ENGLISH FOR ETHIOPIA

Student Book

Grade Four

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English for Ethiopia

Student's Book Grade 4

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UNIT 1: MY SCHOOL

LESSON ONE

Activity 1

Directions: Read the words of the "Greeting Song" with your partner. Sing the song as your teacher directs you.

Greeting Song

Hello, hello.
How are you?
I'm fine, thank you.
I'm fine, thank you.
How are you?

Hello, hello.
How are you?
I'm fine, thank you.
I'm fine, thank you.
How are you?

Activity 2

Directions: Study the picture. Introduce yourself to a partner. Take turns asking and answering the questions.

Hello. What's your name? What's your father's name? How old are you? Where are you from? What school do you go to? What grade are you in?	Hello. My name is _____. My father's name is _____. I'm _____ years old. I'm from _____. I go to _____ Primary School. I'm in grade four.

Activity 3

Directions: Work in a small group to make a list of classroom objects. Compare your list with the lists of other groups.

LESSON TWO

Activity 1

Directions: Read the story, "Fatuma's First Day of School," silently as your teacher reads it out loud.

Fatuma's First Day of School

Fatuma is happy. Today is the first day of school. She is starting grade four.

Fatuma wakes up early. She sweeps the house, washes and gets dressed for school. She puts on her school uniform – a shirt, sweater, leggings, skirt and sandals. She gets her book bag and begins her long walk to school.

As Fatuma nears the school, she becomes excited. She runs to the gate. There she meets many friends. She hurries to her classroom. When she gets near the classroom, she stops hurrying and walks slowly. She is greeted at the door by the teacher, Ato Robale. He welcomes her. Then he says, "Please sit at a desk."

Fatuma chooses a desk and sits down. She looks around the classroom. She sees many objects. There are two windows and one door. There are many desks and benches. The teacher has a table with papers, books, chalk, pens and a ruler. The teacher also has a chair. There is a big chalkboard on the wall.

Fatuma sees many of her friends from her grade three class. She is happy that her teacher is friendly, that her classroom is clean and filled with objects, and many of her friends are classmates. She knows it's going to be a great year.

Activity 2

Directions: Read the story silently with a partner. Find the names of classroom objects in the story and list them in your exercise book.

Activity 3

Directions: Study the picture. Find the classroom objects. Put a tick beside the names of objects on your list for Activity 2 if they are shown in the picture. In your exercise book list the objects shown in the picture that are **not** mentioned in the story.

Activity 1

Directions: With a partner reread the story, "Fatuma's First Day at School," and discuss the questions below.

1. Why do you think Fatuma wakes up early?
2. Do you think Fatuma is lazy?
3. Is Fatuma sad because it is the first day of school? Why or why not?
4. Does Fatuma like her classroom? Why or why not?
5. Why does Fatuma think it is going to be a great year?

Activity 2

Directions: Study the picture. Copy the sentences into your exercise book. Fill in the gaps with the names of the objects in the picture.

1. The _____ is on the desk.
2. The _____ is under the table.
3. The _____ is near the door.
4. The _____ is in front of the book.
5. The _____ is behind the boy.
6. The _____ is between the teacher and the door.
7. The _____ is on the wall opposite the chalkboard.

LESSON FOUR

Activity 1

Directions: Listen as your teacher reads the story, "Jalalle and Birritu." Look for the words that describe each girl's school.

Jalalle and Birritu

Jalalle and Birritu are cousins. They are both in grade four. Jalalle goes to Ambo Primary School, but Birritu goes to Wonchi Primary School.

Jalalle says to Birritu, "Tell me about your new school. Do you like your teacher and your classroom?"

Birritu replies, "I like my school, my teacher and my classroom. My school is very small. There are only three

classrooms. There aren't any tables or desks for the students at the school, only benches to sit on. Our teacher's name is Rabiya. She has the only table in the classroom. In the classroom we have one doorway, three small windows and one chalkboard. Do you like your teacher and your classroom?"

Jalalle replies, "Ambo Primary School is very big. There are twenty-five classrooms. Each classroom has a door and two glass windows that are painted. The rooms are very crowded with students, benches and tables. My teacher's name is Ato Mulata. He has a table and a chair. There is one chalkboard. There are colourful posters on the walls. We also have a library with many books. I like to spend time in the quiet library. Does your school have a library?"

Birritu replies, "They are building a library at my school. All of the students in our class have been given new English books. I have made many friends in my class. I like to go to school and learn each day." "So do I," agrees Jalalle.

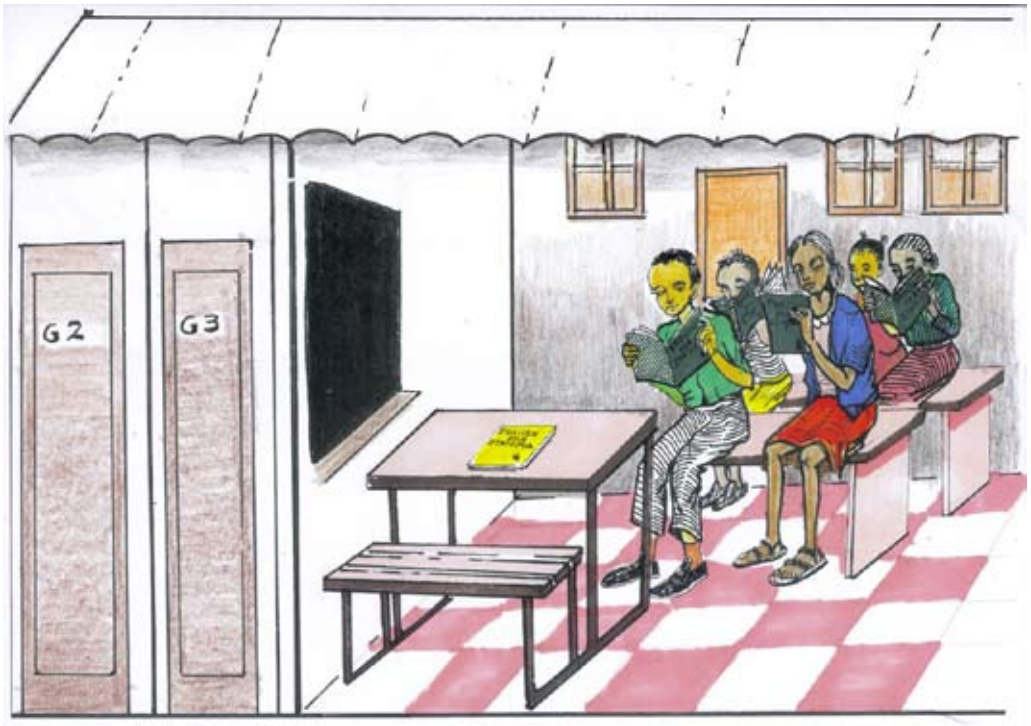
Activity 2

Directions: Look in the story, "Jalalle and Birritu." Identify words that describe each girl's school. Help your teacher fill in a Venn Diagram to show similarities and differences.

Activity 1

Directions: In a small group discuss the pictures and decide which one shows Ambo Primary School and which one shows Wonchi Primary School. Explain why.

1



2

Activity 2

Directions: Study Picture 2. Write numbers 1–5 in your exercise book. Read each statement. Write the letter T next to the matching number in your exercise book if the statement is true. Write the letter F next to the matching number if the statement is false.

1. There are posters on all of the walls.
2. There are three windows.
3. The teacher and students have desks and chairs.
4. There is one doorway.
5. There aren't any books in the classroom.

Activity 1

Directions: Write numbers 1–8 in your exercise book. Find the answer to each riddle in the Word Bank and write the answer using the language pattern: **It's a _____.**

1. This room has a chalkboard, benches and desks. What is it?
2. There are many books in this room. What is it?
3. This room is where teachers go to rest. What is it?
4. This is the area where students play football. What is it?
5. This is where the director works. What is it?
6. Students walk through this when they come to school and when they go home. What is it?
7. This is around the school. What is it?
8. The Ethiopian flag flies on this. What is it?

Word Bank – Places in a School			
staffroom	library	gate	sports field
fence	flag pole	director's office	classroom

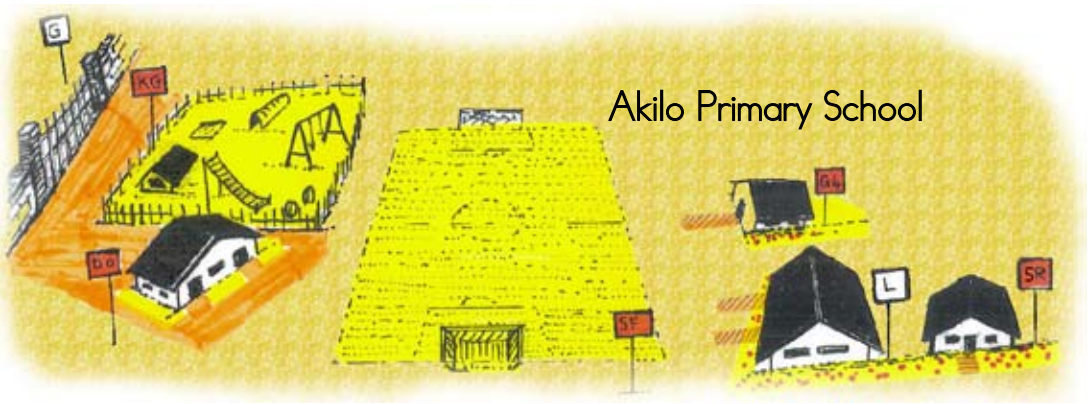
Activity 2

Directions: Play the What is it? game. Tell your partner three clues about a classroom object.

LESSON SEVEN

Activity 1

Directions: Study the plan of the Akilo Primary School compound. In your exercise book write three sentences about what you see in the plan. Share your sentences with a small group.



Activity 2

Directions: In your exercise book list three questions about the Akilo Primary School compound.

LESSON EIGHT

Activity 1

Directions: Listen as your teacher reads the story, "An Imaginary School Compound." Draw and label a plan of the school in your exercise book. Share your plan with a partner.

Activity 2

Directions: Read the following description of Hawassa Primary School. Draw and label a plan of the school in your exercise book.

Hawassa Primary School

The compound is rectangular and there is a fence around it. The sports field is in front of the gate. Behind the sports field is a classroom building with eight classrooms. Next to the classroom building is the director's office. The library is opposite the director's office.

Activity 3

Directions: Show your plan of the school to your partner. Ask each other questions about your plans.

LESSON NINE

Activity 1

Directions: Listen as your teacher reads the letter below. In your exercise book write numbers 1–6 and list the words from the Word Bank to fill the gaps.

15th March

Dear Obse,

Hello! How are you? Do you like school this year? I want to tell you about the school that I go to. My school is in a compound with a _____ (1) around it. I have to walk through a _____ (2) to get into the compound. There is a big _____ (3) where we play. I like to play football at break time while my teacher rests in the _____ (4). There are five _____ (5) where students learn.

My favourite day is Monday. We visit the _____ (6) on Monday at 9:30. There are many books to read there. After we visit the library, we have mathematics. I also enjoy listening to the radio programme every Monday at 11:30. Please write to me and tell me about your school.

Sincerely,
Hanna

Word Bank – Places in a School		
gate	sports field	library
staffroom	classrooms	fence

Activity 2

Directions: Compare your list of words from Activity 1 with your partner's list.

Activity 3

Directions: Study the pictures below. Write the numbers of the pictures in the correct sequence based on the letter in Activity 1. Write a sentence to describe each picture. Start your sentences with a sequencing word from the Word Bank. Share your answers with a partner.

Word Bank – Sequencing Words		
first	next	last

1

2

3

Activity

Directions: In your exercise book write a letter to your partner using the format. Use words from the letter in Lesson Nine to complete your letter.

Date_____

Dear _____(1),

Hello! How are you? I want to tell you about my favourite day at school .

My favourite day is _____ (2). I like this day best for three reasons. First, I _____ (3). Next, I_____ (4). Last, I _____ (5).

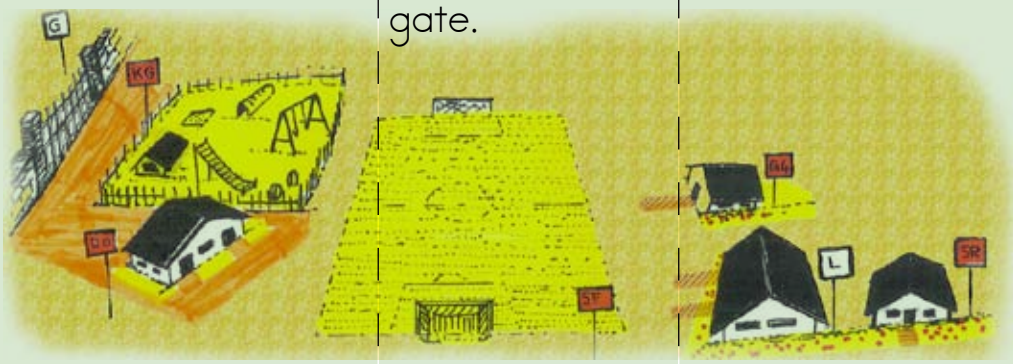
Please write to me and tell me about your favourite day at school.

Sincerely,

_____(6)

Activity 1

Directions: Study the pamphlet and answer the questions your teacher asks.

Akilo Primary School Welcome to Akilo Primary School.	Please take the time to visit our director, Ato Muktar. His office is opposite the gate.	If you would like to talk to a teacher, visit the staffroom where teachers rest. It is located behind the library.
		
First shift begins at 8:00 and ends at 11:30. Second Shift begins at 12:00 and ends at 3:30. Students from KG to grade eight attend school here.	Please visit our new library. It is near a grade four classroom and has many books.	Thank you for visiting our school. We hope to see you again soon.

Activity 2

Directions: Reread the pamphlet with a partner. Take turns asking and answering questions about Akilo Primary School.

Activity 3

Directions: In your exercise book write from memory five facts about Akilo Primary School. Check your facts with a partner.

Activity 1

Directions: In a small group use the model below to make a pamphlet about your school. Share your pamphlet with other groups.

Welcome to _____ (1) Primary School. First shift begins at _____ (2) and ends at _____(3). Second shift begins at _____(4) and ends at _____(5). Students from _____(6) to _____(7) attend school here.

Please take the time to visit our Director, _____ (8). His office is _____ (9). Please visit our _____ (10). It is _____ (11). If you would like to talk to a teacher, visit the staffroom where many of our teachers rest. It is located _____ (12).

Thank you for visiting our school. We hope to see you again soon.

*Alternative for second sentence

School begins at ____ (2) and ends at _____ (3). There is a lunch break from ___(4) to _____(5).

Activity 2

Directions: Write numbers 1–5 in your exercise book. Unscramble the letters to make a spelling word and write each word next to its number.

1. egta
2. mrcsolsoa
3. fciefo
4. ybailrr
5. numpcood

LESSON THIRTEEN

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Choose a story from the unit to read to your partner. Then your partner will read a story from the unit to you.

Activity 3

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: Read the following questions with a partner. As you read each question, mime the action.

1. Can you use a pencil?
2. Can you run in the compound?
3. Can I walk with you?
4. Can you raise your hand?
5. Can we eat lunch together?

Activity 2

Directions: Choose a classroom expression from the Word Bank to say to members of your group. You are finished with the activity when each member of your group has said each expression. Write each expression in your exercise book.

Word Bank – Classroom Expressions	
Excuse me.	What does _____ mean?
Can I have _____?	Can you say that again, please?
	Can you repeat that, please?

Activity 3

Directions: Work in a small group to fill in a speech bubble with the classroom expression that your group was given. Read the expression to the class.

LESSON TWO

Activity 1

Directions: Estimate your weight. Copy the sentences below and fill in the gaps.

I think my weight is _____ kilos.

Activity 2

Directions: In a small group create a graph similar to the graph modelled by your teacher.

LESSON THREE

Activity 1

Directions: Estimate and ask your partner's weight. Copy the sentences below and fill in the gaps.

I think _____ weighs _____ kilos. His/Her estimated weight is _____ kilos.

Activity 2

Directions: Copy the sentences below and fill in the gaps.

I think my height is _____ centimetres. My height is _____ centimetres.

Activity 3

Directions: In a small group create a graph similar to the graph modelled by your teacher.

Activity 1

Directions: Estimate your partner's height. Copy the sentences below and fill in the gaps.

I think _____ 's height is _____ centimetres. _____ is _____ centimetres tall.

Activity 2

Directions: Copy the form below into your exercise book and complete it with information about yourself.

Name_____ Age_____

Eye Colour_____ Hair Colour_____

Face Shape _____ Clothing_____

_____

Height_____ cm Weight_____ kg

Activity 3

Directions: Play the game, Guess Who? in a small group. Exchange exercise books. Describe another student by using the information on the form he/she has written in his/her exercise book, but do not tell his/her name. Remember to use complete sentences. Group members will guess who you are describing.

Activity 1

Directions: Study each of the pictures below. Choose one of the people in the pictures to write about. Copy the form from Lesson Four into your exercise book again. Fill in the gaps about your chosen person. Underneath the form write a description of him/her using complete sentences.

Banti 4 years old	Kutbe 9 years old	Derese 30 years old

Ajulu Ariat Tut Gach Chrrol Dow

Activity 2

Directions: Copy the sentences below into your exercise book. Look at the pictures and choose the correct word to fill in the gap.

1. Chrrol Dow is _____ (younger, older) than Tut Gach.
2. Ariat is _____ (shorter, taller) than Ajulu.
3. Ajulu is _____ (shorter, taller) than Ariat.
4. Tut Gach is _____ (younger, older) than Chrrol Dow.

Activity 3

Directions: Compare yourself to a partner and write two sentences in your exercise book using the following language pattern:

I am _____er than _____.

Activity 1

Directions: Read Dialogue One silently as your teacher reads it out loud. Then two students will read it out loud.

Dialogue One

Nesru	Hello Sitina! How are you?
Sitina	I am fine thank you. How are you Nesru?
Nesru	I am fine. Tell me about your family. Who do you look like?
Sitina	I look like my older sister Hawi. She is three years older than I. Hawi is thirteen. She is tall. She is 130 centimetres tall, and I am 100 centimetres tall. She is fatter and heavier. I weigh 23 kilos and she weighs 30 kilos. She has long hair like mine. Her face is oval. Do you look like your father or any of your brothers?
Nesru	I look like my father Debebe. He is twenty five years older than I. He is thirty-five. He is tall and thin, and I am tall and thin. Because he is older, he is taller and heavier than I am. He is 175 centimetres tall and weighs 70 kilos. He has short hair and his face is square like mine.
Sitina	Who doesn't look like you?

Nesru	I don't look like my oldest brother, Elias. Elias is thirteen years old. He is shorter than I. He is 130 centimetres tall. He is fatter and heavier than I am. He weighs 30 kilos. My face is thinner. His legs aren't long. Who does not look like you?
Sitina	I don't look like my younger sister, Jemila. Jemila is one year younger than I. She is nine years old. She is shorter than I am. She is 95 centimetres tall. She is thinner and lighter and has shorter legs. She weighs 19 kilos. Her hair isn't long and her face is round.

Activity 2

Directions: Reread Dialogue One quietly with a partner. Find the comparative words in the conversation and write them in your exercise book.

Activity 3

Directions: With your teacher compare the heights, weights and ages of the people in Sitina's and Nesru's families.

LESSON SEVEN

Activity 1

Directions: Read Dialogue Two silently as your teacher reads it out loud. Then two students will read it out loud.

Dialogue Two

Yayo	Hello Shami! How are you today?
Shami	I am fine thank you. How are you, Yayo?
Yayo	I am also fine. Tell me about your family. Which family member do you look like? Which one does not look like you?
Shami	I look like my younger brother Ouda. Ouda is four years younger than I am. He is five years old. He is short and thin like me. He is 55 centimetres tall. I am 95 centimetres tall. He weighs 12 kilos. I weigh 20 kilos. We both have short black hair and big brown eyes. I don't look like my younger sister Zehara. She is four years old. She has a round face. My face isn't round. It is oblong. She is fatter and shorter than I am. She is 50 centimetres tall, and she weighs 11 kilos. Her hair is longer than mine. Tell me about your family.
Yayo	I am like my Uncle Miero. He is tall and thin. He is eleven years older than I am. He is twenty one. We both have square faces and long legs. He is 180 centimetres tall. I am 110 centimetres tall. He weighs 75 kilos. I weigh 25 kilos. I don't look like my older sister Toyba. Toyba is twelve years old. She is short and fat. She isn't tall and thin. Her legs are short. Her legs aren't long. She is 110 centimetres tall and weighs 35 kilos.

Activity 2

Directions: With a partner reread Dialogue Two. Copy the chart into your exercise book and complete it using information from the dialogue.

Name	Age	Weight/kg	Height/cm
Yayo			
Ouda			
Zehara			
Shami			
Miero			
Toyba			

Activity 3

Directions: Use the chart in Activity 2 to answer questions about Yayo, Shami and their family members. Write the answers in your exercise book. Compare your answers with a partner.

1. Who is taller, Yayo or Shami?
2. Who is taller than Yayo?
3. Who weighs more, Ouda or Miero?
4. Who weighs more, Zehara or Toyba?
5. Who is older, Ouda or Shami?
6. Who is younger, Yayo or Toyba?
7. How much younger is Zehara than Toyba?
8. How much older is Yayo than Shami?

Activity 1

Directions: Read each sentence. Write numbers 1–5 in your exercise book. In your exercise book fill in the gap with the correct pronoun from the Word Bank.

Word Bank – Pronouns		
I	them	he
us	me	him

1. Salfore is tall. _____ am tall like _____.
2. Hanfato is tall. _____ is also thin.
3. I am heavy. She is heavy like _____.
4. They are short. I am not short like _____.
5. We are fat. He is fat like _____.

Activity 2

Directions: Talk to different partners and tell them your weight, height and age. Partners will respond using the following language pattern and a word from the Word Bank.

I am _____ than you.

Word Bank – Comparisons		
taller	heavier	older
shorter	lighter	younger

Activity 1

Directions: Read the story, "Anito," silently as your teacher reads it out loud.

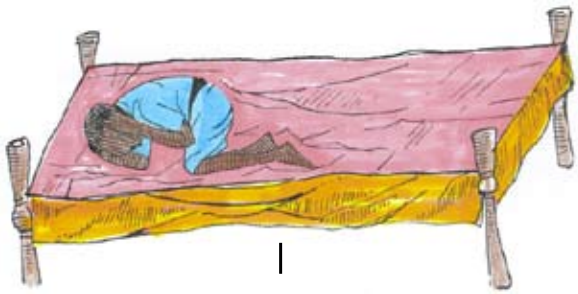
Anito

There is a family living in the Southern Region of Ethiopia. The youngest son, Anito, is unhappy because he wants to work without help, but he is too small. He works with his mother hoeing in the garden. His older sister always helps bathe him, but he wants to do it himself. His older brother helps him with the goats. When Anito asks if he can do the work alone, his sister and brother always tell him, "No, you are too small."

One night while Anito is sleeping, he dreams that he sees pink sugar cane growing in a beautiful field. He is curious. He has never seen pink sugar cane. He cuts a piece and chews it as he walks home. While he is walking, his body begins to feel strange. He is growing taller and heavier! When the family sees Anito, they become afraid of him. They think he is a stranger. They do not allow the taller and heavier Anito in the compound. Anito is sad that his family does not know him. He walks back to the beautiful field, cuts another piece of pink sugar cane and chews it, hoping that it will make him short and light again. Then Anito wakes up. He understands it is only a dream. He is happy to be small.

Activity 2

Directions: Study the pictures. In your exercise book write the numbers in the correct order to retell the story.

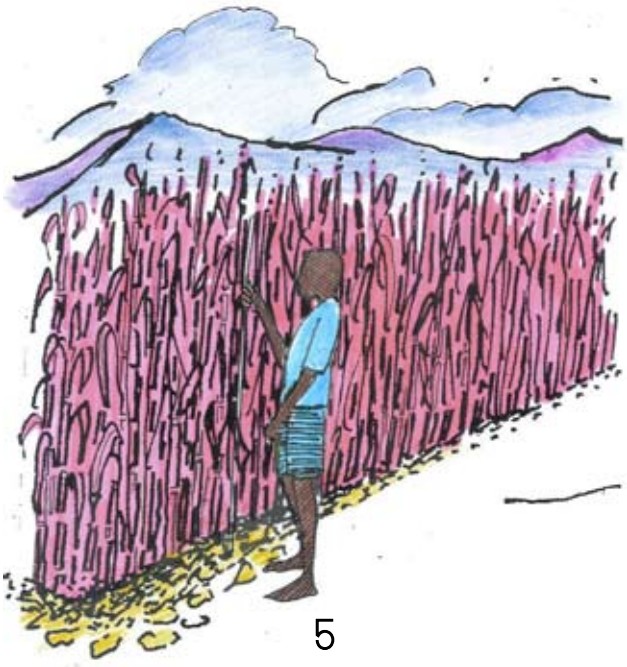


1

2

3

4



5

Activity 3

Directions: Write answers to the following questions in complete sentences in your exercise book. Share your answers with a partner.

1. How does Anito feel about being a small boy at the beginning of the story?
2. How does Anito feel about being a small boy at the end of the story?
3. What does Anito do that makes him tall?
4. Why is Anito unhappy about being tall?
5. Do you think this is a true story? Why or why not?

LESSON TEN

Activity 1

Directions: Copy the chart below into your exercise book. With a partner write one or two sentences in each section to tell the main things that happen at the beginning, in the middle and at the end of the story, "Anito."

Begining
Middle
End

Activity 2

Directions: In your exercise book copy each of the words below. Circle the consonants. Compare your work with a partner. Together, cross out the letters that are silent.

Word Bank – Words with Silent Consonants		
knee	what	light
two	knife	write

LESSON ELEVEN

Activity 1

Directions: Read the letter silently as your teacher reads it out loud. Imagine the letter is written to you.

Date_____

Dear _____,

Hello. My name is Fayise, and I am your cousin. My father is your father's brother. I live in the countryside near the town of Awash Melka. Many people live in our compound. I will describe my family to you.

My grandmother, who is my father's mother, lives with us. She is very old. She is missing many teeth. She has long white hair. She is short and thin. Her face is oval. My father is very tall and thin. He is old, but he is younger

than my grandmother. His hair is white and black. He has an oval face.

My older sister is short and thin like my grandmother. Her hair is short and black. Her face is rounder than my father and grandmother's. She doesn't look like me. I am shorter and fatter. I have an oval face like my father but short black hair like my sister.

I have one brother. He is younger. He is tall and thin like my father. He is missing teeth like my grandmother. He has a round face.

I would like to know about you and your family. Please write back to me and describe your family to me.

Fondly,
Fayise

Activity 2

Directions: Read the following five statements. With a partner write the correct answer, true or false, for each statement in your exercise book.

1. Fayise's family lives in the city.
2. Fayise has many brothers.
3. Fayise's father is very short.
4. Fayise is short and thin like her older sister.
5. Two family members are missing teeth.

Activity 3

Directions: In your exercise book write answers to the questions below. Share your answers in a small group.

1. Do you want to meet Fayise and her family? Why or why not?
2. Which member of your family would you like Fayise to meet? Describe him/her.

LESSON TWELVE

Activity 1

Directions: On a sheet of paper or in your exercise book, draw a self portrait (a picture of yourself).

Activity 2

Directions: Using the substitution table below, make six sentences that describe you. Write the sentences in a paragraph on the other side of your self portrait.

Example: My name is _____. I have one sister. I have black hair. I have brown eyes. I am thinner than my sister. My legs are longer than my brother's legs.

Substitution Table

<table>
<tr><td rowspan="2">I</td><td rowspan="2">have</td><td>no
one
two
three</td><td>brother(s)
sisters(s)</td><td rowspan="2"></td></tr>
<tr><td>black
brown</td><td>hair
eyes</td></tr>
<tr><td rowspan="3">I</td><td rowspan="3">am</td><td>thinner
fatter</td><td rowspan="3">than my</td><td rowspan="3">brother
sister</td></tr>
<tr><td>taller
shorter</td></tr>
<tr><td>older
younger</td></tr>
<tr><td>My (body part)</td><td>is/are</td><td>long(er)
short(er)</td><td></td><td>brother's
sister's</td></tr>
</table>

Activity 3

Directions: Unscramble the words below to form your spelling words.

1. ithewg
2. ikol
3. gtehti
4. hargp
5. mcnetietre

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Follow your teacher's instructions to complete the revision activities.

UNIT 3: IT WAS HOT YESTERDAY

LESSON ONE

Activity 1

Directions: Read the list of days of the week below. In your exercise book copy the days and fill in the gaps with the missing days.

Monday,____, Wednesday,____, ____,Saturday,____.

Activity 2

Directions: In your exercise book copy the gap sentences and fill in the gaps with the correct days of the week.

1. Today is _____.
2. Tomorrow will be _____.
3. Yesterday was _____.

Activity 3

Directions: In your exercise book draw a picture of a student. The student is asking a question using a classroom expression. Write the question in a speech bubble above his/her head. Share your drawing with a partner.

LESSON TWO

Activity 1

Directions: In your exercise book write the name of the day of the week. Under the day draw a symbol to represent today's weather.

Example: If today is sunny, draw a sun.

Activity 2

Directions: Listen as your teacher asks you questions about the following calendar.

Monday	Tuesday
Wednesday	**Thursday**

Friday	Saturday	Sunday

Activity 3

Directions: Read the questions silently. Use the calendar in Activity 2 and the Word Bank to answer the questions in your exercise book. Use complete sentences to answer the questions. Compare your answers with your partner.

1. What day was rainy?
2. How many days were sunny?
3. What was the weather on Wednesday?
4. What was the weather two days before Wednesday?
5. What was the weather three days after Wednesday?
6. What is your favourite weather? Tell why.

Word Bank – The Weather		
sunny	cloudy	rainy

LESSON THREE

Activity 1

Directions: In your exercise book write the name of the day of the week. Under the day draw a symbol to represent today's weather.

Example: If today is sunny, draw a sun.

Activity 2

Directions: Copy the table below into your exercise book. Listen as your teacher reads a weather report. Write the days of the week in the correct columns in the table.

Weather Report

Sunny Days	Cloudy Days	Rainy Days

Activity 3

Directions: Read the words in the Substitution Table. Write sentences about the weather report above using the substitution table. Turn to a partner and share your sentences.

Weather Report

There	was were	one two three four five six seven	sunny windy cloudy rainy	day(s).
Monday Tuesday Wednesday Thursday Friday Saturday Sunday	was	a		

Activity 1

Directions: In your exercise book write the name of the day of the week. Under the day draw a symbol to represent today's weather.

Activity 2

Directions: Read the Weather Report below silently as your teacher reads it out loud.

Weather Report

Good Morning. My name is Samira. I am going to tell you the weather as it was recorded in the town of Assosa for the week of July 26th. The beginning of the week was rainy and cold. There was rain all day Monday, Tuesday, Wednesday and Thursday. On Friday the sky was cloudy, but there was no rain. The sun was in the sky all day Saturday and for part of the day Sunday. Sunday was sunny and then cloudy and windy. That was the weather in Assosa for the week of July 26th.

Activity 3

Directions: In your exercise book draw a weather chart for one week like the one in Lesson Two, Activity 2. Fill in the weather symbols to match the Weather Report above. Compare your chart with your partner's chart.

Activity 4

Directions: Copy the sentences into your exercise book. Complete each with a weather word from the Word Bank. Compare your answers with your partner.

1. It is hot and bright. My cap shades my face. It's _____.
2. There is no sun today. I need my coat. It's _____.
3. I am cold. My hat is blowing away. It's _____.
4. I need my umbrella. I am getting wet. It's _____.

Word Bank – The Weather			
sunny	windy	rainy	cloudy

LESSON FIVE

Activity 1

Directions: In your exercise book write the name of the day of the week. Draw a symbol to show today's weather.

Activity 2

Directions: In your exercise book write a sentence about yesterday's weather using the following language pattern: **Yesterday was _____.** Share your sentence in a small group.

Activity 3

Directions: Write sentences about the weather for each of the past four days. Use **was** in each sentence.

LESSON SIX

Activity 1

Directions: In your exercise book write the name of the day of the week. Draw a symbol to show today's weather.

Activity 2

Directions: Study the pictures below numbered 1–4. In your exercise book write a sentence about the weather in each picture.

1

2

3

4

Activity 1

Directions: Copy the months from the Word Bank below into your exercise book in the correct order.

Word Bank – Months					
January	December	May	July	March	February
October	June	November	August	April	September

Activity 2

Directions: Copy the table below into your exercise book. Next to each number write the name of the corresponding month.

Ordinal Number	Month	Ordinal Number	Month
1st		5th	
3rd		10th	
7th		2nd	
4th		6th	
12th		8th	
9th		11th	

LESSON EIGHT

Activity 1

Directions: Copy the T-Chart into your exercise book. Write a list of activities for each season.

Rainy Season	Dry Season

Activity 2

Directions: In your exercise book write sentences about each season. Include information about the weather and activities from the T-Chart in Activity 1.

LESSON NINE

Activity 1

Directions: Write numbers 1-4 in your exercise book. Draw a symbol to show the weather for each sentence your teacher reads.

Activity 2

Directions: With a partner create a T-Chart like the one in Lesson Eight, Activity 1. Then sort the weather pictures below by writing each number in the correct column in the T-Chart: Rainy Season or Dry Season.

1

2

3

4

5

6

Activity 1

Directions: Read silently as your teacher reads "The Rain Maker."

The Rain Maker

In the southern part of Ethiopia, there is a big village. For the people who live there, life is good. The rain comes every rainy season and the sun every dry season. But one year there is no rain and the next year, again, there is no rain. Rivers dry up, plants and seeds do not grow and people and animals have no food. The village elders are very worried and hold many meetings to talk about the problem.

One day, one of the elders says that he knows how to make the rains come. Everyone is excited and they ask him to tell them his idea. He says, "There is a woman called *Kinchiwot* in the next village. She is a rainmaker. Let us send people from our village to talk to her."

The elders all agree. They send three men with gifts to *Kinchiwot*. The men tell her about their problems and ask her to help them. After listening to their problems, she says, "I will try to help you now, but you have to protect your environment. You must plant trees so that the rains will always come."

They thank her and go back to their village. When they arrive home, they are very surprised to see the rain falling. It rains for many days, until the rivers are full of water and the plants begin to grow. The people of the village plant trees to protect their environment. Then they never have a drought again.

Activity 2

Directions: Sequence the pictures. In your exercise book write the numbers of the pictures as they occur in the story, "The Rainmaker."

1

2

3

4

5

LESSON ELEVEN

Activity

Directions: Read the sentences below. In your exercise book write the sentences in the order that the events happen in the story.

1. It rains for many days.
2. The people of the village plant trees.
3. They send three men with gifts to *Kinchiwot*.
4. The village elders hold many meetings.
5. Plants and seeds do not grow.

LESSON TWELVE

Activity 1

Directions: In a small group summarize the story, "The Rainmaker." Tell what happens at the beginning, in the middle and at the end. Remember to use complete sentences.

Activity 2

Directions: Copy the Word Search into your exercise book. Find the hidden words in the word search and circle them. Use the Word Bank to help you. Compare your answers with your partner.

Word Search

s	u	n	n	y	c	h	s
t	o	n	d	o	o	o	u
w	i	n	d	y	l	t	w
m	a	r	r	t	d	t	i
s	u	m	m	e	r	n	n
e	c	l	o	u	d	y	t
d	r	y	o	d	o	r	e
r	a	i	n	y	n	y	r

Word Bank – Weather		
cloudy	cold	dry
hot	rainy	summer
sunny	windy	winter

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

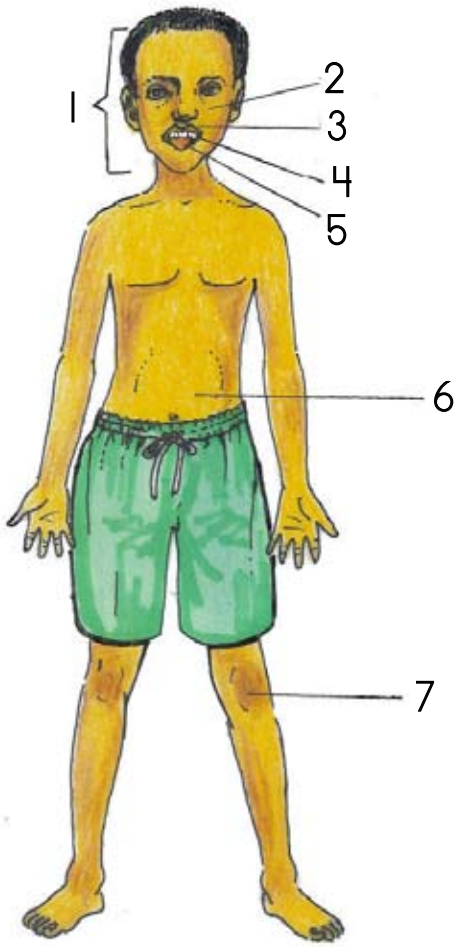
Directions: In your exercise book write numbers 1–4. Choose a word from the Word Bank in Lesson Twelve to complete each sentence. Copy the completed sentences into your exercise book, and share them with a partner.

1. I use my umbrella when the weather is _____.
2. Dust gets in my eyes when the weather is _____.
3. I need a cap to shade my face when the weather is _____.
4. It is not sunny when the weather is _____.

Activity 3

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE



Activity

Directions: Study the diagram above. With a partner match the body part words in the Word Bank with the numbers on the diagram.

Word Bank – Body Parts			
cheek	face	knee	lip
stomach	tongue	tooth	

LESSON TWO

Activity

Directions: In your exercise book write a list of the contractions from the Word Bank and the two words that make up each contraction. Check your work with a partner.

Word Bank – Contractions			
1. what's	2. we're	3. he's	4. you're
5. she's	6. they're	7. I'm	8. that's

LESSON THREE

Activity

Directions: In your exercise book list the body part words from the Word Bank in order from the top to the bottom of the body.

Word Bank – Body Parts				
hair	knee	neck	stomach	beard
chin	face	leg	shoulder	foot

LESSON FOUR

Activity 1

Directions: Read the words in the Word Bank below. Choose five of the body part words and write a sentence for each.

Examples: I use my nose to smell. My neck is below my chin.

Word Bank – Body Parts				
chin	shoulder	eye	hair	leg
foot	neck	trunk	nose	lip

Activity 2

Directions: In your exercise book write the body part words from Activity 1 in alphabetical order.

LESSON FIVE

Activity 1

Directions: In your exercise book draw a diagram of a body. On the diagram show the body parts using the words given to your group by your teacher.

Activity 2

Directions: In your exercise book write numbers 1–8. Unscramble the letters to make the names of body parts. Then write numbers 9–16 and unscramble the movement words. Number 1 is completed for you, as an example.

1. ecnk (neck) 2. hinc 3. tofo 4. seno 5. runkt 6. cabk 7. shotamc 8. pli	9. fhisni 10. trast 11. thacc 12. worth 13. pots 14. tawi 15. cera 16. filt

Activity 3

Directions: Sing the song, "Hokey Pokey," with your teacher. Then perform the actions while singing.

Hokey Pokey

You put your **right foot** in,
You put your **right foot** out,
You put your **right foot** in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

– –

Continue singing substituting the following body parts for the bolded words:

left foot
right hand
left hand
right shoulder
left shoulder
right hip
left hip
whole self

Activity 1

Directions: Listen as your teacher reads the passage, "Women First." Answer the questions your teacher asks about the meanings of words and details from the passage.

Women First

Running is a favourite sport in Ethiopia. Every year in March a five kilometer race takes place in Addis Ababa, the capital city. The date of the race is always near the date that International Women's Day is celebrated. The name of the race is Women First.

Only women can participate in the race. At the starting point thousands of women of all ages wait for the signal to start the race. Many spectators stand along the race course and cheer the runners on, but most of the spectators are lined up at the finish line. They watch the winner as she lifts her arms, crosses the finish line and stops running.

Activity 2

Directions: Find the correct words in the Word Bank to fill in the gap in each of the sentences below. Write the completed sentences in your exercise book.

1. The Women First _____ takes place in Ethiopia's _____ city.
2. The _____ kilometre race is held every _____.
3. The women _____ at the _____ point.
4. The spectators _____ the runners on.
5. The race ends at the _____ line.

Word Bank			
wait	capital	finish	cheer
March	starting	race	five

Activity 3

Directions: With a partner sequence the pictures from the passage, "Women First." Then each partner will retell the passage using complete sentences.

1

2

3

Activity 1

Directions: Write numbers 1–5 in your exercise book. Study the pictures. Match the pictures to the correct sentences by writing the sentences in the order of the pictures.

She shouldn't eat too much.
He should wash his hands.
She should brush her hair.
He should clean his teeth.
He shouldn't eat spoiled food.

1

2

3

4

5

Activity 2

Directions: Copy the T–Chart into your exercise book. In a small group fill in the T–Chart with six pieces of advice for keeping fit and healthy.

You should	You shouldn't

Activity 3

Directions: Write 5 sentences in your exercise book to give advice to a school student about keeping fit and healthy. Share your sentences with a partner.

LESSON EIGHT

Activity 1

Directions: Read the dialogue quietly with a partner. Then switch characters and read the dialogue again.

Kedaffo	I am not feeling well.
Ouma	What hurts? Is it your back, your trunk, your neck?
Kedaffo	It is my arm. It hurts when I move it.
Ouma	Did you injure it?
Kedaffo	Yes, when I fell off my brother's camel yesterday.
Ouma	You should go to the doctor.
Kedaffo	Maybe I will wait another day and see how it feels.
Ouma	You shouldn't wait. It could be broken. Go to the doctor today.
Kedaffo	Thank you for the advice. I will go to the doctor today.

Activity 2

Directions: Study the picture. With your partner create a dialogue to go with the picture. Include the words **should** and **shouldn't** in your dialogue. Write the dialogue in your exercise book and practice reading it together out loud.

Activity 3

Directions: With your partner share your dialogues with the class or a small group.

LESSON NINE

Activity 1

Directions: Read the title of the brochure below. With a partner predict what the brochure is about. Predict five words that will be in the brochure. Write the words in your exercise book.

Activity 2

Directions: Read the brochure, "Ways to Keep Fit and Healthy."

Ways To Keep Fit and Healthy

You should choose to walk or ride a bicycle to go to a place that is near.

You should exercise every day. You shouldn't be lazy.

You should make healthy choices when you eat. Choose fruits and vegetables instead of candy.

Drinking clean water is something you should do every day. You shouldn't drink soft drinks instead of water.

You shouldn't eat with dirty hands. You should wash them before each meal.

You should keep your fingernails and hair clean.

You should always be clean and neat. You shouldn't let your body and clothes get dirty.

You shouldn't forget to clean your teeth daily.

Activity 3

Directions: Read the following statements. Write numbers 1–5 in your exercise book. Copy the true statements. Make the false statements true and write them in your exercise book.

1. Eating vegetables is a healthy choice.
2. You should exercise often.
3. You should always wash your hands before you eat.
4. You shouldn't wash your clothes to keep fit and healthy.
5. It isn't important to clean your teeth daily.
6. It is not healthy to drink soft drinks.

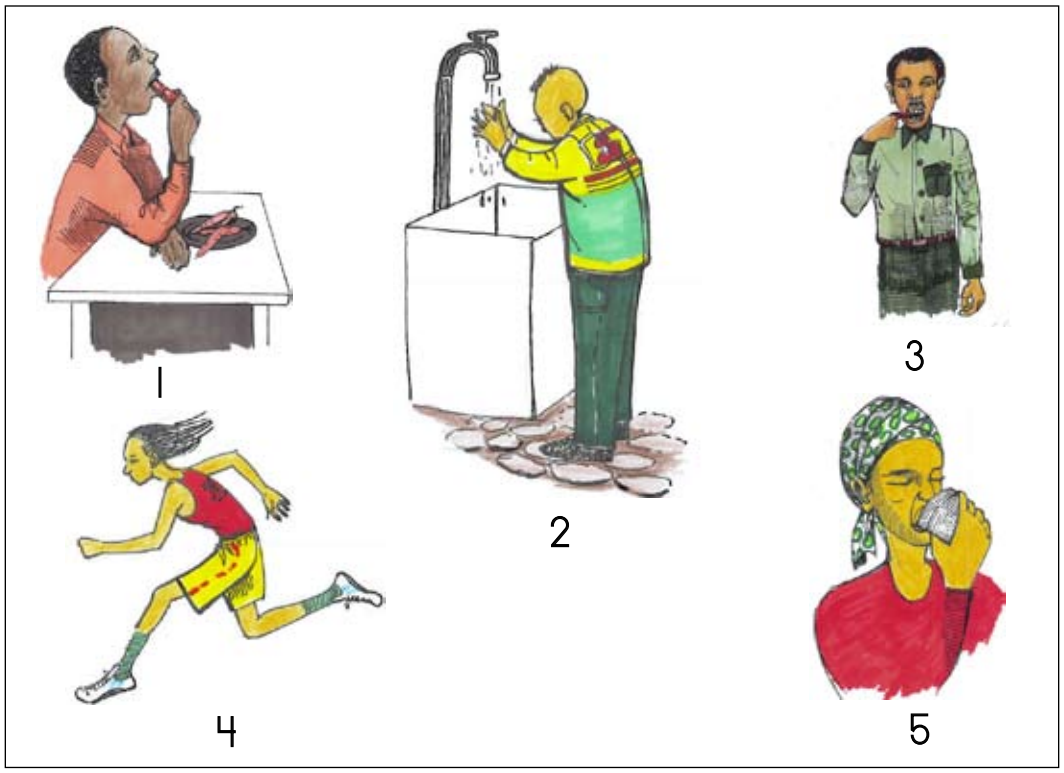
LESSON TEN

Activity 1

Directions: Help your teacher to fill in a T–Chart with advice from the brochure in Lesson Nine.

Activity 2

Directions: Study the pictures. In your exercise book write the matching sentences in the same order as the pictures.



Matching Sentences:

1. You should keep your hands clean.
2. You should eat vegetables.
3. You should drink clean water daily.
4. You should exercise daily.
5. You should keep your teeth clean.

Activity 3

Directions: With your partner create a "Keep Fit and Healthy" brochure. Be sure to include advice and pictures. Share your brochure in a small group.

LESSON ELEVEN

Activity 1
Directions: Listen to the words and phrases your teacher says. Write them in your exercise book.

Activity 2
Directions: In a small group create a "Keep Fit and Healthy" poster.

LESSON TWELVE

Activity 1
Directions: Share the poster you made in Lesson Eleven, Activity 2 with your classmates. You will grade each other's work.

Activity 2
Directions: In your exercise book write a paragraph of five sentences about how you keep fit and healthy at home. Copy the main idea sentence: **There are many ways I keep fit and healthy at home.**

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Read the passage, "Women First," out loud with your teacher. With a partner reread the passage.

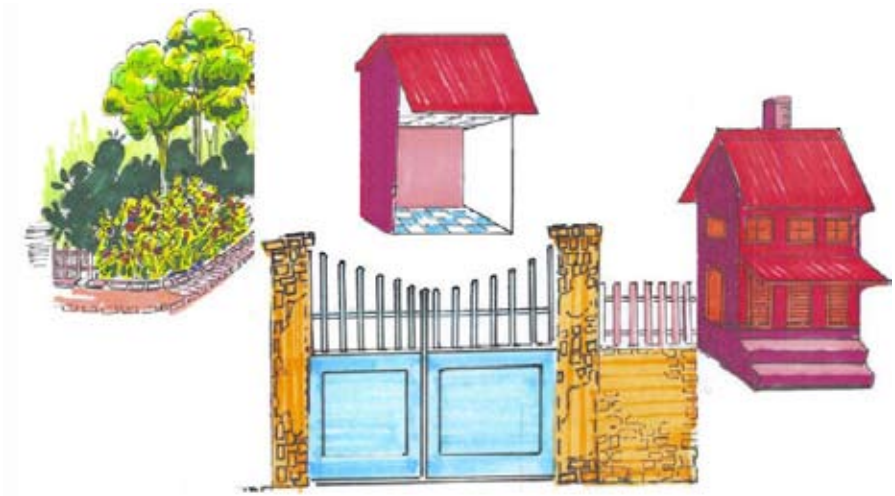
Activity 3

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: Point to each picture as your teacher names it. Say the words with your teacher.



Activity 2

Directions: Listen as your teacher reads the passage, "Rooms in Houses." Point to the objects in the pictures as your teacher names them.

Saba is reading.

Saba is eating.

Activity 3

Directions: Talk with your partner about objects in a room in your home.

Activity 1

Directions: Follow the words as your teacher reads the story, "Gaga's Pictures," out loud.

Gaga's Pictures

Gaga is showing me pictures of his house. I notice many parts of the house in the pictures. Gaga's house is large. His house has two bedrooms, a bathroom, a kitchen, a living room and a dining room. Outside there is a garden and a fence with a gate.

My favourite picture is a picture of Gaga standing in his kitchen. I will describe it for you. There are steps that lead from the door to the kitchen. The steps are made of big flat stones.

The kitchen walls are painted white. There are two windows in the walls of the kitchen. There is one light. It hangs down from the ceiling above the table. The floor is made of cement.

In the picture Gaga is standing next to the fireplace where the food is cooked. The smoke from the fire goes through a chimney in the roof.

Activity 2

Directions: With a partner find the answers to the following questions in the story, "Gaga's Pictures."
Your teacher will ask you the questions orally.

1. How many rooms are there in Gaga's house?
2. What is outside his house?
3. Where is Gaga standing in one picture?
4. Why do you think this is the favourite picture?
5. Where does Gaga cook his food?
6. Where is the chimney?

LESSON THREE

Activity 1

Directions: Read silently as your teacher reads the story, "Wubit's House," out loud. Then list the **new** words in your exercise book.

Wubit's House

Wubit's house is a hut. It has only one room, but it is divided into three sections. The three sections are bedroom, kitchen and pantry.

A bed and a big wooden box are in the bedroom section. Wubit sleeps in the bed and keeps her clothes in the box.

There is a fireplace in the kitchen section. There are also

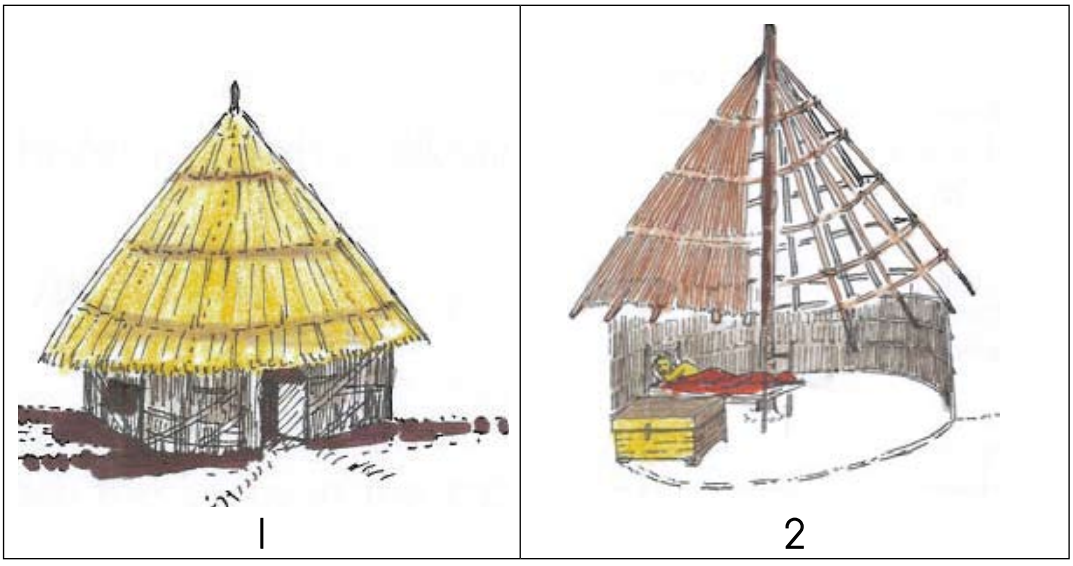
cooking–pots and a clay disk with a lid in the kitchen. Wubit puts the cooking–pot on the fireplace when she cooks food. She puts the clay disk on the fireplace when she bakes injera or bread. She eats in the kitchen section.

There are water jars, a coffee–pot and cups in the pantry section. Wubit keeps water in the jars. She uses the coffee–pot and the coffee cups when she makes coffee in the kitchen section. A food table, a tray and dishes are in the pantry section. Wubit keeps injera or bread on the food table. She also serves meals with the tray and the dishes.

Activity 2

Directions: Study the pictures while you listen to your teacher reread "Wubit's House." Your teacher will explain the meanings of words.

Wubit's House



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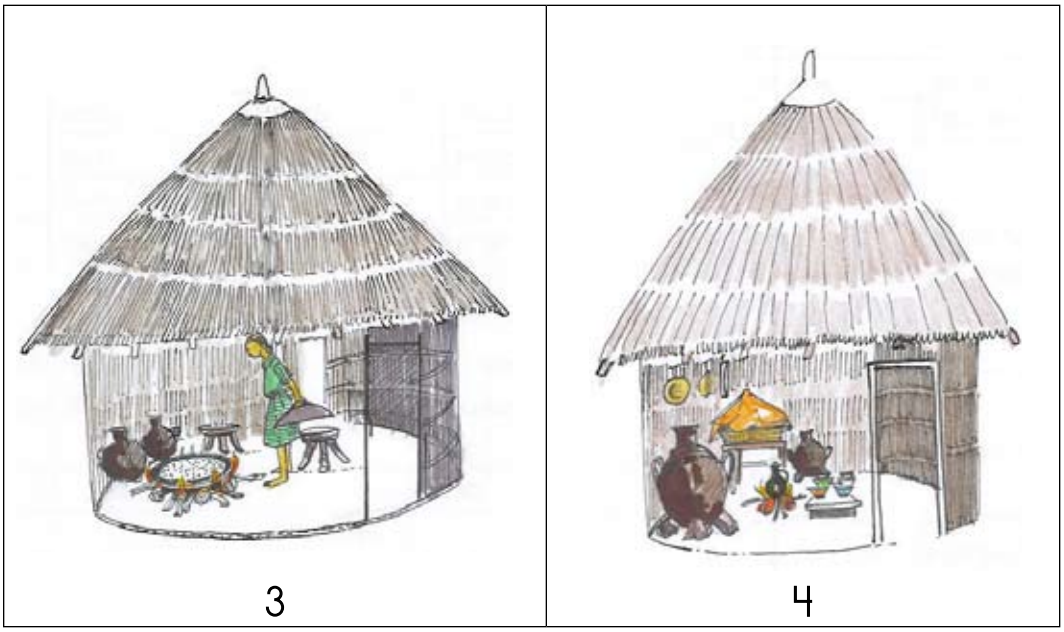


3

4

Activity 3

Directions: Pretend you are Wubit. With a partner answer the questions below.

1. Where do you sleep?
2. Where do you keep your clothes?
3. Where do you cook food?
4. Where do you make coffee?
5. Where do you keep water jars?

Activity 1

Directions: Repeat the following words after your teacher. Point to objects in the pictures for Lesson Three, Activity 2 as you say their names.

Word Bank – Household Objects		
stool	food table	pantry
water jar	coffee pot	cup
dish	clay disk	fireplace
tray	cooking pot	lid

Activity 2

Directions: Talk about the pictures in Lesson Three, Activity 2 with your partner. In your exercise book write a caption sentence for each picture.

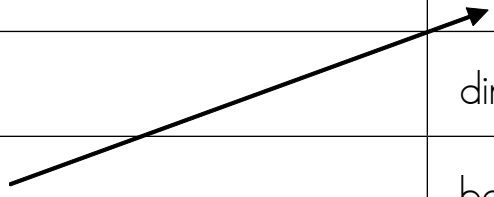
Activity 3

Directions: Share your sentences in a small group.

Activity 4

Directions: Copy the table below into your exercise book. Match each activity with an area of the house. Connect the matching words with an arrow, as in the example.

Activities	Rooms
sleep	kitchen
wash	diningroom
cook	bathroom
hoe	bedroom
eat	garden



Activity 5

Directions: Using the table for Activity 4 in your exercise book take turns with a partner to say what you do in each part of the house.

Example: I **cook** in the **kitchen**.

LESSON FIVE

Activity 1

Directions: Draw a picture of a house that you would like to build and show it to a partner. Talk about your two pictures and ask each other **yes/no** questions about the houses.

Activity 2

Directions: Read the phrases out loud, slowly and separately. Then read them quickly as if they were one word.

Phrases	Fast and Connected (like one word)
There is	"Thers"
There are	"Therah"
What do you	"Whadju"
Where do you	"Whedju"
Did you	"Dju"

Activity 3

Directions: Divide the house you drew in Activity 1 into rooms/sections or draw the rooms/sections separately. Draw three different household objects in each room/section. Label the objects.

LESSON SIX

Activity 1

Directions: Write numbers 1–20 in your exercise book. Match each object in Column A with a room in Column B.
Example: 1. d

Column A – Household Objects			Column B – Rooms
1. table	8. bed	15. soap	a. bedroom
2. chair	9. blanket	16. pot	b. bathroom
3. pan	10. pillow	17. plate	c. kitchen
4. broom	11. clothes	18. spoon	d. dining room
5. cooking fire	12. brush	19. cup	e. living room
6. bowl	13. sink	20. jug	
7. light	14. towel		

Activity 2

Directions: Write a short paragraph of 5–6 complete sentences about the house you drew in Lesson Five. Answer the questions that follow in your paragraph.

1. How many rooms/sections does your house have?
2. Name the rooms/sections.
3. Name at least three objects in each room/ section.
4. What do you do in each section?

You can use the sentence outlines from the box below to help you write your paragraph.

My house has _____ rooms/sections.
There is a_____. There are_____.
We have a_____.
In the _____ there is a(n)_____.
There are ____ in the _____.
I/We _____ in the _____.

LESSON SEVEN

Activity 1

Directions: Read the following story silently as your teacher reads it out loud.

Gemeda's House

Gemeda lives in the country. He lives in a big house. The house has two bedrooms, a kitchen, a bathroom, a dining room, a pantry and a living room. Outside the house in the compound are a garden, a stable and a barn.

A bed, a wardrobe and a dresser are in each bedroom. A stove, metal pots, a griddle for making *injera* and other household utensils are in the kitchen. A sink, a toilet and a bathtub are in the bathroom. A cupboard and a table with six chairs are in the dining room. The cupboard contains cups, dishes, plates, knives and forks. A food-table, a fridge, a tray, two kettles, pans, pots and water

barrels are in the pantry. There are two sofas, a table, a few stools and a television in the living room.

Flowers and vegetables are in the garden. A black horse is in the stable. Animals are in the barn.

Activity 2

Directions: Copy the checklist below into your exercise book. Put a cross beside the names of household objects mentioned in the story, "Gemeda's House." One is done for you.

The Objects in Gemeda's House

	blanket		pot
	television		spoon
	table		cupboard
	stove		dresser
	broom	X	kettle
	soap		sofa

Activity 3

Directions: Make a list of new words from the story, "Gemeda's House" in your exercise book. With a partner try to guess their meanings.

Activity 1

Directions: Study the advertisements for houses for rent below.

Advertisement 1

RENT A HUT!

Parts:

- a bedroom section with a bed, a dresser and a wardrobe;
- a living room section with a television;
- a kitchen section with a cupboard, fridge and a stove;
- an outside bathroom with a sink, a bathtub and a hot shower
- a flower garden in a shared compound

Services: Water, electricity and telephone
Location: Near tourist sites in Ethiopia
Get it for only 2000 ETB a month
Contact Kedir at 0999301919 for more information

Advertisement 2

A New House for You!

Only 2500 birr a month
Two bedrooms, a kitchen, a living room and a bathroom
Water, electricity, telephone,
A private compound
At Arat Kilo
Mobile: 0999131313

Advertisement 3

DO YOU WANT TO RENT A CONDOMINIUM?

A condominium on the third floor
A bedroom, a kitchen, a bathroom and a living room
Water and electricity
For only 1000 birr a month
Behind the Lideta Church
Contact Asmeret at 0999131313

Activity 2

Directions: Help your teacher to complete a Venn diagram comparing two of the houses advertised above.

Activity 3

Directions: Choose the house you like best and answer the following questions in complete sentences in your exercise book.

1. Which house do you like best?
2. Why do you like it?
3. What do you not like about the other houses?

LESSON NINE

Activity 1

Directions: With a partner reread the first two descriptions of the advertised houses in Lesson Eight. Copy the Venn Diagram from the chalkboard into your exercise book. Fill in the Venn Diagram with information about the two houses.

Activity 2

Directions: Write a paragraph comparing the first two houses using the following topic sentence: **The advertised houses have many similarities and differences.**

LESSON TEN

Activity 1

Directions: Write numbers 1–6 in your exercise book. Read each dialogue. Decide if the student is asking permission or making a request. Write the correct word, ***permission*** or ***request***, next to each number.

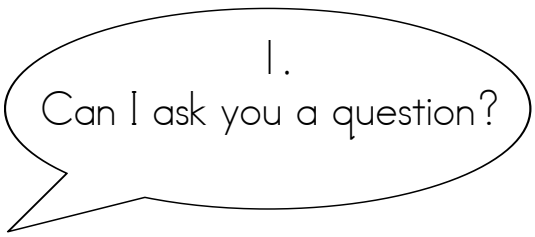
Example: 1. permission

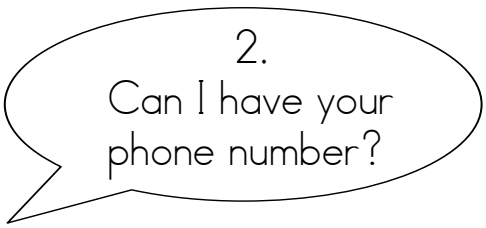
1. _____ **Fetia:** Can I go to the bathroom?	2. _____ **Tona:** Can I go to the library now?
Teacher: Yes, you can.	**Teacher:** Yes, you can.
3. _____ **Marta:** Can I come in?	4. _____ **Tirhas:** Can I have a piece of paper?
Teacher: No, you can't.	**Teacher:** No, you can't.

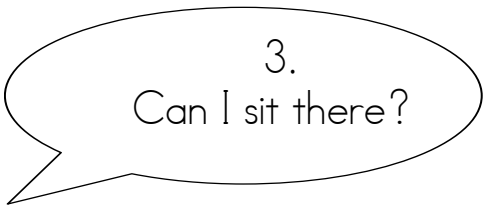
5. _____ **Ali:** Can I have a handout?	6. _____ **Bekalu:** Can I write my answers in pencil?
Teacher: Yes, you can.	**Teacher:** Yes, you can.

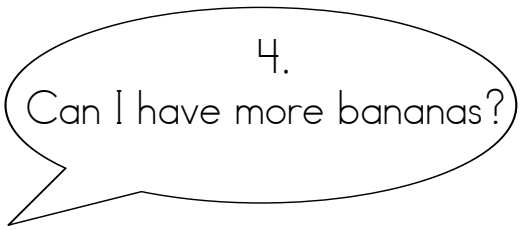
Activity 2

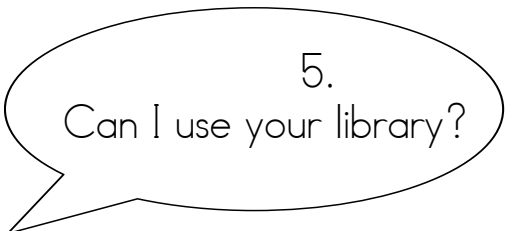
Directions: With a partner match each speech bubble below with a picture from the next page. Write numbers 1–6 in your exercise book. Decide if the question asks permission or makes a request and write your answer next to each number.

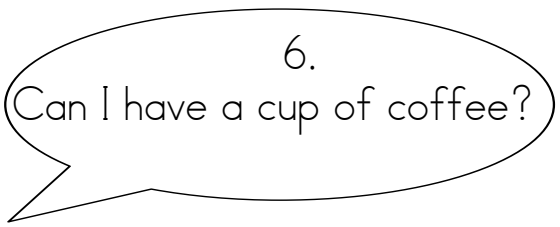












1

2

3

4

5

6

LESSON ELEVEN

Activity 1

Directions: Copy the dialogue below into your exercise book and punctuate it properly.

A	Which house do you like best
B	I like the first house
A	Why do you like it
B	It is big
A	Why don't you like the other one
B	It doesn't have a bathroom

Activity 2

Directions: With a partner write dialogues like the one in Activity 1 using correct punctuation.

LESSON TWELVE

Activity 1

Directions: Draw a picture of your imaginary ideal house. Write a paragraph describing the house you have drawn. Use the topic sentence: **This is my ideal house.** Write at least four sentences to describe the picture.

Activity 2

Directions: Create an advertisement for your imaginary ideal house. Write at least four sentences that describe the picture of your house.

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: With a partner reread the description of Gemeda's house in Lesson Seven. Write an advertisement for the house. Look back at Lesson Eight for examples of advertisements. Compare your advertisement in a small group. Choose the best one to present to the class.

Activity 3

Directions: With a partner read the story, "Gaga's Pictures."

Activity 4

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: With a partner read the conversations out loud. Make up similar dialogues, using different classroom objects.

In the classroom

Akalu	Can I borrow your rubber?
Fatuma	Sure. Here you are.
Akalu	Thanks.
Fatuma	You're welcome.

Obssie	May I use your ruler, Bulti.
Bulti	I'm sorry Obssie. I'm using it myself.
Obssie	Never mind. I'll ask Gadissie.

Activity 2

Directions: Work with a partner and take turns being a teacher and a student. Use the classroom expressions and other expressions you know to ask and answer questions about classroom activities.

Example: **Teacher**: What does the word, **pencil** mean?
Student: Sorry, I didn't understand the question. Can you repeat it please?

Sample Classroom Expressions	
Can I go to the toilet please?	Please work with a partner.
Can I borrow your _____?	Can we work together?
Please open the door.	How do you spell ____?
What is _____ called in English?	Can I open the window?
What does _____ mean?	I don't understand. Can you repeat that please?

Activity 3

Directions: Read the example. Work with a partner and write the sentences in the two dialogues below in the correct order in your exercise book.

Example:

1. It's a play thing, Gere.
2. Oh, I understand the picture now.
3. What does the word, **kite** mean, teacher? (The correct order is 3,1,2)

Dialogue 1

1. What does the word **model** mean?
2. Let's ask the teacher.
3. I'm sorry. I don't understand.

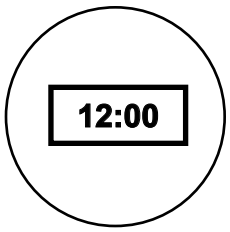
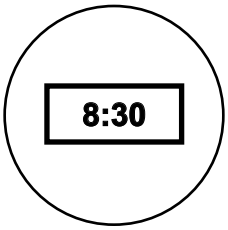
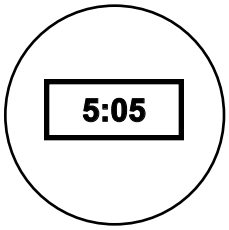
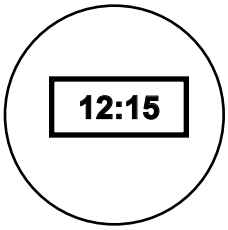
Dialogue 2

1. It is spelled BATHROOM.
2. How do you spell **bathroom**?
3. Ok. Now let's compare our answers.

Activity 1

Directions: Read the times on the clocks in the chart below. Write numbers 1–4 in your exercise book and copy the digital time and the matching time given in the Word Bank next to the appropriate number.

Example: 6:20 – It's twenty past six.

 1.	 2.
 3.	 4.

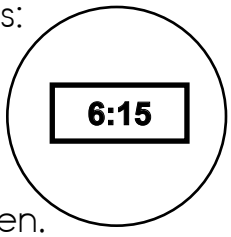
Word Bank – Time	
It's eight thirty.	It's five past five.
It's twelve o'clock.	It's a quarter past twelve.

Activity 2

Directions: Draw six blank digital clocks in your exercise book. Listen to your teacher carefully and write the time he/she says on each clock. Compare your answers with a partner.

Activity 3

Directions: With a partner point to one of the clocks you have drawn in your exercise book for Activity 2. Tell the time it shows, using the following question and answer patterns:



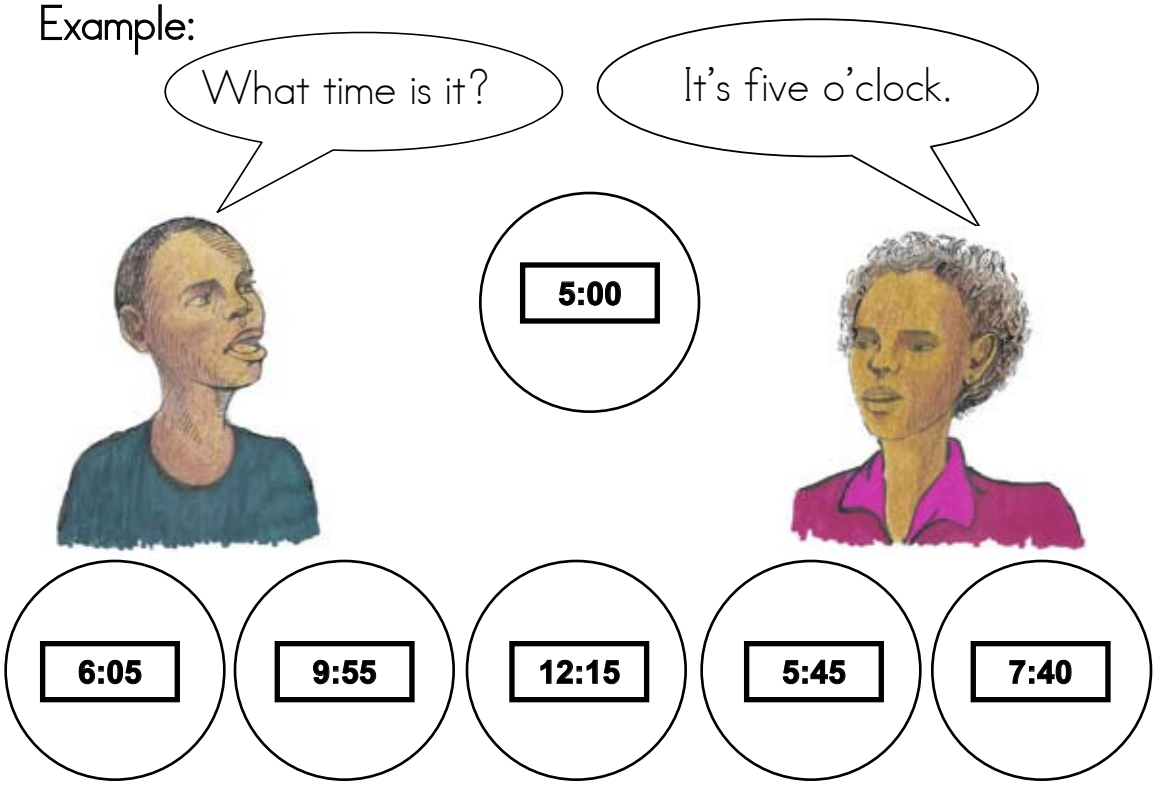
Example:
Question: What time is it?
Answers: It's a quarter past six. or It's six fifteen.

LESSON THREE

Activity 1

Directions: Ask and tell the time with a partner. Take turns asking and answering the questions.

Example:



Activity 2

Directions: In your exercise book write numbers 1–5. Copy the written times below into your exercise book.

1. seven forty
2. two fifty–five
3. twelve forty–five
4. eleven thirty–five
5. nine fifty

Activity 3

Directions: In your exercise book match the times below to the times in Activity 2.

A. five to three
B. twenty–five to twelve
C. ten to ten
D. twenty to eight
E. a quarter to one

Activity 4

Directions: Copy the table into your exercise book. Write the correct digital time under each written time.

1. six ten	6. ten to ten
2. four forty–five	7. five to three
3. eight fifty–five	8. quarter to one
4. two twenty–five	9. twenty–five to twelve
5. seven fifteen	10. twenty to eight

Activity 1

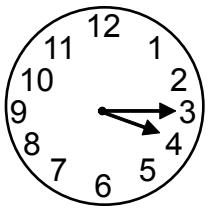
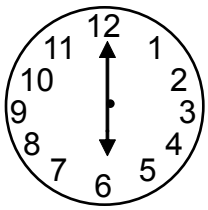
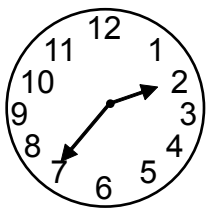
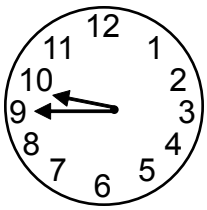
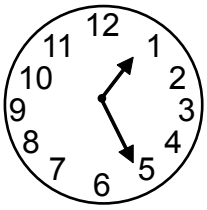
Directions: With a partner take turns to read digital times out loud and write them in your exercise book.

Student A reads as Student B writes:	one thirty half past nine eleven ten a quarter to seven eight forty
Student B reads as Student A writes:	a quarter past three twenty past four two thirty–five ten to five seven fifty

Activity 2

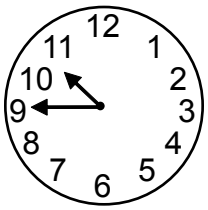
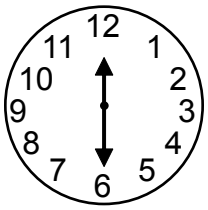
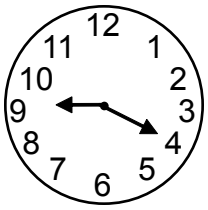
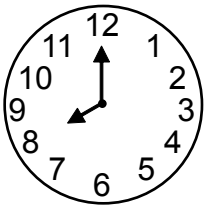
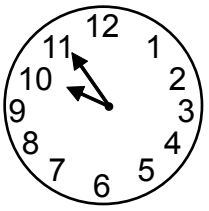
Directions: Write numbers 1–5 in your exercise book. Match the times shown on the analogue clocks to the times on the digital clocks. Write the correct letter next to the corresponding number.

Example: 1. D

				
1. ___	2. ___	3. ___	4. ___	5. ___
6:00	1:25	2:35	4:15	9:45
A.	B.	C.	D.	E.

Activity 1

Directions: Read what Gadissie does on Mondays. Work in pairs to match the activities with the times. Write the numbers and matching letters in your exercise book.

1. She goes to school at eight o'clock.	(a) 
2. She studies English at twenty past nine.	(b) 
3. She has break at five to ten.	(c) 
4. She studies maths at a quarter to eleven.	(d) 
5. She has lunch at half past twelve.	(e) 

Activity 2

Directions: In your exercise book write three sentences about your school activities and the times that they occur.

Activity 1

Directions: Read the following passage about Rahima and Ujulu silently as your teacher reads it out loud.

Rahima and Ujulu

Rahima wakes up at 6:00 in the morning. She takes a shower at 6:15 and gets dressed. After that, she has breakfast at 6:45. Then she does housework. Later, she takes the bus to school at 8:00. She gets back home at 3:00 in the afternoon. She has her lunch at 3:15. Rahima goes to fetch water at 3:30. She feeds the hen at 4:30. After that, she studies at 5 :00. She cooks dinner for the family at 6:30 in the evening. She has dinner with her family at 7:30. Then she washes the dishes and cleans the kitchen. She watches television with her family at 8:00 and finally she goes to bed at 9:30.

Ujulu wakes up at 6:15. He brushes his teeth and washes his hands and face at 6:30. He has breakfast at 6:45. Then he walks to school at 7:15. He starts class at 8:00. He finishes class at 12:00 noon. Ujulu gets back home at 12:30. After lunch, he rests. Then he plays with his friends. Later, he does his homework at 5:00. He cooks dinner for the family at 7:00 in the evening. He has his dinner at 8:00. He washes the dishes at 8:30. Then he plays and talks with his siblings. Finally, he goes to bed at 10:00.

Activity 2

Directions: Copy the table into your exercise book and complete Rahima's schedule with your teacher. Then with a partner complete Ujulu's activities in the correct order.

	Rahima		Ujulu	
	Time	Activity	Time	Activity
Morning	6:00	wakes up	6:15	wakes up
Afternoon				
Evening				

LESSON SEVEN

Activity 1

Directions: Use the table of activities you wrote in your exercise book for Lesson Six, Activity 2 to ask and answer questions about Rahima and Ujulu in a small group. Follow the example below.

Example: **Student A:** What time does Ujulu wake up?
Student B: He wakes up at quarter past six.
Student B: What time does Rahima watch television?
Student C: She watches television at eight o'clock.
Student C: What time does……?

Activity 2

Directions: With a partner discuss activities you do at different times of the day.

Example: **Partner A:** What do you do at 6 o'clock?
Partner B: I get up at six o'clock.
Partner B: What do you do at_____ o'clock?

LESSON EIGHT

Activity 1

Directions: With a partner ask and answer questions about your daily activities. Ask the questions using connected speech. Say what time you do your daily activities.

Example: **Partner A:** What time do you *(d'you)* get up?
Partner B: I get up at **six o'clock**.
Partner B: What time do you *(d'you)* eat breakfast?
Partner A: I eat breakfast at **half past six**.

Activity 2

Directions: Write numbers 1–8 in your exercise book. Listen as your teacher reads Dadimo's daily activities out loud. Match the activities in list A with the times in list B.

Example: 1. d

List A – Activities	List B – Times
1. gets dressed	a. 2:00
2. takes the cattle to the river	b. 6:30
3. goes to bed	c. 5:30
4. gets out of bed	d. 5:45
5. lights the fire	e. 6:15
6. studies his lessons	f. 9:00
7. cooks breakfast	g. 8:30
8. goes to the forest to collect firewood	h. 12:00

Activity 3

Directions: Work in pairs. Ask and answer questions about Dadimo, using connected speech.

Example: **Student A**: What time does he *(dazy)* get out of bed?

Student B: He gets out of bed **at half past five**.

Student A: What time does he *(dazy)* go to the forest?

Student B: He goes to the forest **at nine o'clock.**

Activity 4

Directions: In your exercise book write seven correct sentences using the following Substitution Table. Add **–s** or **–es** to the verb when necessary.

Example: I wake up at 6:30.
Obssie does homework at 5:30.

Substitution Table

Obssie	wake up	at	6:00.
I	get dressed		6:30.
He	take a shower		7:25.
Dadimo	walk to school		11:00.
We	brush teeth		12:45.
She	do homework		1:00.
They	cook dinner		4:00.
	eat dinner		5:00.
	walk to school		5:30.
	play football		5:45.
			8:00.
			9:00.

Activity 1

Directions: Work in a group of three. Read Tollosa's and Seble's daily activities in the tables below. Then, in your exercise book put the activities in the correct order. Use the letters to show the order.

Example: Tollosa 1. a, 2. c

Seble	Tollosa
a. I have lunch at school.	a. I get up.
b. I go to bed.	b. I have breakfast.
c. I have tea after lunch.	c. Before breakfast, I feed the animals.
d. I wake up.	d. I get dressed.
e. I have my breakfast with my brother.	e. I go to school.
f. After school, I walk home with my brother.	f. I have dinner
g. I walk to school with my brother.	g. After lunch, I have English class.
h. I go to class.	h. I go to bed.
i. I study after breakfast	i. I do my homework.

Activity 2

Directions: In your group of three discuss and agree about the times that Seble and Tolossa do their daily activities.

Example: **Question**: What time does Seble wake up?

Answer: She wakes up at 6:00.

Question: What time does she have breakfast?

Answer: She has breakfast at 6:30.

Activity 3

Directions: Compare with another group the times of Seble and Tolossa's activities.

LESSON TEN

Activity 1

Directions: Copy the times your teacher writes on the chalkboard into your exercise book. Next to each time list the activity you do at that time.

Activity 2

Directions: Write a paragraph about your daily activities. Start your paragraph with the topic sentence: **I have many daily activities.**

Activity

Directions: Read the daily activities of Mimi and Negga. Copy the sentences into your exercise book. Use one of the words in the Word Bank below to complete each sentence. Compare your answers with a partner's.

		Mon	Tue	Wed	Thu	Fri	Sat	Sun
Mimi	eat breakfast	√	√	√	√	√	√	√
	watch TV						√	√
	go bicycling		√	√		√	√	√
	exercise	√	√				√	
Negga	eat breakfast	√	√	√	√	√	√	√
	watch TV						√	√
	go bicycling							
	exercise			√				

1. Mimi eats breakfast _____.
2. Mimi _____watches TV.
3. Mimi _____goes bicycling.
4. Mimi _____exercises.
5. Negga eats breakfast _____.
6. Negga _____watches TV.
7. Negga _____goes bicycling.
8. Negga _____exercises.

Word Bank – Adverbs of Frequency		
always	usually	often
sometimes	rarely	never

LESSON TWELVE

Activity 1

Directions: In your exercise book write 6 questions using each of the adverbs of frequency in the Word Bank above. In a small group, ask and answer the questions you have written. Take a note of what your friends do.

Examples: **Question**: What do you always do?

Answer: I always do my homework.

Question: What do you usually do at 7 o'clock?

Answer: I usually take a shower at 7 o'clock.

Activity 2

Directions: Report to the class how often the students in your group do things.

Examples: Habib takes a shower every day.

Hiwot never wears a T–shirt.

Haile rarely walks to school.

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Work in pairs. Make five sentences from the Substitution Table. Remember you may have to add **–s** or **–es** to the action word.

Example: My sister usually makes the coffee.

Substitution Table

I My brother My sister My father My mother	usually often sometimes rarely occasionally never	eat onions clean the house make the coffee tend the cattle go to market go swimming fetch water collect firewood cook the dinner

Activity 3

Directions: Copy the chart into your exercise book. Fill in the column about yourself, using an adverb of frequency. Then ask questions to find other students in your class who do each activity as often as you do. Write the other students' names in the last column.

How often do you…?	Your answer	Students' names
milk the cows		
eat chocolate		
go to the cinema		
take a taxi to school		
walk to school		
look after the cattle		
play football		
feed the chickens		
work on the farm		
watch TV		
study English		
collect firewood from the forest		
fetch water		
do housework		

LESSON ONE (UNIT 1)

Activity 1

Directions: With a partner role play introductions. Then give each other classroom commands.

Activity 2

Directions: In your exercise book write the answers to each question using the words on the chalkboard to fill in the gaps.

1. The ruler is _____ the chalkboard.
2. The ruler is _____ the desk.
3. The ruler is _____ the pen.
4. The ruler is _____ the ceiling.
5. The ruler is _____ the book bag.
6. The ruler is _____ the piece of chalk.

Activity 3

Directions: In your exercise book write a paragraph using the words on the chalkboard to describe the items on your teacher's desk. Use the topic sentence: **There are many classroom objects on my teacher's desk.**

Activity 1

Directions: Locate the comparative words in each sentence. Add **–er** to each comparative word and read the completed sentences to a partner.

1. Wezir is old__ than Nebil.
2. Rowda isn't light__ than Hewan.
3. Ferdosa isn't young__ than Hayider.
4. Hayider is old__ than Ferdosa.
5. Hagos isn't fatt__ than Kiros.

Activity 2

Directions: In your exercise book write numbers 1–5. Read each sentence in Activity 1. If the sentence is positive write a **P**. If the sentence is negative write an **N**.

Activity 3

Directions: Use the positive and negative sentences in Activity 1 to join two sentences using the word **and** and to join two sentences using the word **but**.

Activity 4

Directions: Read the sentence on the chalkboard. If the sentence is positive, write a **P** in your exercise book. If it is negative, write an **N**. Then copy the sentence. Substitute the names for pronouns. Then add a sentence using the conjunction **but**.

LESSON THREE (UNIT 3)

Activity 1

Directions: Read the sentences. In your exercise book write **is, was** or **were** to fill in the gaps.

1. What _____ the sunny days last week?
2. _____ Sunday sunny?
3. _____ it sunny today?
4. What _____ the weather like yesterday?
5. _____ Monday and Thursday sunny?

Activity 2

Directions: Use the weather information on the chalkboard to write five complete sentences using **is, was** and **were** in your exercise book.

LESSON FOUR (UNIT 4)

Activity 1

Directions: Discuss body parts with a partner using the following language patterns:

Student A: This is my _____. That is your _____. Touch your _____. What are you touching?

Student B: I'm touching my _____.

Activity 2

Directions: Write a paragraph about ways to keep fit and healthy. Use the topic sentence: **There are many ways to keep fit and healthy.** Write five sentences using the words **should** and **shouldn't** to support the topic sentence.

Activity 1

Directions: Study each household activity. Write numbers 1–5 in your exercise book. Next to each number write the area of the house or compound where the activity takes place.

1. hoe
2. sleep
3. eat
4. wash
5. cook

Activity 2

Directions: Read the passage "Rowda's House." In your exercise book write two questions about Rowda's House for a partner to answer. The questions should start with the words **Does** and **Is**. Give a partner your exercise book. Your partner will answer your questions using complete sentences. You will answer his/her questions in your partner's exercise book.

Rowda's House

Rowda lives in a village near Dire Dawa. Her house is made of stone and is a rectangualr shape. She has a metal roof. She hoes in the garden that is in the compound. She cooks, eats and sleeps in the living room. Rowda washes in the bathroom.

Activity 3

Directions: Reread the advertisements for houses. In your exercise book draw a picture of the house you like least. Share your drawing with a partner or in a small group.

Activity 1

Directions: Read the following times. Draw digital clocks in your exercise book showing the correct times.

1. eleven fifteen
2. twelve thirty
3. four o'clock
4. nine forty-five

Activity 2

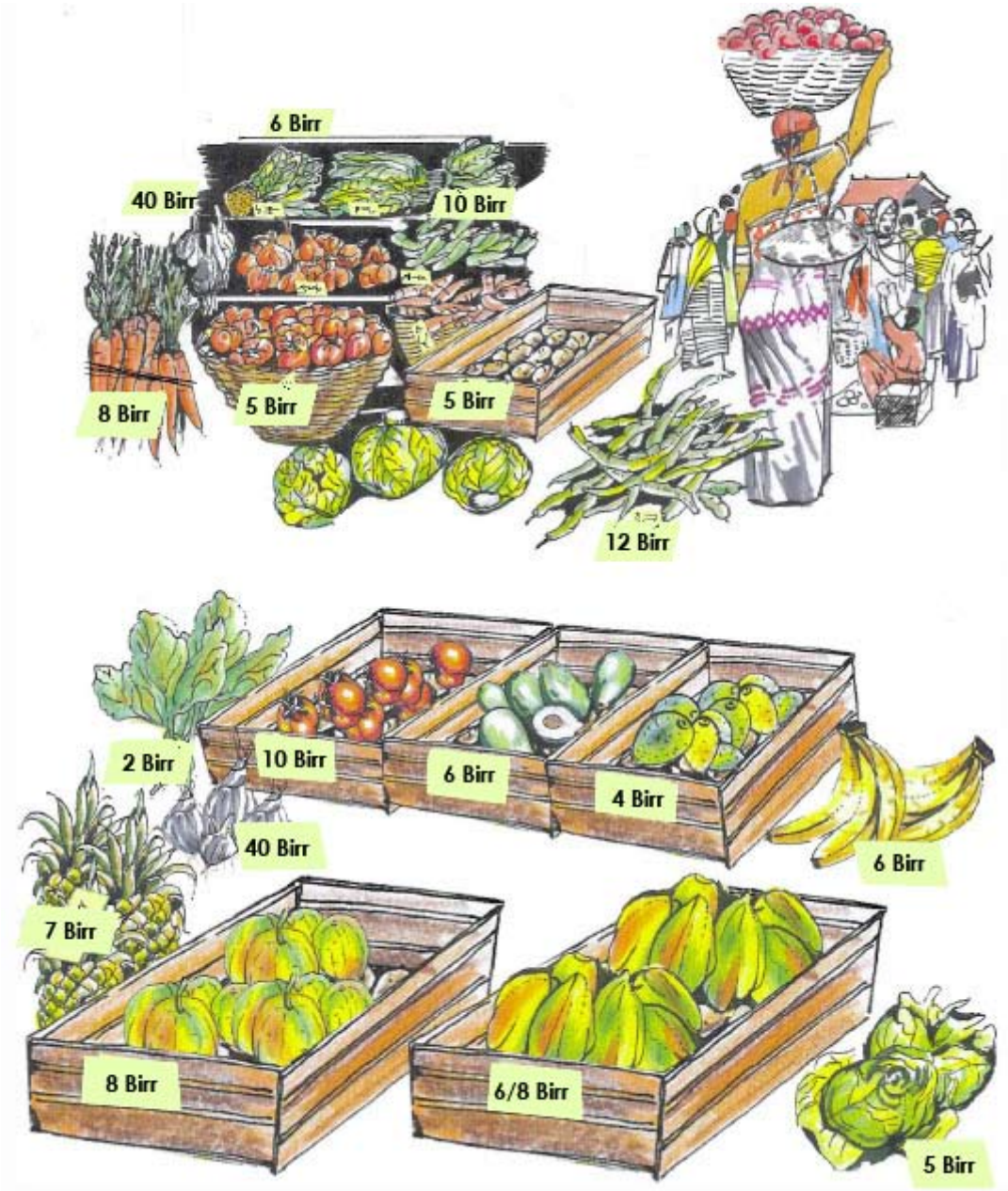
Directions: Study the analogue clocks. Write the times in your exercise book as digital clocks.

Example

LESSON ONE

Activity 1

Directions: Ask and answer questions about the fruit and vegetable stalls in the market.



Activity 2

Directions: Listen and repeat as your teacher reads the dialogue, "At the Market," out loud. Practise the dialogue with a partner.

Dialogue – At the Market

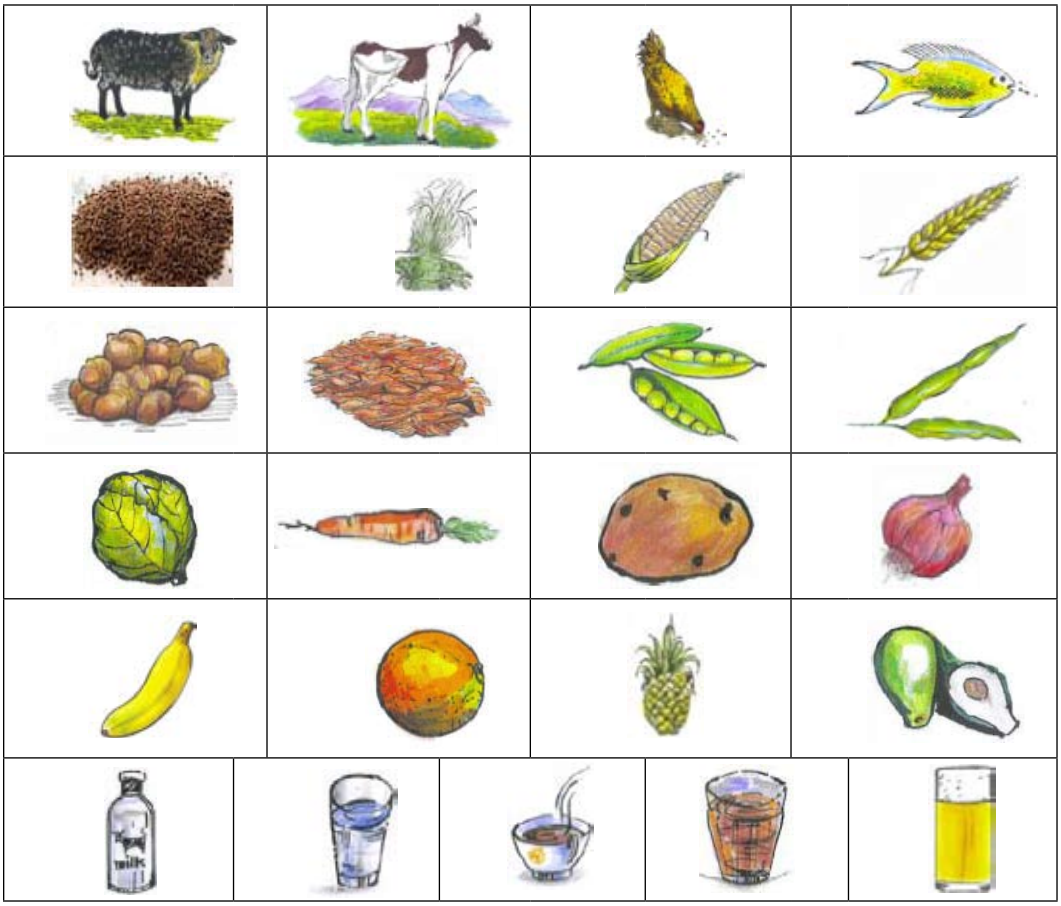
Customer	Good afternoon.
Stallholder	Good afternoon. Can I help you?
Customer	Please give me one kilo of tomatoes, two kilos of carrots and half a kilo of chilli peppers.
Stallholder	Here you are. Is that all?
Customer	No, I'd like three limes, please, and do you have any fresh spinach?
Stallholder	I'm sorry, we don't have any spinach but we do have some nice kale.
Customer	Please give me a bunch of kale. Thank you. How much is that?
Stallholder	That comes to 40 Birr.
Customer	Here you are. Thank you.
Stallholder	Thank you very much. Goodbye.
Customer	Goodbye.

Activity 3

Directions: Make up a dialogue with your partner. Use the pictures of the market stalls above and the dialogue, "At the Market," as a guide.

Activity 1

Directions: With a partner point to the pictures of foods and drinks shown in the boxes. Name each of the foods and drinks using one of the words in the Word Bank.



Word Bank				
bean	chicken	maize	chick pea	milk
coffee	orange	carrot	water	lentil
fish	avocado	mutton	teff	potato
rice	cabbage	tea	pineapple	barley
pea	juice	banana	onion	beef

Activity 2

Directions: In your exercise book draw six columns with the headings: **Meat, Cereal, Pulse, Vegetable, Fruit, Drink.** List the words in the Word Bank in Activity 1 under these headings.

Activity 3

Directions: Work in a group of three. A will ask B questions about the food and drink he/she likes or dislikes and report B's answers to C. Next, B will ask C similar questions and report to A. Finally, C will ask A similar questions and report to B.

Examples:

A to B: Do you like fish? B to A: No I dislike fish.
A to B: What fruit do you like? B to A: I like pineapple.
A to B: What vegetable do you dislike? B to A: I dislike tomatoes.
A to B: Do you prefer coffee or milk? B to A: I prefer milk.
A to C: (B's name) dislikes fish and tomatoes; she/he likes pineapple and milk.

LESSON THREE

Activity 1

Directions: In your exercise book write five sentences about your likes, dislikes and preferences as follows:

Sentences 1 and 2 about foods and drinks you like, sentences 3 and 4 about foods and drinks you dislike and sentence 5 about the two foods or drinks which you prefer.

Use the answers shown in Lesson Two, Activity 3 as a guide. Draw pictures to illustrate your sentences.

Activity 2

Directions: Share your sentences and pictures from Activity 1 in a small group.

Activity 3:

Directions: In your group copy the table below into your exercise book. Make lists of foods and drinks according to their colour. Compare your lists with another group of students. See which group has the longest list for each colour.

Colours of Foods

white	yellow	orange	red	brown	green

Activity 4

Directions: Find 12 words for food and drink hidden inside the following long groups of letters and write them in your exercise book. Some will be written forward and some backwards. Compare your answers with a partner.

Example: 1. gecarrotmapr = carrot

1. gecarrotmapr	2. oigpsjfishku	3. selitnelif
4. tohcanipsom	5. spmuttonma	6. milaetfry
7. gregnarof	8. bofavocadote	9. spegabbaco
10. blbeeflfeel	11. kilklim	12. ehgbtomatojuch

Activity 5

Directions: In your exercise book make up some puzzle words for your partner to find, like the ones in Activity 4.

LESSON FOUR

Activity 1

Directions: With your teacher and then in pairs take turns to make statements about your likes and dislikes and to agree or disagree with each other, using the table below.

Partner A: Makes a statement		I like I don't like	cabbage potatoes tomatoes bananas coffee beef *etc.*	
Partner B: Agrees		I like I don't like	it them	too. either.
Or Disagrees	But	I like I don't like	it. them.	

Example:

1. **Student A says:** I like tomatoes. **Student B agrees:** I like them **too.**	2. **Student B says:** I don't like cabbage. **Student A agrees:** I don't like it **either.** **Or disagrees:** **But** I like it.

Activity 2

Directions: Work in a group of 4–6. Decide among your group five questions to ask about food likes and dislikes. Then join another group to conduct a survey. Each group asks its five questions and the other group answers. In your exercise book write notes about their answers.

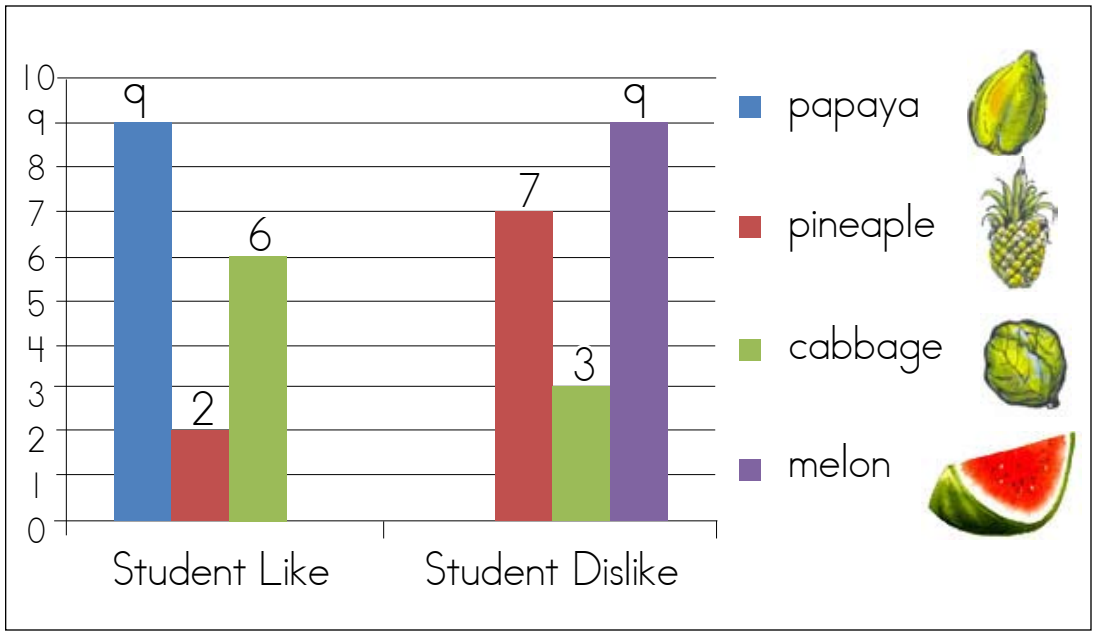
LESSON FIVE

Activity

Directions: In your group you will write a report on your findings from the survey you carried out in Lesson Four, Activity 2 and present it to the class.

Make visuals to support your writing, such as pictures of the foods or a pie chart or bar graph. Divide the writing and drawing among the members of your group to get the report finished.

Example: **Nine** students like papaya. **Seven** students dislike pineapple but **two** students like pineapple. **Six** students like cabbage but **three** students dislike cabbage. **No** students like melon.



LESSON SIX

Activity 1

Directions: Before reading the following passage, read the title and guess what the passage will be about. Write four words in your exercise book that you think you will read in the passage.

Activity 2

Directions: Read the passage silently for the main ideas. Then tell your partner if you found in the passage any of the four words you wrote down.

Healthy Eating

To be healthy, we need to eat staple foods, vegetables, meat or pulses and fruit.

The food we eat every day is called a staple food. In the northern highlands of Ethiopia, farmers grow cereals such as wheat and *teff* for making bread and *injera*. In the south they grow maize and sorghum to make porridge, *kinche*, *kita* and *injera*. They also grow *enset* to make *kocho*. Ethiopians eat these staple foods with fresh vegetables such as cabbage and spinach or with meat or pulses such as chick peas, lentils or split peas.

Farmers throughout Ethiopia grow many different vegetables to provide healthy food to feed their families and to sell at the market. In arid regions pastoralists raise camels, sheep and goats. People who are lucky enough to live near a lake or river often catch fresh fish to eat and to sell. Vegetables, fish, milk and meat from animals help children to grow up fit and strong.

Some families in Ethiopia raise their own sheep, goats and cattle (cows and oxen) which they sell and sometimes butcher for food. Many more families have a few chickens in their compound. Their eggs are always tasty and good to eat.

Children in every region love to pick ripe fruits from the trees: papaya, oranges, bananas, mangoes and avocadoes. All of these delicious fruits help them to stay healthy and fight off disease.

Activity 3

Directions: Discuss the meanings of difficult words with your partner or in a group.

Activity 4

Directions: Read the questions 1–6 in **Section A** with a partner. Write short answers to the questions in your exercise book. Then write answers to questions 7–12 in **Section B** individually. Share your answers with your partner. Your teacher will check your answers orally.

Section A:

1. Where does *teff* grow?
2. Where do maize and *enset* grow?
3. What is the staple food for families in the southern lowlands?
4. Name three different pulses.
5. Make a list of three things you need to cook chicken stew (*doro wat*).
6. Do you live in an arid region?

Section B:

7. Name an arid region in Ethiopia.
8. What staple food do you eat in your family?
9. Do you like to eat fish? What other foods do you find tasty?
10. What vegetables does your family grow?
11. What fruit do you like to eat?
12. Make a list of 5 healthy foods.

LESSON SEVEN

Activity

Directions: Work in a group to prepare a short presentation on one of the following topics: **fasting days** or **feast days** and present it to the class. These are some questions for you to think about:

1. What is the name of the holiday?
2. When do you fast/eat?
3. Who fasts/eats together?
4. Who prepares the food?
5. What do you eat and drink?
6. What do you not eat and drink?
7. What do you do before fasting/eating?
8. What do you do after fasting/eating?

LESSON EIGHT

Activity 1

Directions: Study the picture of a restaurant below. Talk about the picture with a partner. Share your ideas with your classmates.

Activity 2

Directions: Copy the menu into your exercise book. As your teacher reads a dialogue, mark the items the customer orders.

Menu

Meals	Soft Drinks
spicy mutton stew	Fanta
mild mutton stew	Mirinda
spicy lentil stew	Coca Cola
chick pea sauce	Pepsi
mixed fasting food	7 up
meat with kale	
shiro	Hot Drinks
Special Meals:	tea
spicy chicken stew with egg	coffee
fried meat (mutton or beef)	coffee with milk
All dishes are served with injera	

LESSON NINE

Activity 1

Directions: Follow the model dialogue as your teacher reads it out loud.

Dialogue in a Restaurant

Waiter/ Waitress	What would you like to eat?
Customer	I'd like **spicy mutton stew with injera.**
Waiter/ Waitress	I'm sorry we don't have **spicy mutton stew.** Would you like **fried mutton?**
Customer	Yes, please.
Waiter/ Waitress	What would you like to drink?
Customer	Please bring me **a Coca Cola.**
Waiter/ Waitress	Here you are.
Waiter/ Waitress	Is the food good?
Customer	Yes, It's delicious.
Waiter/ Waitress	Do you want more?
Customer	No, thank you.
Waiter/ Waitress	Is that all?
Customer	Yes, thanks. Please bring the bill.
Waiter/ Waitress	Thank you for eating here. Please come again.

Activity 2

Directions: Read the dialogue above with a partner. Take turns to be the waiter/waitress and the customer. Change the bolded words to choose and order different things to eat and drink from the menu in Lesson Eight, Activity 2.

Activity 1

Directions: Read the following short dialogues with a partner.

Dialogue 1

Student A	My name is Hanim. What's your name?
Student B	My name's Tadesse.

Dialogue 2

Waiter	What would you like to drink?
Customer	I would like tea, please.

Activity 2

Directions: Copy the following dialogue between a waiter/ waitress and a customer into your exercise book, using the correct punctuation at the end of each sentence. Remember to start each sentence with a capital letter.

good evening
what would you like to drink
i'd like Coca Cola
here you are
what would you like to eat
do you have any meat with cabbage
yes
is the food good
it's delicious
please bring the bill

Activity 1

Directions: Point to the numbers as you read them with a partner.

100 one hundred	200 two hundred	300 three hundred	400 four hundred
500 five hundred	600 six hundred	700 seven hundred	
800 eight hundred	900 nine hundred	1000 one thousand	

Activity 2

Directions: In groups read out loud the numbers your teacher shows you. Put them in numerical order.

Activity 3

Directions: Say one of the following high numbers to your partner. He/she will point to the number you say.

Example: Nine hundred six = 906
one thousand three =1003

906	410	799	646	262	325	918
1003	187	1267	1020	1678	885	318
811	591	523	705	249	1153	1842
1994	1033	156	977	434	602	1521

Activity 4

Directions: With a partner read out loud each line across in numerical order starting from the lower number.

Example: Line 1: 262, 325, 410, 646, 799, 906, 918.
two hundred sixty-two, three hundred twenty-five, etc.

LESSON TWELVE

Activity 1

Directions: Write numbers 1-10 in your exercise book. Match the words with the numbers by writing the correct letter next to the number. Write the missing number for question 10 yourself.

1. 589	a. nine hundred eighteen
2. 234	b. three hundred forty-two
3. 918	c. four hundred fifty-three
4. 196	d. two hundred forty three
5. 342	e. five hundred eighty-nine
6. 671	f. eight hundred sixty
7. 453	g. seven hundred twenty-five
8. 725	h. six hundred seventy-one
9. 860	i. one hundred ninety-six
10. ???	j. two hundred thirty-four

Activity 2

Directions: Write 10 high numbers from memory in your exercise book. Read the numbers for your partner to write them down. Compare your answers.

LESSON THIRTEEN

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

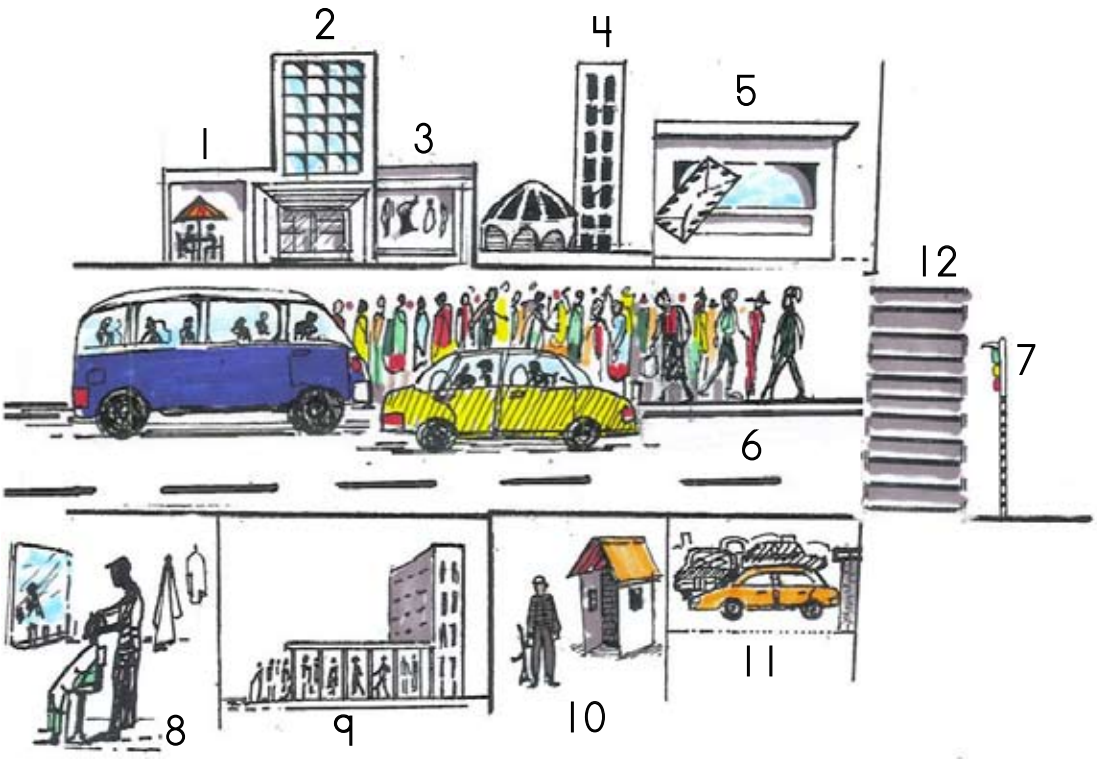
Activity 2

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: In your exercise book match the pictures to the words in the Word Bank.



Word Bank			
café	hospital	traffic light	garage
bank	butcher's	post office	hotel
barber's	crossing	police station	street

Activity 2

Directions: Work in pairs. Point to a building and ask your partner to name it.

Activity 3

Directions: Watch as your teacher uses gesture and mime and decide which building to go to.

LESSON TWO

Activity 1

Directions: With a partner take turns saying where a person or an object in the classroom is and guessing the name of the person or object.

Example: This person is next to ___/ behind ___/ between _____ and _____.
This object is in front of _____/ near _____.

Activity 2

Directions: Read the dialogues below with a partner. Make up similar dialogues about what and where things are in your town or village.

Dialogue 1

Student A	What is this?
Student B	It's a traffic light.
Student A	Is there a traffic light **near** our school?
Student B	Yes, it's on the street **opposite** the school gate.

Dialogue 2

Student B	Where is the hospital?
Student A	It's **beside** the barber shop.
Student B	Is there a hospital **in** your town/village?
Student A	No, but there is a clinic.

LESSON THREE

Activity 1

Directions: Listen as your teacher reads you eight short statements. Identify the building or place where a person is speaking and write its name in your exercise book.

Activity 2

Directions: Study the plan of the town centre in Lesson One, Activity 1. Use position words such as **next to, near, on the left, on the right, between and beside** to ask and answer questions with your partner/group about where buildings are.

Activity 3

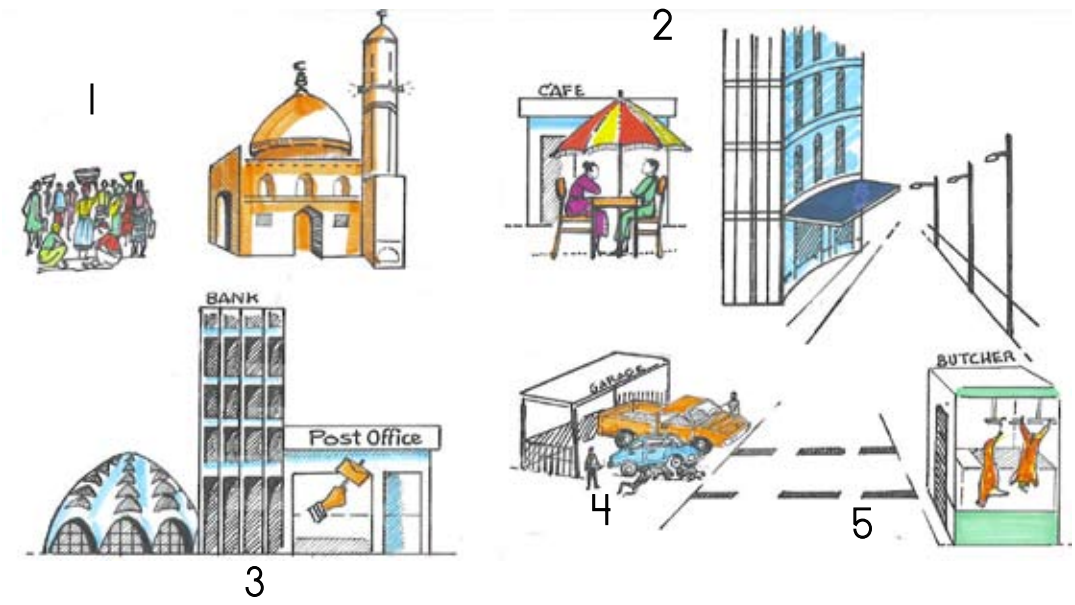
Directions: Study the plan of the town centre again. Your teacher will say the location of a building. Guess the name of the building.

Activity 1

Directions: Help your teacher to fill in buildings and landmarks on a plan of your local area that he/she shows you. Talk about the location of buildings on the plan.

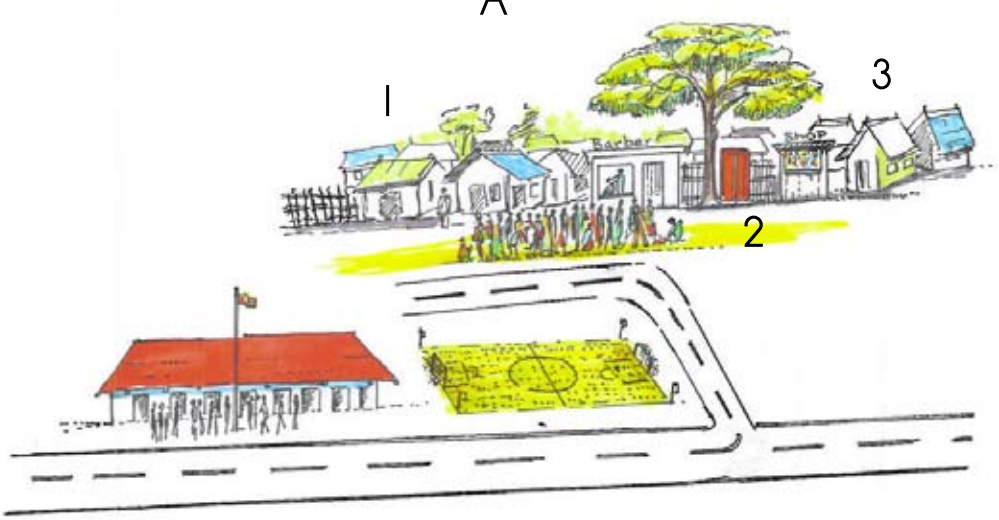
Activity 2

Directions: Copy the sentences below into your exercise book in the correct order, according to the pictures.



___ The bank is next to the post office.
___ The market is next to the mosque.
___ The garage is opposite the butcher's.
___ The café is between the mosque and the hotel.
___ The crossing is in front of the garage.

A

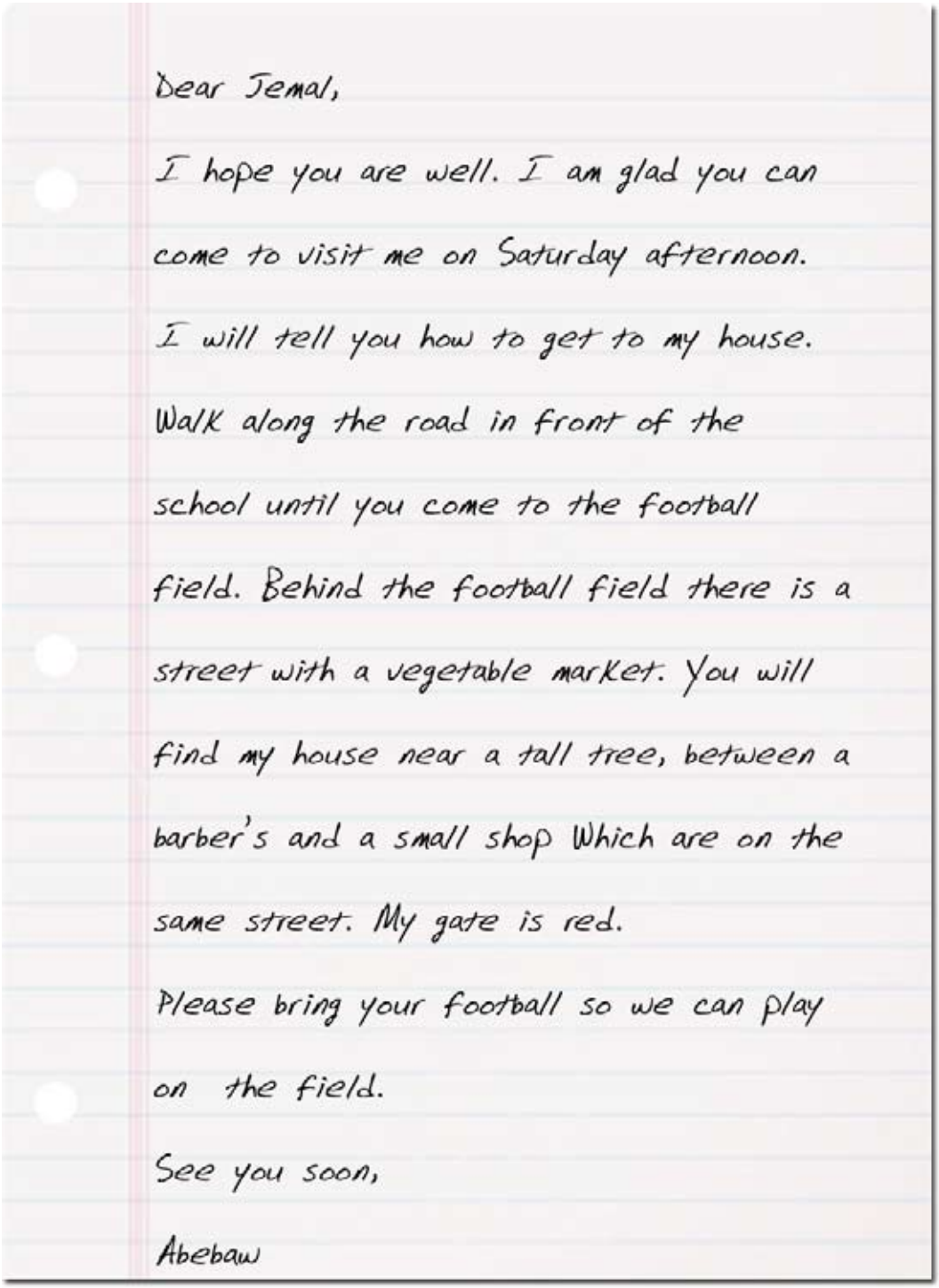


B

Activity 1

Directions: Read the letters from Abebaw to Jemal and from Jemal to Abebaw together out loud. Find the houses of the letter writers on the map. Write down the numbers of Jemal's house and Abebaw's house secretly in your exercise book.

Letter one



Dear Jemal,

I hope you are well. I am glad you can come to visit me on Saturday afternoon. I will tell you how to get to my house. Walk along the road in front of the school until you come to the football field. Behind the football field there is a street with a vegetable market. You will find my house near a tall tree, between a barber's and a small shop Which are on the same street. My gate is red.

Please bring your football so we can play on the field.

See you soon,

Abebaw

Letter two

Dear Abebaw,

Thank you for inviting me to your house last weekend. It is fun playing football on the field, isn't it? I hope you can come to my house this Saturday. I'll tell you how to get there.

Come to the big market in the town centre. Walk along the street between the post office and the hotel. At the crossing you will see a blue mosque. There is a cafe opposite the mosque with a butcher's next to it. My house is near the mosque, opposite the butcher's. My gate is white.

My mother says I can play with you in the afternoon.

Goodbye until Saturday,

Jemal

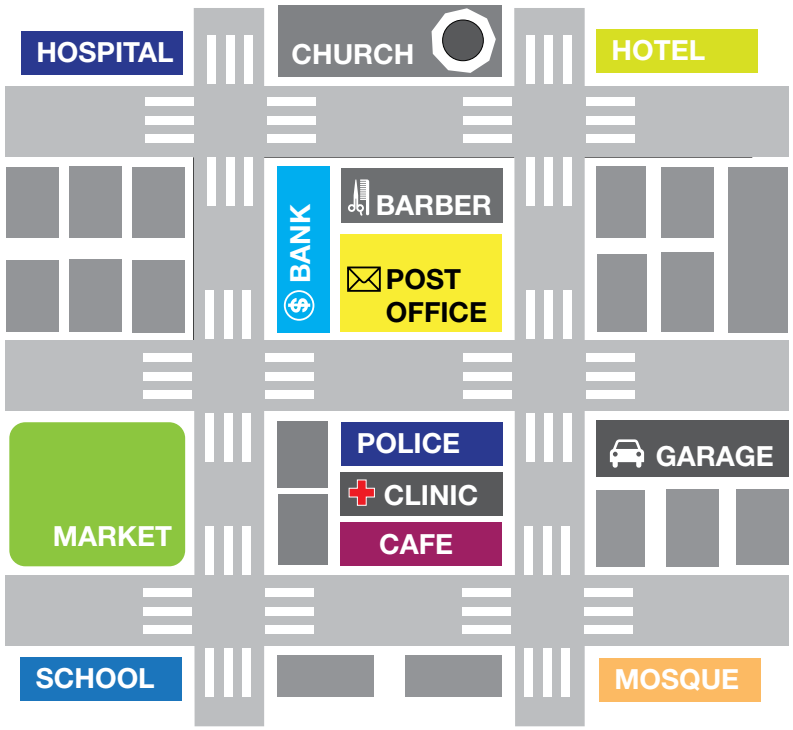
Activity 2

Directions: Read the following questions individually and find the answers in the letters. Your teacher will tell you whether to answer them orally or in your exercise book.

1. Who lives near the mosque?
2. Who lives near the school?
3. Who has a football?
4. What is in front of the mosque?
5. What colour is Jemal's gate?
6. What day do the boys play together? Why?
7. Where is the big market?
8. Where is the vegetable market?
9. Who can buy meat near his house?
10. Who can get a haircut near his house?

Activity 1

Directions: As your teacher reads the dialogue, follow the directions on the plan. Then repeat the dialogue after your teacher.



Dialogue

Mihrit	Excuse me. Where is the clinic, please?
Tirfe	Walk along the street. Turn right at the barber's. Walk to the crossing. Cross over the street and go straight past the police station. The clinic is on the right.
Mihrit	Thank you.

Activity 2

Directions: Use the plan in Activity 1 to play the Directions Game with your teacher. Then play the game again in a small group.

LESSON SEVEN

Activity 1

Directions: In pairs prepare a dialogue in which one of you is giving directions to the other from the school on the map to another building. Your teacher will tell you which building you are to go to.

Activity 2

Directions: Secretly choose a building/place to direct your partner to. Tell your partner where to start from. Give directions and see if your partner arrives at the correct building/place. Change roles.

LESSON EIGHT

Activity

Directions: Work with your group to ask and give directions to places near your school. Use the cards your teacher gives you.

LESSON NINE

Activity 1

Directions: Study the pictures as your teacher reads the story out loud. Put up your hand if you can match a picture to the story. Say the number of the picture.

1.

2.

3.

4.

5.

6.

Lalise's First Bus Journey – Part One

Lalise is 12 years old. She lives in a small village near Lake Zuway.

One day she goes to visit her uncle and his family in the nearby town with her big sister, Jalalle. She has never been out of her village without her parents before and she has never been in a bus. She feels a little bit afraid.

Jalalle and Lalise catch a nice chicken and put it in a basket to take for their uncle. Then they take a horse-drawn cart *(gari)* to get to the road. They catch a bus to Zuway town.

At the bus station in Zuway, they meet their cousin, Damme. She takes them to a café for a soft drink. They sit outside the café and drink their soft drinks. Then they walk to their uncle's house.

Unfortunately, Lalise leaves her basket in the café, so when they get to their uncle's house there is no chicken to give to him. Jalalle is angry. She tells Lalise to go back to the café for the basket.

Activity 2

Directions: Reread the story and then read the sentences below. Copy the true sentences into your exercise book. Make the false sentences true before you write them in your exercise book.

Example: 1. F Jalalle goes with Lalise to their **uncle's** house.

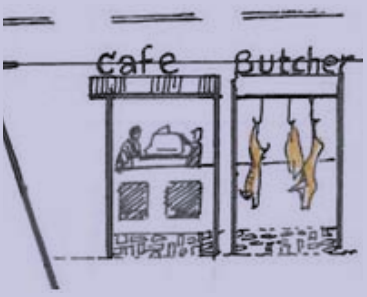
1. Jalalle goes with Lalise to their grandmother's house.
2. Their cousin is called Damme.
3. The bus takes them to the bus station.
4. They drink coffee in a café.
5. They take eggs to their uncle's house.
6. Lalise leaves their basket in the café.
7. Jalalle is sad.
8. Jalalle sends Lalise to the bus station for the basket.

Activity 1

Directions: Listen as your teacher reads part two of the story. Study the pictures carefully. Your teacher will ask you questions about the pictures.

Lalise's First Bus Journey – Part Two

Lalise walks back to the bus station but she can't remember where the café is. First she asks an old lady, "Excuse me. Please tell me where the café is." The old lady says, "Go along the street to the butcher's and turn left. There is a café next to the butcher's."



Lalise says, "But this is not the same café!" She then asks the butcher, "How do I get to the café with outside tables?" The butcher says, "Turn right and walk to the post office. There is a café with outside tables next to the post office." But this is a different café.

She asks a boy in front of the post office, "Please tell me where the café with blue umbrellas is." The boy says, "Go along the street to the bus station. At the corner near the crossing there is a café with blue umbrellas."

It's getting dark now and Lalise feels afraid. She runs back to the bus station. She runs to the crossing. Near the crossing she sees a café with blue umbrellas outside. She looks for her basket under the chair. The basket is gone!

Lalise is sad. The waiter smiles. She asks a waiter, "Where is my basket?" The waiter smiles and says, "Come inside the café and look." Inside the café, Lalise sees her uncle waiting for her with Damme and Jalalle. On the floor in front of them is the chicken safe and sound. It is eating bread. It has laid an egg!

Lalise smiles. She is very happy. They all go back to uncle's house for special chicken stew.

Activity 2

Directions: Copy the sentences into your exercise book. Fill in the gaps with words from the story.

1. Lalise can't _____ where the café is.
2. The first café Lalise goes to is next to the ____.
3. The café near the crossing has ____ umbrellas.

4. The ___ is not under the table.
5. Lalise asks a ____, "Where is my basket?"
6. Lalise's uncle, Jalalle and Damme are ____ the café.
7. The chicken is eating ____.
8. The chicken is safe and ____.
9. When it is getting dark, Lalise feels ____.
10. When she sees the chicken, Lalise feels ____.

LESSON ELEVEN

Activity 1

Directions: Read the dialogues with a partner. Find each punctuation mark. Tell your partner if it is a **comma**, a **full stop** or a **question mark**.

A	Excuse me. Where is the post office please?
B	Walk along the street to the crossing, turn left, go straight ahead, turn right at the bank, and walk along the street to the tall hotel. The post office is next to the hotel.
A	Thank you.
B	Excuse me. Where is the garage?
A	Walk to the mosque, turn left at the traffic light, go straight ahead, turn left, and walk along the street to the market. The garage is opposite the market.
B	Thank you.

Activity 2

Directions: Copy the dialogues below into your exercise book. Put in the punctuation marks: commas, full stops and question marks. Start each sentence with a capital letter.

Dialogue 1

excuse me where is the butcher's
walk to the bus station turn right go to the crossing turn left and walk along the street the butcher's is next to the café
thank you

Dialogue 2

excuse me where is the barber's
turn right walk along the street to the traffic light turn left and walk to the bank the barber's is between the bank and the small shop
thank you

LESSON TWELVE

Activity 1

Directions: Draw a plan showing the way you walk from your school to the market. Write a short message giving directions from your school to the market. Remember to start your message with a capital letter, punctuate the directions with commas and put a full stop at the end. Compare your plan and your message with a partner's.

Activity 2

Directions: Share your plan and directions with your group or with the whole class.

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: With a partner retell the story, "Lalise's First Bus Journey."

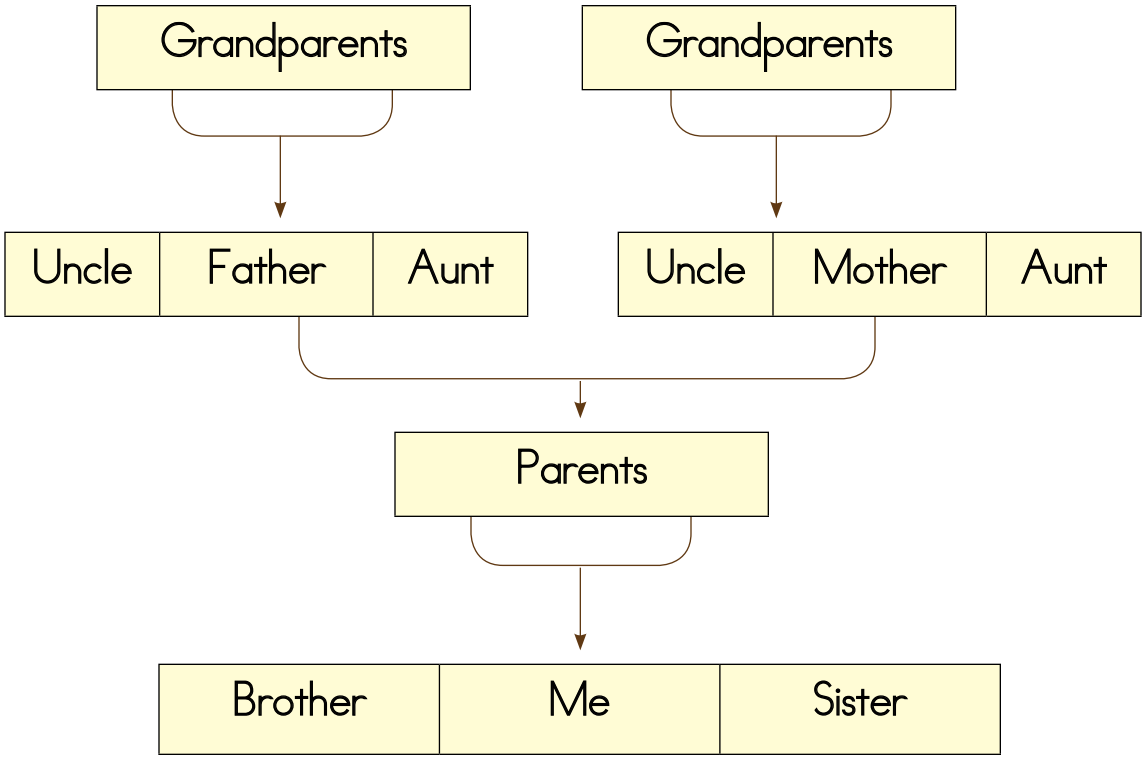
Activity 3

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity

Directions: Copy the family tree into your exercise book. Listen to your teacher say the names of the family members and write the names in the correct spaces on the family tree.



Activity 1

Directions: Write numbers 1–8 in your exercise book. Then listen to your teacher read a dialogue between two students. Write the correct letter of each answer next to the numbers.

Example: 1 c

1. The classroom monitor is called _____.	a. a doctor
2. The new student's name is _____.	b. a secretary
3. Nebil lives in a condominium near _____.	c. Tesfahun
4. Tesfahun's father is _____.	d. Nebil
5. Nebil has a baby _____.	e. the bank
6. Nebil's mother is _____.	f. a school
7. Nebil's mother works in _____.	g. brother
8. Tesfahun wants to be _____.	h. a butcher

Activity 2

Directions: Copy the paragraph below into your exercise book. Fill in the gaps choosing suitable words from the Word Bank to make sense.

Muna is a _____ student. She is in _____ four. She lives opposite the _____. Her mother is a _____ at the school and her father is a _____. Muna has three _____ and a baby _____. When Muna's _____ are at work, her _____ looks after the baby. Muna works hard at school and helps her _____ every day.

Word Bank – Gaps				
soldier	sister	grade	aunt	parents
teacher	school	family	new	brothers

LESSON THREE

Activity 1

Directions: Turn and talk to your partner about your family. Say what relatives and siblings live with you in your house and tell your partner their names. Tell your partner all you can about your aunts, uncles and cousins.

Activity 2

Directions: Name the jobs of the people in the pictures, using words from the Word Bank. Say where they work.

Word Bank – Jobs			
butcher	carpenter	goatherd	plumber
shepherd	builder	barber	

Activity 3

Directions: Copy the words from the Word Bank above into your exercise book in alphabetical order.

LESSON FOUR

Activity 1

Directions: With a partner talk about jobs, where people work and what they do. Use the words on the sash board or chalkboard to make sentences.

Activity 2

Directions: Work together in your small group to write short paragraphs of three sentences about jobs, using the substitution table below. Each student should write one or two paragraphs about different jobs. Ask your teacher for help if you need it.

Substitution Table

Kebede Jemila Shewit Roba Winta Aregai Mustafa Kibnesh Abola Tirfe			is a		nurse. teacher. farmer. barber. tailor. carpenter. plumber. goatherd. builder. butcher.
She He	works	in a	clinic. shop. school. workshop. etc.	He She	makes things. helps people. serves customers. grows food. cares for animals. etc.

LESSON FIVE

Activity 1

Directions: Practise with your teacher saying action words with final –s. Hold up one finger for the sound **/s/**, two fingers for the sound **/z/** and three fingers for the sound **/iz/.**

Activity 2

Directions: Unjumble the letters in the following job words and write them in your exercise book.

Example: lirbdeu = builder

1. chereat
2. cootrd
3. blerump
4. derpsehh
5. suner
6. rmefra
7. rideslo
8. chubret
9. rabber
10. searwits

Activity 3

Directions: Copy the word search into your exercise book. Try to find the listed words in the word grid. You will find the words printed horizontally or vertically. The first word is marked on the grid for you.

Jobs Word Search

s	c	h	p	q	s	g	l	l	o	s	t
e	p	v	w	q	h	t	l	f	n	d	e
c	l	j	a	v	o	k	t	a	q	i	g
r	v	z	i	n	p	r	m	r	s	r	o
e	t	n	t	t	k	r	k	m	n	e	a
t	c	a	r	p	e	n	t	e	r	c	t
a	l	i	e	h	e	w	v	r	i	t	h
r	l	m	s	j	p	x	j	t	o	o	e
y	r	i	s	h	e	m	y	u	f	r	r
b	f	t	m	f	r	l	s	i	u	i	d
p	o	l	i	c	e	m	a	n	c	i	f
b	u	i	l	d	e	r	v	q	d	p	r

Word Grid

Words to Find

builder
carpenter
director
goatherd
fisherman
farmer
policeman
secretary
shopkeeper
waitress

Activity 1

Directions: Read the following dialogues as your teacher directs you. Then read them with a partner.

Dialogue 1

Student A	Who is this person?	
Student B	That is my mother.	
Student A	What is her job?	
Student B	She is a teacher. She teaches Grade 2 in a primary school.	
Student A	Who is this?	
Student B	That is my uncle. He is a plumber.	
Student A	Where does he work?	
Student B	He works in the new condominiums in the centre of town.	
Student A	What does he do?	
Student B	He puts bathrooms in the condominiums.	
Student A	Does he live in town?	
Student B	Yes, he has a small house for his family.	
Student A	How many children does he have?	
Student B	He has two sons and one daughter.	

Dialogue 2

Student B	Who is this person?	
Student A	That is my aunt.	
Student B	Where does she live?	
Student A	She lives in Harar with my grandparents.	
Student B	Does she have any children?	
Student A	No, she isn't married. She is only 19 years old.	
Student B	Who is this?	
Student A	That is my grandfather. He is a coffee grower.	
Student B	Where does he work?	
Student A	He works on a coffee plantation near Harar.	
Student B	Does he live in town?	
Student A	No, he has a house with a small farm.	
Student B	How many children does he have?	
Student A	He has one girl and one boy.	

Activity 2
Directions: In your exercise book draw your family tree.

Activity 3
Directions: With a partner ask and answer questions about two or three of the people on your family tree.

LESSON SEVEN

Activity

Directions: Use the Substitution Table below to write in your exercise book a short paragraph about each of the two or three family members you talked about in Lesson Six, Activity 2.

Substitution Table

This is my	grandmother. mother. aunt . sister. cousin. grandfather. father. uncle. brother. cousin.	Her name is _____. She is _____ years old. She lives in _____. She's a _____. She's/She isn't married. She has _____. His name is _____. He is _____ years old. He lives in _____. He's a _____. He's/He isn't married. He has _____.

LESSON EIGHT

Activity 1

Directions: Read the dialogue silently to yourself. Then read it out loud with a partner.

Student A	What do you want to be when you grow up?
Student B	I want to be a teacher.
Student A	Why don't you want to be a driver like your father?
Student B	Because I like working with children.
Student A	I want to be a mechanic like my uncle.
Student B	Why do you want to be a mechanic?
Student A	Because I like working with machines.

Activity 2

Directions: In your exercise book write a short paragraph saying what you want to be when you grow up and giving reasons why. Use the dialogue above for ideas.

LESSON NINE

Activity 1

Directions: Write a paragraph about the job of a member of your family. Tell his/her name and age, describe him/her and write about the job he/she does. Say if you want to do the same job as your relative and give reasons why. Draw a picture to illustrate your paragraph.

Activity 2

Directions: In a small group read your paragraph out loud and show your picture.

Activity 1

Directions: In a small group brainstorm household chores that are done either indoors or outdoors. (Your teacher will assign this activity.)

Activity 2

Directions: Play the game, Guess the Chore? Mime household chores for other students to guess.

Activity 3

Directions: In your exercise book arrange the frequency words in the Word Bank in order from most often to least often. Check your answers with your partner.

Word Bank – Frequency Words		
often	every day	rarely
sometimes	never	occasionally

Activity 4

Directions: Tell your partner the chores that you regularly carry out. Use frequency words to say how often you do them.

Activity 5

Directions: In you exercise book draw around your left hand with a pencil and write a phrase on each of the fingers to show five chores you do at home.

Activity 1

Directions: Ask and answer questions with your partner about the chores your family members do and how often they do them. Start with the question words, **Who?** **What?** and **How often?** Use the questions your teacher has written on the chalkboard as a guide.

Activity 2

Directions: Study the pictures below. Talk with a partner about what the members of the family are doing.

Activity 3

Directions: Mime activities for your classmates to guess what you are doing.

Activity 4

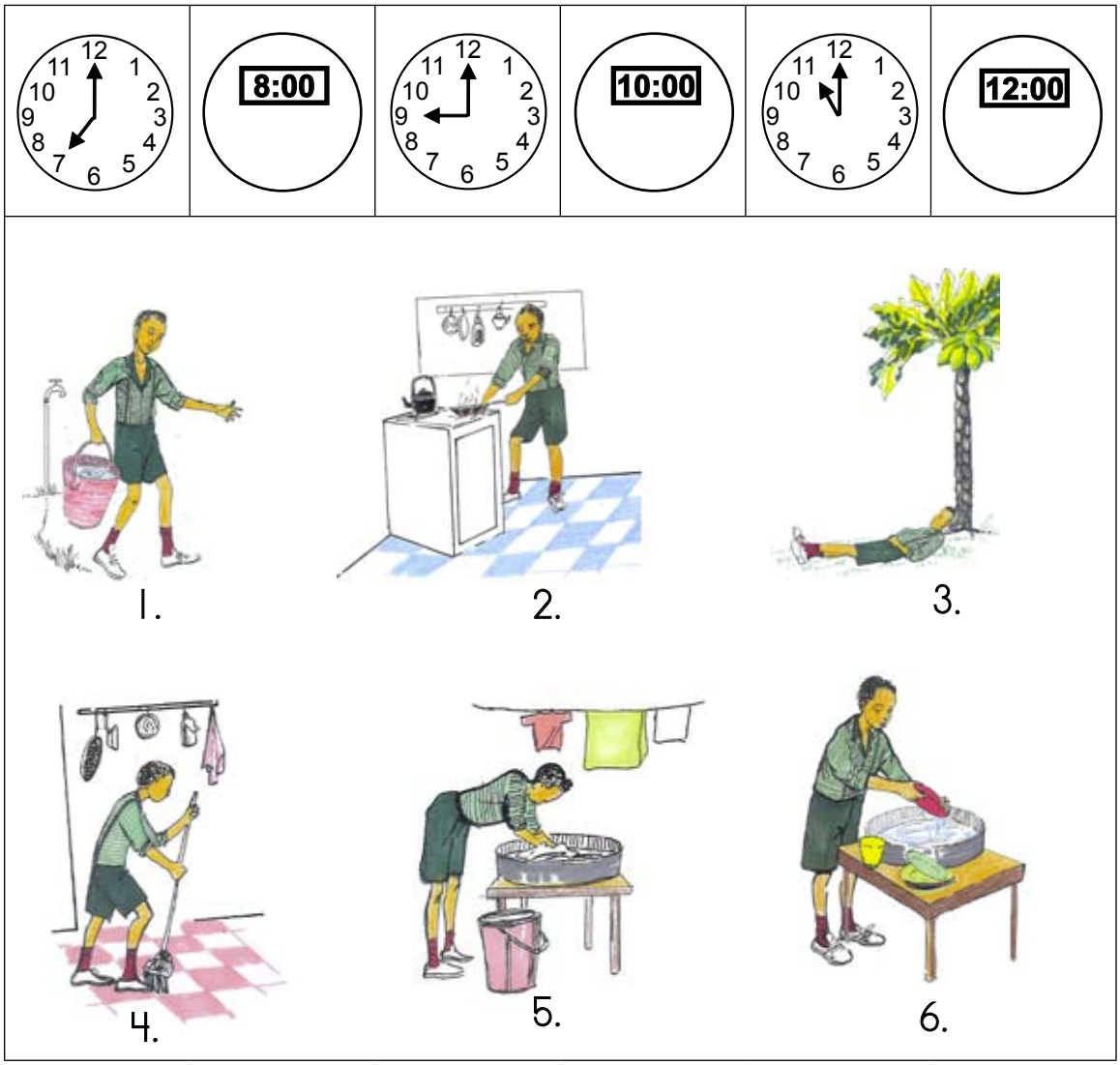
Directions: Copy the table into your exercise book and complete it to make pairs of sentences giving information about regular routines (present simple) and what people are doing now (present continuous).

Regular Routines Present Simple	What people Are Doing Present Continuous
I clean the rooms.	
	My sister is fetching water.
My brother sweeps the compound.	
	My grandmother is washing the dishes.
	My grandfather is planting seeds in the garden.
My father plays with the baby.	
	My mother is preparing coffee.
I do the laundry.	
My big sister looks after the animals.	
	My little sister is feeding the chickens.

Activity 1

Directions: Read the story, "A Busy Saturday," silently. In your exercise book, match the clocks to the pictures.

Example: 7:00 – 1.



A Busy Saturday

Today is Saturday. Debeli has many chores to do today because his sister and brother are both sick with malaria. He has to do all the chores of his siblings as well as his own.

At seven o'clock in the morning, Debeli goes to fetch water from the pump. On the way, he meets his friend Tolossa. "Come and play football on the football field," says Tolossa. "I'm sorry. I can't play football. I am fetching water from the pump," replies Debeli.

At eight o'clock, Debeli cooks breakfast for the family. His friend Mohammed comes to the gate. "Come and climb trees with me," says Mohammed. "I'm sorry. I can't climb trees. I am cooking breakfast," replies Debeli.

At nine o'clock, Debeli washes the dishes. His friend Obssie calls over the wall: "Come and jump rope with me," says Obssie. "I'm sorry. I can't jump rope. I am washing the dishes," replies Debeli.

At ten o'clock, Debeli sweeps the kitchen floor. His friends, Hawa and Dibaba, come to the door. "Come to the market with us," say Hawa and Dibaba. "I'm sorry. I can't come to the market. I am sweeping the kitchen floor," replies Debeli.

At eleven o'clock, Debeli washes his and his siblings'

clothes and hangs them out to dry. His friend Anteneh comes to his house. Anteneh asks Debeli: "Can you come to the river with me to fish?" "I'm sorry. I can't come with you to fish. I am doing the laundry," replies Debeli.

At twelve o'clock, Debeli's mother calls to him, "Come and eat, Debeli. Lunch is ready." Debeli doesn't answer her. He is under the papaya tree. He is sleeping!

Activity 2

Directions: Answer the questions your teacher asks you about the story.

Activity 3

Directions: Work in groups to prepare to act out the story. Each person in the group will have a role. Try to learn by heart the words you will say. You will act out the story in the next lesson.

LESSON THIRTEEN

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

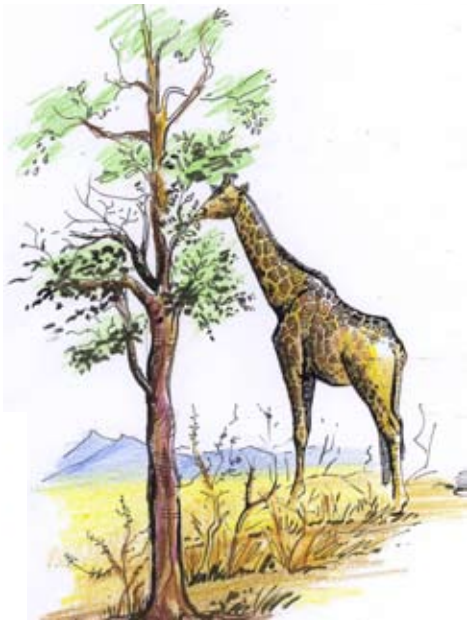
Activity 2

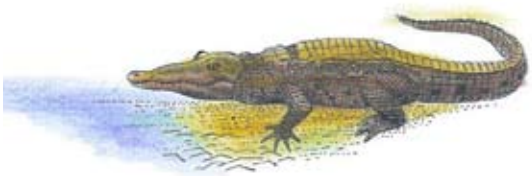
Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: Point to the pictures and say the words as your teacher reads them out loud.





Word Bank – Wild Animals	
This is a	zebra. lion. giraffe. hyena. crocodile.

Activity 2

Directions: With a partner take turns naming the animals in the pictures on the previous page. Match the pictures to the names in the Word Bank.

Activity 3

Directions: Mime an animal for your classmates to guess.

Activity 4

Directions: With a partner take turns to point to a picture of an animal and say what it is, what it eats and what it looks like.

Example: A lion lives in a forest. It eats small animals. It has four legs. It has a long tail and a mane.

Activity 5

Directions: Write eight correct sentences from the Substitution Table.

Example: 1. A zebra eats grass. It has stripes.

Substitution Table			
A	zebra lion giraffe crocodile	eats has	small animals. a long neck. fish. leaves. short legs. stripes. grass. sharp teeth.
It			

Activity 1

Directions: Point to the pictures and say the words as your teacher reads them out loud.

Word Bank – Wild Animals	
This is a(n)	elephant. hippopotamus. fox. monkey. rhinoceros.

Activity 2

Directions: Read the descriptions of the animals and write their names in your exercise book. Share your answers with a partner.

1. It lives on trees. It eats plants and fruits. It has a long tail. It jumps from one tree to another. What is this animal?

2. It has four short legs. It has a big head and a big mouth. It lives in water. It eats plants. What is this animal?

3. It has four legs. It lives on a mountain. It eats small animals. It looks like a dog. It has a thick tail. What is this animal?

4. It is the biggest animal. It lives on the ground. It has a short tail and big ears. It has two long tusks. It eats grass and leaves. What is this animal?

5. It has thick skin. It has a horn on its nose. It eats grass. It can run very fast. What is this animal?

Activity 3

Directions: Take a picture of an animal from your teacher and describe it to your classmates.

Example: This animal lives on the ground.
It eats grass and leaves.
It has a trunk and tusks.
What is it?
(***Answer***: *It's an elephant.*)

Activity 4

Directions: Match the animals under Column A with their description under Column B. Write five complete sentences in your exercise book.

Column A	Column B
Animals	Descriptions
1. A fox	a. lives in water.
2. A monkey	b. has big ears.
3. A hippopotamus	c. lives in the mountains.
4. An elephant	d. has a horn on its nose.
5. A rhinoceros	e. eats plants and fruits.

Activity 5

Directions: Copy the sentences into your exercise book. Choose a suitable word from each column of the Word Bank to fill in the gaps to complete the sentences. Read your completed sentences to your partner.

Example: 1. This is an elephant. It lives on the ground. It eats leaves. It has strong tusks.

1. This is an elephant. It lives on the _____. It eats _____. It has _____ tusks.

2. This is a fox. It lives on a _____. It eats _____. It has _____teeth.

3. This is a hippopotamus. It lives in _____. It eats _____. It has _____ legs.

4. This is a monkey. It lives in _____. It eats_____. It has a _____ tail.

5. This is a rhinoceros. It lives on the _____. It eats _____. It has _____ skin.

Word Bank		
water ground mountain trees	small animals fruits leaves plants grass	short long thick strong sharp

LESSON THREE

Activity 1

Directions: Play the game, Guess the Animal, with your teacher.

Example: **Student 1**: Does it live in water?
Teacher: Yes, it does.
Student 2: Does it eat grass?
Teacher: No, it doesn't.
Student 3: Does it have short legs?
Teacher: Yes, it does.
Student 4: Does it have sharp teeth?
Teacher: Yes, it does.
Student 5: Is it a crocodile?
Teacher: Yes, it is.

Activity 2

Directions: Work in pairs. Take turns to make **yes/no** questions from the Substitution Table and answer the questions.

Example: **Student A**: Does a monkey live in the mountains?
Student B: No, it doesn't. Does a hippopotamus live in water?
Student A: Yes, it does.

Substitution Table			
Does	a monkey a fox a lion an elephant a hippopotamus	live	in the mountains? in trees? on the ground? in the forest? in water?

Answers	
Yes, it does	No, it doesn't

LESSON FOUR

Activity 1

Directions: Work in pairs. Take turns to ask and answer **yes/no** questions about animals.

Example:

Student A	Does a giraffe live in water?
Student B	No, it doesn't.
Student A	Does a rhinoceros have tusks?
Student B	No, it doesn't.
Student A	Does an elephant eat grass?
Student B	Yes, it does.

Activity 2

Directions: Study the Table of Comparisons. Copy the sentences into your exercise book. Fill in each gap with a suitable word from the table. Sentence gaps can have more than one correct answer.

Examples: 1. This is a lion. It is bigger than a hyena.
2. This is a hyena. It is smaller than a zebra.

Table of Comparisons

small	big	fat	thin	tall
smaller	bigger	fatter	thinner	taller

1. This is a lion. It is_____ than a hyena.
2. This is a hyena. It is _____ than a zebra.
3. This is a hippopotamus. It is_____ than a giraffe.
4. This is a giraffe. It is_____ than a rhinoceros.
5. This is an elephant. It is _____ than a lion.
6. This is a lion. It is _____ than an elephant.
7. This is a giraffe. It is _____ than a fox.
8. This is a crocodile. It is _____ than a hippopotamus.

Activity 3

Directions: Form a group based on the animal you like best. Tell each other why you like your animal.

Example: **Student A**: I like a lion because it is bigger than a hyena.

Student B: Yes, I also like a lion because it is fatter than a hyena.

Student C: I like a lion because it has sharp teeth.

Student D: I like a lion because it has a mane.

Activity 4

Directions: In your group write in your exercise book the reasons why you like your animal best and tell the reasons to your classmates.

Activity 1

Directions: Listen as your teacher reads about a lion. Answer the questions your teacher asks.

Activity 2

Directions: Repeat the words in the Word Bank after your teacher. Listen as your teacher reads about the lion again. If you hear one of the words from the Word Bank put up your hand and say the word.

Word Bank			
powerful	roar	forest	paw
claw	teeth	sharp	huge
mane	beast	wild	frightened
strong	kill	long	king

Activity 3

Directions: Copy the sentences into your exercise book. Fill in the gaps using words from the Word Bank in Activity 2.

1. A lion lives in a _____.
2. A male lion has a _____.
3. A lion has _____ teeth.
4. A lion has _____ paws.
5. Its paws have sharp _____.
6. A lion makes a loud _____.

Activity 1

Directions: Study the picture below and predict what happens in the story, "The Lion and the Mouse."

Activity 2

Directions: Listen as your teacher reads Part One of the story, "The Lion and the Mouse." Then read the story with a partner.

The Lion and the Mouse – Part One

One day, a lion is very, very hungry. It hunts all day but it doesn't catch anything to eat. It sits under a bush in a forest to rest and there it sees a tiny mouse. It reaches out its huge paw and catches the mouse by the tail.

The mouse squeaks, "Your majesty, please let me go."

The lion replies, "No, I am very hungry. I am going to eat you." The mouse begs again, "Please don't eat me. I am very small. I will not be a good dinner for you."

"You are right," says the lion. "You are too small to eat." The lion lets the little mouse go.

"Thank you, your majesty," says the mouse. "I will help you one day." The lion laughs.

Activity 3

Directions: Listen as your teacher reads Part Two of the story, "The Lion and the Mouse." Answer your teacher's questions.

The Lion and the Mouse – Part Two

The next day, a hunter comes to the forest. He catches the lion in a net and ties up the net with a rope. Then he goes to get help to lift the lion into his truck.

The lion cannot move inside the net. It roars and roars so loudly that all the animals in the forest can hear it. The little mouse hears the lion roar. "I will go and see what is wrong," says the mouse to itself and it goes to find the lion. When the mouse sees the lion caught in the net, it says, "Now I can help you, your majesty." "How can you help me?" asks the lion. "I'll show you," says the mouse, and it bites through the net with its sharp little teeth and makes a big hole.

The lion jumps out of the net through the big hole. "Thank you, little mouse," says the lion. "You are too small to eat, but still you are very helpful."

Activity 4

Directions: Read Part Two of the story again. Tell your partner what you think happens when the hunter comes back to get the lion.

LESSON SEVEN

Activity 1

Directions: In your group reread the story, The Lion and the Mouse – Parts One and Two, and answer the questions. Your teacher will then ask the questions orally.

1. Why does the lion hunt?
2. For how long does the lion hunt?
3. Where does the lion catch the mouse?
4. Why doesn't the lion eat the mouse?
5. What does the mouse say to the lion?
6. How does the hunter catch the lion?
7. Why does the hunter go away?
8. What does the mouse do when it hears the lion roar?
9. How does the mouse make a hole?
10. What does the lion do to get out of the net?

Activity 2

Directions: With a partner ask and answer **yes/no** questions about animals, using the Substitution Table.

Substitution Table			
Does	a hyena a crocodile a zebra a lion a giraffe a hippopotamus an elephant a rhinoceros a monkey a mouse a fox	eat live in have	a tree? a mane? a national park? fish? sharp teeth? a forest? meat? water? grass? the mountains? a long tail? big ears?

Answers

Yes, it does.	No, it doesn't.

LESSON EIGHT

Activity 1

Directions: In your exercise book write numbers 1–10. Write the **–s/–es** forms of the following verbs.

Verbs				
1. go	2. wash	3. play	4. do	5. eat
6. give	7. study	8. carry	9. catch	10. kiss

Activity 2

Directions: Listen to your teacher as he/she says the following sounds. Then repeat the sounds after him/her.

/s/ /z/ /iz/

Activity 3

Directions: Listen as your teacher reads the verbs in the table out loud. Repeat them after your teacher.

Verbs				
goes	buys	sings	reads	studies
gives	tells	puts	watches	sleeps
comes	drinks	lives	does	speaks
carries	finishes	closes	washes	searches

Activity 4

Directions: Copy the table into your exercise book. Write the verbs from Activity 3 under their correct sound. Two are done for you.

/z/	/s/	/iz/
goes		finishes

Activity 5

Directions: In your exercise book write six sentences using the verbs in the Word Bank. Read your sentences out loud to your partner.

Example: A lion eats meat.

Word Bank – Verbs		
eats catches	lives drinks	washes goes

Activity 1

Directions: Study the pictures. Talk about them with your partner. Tell what the people in the pictures are doing.

Activity 2

Directions: Read silently as your teacher reads the passage, "Omo National Park," out loud.

Omo National Park

There are many national parks in Ethiopia. One of them is the Omo National Park. This park is found 870kms from Addis Ababa. It is in the SNNP Regional State of Ethiopia.

Omo National Park is very large and beautiful. There are many different animals in the park. Animals such as buffalo, elephant, giraffe, zebra, monkey, lion, cheetah, leopard, etc. are found there. There are also about 306 species of birds. There is the Omo River, with its waterfalls and rapids. In addition, there are hot springs.

Many tourists come to visit the animals and birds living in the forest and on the plains. They come to camp and do white water rafting.

Activity 3
Directions: Work in pairs to ask and answer the questions.
Example: **Student 1**: Where is the Omo National Park found?
Student 2: It is found in the SNNP Region/ Southern Ethiopia.

1. Where is Omo National Park found?
2. Is the Omo National Park the only one in Ethiopia?
3. Is the Omo National Park small?
4. Which animals are found in the park?
5. What else can you see there?
6. Why do tourists go to visit Omo National Park?

LESSON TEN

Activity 1
Directions: Work in pairs and tell the main details of the passage, "Omo National Park," to each other. Say what the tourists in each of the pictures in Lesson Nine, Activity 1 are doing. Your teacher will select students to report back to the class.

Activity 2
Directions: Write 5 sentences about animals, using correct spelling.

Activity 3
Directions: Share your sentences in a group by reading them out loud.

Activity 1

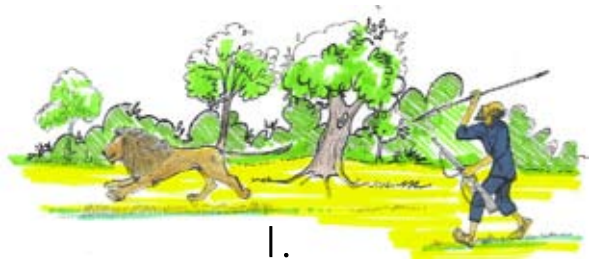
Directions: Listen carefully as your teacher reads a paragraph. When your teacher reads the paragraph for the second time, write it carefully in your exercise book. Check your spellings the third time your teacher reads the paragraph. Draw a picture to illustrate the paragraph.

Activity 2

Directions: Exchange your exercise book with your partner and make corrections to each other's paragraph from Activity 1.

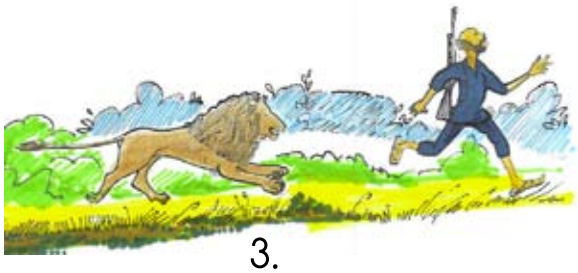
Activity 1

Directions: Work in a group of 5–6 and talk about the pictures below. Put the pictures in order to tell a story.



1.

2.



3.

4.

5.

Activity 2

Directions: Write the story in your exercise book. Use words from the Word Bank.

Word Bank		
Nouns	Verbs	Prepositions
hunter	chases	up
lion	catches	down
tree	goes	under
	climbs	in
	sits	away
	waits	

LESSON THIRTEEN

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Listen as your teacher reads the story, "The Hunter and the Lion," out loud. Write the story in your exercise book.

Activity 3

Directions: Choose one of the sentences below and draw a picture to illustrate it.

1. The monkey is sitting in the tree.
2. The hyena is sleeping on the ground.
3. The giraffe is eating leaves from a tree.
4. The crocodile is swimming in the river.
   It is catching a fish.
5. The lion is chasing a zebra.

Activity 4

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity

Directions: Write numbers 1–10 in your exercise book. Match the words in the Word Bank to the pictures. Copy the words into your exercise book.

1	2	3	4	5
6	7	8	9	10

Word Bank – Tools				
spade	hammer	plough	hoe	axe
broom	saw	rake	nail	sickle

Activity 1

Directions: Ask and answer questions about the tools used in the classroom.

Activity 2

Directions: In a group play The Possession Game with your teacher.

Activity 3

Directions: Follow the words silently as you listen to your teacher read the story, "A visit to Father's Workplace," out loud. Read the story again with your partner.

A Visit to Father's Work Place

Hamid is a grade 4 student. He is eleven years old. His father's name is Kemal. He is a carpenter. Every morning Ato Kemal wakes up early. He eats his breakfast and goes to work.

One day Hamid asks Ato Kemal, "Father, where are you going?" His father says, "I am going to my workplace. You see, I am a carpenter. I make furniture." Then Hamid asks his father to show him his workplace. His father says, "No problem. I will show you tomorrow."

The next morning, Ato Kemal takes Hamid to his workplace. In the workplace, Hamid sees many tools. Hamid holds up a tool and asks, "Father, what is this?" "His father looks at the tool and says, "It is a hammer. I use it to hammer nails for making chairs, tables and beds." Ato Kemal also shows him a saw and a plank of wood. He tells Hamid, "I use a saw for cutting wood." He shows Hamid how he cuts wood with the saw. Hamid asks his father about all his tools, one by one. Hamid is very happy to learn the names of all his father's tools. He tells his father, "When I grow up, I want to be a carpenter like you." Finally they go back home.

The following day at school Hamid tells his classmates about his visit to his father's workplace. He tells them about the different tools his father uses to make furniture. The other students are interested to learn all the new things Hamid tells them.

LESSON THREE

Activity 1

Directions: Your teacher will choose students to reread the story, "A Visit to Father's Workplace" out loud. Then read it silently to yourself and answer the questions in your exercise book. Discuss your answers with a partner.

1. Why does Ato Kemal wake up early?
2. Which tools does Ato Kemal show to Hamid?
3. What furniture does Ato Kemal make?
4. Why do you think Hamid wants to become a carpenter?

Activity 2

Directions: With a partner ask and answer questions about the pictures.

Example: **Student 1**: Whose hat is this?
Student 2: It's Girum's hat.

Nebil

Amezench

Girum

Nejat

Activity 3

Directions: Copy each sentence into your exercise book. Study the pictures and write the correct name in the gap.

Example: 1. Girum

1. It's _____'s hat.
2. It's _____'s bag.
3. It's _____'s ball.
4. It's _____'s hammer.
5. It's _____'s rake.
6. It's _____'s book.
7. It's _____'s spade.
8. It's _____'s stick.
9. It's _____'s nail.
10. It's _____'s pencil.

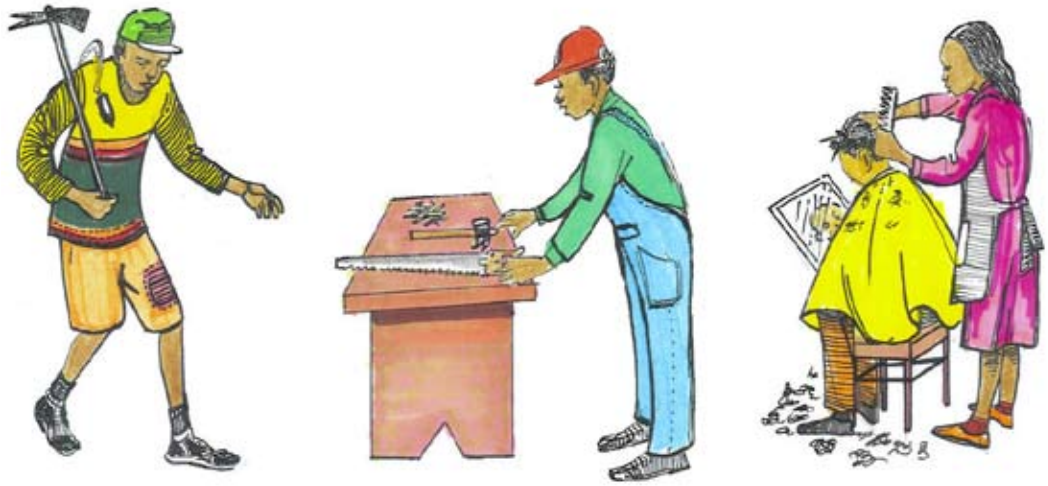
Activity 4

Directions: In a small group ask and answer questions about your possessions.

Example: **Student 1**: Whose pencil is this?
Student 2: It's Metesabia's pencil.

Activity 1

Directions: Listen to your teacher read about the three people in the picture, their jobs and their tools. Write each person's name and job in your exercise book.



Activity 2

Directions: Copy the sentences into your exercise book. Fill in the gaps using words from the Word Bank. Draw the tools used by each person.

1. My name is _____. I'm a _____. My tools are a _____ and a _____.
2. This is my _____. His name is _____. He is a _____. He uses a _____, _____ and a _____ to make furniture.
3. This is my _____. Her name is _____. She is a _____. She uses a _____ and _____.

Word Bank				
aunt	carpenter	comb	farmer	Kebede
hairdresser	hammer	hoe	nails	Alemnesh
saw	scissors	sickle	uncle	Tesfahune

Activity 3

Directions: In your exercise book draw pictures of five tools used by your parents or other family members.

LESSON FIVE

Activity 1

Directions: In a small group show pictures of the tools you drew in Lesson Four, Activity 3. Name the tools and talk about them.

Activity 2

Directions: In your group write lists of objects that are hard and objects that are soft. Your teacher will give you five minutes for this activity. Share your lists with your classmates.

Example: hard: desk, book
soft: shirt

Activity 3

Directions: With a partner ask and answer questions about who uses different materials and tools.

Example: **Student 1**: Who uses wood?
Student 2: A carpenter.
Student 2: Who uses a whip?
Student 1: A herder.

Activity 1

Directions: In your group talk about the pictures. Name the tools used by people in their jobs.

Activity 2

Directions: Use the Substitution Table to make sentences about eight people's jobs and the tools they use every day. Start with the names of people you know.

Example: Aysha is a housewife. She uses pans and a coffee pot in her job.

Substitution Table

Aysha Belew	is a	farmer librarian carpenter barber hairdresser herder housewife plumber butcher	He/ She	uses(a) and(a)	computer pans coffee pot scissors wrench stick comb spoons hammer saw nails hoe sickle saw knife whip stove	in his/her job.

Activity 3

Directions: Find the names of four tools or materials in each of the following joined up words. Write each set of four words separately in your exercise book. Share your lists with a partner.

1. cottonmetalplasticpaper
2. woodleatherglassbrick
3. hammernailsawwrench
4. hoesicklewhipstick
5. dusterchalkbookcomputer
6. scissorsspooncombknife

Activity 4

Directions: Unjumble the letters and write them in your exercise book in the correct order to spell the names of 10 people who do jobs. Share your list with a partner.

1. fiwoushee
2. pencraetr
3. blpremu
4. chertub
5. armfer
6. raidsherers
7. eacthre
8. uierbld
9. rehred
10. rbareb

LESSON SEVEN

Activity 1

Directions: Copy the table into your exercise book. Put a tick (√) in the correct column or columns to show what the tools are made of. The first one is done for you.

Tools	Materials					
	Plastic	Cotton	Wood	Metal	Leather	Fibre
1. hammer			√	√		
2. whip						
3. duster						
4. sickle						
5. scissors						
6. comb						

Activity 2

Directions: Write a sentence to say what each tool in Activity 1 is made of and who uses it.

Example: 1. A hammer is made of wood and metal. It's used by a carpenter.

Activity 3

Directions: Copy the sentences into your exercise book. Fill in the gaps with the names of tools.

Example: 1. A **saw** is used for making tables.

1. A _____ is used for making tables.
2. _____ are used for cutting hair.
3. A _____ is used for chopping onions.
4. A _____ is used for driving goats.
5. A _____ is used for harvesting teff.

Activity 1

Directions: Practise the dialogue between Aster and Elias with a partner. Your teacher will select students to perform the dialogue for the class.

Dialogue

Aster	Hi, Elias.
Elias	Hi, Aster. How are you?
Aster	I am fine thank you.
Elias	We are learning about jobs in our English lessons. Let's practise asking each other questions about the jobs our family members do?
Aster	That's a good idea, Elias.
Elias	What is your father's name?
Aster	My father's name is Gemechu.
Elias	What does he do?
Aster	He is a teacher. He teaches mathematics.
Elias	What is your mother's name?
Aster	Her name is Leiya.
Elias	What does your mother do?
Aster	She is a housewife. How about your father and mother?
Elias	I live with my father and grandmother. My father is a farmer.
Aster	Oh, really. What is his name?

Elias	His name is Amin. He uses a hoe, a sickle and a plough.
Aster	Elias, what are they?
Elias	They are the tools that my father uses for farming. My older brother, Yesuf, is a cowherd. He uses a whip and a stick to drive our cows. Does your father use any tools for teaching?
Aster	Well, he uses books, chalk and a duster, of course. Sometimes he uses the computer in the staffroom. And my mother uses pots, pans and spoons every day. They are her tools.
Elias	Oh, the bell has gone. I must go to my classroom. Goodbye, Aster.
Aster	Goodbye, Elias.

Activity 2

Directions: Answer the questions in your exercise book. Use possessives('s) in each answer.

Example: 1. **Aster's** father is a teacher.

1. Whose father is a teacher?
2. Whose father is a farmer?
3. Whose father is Ato Gemechu?
4. Whose father is Ato Amin?
5. Whose father uses a plough?
6. Who uses spoons?
7. Who uses a whip?
8. Who is Leila?

Activity 3

Directions: Listen as your teacher reads sentences about the people named in the dialogue and decide if each sentence is true or false. Your teacher will show you how to make a T with your body if the sentence is **true** and an F if the sentence is **false.**

LESSON NINE

Activity 1

Directions: Reread silently the dialogue in Lesson Eight. Your teacher will read out loud some sentences about the dialogue. Decide if each sentence is true or false. If a sentence is true, make a T with your arms. If it is false, Make an F.

Activity 2

Directions: When your teacher rereads the false sentences from Activity 1, change a word/words to make them true.

Activity 3

Directions: Tell your partner about the jobs of two of your family members and the tools they use. Write two sentences about your partner's family members. Your partner will check your sentences.

Activity 4

Directions: Read the story about the possessions of the people named in the dialogue. Copy the checklist into your exercise book and fill in the total number of each object mentioned in the passage.

Possessions

In his schoolbag, Elias has three pencils, a pen, five exercise books and three books. He also has a ruler, a rubber and a bottle of water.

His friend, Aster, has two pencils, six exercise books, two books and a bottle of water in her schoolbag. She doesn't have a rubber, but she has a pencil sharpener and a ruler.

Aster's father, Gemechu, brings to school in his bag two mathematics books, two pens, six pencils, two rulers, a rubber, a pencil sharpener and an exercise book. He keeps a box of chalk and a duster in the staffroom.

Elias's father, Amin, has two hoes, four sickles, a spade, two rakes and a plough. He always carries a bottle of water with him to the field.

Elias's brother, Yesuf, has three whips and five sticks for driving his cows. He also has a sickle to cut grass for the animals and a big water bottle to fill at the stream.

Aster's mother has a lot of things in her kitchen: six spoons, three knives, a large coffee pot, a small coffee pot and five pans. She has two stoves, a kerosene stove for cooking food and a charcoal stove for making coffee.

Checklist

Object	No.	Object	No.	Object	No.
pencil		bag		rake	
pen		water bottle		spade	
rubber		hoe		pan	
ruler		plough		spoon	
pencil sharpener		whip		knife	
book		stick		stove	
exercise book		sickle		coffee pot	

Activity 5

Directions: In a small group take turns to describe an object from the checklist. Do not name the object. Say what it is made of, who uses it and what it is used for. The group will try to guess the name of the object.

LESSON TEN

Activity 1

Directions: Read the story, "Bacha Learns to Plough," in your group. Find 18 describing words (adjectives) and write them in your exercise book.

Bacha Learns to Plough

It is a beautiful, sunny day in May. The sky is clear and blue. Bacha's father, Mulata, says: "You are growing big and strong. This is a fine day for me to show you how to plough."

Mulata drives the oxen to the field and there he shows his son how to attach the plough with strong ropes. Then Mulata shows him how to hold the handle of the plough as he guides the oxen to make straight wide lines. Then Mulata hands over the plough to Bacha and says: "Now it's your turn."

At first, Bacha finds the work very tiring. It is difficult to keep the edge of the plough straight and the soil sticks to his feet, so it is hard to walk in the deep furrows the plough makes. Luckily the oxen are strong and good at their work and so they plough on and on until the work is done.

Mulata says, "Well done, Bacha! The first time is always difficult. You will find it easy the next time." Bacha is proud of his work. He thinks the ploughed field looks beautiful.

Activity 2

Directions: In your group each student must use two of the adjectives from Activity 1, to write his/her own sentences. Share your group's sentences with the class.

Activity 3

Directions: Find answers to the following questions in the story, "Bacha Learns to Plough." Your teacher will ask the questions orally.

1. Why is it a fine day to plough?
2. With what does Mulata attach the plough to the ox?
3. What kind of lines does Mulata make with the plough?
4. Why is it hard for Bacha to walk?
5. How do the oxen help Bacha?
6. Do you think Mulata is proud of his son?

LESSON ELEVEN

Activity 1

Directions: Write two sentences to say how you help your family members and three sentences to say what skills your family members taught you. Share your sentences with other students in the class as your teacher directs you.

Example: 1. I help my mother to make coffee.
2. My brother taught me how to swim.

Activity 2

Directions: In your group make a list of your names and your possessions that start with the same letter.

Example: **Jemal** has a **jacket**.
Kebede has a **key**.

Activity 1

Directions: Copy the sentences into your exercise book. Fill in the gaps with the correct pronouns from the Word Bank. You can use the same pronoun more than once.

1. Ali wants to write. Give _____ a pen.
2. Lalise wants to read. Give _____ a book.
3. Jemila and Nuria want to play. Give _____ a ball.
4. Marta needs to sleep. Show _____ the bedroom.
5. I want to clean the chalkboard. Give _____ a duster.
6. We want to play. Give _____ a ball.
7. They are new students. Show _____ their classroom.
8. I am thirsty. Give _____ a bottle of water.
9. Hamid is talking too much. Tell _____ to be quiet.
10. We are making coffee. Give _____ the coffee pot.

Word Bank – Pronouns		
me	her	us
him	them	

Activity 2

Directions: Copy the Word Search into your exercise book. Find the five hidden tools and circle them.

Tools Word Search

H	B	R	O	O	M	A
A	I	M	N	S	A	W
M	R	G	O	N	A	R
M	O	A	X	E	O	T
E	F	S	T	G	K	H
R	A	N	A	I	L	S

Activity 3

Directions: Make a Word Search with the names of other tools for your partner to solve.

LESSON THIRTEEN

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: Solve the Tools Word Search your partner has made for you.

Activity 3

Directions: Unscramble the scrambled words in your exercise book to write a list of materials.

1. oncott _____
2. dowo_____
3. amlet _____
4. licstap _____
5. slags_____
6. ealhert_____
7. cribk_____
8. notes_____
9. repap_____

Activity 4

Directions: Follow your teacher's instructions to complete the revision activities.

LESSON ONE

Activity 1

Directions: Read the ordinal numbers and words to a partner. Then in your exercise book write the numbers and words in the correct order.

Ordinal Numbers

1st first	17th seventeenth	8th eighth
20th twentieth	28th twenty-eighth	24th twenty-fourth
13th thirteenth	2nd second	19th nineteenth
21st twenty-first	29th twenty-ninth	6th sixth
3rd third	16th sixteenth	30th thirtieth
11th eleventh	26th twenty-sixth	9th ninth
15th fifteenth	10th tenth	7th seventh
5th fifth	18th eighteenth	22nd twenty-second
12th twelfth	4th fourth	27th twenty-seventh
25th twenty-fifth	23rd twenty-third	14th fourteenth

Activity 2

Directions: With a partner read the football clubs from first to last. Find which numbers are missing from the table and write them in your exercise book.

List of Football Clubs	Rank
Ethiopia Coffee	2nd
Saint George	1st
Dedebit	11th
Ethiopian Meden	19th
Harar Beera	9th
Ethiopia Banks	3rd
Hawasa Kenema	4th
Adama Kenama	8th
Wonji Sukar	7th
Sebata Kenema	12th

Activity 1

Directions: Read each line of the chant out loud after your teacher.

Months of the Year

First is January! January's first!
Second is February! February's second!
Third is March! March is third!
Fourth is April! April's fourth!
Fifth is May! May's fifth, of course!
Sixth is June. May then June!
All the twelve months we'll know soon!

July is seventh and August's eighth.
September's ninth! October's tenth!
November's eleventh! We're almost done!
December is twelfth! It's the last one.

Ready, set, here we go!
January! February! March! April!
May! June! July! August!
September! October! November!
And December!

Activity 2

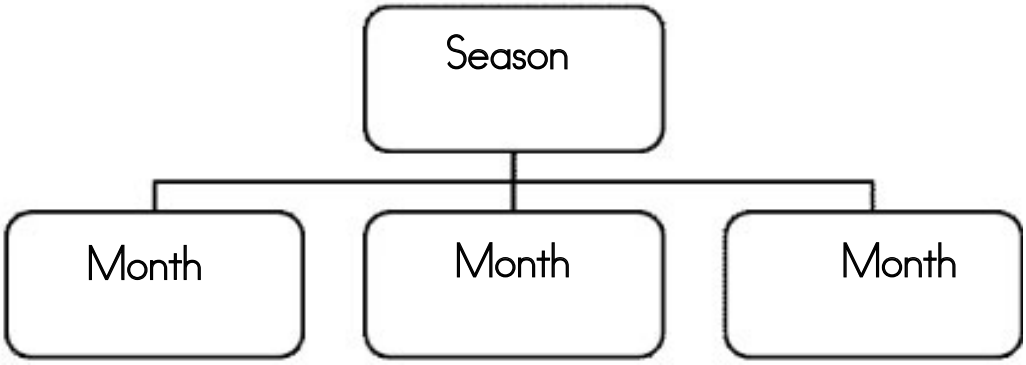
Directions: Copy the table below into your exercise book. Write the English months of the year in the correct order using the Word Bank. Then write the ordinal number and its word next to each month. The first one is done for you.

Month	Ordinal Number	Word
January	1st	first

Word Bank – Months			
October	May	August	July
December	March	September	November
February	January	April	June

Activity 3

Directions: Copy the chart below four times into your exercise book. Write the English word for each season and the 3 months in each season.



LESSON THREE

Activity 1

Directions: Read the rhyme below silently as your teacher reads it out loud. Then say the rhyme together out loud.

Days in a Month

Thirty days have September,
April, June and November.
All the rest have thirty-one.
Except February alone.
February has only twenty-eight.
But every four years it has twenty-nine.
In a leap year it has an extra one.

Activity 2

Directions: Copy the table into your exercise book. Complete the table based on the rhyme above.

Months with 30 Days	Months with 31 Days	Month with 28/29 Days

Activity 3

Directions: Point to a date on the calendar below. Say the correct ordinal number to read the date. Ask your partner what the date was yesterday.

Example: **Student 1**: Today is the **fourth** of April. What was the date yesterday?

Student 2: Yesterday was the **third** of April.

April						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Activity 1

Directions: Sing the "Was and Were" song together with your teacher.

Was and Were

I am. I was.
You are. You were.
We're learning every day.
Get off your seat and sing with me.
We're learning what to say.

He is. He was.
She is. She was.
We're learning every day.
Get off your seat and sing with me.
We're learning what to say.

We are. We were.
They are. They were.
We're learning every day.
Get off your seat and sing with me.
We're learning what to say.

Activity 2

Directions: In your exercise book write each of the following sentences or questions in the correct order and using correct punctuation. Start each sentence with a capital letter. Exchange exercise books with your partner.

1. Addis Ababa? born you in were
2. happy were evening? yesterday you
3. at school this was she afternoon.
4. was clever last year? I a student
5. with I friends last night. was my
6. teachers the in the were library.

Activity 3

Directions: Copy the following sentences into your exercise book and fill in the gaps using either **was** or **were**. Compare and discuss your answers with a partner.

1. It _____ cloudy last night.
2. The shops _____ full of new clothes.
3. The men and women _____ in Addis Ababa to run the race.
4. The weather _____ windy last month.
5. My father and I _____ in the field at 7:00.

Activity 4

Directions: In your exercise book create and write five sentences with the verb **was** and five sentences with the verb **were**.

Activity 1

Directions: Read the dialogue below quietly with a partner.

Dialogue

Student A	What is your name?
Student B	I'm Amina Heramo.
Student A	Where were you born?
Student B	I was born in Harar.
Student A	Which month were you born in?
Student B	I was born in January.
Student A	Which season were you born in?
Student B	I was born in the dry season.
Student A	How old were you last year?
Student B	I was eleven years old.

Activity 2

Directions: Use the questions in the dialogue above to find out some personal information about one of your classmates.

Activity 3

Directions: Copy the table into your exercise book. Work in a group of 5–6 students to ask each other the question, Which season were you born in? Put tally marks in the table for your group members. With your teacher add up the numbers for the whole class and write them in the table.

Which season were you born in?

	Rainy Season/ Winter	Spring	Dry Season/ Summer	Autumn
My group				
Whole class				

LESSON SIX

Activity 1

Directions: With a partner read the introduction and dialogue about Hayat.

Hayat was born in Bale in a village called Sanbitu. She was born in April. She was born in autumn. She was 13 years old last year. She was raised by her grandmother. Her grandparents were teachers.	
Aga	Was Hayat born in a town?
Abeba	No, she wasn't.
Aga	Was she born in a village?
Abeba	Yes, she was.

Activity 2

Directions: With a partner ask and answer more **yes/no** questions about Hayat.

Activity 3

Directions: In a small group ask and answer **yes/no** questions about where and when a group member was born. The student will answer: "No, I wasn't." until someone guesses correctly, and then will answer: "Yes, I was." Take turns until everyone has had a chance to answer the questions.

LESSON SEVEN

Activity 1

Directions: In your exercise book write one sentence about where you were yesterday and one sentence about where you were last night. Use the language pattern below to write your sentences.

1. I was _____ yesterday.
2. I was _____ last night.

Activity 2

Directions: Read the story, "Zinabu's Fun Day," silently as your teacher reads it out loud. With a partner ask and answer **wh–** and **yes/no** questions about the story.

Zinabu's Fun Day

Zinabu was born in Dessie in the month of July. He is the youngest child in his family. Last year he was nine years old.

Zinabu was at the market yesterday morning. He was with his friend, Mohammed. At lunchtime they were at Zinabu's house. The boys were happy that they were together for their favourite lunch – injera with wat and fresh vegetables!

In the afternoon they were at a football match. Zinabu was on one team, and Mohammed was on the other team. Mohammed's team was the winner of the match. Both boys were good players.

In the evening Zinabu was at home with his parents. His sisters were at their grandmother's house.

Activity 3

Directions: With a partner retell the story, "Zinabu's Fun Day." Use time expressions from the Word Bank.

Word Bank – Time Expressions	
yesterday	in the morning
last night	at lunchtime
last week	in the afternoon
last month	in the evening
last year	

Activity 4

Directions: Write five sentences about where you were at particular times in the past. Use time expressions from the Word Bank in Activity 3. Read your sentences to a partner.

Example: Yesterday at lunchtime I was in the school compound.

Activity 1

Directions: Listen and look for position phrases and time expressions, as your teacher reads the story, "My Mother was Sick Last Week," out loud.

My Mother was Sick Last Week

Last week was hard for my mother. She was sick. She was too sick to work at the office. On Monday she was at the clinic near the hospital. She was with the doctor for 15 minutes. In the afternoon she was at the pharmacy for some medicine. The pharmacy was somewhere near the market.

My mother was still sick on Tuesday. She was not hungry, and her hands and feet were cold. That evening she was asleep by 8:00.

On Thursday my mother and I were in the car somewhere near the bus station. She was better, but she still wasn't very hungry. My father was outside the bus station.

My mother was better by Friday night. She doesn't want to be sick any more.

Activity 2

Directions: Take turns to read the story, "My mother was Sick Last Week" quietly with your partner.

Activity 3

Directions: With your partner use time expressions and position phrases to retell the story above.

Activity 4

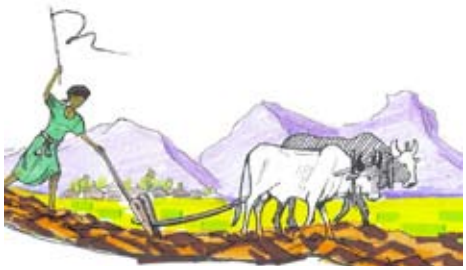
Directions: In your exercise book write five sentences using the time expressions and position phrases below.

Time Expressions	Position Phrases
last night	somewhere near my school
yesterday evening	outside in the garden
last month	near the mosque/church
on Wednesday morning	outside the hut
at lunchtime	somewhere near the bank

Activity 1

Directions: Study the pictures below. Talk with your partner about what you can see in the pictures. Write in your exercise book the place and the time at which you think each activity happened.

1



2

3

4

5

6

Activity 2

Directions: Read the dialogue below with a partner. A teacher called Bakani is asking Agancheke, a hardworking farmer questions about her work.

Dialogue

Bakani	Your daughter tells me that you are a hardworking woman. What is your job?
Agancheke	I am a farmer. My husband died of malaria some years ago. My six beautiful children and I live in a remote village in Beneshangul Gumuz. It is five kilometres away from the school.
Bakani	Where were you at 6:00 yesterday?
Agancheke	I was in the kitchen cooking breakfast for my children and myself. At 7:15 the children were on their way to school.
Bakani	Where were you when the children were at school?
Agancheke	First, I was in the grassland with my animals. Next, I was in the teff field until lunchtime with the oxen and the plough.
Bakani	Where were you after lunch?
Agancheke	First, I was on my way to the vegetable field with my tools. I was at the river with the animals later in the afternoon. Every day they drink at the river and then I drive them back to the grassland.

Bakani	Do you stay with the animals at the grassland every afternoon?
Agancheke	No, yesterday I was in my home until evening. I must do my housework every day and cook a meal for the children before I drive the animals back to the barn. Yesterday at 7:00 p.m. I was somewhere near the barn.
Bakani	Thank you for telling us about your day. You were very busy!

Activity 3

Directions: Check your answers for Activity 1 against the dialogue to see if you sequenced the pictures and guessed the times correctly before reading the passage. How many did you get right?

LESSON TEN

Activity 1

Directions: Match each of the pictures in Lesson Nine, Activity 1 to a sentence in the dialogue. Write each number and sentence in your exercise book.

Activity 2

Directions: The following sentences are not given in the correct order. Read the sentences and in your exercise book write the numbers of the sentences in the correct sequence to tell a story. Read the story to your partner.

1. At 6:00, the dog was in the kitchen eating its food.
2. At 4:30, it was asleep again.
3. At 5:45, the dog was near the kitchen.
4. At 2:30 in the afternoon, the dog was asleep under a big tree.
5. At 5:35, the dog woke up. It was hungry.
6. Yesterday morning at 5:30, the dog was sleeping somewhere near its house.
7. At 4:00, the dog was near the water bucket.
8. At 5:55, the dog was outside the kitchen.
9. At 3:30 in the afternoon, it was thirsty.

Activity 3

Directions: Copy the following words into your exercise book. Use capital letters where necessary.

1. ethiopia	8. walia ibex
2. school	9. afar
3. batu terara	10. mountain
4. mountain nyala	11. awash melka school
5. runner	12. fatuma roba
6. university	13. addis ababa
7. omo river	14. market

Activity 4

Directions: In your exercise book rewrite the following sentences correctly using capital letters where necessary.

1. i was born in jijiga in april.
2. my mother was born in benishangul gumuz in summer 1978.
3. the school was founded in june 2000.
4. my english teacher's name is obang.
5. muna likes cultural music.

LESSON ELEVEN

Activity 1

Directions: In your exercise book rewrite the story below. Use capital letters correctly.

Meseret and Darsema Visit Addis Ababa

darsema was in addis ababa with his sister, meseret, in june to begin his job. their condominium is near piassa. yesterday they were out to see the sights. first, they were at arat kilo to see the memorial column. then, they were at amist kilo in the national museum to visit lucy (dinkenesh). in the afternoon, they were at the patriots' museum in meskel square. then they were at stadium watching the football match between buna and st. george. after the game, they were hungry and tired. At six o'clock they were at home eating their dinner.

Activity 2

Directions: Read the sample identity card below. Ask and answer questions about this identity card with a partner.

Identity Card

Name Gaga Father's Name Laphiso
Grandfather's Name Hadero

Date of Birth 8th November 1999 Age___
Place of Birth Walayita
Region SNNP Country Ethiopia
Nationality Ethiopian

Address City/Town/Farmers' Association Soddo
House No. 1452

School _____ Grade 4

Activity 3

Directions: Copy the blank identity card below into your exercise book. Then use the dialogue to ask and answer questions and complete the identity card about your partner.

Identity Card

Name_____ Father's Name_____
Grandfather's Name_____

Date of Birth_____ Age_____
Place of Birth_____
Region_____ Country_____
Nationality_____

Address City/Town/Farmers' Association_____
House No. _____

School _____ Grade_____

Card	Dialogue	Identity
Partner 1	What is your name?	Name_____
Partner 2	My name is _____.	
Partner 1	What is your father's name?	Father's Name_____
Partner 2	His name is _____.	

Partner 1	What is your grandfather's name?	Grandfather's Name_____
Partner 2	His name is _____.	
Partner 1	When were you born?	Date of Birth_____
Partner 2	I was born on ___	
Partner 1	How old are you?	Age_____
Partner 2	I am _____ years old.	
Partner 1	Where were you born?	Town/Village_____
Partner 2	I was born in _____.	
Partner 1	What region were you born in?	Region_____
Partner 2	I was born in the _____ region.	
Partner 1	What country were you born in?	Country_____
Partner 2	I was born in _____.	
Partner 1	What is your nationality?	Nationality_____
Partner 2	I am _____.	
Partner 1	What is your address?	Address CityTown/Farmers' Association_____ House No._____
Partner 2	My city/town/farmers' association is _____. My house number is _____.	
Partner 1	Where do you go to school?	School_____
Partner 2	I go to _____.	
Partner 1	What grade are you in?	Grade_____
Partner 2	I am in grade _____.	

Activity 1

Directions: Read the text below. Copy the identity card into your exercise book. Use the information in the text to complete the identity card.

My name is Alambo, and I'm twelve years old. I was born in Hamer, Ethiopia, in a remote area of the SNNP region. I live in house number 17. I was born on 10th December 1997. There are eight members in my family. My father's name is Kayaye. He's 48 years old. My grandfather's name is Hanfato. I am in the fourth grade at Turmi School.

Identity Card

Name_____ Father's Name_____
Grandfather's Name_____

Date of Birth_____ Age_____
Place of Birth_____
Region_____ Country_____
Nationality_____

Address City/Town/Farmers' Association_____
House No. _____

School _____ Grade_____

Activity 2

Directions: In your exercise book copy and complete an identity card using your personal information. With a partner compare identity cards.

Identity Card

Name_____ Father's Name_____
Grandfather's Name_____

Date of Birth_____ Age_____
Place of Birth_____
Region_____ Country_____
Nationality_____

Address City/Town/Farmers' Association_____
House No. _____

School _____ Grade_____

Activity 3

Directions: In your exercise book write some sentences about your personal details based on the following information:

Name
Place of birth
Father's name
Region and country
Grandfather's name
Address
Date of birth and age
School and grade

Activity 1

Directions: Listen to your teacher and follow the instructions for taking a spelling test.

Activity 2

Directions: In your exercise book write the names of five places you know. Remember to use capital letters to start the names.

Activity 3

Directions: With a small group write a paragraph about where you were yesterday, using the sentence starters: Yesterday we…. Then…. After that….

Activity 4

Directions: Take turns in your small group to ask and answer the questions below. You should give all your answers in complete and correct sentences.

1. In which month is your birthday?
2. Which are rainy season (*Kiremt*) months in your area?
3. Which are dry season (*Bega*) months in your area?
4. Which are spring months (*Belg*) in your area?
5. Which are autumn months (*Tsedey*) in your area?

LESSON ONE (UNIT 7)

Activity 1

Directions: In your exercise book write the completed gap sentences using the information gathered in your small group.

1. _____ likes _____ and I like _____ too.
2. _____ doesn't like _____ and I don't like _____ either.

Activity 2

Directions: In your exercise book, write three sentences using the conjuctions **and** or **but**.

1. Join two positive sentences from the chalkboard.
2. Join two negative sentences from the chalkboard.
3. Join a positive and a negative sentence from the chalkboard.

Activity 3

Directions: Write the following topic sentence in your exercise book: **I like many kinds of food**. Then write four sentences about foods that you like.

LESSON TWO (UNIT 8)

Activity 1

Directions: Listen as your teacher reads you six short statements. Identify the building or place where a person is speaking and write its name in your exercise book.

Activity 2

Directions: Draw a map of an imaginary town. Include six buildings/places on your maps. Write three questions for a partner to answer. Then exchange exercise books with a partner and answer the questions he/she wrote using complete sentences.

LESSON THREE (UNIT 9)

Activity 1

Directions: Study the chart. Fill in the gaps by writing complete sentences in your exercise book. Write the name of the profession being described next to each sentence in your exercise book.

Present Simple	Present Continuous	Occupation
I cut the meat.		
	My sister is counting the Birr.	
My grandfather herds the camels.		
My uncle helps who are ill.		
	My brother is driving the bus.	

Activity 2

Directions: Write the following topic sentence: **I would like to be a _____ when I am older.** Write a paragraph about an occupation that you would like to have when you are older. Include four sentences about the occupation and why you would like it.

LESSON FOUR (UNIT 10)

Activity 1

Directions: Your teacher will assign you the name of an animal. In your exercise book write three sentences about the animal. Use the sentences you wrote to play the game, What am I, in a small group.

Activity 2

Directions: Read the questions. Answer each question in a complete sentence in your exercise book.

Example: 1. An elephant is bigger.

1. A zebra is big, but what is bigger than a zebra?
2. An elephant is tall, but what is taller than an elephant?
3. A hippopotamus is fat, but what is fatter than hippopotamus?
4. A fox is small, but what is smaller than a fox?
5. A monkey is thin, but what is thinner than a monkey?
6. A dog is short, but what is shorter than a dog?

Activity 1

Directions: List the name of each occupation on the shash board in your exercise book. Write all of the tools needed for each occupation.

Example: Hairdresser – comb, scissors

Activity 2

Directions: With a partner read the information below. Then read the questions. Answer the questions using the information by writing complete sentences in your exercise book. Use the example given.

Example: 1. It's Dawit's knife.

Dawit is a butcher.

Ramzi is a student.

Kidist is a carpenter.

Gebrehewot is a farmer.

Tutush is a seamstress.

Tesfaye is a barber.

1. Whose knife is this?
2. Whose sickle is this?
3. Whose scissors are these?
4. Whose comb is this?
5. Whose nail is this?
6. Whose book is this?

Activity 3

Directions: Copy the sentences into your exercise book. Fill in the gaps with words from the Word Bank to complete each sentence.

1. Getahun wants to build. Give _____ a hammer.
2. I want to teach. Give _____ chalk.
3. Dawit and Seleshi want to cook. Give _____ a pan.
4. Felegush needs to sleep. Show _____ the bedroom.
5. We want to clean the house. Give _____ a broom.

Word Bank – Pronouns				
me	her	us	him	them

Activity 1

Directions: In your exercise book write seven **was** and **were** sentences with the pronouns **I, he, she, it, we, you** and **they**.

Activity 2

Directions: Write the 12 months in your exercise book in the correct order and with the correct spelling. Exchange exercise books with your partner to check each other's work.

Activity 3

Directions: Copy the list of words given below. Use them as sentence starters. Write a sentence for each word as modelled at the chalkboard. Remember to use capital letters and the correct end mark. Switch exercise books with a partner and answer his/her questions as he/she answers the questions you wrote. Share your answers together.

Who
What
When
Where
How
Why

Activity 1

Directions: Ask your partner to spell ten spelling words from Units 7–12.

Activity 2

Directions: With a partner read your favourite story. Listen as your partner reads his/her favourite story. Then write a paragraph about why it is your favourite story as modelled on the chalkboard. Use the topic sentence: **My favourite story this semester was _____.** Share your paragraph with a partner.

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