

Objectives

In this unit you will:

- ▶ discuss the past using regular and irregular verbs.
- ▶ read short passages and answer comprehension questions.

A Listening and speaking

LESSON ONE

Activity 1

Discuss the following questions in groups of four and present to the class.

1. What kind of animals are found in your community?
2. Where do these animals live?
3. How does your community benefit from the presence of these animals?

Activity 2

In groups, describe what you see in the picture.



Exercise: Answer these questions

1. What animals are shown in the picture?
2. Where does one find such animals?
3. Why is the vegetation important to the animals?
4. How does Ethiopia benefit from protecting the above animals?

LESSON TWO

Listening

Activity 1

With a partner describe the different animals that live in the jungle. What dangers may you face if you go to the jungle? What do you know about the different animals?

Exercise: Your teacher will read to you a short passage about Hussein. Listen carefully and answer the following questions.

1. Why did Hussein go to the forest?
2. What did Hussein meet on the way to the forest?
3. How did the beast promise to catch up with Hussein?
4. Why did Hussein abandon the idea of buying the walking stick?
5. Where was the beautiful white goat?
6. Why did Hussein forget the beast's warning?
7. What happened to the beautiful girl later in the evening?
8. What lesson did Hussein learn?

LESSON THREE

Grammar: Language practice

The past simple tense (revision)

Regular verbs

Activity 1

Use the past form of the following verbs and write about what you did last week. Compare your work with your partner's.

answer	open	cook	plant	fetch	study	roast
finish	collect	work	dance	visit		

Find other verbs to which we add **-ed** in the past simple tense.

Exercise 1: Put the verbs in brackets in the past tense to say what Bekelu did yesterday.

Bekelu _____ (**walk**) to school to visit her daughter. She _____ (**arrive**) at school on time. She _____ (**talk**) to the school principal. He _____ (**advise**) her to

help her daughter at home. She _____ (**decide**) to help her child. She _____ (**agree**) that she _____ (**give**) her child all the support she _____ (**need**).

Activity 2

In groups of four, identify ten regular verbs. Change the verbs into the past simple tense. Using the verbs you have identified, ask and answer questions in the past simple tense.

Exercise 2: Make 10 sentences in the present simple tense. Change these sentences to the past simple tense.

Example: (Present simple): She collects the books from the library.
She prepares breakfast.

(Past simple): She collected the books from the library.
She prepared breakfast.

LESSON FOUR**The past simple tense****Irregular verbs****Activity 1**

Read what Bekelu did yesterday. Compare the underlined verbs with the verbs in Lesson Three.

Bekelu went to the bookshop. She met the book seller and told him she wanted a book to buy. Bekelu knew that this was her duty. So, she didn't wait. She bought her daughter a dictionary. When Bekelu came home, she gave it to her daughter. She felt happy when she saw that her daughter was happy.

Exercise 1: Match the following words with their past form in the above paragraph.

tell see come give do meet know feel go buy

Activity 2

Discuss how the past is formed for the verbs in lesson three and four. What is the difference?

Activity 3

With a partner, form sentences in the past simple tense. Let your partner end the sentences as shown in the example.

Student: The dove saw the crocodile

Partner: and flew away.

Exercise 2: Change the verbs in brackets to past simple tense and form correct sentences in your exercise book.

1. The animal (**hide**) in the bush when the hunter shot.
2. They (**hear**) the sound of the gun and ran away.
3. The bird (**fly**) away quickly and disappeared.
4. When she (**blow**) the whistle, the animals came out of their hiding places.
5. A snake (**bite**) him as he was hiding in the jungle.

Exercise 3: Write 5 sentences in the past simple tense about your first day in school. When was it? Did you like it? What happened?

Grammar highlight:

We add *-ed* to regular verbs to change them to the past. Irregular verbs do not follow a particular rule to change to the past. *Examples:* come - came
bite - bit. Some irregular verbs do not change. *Examples:* hit - hit.

LESSON FIVE

Using: What did ...? Did he ...? Yes, he did / No, he didn't

Activity

With your partner, discuss these sentences. Form **Wh** questions about each of the sentences.

Examples: (a) Who wanted to hear a good story?
(b) What did Solomon want?

1. Solomon wanted to hear a good story.
2. He got an idea.
3. He knew his grandmother was a good story-teller.
4. He saw his grandmother seated under the mango tree.

5. He went to his grandmother.
6. He sat next to his grandmother.
7. He looked at her for sometime.
8. He talked to his grandmother.

Exercise: Answer the following questions using **Yes, he did / No, he didn't**.

Example: Did Solomon hate stories?
No, He didn't.

1. Did he love stories?
2. What did he know about his grandmother?
3. Did he shout at his grandmother?
4. Did he run away from his grandmother?
5. Did he tell his grandmother a story?
6. Did he sit next to his grandmother?
7. Did he talk to his grandmother?

LESSON SIX

Comprehension

A day in the jungle

Activity

With a partner read about the day of an animal in the jungle. Ask questions while your partner answers the questions. Change roles and let your partner read about another animal. Answer your partner's questions.

Exercise 1: Read the passages below and answer the questions that follow.

The antelope

The antelope was busy yesterday. She jumped from place to place looking for something to eat. This made her tired. She ate some fresh grass and drank water in the afternoon. She moved around looking for a place to rest. She took some rest under a tree.

The lion

The lion didn't get anything to eat the whole day. He chased many animals but

failed to catch any. At midday, he lost hope. He decided to rest in the long grass. Later he got up again and walked around in hope that he would find something to eat. As he approached the river, he saw an antelope sleeping under a tree. He walked slowly towards the antelope.

1. What did the antelope eat?
2. How did the lion spend its day?
3. What did the antelope do at last?
4. Did the lion drink water?
5. Where did the antelope take rest?

Exercise 2: Think of any animal. Describe that animal. Try to imagine how that animal spends its day in the jungle.

LESSON SEVEN

Dialogue

Activity

Read the dialogue and practise it with a partner.

Fanose: Who are the people you were talking to yesterday?

Bogale: They are tourists. They wanted me to show them the Blue Nile Falls.

Fanose: Oh! I see. How did you come to know them?

Bogale: One of them is my friend. We were together at Beshofitu Junior School.

Fanose: Where do they come from?

Bogale: England. They are on holiday here. My friend said that he was happy to return after many years.

Fanose: What other places did they visit?

Bogale: They visited Awash Park and Lake Tana.

Fanose: Did they pay any money to visit those places?

Bogale: Oh yes, of course. They paid in foreign currency. Our government earns a lot of money from tourism.

Exercise 1: Answer questions about the dialogue.

1. What did the tourists want to see?
2. Where did Bogale and his friend meet?
3. Why did the tourists come?
4. What other places did the tourists visit?
5. How does the government benefit from tourism?

Exercise 2: Read the dialogue again and list the regular and irregular verbs used in the text.

B Reading

LESSON EIGHT

A letter from a tourist

Activity 1

In groups of four, rearrange the words in the right order to write a letter from a tourist.

1. Your friend
2. 28 - 01 - 2010
3. I hope to come back during the holidays.
4. How are you these days?
5. David Wambui.
6. Nairobi
7. P.O. Box, 1856
8. I am writing to thank you for the good time I had in Ethiopia.
9. Dear Gebre,
10. Lake Victoria Public School
11. I enjoyed seeing the different wild animals in the national park.
12. I remain.

Exercise 1: Write the letter in your exercise book.

At the National Park

Activity 2

Here is a list of the rules you must follow for the sake of your safety when you visit a national park.

With a partner, discuss the meaning of the safety messages.

1. Ask for guidance from the tour guides.
2. Call for help in case of danger.
3. Be friendly to the animals.
4. Leave the place clean.
5. Don't throw stones at the animals.
6. Don't go near the animals.
7. Don't shout while you are in the park.
8. Don't give the animals food.
9. Don't smoke in the park.
10. Don't go to unauthorised places.
11. Don't steal or kill the animals.

Exercise 2: Design safety messages about using medicine. Write the messages in your exercise book.

LESSON NINE

Comprehension

Activity

Discuss the questions below.

1. Why are large areas of land reserved for animals?
2. What is the importance of wildlife to our country?
3. What attracts tourists to our country?
4. What does an archeologist do?

Tourism

We earn **foreign income** when tourists visit our country to see animals that are not in their countries. This explains why the government has made an effort to create and **preserve** wildlife in national parks where the animals are safe and can be taken care of by trained people.

Sometimes, the people who visit our country are interested in carrying out **research** on the historical background of the people. They dig up **sites** to discover more about the past and lives of the local people. These people are called **archeologists** and they have contributed a lot to the discovery of the history of a country and its people.

Whereas most tourists enjoy seeing the **wildlife** in national parks, others prefer watching the relief and physical features like Lake Tana and Blue Nile falls.

Some of the tourist attractions here include the *Bahar Dar* and *Arbaminch*, wide towns with beautiful palms and flowers. It is important that we conserve our wildlife, culture, historical sites and our environment.

Exercise 1: (a) Using information from the passage, state whether the statements below are **true** or **false**.

1. Government cannot preserve wildlife.
2. There are wild animals in the national park.
3. Tourists bring money to the country.
4. Animals are unsafe in the national parks.
5. There are few tourist attractions in our country.

(b) Give correct answers to the questions below.

1. Where do wild animals live?
2. What efforts has the government made towards protecting wildlife?
3. What is the work of an archeologist?
4. Who are the people who take care of animals in the park?
5. In which ways can tourism create employment?

Exercise 2: Match words in **Table A** with their meanings in **Table B**. These words are taken from the passage on tourism.

A	B
preserve	those who study about things of the past.
sites	money from outside the country.
foreign income	wild animals
research	keep
archeologists	places
wildlife	make a study

C Writing

LESSON TEN

Dictation

Activity 1

Write 10 sentences about animals.
Read the sentences to your friend.
Compare your sentences with your friend's.

Exercise: Your teacher will read to you 10 sentences. Listen carefully and write them in your exercise book.

Survey

Activity 2

In groups, of four or five, discuss an animal that is found in your area. What does the animal eat? What does it look like? Where does it live? What are its special characteristics?

LESSON ELEVEN

Guided Composition

Activity

Fill the gaps with the appropriate words to write a composition. Do the work in your exercise book.

national, bananas, park, study, guides, baboons, interesting, forest

Every year, our teachers organise tours for us. Last year, we went to Awash Park.

Before touring the area, the talked to us about the rules to observe in the national park.

Thereafter, they took us to see the They were hiding in the Baboons are very because they don't fear people.

The guide gave them the ripe we had taken for them.

By the time we finished touring the, it was very late.

Exercise 1: Read the letter from a tourist in Lesson Eight.

Imagine you are a visitor to Ethiopia from Egypt. Write a letter to your friend in Egypt describing what you saw when you visited Ethiopia.

Exercise 2: Write a letter to a friend. Describe your village to your friend. Do the work in your exercise books.

LESSON TWELVE

Safety messages

Activity

In small groups, discuss messages about 'Safety on the road'. The following phrases will guide you.

road signs, zebra crossing, study, cross, ask for help, safety belt, play along the road, at a bend, behind a parked vehicle.

Exercise: Design a poster about safety on the road.

Example: Cross the road at the zebra crossing. Do not play along the road. Display the poster in your class.

LESSON THIRTEEN

Revision Exercise

A. Make questions from these sentences and write them in your exercise book.

1. The antelope ran away from the lion.
2. The elephant drank all the water.
3. The giraffe ate the leaves on the tree.
4. Yes, the children listened carefully to the story.
5. No, she did not hurt the animal.

B. Complete these sentences in your exercise book.

- | | |
|--|------------------------|
| 1. All animals of the jungle chose | 4. The lion ate |
| 2. The antelope drank | 5. The snake bit |
| 3. The tourists left | |

C. Use each of the following words to write sentences in the past simple tense.

tell write go die work

D. Use each of the following words to write questions in the past simple tense.

- | | | | | |
|---------|--------|----------|---------|--------|
| 1. What | 2. Did | 3. Where | 4. When | 5. Who |
|---------|--------|----------|---------|--------|