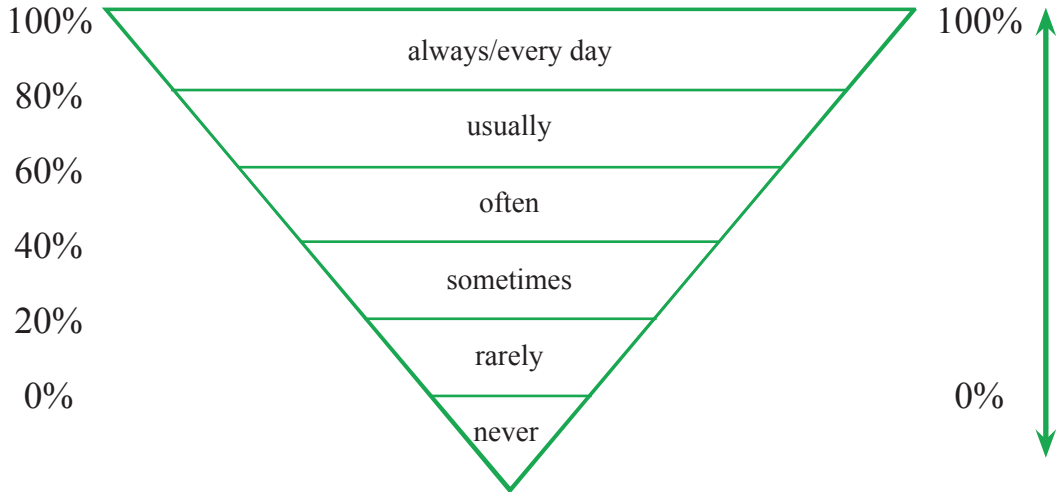
B. List types of sport activities you like and dislike in the table below and tell your partner which of them you like and dislike.

Example:		
I like	I dislike	
foot ball	basketball	I like playing football. I dislike playing basket ball.
tennis	valley ball	
athletics	horse race	
jumping		
swimming		

6. Grammar

Adverbs of frequency

Look at the following example.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
study	study	study	study	study	study
homework	homework	homework	homework		
	visit	visit	visit		
		play		play	
			go		

- I always study before exams.
- I usually do my homework.
- I often visit my grandfather.
- I sometimes play football until the night
- I rarely go to the park
- I never get angry.

Tsedale is an engineer. She works in a big construction site. She usually gets up at 6:00 a.m. She sometimes wakes up late. She often goes to work by bus. She always arrives at work before 7:30 a.m.

The underlined words in the above paragraph, are adverbs of frequency. Adverbs of frequency come before verbs.

A. In the paragraph below, underline the adverbs of frequency.

Petros always wakes up early. He goes to school every day. He often plays football. He sometimes goes swimming. He usually performs all of his activities successfully. He is rarely ill. He is never unhappy.

B. Change the verbs in brackets into their correct forms.

1. Hana _____ (always /play) volleyball with her friends.
2. The students _____ (sometimes/run) in the school compound.
3. I _____ (usually/ enjoy) watching football game.
4. My brother _____ (often/play) tennis.
5. My mother _____ (rarely/ watch) football game.

Grammar Spot

Adverbs of frequency are used with simple present tense. They are always, sometimes, often, rarely, every day, never, and so on. They are used to describe habitual actions or repeated actions.

Week 17**Day 4****7. Reading Fluency**

In pairs take turns reading the third paragraph of the reading passage titled "Football."

8. Vocabulary

Match the words in Column A with their definitions in Column B based on the meaning they have in the reading passage about football.

A	B
1. relax	A. positive outcome
2. effort	B. feeling of being worried
3. kick	C. to cause pain or injury
4. hurt	D. to strike with one's foot
5. field	E. hard work
6. team spirit	F. to become less tense
7. nervousness	G. an open area of land
8. benefit	H. the bond within a team

Week 17**Day 5****9. Writing****Writing Conventions**

Re-write the following paragraph by putting the correct punctuation marks and the capital letters where necessary.

i have a dog he is black in colour he wags his tail and licks my face when he is happy he loves going for walks and chasing his red ball i take him

to school sometimes once he saw black cat and wanted to chase her too but i didn't let him was he mad at me i don't know i love my dog very much because he always obeys me and follows me everywhere

Writing Composition

Write a paragraph about the two famous football players based on a given information in the table below.

Use Adverbs of Frequency					
always	usually	often	sometimes	rarely	never
100%	80%	60%	40%	20%	0%

	Christano Ronaldo				Lionel Messi			
	Always	Usually	Sometimes	never	Always	Usually	Sometimes	never
plays for Real Madrid		✓						✓
plays for Barcelona				✓	✓			
scores with head and foot	✓						✓	
assists team mates	✓				✓			
kicks with left foot			✓			✓		
shoots powerfully		✓						✓

Christiano Ronaldo is a known football player. He is Portuguese. He usually plays for Real Madrid. He never

What Would You Like to Be?

Week 18

Day 1

1. Word Study

Blending and Segmenting

A. Blend the following words and read aloud.

Segmented	Blended
1 sick - ness	sickness
2 competi -tion	
3 interest - ing	
4 great - er	
5 medic-al	

B. Write the number of syllable each word has.

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions.

1. What health centres such as hospitals or clinics are available in your area?
2. What is their use?
3. List the names of medical professionals and their responsibilities.

While reading Activity

Answer the following questions according to the information given in the reading passage.

1. What does Roman want to be? Why?
2. What is Roman doing to achieve her goal?
3. Where do the majority of Ethiopians live?
4. Why does Roman want to serve in a village?

Roman Would Like to Be a Doctor

Roman is a clever student. She wants to succeed in her life. She has set her **aim** and determined her **target**. She would like to be a doctor. Roman has reasons why she has chosen this career.

Roman would like to become a doctor because she wants to serve her country, Ethiopia. She hopes to help, create and keep a healthy society. She does not want to see people **suffering** from sickness. Roman believes that all people should get a proper medical care. She also wants to live in a healthy community.

Roman works hard to **achieve** her goal. She studies hard to be a doctor. She works hard because she is eager to get the **admission** into medical colleges. She knows there is tough **competition** among the students.

Roman **dreams** of working in the countryside. After she is qualified as a medical doctor, she wants to move to the countryside. She also knows living in rural areas is very interesting. She loves to serve villagers. Moreover, she knows that what people need most is access to medication and good treatments.

Since the **majority** of Ethiopians live in rural areas, Roman knows that there is a greater need of doctors there. Hence, she works hard to qualify as a rural doctor and serve her country.

Post-reading Activity

In a group of three, discuss the following questions

1. For what profession would you like to be trained? Why?
2. What do you have to do to achieve your goal?

Week 18

Day 2

3. Vocabulary

Fill in the blanks in the following paragraph by choosing the appropriate words from the list.

majority	care	reason	sick
dream	interest	achieve	

I am a medical doctor. I have an (1) _____ to work in a rural area. This is because I feel that all people should get proper medical (2) _____. The (3) _____ why I have chosen this job is to help the rural community. I would like to help (4) _____ people in the countryside. That is my (5) _____. Since the (6)

_____ of Ethiopians live in rural areas, it is only fair that they should get appropriate health services. So, I have to work hard to (7)_____ my goal.

4. Listening

Pre-listening Activity

In a group, discuss the following questions.

1. What do you want to be in the future?
2. How can you achieve your goal?
3. What do you understand from the picture?



While listening Activity

Answer the following questions while you are listening to your teacher read the text.

1. What is Dawit's aim in life?
2. In what kind of construction work does Dawit want to participate?
3. Why does Dawit want to study at a university?

Post-listening Activity

In a group discuss the question below.

1. Is it important for people to have goals in their life? Why? Why not?

Week 18**Day 3****5. Speaking****What I would like to be?**

In pairs read what Masho and Mishame want or hope to do or achieve in the future.

Masho: Hi, Mishame! How was the exam?

Mishame: Hi Masho! It was fine.

Masho: Oh, good! Which university would you like to join?

Mishame: I would like to join Hawasa University and you?

Masho: I would like to join Mekele University. What would you like to study?

Mishame: I want to be a bank manager. So, I will study management.

Masho: I want to be a journalist. Do you know what journalists study?

Mishame: I don't know, but I will ask people.

Masho: Sure, I think we should know what we have to study

Mishame: Good luck! I wish you all the best.

Masho: Thank you, the same to you.

In pairs role play the parts of Masho and Mishame.

Then, using the dialogue as a model, talk about what you want to be in the future.

6. Grammar

can and can't

A. Fill in the gaps with can or can't. The first one is done for you.

1. Almaz is a runner. She wants to compete, but she is sick. So, she can't compete now.
2. Bulcha is in Harar now. If he _____ find a job in Harar, he will stay there.
3. Jodie finished law school last month, but she has not taken her exam yet. So she _____ get a job until she passes the exam.
4. Children, you _____ go out now. It is dark outside and dinner is ready.
5. This table is very heavy. I _____ lift it.
6. Ahmed is an engineer. He _____ design bridges.
7. She is a small baby. She _____ eat meat, but she _____ drink milk.
8. The dictionary is not expensive. I _____ buy it.
9. A cat _____ climb a tree, but a dog _____
10. I am very tired today. I _____ do my homework
11. My sister is very clever. She _____ pass all her exams easily.

Grammar Spot

Can is a helping verb.

Can is used to express ability or to say something is possible or permitted.

Both **can** and **cannot** have the same form for all subjects.

The verb that comes after **can** is in infinitive without **to**.

I **can** speak English.

He **cannot** ride a bicycle.

They **can** play football.

Week 18**Day 4****7. Reading Fluency**

Practise reading the fourth paragraph of the passage: "Roman Wants to Be a Doctor" with appropriate accuracy, speed and expression in pairs.

8. Vocabulary

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

A	B
1. target	A. feeling sorry about someone else.
2. suffering	B. being allowed to enter
3. sympathy	C. to point at a target or goal.
4. qualify	D. something that you are trying to do or achieve
5. completion	E. experiencing pain, illness or injury
6. admission	F. have the necessary knowledge or skills
7. succeed	G. finishing
8. aim	H. achieve the desired result

Week 18

Day 5

9. Writing

Writing Conventions

Use commas in the following sentences to correct them. Commas separate two or more adjectives before a noun.

Example: I sleep in a big, tall, comfortable bed.

1. It was a cold bright snowy day.
2. His new expensive attractive car gives him lots of pleasure.
3. Tilahun was a brave honest wise man.
4. My father lives in a beautiful warm sunny country.
5. Our teacher was a friendly talkative well-dressed man.

Writing Composition

farmer	librarian	pilot	teacher	doctor
reporter	scientist	chef	artist	police officer

From the given lists of profession, choose the one you want to be. Then, list reasons and compose a paragraph.

Student	Would like to be	Reasons
Yosef	farmer	<ul style="list-style-type: none"> • father is a farmer • already knows what to do and how to farm. • good at keeping farming tools. • likes cows, sheep and goats • is good at looking after animals.
(Your name)	_____	

Yosef	(Your name)
When I grow up, I like to be a farmer just like my father. I already know what to do and how to farm. I am good at keeping my farming tools. I like goats, cows and sheep. I am good at looking after them.	<hr/> <hr/> <hr/> <hr/>

UNIT 7

Health and safety

Personal Hygiene

Week 19

Day 1

1. Word Study

A. Blend the following segmented words and read them aloud.

Segmented	Blended
1 hy-giene	hygiene
2 main-tain-ing	
3 ac-cu-mu-la-tion	
4 in-fec-tion	
5 ev-ery-bo-dy	

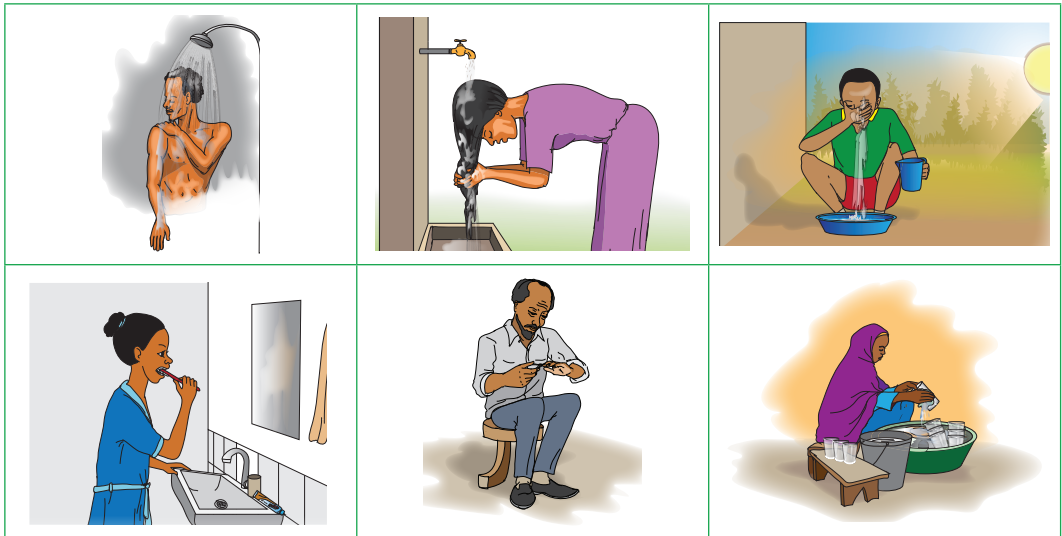
B. Write the number of syllable each word has.

2. Reading Comprehension

Pre-reading Activity

In a group, discuss the following questions.

3. How often in a day do you wash your hands? Why?
4. Do you wash your hands after going to the toilet? Why? Why not?
5. What do you understand from the pictures?



While reading Activity

Answer the following questions according to the information given in the passage.

1. What do people do to promote good personal hygiene?
2. What benefits do people get from brushing their teeth daily?
3. Why do people need to keep their personal hygiene?
4. What do we prevent by cutting our nails?
5. How do people morally benefit by keeping their personal hygiene?

Personal Hygiene

Personal hygiene is a practice of maintaining the cleanliness and neatness of the external body. Children have their own **habits** that they have learned from their parents or others.

There are many aspects of personal **hygiene**. These include washing the body, hands, face, feet and hair, brushing teeth and **clipping** nails. Washing clothes and food utensils and taking care of drinking water are also means of keeping personal hygiene.

Maintaining personal hygiene is **necessary** for personal, social and health reasons. Taking good **care** of the body helps to prevent the development and the spread of infection, illnesses and bad **odours**. It is important because it keeps bacteria and viruses away from our body. It also has mental as well as physical benefits. It is, therefore, a safer way of life.

Cutting our nails and keeping our fingers clean is vital. It helps us prevent hang nails and infections of the nail bed. Moreover, feet that are clean and dry do not easily contract fungal infections. In addition, brushing and flossing our teeth is essential. Brushing minimizes the accumulation of bacteria in our mouth, which can cause tooth decay. This can also cause gum diseases. On the other hand, flossing also helps to maintain strong and healthy gums. Socially, keeping personal hygiene gives us confidence to associate freely with other people. A clean body makes our mind fresh, active and alert. It makes us build a positive self-image that reflects our personality.

Nobody likes dirty things. Clean things are loved and desired everywhere. Therefore, we should always keep our bodies, clothes, houses and environment clean.

Post-reading Activity

In groups, discuss the following questions.

1. Why do people keep themselves neat and clean?
2. How do people in your area maintain their personal hygiene?
3. Tell your friends about the way you keep your personal hygiene.

Week 19**Day 2****3. Vocabulary**

Complete the following paragraph using the words in the box below.

care	odours	necessary	mental	accumulation
decay	clipping	hygiene	habit	disease

Keeping our personal (1)_____ is important for our health. It is also (2)_____ for our social relationships. Taking a good (3)_____ of our body is very important. This helps to prevent the spread of (4)_____. It also prevents bad (5)_____.

We should have a (6)_____ of washing, brushing and flossing our teeth to minimize the accumulation of bacteria in our mouth. Brushing our teeth helps to prevent tooth (6)_____. Moreover, (8)_____ our nails prevent problems such as hang-nails and infection.

4. Listening**Pre-listening Activity**

In your group, discuss the following questions.

1. What do your family members do keep the environment clean?
2. Do the people in your area use toilets and rubbish holes? Why?
3. What are the people in the picture doing?



While listening Activity

Answer the following questions while you are listening to the text read by your teacher.

1. What kind of environment is clean and healthy?
2. What means do people use to keep their environment clean?
3. Who do you think is responsible for keeping our environment clean? Why?
4. Where should people collect rubbish?

Post-listening Activity

In groups discuss the following questions.

1. What is the importance of living in a clean environment?
2. Is the environment in which you live healthy? Why? why not?
3. What do the people in your area do to keep their environment clean and safe?

Week 19**Day 3****5. Speaking**

A. In pairs read the following dialogue between mother and son, then identify and underline should and shouldn't.

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 diseases.

Son: Oh! That is right, Mom. I should always wash my hands after using the toilet.

Mother: Good! Oh hurry up! Now wash your face, comb your hair and put on your clean uniform.

Son: Yeah, Mom. May I have my breakfast, please?

Mother: Here you are. After eating, you should brush your teeth, then check whether you have put your exercise books, pen and pencil in your bag.

Son: I have done all that. Bye, Mom.

Mother: Bye, my son.

B. Use should and shouldn't to talk about how you keep your personal hygiene. Do this with a partner.

6. Grammar

Indefinite pronouns

Read the following examples and study the underlined words.

Oda: Hello! Can I speak to somebody in this office, please?

Lili: I'm sorry, sir. There is nobody in the office now. Everybody has gone home.

Oda: But, I should speak to somebody today.

Lili: I'm sorry. There is nobody here. Can you call back in the morning? There will be somebody here.

A. Choose appropriate indefinite pronoun from the given list to complete the following sentences.

everybody/ everyone	somebody/someone
anybody/ anyone	nobody/no one

- I am lonely. I have _____ to talk to.
- I like the people here. _____ is very friendly.
- What are you doing here? I am waiting for _____.
- It is a secret. Don't tell _____.
- The house is empty. _____ lives here.

B. Complete the following dialogue using appropriate indefinite pronouns.

Beletu: Mamo! Wake up! I think _____ is in the kitchen.

Mamo: What? I checked every place, but _____ is in the kitchen. Let's sleep.

Beletu: Oh, I heard _____ moving around. Can't you hear?

Mamo: No, I don't hear _____.

Grammar Spot

Indefinite pronouns are used to refer to people or things without saying or knowing exactly who they are. These are everybody (everyone), somebody (someone), anybody (anyone) and nobody (no one)*

We use a singular verb after indefinite pronouns.

Everybody loves Soliyana .

Nobody enjoys the movies.

Someone is calling.

Everyone wants to get good mark.

* no one is written as two separate words.

Week 19

Day 4

7. Reading Fluency

Read with accuracy and speed the second paragraph of the reading passage: "Personal Hygiene."

8. Vocabulary

Match the items under Column A with the appropriate body parts given under Column B.

A	B
1. tooth brush	A. hair
2. nail clipper	B. body
3. lotion	C. teeth
4. mouth wash	D. nail
5. cotton swab	E. ear
6. shampoo	F. mouth

Week 19

Day 5

9. Writing

Writing Conventions

Use the possessive form of indefinite pronouns to answer the following questions.

Example	Whose hat is that? That must be somebody's hat.
----------------	--

Indefinite pronouns

anyone	everybody	someone
anybody	somebody	

- Whose dictionary is that?

It must be _____'s dictionary.

2. Who is responsible for keeping the classroom tidy?

_____ is responsible.

3. Where are they staying?

In _____'s house.

4. I've found a pen. Does it belong to _____?

Writing Composition

Fill in the daily hygiene chart below and write a short instructive paragraph for your little brother or sister using the information in the chart. Use the expression: You should.... and frequency expressions.

Daily Hygiene Chart

What to do	Mon	Tue	Wed	Thu	Fri	Sat	Sun
wash face							
wash hands with soap							
comb hair							
brush teeth							
wear clean clothes							
clip nails							
put on clean shoes							

Preventing Disease

Week 20

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

	Segmented	Blended
1	phar-ma-cy	Pharmacy
2	shiv-er-ing	
3	ap-pe-tite	
4	am-bu-lance	
5	tu-ber-cu-lo-sis	

2. Reading Comprehension

Pre-reading Activity

In a group discuss the following questions.

1. Have you ever suffered from any disease? Describe how you felt.
2. What must be done to cure disease?
3. What does the picture describe?



While reading Activity

Answer the following questions based on information from the reading passage.

1. What is the relationship between the sick boy and the woman?
2. What did she convince the boy to do?
3. Why did the boy's cough persist?
4. How did the woman and the boy travel to the hospital?
5. What should we do when we become sick?

A Boy Falls Sick

A woman lived in a village, where there was neither clinic nor pharmacy. The woman had only one son. One day, her son became sick and could not go to school. He had a high fever.

She went to a little shop to buy some tablets for her son. But, the boy did not want to take the tablets because the tablets were not prescribed by a doctor.

However, the boy's mother convinced him to take the tablets. After taking the tablets, the boy got some relief and he slept soundly. As he was preparing to go to school the next morning, he started shivering and coughing. He went back to bed and covered himself with a blanket. This time, he really needed medical care, but his mother did not make the right decision. After a few days, he got weaker and started losing weight. When he lost his appetite completely, his mother became concerned and worried.

The following day, the boy's mother travelled to a clinic near her village. The nurse advised her to take her son to the hospital immediately. An ambulance came and took the boy to a hospital.

Tears ran down from her eyes as her son became weaker and weaker. She feared that he would die. The doctor had the boy's sputum tested. The test results showed that the boy was suffering from tuberculosis. The doctor assured the mother that her son would get well after the right treatment. The boy had to stay in the hospital for more than three weeks.

Post-reading Activity

In a group discuss the questions.

1. How do the people in your area cure different diseases?
2. Are there health workers who are working in your area? What are their roles in society?
3. What are the disadvantages of not having a health centres in an area?

Week 20

Day 2

3. Vocabulary

Match the words from the reading passage under Column A with their definition under Column B.

A	B
1. sick	A. removal of something painful
2. fever	B. trembling/shaking of the body
3. relief	C. a desire for food
4. shivering	D. afraid and worried
5. appetite	E. persuaded
6. feared	F. pain caused by illness
7. assured	G. ill
8. suffering	H. a rise in body temperature

4. Listening

Pre-listening Activity

In pairs discuss the following questions.

1. How can you protect yourself from diseases?
2. Have you ever visited a clinic or hospital? Why?

While listening Activity

Answer the following questions while you are listening to your teacher reading the poem.

1. How is health referred to in the poem? Why?
2. What are the major enemies of life?
3. What are good health habits stated in the poem?

Post-listening Activity

In a group of five, discuss the following questions.

1. How can we minimize germs?
2. How can health workers help us to prevent diseases?

Week 20

Day 3

5. Speaking

must and mustn't

A. Read the following dialogue and identify the use of must and mustn't in the dialogue.

A: Hi, my friend! How are you?

B: I'm fine and you?

A: I'm not ok. I have a severe headache.

B: Oh, sorry. You might have malaria. You must go to a hospital.

A: Should I buy medicine?

B: No, you mustn't take any medicine without seeing a doctor.

A: So, how should I go to the hospital?

B: You must take a taxi. If you like I can go with you.

A: Thank you.

B: No problem.

B. In a group talk about what someone has to do when he she gets sick. Use must and mustn't in your conversation.

C. You are going to play roles as a doctor, patient and a father. Your teacher will tell you what to do.

Example:

I'm tired. You must take some rest.

My eyes are burning. You must not look at screens too much.

6. Grammar

Should and shouldn't

A. Match the sentences under Column A with the advice under Column B:

A	B
1. I have a headache.	A. You should do more exercise.
2. I'm feeling cold.	B. You should take paracetamol.
3. The game starts at three o'clock.	C. You should leave at two-thirty
4. I always feel tired in the morning.	D. You should take a rest.
5. I don't feel well.	E. You should wear your jacket
6. I want to lose weight.	F. You shouldn't go to bed so late.

B. Choose should or shouldn't to complete the following sentences.

1. You _____ be so selfish; you have to think of your generation.
2. You _____ smoke cigarettes. It is very dangerous for your health.
3. We _____ exercise more. Exercises helps to keep healthy.
4. You are overweight you _____ eat more fruits and vegetables but less meat.
5. You _____ ever speak to your mother like that you _____ respect your mother.

Grammar Spot

Should and **should not** are modal verbs. These verbs give more information about the function of the main verb that follows it. **Should** and **should not** are used for giving advice or expressing an opinion. They are used to talk about what we think is right or wrong. They are not as definite as **must** and **must not**, which are used to give strong recommendations and official commands.

Example:

You should work hard to score good marks.

You should not eat fruit without washing them.

You must wash your hands. They are very dirty.

You must not prepare food with dirty hands.

Week 20**Day 4****7. Reading Fluency**

Read aloud with speed and accuracy the third paragraph of the reading passage: **A Boy Falls Sick**.

8. Vocabulary

In groups talk about the different diseases in the community. How can they be treated or prevented? Draw a table like the one below in your exercise book to help you organise the information.

Disease	Treatment /prevention	Medical personnel
cough	pills or medicine/cover mouth when coughing and wash hands	doctor
polio	vaccination	nurse /health worker

Week 20

Day 5

9. Writing

Writing Conventions

Rearrange the words to write correct health and safety messages.

1. going to/ Avoid/ places/ lonely/ unsafe.
2. at night/ Don't/ walk/ alone.
3. sharp/ instruments/ Don't/ with/ play.
4. can/ prevent/We/ AIDS.
5. Your/ wealth/ your/ health/ is.

Writing Composition

Write a short Information about how people in your area prevent malaria. Ask health workers in your nearby home clinic and organise the information into a paragraph.

How to Avoid Danger

Week 21

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

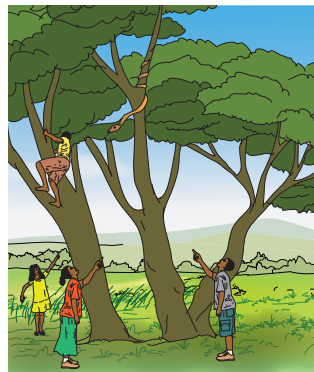
	Segmented	Blended
1	neigh-bour	neighbour
2	hur-ried-ly	
3	gath-ered	
4	help-less-ly	
5	un-for-tu-nate-ly	

2. Reading Comprehension

Pre-reading Activity

In a group discuss the following questions.

1. What are the possible dangers of walking in the bush?
2. What does the picture illustrate?



While reading Activity

Answer the following questions based on information in the reading passage.

1. Why do you think Ayele was bored?
2. What did Ayele do when he saw the snake?
3. How did Ayele's friends help him?
4. How did Ayele escape from the snake?
5. What mistake did Ayele's friends make?

Ayele's Bad Day

One day, Ayele was alone at home. He was bored. He decided to go to his neighbour's house to meet his friends and eat mangoes. He met his friends and they went to the backyard. As usual, they climbed the tree to pick the ripe **juicy** mangoes.

As they were **enjoying** the mangoes, Ayele saw a snake on one of the branches. "A snake!" he shouted. All his friends **quickly** climbed down the tree. Unfortunately, Ayele did not climb down fast enough. The snake started moving towards him.

His friends **gathered** stones and helped by throwing the stones at the snake. But, as they did so, one of the big stones hit Ayele on the head. Ayele **wept** helplessly. It was painful. When he realized that the snake was about to bite him, Ayele simply jumped down and **landed** on sharp thorns. What a bad day it was for Ayele!

Post reading Activity

Form a group and discuss the following questions.

1. What do you understand from the story?
2. Describe how you should avoid possible dangers in and around your home.

- Think about the last part of the story. What do you think Ayele and his friends should do next?

Week 21 Day 2

3. Vocabulary

Match the words under Column A with their meanings under Column B.

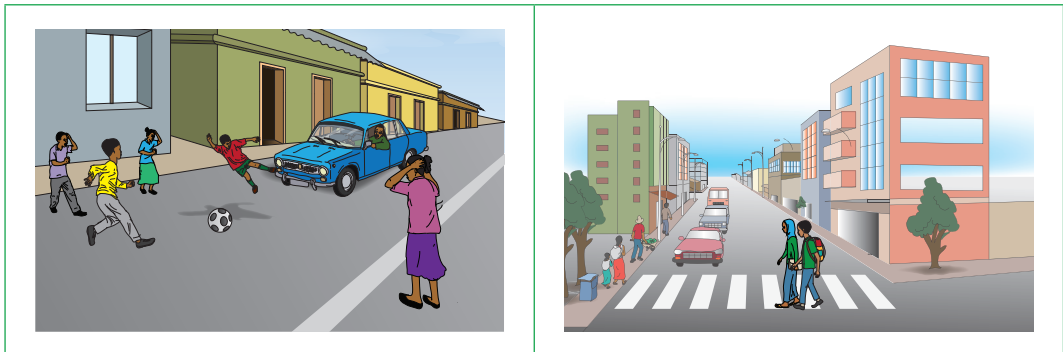
A	B
1. juicy	A. cried
2. enjoying	B. collected
3. quickly	C. full of juice
4. gathered	D. reached the ground
5. landed	E. in a hurry
6. wept	F. taking pleasure

4. Listening

Pre-listening Activity

In a group of three, discuss the following questions.

- What dangers do children face in your neighbourhood?
- What do you understand from the pictures below?



While listening Activity

Fill in the gaps while your teacher is reading the listening text.

1. _____ and _____ are inseparable.
2. People at school and home should always be _____ and _____.
3. You must know how to handle electricity and _____ before using them.
4. Don't cross _____.
5. Before crossing a street where there is no _____, look to both right and left sides.

Post-listening Activity

Form a group of five students and discuss the following questions.

1. Do you know a person who faced a certain danger? How did the danger happen?
2. What do you do if you see children playing on street?

Week 21

Day 3

5. Speaking

Form a group and talk about what you must and mustn't do when you are going to school. Choose from the given activities in the box.

play football
 cross street
 look right and left
 walk on zebra marks
 play with fire or/and electricity
 climb trees
 throw stones
 throw trash

6. Grammar

Imperatives

Rewrite the sentences in imperatives.

Example:

A. You mustn't step on the grass.

Don't step on the grass.

B. You musn't play on the street.

Don't play on the street.

C. You must check the traffic light before you cross the street.

Check the traffic light before you cross the street

1. You must take a shower after playing sports.

2. You mustn't stand too near the fire.

3. You mustn't drive that car. You are too young.

4. You must be careful. You mustn't climb too high.

5. You must take care. You mustn't touch that electric wire.

6. You mustn't walk in the bush alone. There are snakes.

Write five commands you hear every day from your teachers.

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Spot

Imperative sentences are used to give instructions or commands. In imperative sentences, the word you is avoided. Imperatives are also used to give warnings and advices.

Example:

Don't play on streets.

Use zebra marks to cross the road.

Look right and left before crossing a road.

Sleep under a mosquito net.

Week 21

Day 4

7. Reading Fluency

Form a group and read the first paragraph of the previous reading passage accurately and with appropriate speed.

8. Vocabulary

Choose the correct word to complete the sentences.

- The old man is our _____. His home is close to ours. He usually advises us, but he is not our relative.
A. father
B. neighbour
C. merchant
D. uncle
- Alemnesh and her friend _____ to go to Nekemte next week.
A. decided
B. went
C. throw
D. jump
- I never share _____ instruments with anybody since they could be cause for the transmission of HIV/AIDS.
A. house
B. school
C. sharp
D. kitchen
- I was _____ because, I had seen the film many times.
A. bored
B. sick
C. running
D. strong
- He _____ when a big dog ran towards him.
A. smiled
B. helped
C. bit
D. shouted
- Why did you _____ your baby? Babies need protection.
A. run
B. hit
C. sleep
D. study
- I _____ that I lost my keys when I reached home.
A. realized
B. want
C. go
D. inform

8. Moving in bushes needs care because _____ can hurt us.
- A. flowers
B. grasses
C. thorns
D. leaves

Week 21

Day 5

9. Writing

Writing Conventions

Write five sentences about common dangers. Use exclamation marks in your sentences.

Example:

A. Hot liquids must be kept away from children.

Keep hot liquids away from children!

B. Remember to handle sharp objects with care.

Handle sharp objects with care!

C. Acid and poison must be kept away from children

Keep acids and poison away from children!

Writing Composition

Write down what you should and shouldn't do when a fire breaks out in your kitchen. Then, compose them into a paragraph.

I should ...	I shouldn't ...
get out fast	go back inside

UNIT 8

Past Events

My Childhood

Week 22

Day 1

1. Word Study

Segment the following compound words and read them aloud.

	Blended	Segmented
1	childhood	child-hood
2	indoors	
3	outdoors	
4	household	

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions.

1. What do you remember about your childhood activities?
2. What did you learn from activities you did during your childhood?
3. What do you understand from the picture below?



While reading Activity

Answer the following questions while you are reading the passage.

- Childhood is a period in which children learn how to _____.
 - wear clothes
 - eat food
 - respect others
 - all are correct
- The childhood period is free from _____.
 - playing
 - respecting others
 - worries
 - honesty
- The _____ has a great role in shaping children's behaviours.
 - childhood
 - whole family
 - mother alone
 - father alone
- A person's basic _____ are shaped in childhood.
 - clothes
 - friends
 - characteristics
 - responsibilities
- Childhood is a period in which there are no _____ and _____ on their shoulders.
 - duties and responsibilities
 - indoors and outdoors
 - lies and aggression
 - parents and family

The Importance of Childhood

Childhood is an important period in one's life. This period is the time when a child's character takes shape. It is the **foundation** on which a child builds **basic** personal characteristics that are essential for their future life.

The **childhood** period is also the period in which children learn life skills. This is because their mind is like a sheet of white paper which records all experiences. For example, a child starts to learn how to eat, how to wear clothes, how to wash her/his body and how to play with her/his friends indoors and outdoors. Likewise, they learn how to communicate and **interact** with people. They also learn how to respect elders.

Childhood is also the time when children learn different behaviours. For instance, if a child learns to tell lies or to be **aggressive**, she/he will grow up as a liar and aggressive person. But, if a child learns to be **honest** or positive, she/he will grow with that behaviour and become a good person. Therefore, the parents and family have a great role in shaping their children's behaviour.

Post-reading Activity

In a group of five, discuss the following questions.

1. How do you think that your childhood experience contributes to your current behaviour?
2. Tell your friends what your father and mother do to make you a good person.

Week 22**Day 2****3. Vocabulary**

Choose the correct word from the table given below to complete the following sentences.

worry	basic	aggressive
responsibilities	honest	interact

1. Children learn _____ skills in their childhood time which are important for their future life.
2. Families have great responsibility in helping children to develop _____ behaviour.
3. Children like playing and enjoying. They don't _____ about the present or the future.
4. In the rural areas, children are often given more _____ .
5. Children who have _____ behaviour often fight with their friends.
6. A child can learn how to _____ well with others from his/her family and society.

4. Listening**Pre-listening Activity**

Form a group and discuss the following questions.

1. Are there children younger than you at your home or in your area? What behaviour do they have? How do you describe their behaviour?
2. Have you ever disobeyed your parents' rules? If so, what happened?

While listening Activity

Answer the following questions while you are listening to the text read by your teacher.

1. Where was Tona born?
2. Where did Tona go with his friend? Why?
3. Who yelled at Tona when he came home late at night?
4. Who tried to beat Tona?
5. What was Tona's mother's role in his childhood?

Post-listening Activity

Form a group and discuss the following questions.

1. What important lesson have you learned from Tona's childhood?
2. What roles do your parents and other caregivers play during your childhood?

Week 22

Day 3

5. Speaking

wh-questions and used to

In a group read the examples below. Then ask and answer questions about your childhood activities. Use wh-questions such as:

What did you do _____?

When did you _____?

Where did you _____?

Student 1: What did you use to play when you were in Grade 1?

Student 2: I used to play with my brothers and sisters.

Student 3: I used to watch cartoons on television.

Student 4: I used to enjoy playing with mud in the rain.

Student 5: I played indoors.

6. Grammar

Past Simple Tense

A. Answer the following questions about yourself. Share your answers with your partner.

1. When were you born?
2. Where were you born?
3. Which school did you go for your first grade?
4. When did you join Grade 1?
5. What was your favourite subject in Grade Three?
6. Who was your English teacher in Grade Four?

B. These sentences are in the present simple tense. Copy them in your exercise book and change them into the past simple tense.

Almaz plays football every day. (yesterday)
 Yesterday Almaz played football.

1. The doctor treats all the patients for Malaria (last week)
2. The students clean the compound every morning. (yesterday morning)
3. We enjoy playing in our compound. (when we were kids)
4. My parents advise me to study hard every day. (last week)
5. My teacher shows me how to behave in class. (in Grade 1)

C. Complete the sentences by using the simple past form of the verbs in the list below.

like	need	stay	start
jump	ask	play	

1. Hayat didn't want to go to vacation with us, so she _____ home alone last week.
2. Since I hurt my knee, I am unable to go to basketball training. Yesterday, I _____ with my playstation for an hour instead.
3. When I was a child, I _____ swimming. I took a deep breath, held my nose and _____ into the water.
4. Last weekend I _____ money to buy a ball, so I _____ my older brother to lend me some.
5. Before I _____ school, I played with my friends all day every day.

Grammar Spot

Simple past tense is used to describe actions that took place and were completed in the past.

We use adverbs of time such as yesterday, last time, last week, last year, ago and so on with simple past tense. Simple past tense is mostly formed by adding the suffix -ed to the present simple form of the verb.

This suffix is pronounced as a separate syllable only after **t** and **d**.

want	→	want-ed	watch	→	watched
like	→	liked	ask	→	asked
talk	→	talked	jump	→	jumped
need	→	need-ed	stay	→	stayed
play	→	played	clean	→	cleaned

Week 22

Day 4

7. Reading Fluency

In a group of take turns reading the second paragraph of the reading passage: "The Importance of Childhood."

8. Vocabulary

Match the words under Column A with their synonyms from Column B.

A	B
1. essential	A. regard
2. character	B. have/own
3. respect	C. responsibilities
4. possess	D. falsifier
5. duties	E. basic
6. liar	F. personality
7. honest	G. bother
8. worry	H. truthful

Week 22

Day 5

9. Writing

Writing Conventions

Change the following verbs into their simple past forms.

Present	Simple past
1. talk	talked
2. live	_____
3. wait	_____
4. finish	_____
5. kill	_____

Present	Simple past
6. repeat	_____
7. continue	_____
8. decide	_____
9. push	_____
10. thank	_____

Writing Composition

Write a short paragraph about your childhood activities. Describe the games you played, the activities you did. Use adverbs of time and simple present.

A Famous Ethiopian Athlete

Week 23

Day 1

1. Word Study

A. Blend the following segmented words and read them aloud.

Segmented	Blended
1. Ethiopia-n	Ethiopian
2. un-usual-ly	
3. operat(e)-ion	
4. run-ner-s	
5. follow-ing	
6. compet(e)-it-ion	

B. Identify the prefixes and suffixes found in the above words

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions.

1. List the names of some famous Ethiopian athletes.
2. What do you know about them?
3. Who is the athlete in the picture?



While reading Activity

Fill in the gaps by using information from the reading passage.

1. Abebe Bikila was born in _____.
2. Abebe proved to be the most famous Ethiopian runner in _____ in 1960.
3. Abebe was the first man to win _____ marathons.
4. Abebe was crippled in a car crash and confined to a _____.
5. Abebe tried to achieve a third success at the 1968 Olympics in _____.
6. The pronoun He in paragraph 2 (line 2) refers to _____.

Abebe Bikila

Abebe Bikila was one of the most famous Ethiopian athletes. He was born in 1932. He started running in 1956. He won several world records in different competitions.

Abebe proved to be the most **famous** Ethiopian runner of all time in Rome, in 1960. He won the Olympic marathon race barefoot. The time

of completion was two hours, sixteen minutes and two seconds. Four years later, he repeated his **success** at the Tokyo Olympics. That time, the world record was his alone. His time was two hours, fifteen minutes, sixteen seconds.

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

Abebe tried to achieve a third success at the 1968 Olympics in Mexico City. After only ten miles, a leg **injury** forced him to stop running. The **victory** went to another famous Ethiopian athlete Mamo Wolde.

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

Post-reading Activity

In groups discuss the following questions.

1. What lesson do you get from the reading passage?
2. Choose one famous person from your area and tell why he/she became popular.
3. For what do you want to be famous? How will you become famous?

Week 23

Day 2

3. Vocabulary

A. Match the words from reading passage under Column A with their meanings under Column B.

victory	history	famous
career	success	medals

Haile Gebreselassie is a 1 Ethiopian athlete. He has won 2 at distances between 1,500m and the marathon. His 3 continued when he moved from outdoor to indoor races. In addition, he participated in both cross country running and road running in the later part of his 4. He broke 27 world records and widely regarded as one of the greatest runners in 5. His narrow Olympic 6 over Kenya's Paul Teregat is unforgettable.

B. From the given list of words in the box, choose an appropriate word to complete the paragraph

A	B
1. famous	A. speed competition
2. race	B. damage to the body
3. rigorous	C. working life
4. injury	D. popular
5. victory	E. achievement
6. career	F. brave achiever
7. hero	G. intense

4. Listening

Pre-listening Activity

In a group of three discuss the following questions.

1. What do you know about Tirunesh Dibaba? Write down three things you know about her.
2. What other things would you like to know about her? Write down three points.



While listening Activity

Listen to the teacher reading a text and answer the following questions.

1. What type of runner is Tirunesh Dibaba ?
2. Tirunesh often runs with another member of her family. Who is this person?
3. What were the distances Tirunesh won in Helsinki?

4. What did Tirunesh do at the age of seventeen that no other Ethiopian athlete had done before?
5. Why do you think Tirunesh is described as the 'Flying Princess'?

Post-listening Activity

In a group discuss the following questions. Share your answers with the class.

1. Summarize the main idea of the listening text.
2. Whose achievement impresses you the more? Abebe Bikila's or Tirunesh Dibaba's? Why?

Week 23

Day 3

5. Speaking

So do I, Nor do I

Look at the following examples.

Bulcha:	I enjoy football.
Habtamu:	So, do I.
Ahmed:	I like to play football.
	I don't like watching it.
Habtamu	Nor do I.

Based on the given example, in pairs practise using so do I and Nor do I in a dialogue. Use the following sentences or your own to practise these expressions.

1. I love athletics.
2. I don't run very fast.

3. I enjoy singing.
4. I don't like listening to music.
5. I don't like cross-country running.
6. I have a bronze medal in a cross-country race.

6. Grammar

Simple Past Tense using Irregular Forms

A. Use the simple past form of the verbs in brackets in the following dialogue.

1. **Alem:** (you hear) Did you hear the thunder last night?

Bethlehem: No, I (hear, not) _____ anything all night. I (be) _____ asleep.

2. **Ali:** Look! That woman is a famous athlete. Her name is Birhane Adere. Do you know _____ about her?

Boru: Yes, I (do). My uncle (tell) _____ me about her.

3. **Nhial:** I (go) _____ to visit the famous places in Ethiopia last week

Negasi: Yes, I (do) _____.

4. **Aberash:** I (have) _____ an appointment with my English teacher yesterday. But, I (not see) _____ her.

5. **Hamza:** Why? she (do, forget) _____ the appointment?

6. **Aberash:** I (do, know) _____ the reason.

B. Complete the paragraph below using the correct form of the verb, in brackets.

Last Friday was a holiday. It (be) 1 Patriots Day. So, I (do, no 2 have to go to class. I (sleep) 3 the whole morning. In the afternoon, my friend Zahara (come) 4 to my home. We (go) 5 to the stadium. We (spend) 6 the afternoon there.

Grammar Spot

Simple past tense is formed regularly by adding ‘-ed’ to the present form of the verbs. In some verbs it is formed irregularly as in the examples below.

go	→	went	get	→	got
spend	→	spent	forget	→	forgot
know	→	knew	take	→	took
throw	→	threw	is	→	was

Week 23

Day 4

7. Reading Fluency

In a group of three read the second paragraph of the passage "Abebe Bikila" fluently.

8. Vocabulary

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

win	career	rigorous	coach	performance
-----	--------	----------	-------	-------------

Coaching is a very important _____ in sport. Athletics, football, volleyball and other types of sports need coaching. For example, a _____ trains and supports athletes. Athletic training needs intensive and _____ exercises. These exercises help improve an athlete's _____. The athlete can _____ more easily when he or she trains very hard.

B. From the given list of words in the box, choose the appropriate word to fill in each gap in the following paragraph

A	B
1. coach	A. ability to do something really well
2. proved	B. a special chair used as transportation means by a person with physical disability.
3. talent	C. demonstrated something as true.
4. crippled	D. trainer/instructor of any sport.
5. wheelchair	E. physically disabled

Week 23

Day 5

9. Writing

Writing Conventions

A. Write sentences using simple past tense to say what you did at the following times:

1. Yesterday morning
2. Last Saturday
3. On Monday afternoon
4. Last week
5. A few days ago.

B. Read the information in the table and fill in the gaps in the sentences below the table.

Name	Occupation	Place of birth
Bealu Girma	author	Suppei Boru, Illu Ababora
Aklilu Lema	scientist	Harar
Aster Awoke	singer	Gonder
Gebregziabher Gebremariam	athlete	Hawozen
Meselech Melkamu	athlete	Debre Markos

1. Bealu Girma is a famous _____ who was born in _____.
2. _____ is a famous scientist. He was born in _____.
3. Aster Awoke is a famous _____. She was born in _____.
4. _____ is a male athlete who was born in _____.
5. _____ is a famous Ethiopian female runner. She was born in _____.

Writing Composition

From the table above, choose two famous Ethiopians and write a short comparative paragraph about them.

Summer Vacation

Week 24

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

	Segmented	suffixes	Blended
1	relax-ation	-ation	relaxation
2	examin-ation	-ation	
3	accident-al	-al	
4	success-ful	-ful	

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions with your partner.

1. Have you ever had a summer vacation? If so, where did you go? What did you do?
2. When does your vacation start? Why?

While reading Activity

Answer the following questions while you are reading the passage.

1. What activities do students do in the summer vacation?
2. Why do students enjoy having a vacation?
3. Where do most students spend their summer vacation time?

4. How long does the summer vacation last?
5. Why do some students like to attend summer classes?
6. In the first paragraph, what does the pronoun 'It' refer to.

Summer Vacation

Vacation time starts when schools are closed. In Ethiopia, it comes every year at the end of June or beginning of July. **It** last for two months. It is probably the happiest period of the year for students. Students do different activities in their summer vacation.

The summer **vacation** is above all a time of relaxation for students. This is because students are tired after the end of the **annual** examination. Students need rest to regain their energy. They need rest to recover from all the pressure they have been through. It also gives them the **opportunity** to visit relatives and new places.

Visiting gives them a chance to be familiar with different geographical areas and cultures. For instance, some students **travel** from a town or city to the countryside and others go to a city or town from the countryside. The rest **spend** their vacation time with their family at home.

During the vacation, some students like to **attend** summer classes to study and get better knowledge. They choose and study difficult subjects which will help them to be successful in their future study. And also they like to do things that **excite** them. For instance, they like to participate in different social events such as games, conferences and other life skills.

Post-reading Activity

In groups of five, discuss the following questions.

1. What benefits do people get from having a vacation?
2. what other things do you think students need to do in their vacation? why?

Week 24

Day 2

3. Vocabulary

A. Match the words from reading passage under Column A with their synonyms under Column B.

town	spend	idea	travelled
opportunity	vacation	attend	

Muluken: Hi, Lelise. Where did you go last vacation?

Lelise: Hi, Muluken. I ___1___ to Hawassa.

Muluken: Really? How did you ___2___ your time there?

Lelise: It was great! I had a good time. I swam in Lake Hawassa.

Muluken: What else did you do there?

Lelise: I got an ___3___ to attend summer classes, too.

Muluken: Oh! Hawassa sounds a nice ___4___. For the next ___5___, I will plan to go to a certain place.

Lelise: Yes, that's a good ___7___. Now, it is time to ___8___ our class.

Muluken: That is right, let's go.

B. Use the list of words in the box to fill the gaps in the dialogue below.

A	B
1. vacation	A. please greatly
2. annual	B. journey
3. opportunity	C. break
4. travel	D. yearly
5. spend	E. chance
6. excite	F. use up

4. Listening

Pre-listening Activity

In a group of three, discuss the following questions.

1. Have you ever planned to go for vacation? If so, where did you want to go?
2. How did you spend your last summer vacation?
3. What do you think the girl in the picture is doing?



While listening Activity

Complete the following questions while your teacher is reading the listening text for you.

1. Mihiret is a _____ year-old girl.
2. Mihiret learned how to plan her activities from her _____.
3. Mihiret's parents told her to prepare herself for _____.
4. Mihiret accepted her parent's suggestion to attend _____.
5. Her parents decided to send her to visit her _____.

Post-listening Activity

Form a group and discuss the following questions.

1. What do you learn from Mihiret's vacation plan?
2. What will you do in your coming vacation?

Week 24

Day 3

5. Speaking

Practise the following dialogue in pairs.

Daniel: Hi, good morning. How are you?

Kedir: Hi, good morning. I'm fine thank you. It is good to see you again.

Daniel: It is good to see you, too.

Kedir: How did you spend your vacation?

Daniel: I spent my vacation in the city with my uncle. How about you?

Kedir: Oh! I spent my vacation helping my parents.

Daniel: Wow! You did well. It is also good to help parents whenever we can.

Kedir: Sure. I think it is time to start class, now.

Daniel: Let's go!

Follow the above dialogue to talk about how you spent your last vacation with your partner.

6. Grammar

Simple Past Tense: Question Form

Change the following statements into their question form.

A. Daniel watched football at Abebe Bikila Stadium.

Did Daniel watch football at Abebe Bikila Stadium?

B. Kedir took a short nap /in a shade./ (before getting into class)

Did Kedir take a short nap /in a tree shade?/(before getting into class)

1. Hareg spent her summer vacation in Bishoftu.
2. The Ethiopian Athletes won the long distance race.
3. Hadis Alemayehu wrote 'Fikir Eske Mekabir' in 1965.
4. Grade five students visited the sports field yesterday.
5. Mamo Wolde ran with Abebe Bikila in Rome.

Grammar Spot

- Simple past tense is used to describe action that happened at a definite time in the past. In simple past tense, the simple past form of the verb is used.
- In simple past tense, the auxiliary verb do is used in its simple past form **did** to change statements into question and negative form.

Example:

Simple Past Tense	Question	Negative
I <u>wrote</u> a letter.	Did you write a letter?	I didn't write a letter.
She <u>sat</u> down.	Did she sit down?	She didn't sit down.
They <u>tried</u> hard.	Did they try hard?	They didn't try hard.
He <u>threw</u> a ball.	Did he throw a ball?	He didn't throw a ball.
We <u>played</u> football.	Did we play football?	We didn't play football.

In the above examples, the underlined verbs are in simple past form.

Notice the use of auxiliary verb 'did' in the questions and the negative form construction.

Week 24

Day 4

7. Reading Fluency

In a group take turns to read the second paragraph of the passage 'Summer Vacation.'

8. Vocabulary

Match the new words under Column A with their antonyms in Column B.

A	B
1. closed	A. saddest
2. happiest	B. countryside
3. town	C. opened
4. present	D. easy
5. attend	E. absent
6. difficult	F. miss

Week 24

Day 5

9. Writing

Writing Conventions

Re-arrange the following sentences into the correct order to make a paragraph. Use capitalisations and punctuations where necessary.

1. our visit was enjoyable because Sof Umar Cave is attractive
2. the best part of the Trip was the photo session around the cave
3. every year we plan a visit to historical places
4. next year, we will visit another historical place
5. last year, we visited sof umar cave

Writing Composition

Write a short paragraph about what you did last summer vacation. Use simple past tense in your paragraph.

UNIT 9

Animals

Domestic Animals

Week 25

Day 1

1. Word Study

Prefix

Read out aloud, blend the following segmented words.

	Segmented	Blended
1	un-import-ant	unimportant
2	un-friend-ly	
3	destruct-ive	
4	trans-port-ation	

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

1. What are the most common domestic animals common in your area?
2. What benefits do people get from domestic animals?
3. What animals do you see in the picture?



While reading Activity

Answer the following questions based on the information from the reading passage.

1. List the names of the domestic animals mentioned in the passage.
2. What products do people get from domestic animals?
3. Why are cats important to people?
4. What products are made of purred or treated hide called?
5. List the names of the products that are made of hide.

Domestic Animals

Animals that are tamed and living in and around people's homes as pets are called domestic animals. Domestic animals rely on humans for their food and care. Some provide us with food while others are used to protect people and homes. The larger animals are also used to do heavy work for transportation.

Domestic animals include animals such as cow, ox, sheep, goat, camel, hen, cock, dog, cat, donkey and horse. People get food and other products from these animals. We get eggs and meat from hens. We get meat, milk and milk products such as butter, cheese from cow, sheep, goat and camel. In addition, some of these animals' skin and hair are very useful.

Their skin is called hide. The hair on their body is called fur or wool. Wool can be knitted into clothe or woven into blankets. Hide is used for making clothes, shoes, belts, wallet, bag, and many other products. The products that are made of pure hide are called leather goods.

Cats live in people's homes. They are very important animals. They catch and kill rats and sometimes even snakes. Rats are very destructive. They eat and destroy whatever they can get from our homes. Thus, cats help people to eliminate and defeat these pests. Likewise, people use donkey

and horse for transportation, sports activity and many other duties. They are used chiefly for carrying loads from one place to another.

Domestic animals are very friendly and useful. People use them as food, for making clothes and for many other purposes. We must not treat them badly.

Post-reading Activity

Form a group and discuss the following questions.

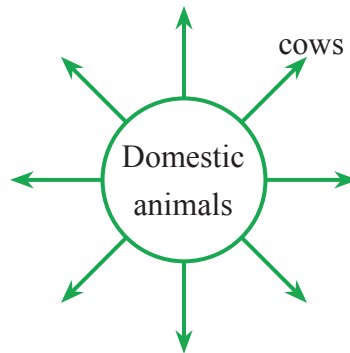
1. Have you ever owned a domestic animal or animals? What type? How do you treat them?
2. What do people in your area do to protect domestic animals?

Week 25

Day 2

Vocabulary

Complete the following diagram with the names of domestic animals.



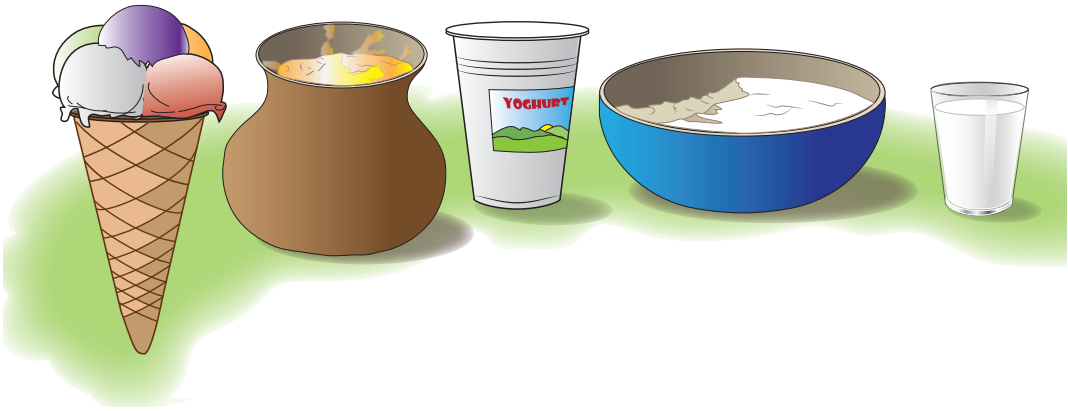
4. Listening

Pre-listening Activity

In pairs answer the following questions.

1. Do you use the milk and milk products of cows, camels, sheep and goats in your area? Why?

2. Write a list of milk products that are used in your area.
3. What do you understand from the pictures given below?



While listening Activity

Listen attentively while your teacher is reading the text for you and answer the following questions by saying 'True' or 'False'.

1. Camels, cow, goat and sheep are mammals.
2. Yoghurt and butter protect our body from heart disease and high blood pressure.
3. Milk products do not contain calcium.
4. Cheese contains fats and vitamins that are important for our body.
5. Milk products do not include cheese.
6. Ice-cream is a milk product that contains protein.

Post-listening Activity

In a group of five, discuss the following questions.

1. What other types of milk products do you know apart from those mentioned in the text?
2. Have you ever made yoghurt or butter? How did you make them?
3. When do people in your area use these products? why?

Week 25**Day 3****5. Speaking**

Play the 'Who am I?' game in pairs by guessing the names of animals you know from their characteristics and behaviour. One will describe an animal and the other will guess what it is.

Game 1 is done as an example for you.

A: I am an animal.

I live at home.

I eat grass and grains.

I am a good runner.

I can run faster than any other domestic animals.

I am a good jumper, too.

I can jump higher and faster.

People use me in sporting and fighting.

I can run fast with a person on my back.

My little baby's name is called foal.

Who am I?

B: You're a horse.

6. Grammar

Comparative and Superlative Degree

- A. Work individually and use the given information in the table to complete the sentences below. Write the sentences in your exercise books.**

Animals	Verbs	Adjectives	Comparative adjectives		Animals
a cow	is	fat	taller	than	a pig
a donkey		tall	fatter		a cat
a camel		big	faster		a cow
a dog		fast	bigger		a horse
a horse		small	smaller		a donkey
a pig					a camel
a cat					a dog

Pig and dog are fat but, pig is fatter than dog.

- Cows and donkeys are big but, cows are 1 than donkeys.
- A horse is tall, but a camel is 2 than a horse.
- A camel is fast, but a horse is 3 than a camel.
- Dogs and cats are small, but cats are 4 than dogs.
- (Write your own sentence.)

B. In pairs fill in the gaps in the following paragraph using comparative adjectives listed in the box.

smaller fatter taller bigger faster

Debebe owns many domestic animals. He has cows, dogs, camels, horses, pigs and cats. His camels are very tall. They are ___ 1 ___ than his cows and horses. His horses are fast runners. They run ___ 2 ___ than his donkeys and cows. His pigs are big and very fat. They are ___ 3 ___ and ___ 4 ___ than his dogs and cats. His cats are small. They are ___ 5 ___ than his dogs. Debebe loves all of his animals.

C. Use the information in the table below to construct five sentences using the superlative form of the adjectives.

Cats are the smallest animals.

Animals	Verbs	Superlative degree	
cows			animals
donkeys		tallest	
camels		fattest	
dogs	are	fastest	
horse		biggest	
pigs		smallest	
cats		strongest	

Week 25

Day 4

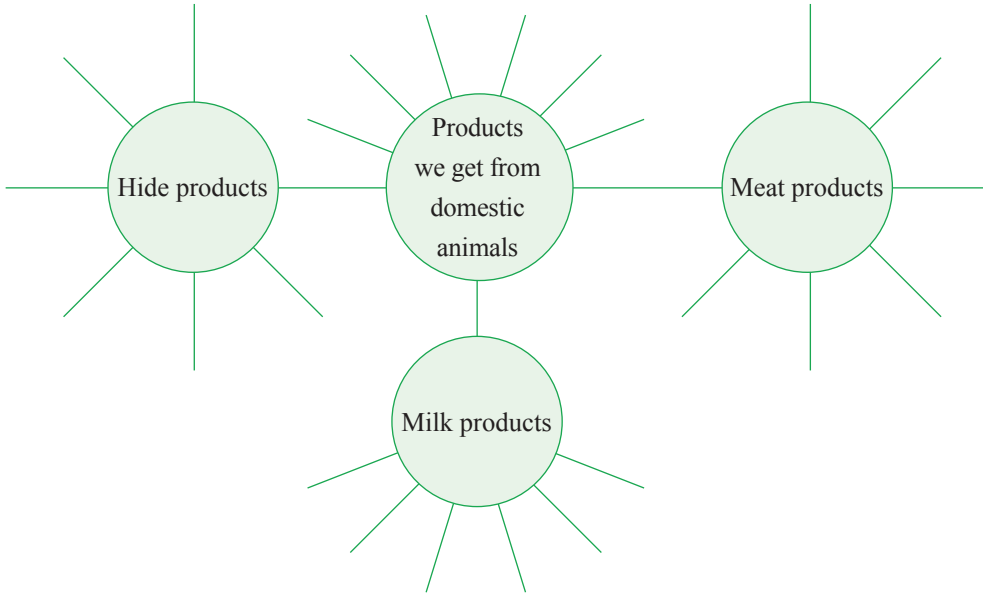
7. Reading Fluency

Read the third paragraph of the passage 'Domestic Animals.'

8. Vocabulary

Complete the following diagram by choosing appropriate words in the box.

butter		jacket	wallet	cheese	ice-cream
liver	chicken		milk		yoghurt
shoe	beef	belt		mutton	lamb



Week 25**Day 5**

9. Writing

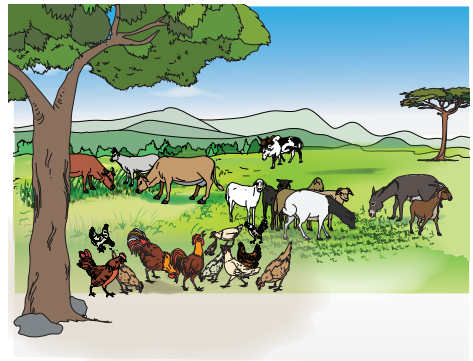
Writing Conventions

The following paragraph is not correctly capitalized and punctuated. Rewrite it using capital letters, commas (,) question marks(?) and full stops (.) correctly.

my friend do you have a dog i have a dog its name is jack jack is very beautiful its body is covered with soft white fur its eyes are large and dark my dog is very active funny and playful do you know what jack eats jack eats rice biscuits meat and other types of food jack guards our house at night i love my dog very much very often i play with jack and take it for walks

Writing Composition

Look at the following picture and write a paragraph about what you see in the picture.



Animals in the Forest

Week 26

Day 1

1. Word Study

Blend the following segmented words and read them loud.

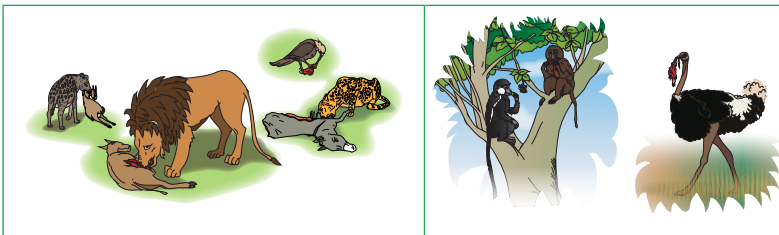
	Segmented	Blended
1	big(g)-est	biggest
2	climb-ing	
3	animal-s	
4	domestic-ate-d	
5	ordinar(i)-ly	

2. Reading Comprehension

Pre-reading Activity

In pairs

- List the names of wild animals which live in your area.
- Choose some animals from your list and explain what they eat.
- Discuss what you understand from the following picture.



While reading Activity

Based on the information in the passage, categorize and list the animals according to the food they eat and write the type of food they eat in the next column.

lion	zebra	monkey	walia
tiger	hyena	rhinoceros	fox
elephant	giraffe	ape	antelope

	Names of Animals	Their Food
Herbivores	walia	
Carnivores		
Omnivores		fruits,

Wild Animals and Their Food

Animals that live in the forest or grasslands and have not been domesticated are called wild animals. Wild animals have different behaviours. Some eat grass and others eat meat. Some are fierce and quick but others are passive and slow. Some sleep during the day but others sleep at night.

Herbivores are animals that eat grass and vegetation. The elephant is a herbivore. It is one of the wild animals that lives in the forest. It is the biggest animal in the forest. Elephants walk in groups. A group of elephants is called a herd or memory. Its baby is called a calf. The giraffe is also a herbivore. It lives in the forest. It is the tallest of all the animals. Its baby is also called a calf. Other animals such as buffalo, walia, antelope, zebra and rhinoceros are also herbivores.

Carnivores are meat eating animals. They get their food by hunting. For instance, the lion, leopard and hyena are carnivores. They have special skills in hunting and killing other animals. They run fast. They are fierce and have strong jaws and teeth.

Omnivores are animals which eat both grass and meat. The monkey is an omnivore. It is an animal that lives in the forest. It eats fruits and the leaves of trees. It also eats meat. It has special skills of climbing trees and jumping from tree to tree. Another omnivore is the ape. It also lives in the forest. It eats fruits and meat. Animals such as the bear and the wild pig are omnivores and so is the ostrich. It eats the flesh of small animals, lizards and insects.

In general, wild animals are animals that live in the natural environment. They are not ordinarily tamed or domesticated animals. They have a variety of behaviours and eating habits.

Post-reading Activity

Be in groups of five and discuss the following questions.

1. Summarize the main points of the reading passage.
2. What would happen if all wild animals eat the same type of food?
3. What are the advantages and disadvantages of wild animals?

Week 26**Day 2****3. Vocabulary**

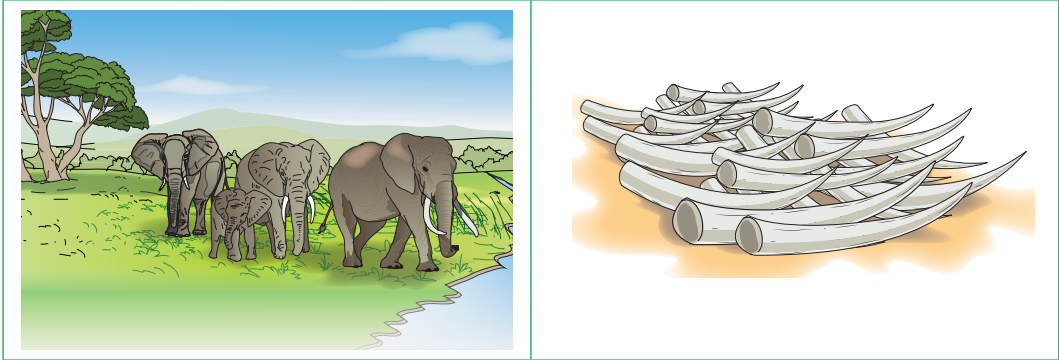
Match the words given under Column A with their antonyms under Column B.

A	B
1. passive	A. descend
2. fierce	B. active
3. climb	C. artificial
4. natural	D. unaggressive
5. tame	E. protect
6. attack	F. wild
7. fast	G. night
8. day	H. slow

4. Listening**Pre-listening Activity**

In pairs, discuss the following questions.

1. List the biggest wild animals you know.
2. Which animals do you think have a unique shape and size? Why?
3. Describe the following pictures.



While listening Activity

Answer the following questions while you are listening to the text.

1. African elephants are the biggest animals that live in ____ 1 ____.
2. Elephants' trunks are attached above their ____ 2 ____.
3. African elephants are ____ 3 ____ in size and ____ 4 ____ in colour than the Asian elephants.
4. Elephants are known as ____ 5 ____ animals.
5. Elephants are often hunted and killed by people, because their tusks are very ____ 6 ____.
6. They are used for carving, ____ 7 ____ and ____ 8 ____.

Post-listening Activity

In a group, discuss the following questions.

1. Why do some people kill wild animals?
2. Do people in your area kill wild animals? Why?

Week 26**Day 3****5. Speaking**

In pairs choose different wild animals you know and describe them. Answer the following questions to help you describe the animal/ animals.

- Where do/does...?
- What do/does...?
- How do/does...?

Example:

1. Where do lions live?
What do they eat?
How do lions get their food?
2. Where does an elephant live?
What does it eat?
How does an elephant get its food?

6. Grammar**Simple Present Tense**

A. Change the words in brackets into their correct form of simple present tense.

Dog (be) 1 a domestic animal. It (be) 2 a four footed animal. It (guard) 3 masters' home. It (catch) 4 thieves through its powerful senses of hearing and smell. Every dog (have) 5 a different nose print. People (love) 6 dogs for their good service.

B. Change the words in brackets in the following paragraph into their correct form of simple present tense.

The lion (be) 1 a wild animal. It (have) 2 a beautiful appearance. A lion (do, not) 3 kill any animal unless it is hungry. It (be) 4 not as cruel as the tiger although it (resemble) 5 the tiger in many of its habits. Lion (eat) 6 flesh, but not that of dead animals. It (do, not) 7 kill smaller and weaker animals. So, it (be) 8 known as a noble animal. It (be) 9 also called the king of the forest. All the animals in the forest (be) 10 afraid of a lion. When it (roar) 11 all other animals run away in fear.

Grammar Spot

The simple present tense is used to describe an action that is regular, true or fact. We use simple present tense to express:

1. repeated or regular actions in the present time period.

I go to school every day.

Alem visits her parents every Sunday.

I usually wake up early in the morning.

2. Facts.

A cat has four legs.

Lions eat meat.

Week 26**Day 4****7. Reading Fluency**

In a group read fluently the fourth paragraph of the passage 'Wild Animals and their Food.'

8. Vocabulary

Match the animals under Column A with their sounds in Column B.

A	B
1. a lion	A. trumpets
2. a hyena	B. snorts
3. a monkey	C. chirps
4. an ape	D. hisses
5. a bird	E. roars
6. an elephant	F. laughs
7. a snake	G. chatters
8. an antelope	H. gibbers

Week 26**Day 5****9. Writing****Writing Conventions**

Rewrite the following paragraph using capital letters, commas (,) and full stops (.) where necessary.

wild animals such as elephants lions leopards hyenas and foxes are very important for tourism wild animals often live in wildlife parks where

they are protected from hunters sadly these rare animals are killed for their body parts such as tusks horns and leather as these can be sold for a high price

Writing Composition

Write a short paragraph about a wild animal you know.

In your paragraph, include:

- the name of the animal.
- the type of food the animal eats.
- its unique behaviour, size and so on.
- its usefulness to human beings.

National Parks in Ethiopia

Week 27

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

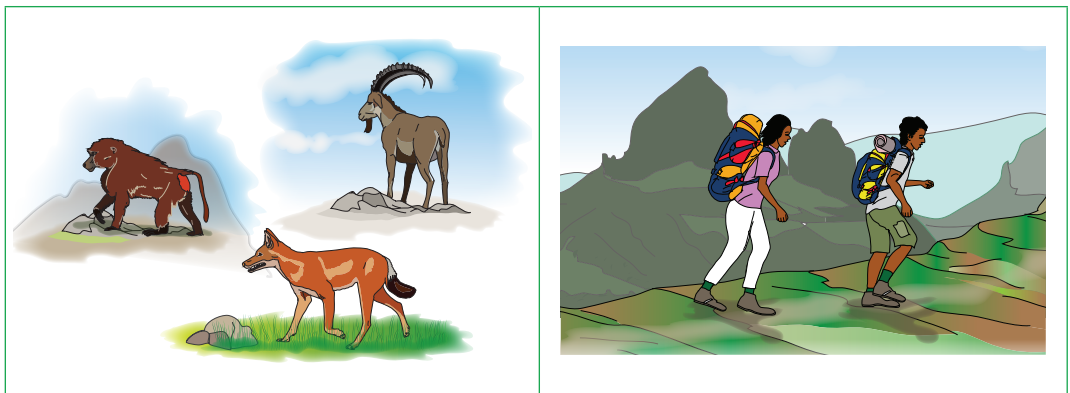
	Segmented	Blended
1	high-land	highland
2	in-fra-struc-ture	
3	cul-ti-vat-ed	
4	grass-land	
5	moun-tain	

2. Reading Comprehension

Pre-reading Activity

In a group of five, discuss the following questions.

1. What is a national park?
2. Name the national parks you know of in Ethiopia.
3. List animals that can be found in the parks you have named.
4. What do you see in the pictures?



While reading Activity

Answer the following questions based on the information in the reading passage.

1. What is the name of the highest mountain in Ethiopia?
2. What indigenous wild animals can be found in the Semien Mountains National Park?
3. How many species of birds are found in the Semien Mountains National Park?
4. How do tourists get access to the park?
5. Why was the Semien Mountains National Park primarily created?

The Semien Mountains National Park

The Semien mountains are of the most attractive mountains in Ethiopia. Their natural beauty attracts every visitor. This unique national park is one of the sight seeking parks in Ethiopia. The park **generates** a good income for the country. The Semien Mountains massif is one of the major highlands of Africa, rising to the highest point in Ethiopia, Mount Ras Dashen (4,620m) which is located in North Gonder zone of the Amhara region. Ras Dashen is the fourth highest peak on the continent. This peak affords very **impressive** views.

The Semien Mountain national park is home to a large **variety** of wild life including Gelada baboons, Waliya ibexes and Ethiopian wolves. Birds of prey such as the rare Lammergeier, a huge vulture, are also found in this park. The park is made up of a rocky massif, which slopes down to grasslands. It has three botanical regions. The lower slopes have been cultivated and grazed while the middle alpine regions are forested. The higher lands are mountain grasslands.

The park was primarily **created** to protect the endemic animals of the area such as the Walia Ibex, Red Fox and Gelada baboon. The Walia Ibex is a type of wild goat. It is found particularly in this park. In the Semien Park, a family of Gelada baboons and the rare Semien Wolf are also found. It has been **reported** that over 50 species of birds live in the park. Tourists can gain **access** to the park by the permission of the park rangers.

Post-reading Activity

In a group, discuss the following questions.

1. What is the importance of national parks?
2. Who is responsible for the protection of wildlife in the national parks?

Week 27**Day 2**

3. Vocabulary

The words in Column A are taken from the reading passage. Match the words with their synonyms in Column B.

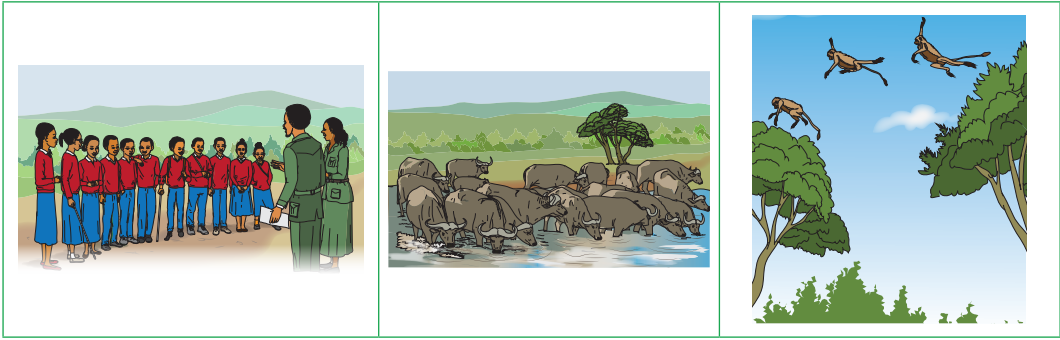
A	B
1. remote	A. diverse
2. generates	B. told
3. variety	C. distant
4. created	D. established
5. reported	E. produces
6. access	F. admission

4. Listening

Pre-listening Activity

In pairs, discuss the following questions.

1. Have you ever visited a national park? If yes, what was your feeling then?
2. If you have not yet visited a park, do you have a plan to visit one? Where and when?
3. What do you understand from the pictures given below?



While listening Activity

Fill in the following blank spaces while your teacher is reading the listening text for you.

1. The news about visiting the park was received with great _____ by all students.
2. The journey to the national park took _____ hours.
3. At the entrance to the park a tall man in a green _____ welcomed us.
4. We were told not to _____ or to _____ anything at the animals.
5. The first animals we saw were the _____.
6. A few meters away was a large herd of _____ drinking water from a stream.

Post-listening Activity

In a group, discuss the following questions.

1. What do you learn from the listening text?
2. Why do students visit national parks?
3. When you go to a park, what do you think you should do and should not do? Why?

Week 27**Day 3****5. Speaking**

The Following dialogue is about what you should and shouldn't do in a park. practise the dialogue with your partner.

Abdi: Hi, Solomon. How are you?

Solomon: I'm fine thank you. How are you my friend?

Abdi: I'm fine, too. Where were you last week?

Solomon: I went to Awash National Park.

Abdi: Did you have a good time there?

Solomon: Yes, I had a great time. I saw a lot of wild animals.

Abdi: Did you take any pictures?

Solomon: Yes, but the rangers told us not to approach them or try to catch them.

Abdi: What else did they tell you?

Solomon: They said you mustn't throw plastic rubbish in the park as it was dangerous to the animals.

Abdi: May I see the photos you have taken?

Selemon: Yes, may be this afternoon. I have to go to class now.

Abdi: Thank you so much!

6. Grammar

Simple Past Tense

Use the past form of the words in the box to complete the text given below.

destroy	go	make	is	get
walk	wash	see	brush	watch

Yesterday morning was an ordinary morning. I 1 up at 6:30. I 2 my face and 3 my teeth. Then, I put on my jeans and sweater. I 4 to the kitchen and started the electric coffee maker. Then, I 5 down the way to get the morning newspaper. While I 6 walking to get the paper, I 7 a monkey. It was eating the flowers in my garden. After I 8 the monkey for a little while. I 9 some noise to make the monkey run away before it 10 all my flowers.

Week 27

Day 4

7. Reading Fluency

Read aloud with speed, accuracy and expression the second paragraph of the reading passage: 'The Semien Mountains National Park.'

8. Vocabulary

Match the words in Column A with their definition in Column B.

A	B
1. national parks	A. a tall animal with a long neck
2. excited	B. feed on grass
3. graze	C. full of happiness
4. giraffe	D. places where wild animals are protected
5. lion	E. a large wild cat that lives in the forest.

Week 27

Day 5

9. Writing

Writing Conventions

Use the appropriate prefixes from the box to form meaningful words.

anti-	im-	mis-	il-	ir-
dis-	in-	pre-	re-	

- | | | | |
|---------------|-------|------------|-------|
| 1. regular | _____ | 5. legal | _____ |
| 2. understand | _____ | 6. school | _____ |
| 3. active | _____ | 7. body | _____ |
| 4. agree | _____ | 8. balance | _____ |

Writing Composition

Write a short paragraph about the importance of wild animals in your area.

UNIT 10

Arts and Literature

Animal Fables

Week 28

Day 1

1. Word Study

Blend the following segmented words and read them aloud.

	Segmented	Blended
1	shiv-er-ing	shivering
2	starv-ing	
3	love-ly	
4	gath-er-ing	
5	laugh-ed	

Write the number of syllables each word has.

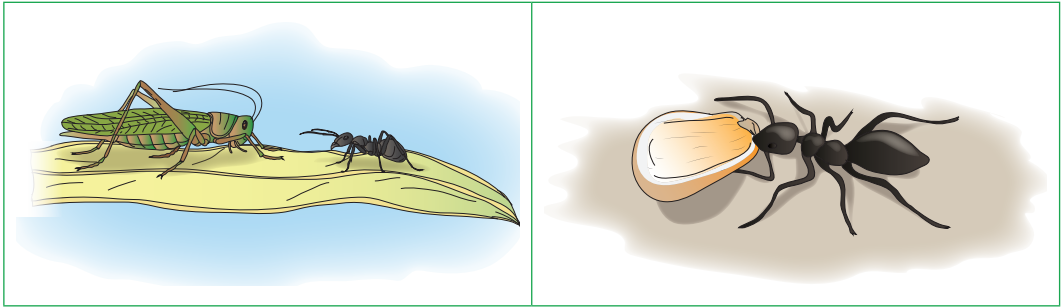
2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

1. Do you regularly do your homework or chores at a specific time each day? Why?
2. Do you have a special time for playing with friends? When is that? Why?

3. What do you understand from the pictures below?



While reading Activity

Answer the following questions based on the information in the reading passage.

1. Why did the grasshopper call the ant to come and join him?
2. What did the ant put on his shoulder to carry back to his nest?
3. What did the grasshopper do in the field on a warm summer day?
4. What was the response of the ant when the grasshopper said “Come, join me and we will sing and dance”?
5. If the grasshopper listened to the ant’s advice, what would happen to the grasshopper?
6. What did the ant suggest the grasshopper should do before the winter?

The Ant and the Grasshopper

On a warm summer day, a grasshopper jumped all over a field, singing happily. But, an ant struggled hard in the hot sun. The ant raised heavy kernels of corn on to his shoulders and carried them back to his **nest** one by one.

“Come, join me,” said the grasshopper. “Let’s sing, dance and make beautiful music!” The ant said, “I have no time to sing and dance. I am **gathering** food for the coming winter season. And, I suggest you to do the same if you know what is good for you.”

The grasshopper merely laughed. “I have **plenty** to eat today. Winter is a long time off. Why do you worry on such a lovely day?”

Summer turned to Autumn, and Autumn to Winter. Now the field was covered with snow. The ant **burrowed** deep in his warm nest, and he was content. He had enough food to last for the whole winter. But the grasshopper was no longer singing a happy song. The grasshopper was **freezing** and shivering. He said “I would not be **starving**, if I had listened to the ant’s **advice**.”

Post-reading Activity

Form a group of five and discuss the following questions.

1. What did you learn from the story you read?
2. What do the grasshopper and the ant symbolize in real life?

Week 28

Day 2

3. Vocabulary

The words in Column A are found in the reading passage above. Match them with their definitions in Column B.

A	B
1. gather	A. to dig a hole or in the ground
2. plenty	B. sitting cold.
3. starving	C. collect
4. advice	D. more than enough.
5. burrow	E. bird or animal home
6. nest	F. suffering from extreme hunger.
7. freezing	G. suggestion.

4. Listening

Pre-listening Activity

In pairs, discuss the following questions.

1. Which animals do you think are clever? Why?
2. What does the picture illustrate



While listening Activity

Complete the following sentences While Listening to your teacher reading the text.

1. The clever monkey lived on _____.
2. The clever monkey shared _____ with the crocodile every day.
3. The crocodile couple invited the monkey _____ and planned to eat his heart.
4. The foolish crocodile mentioned his wife's _____ to taste the monkey's heart.
5. As soon as they reached the river bank, the monkey _____ off the crocodiles back, and promised never to _____ it again.

Post-listening Activity

In a group of four discuss the following questions.

1. If you were the monkey, what would you do?
2. How do you feel if someone tries to fool you?
3. What do you think is the lesson of the story?

Week 28**Day 3****5. Speaking**

In pairs, describe the animals given in the list by comparing them. Use comparative and superlative degree to give a comparative description as in the examples given below.

giraffe	lion	tiger	monkey	snake
tortoise	hippopotamus	rat	goat	

Adjectives

long	small	fast	strong	fat
thin	clever	slow	large	dangerous

A: Hippopotamus is one of the largest animals.

B: A hippopotamus is slower than a lion.

6. Grammar**Simple past tense**

Look at the following example.

Yesterday, Hailu and Selamawit went (go) to the zoo. They saw (see) many kinds of animals. They stayed (stay) at the zoo for two hours. While they were (are) walking home, it began (begin) to rain. So, they stopped (stop) at a small coffee and had (have) a cup of coffee.

A. Fill in the gaps with the simple past form of the verbs in the brackets.

Last Saturday my father 1 (take) my friends and me to the circus.

We 2 (see) lots of things. My father 3 (buy) us some popcorn and

orange juice. We 4 (eat) the popcorn and 5 (drink) the orange juice. We 6 (laugh) at the funny clowns. There was a lion-tamer. The lions 7 (do) tricks. They 8 (jump) through hoops. A girl 9 (ride) an elephant around the ring. We all 10 (have) a wonderful time.

B. Complete the following sentences using the correct positive or negative simple past form of the verbs in brackets.

1. It was warm, so I _____ off my jacket (take).
2. The film was not very good, I _____ it very much (enjoy).
3. I was very tired, so I _____ to bed early (go).
4. The bed was very uncomfortable, I _____ very well (sleep).
5. Sara was not hungry. So she _____ anything (eat).
6. The window was open and a bird _____ into the room (fly).

Grammar Spot

The simple past tense is used to describe a completed active or state the past.

My sister played piano last night.

The students went to school on foot yesterday.

Of course, you can also have the negative form, which is formed by adding 'did not' to the verb.

My sister did not play piano last night

The students did not go to school on foot yesterday.

Week 28

Day 4

7. Reading Fluency

In pairs, take turns to read the third and fourth paragraph of the reading passage 'The Ant and The Grasshopper.'

8. Vocabulary

Fill the gaps using appropriate words in the box to make the following letter complete.

advise	nest	freezing	hot
burrowed	sent	gather	

Dear Habtamu,

How are you and your friends doing? I hope you are doing fine. I am sure you are studying hard to pass your exams. Last time, you 1 me a letter about a fox. It is my turn now. So, let me share with you some fact about the ant and the grasshopper. Ants and grasshoppers are families of insects. They are active during 2 seasons. The basic difference between them is that, ants 3 their food and store it in the 4. But, grasshoppers cannot do this. Ants simply spend the cold season 5 deep in their nest to keep warm. Contrary to this, grasshoppers suffer from 6 during cold seasons. Elders also use the working behaviour of ants to 7 their children.

Please keep in touch.

Sincerely yours,

Ibrahim

Week 28**Day 5****9. Writing****Writing Conventions**

Rewrite the following sentences using capital letters, quotation marks, question marks and full stops where necessary.

1. let's go outside said Amina
"Let's go outside," said Amina.
2. do you want to eat lunch with us asked Birhanu.
"Do you want to eat lunch with us?" asked Birhanu.
3. my dad said you need to do your homework
My dad said, "You need to do your homework."

1. habtamu said i think we should go to the hospital
2. gemechu asked what time is it
3. i never met a man i didn't like said Tizita
4. thank you for nice present! said Shewit
5. bekele asked his wife do you want to come to the market with me

Writing Composition

Ask your parents about animal fable that is well known in your area. Then write the story to share with your colleagues and the teacher.

A Singer

Week 29

Day 1

1. Word Study

Segment the following words by their suffix and read them aloud.

Blended	Segmented	Suffixes
1 singer	sing-er	er
2 Ethiopian		
3 dramatically		
4 successful		
5 composer		

2. Reading Comprehension

Pre-reading Activity

In a group of three, discuss the following questions.

1. How many famous Ethiopian singers do you know? List their names.
2. From your list, whom do you admire most? Why?
3. Who is the person in the picture?



While reading Activity

Read the following passage silently and answer the questions below.

1. Where and when was Ali Birra born?
2. Why did Ali Birra join ‘Arfan Qallo’ group?
3. Why did people give him a nickname called “Ali Birra”?
4. In which languages does Ali Birra sing his songs?
5. When did Ali Birra produce his first album?
6. In the first paragraph (line 2), the pronoun ‘He’ refers to _____?

Ali Birra

Ali Birra is one of the most popular Ethiopian singers. He was **born** on 29 September 1947 in Dire Dawa, ‘Ganda Kore’. He was also **raised** there. He **attended** Arabic school, where he learned the Arabic language and some



other languages, such as Afan Oromo and Amharic. Meanwhile, he enrolled in the local academic school and pursued his education up to grade six.

When he was thirteen, he joined ‘Afran Qallo’, a cultural group that **promote** the Oromo music and culture. The song that he sang on stage for the first time was “Birra dha Bari’e”. Following this song, “Birra dha Bari’e”, people gave him the nickname “Ali Birra”. “Ali” refers to his first name and “Birra” to the initial name of the song. Together they mean, “Ali the Spring”.

Ali moved from Dire Dawa to Addis Ababa in 1965. In Addis Ababa, he was **engaged** in singing songs in different languages. He has been singing in Amharic, Arabic, Harari and Somali languages, in addition to Afan Oromo. As his singing style was so nice, he rapidly became famous in the city. He joined other **famous** singers such as Mahmoud Ahmed, Tilahun Gessesse and Bizunesh Bekele. .

Ali Birra **produced** his first album in 1971. His albums are believed to play a great role in the development of Oromo music. He has released many albums. His albums include Sudanese and Harari songs. He has worked both as a singer and a composer.

Post-reading Activity

In a group of three, discuss the following questions.

1. What do you learn from Ali's life?
2. Summarise and share the main idea of the reading passage with other group members.

Week 29

Day 2

3. Vocabulary

Use the appropriate word from the box to complete the paragraph given below.

released	went	born	famous
promoted	raised	learned	

Kiros Alemayehu was 1 in the eastern part of Tigray in 1932. He 2 to school in the nearby city of Wukro. He 3 his secondary

education at Atse Yohannes comprehensive secondary school in Mekele. He 4 Tigrigna songs through his albums. Before joining Ras Theatre in 1968, he 5 his first album. Kiros Alemayehu was one of the 6 Tigrigna singers.

4. Listening

Pre-listening Activity

In pairs, discuss the following questions.

1. How many female Ethiopian singers do you know? List their names.
2. From the female singers, whom do you admire most? Why?

While listening Activity

Answer the following questions as your teacher reads the text.

1. Aster Awoke was born in _____ in Gondar.
2. Aster began singing publicly as a _____.
3. In 1981, Aster went to the _____.
4. Aster has become increasingly _____ within the Ethiopian community.
5. Aster has been performing in very big _____ since 1997.

Post-listening Activity

In a group of five, discuss the following questions.

1. Summarize the listening text in two to three sentences. ?
2. Why do you think people want to be singers.

Week 29**Day 3****5. Speaking**

A. Read the following dialogue in pairs and identify the function of the expressions: ‘I think’ and ‘In my opinion’.

Hailu: Hi, Bilise?

Bilise: Hi, Hailu?

Hailu: Who do you think is the most famous singer in the world?

Bilise: I think, Micheal Jackson is the most famous one.

Hailu: Why?

Bilise: It is because he released many albums. How about you? Do you think he is the most famous?

Hailu: In my opinion, Tilahun Gessese is the most famous singer

Bilise: Why do you regard him as the most famous?

Hailu: It is because he released several great albums and he spent his life promoting Ethiopian music.

Bilise: Oh, I see. Right you are.

B. In pairs, describe the singer you admire the most. Use expressions such as ‘In my opinion’ and ‘I think’ while describing the quality of the singer.

6. Grammar

Simple Past Tense: Interrogative

A. Convert the following statements into questions.

Hailu played drums yesterday. Did hailu play drums?

Tigist sat on the sofa. Did tigist sit on the sofa?

1. Ali Birra played a guitar. _____?
2. She threw a ball. _____?
3. Dawit went to the concert. _____?
4. The singers entertained the mass. _____?
5. Sifan practised piano. _____?

B. Convert the following statements into questions and write their answers.

A: The teacher asked a question. Did the teacher ask a question?

B: Yes, he did.

No, he didn't

1. A. She learned acting by herself. _____?
B. _____
2. A. Abel went to a concert. _____?
B. _____
3. A. Thomas went to the celebration. _____?
B. _____
4. A. The singer sang a new song last night. _____?
B. _____

Week 29**Day 4****7. Reading Fluency**

In a group of three take turns to read the third paragraph of the reading passage 'Ali Birra.'

8. Vocabulary

Write your own sentences using the words in the box. Two examples are done for you.

enrolled	started	famous	joined	moved
popular	stage	successful	nickname	activities

(Enrolled): We were enrolled at school at the age of seven.

(Activities): The students did a lot of activities yesterday.

Week 29**Day 5****9. Writing****Writing Conventions**

Add apostrophes to words in the following paragraph to show possessions correctly.

Our schools music club is calling for registration. My friend and I love music. I always sing Tilahun Gessese's songs. I really like the artist's work. Last week, the students concert was conducted. I participated in the students concert.

Writing Composition

Ask your parents or any other person whom you know to tell you about a singer they admired the most. Then use the following clues to write a paragraph that describes the singer.

- His/her name
- His/her place of birth and date of birth
- The song /songs he/she sings,
- Why he/she is most admired, etc.

Works of Art

Week 30

Day 1

1. Word Study

Blend the following words and read aloud.

Segmented	Suffixes	Blended
1. paint	-ing	painting
2. imagin(e)		
3. educat(e)		
4. equip		
5. perform		
6. creat(e)		

Write the part of speech the words belong to.

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

1. What materials does painting require? List some of them.
2. Do you like painting? Why?
3. What do you see in the pictures below?



While reading Activity

Answer the following questions as you read the passage that follows.

1. List the uses and purposes of painting.
2. What are the different types of painting?
3. What do people express through painting?
4. What type of pictures do you expect to see in landscape painting?
5. What are the materials used for painting?

Painting

Painting is one of the most important types of visual **art**. It is a **creative** work. It requires critical thinking and creativity. People express their imagination, ideas and feelings through painting.

Paintings are of different types. These include action, landscape, finger and many others. Action painting, sometimes called ‘gestural observation,’ It is a style of painting in which paint is splashed on the canvas. Landscape painting involves a painting of natural features such

as rivers, valleys, mountains, trees, forests, sky, weather and the likes. Finger painting is a painting which is done with the fingers. Young children, in particular, love to do finger painting.

Painting has many significant uses and purposes. It **broadens** people's thinking. It influences and changes people's perceptions. It helps people to express their emotion, explore the process and have good judgments. This is because painting increases people's thinking ability.

Painting work requires different materials, implements and surfaces. The materials include oil paints and pigments. The implements are kinds of **equipment** designed to be used for painting. Painting implements include brushes of different sizes and shapes, sponge, scissor, knife and palette. The surfaces are objects in which a painting is performed on. These include papers, canvas, walls, wood, clay, leaves, copper and concrete.

Since painting is a reflection of creativity, it is very important in our life. Painting creates beauty. It is educative and also develops our thinking ability.

Post-reading Activity

In a group of four, discuss the following questions.

1. What is the main idea of the reading passage? Summarize it in two or three sentences
2. Why do you think people engage in different kinds of paintings?

Week 30

Day 2

3. Vocabulary

Complete the following paragraph choosing the appropriate words in the box.

subject	creative	broaden
art	execute	equipment

Most children begin the 1 of painting in school. Since their mind is very 2, it is easy for them to develop skills of painting. Even when a particular 3 is given to different children to express their opinion through their painting, they can 4 it differently. When they are also provided with the necessary 5, they can show their amazing talents. Therefore, it is necessary to expose them to the works of art to 6 their thinking ability.

4. Listening

Pre-listening Activity

In pairs, discuss the following questions.

1. Have you ever watched drama? When? Where?
2. From the dramas you have watched, which one do you like the most? Why?
3. Which character in that drama do you admire most? Why?
4. What do you understand from the pictures?



While listening Activity

Answer the following questions as your teacher reads the text.

1. Acting is a profession of performing the role of a _____ in a play, movie, TV, radio, and many other _____ production.
2. It needs many _____.
3. Acting provides children with many skills and _____.
4. Acting teaches children how to control their vocal level while speaking during _____.
5. Children learn not only performing action but also _____ from acting.

Post-listening Activity

In a group of four, discuss the following questions.

1. Do you like acting?
2. In a group of four, perform few lines as a character from your favourite play.

Week 30

Day 3

5. Speaking

In pairs, practise the dialogue between Alemu and his friend, Senay. See how Alemu invites his friend to the cinema.

Alemu: Good afternoon, Senay.

Senay: Good afternoon, Alemu.

Alemu: What are you going to do this afternoon?

Senay: I have not yet decided what to do.

Alemu: I would like to invite you to the cinema.

Senay: That is good idea. What kind of film is going to be shown?

Alemu: It is an Ethiopian film that is becoming popular.

Senay: Oh, nice! When will it start?

Alemu: It starts at 7:00 o'clock.

Senay: So, when shall we meet?

Alemu: Let's meet at 6: 45.

Senay: Ok, see you then.

Alemu: See you, too.

Now, practise inviting one of your closest friends to a concert where a famous singer performs.

6. Grammar

Simple Present Interrogative

Read the following passage and take any three sentences and rewrite them in an interrogative form.

Harar is a beautiful city. Siham has a fantastic holiday there. She usually travels by bus from Addis Ababa to Harar. She often enjoys the travel. She takes her hours but she never sleeps at all during the flight because she is excited. She usually listens to the music, watches the film on her tablet and talks to the person who is sitting next to her.

Siham sometimes stays in Harar with her aunt and uncle. They usually invite her to Jugol in order to show her hyena feeding and the historical buildings of the city.

Siham has a fantastic holiday in Harar.

Does Siham have a fantastic holiday in Harar?

1. _____
_____?
2. _____
_____?
3. _____
_____?

Grammar Spot

A interrogative sentence is a type of sentence that is used to gather information using a direct question. It ends a question mark. We use 'do' and 'does' to change a statement in the present tense into the interrogative form.

Note that we use 'do' with **I**, **you** we and they, and 'does' with singular subjects (he/she/it).

1. A. The sun rises in the east.
B. Does the sun rise in the east?
2. A. My cow eats grass.
B. Does your cow eat grass?

Week 30

Day 4

7. Reading Fluency

Read the second and third paragraphs of the reading passage: **Painting**, with appropriate speed and accuracy

8. Vocabulary

Put the following list of words under the heading in the table below.

landscape	splashed	finger painting	play
theatre	act	manuscript	clay
picture	character	brushes	colour

Example:

Painting	Acting
brushes	character

Week 30

Day 5

9. Writing

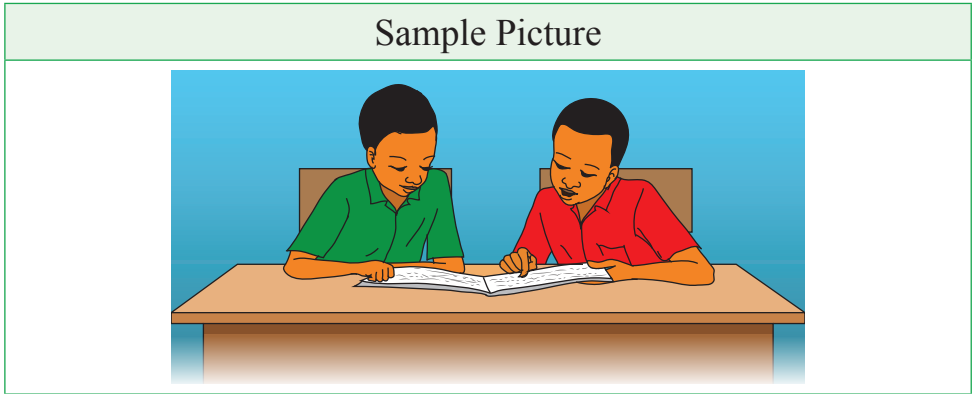
Writing Conventions

Identify the misspelled word from the following sentences and rewrite the sentences correctly.

1. My brother is good at apiningt.
2. Alemitu bought two burhses for me.
3. I like htearte than painting.
4. Gatluak will be a good cator.
5. Before you go to the stage, please read the crispt.

Writing Composition

Read the given sample below and draw any picture you like and write a paragraph about it.



Jemal and Fikadu are best friends. They are grade five students. They are discussing their maths assignment. They are also doing their maths homework together.