

Objective

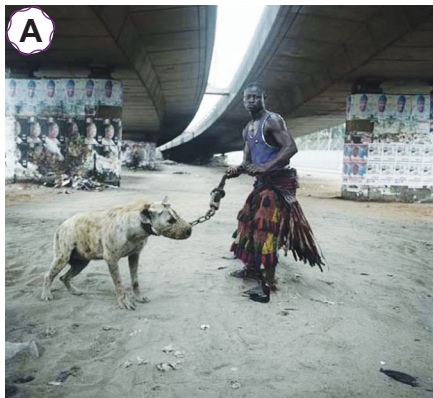
In this unit you will describe some animals that are endemic to Ethiopia and give advice on how to take care of them.

A Listening and speaking

LESSON ONE

Activity

In groups of four, discuss what you see in each picture.



1. List the domestic and wild animals you know.
2. How can we take care of domestic animals?
3. List and describe the animals that are found in Ethiopia.

Listening practice

Exercise: Listen to the story read by the teacher. Answer the questions that follow in your exercise book.

1. What are the characteristics of living things?
2. How are wild animals denied their rights?
3. Why must we care for wild animals?
4. What do you think is meant by the term **environment**?
5. What is likely to happen if all wildlife is destroyed?

LESSON TWO

Vocabulary practice

Activity

Read these words and look up their meaning in the dictionary.

protected	endangered	preserve	habitat	hunt	traps
giraffe	feed	spots	poachers	animal	

Exercise 1: Use the words above to complete the following sentences.

1. A zebra is a beautiful _____.
2. Wild animals should be _____.
3. Lions _____ on other animals.
4. A _____ has a long neck and long legs.
5. Poachers _____ animals.
6. A leopard has beautiful _____ on its fur.
7. We should preserve the _____ animals.
8. A forest is a _____ for animals.
9. _____ are set in the bush to kill animals.
10. _____ are not allowed in national parks.

Exercise 2: Use some of the words to write six sentences about your favourite animal.

LESSON THREE

Grammar: Language Practice

Imperatives

Activity

Read the following statements.

Example: Clean the blackboard, will you?

- (a) Clean the cutlery, will you?
- (b) Stay away from the fire, will you?
- (c) Shut the kennel now, will you?
- (d) Look after the animals well, will you?

Exercise: Use these verbs to form statements like the examples in Activity 1. Do the work in your exercise book.

shoot	clean	protect	catch	hunt	try	kill
give	feed	change	fence	trap	draw	throw

Grammar Highlight

- Imperatives are statements in form of orders, commands, instructions or directions. For example: **Come here! Go back to school!**

LESSON FOUR

The Present Simple Tense

With a partner, read the following sentences.

Is the action taking place, does it take place or it took place?

- Examples:**
1. The lion **hunts** animals every week.
 2. Selam **carries** the puppies to the kennel everyday.
 3. She **feeds** the animals in the morning.

Activity 1

Your teacher will describe a game to you. Listen carefully to follow the instructions of the game.

Exercise 1: Form correct sentences from the table. Do the work in your exercise book.

I			the zoo twice a year.
We			school everyday.
They	go		church every Sunday.
He	goes	to	the mosque every Friday.
She			the market everyday.
Taye			the national park quite often.

Exercise 2: Complete the sentences using the correct form of the verb from the brackets. Do the work in your exercise book.

1. Most animals in the bush are (scare) of the lion.
2. Lemessa (smoke) the latrine every week.
3. The boy (sweep) the kennel everyday.
4. She (use) a broom to sweep everyday.
5. The girl (clean) the compound every morning.
6. Endale Tura (brush) his teeth every morning.

Activity 2

Form five sentences of your own in the present simple tense. Compare your answers with a partner's.

LESSON FIVE

Describing animals

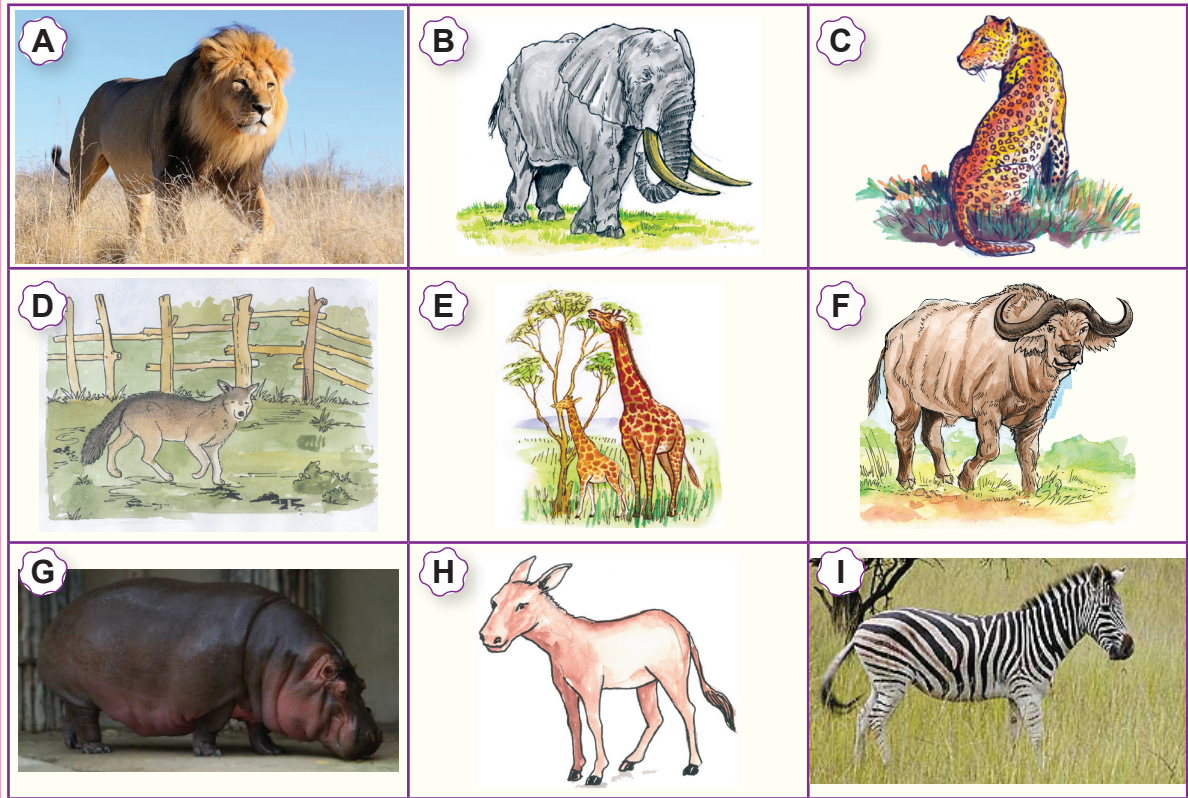
Activity I

Carefully look at the animals in the pictures and describe them. You may use some of these words to describe the animals.

big	small	black	tall	long	red	blue	fierce	tough
gentle	hairless	thin	fat	slender	new	old	young	

Example: Look at the picture of animal E. What does it look like?

It has spots. It has a long neck. It has long legs. It feeds on plants.



Exercise: Write a sentence to describe each of the animals in the pictures.



Activity 2

In small groups, discuss these questions.

1. Name the animals and their young ones (refer to the pictures).
2. What does each of the animals feed on?
3. In which ways are wild animals important to our country?
4. Draw any other animals you know that live in the jungle.
5. Describe other animals you know.

LESSON SIX

Using: ... which... / ... that ...

Activity 1

Read these sentences and discuss with your partner how the words **which** and **that** are used in the sentences.

Example: The lion is a fierce animal. It feeds on meat.

- (a) The lion is a fierce animal **which** feeds on meat.
- (b) The lion is a fierce animal **that** feeds on meat.

Exercise : Join these sentences using **which/that**.

1. A zebra is a striped animal. It takes care of its young ones.
2. A baboon is a fierce animal. It feeds its young ones on milk.
3. A lion is a brave animal. It lives in the jungle.
4. A leopard is a spotted animal. It feeds on flesh of other animals.
5. A hippo is a hairless animal. It lives in water.
6. A giraffe is a gentle animal. It has a long neck.
7. A cheetah is a wild animal. It runs very fast.
8. A zebra is a peaceful animal. It walks gently.
9. An elephant is a big animal. It feeds on grass.

Activity 2

Your teacher will describe different animals. Listen carefully as the teacher describes the animals. Make a chart with information describing each of the animals.

Example:

Animal	Colour	Where it lives	What it eats	Legs
cow	black	people's homes	grass	four

LESSON SEVEN**Making suggestions: Using should/shouldn't/must/mustn't****Activity**

In groups of five discuss how you can protect wild animals.

Exercise: Read these sentences about the protection of animals.

- Example:** (a) Why don't you plant more trees?
 (b) You should stop laying animal traps.

Why don't you	conserve the environment. plant more trees.
You should	dig valley dams? treat the animals well. stop polluting the lake.
You must	stop hunting wild animals. stop laying animal traps.
You must not	kill animals. cut trees.
Don't	trap animals? hunt animals in the game park.

Grammar Highlight

- **should** and **must** are modal verbs.
- **must** and **should** are used for emphasising activities that have to be done.

LESSON EIGHT

Guided composition

Activity

Write about any animal of your choice. Draw it and compare your drawing with your partner's.

Exercise: Rearrange the sentences in the right order to form a composition. Compare your answer with other groups.

1. This is because the lead lion may be too old or sick to chase its prey.
2. But at times the antelope may be lucky to escape.
3. Lions are dangerous animals.
4. Lions usually hunt in groups or pairs.
5. A lion may chase it and fail to capture it.
6. Or if they have cubs to protect.
7. They are more dangerous when they are hungry.
8. They mostly hunt antelopes and other animals.
9. When an antelope is unfortunately captured by a pride of lions.
10. They tear it into pieces with their teeth and claws.

B Reading

LESSON NINE

Comprehension

Activity I

In small groups, talk about the animals' habitats and how they feed.

Read the following passage and answer the questions that follow.

The zebra: An Example of endemic Animals

There are many endemic wild animals in the Ethiopian national parks, in the forests and the mountains. The zebra is one of these animals. Because of its beauty, the zebra has become one of the biggest **tourist attractions**. It is a wild animal though it resembles the **domesticated** donkey. Zebras can be found in pairs or groups called herds, grazing peacefully on grass and shrubs.

The zebra has a beautiful white and black striped skin. The stripes help it to **camouflage** itself from its enemies.

The **unique** character about zebra's stripes is that no two zebras have similar stripes. A zebra's stripes are like a thumb print to human beings. A zebra has not only a **fantastic** eyesight, but also a powerful sense of smell. This helps it to flee instantly on sensing danger.

However, if a zebra is attacked by a **predator**, it will defend itself by kicking **fiercely** at the enemy with its hind legs.

1. Why is a zebra a tourist attraction?
2. When you look at zebras, do you think they are all similar?
3. What animal does a zebra resemble?
4. What do zebras feed on?
5. Describe the appearance of a zebra.
6. How do zebras defend themselves from predators?

Word practice

Find the meaning of the following words and make a sentence with each in your exercise book. Look up the meaning of the words you find difficult in a dictionary.

tourist attraction	domesticated	camouflage	unique
fantastic	predator	fiercely	grazing

Activity 2

In groups, draw and complete a chart with information about a zebra based on: number of legs, colour, food, habitat, danger facing it, etc.



LESSON TEN

Activity I

In a group, discuss the dangerous situations animals face.
How can we protect animals from these dangerous situations?
Share your discussion with other groups.

Poem

Exercise: Read the poem and answer the questions that follow.

I wish I were a lion
I would roar to frighten the hunters
and chase them away
when they shoot at me

I wish I were a baboon
I would fight the poachers
who kill me in hundreds
before I become extinct

I wish I were an elephant
I would run after all enemies
Those who want my ivory and
do not value my life

I wish all the red foxes,
Somali wild asses and mountain Nyala
would join hands with Swayne's hartebeast
To fight for their survival in the jungles.

(Asaba Praise)

1. What is the writer's wish in line five?
2. What sound does a lion make?
3. Which enemies are being talked about in stanza two?

4. What sound does an elephant make?
5. Why do people hunt elephants?
6. What would the elephants do to protect themselves from those people who hunt them down?
7. Which animals are mentioned in the last stanza?
8. Why should the animals *join hands*?

Activity 2

Discuss any wild animals you have ever seen. How are wild animals cared for?

LESSON ELEVEN**Activity**

Discuss some animals you know very well. Write a guide about taking care of those animals.

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

A day at Bale National Park

One day, our class teacher told us that we were going to visit the National Park to learn more about animals and their habitats. The news was received with great excitement by all the students. Two weeks earlier, we had learnt about animals and how to care for them. One Friday morning, the school bus was driven to the parking yard and one by one we boarded it. The journey took three hours. We did not get tired because we were very excited.

At the park entrance, we were welcomed by a game warden who gave our teacher a visitor's book to sign in. We were then allowed into the park. At the next entrance, a tall brown man in a green uniform welcomed us.





He introduced himself as the park guide. He then read to us the instructions we were to follow while in the park. We were told not to shout or to throw anything at the animals. Next, we boarded a truck which took us on a guided tour through the park. The first animals we saw were the vervet monkeys. They jumped from one branch of the tree to another in a skilful way. They were so interesting to watch.

A few metres away was a large herd of buffalo drinking water in a stream. At first we thought they were cows. As we moved nearer, our guide signalled to the driver to slow down. He had seen some lions. He pointed to the direction where they were and we all turned to see them. There was a pride of lions feeding on a bush buck they had just killed. They were feeding with their cubs. They growled and snarled and briefly glanced at us as if to welcome us. We branched off the main track on to a dusty road where shortly after, we found several zebras grazing. The trees and grass here were short and we could watch for miles. By one o'clock, we were hungry and thirsty, so we drove to a camping site where we ate lunch and rested.

After lunch, we were driven further into the park where we saw a leopard chasing a warthog. The warthog disappeared in a thicket where we heard it squealing moments later. It was getting late by now and we had to go back. We had wanted to see the red fox, the Chilad baboon and the mountain nyala but we didn't. Although we were tired, we had enjoyed ourselves.

As we left the game park, we were each given a brochure. It had information on wild animals in their habitat and feeding habits. It also listed other game parks in Ethiopia.

1. Why were the students excited by the news?
2. What kept the students from getting tired?
3. Which animals amused the students and why?
4. What was the pride of lions doing?
5. List all the animals the students saw.
6. Why do you think the students enjoyed their tour?

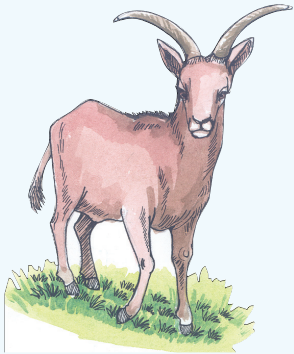
Exercise 2: Match the words in A with their meaning in B.

A	B
national parks	it looks like a cow.
excitement	tourists visit such places
park guide	tall animal with long neck
giraffe	helps you move around the national park
flapped	swung ears to and fro
graze	hunts other animals
lion	intelligent, agile apes
baboons	glad and full of happiness
buffalo	feed on vegetation

C Writing

Leaflet \ Guide

Study the information on this guide about protecting animals.

Protecting animals	
<ul style="list-style-type: none"> • You should stop human settlement in the park. • Poaching of animals should be stopped. • Reserve some land for national parks. • Stop deforestation! • Do not burn bushes where the animals live. • Water bodies should not be polluted. 	

Posters

Home work

Study the poster.

The Chelad Baboon

- The Chelad baboons live in the mountains of Ethiopia.
- They feed on and leaves of trees in the grassland.
- They live in groups with many females and one male.
- They feed their young ones on the mother's milk.
- Man should not settle in the habitat for the Chelad baboons. The habitat should be protected.
- Chelad baboons should not be hunted.



Exercise 3: Choose one endemic animal.

Draw a picture of that animal.

Write briefly about its appearance, habitat, young ones, feeding and defence mechanism.

What should be done to protect it?

LESSON TWELVE

Adjectives and Adverbs

Activity I

Read these sentences with a partner.

- (a) An elephant is a **big** wild animal. (c) A cheetah hunts **wisely**.
- (b) A lion is a **dangerous** wild animal. (d) A tortoise moves **slowly**.

Now read the sentences without the words in bold.

1. What do the bold words add to the meaning of the sentences?
2. How do sentences (a) and (b) differ from sentences (c) and (d)?

Exercise: Form correct sentences from this table. Do the work in your exercise book.

Example: A hyena is greedy. It eats greedily.

A zebra is	slow.	It	walks	slowly.
An elephant is	gentle.			gently.
A lion is	quick.			quickly.
A leopard is	greedy.			greedily.
A hyena is	careful.			carefully.
A giraffe is	fierce.			

Activity 2

Form ten sentences describing animals. Compare your sentences with a partner.

LESSON THIRTEEN

Revision

Exercise 1: Rearrange the following words to write correct sentences.

- which animal has A giraffe a tall a long neck is.
- the hunters which The animal escaped shot at unhurt.
- which feeds is huge on a grass An elephant animal.
- is an animal which A hippo in on land and water can lives.
- beautiful tourists which have animals We attract.

Exercise 2: Complete the sentences by filling in the gaps with the correct word. Write the sentences in your exercise book.

- The lioness cannot find _____ cubs.
- You should not _____ down trees because they are useful to the environment.



3. _____ is the largest National Park in Ethiopia.
4. We should protect animals _____ making strict laws.
5. _____ the red fox is protected, it will become extinct.
6. Neither a baboon _____ walia ibex is a tame animal.
7. The elephant is too big _____ a man to lift.

Exercise 3: Use the correct form of the given word in brackets to complete the sentences in your exercise book.

1. An elephant is _____ than a colobus monkey. (big)
2. A giraffe has the _____ neck of all animals. (long)
3. The hunter has _____ a spear at the animal. (throw)
4. The hunter dogs were _____ by the hunter. (feed)
5. The Red fox was _____ last Sunday. (kill)
6. He _____ at the animal and killed it. (shoot)
7. He _____ hunting every weekend. (go)
8. Poaching is a _____ activity. (forbid)