

**Objective**

In this unit, you will discuss art and paintings.

**A Listening and speaking****LESSON ONE****Activity**

Describe to your partner what each artist is doing in the picture.



**Exercise 1:** Work in groups. What is happening in the picture?

1. Discuss the importance of artists to your country.
2. Name any two famous Ethiopian artists that you know.

## Listening practice

**Exercise 2:** Your teacher will read to you a passage about art and artists. Listen carefully as the passage is being read, then answer the questions below.

1. What is art?
2. Of what relevance is art to man?
3. Which categories of artists do you know?
4. What is graphic designing?
5. Where do artists sell their work?

## LESSON TWO

### Activity 1

Work with a partner. Read and act the dialogue.

Terhas : Today in Art lesson we did landscape drawing. We painted trees.

Endale : Where did you work from?

Terhas : Outside the classroom near the Music room.

Endale : How did you manage to work with all the noise from the Music room?

Terhas : On the contrary, we loved it because it was a source of inspiration.

Endale : How?

Terhas : Most artists produce their best pieces when they work in an environment with soft music.

Endale : That is quite interesting. I feel like doing Art now.

**Exercise:** Think about the different ways in which you can be inspired by music. What tasks would you perform as the music plays?

### Activity 2

In groups of four, discuss the following questions:

1. Which artists do you know of?
2. What do they do?
3. What inspires them to produce their art pieces?
4. Find time to visit them in their studios. Share your findings with the class.

## LESSON THREE

### Modal verbs of possibility

may / might / shall / should / can / could / must / will / would

With a partner read the following sentences and discuss their meaning.

1. Where are my keys? They **might** be in the bag.
2. Artists **may** contribute to a nation's development.
3. I **might** go to the mosque tomorrow.

**Exercise 1:** Form more sentences using the modal verbs above.

**Exercise 2:** Study the table. Match and complete the sentences in the table with the appropriate modal verbs.

<b>Example:</b> When I finish high school, I shall go to university.	
go to university.	leave my birth place.
studied Engineering.	help my parents at home.
get a job	study English.

**Exercise 3:** Rewrite the following sentences as indicated after each sentence.

1. If we begin cooking early, we may eat at 1.00 O'clock. (Begin: If we began \_\_\_\_)
2. Zemzem must \_\_\_\_ (Complete the sentence correctly).
3. Gemechu could get better results if he read harder. (Begin: Gemechu can \_\_\_\_)
4. Zehara should \_\_\_\_ (Complete the sentence correctly).
5. Ousman will escort me to the museum, if it does not rain. (Begin: Ousman would \_\_\_\_)

#### Activity

##### Guessing game

Draw a circle almost the size of your cup. Put a little triangle in the centre of your circle. Above this triangle on either side, draw two rectangles. Draw two semi-circles on opposite sides outside your circle but attached to it.

What could your drawing be? Complete the drawing with an appropriate shape below the triangle.

**LESSON FOUR****Modal verbs of possibility****Activity**

In groups of three, read the sentences. Identify their differences and then match them with their meanings in the box.

Sentence	Meaning
1. It might rain in Jimma.	1. It is possible for her to come to school.
2. It can rain in Jimma.	2. She is willing to come to school.
3. She may come to school.	3. It usually rains in Jimma.
4. She can come to school.	4. It is possible that it will rain in Jimma.

**might, can, may** are called **modal verbs** of possibility. They indicate a possibility or likelihood of an action happening. Use them in sentences of your own.

**Exercise 1: Rewrite each sentence using an appropriate modal verb.**

**Example:** The manager will possibly be in his office.  
The manager **may be** in his office.

- Rukya will possibly lend me her pencil.
- I can't find my book. I'm sure I forgot it at home.
- Don't close the door. It is possible that some students are still in class.
- It is impossible for Oben to drive at this time.
- It is likely that Ali is ill. He is not here.

**Exercise 2: Match the sentences under A with sentences under B.****A**

- It's very late.
- Ajebie didn't bring her homework.
- Alem is going to the cinema.
- The artwork is very beautiful.
- He may have a broken arm.

**B**

- It could fetch a lot of money.
- He might be in bed.
- He should go to the hospital.
- She must be forgetful.
- I could go with him.

**Grammar highlight**

**Modal verbs** are used when expressing the possibility or certainty of an action.

**LESSON FIVE****Present simple tense (Artists and their work)****Activity**

In groups of four, discuss the following questions about Art, Artists and their work.

1. How does a ceramist make flower vases?
2. What raw materials does a ceramist need and where can they be found?
3. Mention three artworks made by a sculptor.
4. Why do people love art?

**Exercise 1: Write sentences from the table. Underline the verb pattern.**

Woizero Zebenay	likes	himself	art pieces she buys.
The manager	enjoy	herself	paintings they exhibit every month.
The applicant	enjoys	his	wood carving from Ebony tree.
Ato Tariku	admire	her	beauty of Ethiopian society.
Interviewers	admires	their	art through nature.
Workers	express	themselves	through art to educate people.
	expresses		

**likes, enjoy, enjoys, admires, express, expresses** are in the present simple tense. Form sentences about art and artists using these verbs.

**Exercise 2: Rewrite the following sentences using the words in brackets.**

1. The judge (**sit**) in court chambers and (**admire**) the paintings on the wall.
2. The teacher (**check**) to see if all of us had made sketches.
3. All the painters (**appreciate**) comments about their paintings.
4. Ato Tamirat (**like**) his job as artist of Derena Hotel.
5. The manager (**admire**) the pictures in the magazine.
6. The pupils (**love**) their art lesson.

## LESSON SIX

### The Past Simple Tense

A: Have you ever seen pictures displayed in an art gallery or on the road side? What pictures did you see in the gallery or roadside? Which pieces have you admired so much? Why did you admire them?

**Exercise 1:** Construct sentences from the table.

The manager	enjoyed admired displayed	the art pieces which Jani bought from the shop.
The judges		the art exhibition.
Ato Tariku		wood carvings from Ebony tree.
Tsehay		the beauty of Ethiopian scenery.
The artist		

**enjoyed, admired, displayed** are in past simple tense. Form sentences using these verbs.

**Exercise 2:** Work with a partner. Change the highlighted verbs to past simple tense. Do the work in your exercise book.

1. The judge **sits** in the chambers to admire the wall paintings.
2. We **enjoy** pictures **display** in the art room.
3. Walella **stare** at the wonderful painting.
4. Firehiwot was **fascinate** by the flower vase.
5. He **drive** the bus slowly to allow the tourists admire the scenery.
6. The tourists **buy** all the art pieces at the hotel.
7. Tadesse was **surprise** that his sister could draw a picture.

### The Past Simple Passive

**B:** Read the following sentences. How are they different from the ones you have written in Exercise 2?

1. The Ethiopian art exhibitions **were held** at the Exhibition Centre.
2. One Ethiopian artiste Tsendenia **was recognised** at the Kora Africa Music Awards.

**Exercise 3:** Construct meaningful sentences from the table.

The boys	was were	encouraged	to take art seriously.
We		advised	to finish their artwork in time.
Tilahun		expected	

**Exercise 4:** Read the story and identify the wrong verb tenses. Rewrite it correctly.

An important statue **stole** from the National Museum yesterday. The robbery **report** to the police last night by the museum guard. A man who **arrest** by the police is **question** now. No more information **give** by the police.

### Grammar highlight

*An action verb is in the passive voice when its action is performed on the subject. Passive voice is used to show emphasis on the receiver of the action.*

**Example:** A ball **was kicked** by the new student.

## LESSON SEVEN

### The Present Perfect Tense

**Exercise 1:** Complete the story about Mengistu Lemma and Sebhat Gebregziabher. Use the words in boxes correctly to fill the blank spaces.

has been wrote served travelled made has written shared has read shares

Mengistu Lemma and Sebhat Gebrefigziabher are reknowned personalities in Ethiopian literature. Mengistu \_\_\_\_\_ several poems and plays. He is popular for his writings of strong moral value. He has also served in the government. He \_\_\_\_\_ to the western world and \_\_\_\_\_ his experience in poetry writing. He \_\_\_\_\_ a great contribution to his country.

Similarly, Sebhat \_\_\_\_\_ several novels and articles. He \_\_\_\_\_ popular for his philosophical writings. He \_\_\_\_\_ as a teacher and \_\_\_\_\_ lots of classical work from Greece and Russia.

**Exercise 2:** Work with a partner. Write correct sentences from the table.

I		got my Fine Art results.
The children	has	copied our paintings.
Ato Soressa	have	bought the flower vases.
Woizero Azimeraw		encouraged their children to take keen interest
The parents		in art.

**Exercise 3:** Write more sentences in the past simple tense and the present perfect tense. Note the difference. When are the different tenses used?

### Grammar highlight

*Present simple* - used to describe actions going on. **Example:** You **learn**.

*Past simple* - used to describe actions which happened at a particular time in the past. **Example:** I **went** to the bank last week.

*Present perfect* - looks from the present to the past and used to describe actions that happened at indefinite time in the past and may continue to the present. **Example:** Haile **has written** a letter.

## LESSON EIGHT

### Using: ... I would like to ...

#### Activity 1

A vacation plan.

In groups of three, talk about what you would like to do in your vacation. Write your plan and report to the class.

**Example:** I **would like** to visit my grandpapa. What would you like to do?

**Exercise 1:** Write sentences from the table.

I	would like to	see Deresse's pictures.
He		visit the National Museum.
		buy my flower vase.

**Exercise 2:** Work with a partner. Use the highlighted verbs to complete sentences using **would like to ...**

- Ottoro **visits** the art gallery.
- Mestawit **gives** Meskerem a reward for emerging the second best artist in her school.
- Azimeraw **copies** your pictures.
- Habiba **buys** some of your paintings.
- Asegid **dusts** his brother's sculpture.



## Using: usually and always

**Usually** and **always** are adverbs used to describe an action that occurs frequently.

**Read the following sentences. What do they mean?**

1. Birhane **usually visits** the National Museum and archaeological sites.
2. Abiot **always goes to admire** the art exhibitions.

### Activity 2

In groups of five, discuss the things you always do or admire about Art. Write them down in your exercise book.

**Example:** I always visit the museum on weekends.

## B Reading

### LESSON NINE

## Comprehension

### Activity

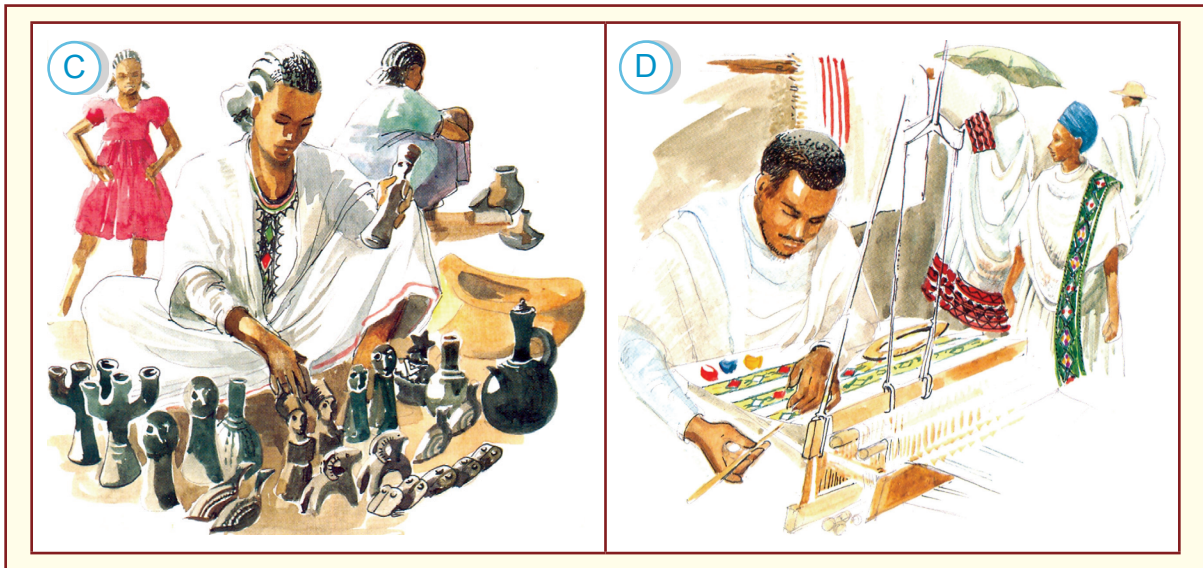
What is happening in each picture?

A



B





### Exercise 1: Answer the question.

Which painting do you like most and why?

### Read the passage below.

#### Ethiopian art and crafts

A picture is worth a thousand words. One **unique** feature of Ethiopian culture lies in its **native** style of **painting** found in most parts of the country.

This **style** seems to have remained almost unchanged for centuries. One name is clearly prominent in the world of Ethiopian paintings today. Afework Tekle is a modern day artist with an international **reputation**. His works though clearly based on Ethiopian tradition, have a new and **creative** dynamism that has won universal **appeal**. With more than 80 ethnic communities, Ethiopian art is rich and diverse. Among these is the beautiful Bete Israel pottery near Gondar. These pots are carefully **moulded** and designed attractively.

Highland shepherd boys make woollen hats which give the appearance of a beautiful peacock when worn. Traditional cultural wear has also been **preserved**. Dorze weavers make the 'Tibeb' with brightly coloured shamma borders. 'Tibeb' is a native Ethiopian costume. The traditional fashion attire is usually matched with the occasion.

The Nuer people in Gambella have **mastered** the art of **decorating** gourds. These can be used for storing drinking water and many other purposes. Other craftsmen range from the Harari basket makers, who use the grasses of their extensive grazing lands, to the silversmiths and goldsmiths of Jimma. When it comes to talking about Ethiopian art and **crafts**, the list is endless.

**Exercise 2:** Answer the questions below about the passage.

1. What is meant by **a picture is worth a thousand words**?
2. Name the most famous Ethiopian artist.
3. Of what use are the hats made by the shepherd boys?
4. Why is Ethiopian art unique?
5. How is tradition and cultural attire preserved in Ethiopia?

**Exercise 3:** Find words in the passage which mean the same as the ones below.

pattern    standard    original    high    learnt    innovative

## C Writing

### LESSON TEN

#### Comparatives and superlatives

##### Activity 1

Your teacher will show you four pictures. Look at each of them and choose the one you like most. Give reasons for your choice. Write about your picture and why you like it.

**Exercise:** Complete each sentence using the comparative degree or the superlative degree of the highlights.

1. Yehulashet's sculpture was the **spectacular**.
2. Zerithun's speeches about art are **inspiring** than Kelifa's.
3. Alemayehu and Mestawit's flower vases were the **beautiful**.

4. Bereket's wood carvings are **attractive** than Obang's.
5. Reading the passage was **difficult** than sketching the picture.
6. Demissew found Emebet's colours **interesting** than Kedist's.

Share your work with the class.

### Activity 2

Think of any 4 different artworks made by weavers, painters, poets, models or sculptures and make a draft copy giving a detailed description of your artwork.

Exchange your work with your partner and work together to improve on the use of adjectives, punctuation and spelling. You can make more than one draft copy.

### Grammar highlight

*When Comparing longer adjectives, the words **more, most** or **less, least** are placed before them; more important, less important.*

## LESSON ELEVEN

### Composition

**Exercise:** Complete the task you started to work on in the previous lesson. Write a final copy of your text. Use not more than 150 words. Give your passage a suitable title.

### Activity

Work in pairs. Think of a scenery you would like to paint or draw. Describe it to your partner who will play the role of an artist. He/she will ask you questions that will guide him or her get the details of the scene as it is being drawn. When it is done, compare the picture with the description you gave and see if it suits your description.