

English for Ethiopia

Student's Book

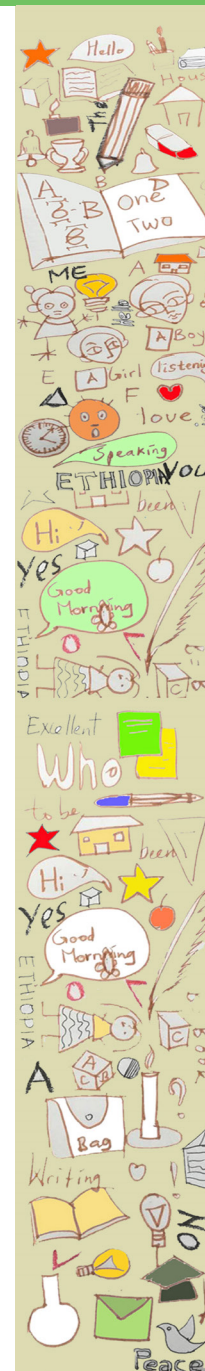
English for Ethiopia

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Grade 3

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ISBN
Price

Grade 3



Federal Democratic Republic of Ethiopia, Ministry of Education

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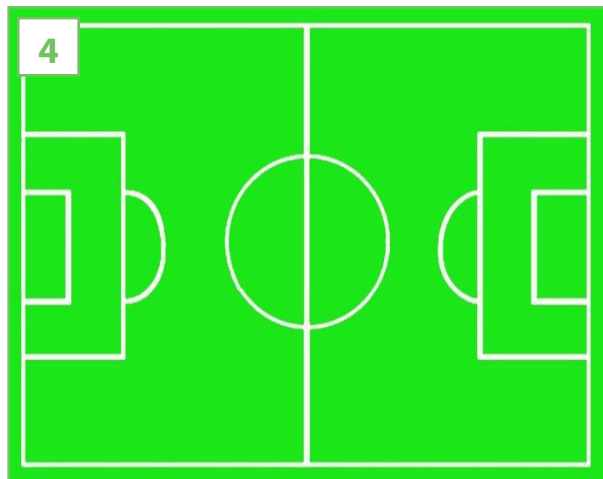
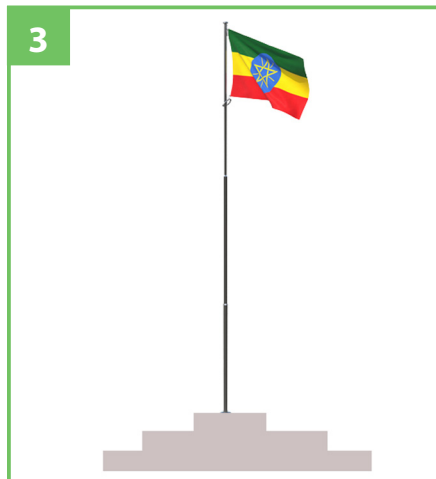
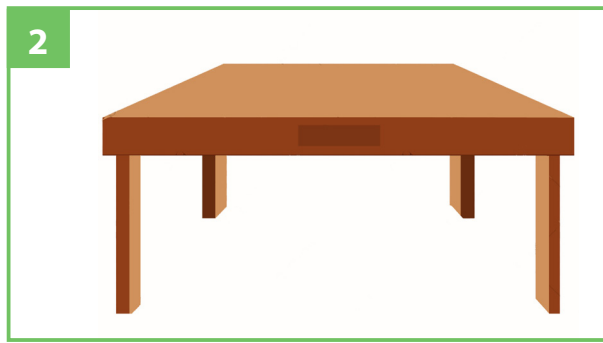
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My School

Section One: Listening

Activity 1

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



Activity 2

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

Example: chair

Activity 3

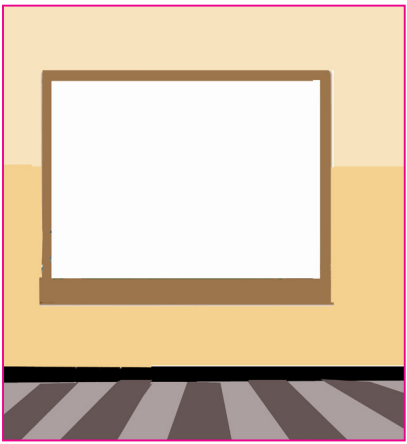
In pairs, read aloud the following words to each other. Then, match these words with the pictures below.

A. sports Kit	B. white board	C. ventilator	D. duster	E. arm chair
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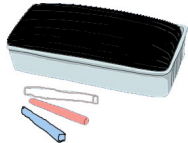
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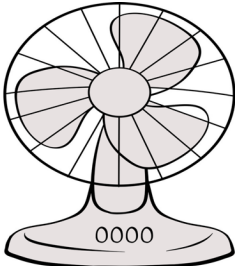
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3



4



5



Activity 4

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

Example: Number of students in that school

Activity 5

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

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

Activity 6

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

Example: chalk kits



Activity 7

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

- A**

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

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

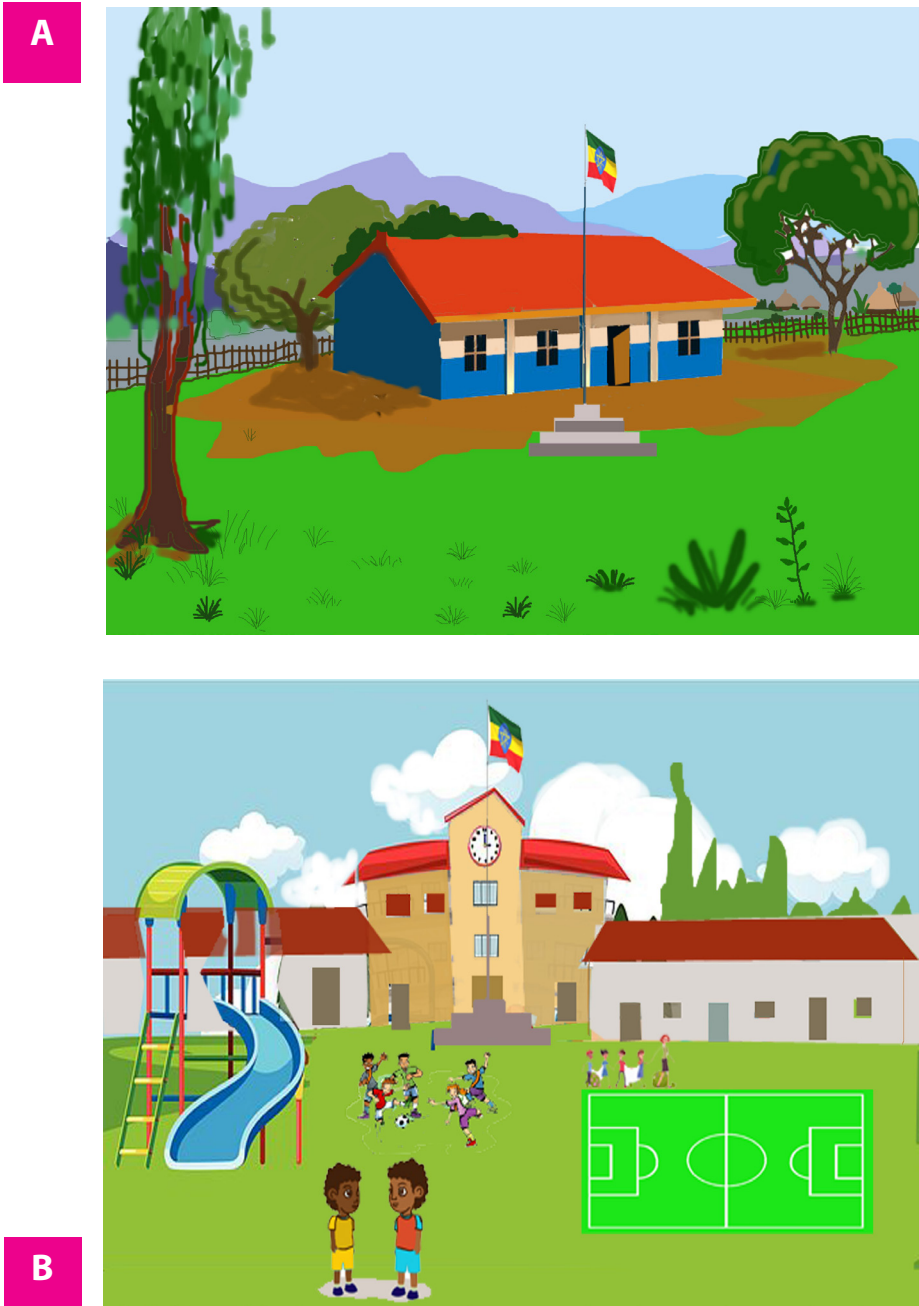
Activity 8

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

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

Activity 9

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



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

Activity 10

Visit your school compound and complete the following paragraph.

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

Activity 11

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

Activity 12

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

Activity 13

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



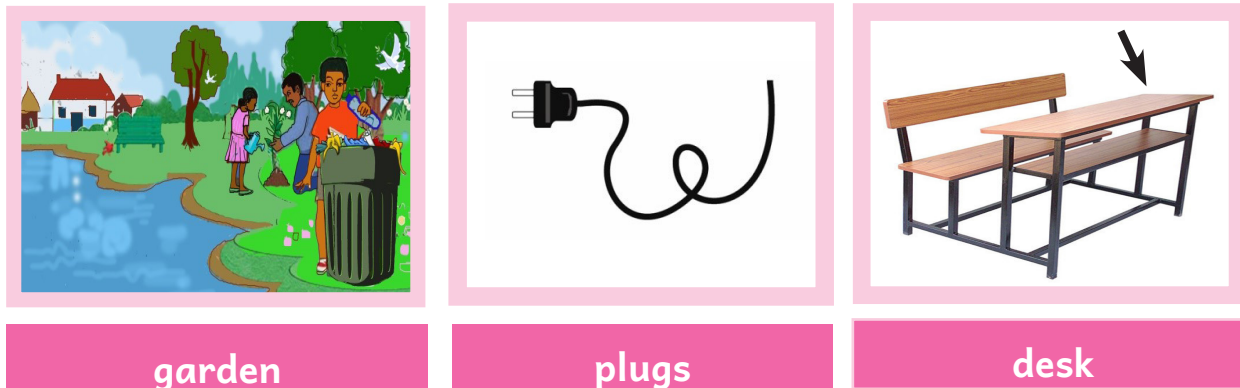
The school has many things such as _____,
 _____,
 _____. Especially I like
 the _____. I think, this school is not located in rural
 area. It is located in _____ area. The school is different
 from my school because my school doesn't have _____,
 _____ and, _____.

Section Two: Speaking

READING ALOUD NAMES OF OBJECTS

Activity 1

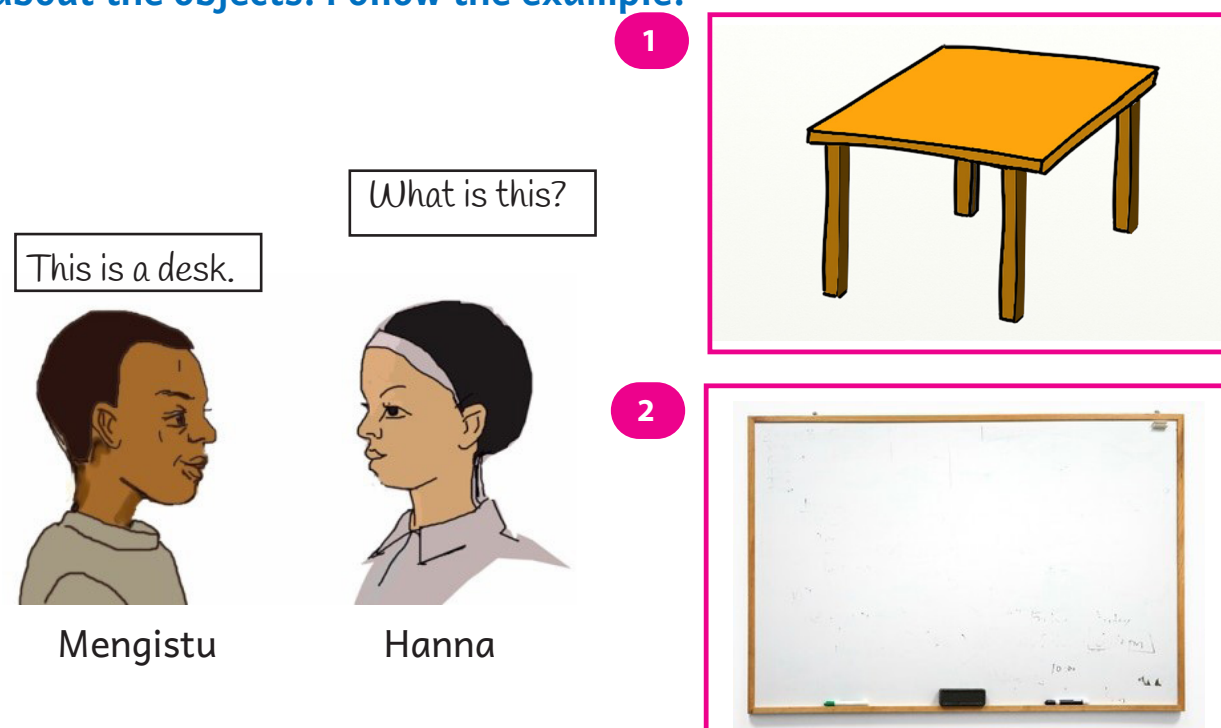
As you look at the pictures of the following objects, read them aloud to your partner in turns.



ASKING AND ANSWERING QUESTIONS

Activity 2

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



Activity 3

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

Selam: What is this?

Dechassa: This is a garden.

Muktar: What is this?

Medina: This is a table.

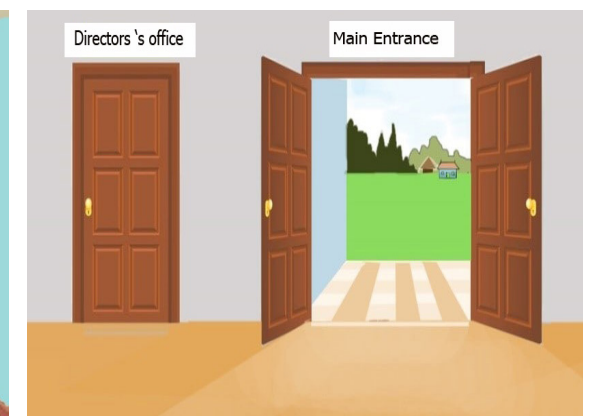
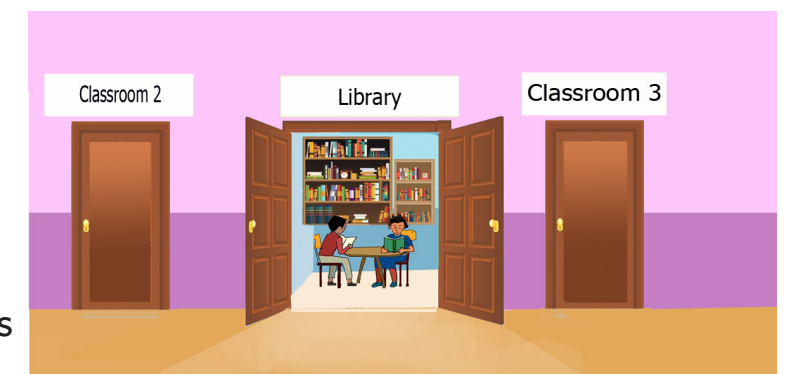
Zelege: What is this?

Semira: This is a white board.

Activity 4

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

1. Where is the library?
2. Where is the toilet?
3. Where is the staffroom?
4. Where is the director's office?



Activity 5

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

Activity 6

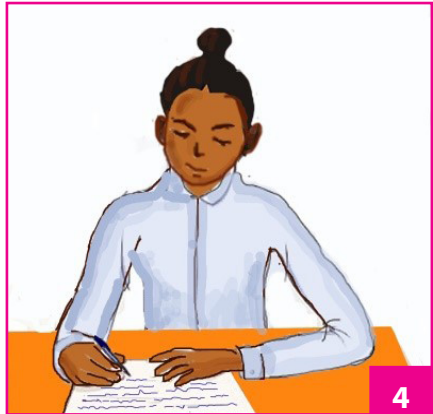
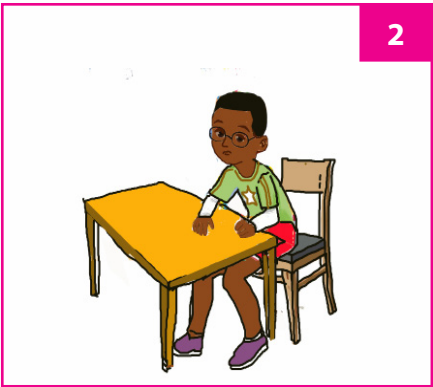
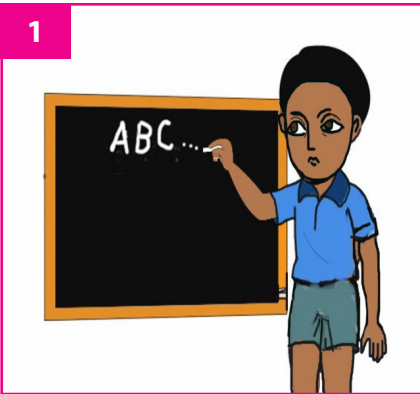
Use the example below and, first write out sentences on the importance of the following classroom and school objects. Then, read the sentences you wrote to your class.

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

- 1. chair
- 2. table
- 3. window

Activity 7

Now match your answers with the pictures given below.



Section Three: Reading

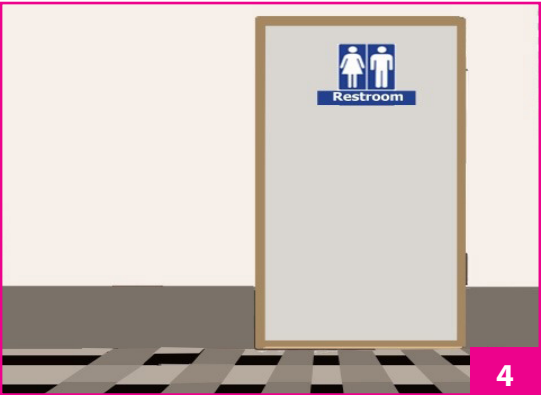
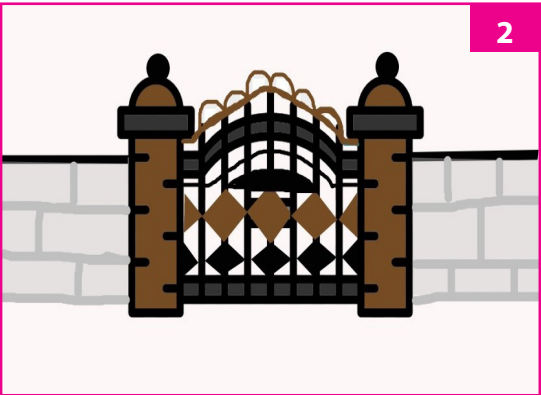
Activity 1

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

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

Activity 2

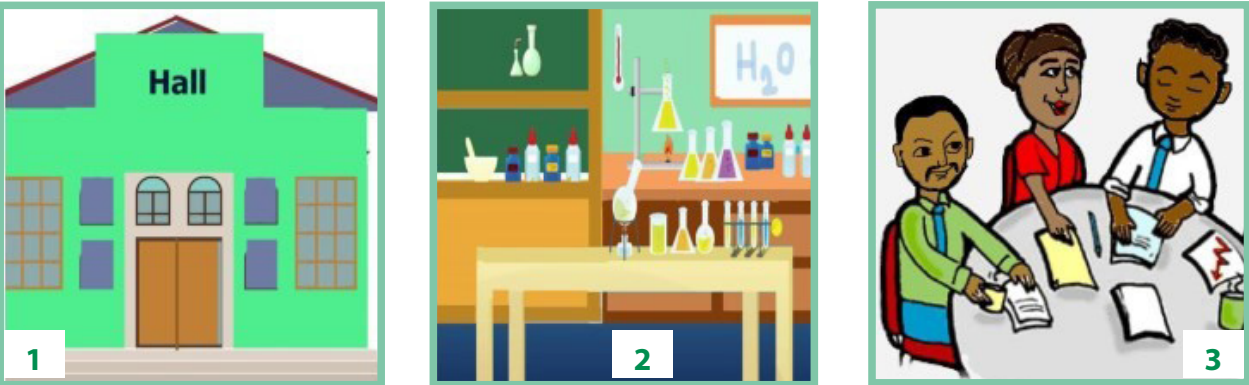
Match the above words with the pictures given below.



Activity 3

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

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



Activity 4

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

School

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

Activity 5

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

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

Activity 6

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

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

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

Activity 7

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

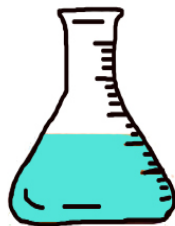
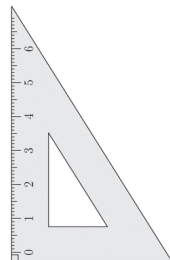
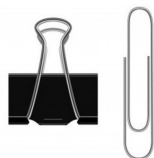
a) blackboard	e) desk	i) teacher
b) protractor	f) set squares	j) compass
c) scotch tape	g) clip	k) schoolbag
d) test tube	h) flask	l) funnel

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

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

Activity 8

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



Section Four: Vocabulary

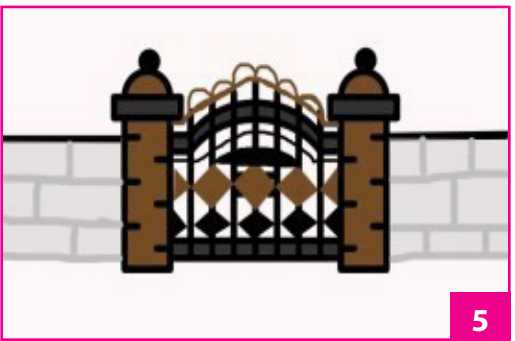
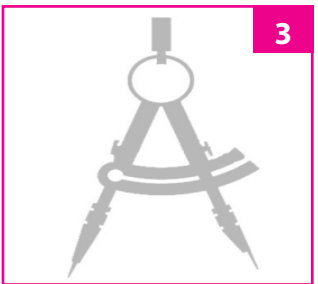
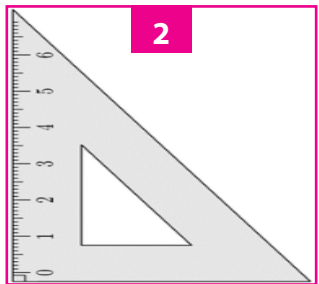
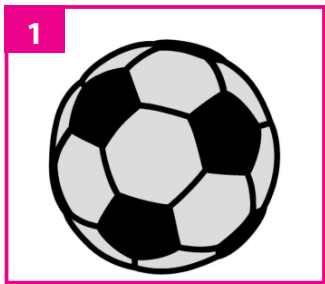
PRONUNCIATION

Activity 1

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

Activity 2

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



Activity 3

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

wide loving charging teaches located chalk kit

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

Section Five: Grammar

ASKING FOR AND OFFERING PERMISSIONS

May

Study the following ways of asking for permission.

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

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

Activity 1

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

Example:
Student: May I use the teacher’s table please?
Teacher: Yes, you may.

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

Can and Could

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

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

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

Could is more formal and polite than can:

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

Activity 2

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

loving	wide	located
chalk kit	charging	teach

Example: Use Hanna's pencil
Can I use Hanna's pencil?

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

THE USE OF CAPITAL AND SMALL LETTERS

Capital and Small Letters

We use capital letters in English:

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

Activity 3

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

Activity 4

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

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

Full Stop (Period) and Question Marks

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

Look at the following examples.

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

Activity 5

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

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

Section Six: Writing

THE SPELLING OF CLASSROOM OBJECTS

Activity 1

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

Activity 2

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

Example: school :

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

SENTENCE CONSTRUCTION

Activity 3

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

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



Months of the Year

Section One: Listening

Activity 1

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

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

Activity 2

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

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



Activity 3

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

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

Section Two: Speaking

Activity 1

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

Example:
Tigist: What do your parents buy for you in September?
Fatuma: They buy shoes and clothes for me.



Activity 2

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

Example:
Jemal: What is the day today?
Feyissa: Today is Monday.



Activity 3

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

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

Activity 4

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



Activity 5

Answer the following questions in pairs/groups.

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

Section Three: Reading

Activity 1

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

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

MONTHS OF THE YEAR

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

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

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

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

Activity 2

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

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

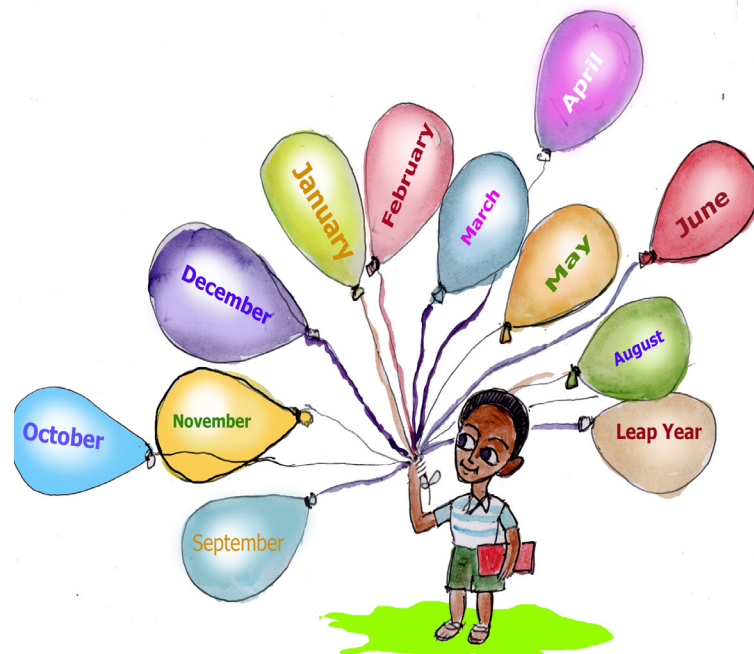
Activity 3

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

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

Activity 4

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



WW

Activity 5

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

The Months of the Year

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

Activity 6

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

Example:

Jemal: How many days are there in June?

Feyissa: There are 30 days in June.



Activity 7

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

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

Activity 8

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

- 1. September, October,.....
- 2. December, January,.....
- 3.April, May
- 4. August
- 5. What is the month today?
- 6. What was the previous month?
- 7. What will the next month be?

Activity 9

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

- 1. Today is Monday, what will the day be tomorrow?
- 2. Today is Wednesday, what was the day yesterday?
- 3. Today is Friday, what will the day be after tomorrow?
- 4. Yesterday was Tuesday, What is the day today?
- 5. Yesterday was Saturday, what was the day before yesterday?

Activity 10

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

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

Section Four: Vocabulary

Activity 1

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

Months	Situations/season
September	flower
October	
November	
December	
January	

Activity 2

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

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

Activity 3

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

heavyfloodharvesting

riversseasons

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

Activity 4

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

1. Today is Monday, what will the day be tomorrow?
2. Today is Wednesday, what was the day yesterday?
3. Today is Friday, what will the day be after tomorrow?
4. Yesterday was Tuesday, What is the day today?
5. Yesterday was Saturday, what was the day before yesterday?

Section Five: Grammar

Time Conjunctions

Time conjunctions include: *before, after, then*.
Study the meanings of the following sentences:
September comes *before* October.
January comes *after* December.
As you can see from the examples above, time conjunctions show the time during which an action takes place.

Activity 1

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

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

Activity 2

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

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

Section Six: Writing



Activity 1

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

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

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

Activity 2

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

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

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

3

The Traffic Signs

Section One: Listening

Activity 1

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

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

A



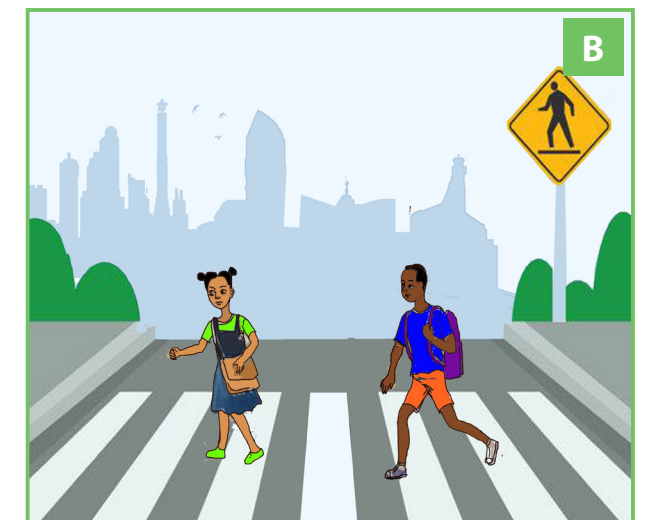
B



Activity 2

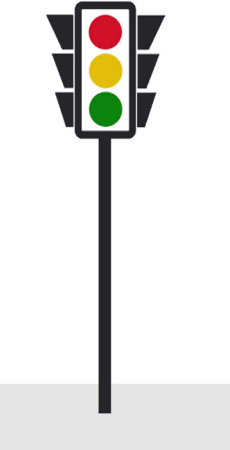
Answer the following questions orally with your partner and report your answers to the class.

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



Activity 3

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



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

Activity 4

Match the following pictures with the right words they represent.

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

1



2



3



4



Activity 5

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

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

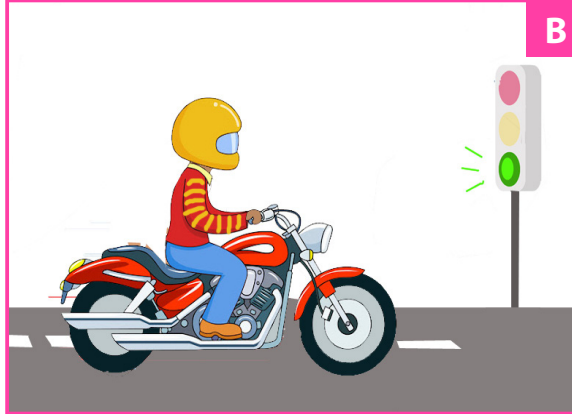
Activity 6

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

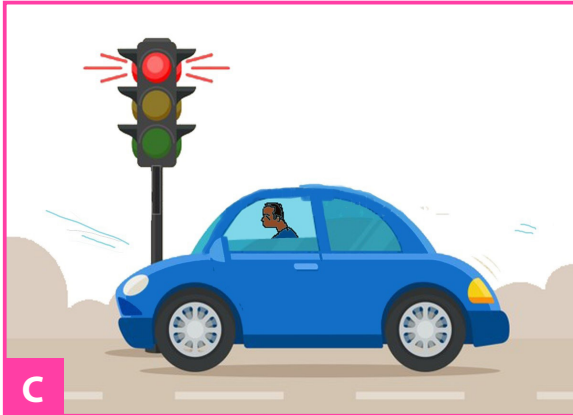
A



B



C



D



Activity 7

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

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

Activity 8

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

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

Activity 9

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



Example:

1. Approaching road will become narrower.



2.



3.



4.



5.

Section Two: Speaking

Activity 1

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



.....



.....



.....

Activity 2

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

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

Activity 3

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

- Hanna:

What does the red light or color mean?
- Belachew:

It means stop driving completely.
- Ujulu:

What does the green traffic light color mean?
- Letekidan:

It means you can go.
- Mamo:

What does the yellow traffic light color mean?
- Jemal:

It means get ready to stop.

Section Three: Reading

Activity 1

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

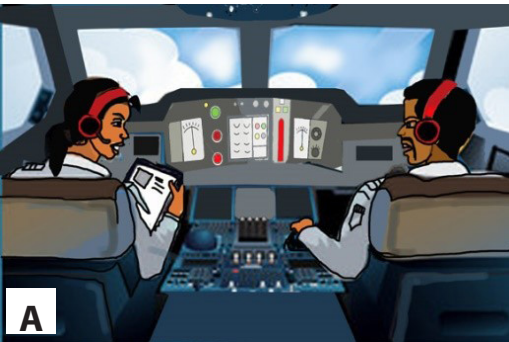
1. Where do you see traffic lights?
2. What is the job of traffic police?
3. What are the three major colours of traffic lights?

Activity 2

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

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

Pictures



Activity 3

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

Traffic Lights



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

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

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

Activity 4

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

Glossary

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



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

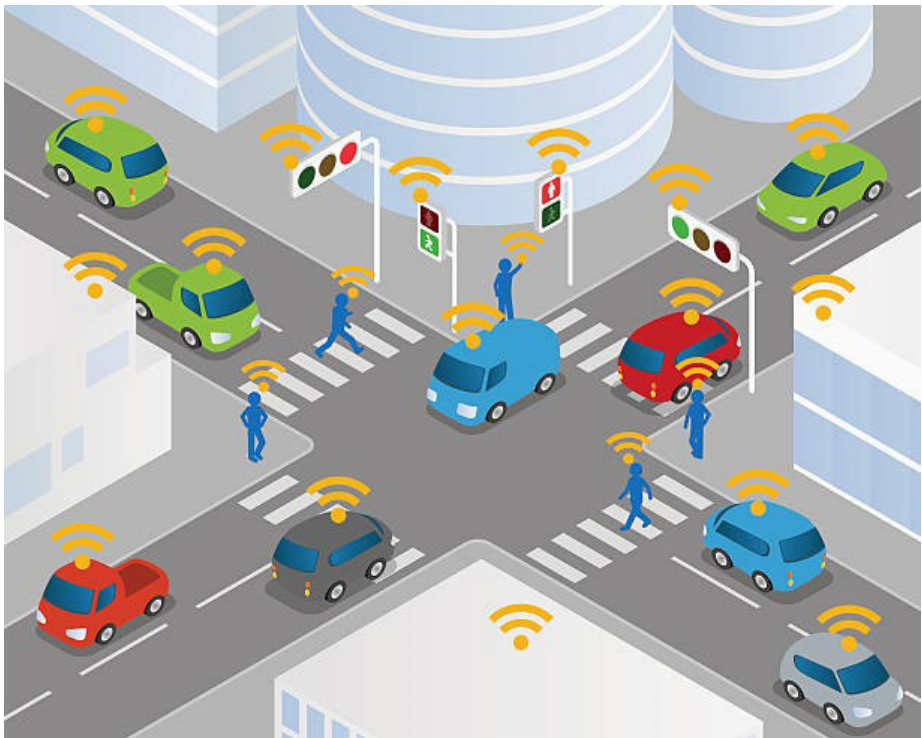
Activity 5

Answer the following comprehension questions in one or two words.

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

Activity 6

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



Activity 7

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

Section Four: Vocabulary

Activity 1

Match the words given below with their contextual meanings.

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

Activity 2

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

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

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

Section Five: Grammar

have and have not

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

- Example: 1. I have a book.
2. She has a laptop.
3. The students have pens.

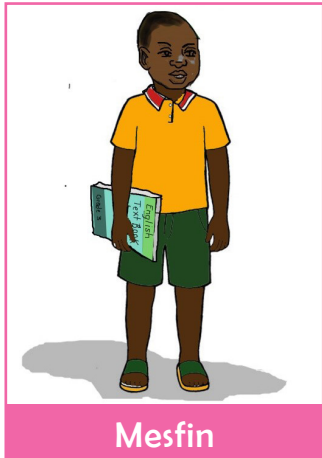
for singular subjects we use “has”. But for plural subjects we use “have”.

I work in a factory in Kombolcha.

Activity 1

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

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

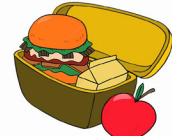
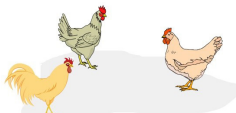
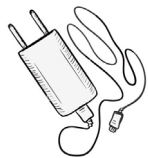


B. Write out what you have and what you don't have.

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

Activity 2

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



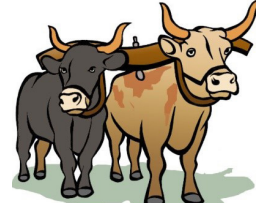
1. ☐

2. ☐

3. ☐

4. ☐

5. ☐



6. ☐

7. ☐

8. ☐

9. ☐

10. ☐

a, an, the, zero

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

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

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

Examples: 1. a dog 2. a pilot 3. a teacher

 4. a university 5. an Umbrella 6. an ox

I met a friend.

I work in a factory in Kombolcha.

Activity 3

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

Example: Bontu has a uniform.

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

Activity 4

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

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

Activity 5

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

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

Section Six: Writing

Activity 1

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

Example: I had a car accident last year.

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