

### Objective

In this unit, you will give information about Ethiopian languages and language learning.

## A Listening and speaking

### LESSON ONE

#### Activity

In groups of five. Discuss the advantages of speaking different languages. The group secretary should write down the main points and report to the whole class after the discussion.

**Exercise 1:** Discuss the following questions with your partner.

1. Name the different Ethiopian languages.
2. In which regions are these languages mostly spoken?
3. Why are several languages spoken in urban places?
4. Why is English important in our country?
5. Which other international languages can you name?
6. How easily can we learn different languages?
7. How do the deaf and dumb communicate?

### Listening practice

**Exercise 2:** Listen to your teacher and answer the questions.

1. What are the four major language divisions?
2. From what language are many of the other languages believed to have developed?
3. List down the different regions that make up Ethiopia?
4. Why do you think it is important to learn more than one language?
5. Write down any other languages you know.
6. How else can a person communicate to other people?

## LESSON TWO

## Grammar practice: Adverbs of manner

Read these questions and their answers:

- How did he walk to the classroom?  
He walked lazily to the classroom.
- How did he write the letter?  
He wrote the letter neatly.

What purpose do the underlined words serve in the sentences?

**Exercise 1:** Answer the following questions about yourself using the words in the box. Refer to the above examples.

happily slowly carefully quickly

- How do you carry your books?
- How did you come to school today?
- How does mother welcome guests?
- How do farmers harvest crops during rainy seasons?

**Activity**

Work in groups of three. The first person will say an adverb e.g. quickly. The next person will do an action e.g. walk. The third person will act the adverb by walking quickly.

Take turns to do different actions using adverbs.

**Exercise 2:** Write these sentences in your exercise book using the correct adverbial forms of the words in the brackets.

- My sister \_\_\_\_\_ laid the table for lunch. (neat)
- My mother can speak Amharic \_\_\_\_\_. (fluent)
- My brother \_\_\_\_\_ helps to milk the cows. (usual)
- Our cousin can \_\_\_\_\_ fix the wheel. (easy)
- My father \_\_\_\_\_ read my report. (happy)
- My sister \_\_\_\_\_ talked to the matron. (quiet)
- We \_\_\_\_\_ prepared for the family trip. (excited)
- Grandmother \_\_\_\_\_ climbed the stairs. (easy)
- The family members \_\_\_\_\_ welcomed the visitors. (warm)
- My aunt \_\_\_\_\_ carried the baby from the bed. (gentle)

## LESSON THREE

## Grammar: Language practice

## Present Simple Tense

## Activity

Read this dialogue with a partner paying attention to the underlined words.

- Examples:**
- (a) Hirut : What do you do every morning?  
Ali : I greet my parents.
- (b) Timane : What does your father do everyday?  
Maria : My father goes to the office.
- (c) Anite : What language do you speak at school?  
John : I speak English when I am at school.

Make a list of things you and your members do everyday.

**Exercise 1:** Read the words in the box and use them correctly to complete the paragraph.

finish work be live speak know love start wake up

Herpo \_\_\_\_\_ in Jigjiga. He \_\_\_\_\_ a merchant. He is not an ordinary merchant, he exports cattle and goats to Europe. He \_\_\_\_\_ about 12 hours everyday. He \_\_\_\_\_ lots of languages. He \_\_\_\_\_ more than eight Ethiopian and three foreign languages. He \_\_\_\_\_ to learn new things. He has no free time to spend. He \_\_\_\_\_ early in the morning and \_\_\_\_\_ work at 7:00 a.m. He \_\_\_\_\_ work at midnight.

**Exercise 2:** Use the word in brackets to make correct sentences.

1. My friend (speak) Amharic when he goes to Addis Ababa.
2. I (talk) to my classmates in English everyday.
3. Tewodros always (try) to learn new languages.
4. Wude (carry) language books everyday.
5. Our teacher (teach) us new words everyday.
6. My sister (write) to me in French every month.
7. Mother usually (talk) to father in Zay language.
8. I sometimes (read) a book in Somali.
9. That man often (watch) English movies.
10. My sister usually (learn) a foreign language quite easily.

## LESSON FOUR

Using: ... can ... but ... can't ... , ... both ... and ...

## Activity 1

List the languages you can speak and those you can not speak in your exercise book.

**Exercise 1:** Form correct sentences from the table.

**Example:** He **can** speak Somali but he **can't** speak Wolayta.

He		read	Somali		he	can't read	Wolayta.
She	can	speak	Sidama	but	she	can't speak	Guragigna.
I		write	Tigrigna		I	can't write	English.
			Amharic				Arabic.
			Shinasha				Afan Omoro.

## Activity 2

Study the table below. With a partner, form sentences following the example given below. Write the sentences in your exercise book.

**Example:** Abera **can** speak Somali but he **can't** speak English.

Name	can	can't
Abera	Somali ✓	English ×
Beja	Sidama ✓	French ×
Rebika	Shinasha ✓	Sidama ×
Mahire	Wolayta ✓	Japanese ×

**Exercise 2:** Form sentences from the table on page 23 and write them in your exercise book.

**Example:** She speaks both Somali and Amharic

He	speaks both	Somali	and	Amharic.
She		Guragigna		English.
Yenew		Shinasha		Tigrigna.
Sule		Wolayta		
Tiki		French		Afan Oromo.
Alemu				
Ayele				
Ali				
Amil				

## LESSON FIVE

**Using: more/fewer + noun + than ... most + noun**

The table below shows languages spoken by some students in Grade Seven.

**Exercise:** Use the table to answer the questions which follow in complete sentences.

Name of pupil	Language spoken					
	Amharic	Tigrigna	Sidama	Shinasha	Arabic	English
Aberu	✓		✓			
Koreni		✓	✓	✓		
Kello	✓		✓		✓	
Ali	✓	✓				✓
Ahaz		✓	✓			✓
Olli	✓	✓	✓	✓		

1. Which language is spoken by most students?
2. Which language has fewer speakers?
3. Who speaks more languages, Aberu or Olli?
4. Who speaks most languages?

### Activity

Make a table showing the different languages spoken by your classmates.  
Your teacher will show you how to put the information on a graph.

## Grammar Highlight

We use much with uncountable nouns:

- much time, much luck

We do not spend much money.

I do not go out much.

a few = some, a small number:

I have a few friends and we meet quite often.

When did you see Chala? A few days ago.

We use most of + the /this/that/these/my/his/Abebe's ... etc.

## LESSON SIX

## Grammar practice

Using: **should / shouldn't ... has / have to do / doesn't have / don't have**

## Activity I

Work in pairs to form correct sentences from the table about the use of **should** and **shouldn't**.

I	should	learn other languages. waste food.
We	shouldn't	grow more trees.
They	has/have to	boil drinking water.
Tura	doesn't have to	keep money in the bank. eat with dirty hands.
Negewo	don't have to	burn polythene bags.
Mahiret		read books.
Segen		play on the road. sit in a dirty classroom.

**Exercise 1:** Complete these sentences using **should / shouldn't** and the correct form of the word in brackets.

1. Merema \_\_\_\_\_ the exams. She has been studying very hard. (pass)
2. You are the secretary of our group. You \_\_\_\_\_ a pen and papers. (bring)
3. We don't see you enough. You \_\_\_\_\_ us more often. (visit)



4. I am in a difficult position. What do you think I \_\_\_\_\_? (do)
5. I am sorry that I didn't take your advice. I \_\_\_\_\_ what you said. (do)

### Using: has/have to/doesn't/don't have to ...

#### Activity 2

Work in groups of four. Talk about the activities below. Which ones do you do? Which ones don't you do and why?

**Examples:** I learn English.

I don't fly a plane.

- |                      |                          |
|----------------------|--------------------------|
| 1. learn Arabic      | 6. wash your clothes     |
| 2. fly an aeroplane  | 7. drink beer            |
| 3. eat food everyday | 8. say prayers everyday  |
| 4. sleep in class    | 9. apply for a passport  |
| 5. go home late      | 10. talk to your friends |

**Exercise 2:** Think of the things you have to do in school and those that you don't have to do. List them in your exercise book and then make sentences .

**For example:** I have to wake up early and brush my teeth.

## LESSON SEVEN

### Expressing opinions (1)

Which of these is a good/bad idea? Give a reason for your answer.

1. We should learn more than one language.
2. We should cut down all trees in the school compound.

#### Activity

With a partner, decide whether the following ideas are good or bad.

1. People should not go to school.
2. Schools should open twice a week.
3. Hospitals should be open for 24 hours.
4. There should not be any boarding schools.
5. We should play the whole day.
6. Children should not be immunised.
7. All schools should have computers.
8. We should go to school.

**Using: both ... and ...**

**Exercise:** Form sentences using ...both... ...and.... Choose any language you know.

**Example:** My parents speak **both** English **and** Amharic.

- (a) your best friend (Amharic/French)      (c) your brother (German/Somali)  
 (b) your sister (English/Shinasha)      (d) your uncle (Sidama/Chinese)

In groups of five, discuss the languages most commonly spoken in your area and discuss the reasons why they are commonly used. Report your findings to the class in writing.

**LESSON EIGHT****Expressing opinions (2)****Activity**

Read and act the dialogue below between Asnaku and Adil.

**Asnaku** : Good morning, Adil.

**Adil** : Good morning, Asnaku.

**Asnaku** : Do you speak any Ethiopian languages?

**Adil** : Yes, I speak Sidama and Amharic.

**Asnaku** : Can you speak Somali?

**Adil** : No, I can't speak Somali but I can write Wolayta.

**Asnaku** : Well, I can speak more languages than you.

**Adil** : How many languages can you speak?

**Asnaku** : I can speak five languages.

**Adil** : Which languages are they?

**Asnaku** : They are Wolayta, Sidama, Afan, Oromo and Shinasha.

**Adil** : You are lucky. How did you learn all of them?

**Asnaku** : My uncle who lives in the village speaks many languages. He taught me each time I visited him during the holidays.

**Exercise:** Write a similar dialogue.



## LESSON NINE

## Poem

Read the poem aloud and discuss the questions that follow.

What a joy it is to live in a country,  
Where a variety of languages are spoken,  
With beautiful hills, valleys and mountains,  
Ethiopia is a wonderful country.

What a joy it is to enjoy,

The variety of music and dances,  
*wot* the national dish from beef  
And *injera* so **sweet** and tasty

What a joy it is to speak,

Amharic, Arabic, Somali and Afan Oromo,  
And English as a foreign language,  
To communicate with people from different countries.

**Exercise:** Answer these questions about the poem.

1. Which country is talked about in the poem?
2. What is so sweet and tasty in the poem?
3. Mention the traditional languages that are mentioned in the poem.
4. Why is English referred to as a foreign language?
5. Give a word which has a similar meaning to the word “sweet”.
6. In groups, discuss the good things mentioned about Ethiopia.

**Activity**

Write a three-stanza poem about languages in your country.

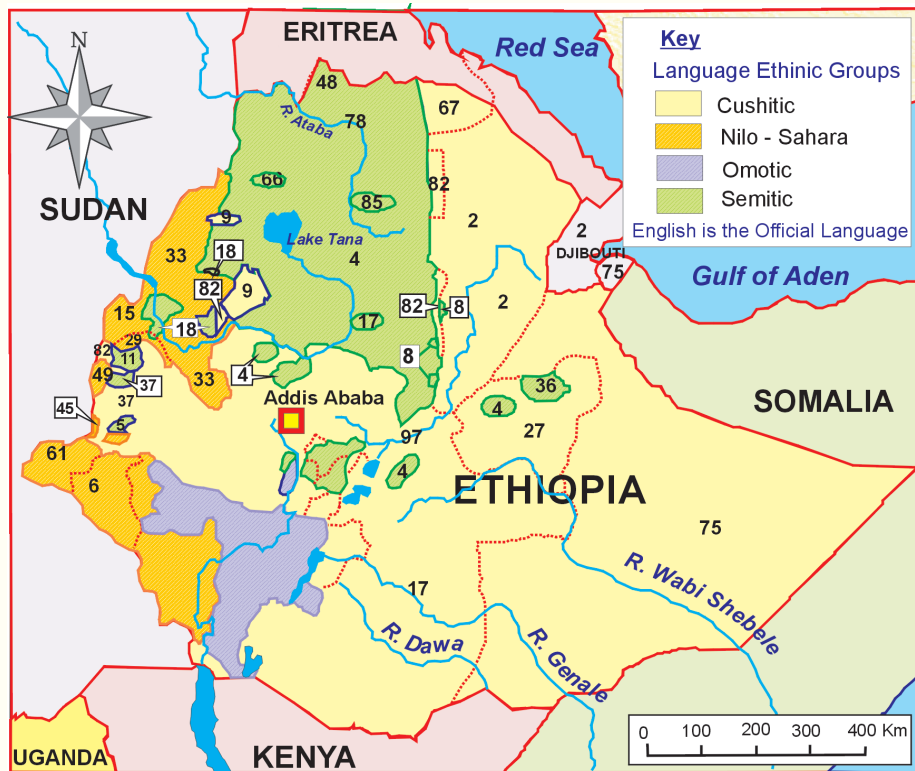
**B Reading**

**LESSON TEN**

**Activity**

Study the map of Ethiopia and take note of the languages spoken in each area on the map. In groups, name the regions where each language is spoken.

**LANGUAGE DIVISIONS IN ETHIOPIA**



<b>Language Families</b>	2 Afar (3)	15 Berta	36 Harari	66 Qimant
	4 Amharic (5)	17 Borana - Arsi - Guji	37 Hozo	67 Saho
	4 Anfillo	Oromo (2)	45 Komo	69 Seze
	6 Agnuak	18 Borna (2)	48 Kunama	75 Somali
	8 Argobba (2)	27 Eastern Oromo	49 Kwama	78 Tigrigna
	9 Awngi (2)	29 Ganza	61 Nuer	82 West Central Oromo (5)
	11 Bambassi	33 Gumuz (2)	64 Opuuo	85 Xamtanga
				87 Zay

*Brackets show the number of times a language appears on the map for its country if more than once*

*Source: MK Primary Atlas, 2008*

**Exercise:** Write answers to the following questions based on the map.

1. In which regions are most languages spoken?
2. In which regions are fewer languages spoken?
3. Describe the four languages and ethnic groups in the map.
4. With a partner, count and state the total language families in Ethiopia.
5. In which region do people speak *xamtanga* languages?

Share your answers with a partner.

## LESSON ELEVEN

### Comprehension

#### Activity I

Discuss the following questions in groups.

1. If you were to learn a new language, which one would you learn and Why?
2. How can we learn other languages?
3. What do you think is the most widely spoken language in the world?

Read the passage.

#### How do we learn languages?

Fatuma and Deborah are great friends. One day, at break time, they discussed how they could learn different languages. Fatuma speaks more languages than Deborah. She says that she learns languages from the people in her community. As people speak, she listens and imitates them. She is always keen to learn new words and expressions.

Deborah says that people should practise speaking the language they want to learn. Even when they make mistakes, she believes practice makes perfect and that the more they practise, the faster they can learn a language. Listening to the radio and watching television can help improve a person's language skills.

Fatuma says that she reads many books and uses the dictionary. The dictionary improves her ability to spell words correctly and learn different ways of using them. It also shows how the words are pronounced.

**Exercise:** With a partner, discuss these questions and write the answers in your exercise book.

1. How does Fatuma learn more languages?
2. What is Deborah's opinion about learning a language?
3. How can mistakes become a learning tool according to Deborah?
4. How helpful is a dictionary?
5. What are the various ways of learning a language?
6. Why should you listen carefully to the way a language is spoken?

### Activity 2

In your opinion, what is the best way to learn a language? Write a paragraph of about five sentences on the best way to learn a language.

## C Writing

### LESSON TWELVE

Using: ...and... , ... but ... , ... because ...

### Activity

In groups of three, read sentences (a) and (b) and study how they are joined together in sentence (c).

- Examples:**
1. (a) Hailu can speak English.  
(b) Halima can speak English.  
(c) Hailu **and** Halima can speak English.
  2. (a) Jemila can speak Somali.  
(b) Jemila can't write Somali  
(c) Jemila can speak Somali, **but** she can't write it.
  3. (a) Anil speaks many Ethiopian languages  
(b) Anil finds communicating very easy.  
(c) Anil finds communicating very easy **because** he speaks many Ethiopian languages.

**Exercise 1: Join the sentences using *and*, *but*, and *because***

1. Gibre knows a lot of words. She reads a lot of books.
2. We can speak Amharic. We can speak Somali.
3. I asked for an interpreter. I couldn't understand the language.
4. She couldn't learn the language. She tried very hard.
5. Aberu is learning Sidama. My sister is learning Amharic.
6. Dana can speak Tigrigna. Dana can't speak Afanoromo.
7. Hailom wants to go to France. He is already learning French.
8. Ahaz replied in English. Madina asked in Amharic.

**Exercise 2: Write your own sentences using *and*, *but* and *because*.****Grammar Highlight**

- **and, but, because** are conjunctions. They are used to join two words, phrases, clauses or sentences.
- Use **and** to join similar ideas.
- Use **but** to join contrasting ideas.
- Use **because** to express reason.

- Examples:
- (a) The boy **and** the girl can speak three languages.
  - (b) I couldn't answer the question **because** I don't know French language.
  - (c) They can speak English **but** they can't write it well.

**LESSON THIRTEEN****Revision Exercises****Exercise 1: Choose the suitable word below to complete the sentences.**

and      but      can      can't      both      fewer      more

1. He speaks English \_\_\_\_\_ he cannot write it.
2. She can walk quickly \_\_\_\_\_ she \_\_\_\_\_ run.
3. You \_\_\_\_\_ use a dictionary and this book.
4. She speaks both English \_\_\_\_\_ Amharic.

5. Aberu \_\_\_\_\_ Tiki are both clever students.
6. Ali speaks \_\_\_\_\_ languages than Musa.
7. Of the two students, Zebene speaks \_\_\_\_\_ languages.
8. She studied Somali \_\_\_\_\_ cannot spell the words correctly.
9. I know I \_\_\_\_\_ speak and write Somali very well.
10. I tried hard \_\_\_\_\_ I couldn't learn the language.

**Exercise 2:** Complete the sentences below by adding the correct word from the list given. Write the answers in your exercise book.

fluently	carefully	carelessly	hurriedly
silently	loudly	well	slowly

1. You should walk \_\_\_\_\_ when crossing the road.
2. If you behave \_\_\_\_\_, your parents will be proud of you.
3. Before you can answer the comprehension questions, you need to read the passage \_\_\_\_\_.
4. You may cause an accident if you drive \_\_\_\_\_.
5. Unless you speak \_\_\_\_\_ people may not hear what you say.
6. You need to learn a language before you can speak it \_\_\_\_\_.
7. You will not arrive in time if you walk \_\_\_\_\_.
8. She boarded the bus \_\_\_\_\_ and sat behind the driver.

### Activity

Work with your partner. Answer these questions in complete sentences.

1. What is your mother tongue?
2. What other languages are spoken in your community?
3. Which Ethiopian languages do you speak?
4. Why is it important to learn international languages like English?