

Objective

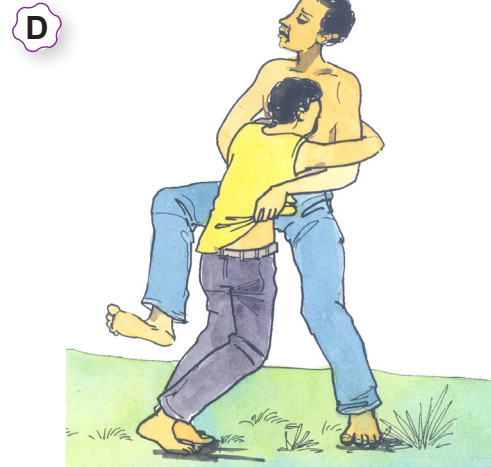
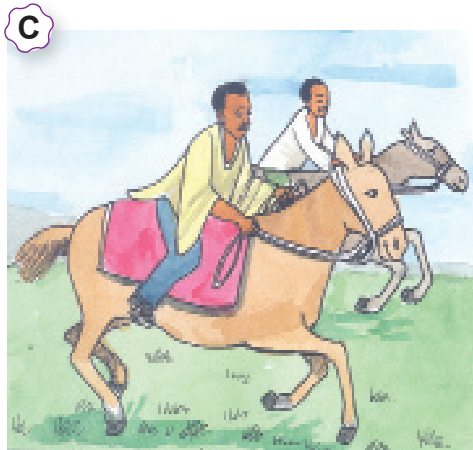
In this unit, you will describe different types of Ethiopian games.

A Listening and speaking

LESSON ONE

Activity

Look at the pictures and name the games. Discuss with your partner how and when each game is played.



Exercise 1: Answer these questions.

1. How is each game played?
2. What equipment are used in each game or sport?
3. Which is your favourite game?
4. What is the objective of the games?

Listening practice**Exercise 2:** Listen to the story from your teacher about games and answer the questions that follow in your exercise book.

1. List other games that you know.
2. Select any one game and describe how it is played.
3. Which game is similar to *Gebeta*?
4. Identify games in which only one pair participates.

Activity 2

In groups, discuss your favourite games. How are they played? Talk about the equipment needed, the number of players and rules that govern the games.

LESSON TWO**Vocabulary practice****Activity 1**

With a partner, form meaningful sentences using each of the words below.

game	win	loser	competitors	throw	umpire
equipment	rules	instructions	players	judge	referee

Exercise 1: Use the words above to complete these sentences. Write the complete sentences in your exercise book.

1. I can play the board _____.
2. You need to follow the _____ of the game.
3. One must work hard to _____ a game.
4. The _____ makes the final decision.

5. Eleven _____ make a football team.
6. Which _____ is used to play the game?
7. You should follow the _____ if you want to be a winner.
8. _____ the ball aiming at the ring in order to score.
9. The _____ is a referee in a game.
10. The _____ blew his whistle.
11. Every game has a winner and a _____

Activity 2

In a group, discuss some traditional Ethiopian games you know. Talk about the rules, how the games are played, how players participate, how long the games last, where they are played, etc.

Draw a chart to describe each of the games. Your teacher will guide you.

Exercise 2: List people who have become famous because of excelling in games. Name the games.

LESSON THREE

Using : How many .../How much ...

Activity 1

With a partner, take turns to be Tola and Senait. Assume that you want to go shopping for some items: Then act out the dialogue.

Read and act out this dialogue.

Tola : The sign post reads, 'MILK HERE'. Senait, how much milk do we need?

Senait : Two litres.

Tola : And eggs? How **many** eggs do we need?

Senait : A dozen.

Tola : What about potatoes? How **many** kilos of potatoes?

Senait : A kilo is enough.

Tola : How about butter? How **much** of it?

Senait : Just a packet.

Exercise: Complete the sentences with **much** or **many**.

1. Have you got _____ homework?
2. We don't need _____ eggs. Just half a dozen.
3. Is there _____ traffic in your town?
4. I don't know _____ students in this class.
5. How _____ people live in your house?

Activity 2

Continue the conversation with your partner about the rest of the items in activity 1.

LESSON FOUR

The Present Simple (instructions)

Activity 1

Instruct your partner to do different tasks using these examples.

1. Open the book and read the words.
2. Throw the dice and read the number.
3. Pick the button and hand it over.
 - (a) What do you notice about the beginning of these sentences?
 - (b) How are these sentences different from other sentences like: I opened the book and read the words?

Exercise: The following instructions are jumbled up. Rewrite them correctly to form sensible instructions.

Example: then you read/you throw the dice/the number.

You throw the dice, then you read the number.

1. Wait a little bit/then show it to your partner/you pick the card.
2. Then open your eyes/you close the eyes/select the number.
3. Hit it hard/you throw the ball in space/then wait for the return ball.
4. And then hand it over to another colleague/you pick the baton/run with it.
5. Let partners hide/and then look for them afterwards/you close your eyes.

6. And ask questions/read the paragraph/you open the work page.
7. Then trot until the end of the field/you run fast/wear the sack.
8. Skip for sometime/then leave when tired/you wait for the rope.
9. And then pull each other to the surface of the table/you hold hands tight/place them on the table.
10. Over take some/and then run towards the finishing line to win/you start off together.

Activity 2

Think of activities for your partner to perform. Give him/her instructions to follow. You will then change roles.

LESSON FIVE

Using: ... too ... to...

With a partner, read the following sentences and find out their meaning.

- Examples:** (a) The referee is **too fat to** run fast.
 (b) The umpire is **too strict to** accept that goal.

Activity 1

In groups of six, take turns to make sentences orally using ... **too ... to ...**

Exercise 1: Make correct sentences from the table and write them in your exercise book.

Example: The pitch is too slippery to be used.

The	player			slow		run.
	opponent			strong		fight.
	athlete	is	too	ill	to	compete.
	pitch			slippery		be used.
	referee			short		see inside the hall.

Activity 2

Match the sentences in column **A** with the corresponding meaning in column **B**. Compare your answers with a partner.

- Examples:** (a) The bag is too heavy for me to carry.
 (b) It is not light enough for me to pick up.

A	B
1. The shoes are too heavy for her to wear.	(a) He is not polite enough to smile.
2. The boy is too fat to run.	(b) He can't eat it.
3. The linesmen are too tired to run.	(c) They are not light shoes.
4. The captain is too rude to listen.	(d) He is not light enough to run.
5. The food is too hot for him to eat.	(e) They are not fast enough to run.
6. The referee is too tired to blow the whistle.	(f) He is not strong enough to blow the whistle.
7. The choir is too ill-prepared to win.	(g) She can't lead well.
8. The team is too weak to play.	(h) He can't play any longer.
9. The captain is too hungry to play.	(i) They can't win the match.
10. The leader is too tough to lead.	(j) They can't sing well enough.

Match the expressions in **A** with their meanings given in **B**.

Exercise 2: Construct five sentences about games using: ... **too ... to ...** Do the work in your exercise book.

Grammar Highlight

- The use of the ... **too ... to ...** expression can be presented by giving two sentences which can be combined by ... **too ... to ...**

Example: (a) The referee is very fat.
 (b) He can't run fast.
 = The referee is too fat to run fast.

Therefore, a sentence with the **too ... to ...** expression has a negative result/meaning in column A.

LESSON SIX

Using: ... enough ... to...

Tell your partner the meaning of these sentences.

- Examples:** (a) The player is not good enough to win.
 (b) The dancer is not fit enough to dance.

Activity

Form five sentences about games using ... **enough ... to ...** Compare with a partner.

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

The	ball players weather goalkeeper referee teacher	is not	smart good quick fair brilliant healthy strong	enough to	win the game. enable us play. catch the ball. judge the match. see the trick. beat the opponent.
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LESSON SEVEN

Using: ...too ... to... and ...not... enough...

Activity

Discuss with a partner the meaning of the sentence (a) based on the examples given.

- Example:** (a) They are too weak to win the game.
They are not strong enough to win the game.
- (b) He is too slow to finish in time.
He is not quick enough to finish in time.

Exercise: Rewrite these sentences using: ... **not ... enough ...** in your exercise book.

1. She is too short to reach the ball.
2. The rules are too vague for me to understand.
3. The ball is too heavy to bounce high.
4. The players are too lazy to run.
5. The game is too boring to excite the crowd.
6. The boy is too small to kick the ball.
7. The ring is too small to allow many players.
8. The weather is too cold to enable me play the game.
9. The referee is too slow to blow the whistle.
10. The lake is too rough for the fishermen to row the boat.

LESSON EIGHT

Using: I think ... I believe ... / In my opinion ...

Activity

Talk about different traditional Ethiopian games.

What is your opinion about these games?

Exercise: Find the meaning of these sentences and then make correct sentences from the table. Do the work in your exercise book.

- Example:**
- I think games are important.
 - I believe I can play football.
 - In my opinion, playing cards teaches gambling.

I think ...	- games are important.
I believe ...	- I can play football.
In my opinion ...	- volleyball is an exciting game.
	- wrestling is a rough game.
	- chess should be taught in school.
	- government should give sports equipment to schools.
	- every child can play at least one game.
	- hide and seek teaches alertness.
	- playing cards teaches gambling.

LESSON NINE

Activity

Describe a game you know. Write a list of instructions to show how it is played.

Poem

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

I have always wished to play a game
But I can't remember its name
It is unique in the way it's played
Unlike football which is thrown or kicked
This game is played on wooden boards
Folded together like an exercise book
Fastened loosely with leather
And played by both the old and young
Gebeta is the name of the game
Played a lot with seeds or stones
In the evening when folks are resting
Now I remember it's the *gebeta* game
(*Malachi Kanabi*)

1. Which game is being talked about?
2. Where is the game played?
3. Who plays the game?
4. What do the folks do in the evening?
5. Apart from 'Gebeta' which other game is talked about in the poem?
6. Why does the writer say it is a unique game?
7. Find a suitable title for the poem.

B Reading**LESSON TEN****Comprehension**

Activity: Discuss these questions briefly.

1. How many games can you play?
2. Name your favourite game.
3. Name one famous football player in Ethiopia.
4. Describe any horse-riding game you have ever seen.
5. How many players make up a football team?

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

Gebeta is a traditional game which is played like *genna*. It is largely played in northern Ethiopia. It is similar to the game of *Wari*. The game requires a playing field of eighteen holes arranged in three rows of six. The playing board is made up of two boards with nine holes each (arranged in a 3-square pattern) which is placed end to end. On the outer end of each board is a large extra pocket used as a reservoir for winnings. The two boards are fastened loosely with leather thongs, which may be folded together like a book and carried with a handle. The game is played with seeds although stones can also be used.



Gebeta has been carved in certain places common for social gathering. People frequently sit there to play the game. 'Gebeta' boards are kept by families for generations and act as a symbol for family life for the old and young. In some families when a young man gets married, his father may carve a board for him to play the game with his bride.

1. How many holes of a playing board are required?
2. In which part of Ethiopia is *Gebeta* commonly played?
3. How many holes make up a playing field?
4. Apart from seeds, what else can be used to play the game?
5. Why do families keep *Gebeta* boards?
6. Where do the children often sit to play *Gebeta*?

Exercise 2: Based on the passage on page 138, find the meaning of the words below. Use each of them in a sentence. Do the work in your exercise book.

carved	symbol	loosely	reservoir
winnings	<i>Gebeta</i>	traditional	game

C Writing

LESSON ELEVEN

Guided composition

Group Activity

Write a short passage about a game you like to play. Describe how it is played and the rules that govern it. Where and when it is played. You may use pictures to illustrate it.

Exercise : Use the words in the box to complete the passage.

watched	spectators	scored	kits	and
beaten	referee	good	defenders	dressed

Last evening, I (1) _____ a football match between Buna Football Club (2) _____ St. George Football Team. Buna team was (3) _____ in blue jerseys while the St. George Team wore red (4) _____ Buna (5) _____ played so well that they did not lose any ball and the attackers could not go past them. Their goalkeeper too was very (6) _____. The attackers dribbled so well in the first half that they (7) _____ two goals. The (8) _____ cheered Buna players excitedly to the end. When the (9) _____ blew the final whistle, Buna Team had (10) _____ St. George three goals to zero.

LESSON TWELVE

Revision

Exercise 1: Complete these sentences using the words in the box.

handle	awarded	two	win	foul	referee
send	players	kick	penalised	spectators	

- The _____ controls the game.
- If you want to _____ a game, you should play well.
- _____ are the people watching a game.
- Football is played between _____ teams.
- A penalty is _____ when you handle a ball in the goal area.
- Do not _____ your opponent.
- A football team is made up of eleven _____
- Do not _____ the ball when in play.
- You will be _____ when you foul an opponent.
- The referee has a right to _____ any players off the pitch.

Exercise 2: Use the correct form of the words in brackets to complete the sentences.

- Gobena _____ football better than Kamil. (play)
- Who has _____ the ball into the net? (throw)
- _____ a game depends on the skills of the players. (win)
- Tura's ball is _____ than Abdulsemed's. (big)
- My school team _____ the game to the visitors. (lose)
- Players should know the _____ before they begin to play. (rule)
- The visiting team was _____ dressed. (smart)
- Ongaye ran _____ than I expected. (fast)
- Two strong boys will _____ the net to the field. (carry)
- We _____ when our team scored two goals. (celebrate)

Exercise 3: Complete the sentences by finding in the correct word.

1. The field is not big _____ to accommodate all the people.
2. Chuchu is too lazy _____ play the game.
3. Traditional games are _____ interesting as modern games.
4. The referee blew the _____ to start the football game.
5. Fraol is _____ an athlete or a footballer.
6. _____ many players form a netball team?
7. That boy is gifted _____ many talents.
8. Students celebrate when their team _____ a game.
9. _____ our team fought hard, it did not win the match.
10. We shall lose the game _____ we work hard.

LESSON THIRTEEN

Exercise 1: Copy and complete this puzzle in your book.

1 W				2 E			3 B		4 N
5 N			6 R				Y		L
7 R		8 B		9 P					10 R
	11 G								
12 B							13 L		
				14 T					S
	15 E								



Clues across

1. he is not a loser (6)
3. forbid (3)
5. negative (2)
6. tough game played with a ball (5)
7. erase (3)
9. one who takes part in a game (6)
11. game played on a board (6)
12. flying mammal (3)
14. casts a ball (6)
15. finish (3)

Clues down

1. defeat (3)
2. things one needs to do a job (9)
3. lad (3)
4. nothing (3)
8. type of vegetable (4)
10. regulations (5)
11. type of play activity (4)
13. not high (3)

Exercise 2: Form sentences using ten words of your choice from the puzzle. Do the work in your exercise book.