

English for Ethiopia

Grade Four

Teacher's Guide

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English for Ethiopia

Teacher's Guide Grade 4

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INTRODUCTION

This *Teacher's Guide for English for Ethiopia, Grade 4* contains many new features which we hope you will find useful. You will need to familiarize yourself with the content and structure of the Guide before teaching from the Student Book. When starting to use the book, we recommend that you get together with the other English teachers in your school or in your cluster to discuss the contents and methodology and plan together how best to achieve the expected learning outcomes.

1. The English Syllabus

This edition of *English for Ethiopia, Grade 4* is based on the new English Language Syllabus produced by the Ministry of Education in April 2008. The rationale for the new version is explained in its introduction. We recommend that you read this rationale carefully to fully understand the purpose of English language teaching at this grade level. You should also refer to the syllabus when you are planning your lessons, as it gives a clear outline of the Objectives, Competencies, Content/Language Items, Suggested Learning Activities, and Resources and Assessment Criteria for each unit.

2. The Main Features of the Student Book

The first aspect you may notice about the Student Book is that, just like the *preceding* books, it has full colour illustrations. Research into the cognitive development of young children has shown that they learn best by using all of their senses, i.e. by touching, feeling, smelling, tasting and hearing real objects in the world around them. When learning about people, animals, places and objects from pictures, it is therefore recommended that the pictures represent the real world as closely as possible. (For example, it is easier to learn the word *carrot* if the picture used to teach the word not only shows its correct shape, but also its real colour.)

Secondly, you will see that, as in the *Grade 3* book, there is a variety of reading passages. The emphasis in Grade 4 English is on listening, speaking, reading and writing. Students will want to share their knowledge with their brothers and sisters and other family members, and they will take pride in showing what they are able to read and interpret from print. It is important for teachers to continue to teach new vocabularies to students using real objects, pictures and flash cards, as well as the spoken word. When learning new words and language patterns, it is important for students to become fully acquainted with their pronunciation by listening to them and saying the words before they see them in print or try to write them.

3. The Main Features of the *Teacher's Guide*

As in the *Grade 3 Teacher's Guide*, each unit starts with a list of the Unit Outcome(s) (taken directly from the Syllabus), unit competencies, and assessment and at the beginning of each lesson there is a description of additional resources that will be needed to teach the lesson. The activities to be implemented and the instructions to the teacher are printed in italics. The boxed text in bold print provides suggestions of actual words the teacher could say or the words that the students should say when responding. We hope that providing a suggested script will ensure that you are knowledgeable about the correct word or words to use in English. However, you are not required to adhere only to

this script. You can change the words and adapt the suggested teaching methods or develop new methods that you believe are better suited to your students' needs.

At first, you will need to study each lesson in the *Teacher's Guide* very carefully before planning and teaching the lesson. As you become more familiar with the structure of the book and more confident in teaching using the new communicative, active learning way the student book requires, you will find that lesson planning becomes easier and takes you less time.

4. The Communicative, Learner-centered Approach to Teaching and Learning

The approach to language teaching and learning used in the new textbook and *Teacher's Guide* is communicative, skills-based and learner-centred. In other words, the English language introduced to students and that they learn and practise is meaningful and relevant to them as individuals and for their social interaction with others. Also, the activities through which they learn have a real purpose and context.

Greet students each day in English before you begin your class. Whenever possible use gestures, pictures and real objects to show students what to do. Use mother tongue on a limited basis to promote comprehension of words and concepts to be learned when they cannot be conveyed in other ways. Introduce new words by speaking slowly and clearly and a new concept by modelling (demonstrating what to do). Allow students to use body language as well as words to communicate. Write important words and expressions on poster paper and put them on the walls of the room. Have students practise reading and writing these words, expressions and sentences daily.

The authors of *English for Ethiopia* aim to make the fourth year of English teaching and learning just as interesting and enjoyable for students as were the previous years by continuing to give students the opportunity to be creative, learn and have fun. The skills of listening, speaking, reading and writing in most instances are integrated. In other words, they are not taught in isolation but in meaningful ways. Vocabulary words, structures and grammar are integrated into the practice of these four skills. Activities are suggested through which the students can communicate with each other in a variety of ways: pairs, groups and whole class. Students' natural curiosity and appetite for discovery are stimulated by handling and talking about real objects and interpreting pictures. Enjoyment of language and learning is encouraged through games, songs and stories.

English for Ethiopia, Grade 4, aims to foster in students a positive attitude toward English language learning by helping them discover links between their mother tongue and English. Students are encouraged to relate English words to words in their mother tongue and to interpret and discuss stories in their mother tongue that are read to them in English. This is a departure from former classroom practice, in which mother tongue was effectively "banned" from the English classroom. A word of caution about the use of mother tongue, however: please do not indulge in lengthy discussions and off-the-point teaching in mother tongue during the English lesson. Try to keep the use of mother tongue to the minimum and use it only as a tool to help students understand the meanings of difficult words, ideas and concepts that are actually expressed in English. In other words, use mother tongue only when necessary.

Perhaps the most important attitudinal and pedagogical change in this new approach is that it requires teachers to reinforce the positive in their students by praising them for the things they do correctly rather than discouraging them by indicating every error. Accuracy/perfection will develop through practice by using a variety of good language models and catering to different learning styles: visual, auditory, physical, individual, interpersonal, musical, etc. Spontaneity and fluency will gradually develop through recycling language with a variety of activities, and the sounds and rhythms of English will be acquired by reciting rhymes and singing songs as well as practising some of the more difficult speech patterns.

5. Teaching Speaking and Listening

The continued development of students' oral communication skills is important. The language they learn is functional, relevant and realistic; and the vocabulary and structures are appropriate for their ages and stages of cognitive development.

Listening and speaking go together in a communicative interactive approach. Sometimes the teacher will model vocabulary or a social interaction by pointing, miming and using other body language while introducing new language patterns. Students will then move to imitating the actions and sounds to name the objects or form the model sentences themselves.

You will find songs, rhymes and chants in the student book. Children love rhythm and music. They can learn pronunciation and intonation in an enjoyable way by reciting rhymes and chants and by singing songs. Combining actions with rhymes and songs helps students to internalise the sounds and rhythms and learn various concepts.

Please practise these songs and rhymes thoroughly before your class. It doesn't matter if you are unfamiliar with the tunes; you can make up your own tunes. It is, however, most important that you are familiar with the rhythms and that you model real enjoyment as you perform them, to transmit them positively and in an enjoyable way to your students.

6. Teaching Reading

Just as listening comes before speaking, reading (a receptive skill) should come before writing (a related productive skill).

When you introduce stories and passages for the first time to your students, they should primarily be using their listening skills and interpreting the meaning of new words through pictures, actions and inference from the context. grade four students should be able to read passages silently or with a partner and visualize the stories internally. They also should be able to answer and ask literal and higher level thinking questions.

7. Teaching Writing

Students should be encouraged to write letters and words that are evenly spaced rather than cramped and tightly formed. Do not discourage students' efforts by pointing out only the things they are doing wrong. Encourage them by asking them to show you the words and sentences they think they have written best.

8. Vocabulary

At the end of the Grade 4 syllabus there is a list of recommended vocabulary for reference. This is, however, by no means a complete or definitive list. You also should refer to the vocabulary list at the end of each lesson and to the complete lists of vocabulary and language patterns in the Appendix when teaching new words to your students. You may also add other words that reflect their local environment, social circumstances, experiences and interests. Recycle vocabulary as much as possible and in a variety of ways. Research tells us that students need multiple, meaningful exposures to a word in order to learn it. We have suggested some vocabulary games that you can use. Such games can be used at the beginning and end of lessons or as energisers when the class is losing concentration. Encourage students to find connections between words and to build their own vocabulary lists and categories in their exercise books and on Word Walls.

9. Grammar

Please do not give your students lengthy explanations of grammar rules when introducing them to the structures of English. Students should be able to internalize the rules through using the language in communication. If they make grammar errors, such as omitting the letter *s* from the singular form of a verb or from a plural noun, do not tell them they are wrong, gently reinforce the rule by repeating the correct form and giving them a little more practice.

10. Lesson Planning

Your school director and inspectors will expect you to produce annual, semester, monthly, weekly and daily lesson plans to show how you intend to fit the lessons in the textbook into the school year. When you are planning for the purpose of teaching, however, you need to be much more detailed.

Before starting a new unit, consult the syllabus carefully to understand the learning objectives and competencies. Then read through the *Teacher's Guide* to see how the proposed lessons fit into the overall objectives provided in the syllabus.

On a weekly basis you should plan each lesson carefully, using the information provided in the *Teacher's Guide* for respective units and lessons to fill in the time allocated with meaningful activities for the students. You must know how you will introduce each lesson, how you will review the concepts from the previous lesson or lessons and look forward with confidence to what is to come next. Practise singing the songs and reading the stories out loud before you introduce them to the students so they are very familiar to you. Share ideas with colleagues.

If lessons require you to make teaching aids/learning materials, make sure you have them available before you go to class. Remember you can always ask your school's resource centre to help you produce the required materials and your students can help you to organise teaching aids such as real objects, picture cards and flash cards for you before or after use.

Observe students as they engage in the activities; make notes of competencies and language that may need to be reviewed or re-taught. Also make note of students who

may need to be paired with more competent peers, with the expectation that these students will help build the knowledge of students who need assistance.

Write notes on your lesson plan at the end of each week (or preferably at the end of each lesson) to remind yourself of things that went well and things you will have to work on for a more meaningful lesson next time.

11. Assessment

As you know, students must be assessed on a continuous basis. Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level. To be absolutely clear on the standards students are required to reach in grade four, consult the Ministry of Education document entitled "Minimum Learning Competencies in English Language Skills for Grade 4." Another document that might be useful is the *Handbook on Continuous Assessment*, also produced by the MoE, which provides model assessment questions and ideas for evaluation techniques.

Many of the activities in the student book and *Teacher's Guide* can be used for formative assessment as well as practice. You should not always try to assess every student at the same time, but gradually build a picture of the progress of individuals and of the class as a whole through regular assessments of their understanding and their skills development. Keep a record of each student's performance in spoken English and of their comprehension in class as indicated by responses to oral questions. Also it is essential to assess work completed by students in their exercise book on a regular basis in order to judge their writing abilities relative to English language development. Records of assessment should be kept.

At the beginning of each unit, suggestions are given for summative assessment activities based on the competencies taken from the grade four syllabus. Build this specific assessment into your lesson planning at the appropriate stage. Usually, the last lesson in each unit is a review lesson which gives you another opportunity to judge your students' progress. There are also two revision units, after units six and twelve, which are intended to draw together your students' knowledge and give you a useful overall view of their learning.

Remember that it is not only the teacher who can assess; students also can be encouraged to meet assessment targets by doing self and peer assessment activities. Try hanging a chart on the classroom wall with the students' names listed on it. Each time a student achieves an assessment target (Minimum Learning Competency) or judges that his/her partner has achieved a listed target, he or she can put a mark beside his/her own name or a partner's name on the chart.

The learner-centred approach, in addition to continuous assessment, requires teachers to follow-up their students as individuals and in groups to watch and listen as they are engaged in their communicative activities. It is important that you walk around the classroom to monitor what students are doing individually, in pairs or in groups and give encouragement and any required assistance. If you have a large class, make sure you observe and assist each student or group on a regular basis, but with special attention to those who need it most.

Above all, remember to praise achievement and give small rewards, such as stars drawn in students' exercise book or brief notes written to parents in praise of their children to encourage positive learning habits in your students. When students fail to achieve a required standard at first, give them other opportunities to show they have achieved the target competency.

SUGGESTED GAMES

Many games are included as suggested activities throughout the *Teacher's Guide*. The following are the titles of the games and the instructions for teaching students to play the games.

Solomon Says

To play "Solomon Says," ask students to stand. Give students a command. They should only act out the command if you say "Solomon says" before giving the command. If you do not begin the command with "Solomon says," the students should **not** follow that command. If students follow commands when "Solomon says" is not said, then they are out of the game. Continue the game until one person or a small group of people are still in the game.

Yes/No

If the answer to the question that you ask is **yes**, then all students should stand or stay standing. If the answer is **no**, then students should sit or stay seated.

Quick Word

Ask two students to come to the front. Pull a flash card used in the respective unit from a hat. The two students will compete against each other to say the name of the word first. The winner stays and competes against the next contestant. The loser sits down.

Rainy, Rainy, Sunny

You can play this game with any two words. Take students outside to play Rainy, Rainy, Sunny. Students will sit in a circle. One student, the caller, walks around the circle lightly tapping the students' heads. With each tap the caller will say a weather word (e.g. **rainy**). The student will continue to tap while saying the word. The caller will randomly choose when to say a different weather word (e.g. **sunny**). When the caller says the new word (e.g. **sunny**) the student whose head was tapped at that time jumps up and chases the caller. The caller runs to the empty spot where the chaser was seated and sits down quickly. Then the chaser becomes the caller. He/she walks around the circle tapping heads and saying a weather word. When the weather word changes, the student tapped will get up and chase the caller. If the caller is caught by the chaser, he/she goes into the middle of the circle and is out of the game. This game could be played simultaneously in groups of ten.

What Is It?

Students get into a small group. Each student in the group mimes a word for the other group members to guess.

Flash Card Game

Place the flash cards upside down on your desk or a table. Ask some students to choose a flash card. Each student should turn the card over and read it to the class.

Teacher Can I...?

Two small **yes/no** cards are needed. Students go to an open area like the school compound to play the Teacher Can I..? game. A student will ask for permission to go back into the classroom by using the word **can**. Keep the two small cards in your hand. Tell the student to take one card without looking at the cards. If the student picks the **yes** card, allow him/ her to enter. If he/she picks the **no** card, do not allow him/ her to enter. Do this until all students get a chance to pick a card.

End Mark

Play the End Mark game. Say a sentence. Ask students to jump up for full stop, wiggle for question mark.

Chain Sentence

Play the Chain Sentence game in groups. The first student tells what he has by saying, “**I have a _____.**” The second student repeats what the first student says and adds one more object, “**I have a _____ and a _____.**” Then the third student repeats what the previous student said and adds one more object, “**I have a _____, a _____ and a _____.**” If a student fails to remember what the previous students said in order, he/she is out of the game.

Memory

Tell students that you are going to show them many different objects that belong to you. You will place each object on a table. Students have to memorize the objects they see on the table. Cover the objects or hide them from students. In groups students will write a list of the objects. For each object they name correctly, they will score one point. The winner of the game is the group that recalls all the objects or the maximum number of objects. If a group mentions an object that is not on the table, they will be out of the game.

Yes/No Guessing

Think of an object. Students ask **yes/no** questions to guess the object.

Gee

Divide the class into two teams. Ask students a question. The first student to know the answer will stand up and say, Gee! The student who said “Gee” is then given the chance to answer the question. If the student is correct, he/she is awarded two marks or points for his/her team. If the student doesn’t answer correctly, a point is deducted from the team total and another student is given the opportunity to answer. Write the names of the teams and their marks on the chalkboard. The team that has the most marks at the end of the game is the winner. This game also can be played in small groups.

Directions

These games involve giving students directions to follow. *Examples* of such games are as follows:

- Hold up the symbol cards for **Go straight. Turn left. Turn right.** while saying the phrases. Hold up the cards several times in random order and ask students to say the correct phrase each time. Ask students to stand. Say commands and ask students to follow the commands by moving their arms. If you say, **Turn right!** they should turn their whole body right. If you say, **Turn left!** they should turn

their whole body left. If you say, **Go straight ahead!** they should put both hands forward at shoulder height. Watch as they are performing the actions and tell students who are incorrect to sit down (as in the game Simon Says).

- You will need a map for the students to see or visualize for this game. Tell students from which building to start. They should follow your directions (such as Turn Left. Turn right. Go straight ahead.) to another building on the map and write down the name of the building.
- Send a student outside the classroom. The students inside the classroom hide an object in the room. Call the student back into the classroom where other students direct him/her up and down the rows of desks, saying **Turn left. Turn right. and Go straight ahead.** until he/she finds the hidden object.
- One student stands in the circle with her/his eyes blindfolded (a scarf tied around the eyes) and arms stretched out in front. A second student enters the circle and stands still, some distance away from the first student. The other students around the circle call out directions in turn to the blindfolded student to walk and find the other student: **Take one step/two steps right. Take three steps left. Walk straight ahead, etc.** until the blindfolded student touches the other one with his/her outstretched hands.

Clue

Tell students you are thinking of something. You will give a clue (beginning letter, describing word, location). Students will guess the item you are thinking of. If students do not guess the item after the first clue is given, continue giving clues until the correct item is guessed.

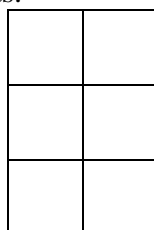
Example: I'm thinking of a job that begins with the letter T. (Students reply teacher.) I'm thinking of a workplace that begins with the letter O. (Students reply office.)

True/False

If the statement is true, together students will stretch both arms out to the opposite sides of their bodies to form the letter **T**. If the statement is false, together they will stretch both arms out to the same side of their bodies to form the letter **F**.

Bingo

Tell students in their mother tongue to divide a page in their exercise book into six parts. Model how to draw the six parts.



Model how to write a different number in each box. They should not write a specific number more than once. Students **do not** need to put the numbers in a certain order or pattern. *Example:*

6	10
11	20
17	3

1. Tell students that you will say a number and/or hold up a flash card with the same number.
2. If students have the number in one of the boxes, they draw a line through it. Show students how to draw the line through the number.
3. When they have put a line through every number in their boxes, they shout, "Bingo!"
4. The student who crosses out all of his /her numbers and shouts, "Bingo!" first is the winner.
5. Ask the winner to call out the numbers he/she crossed off in his/her exercise book to verify that the answers are correct.

Play the game several times with the previous winner calling the numbers for the game.

Blockbuster

Write the first letters of 16 words the class has learned recently in a 4x4 square on the chalkboard. It doesn't matter if you use the same letter more than once, but each letter should represent a different word.

Example (from Unit 11):

h	s	b	r
l	s	k	b
m	p	g	h
w	c	n	a

Representing:

hoe	scissors	brick	rake
leather	spoon	knife	broom
metal	plough	glass	hammer
whip	cotton	nail	axe

- Divide the class into two teams. Give each team a shape, say square or triangle.
- Explain that the letters are the first letters of words they have recently learned. Tell them you will give them a definition, explanation, or example to help them remember the word. Example: If the letter is *s* the question could be: Is this a tool used by a carpenter to make chair. The answer would then be saw.
- The first team to shout out the right answer wins that letter. Draw either square or triangle around the letter on the chalkboard according to the team that has the correct answer.
- If the square team shouts out the answer first, it gets to choose the next letter on the square to hear the clue.
- Anyone can answer any question.
- The winner is the first team to solve clues in a line of four letters.
- The team to have guessed the most correct answers is another winner.

SUGGESTED METHODS FOR TEACHING SPELLING

Students are required to learn the spelling of five English words per unit in grade four.

Before doing any practice activities or testing the spellings, make sure you have introduced the words and students have used them in context.

Prepare flash cards of the words for use in class and also write them on the chalkboard, demonstrating how to form all the letters of each word correctly.

The following are specific methods/activities for introducing and practicing the spelling words. (All of the examples are taken from the spelling words for Unit 3: **hot, cold, sunny, rainy and windy.**)

LEARNING THE SHAPES OF THE WORDS

Word Cheer

Explain that letters are different shapes. Model at the chalkboard that some letters are high, some middle and some low. Model the actions that students will make for the high letters (reach up high), the middle letters (reach out in front of you) and the low letters (reach down low). Tell students that you will look at the shape of each letter in their spelling words and create a word cheer.

Example: Place the flash card with the word **cloudy** on the shash board/table. Review each letter of the word with students. Look at the word **cloudy**. Ask if the letter **c** is a high, middle or low letter. (If it is high it reaches above the line when written in your exercise book. If it is in the middle it stays on the line. If it is low it reaches below the line.) Tell students it is a middle letter. Explain that when we say **c** we will reach out in front. Ask students to show you how they reach out in front. Tell students to look at the letter **l**. Ask students if it is a high, middle or low letter. Explain that it is a high letter. Tell students that when we say **l** we reach up high. Ask students to show you how they reach up high. Next tell students to look at the letter **o**. Again, ask if it is a high, middle or low letter. Tell them that it is a middle letter. Ask where they think we will reach for the letter **o** when we do our word cheer. Tell them that we will reach out in front. Ask students to show you how they reach out in front. Tell students to look at the letter **u**. Ask students to show you where they will reach. Tell them that they will reach out in front again. Then for the letter **d** prompt students to show you how they reach up high. When you get to the last letter, **y**, show students how they reach down low. Now try to do the word cheer for the word cloudy together slowly. Everyone will say the letter **c** together out loud then reach out in front. Then they will say **l** and reach up high. Next they say **o** and reach out in front. For **u** they reach out in front again. Then they say **d** and reach up high. Last they say **y** and they reach down low.

PRACTISING WRITING THE LETTERS

Tracing the Letters

Tell students to write the spelling word or words in big letters in their exercise book. Model this at the chalkboard. Then ask them to take their index finger and trace each letter of the word or words. As they trace the letters, they should quietly say the name of the letter to themselves.

Back Writing

Ask students to work with a partner. The two will line up one behind the other. Using his/her finger, the student that is behind will write slowly a spelling word on his/her partner's back. The student whose back is being written on will guess the spelling word that was written on his/her back.

Dirt Writing

(This method may not be practicable in all schools.)

Tell students to copy their spelling word or words from the shash board/table or chalkboard into their exercise book. (This may have been done previously in the unit.) Take students outside. Tell students to work with a partner. Take students outside. Ask one student in the pair to take his/her exercise book outside. Give students a tool (stick, rock, etc...) that they can use to write in the dirt. One student will name a spelling word for the other student to write in the dirt.

SPELLING PRACTICE

Scrambled Spellings

Write spelling words with scrambled letters on the chalkboard. Students will unscramble the words and write them in their exercise book.

Example:

tho, clod, ynsnu, inray, dolucy (hot, cold, sunny, rainy, cloudy)

Word Gaps

Write words on the chalkboard with vowels or consonants missing. Write them with the second, fourth, sixth or eighth letter missing, or with the first, third, fifth and seventh letter missing.

Example: Vowels missing: h_t, s_nny, r_n_, cl_d_, c_ld

Consonants missing: _o_, _u_, _ai_y, _ou_y, _o_

Second, fourth, etc., letter missing: h_t, s_n_y, r_i_y, c_o_d_, c_l_

First, third, etc., letter missing: _o_, _u_n_, _a_n_, _l_u_y, _o_d

TESTING SPELLING

Practice Test

Tell students to open their exercise books. Ask students with a partner to give each other a spelling practice test. Model this.

Example: Say, Write the word: **hot** pause **hot**.

When all students have finished their practice test, place the corresponding spelling word flash cards on the shash board/table, or write them on the chalkboard. Check their partner's work; then review misspelled words. Students write in their exercise book five times each any word that was misspelled on the practice test.

Spelling Test

Give each student a piece of paper or have them use their exercise book. Tell them to write their first and last name at the top of the paper. Then they should write the words **Spelling Test** under their name. Ask students to list the numbers one to five down left side of their paper. Model this at the chalkboard.

Tell students that you will say the spelling word, possibly use it in a sentence and then say the spelling word again. As you do this, they should write the word correctly next to the appropriate number.

Example:

Number One. Hot In May it is hot. Hot

Number Two. Cold. In August it is cold. Cold

Number Three. Sunny. Yesterday it was sunny. Sunny

Number Four. Rainy. Today it is rainy. Rainy.

Number Five. Windy. I don't like windy days. Windy.

Let Us Have Your Views

The process of teaching and learning is constantly evolving and new methods and activities are forever being developed. If you have comments on the student book or *Teacher's Guide for English for Ethiopia, Grade 4*, please get in touch with us, either directly or through your Woreda or Regional Education Bureau. We will incorporate your good ideas in our next edition.

UNIT 1: MY SCHOOL

Unit Outcome: Students will be able to describe their school.

By the end of Unit 1, students will be able to achieve the following competencies:

- use social expressions correctly (exchange greetings and introduce oneself).
- listen to descriptions of places and match them with pictures.
- ask and answer questions about everyday scenes.
- read words, phrases and sentences.
- read short paragraphs to find information to answer questions.
- write using correct spelling.
- complete sentences by adding words and phrases.

Unit Assessment:

Speaking and Listening:

Students talk about their school and the location of the buildings.

Reading and Writing:

Students read and write lists of classroom objects then share these lists with the whole class.

LESSON ONE

Supplementary Materials: a selection of familiar classroom objects

Introduce students to the student book by showing them the cover, reading the title and reading other information about the book from the Introduction. Then explain that the United States of America donated this book to grade four Ethiopian students and teachers.

Read the title of the unit to students. Ask students what they think they will learn about in this unit. Accept all reasonable answers.

*Ask students to read with a partner the words of the “Greeting Song” in Unit 1, Lesson One, **Activity 1**. Then read it out loud with students. Sing it together. Model for students how to act out the song (shake hands, smile). Ask students to act out the song with a partner.*

Greeting Song

Hello, hello.
How are you? (*shake hands*)
I’m fine, thank you.
I’m fine, thank you.
How are you? (*smile*)

Hello, hello.
How are you? (*shake hands*)
I’m fine, thank you.
I’m fine, thank you.
How are you? (*smile*)

Ask some students to come to the front and greet each other. Listen to determine whether students use any of the following expressions:

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

Tell students to look in their student books at Lesson One, **Activity 2**. Ask students to study the picture. Call on individual students to describe what they see. (There are two students greeting each other at the gate of the school compound. They are shaking hands.) Direct students to the text in the student book and ask them to read the text with you together out loud. Then act out each role.

Ask two students to pick up their student books and come to the front of the classroom. They will greet each other using the text in the student book as a guide. They will act as if they are meeting for the first time. Remind students that when they greet each other, they should shake hands and smile. Ask the two students to demonstrate this.

Tell students to greet a partner using the text in the student book as a guide. Walk around the classroom, listen for correct pronunciation and look for handshakes.

Ask students to work in a small group to write a list of classroom objects (Lesson One, **Activity 3**). To help them, place a number of familiar classroom objects on your table for them to see. Tell them to do their best with spelling. Once students have completed their list, ask them to number the words in the list. Find out which group has the longest list. That group will read each word on their list out loud. As words are read, write each word on the chalkboard. Once all of their words are on the chalkboard, ask students in other groups to read any classroom object words on their list that are different from the words already on the chalkboard. Record these words on the chalkboard. Review all of the words on the chalkboard by reading them together out loud.

Point to classroom objects. Ask students the names of the classroom objects.

What is this/that? What are these/those?

Students will respond together out loud: **This/That is a _____.** **These/Those are _____.**

Review the following classroom commands with students: **Sit down. Stand up. Repeat after me. Show me _____.** **Work with a partner. Get in a group of _____ students.** **Shh! Please be quiet! Open your student book to... Open your exercise book.** **Listen carefully**

Teach the following commands with gestures:

Shh! Please be quiet. (Put a finger in front of your lips.)

Listen carefully. (Cup your ear by placing your curved hand behind your ear.)

As explained in the Introduction to the Teacher's Guide, tell students that they will play the game, **Solomon Says**, using the new gestures. Review the directions for the game with students. Ask students to stand. Give a command. They should only act out the command if you say, "Solomon says," before giving the command. If you do not begin the command with "Solomon says," students should **not** follow that command. Give students the following example:

If you say, “Solomon says, Shh! Please be quiet,” students will put their finger in front of their lips. If you just say, “Please be quiet” without the words “Solomon says,” they should not put their finger in front of their lips. If students follow commands that do not start with “Solomon says,” then they are out of the game and should sit down.

Continue the game until there is only one person or a small group of people still in the game. Continue playing the game using all classroom commands and gestures until you feel that students understand them.

Lesson Summary: Students reviewed and learned greetings, classroom objects and classroom commands. They used language patterns that included the words what, that, this, these and those.

Vocabulary: grade, repeat, show

Language Pattern: What is this/that? What are these/those? This/That is a _____. These/Those are _____.

LESSON TWO

Supplementary Materials: real classroom objects, classroom object word flash cards (table, door, window, bench, desk, chair, duster, paper, books, ruler, pen, chalk, chalkboard, book bag, shash board/table, poster)

Review greetings. Ask several pairs of students to come to the front of the classroom and role-play as they greet each other.

Review classroom objects. Use flash cards or real objects. Students can look at the lists they made in their exercise book from Lesson One or simply recall classroom objects previously mentioned.

*Ask students to help sort the classroom object word flash cards into the categories small and large. Hold up a flash card. Read it together out loud. Ask: **Is it small or large?***

Then place the small object flash cards on one side of the shash board/table and the large object flash cards on the other side of the shash board/table.

Point to the small classroom object flash cards. Ask students the questions:

What is this/that? What are these/those?

Students will respond as they did in Lesson One:

This/That is _____. These/Those are _____.

Ask some students to match the flash cards to the real objects in the classroom. Continue the activity using the large classroom object flash cards.

*Review school uniform: shirt, sweater, skirt, trousers. Teach the word **leggings** (trousers worn under a skirt). Tell students that they will read the story “Fatuma’s First Day of School.” Ask them about the feelings they had on the first day of school. Teach the word **excited**. Tell them we feel excited when we are looking forward to something. Ask students what they think the story, “Fatuma’s First Day of School,” is about. (Accept all*

reasonable answers.) Ask students to turn to Lesson Two, **Activity 1**. Tell them to read silently as you read the story, “Fatuma’s First Day of School,” out loud. If you think this story is too long for students in your class, it could be divided into two parts between paragraphs three and four,

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.

Clarify/Teach any difficult or unknown words using methods mentioned in the introduction.

As you reread the story out loud, ask students to listen for the names of classroom objects.

*Ask them to do Lesson Two, **Activity 2** with a partner. They are to read the story silently to find the names of classroom objects in the story and write them in a column in their exercise book. Review the list with students.*

*Tell students with their partner to do Lesson Two, **Activity 3**. They will study the picture and match the objects in the picture to the list of objects from Activity 2 in their exercise book. When they find a picture that matches a classroom object word from the story, they will put a tick next to the word in their exercise book. Then they will make a list of objects shown in the picture that are not mentioned in the story. Review the list with students.*

*Tell students to look at the picture again. Ask: **How many _____ are there?***

Ask some students to come to the front and write the number of each of the classroom object found in the picture next to each name listed on the chalkboard.

Answers:

Pictured: 1 door, 2 windows, 1 teacher’s table, 1 chair, 1 ruler, 2 pens, 4 pieces of chalk, 1 chalkboard, 4 book bags, 3 posters, 1 shash board

In the picture: 4 book bags, 1 shash board, 3 posters, 1 duster

Lesson Summary: Students reviewed classroom objects. They listened to and read a passage and identified the names of classroom objects in the passage. They also compared the names of classroom objects in the passage to classroom objects in a picture. Students also counted classroom objects.

Vocabulary: early, near, excited, washes, classmates, friendly, seated, closer, smiling, hurries/hurrying, quickly, leggings, chooses

Language Pattern: How many _____ are there?

LESSON THREE

Supplementary Materials: classroom object word flash cards used in Lesson Two, real classroom objects

*Ask students to read silently “Fatuma’s First Day of School” in Lesson Two, **Activity 1**. Then tell them to discuss answers to the questions in Lesson Three, **Activity 1** with their partner. Explain the meaning of the words **lazy** and **sad** in questions 2 and 3, if necessary.*

Read each question and call on pairs of students to share their answers with the class. Accept all reasonable answers.

Answers:

1. **Why do you think Fatuma wakes up early?** *(She is excited about school. She has to do many things before going to school.)*
2. **Do you think Fatuma is lazy?** *(No, she cleans the house before she gets ready for school. She moves quickly to school.)*
3. **Is Fatuma sad because it is the first day of school? Why or why not?** *(She is excited that she is starting grade four and she hurries to school.)*
4. **Does Fatuma like her classroom? Why or why not?** *(Yes, she likes her classroom because it is filled with objects.)*
5. **Why does Fatuma think it is going to be a great year?** *(Her teacher seems friendly, her classroom is clean and filled with classroom objects, and she has many friends in her class.)*

*Review the classroom object word flash cards. Hold up a card. Say: **What word is this?***

*Students will respond: **That is _____.***

*Say: **Where is/are the _____.** Please point to the _____.*

*Discuss falling/rising intonation with students. Remind students that when asking questions that start with **wh-**, such as **where** and **what**, their intonation should fall. Call on some students to point to the objects named. After reviewing each object word, place the flash card on the shash board/table.*

*Review the meanings of the words **between**, **next to** and **opposite**. Explain that **on**, **under**, **near**, **in front of**, **behind**, **opposite**, **next to** and **between** are words that show position. Model the meanings of the words by placing classroom objects on, under, near, in front of, behind, opposite, next to and between other objects.*

Tell students to study the picture in Lesson Three, **Activity 2**. Ask them to point to objects in the picture as you say the name of each object. Call on individual students to answer questions about where objects are in the picture such as:

What is near the door?

What is under the table?

Where is the boy?

Where is the teacher?

Tell students that they will play the “**Yes/No**” game. (See Introduction for the directions for all games.) If the answer to the question that you ask is yes, then all students should stand or stay standing. If the answer is no, then students should sit or stay seated.

Remind students that when asking yes/no questions, intonation should rise. Model this.

Example: Is the pencil near the ruler?

Ask students to repeat the question together out loud. Listen for rising intonation. Then ask individual students to repeat the question. Again, listen for rising intonation.

Ask students Yes/No questions related to the position of the classroom objects. Use the language pattern: **Is/Are the _____ (object word) _____ (preposition) the _____ (object word)?**

Read the sentences under the picture in the student book with students together out loud. Explain that they are to fill in the gaps in the sentences about objects in the picture. Tell them to write complete sentences in their exercise book. Ask some students to read the completed sentences out loud.

Answers:

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

If there is time, play Solomon Says with classroom objects and prepositions.

Examples:

Solomon says place your pencil near your nose.

Place your pencil next to a book. (Students should not do the action.)

Place your pencil in front of you. (Students should not do the action.)

Solomon says place your pencil behind you.

Continue until you feel all students have a good understanding of the prepositions.

Lesson Summary: Students answered questions related to a reading passage. They reviewed and used classroom object words and prepositions. Students filled in gaps to complete sentences.

Vocabulary: lazy, on, near, under, behind, between, opposite, next to

Language Pattern: What word is this? That is _____. Where is/are the _____. Is/Are the _____ (*object word*) _____ (*preposition*) the _____ (*object word*)? Please point to the _____.

LESSON FOUR

Supplementary Materials: Choose your own supplementary materials.

*Explain that throughout Ethiopia students go to different schools. Tell students that in Lesson Four, **Activity 1**, they will read a story about two grade four students who are friends but attend different schools. Ask students to think about the similarities and differences the two students' schools might have. Explain the meanings of **similarity** and **difference**, if necessary. Tell students to turn to a partner and share one similarity and one difference students' schools could have. Model this. Example: Both schools can have libraries. One can have more classrooms than the other.*

Ask students to follow in their student books silently as you read the story, "Jalalle and Birritu." Clarify/teach unknown words.

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.

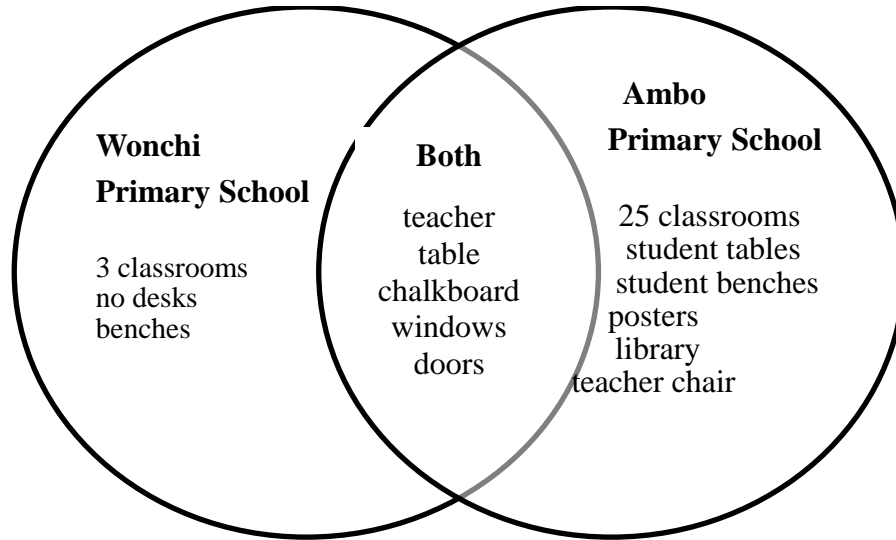
Jalalle replies, "Ambo Primary School is very big. There are twenty-five classrooms. Each classroom has a door and two glass windows that are painted. The rooms are very crowded with students, benches and tables. My teacher's name is Ato Mulata. He has a table and a chair. There is one chalkboard. There 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.

*Reread the story to students. This time, ask them to look in the passage for the words that describe each girl's school (Lesson Four, **Activity 2**).*

*Draw a Venn diagram on the chalkboard. Write the title, **Wonchi Primary School**, in one circle on the chalkboard and **Ambo Primary School** in the other circle on the chalkboard. Where the two circles overlap, write the word **Both**. Call on individual students to share the describing details of each school with the class.*

As you review each school's characteristics at the chalkboard, explain to students that there are similarities and differences between the two schools. Tell students that you will list the differences under each school's name and the similarities under the title **Both**. As students tell you a detail, ask them if it is a similarity or a difference. Then list it under the correct heading. For example:



Discuss the Venn Diagram with students.

Lesson Summary: Students listened to and read a passage. They identified similarities and differences related to two schools described in the passage.

Vocabulary: cousins, hang, crowded, painted, visit

LESSON FIVE

Supplementary Materials: Choose your own supplementary materials.

Reread the story, "Jalalle and Birritu," as students follow the words in their student books.

Tell students to study the two pictures of the classrooms in the student book, Lesson Five,

Activity 1. Ask them to get into small groups and discuss which picture depicts Wonchi Primary School and which picture depicts Ambo Primary School. During their discussions, each person should have an opportunity to point to a picture of a school, state the name of the school and explain why they think it is that school. Example: This is Ambo Primary School. (Point to it in the student book.) There are two glass windows that are painted over.

When small groups are finished, call on individual students to share their responses with the class. Allow students to look back at the information in the story for help. Look backs are important for comprehension.

Tell students to study the first picture of a classroom in their student books. Explain to them that you will make a statement about the first picture. They will have to decide if the statement is true or false. Tell students to stand. If the statement is true, together they will stretch both arms out to the opposite sides of their bodies to form the letter **T**. If the

statement is false, together they will stretch both arms out to the same side of their bodies to form the letter **F**. Model this; then say:

1. **There are many tables in the classroom.** (Students will form the letter **F** with their bodies.)
2. **There is a door in the classroom.** (Students will form the letter **T** with their bodies.)
3. **The classroom doesn't have any windows.** (Students will form the letter **F** with their bodies.)
4. **The classroom is crowded.** (Students will form the letter **T** with their bodies.)
5. **The classroom doesn't have posters on the walls.** (Students will form the letter **F** with their bodies.)

Reread sentences 3 and 5 and ask individual students to say why they are false.

Answers:

3. The classroom has two windows. Tell the student to stress the word two.
5. The classroom has three posters. Tell the student to stress the word many.

Ask students to look at the statements in Lesson Five, **Activity 2**. Explain to students that the statements describe the second school. They will need to decide if the statement is a true statement or a false statement. Read each statement together out loud. Ask students to write numbers 1-5 in their exercise book. Tell them to write a **T** after the matching number if the statement is true and **F** if the statement is false. Then they will correct the false sentence by writing a true statement next to each letter **F**. Model this on the chalkboard.

Answers:

1. **F** (There are no posters.)
2. **T**
3. **F** (The students have benches.)
4. **T**
5. **F** (The students have books.)

When they are finished, ask students to share their answers with a partner. Tell students to stress the correct words when reading the corrected statements. Then ask individual students to share correct answers with the class.

Lesson Summary: Students identified pictures described in a passage and answered questions related to the pictures and passage. Students also created and answered true /false statements and reviewed placement prepositions.

LESSON SIX

Supplementary Materials: school compound word flash cards: classroom, library, toilets, director's office, gate, sports field, fence, staffroom, flagpole

Tell students that today they will learn English words that name school buildings. Explain to students the meaning of the word **building**. Tell students a **church/mosque** is a building and a **house** is a building. Ask individual students to name other buildings. Record their answers on the chalkboard under the title, **Buildings**.

Tell students that schools in Ethiopia are made up of many buildings within the school compound. Place the school compound word flash cards on the chalkboard/table.

Review each word with students. Say the word and ask students to repeat each word together out loud. Ask students to write the school compound words in their exercise book, using the best handwriting they can. Students should check their spelling with the cards on the shash board/table.

Review contractions. Ask individual students to name a contraction and the words that are shortened to make the contraction. List their examples on the chalkboard under the headings **Contractions** and **Words That Make the Contraction**. Remind students that the apostrophe takes the place of a letter. For example, in the contraction **aren't** the apostrophe takes the place of the letter **o** in the word **not**; in the contraction **it's** the apostrophe takes the place of the letter **i** in the word **is**. Ask students the letters that are replaced by apostrophes in the contractions you have listed on the chalkboard. Students should respond using the language pattern: **The apostrophe replaces the letter _____.**

Tell students that you will play the game *What Is It?* using the school compound word flash cards. Remind students that when asking questions that begin with **wh-** we use falling intonation. Model falling intonation when reading the statement, *What is it?*

Tell students to do Lesson Six, **Activity 1**. Read the statements and questions to the students. Tell students to find the matching word for each riddle in the Word Bank. Students will answer each question in writing in their exercise book. They will use the language pattern: **It's a _____.** Ask students to identify each contraction, tell what two words make the contraction and what letter is replaced.

Select some students to read their answers out loud.

Answers:

- | | |
|---------------------------|------------------------------|
| 1. It's a classroom. | 5. It's a director's office. |
| 2. It's a library. | 6. It's a gate. |
| 3. It's a teacher's room. | 7. It's a fence. |
| 4. It's a sports field. | 8. It's a flagpole. |

Tell students to play the game, *What Is It?* with a partner. Ask students to read the instructions to Lesson Six, **Activity 2**. Each student will give his or her partner three clues to find the word. Each student should stress the falling intonation when asking the question **What is it?** Example: *I learn here. There are benches here. There is a chalkboard here. What is it? It's a classroom.*

Explain to students that they will need to learn the spelling of the following five words: **gate, compound, library, office and classroom**. Tell students that they will practise their spelling each day. Explain that they will take a spelling test at the end of the unit. Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **gate**.

Lesson Summary: Students reviewed contractions. They also learned the school compound vocabulary. They listened to a description and guessed its name. Students practised their spelling words.

Vocabulary: classroom, library, director's office, staffroom, fence, gate, sports field, flagpole

Language Pattern: What is it? It's the/a _____. The apostrophe replaces the letter _____.

LESSON SEVEN

Supplementary Materials: school compound words on flash cards

Review school compound words.

*Review placement prepositions: **on, under, near, in front of, behind, next to, opposite, between.***

*With help from the students, draw a sketch map of your school compound on the chalkboard, showing the main buildings and features. Label each building/room with the correct English word: **library, classroom, director's office, staffroom.** Draw and label **sports field, fence, flagpole and school gate.** As you draw them, say and write their names.*

*Practise the following with the class. Ask some students to make sentences about the school map. Write the headings **Sentence Starters** and **Question Starters** on the chalkboard. Under each heading, write some starters. For example, under the heading **Sentence Starters** write: **Our school has _____.** **That building is _____.** **The library is _____.** **There is _____.** Then ask students to share a sentence about the map with a partner using the sentence starters.*

*Tell some students to ask questions about the map. List the following question starters on the chalkboard: **Where is the _____?** **Does the school have a _____?** **How many _____?** **Is the _____?** Ask students to turn to a partner and share a question about the map. The partner will respond with an answer in sentence form. Remind students to use falling and rising intonation as appropriate.*

*Tell students to study the plan of Akilo Primary School, Lesson Seven, **Activity 1.** Ask students to write three sentences about it in their exercise book. When they are finished, students will share their sentences with a small group. If needed, sentence starters can be used.*

*For Lesson Seven, **Activity 2,** tell students to write three questions about the plan. They should then ask their questions to the group and accept answers to the questions. If needed, question starters can be used. Remind students to use falling and rising intonation when asking **wh-** and **yes/no** questions respectively.*

*Ask students questions about the map using the language pattern: **Where is the _____?** Students should respond using prepositions: **It is _____ (preposition) the _____ (object).***

Ask students to turn to a partner and ask and answer similar questions. Ask several students to share their questions with the class.

*Teach the spelling of the word **compound.** Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students used falling intonation when asking **wh-** questions. They looked at a plan and wrote sentences and questions about the map. They helped draw and label a plan for a school on the chalkboard. Students practised their spelling words.

Language Pattern: Our school has _____. That building is _____. There is _____. The _____ is _____. It is _____ the _____. Where is the _____? Does the _____ have a _____? How many _____? Is the _____?

LESSON EIGHT

Supplementary Materials: school compound word flash cards, classroom object word flash cards

Review school compound word flash cards on the shash board/table.

For this listening activity explain that you are going to read the description of an imaginary school compound. Ask students to listen carefully as you read the story out loud.

An Imaginary School Compound

The school compound at my primary school is a square shape. There is a fence around it. The director's office is between eight classrooms, in the center of the buildings. There is a flagpole in front of the director's office. The gate in the fence is opposite the flagpole. There is a library behind the director's office. A sports field is next to the library. The staffroom is behind the library and next to the lunchroom.

*Tell students to read the directions to Lesson Eight, **Activity 1**. In their exercise book they will draw and label a plan of the school described in the story after you read the description the second time. Ask students to share their plans with a partner.*

Ask a student to come to the chalkboard, draw and describe his/her version of the imaginary school compound on the chalkboard. Ask questions related to the drawing on the chalkboard. Example:

Is the library next to the director's office?

How many classrooms are there all together?

Where do you think the students play during break time?

Where is the director's office located?

*Tell students to turn to Lesson Eight, **Activity 2** and read the description of Hawassa Primary School. They will draw a plan of the school. Tell them to show their plan to a partner. Together they will ask and answer questions about the school. This is Lesson Eight, **Activity 3**.*

Hawassa Primary School

The compound is rectangular. 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.

Teach the spelling of the word **library**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students listened to and read descriptions of schools. They drew, labeled, described and asked and answered questions about the schools. Students also practised their spelling words.

Vocabulary: break time

LESSON NINE

Supplementary Materials: school compound word flash cards, classroom object word flash cards, flash cards for parts of a letter: greeting, body, closing

Review classroom object flash cards.

Read the school compound word flash cards with students together out loud and place them on the shash board/table.

Write the following qualifying words on the chalkboard and explain them to the students: **few, many, some, all, a little, not much and a lot of**. Discuss their meanings. Ask students questions. They will use the correct qualifier to answer the questions. Use each one in a sentence related to objects in the classroom and in your school.

For example, say:

Are there many or few books in the library?

Ask a student to respond: **There are ____ books in the library.**

Does the school pond have a little or a lot of water?

Ask a student to respond: **It has ____ of water.**

Do all or some classrooms have chalkboards?

Ask a student to respond: **____ classrooms have chalkboards.**

Is there not much or a lot of space to play football at break time?

Ask a student to respond: **There is ____ space to play football at break time.**

Are there many or few flagpoles in the school compound?

Ask a student to respond: **There is/are ____ flagpole(s) in the school compound.**

Tell students with a partner to ask and answer similar questions using the qualifiers on the chalkboard.

Review parts of a letter with students: **date, greeting, body, closing**.

Read the words from the Word Bank Lesson Nine, **Activity 1** together out loud. Read the gapped letter to students. Tell students in their exercise book to write the numbers, 1-6 and then write the words from the Word Bank that fill the gaps.

For Lesson Nine, **Activity 2**, tell students in pairs to compare their list to their partner's. Then ask a student to read out loud the list of gap words.

15th March

Dear Obse,

Hello! How are you? Do you like school? 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 during 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

Answers: 1. fence, 2. gate, 3. sports field, 4. staffroom, 5. classrooms, 6. library,

*Write the words **first, next, last** on the chalkboard. Remind students how and when to use these words when sequencing. Ask students to study the pictures in their student book. Explain that in the letter Hanna said her favourite day is Monday. Tell them that for Lesson Nine, **Activity 3** they are going to order the events that Hanna enjoys on Mondays.*

Answers: 3, 2, 1.

When students are finished writing the numbers in order, they should write a sentence to describe each picture next to the matching number. Model this:

First, Hanna visits the library.

Next, Hanna has/studies/does mathematics.

Last, Hanna listens to the radio programme.

Ask students to share their answers with a partner. Then ask individual students to share their answers with the class.

*Teach the spelling of the word **office**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students reviewed qualifiers and when to use them. They also reviewed parts of a letter and filled in the gaps to complete a letter using school compound words. Students sequenced pictures according to the order they occurred in the letter. They practised spelling words.

Vocabulary: few, many, some, all, a little, first, next, last

LESSON TEN

Supplementary Materials: Choose your own supplementary materials.

*Ask a student to read out loud the directions for the Lesson Ten **Activity**. Tell students that they will write a letter about their school. Explain that the letter will be written to*

their partner; and in the body of the letter, they will describe their school and the day of the week they like best.

*Tell students to copy the letter in the Lesson Ten **Activity** into their exercise book and fill in gaps to complete the 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)

Ask students what kind of word they will put in the first gap (the name of their friend) and in the last gap (their own name). Ask students how they might complete the sentences for gaps 2-5. Ask students to write their letter. As students finish writing, tell them to hand their letter to a partner to read. Ask several students to read their letters out loud to the class.

*Teach the spelling of the word **classroom**. Choose an activity from the Introduction to the Teacher's Guide to introduce and review spelling words.*

Lesson Summary: Students filled in gaps to complete a letter. They read a partner's letter. Students also practised their spelling words.

LESSON ELEVEN

Supplementary Materials: school compound word flash cards, a pamphlet, or an example of a pamphlet for students to see.

*Explain to students the meaning of the word **pamphlet**. It is a piece or pieces of paper that are folded like a book. A pamphlet contains information about a particular topic. Tell students that a **museum** sometimes has a pamphlet that gives information about the objects in the museum, the times the museum is open, etc.*

Show students an example of a pamphlet if possible or fold a sheet of paper into three to show what a pamphlet looks like. Ask students what information could be included in a pamphlet about a school. Accept any reasonable answers.

*Tell students to study the example of a pamphlet about Akilo Primary School in Lesson Eleven, **Activity 1**. Ask them what they see (a plan of the school and sentences/a text). Read the text to students:*

Welcome to Akilo Primary School. 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 take the time to visit our director, Ato Muktar. His office is opposite the gate.

Please visit our new library. It is near a grade four classroom and has many books.

If you would like to talk to a teacher, visit the staffroom where teachers rest. It is located behind the library.

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

Ask students why it would be a good idea to have a pamphlet for their school.

Why is it a good idea to have a pamphlet like this for a school?

(If visitors come to the school, they will have information to guide them through their visit and to refer to once they get home.)

Ask students the questions below. (Tell them to look back in the pamphlet if they can't remember the information)

- 1. How many shifts are there at Akilo Primary School?** *(There are two shifts.)*
- 2. How long is each shift?** *(A shift is three and a half hours.)*
- 3. What is located opposite the gate?** *(The director's office is opposite the gate.)*
- 4. What is located behind the library?** *(The staffroom is behind the library.)*
- 5. Where would you like to visit at Akilo Primary School?** *(Answers will vary.)*
- 6. Do you think many or few students attend this school? Why or why not?** *(Answers will vary.)*
- 7. Would you like to attend this school? Why or why not?** *(Answers will vary.)*

*Ask students to read the text in the pamphlet to a partner (Lesson Eleven, **Activity 2**). Tell students to ask each other questions about the location of buildings and other important features in the school compound.*

*Ask them to do Lesson Eleven, **Activity 3** in their exercise book. They should list five facts they know about Akilo Primary School from memory without looking back in the student book. When students are finished, they should check their work with a partner, looking back in the text in the student book if necessary. Call on individual students to share their facts with the class. Example: There are two shifts.*

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students learned about pamphlets. They read a pamphlet, answered questions related to the content of a pamphlet and wrote facts from the pamphlet from memory. Students practised their spelling words.

Vocabulary: pamphlet, museum, located

LESSON TWELVE

Supplementary Materials: school compound word flash cards, one piece of paper for every small group, if available, or use exercise book

Review school compound words on flash cards on the shash board/table.

*Tell students that they will write a pamphlet. Fold a piece of paper in three to model a pamphlet. Draw a rectangle on the chalkboard as in the student book Lesson Eleven, Activity 1 to review the inside pages of a pamphlet. Inside the first rectangle, write the name of your school. Draw a flagpole and a school building behind the flagpole. Draw two more rectangles. Write the word **TEXT** in the second rectangle. Tell students to write the word **MAP** in the third rectangle. Model this on the folded piece of paper with the class.*

Tell students that together they will study the pamphlet about the Akilo Primary School in the student book, Lesson Eleven.

Say: The name of the school, Akilo Primary School, is written and drawn on the cover of the pamphlet.

*Write the words **School Name** on the chalkboard. Ask students what kind of information is on the next page: (school hours, grades, director's name, buildings and their locations).*

List these titles on the chalkboard:

School Name

School Hours

Grades

Director's Name

Buildings and Their Locations

Ask students to tell you the important information they will include in the pamphlet about their school. As students offer their ideas, list the information under each title to describe their own school.

*Tell students that they will get into small groups and create a pamphlet about the school that they attend. Tell them to look at the gapped passage in Lesson Twelve, **Activity 1**.*

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).**

Students will follow this model when they write their pamphlet. Check that students know what kind of information goes in which gaps:

- (1) school name
- (2-5) school hours
- (6-7) grades
- (8) director's name
- (9-12) buildings and their locations

Remind students that the cover will have the name of the school and a picture with a flag pole. The second page will have text. Third will be a drawing (map) of the location of the school. Explain to students that they can share other information that they think should be included in their pamphlet. Remind students what they can do if they need help writing. They can look in their exercise or student book, shash board/table, chalkboard or ask you for help. If possible, hand out a sheet of paper to each group and show students how to fold the paper in three, otherwise have them draw rectangles in their exercise book to represent the three pages of the pamphlet. Then tell students to agree on the details of their pamphlet in their group. All students in the group should write the words in their exercise book. Then they should share the drawing on the cover, the writing of the text on one side of the pamphlet and the drawing of a map of the school on the other side of the pamphlet between different members of the group. Monitor students as they work. When students are finished, ask them to share their pamphlet with another group. Then ask each group to share their pamphlet with the class.

Tell students to complete the word puzzle in Lesson Twelve, **Activity 2**. They are to unscramble each word to make their spelling words. They should list each correctly spelled word in their exercise book. Ask individual students to come to the chalkboard and write the correct word next to the appropriate number.

Answers:

1. gate
2. classroom
3. office
4. library
5. compound

Tell students with a partner to practise their spelling words in their group or with a partner.

Take the school compound word flash cards off the shash board/table and tell students to open their exercise book. Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the school compound word flash cards back on the shash board/table. Students should write correctly any word that they have misspelled five times. Tell students to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students created a pamphlet about their school and practised their spelling words.

Vocabulary: cover, text

LESSON THIRTEEN – Review Lesson

Supplementary Materials: classroom object word flash cards, school compound word flash cards.

*Tell students they will have a spelling test. This is Lesson Thirteen, **Activity 1**. Give each student a piece of paper. Tell them to write their name at the top of the paper. Then they should write the words **Spelling Test** under their name. Tell students to list numbers 1-5 down the left side of their paper. Model this at the chalkboard.*

Tell students that you will say the spelling word, use it in a sentence, then say the spelling word again. As you do this, they should write the word correctly next to the appropriate number. Example:

Number One	gate	The gate is painted blue.	gate
Number Two	classroom	There is a flag in the classroom.	classroom
Number Three	office	I will walk to the office.	office
Number Four	library	There are many books in the library.	library
Number Five	compound	Our school has a big compound.	compound

*Students will read the instructions for Lesson Thirteen, **Activity 2**. Put students into pairs to read out loud to each other. One student will read “Fatuma’s First Day at School,” and the other will read “Jalalle and Birritu.”*

*Choose from the following suggested activities. This is Lesson Thirteen, **Activity 3**.*

Sing the “Greeting Song.”

Review greetings with the class. Include the greeting questions from Lesson One. What’s your name? How old are you? Where are you from? What is the name of your school? What grade are you in? What is your father’s name? What is your mother’s name? Ask several pairs of students to come to the front and role-play.

Review classroom objects. Students can look at the lists they made in their exercise book from Lesson One, or ask them to recall names of classroom objects.

Show students the small classroom object flash cards. Ask them questions such as: What is this/that? What are these/those? Students will respond as they did in Lesson One: This/That is _____. These/Those are _____. Ask individual students to match the flash card to the actual object in the classroom. Continue the activity using the large classroom object flash cards.

Place classroom objects throughout the classroom and ask students to tell you together out loud where they are located. Students are expected to use the placement prepositions from Lesson Three.

Play the What Is It? game from Lesson Seven.

*Make true or false statements about locations places in your school compound. Use qualifying words - **few, many, some, all, a little, not much and a lot of**. Students can*

*create a **T** with their bodies if the answer is true. They can create the **F** with their bodies if the answer is false.*

UNIT 2: HOW TALL ARE YOU?

Unit Outcomes: Students will be able to talk about their height and weight.

By the end of Unit 2, students will be able to achieve the following competencies:

- listen to a short passage and fill in a table.
- ask for and give personal details.
- make simple comparisons between different people.
- use classroom language expressions.
- read a short story and put pictures in order.
- write with the correct spelling.
- complete sentences by adding words and phrases.
- write short sentences about personal details.

Unit Assessment:

Speaking and Listening:

Students line up in rows and make comparisons about their heights, e.g. Frehiwot is taller than I.

Reading and Writing:

Students read and write classroom expressions.

LESSON ONE

Supplementary Materials: pieces of paper cut to look like speech bubbles, flash cards with the following expressions and language patterns written on them: Excuse me. Can you repeat that please? Can you say that again? What does _____ mean? Can I have _____?

Ask students to read the title of the unit. Ask them what they think the unit is about. Tell them they will be learning about their height and weight and comparing themselves to others.

Tell students that there are certain expressions that they use repeatedly in the classroom environment. They are called classroom expressions. Explain that they will practise classroom expressions today.

*Review classroom expressions that are familiar to students. Place the **Excuse me.** flash card on the shash board/table. Say: **Excuse me.***

*Ask students to repeat the classroom expression, **Excuse me.** Tell students that this expression is used to be polite and to get someone's attention. Ask students to turn to a partner and repeat the expression, **Excuse me.***

Place the **What does _____ mean?** flash card on the shash board/table. Say: **What does _____ mean?**

*Ask students to repeat the question, **What does _____ mean?** Tell students to stand up. Motion for students to sit down. Then ask all students to stand up and turn to a partner. They will then repeat the expression **What does sit down mean?** in turn. The partner will respond by sitting down.*

Write the word **can** on the chalkboard. Read it together out loud. Tell students that when you start a sentence with the word **can**, you are asking a question. When the word **can** is at the beginning of a sentence, it is pronounced /kən/. Ask students to repeat the word **can** /kən/.

Tell students that in Lesson One, **Activity 1**, they will practise the pronunciation of the word **can** when it is placed at the beginning of a sentence. With a partner students will take turns reading each sentence using the proper pronunciation of **can**. They will mime the action as they ask each question.

Can you use a pencil?

Can you run in the compound?

Can I walk with you?

Can you raise your hand?

Can we eat lunch together?

Place the **Can you say that again, please?** flash card on the shash board/table. Then say: **Can you say that again, please?**

Ask students to repeat the question, **Can you say that again, please?** using the correct pronunciation of the word **can**. Ask students to turn to a partner and repeat the question, **Can you say that again, please?**

Place the **Can you repeat that please?** flash card on the shash board/table. Remind students that the word **repeat** means to say or do something again. Then say: **Can you repeat that please?**

Ask students to repeat the question **Can you repeat that please?** using the correct pronunciation of the word **can**. Ask students to turn to a partner and repeat the question, **Can you repeat that please?**

Place the **Can I have _____?** flash card on the shash board/table. **Can I have _____?**

Ask students to repeat the question, **Can I have _____?** using the correct pronunciation of the word **can**. Ask: **Can I have a pen?**

Hold your hand out. The student will give you a pen. Ask students to turn to a partner and repeat the question: **Can I have a _____?**

Tell students to ask a partner for a classroom object that the partner possesses (a book, book bag, pen, exercise book, pencil) in turn.

Students will do Lesson One, **Activity 2**. Ask students to form groups of five and take turns practising the new classroom expressions. Each student in the group will choose a classroom expression to say to the rest of the group. Students will continue saying the classroom expressions in turn until every student in the group has practised each classroom expression. Listen for the correct pronunciation of all words, particularly the word **can**. Ask students to write the classroom expressions in their exercise book.

Divide the class into small groups. Give each group a classroom expression flash card. Hold up a piece of paper that is shaped like a speech bubble. Pass out one speech bubble to each group. Ask students to choose one person from their group to write the classroom expression you gave them neatly in the speech bubble. Explain that the speech bubbles

*will be placed on the walls of the classroom when they are completed. Tell students that they are expected to say the classroom expression on their flash card out loud when you point to each group. Repeat this several times. This is Lesson One, **Activity 3**.*

Lesson Summary: Students used classroom expressions. They also learned the pronunciation of the word **can** when it is used at the beginning of a question. They wrote classroom expressions in speech bubbles.

Vocabulary: repeat, excuse

Language Pattern: What does _____ mean? Excuse me. Can I have _____? Can you say that again? Can you please repeat that?

LESSON TWO

Supplementary Materials: one piece of large paper on which to display a graph (if available), classroom expression flash cards, a scale, flash cards with the numbers 1-99, a chart with the numerals 1-99 in order and in groups of 10

Example:

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Review classroom expressions.

Tell students that you will review the numbers 1-99. Review the numbers on the number chart with students. Point to each number and say its name together out loud. Count each student in the classroom together out loud. If necessary, start over and continue counting until you reach number 99. You may count some students two or three times depending how many students are in the class.

*Tell students that numbers can be used to measure. Explain that **measure** means to find out the size of something.*

*Discuss the word **weight** with students. Tell students that weight is measured in **kilos**. Explain that **estimate** means to take a guess about something that can be measured. List the weights of familiar objects (Example: a bag of teff, a goat, a man, a horse, a cow, a baby). Write them on the chalkboard and compare the weight of each. Ask: **How much do you think you weigh?***

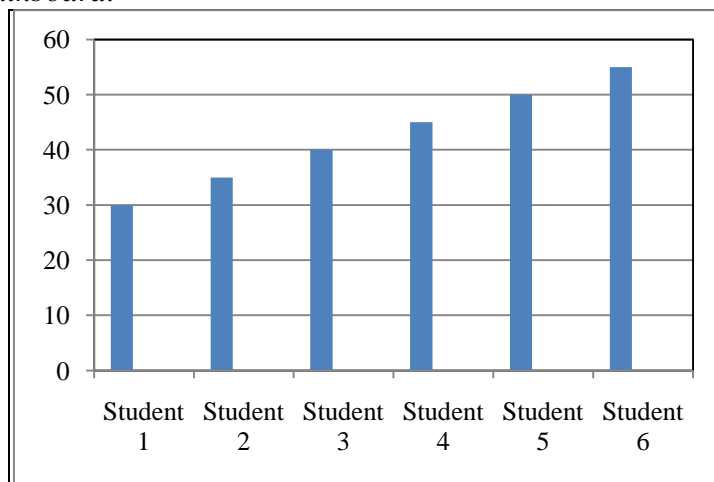
Ask students to repeat the sentence together out loud. Then list some of their estimated weights on the chalkboard and compare them to the ones you listed by identifying whether they are more or less than the familiar objects weights.

*Do Lesson Two, **Activity 1** with students. Write the sentence **I think my weight is _____ kilos.** on the chalkboard. Read the sentence to the students. Ask them to repeat it or say, Can you repeat that please? Ask students if they think they weigh more or less or about the same as _____ (a bag of teff, a goat, a man, a horse, a cow, a mouse, a baby).*

Tell students to turn to a partner and tell him/her how many kilos they think they weigh. They should write the sentence in their exercise book and fill in the blank with their estimate. **I think my weight is _____ kilos.** Ask students to read their sentences to the class. Record the estimated weight of all students for later use.

When all students have recorded their estimated weight, they should get into a small group. They will ask each other: **How much do you weigh?** Group members will respond by reading the sentences from their exercise book about their weight. Ask students to read the sentence to a partner.

Take a survey of six students in the class. You will be comparing weight. Create a bar graph on the chalkboard.



Explain that a graph helps to organize information so that it is easier to read. The numbers on the left side of the graph represent weight in kilos. Ask each of the six students how much they weigh and record the weights on the bar graph on the chalkboard. Numbers will represent individual students and will be represented by a bar or rectangle that extends from zero to the number of kilos that they weigh. Explain the meanings for the words **heavy, light, less and more.** When finished recording, ask students questions related to the graph. Possible questions: What is the heaviest weight? What is the lightest weight? How many students weigh more/less than _____ kilos?

Copy the weight graph onto a piece paper to display in the classroom.

Ask students in a small group to do Lesson Two, **Activity 2.** They will repeat this activity with their group members. Choose one student to be the recorder. This person will draw the graph in his/her exercise book. When groups are finished, ask each group what the most common weight is. Ask students from each group the same questions asked about the class graph that was modelled.

Lesson Summary: Students reviewed numbers 1-99 and classroom expressions. They learned how to estimate and measure weight. They also learned how to compare weights using a bar graph. They answered questions about information in a graph.

Vocabulary: kilo, weight, graph, heavy, light, less, more, estimate

Language Pattern: I think my weight is _____ kilos.

LESSON THREE

Supplementary Materials: one piece of large paper on which to display a graph; number chart 1-99; spelling word flash cards: height, weight, kilo, centimetre, graph

Ask students to do Lesson Three, **Activity 1**. With a partner, they will estimate each other's weight. In their exercise book they will write: **I think _____ weighs _____ kilos.** Students will fill in the gaps with their partner's name and the estimate of his/her weight. Students will ask their partner: **What is your estimated weight?** Partners will respond: **My estimated weight is _____ kilos.**

Partners will then show the weight written in their exercise book from the previous lesson. Once they know their partner's weight, they should write the following in their exercise book: _____ **weighs _____ kilos.** Students will fill in the gaps with their partner's name and estimated weight.

Discuss height with students. Tell students that height is measured in **centimetres**. Measure objects and record the findings on the chalkboard. Compare height (Example: a fence, a tree, a chair, a goat, a horse, a dog). Write these examples and their heights on the chalkboard. Ask students how many centimetres tall they think they are.

What is your estimated height?

Partners will respond: **My estimated height is _____ centimetres.**

Ask students to repeat the sentence together out loud.

Ask students to do Lesson Three, **Activity 2**. Write the sentence **I my estimated height is _____ centimetres.** on the chalkboard. Read the sentence to the students. Ask them to repeat it. Ask students to copy this sentence into their exercise book. They should fill in the blank with their estimate.

On the chalkboard write the sentence **My height is _____ centimetres. I am _____ centimetres tall.** Read the sentences to the students. Ask them to repeat them. Ask students to copy these sentences into their exercise book. Then measure some student's height in centimetres. Record the measurements of these students for later use.

Once each student has been measured or has estimated his/her height, he/she should fill in the blank with his/her height. When they have finished, students can test each other on numbers 1-99. They can ask a partner to write specific numbers. Example: **ibse, please write the number 33.**

If you are unable to measure students, give them averages. You could ask if they are taller or shorter or about the same as _____. (a fence, a chair, a goat)

Have students ask a partner: **How tall are you?** Partners will respond by reading the sentences from their exercise book about their height.

Choose six students and compare height in the classroom by creating a bar graph and asking comparison questions as in Lesson Two. Who is the tallest? Who is the shortest? How many students are taller than/shorter than _____ centimetres?

Copy the height graph onto paper to display in the classroom.

Do Lesson Three, **Activity 3**. Ask students in a small group to repeat this activity with their group members. Choose one person to be the recorder to draw the graph in his/her exercise book. Ask students from each group the same questions asked about the class graph that was modelled.

Explain to students that they will need to learn the spelling of the following five words: **height, weight, kilo, centimetre and graph**. Choose an activity from the Introduction in the Teacher's Guide to teach the spelling of the word **weight**.

Lesson Summary: Students learned how to estimate and measure weight and height. They compared measurements by using a bar graph. They learned and practised a new spelling word.

Vocabulary: height, weights, kilos, centimetres, measurement

Language Pattern: I think _____ weighs _____ kilos. My estimated weight is _____ kilos. My estimated height is _____ centimetres. I am _____ centimeters tall.

LESSON FOUR

Supplementary Materials: one piece of large paper on which to display a graph, number chart 1-99, spelling word flash cards on shash board/table: height, weight, kilo, centimetre, graph

Ask students to do Lesson Four, **Activity 1**. With a partner, they will estimate each other's height and write in their exercise book: **I think _____ is _____ centimetres tall.** Students will fill in the gaps with their partner's name and the estimate of his/her height.

Students will ask their partner: **What is your height?**

Partners will respond: **My height is _____ centimeters. I am _____ centimetres tall.** Partners will then show the height written in his/her exercise book from the previous lesson.

Once they know their partner's measurement, they should write the following in their exercise book: **_____ is _____ centimetres tall.** Students will fill in the gap with their partner's name and height.

Copy the following form on the chalkboard. Read the form in Lesson Four, **Activity 2** to students. Then ask students to read it with you together out loud. Explain that the items on the form will help students to describe people. Review each item on the form and its meaning. Tell students to copy the form in their exercise book and complete it with information about themselves. Model this by describing yourself to complete the chart. Tell students that you will use complete sentences. If students agree with each description, they should nod their head up and down. If they do not agree, they should shake their heads left and right. When finished, erase your description from the form on the chalkboard.

Describing Myself	
Name _____	Age _____
Eye Colour _____	Hair Colour _____
Face Shape _____	Clothing _____
Height: _____ cm	Weight: _____ kg

Ask some students to come to the front and ask each student to tell the class the information about himself/herself that belongs in each gap on the form. He/she should use complete sentences.

Example:

My name is (Mahaleta Asare). I am (10) years old. My eyes are (brown). My hair is (black). My face is (oval). I am wearing (a blue shirt, blue pants and brown sandals). I am (120) centimetres. I weigh (35) kilograms. Make sure that complete sentences are used. If students who are seated agree with each description, they should nod their head up and down. If they do not agree with each description, they should shake their heads left and right. Fill in the form as the student gives the information.

Tell students to share the information on their form with a partner using complete sentences as modelled. Make sure students are using complete sentences to describe themselves.

*Tell students that they are going to play the game, Guess Who. Ask for volunteers. Tell students to open their exercise book to the form they filled out about themselves. Ask students in a small group to exchange their exercise book with other students in the group. Using the form a student will describe the person whose exercise book he/she has. Group members will guess who the student is. Remind students to use complete sentences. This is Lesson Four, **Activity 3**.*

*Teach the spelling of the word **height**. Choose an activity from the Introduction in the Teacher's Guide to teach the spelling of the word **height**.*

Lesson Summary: Students described physical appearances using a form/chart. They also described themselves orally and in writing by information from a form/chart. They played the Guess Who game. They learned and practised a new spelling word.

LESSON FIVE

Supplementary materials: Choose your own supplementary materials.

*Tell students to study the pictures in Lesson Five, **Activity 1**. Ask a student to describe one characteristic of each person using the items on the form. Example: The boy is four years old. The man has a square face. The girl's hair is black. Explain to students that they will estimate height and weight.*

*Write the words **young, short, long, thin, fat, tall, heavy, light, old** on the chalkboard. Review the words with students. Explain the meaning of each describing word. Tell students that when you compare subjects sometimes you add the ending **-er** to the describing words. Explain that words with **-er** added to the endings are called comparatives. Tell students that the **-er** is pronounced /ə/. Explain that **taller than** is*

pronounced **tall**+ /ə/ /ðən/. For example, say: Kutbe is **taller than** Banti. Point to the word **tall** as you say **taller**. Add **-er** to it on the chalkboard. Ask students to read the word **taller** with you together out loud. Then say: Kutbe has **longer** legs than Banti. Point to the word **long** as you say **longer**. Ask a student to come to the chalkboard and add **-er** to the word **long**. Repeat this activity for the other words. Explain that if a word ends in the letter **y**, you need to change the **y** to **i** and add **-er** (Example: **heavy/heavier**). Explain that if the word has a short vowel and ends in a consonant, you have to double the consonant before adding **-er**. (Example: **thin/thinner, fat/fatter**).

On the chalkboard write the language pattern **_____ is _____ than _____**. Ask two students to come to the front of the classroom. Call on individual students to create sentences using comparatives on the chalkboard to describe two people in the classroom using the **-er** words on the chalkboard. Repeat this several times.
Example: **Tesfaye is lighter than Muktar.**

Tell students in small groups to practise the language pattern modelled. Students will compare students within their small group. Monitor the use of the language pattern.

Tell students to study the pictures in Lesson Five, **Activity 2**. Then read the sentences with the students together out loud. Tell students that they will choose the correct comparative to fill in the gap for each sentence. Students will copy completed sentences into their exercise book.

Answers:

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

On the chalkboard, write the comparative language pattern: **I am _____ than _____**. Model how to use this language pattern by asking pairs of students to come to the front and compare themselves with each other using the language pattern:
I am _____ than _____.

Ask students in pairs to compare themselves to a partner by using the language pattern:
I am _____ than _____.

Monitor the correct use of the language pattern. Tell students to write two sentences in their exercise book using the language pattern. This is Lesson Five, **Activity 3**. Ask individual students to share their sentences with the class.

Take students outside. Get into a large circle and ask one student to come to the middle of the circle. Ask each student in the circle, in turn, to step forward and compare him/herself to the student in the middle using the language pattern: **I am _____ than _____**. (I am taller than Assiya.) After three comparative sentences have been said about the student in the middle of the circle, tell him/her to choose another student to take his/her place in the middle of the circle. Repeat this activity until all students seem comfortable comparing physical appearances. If you cannot go outside bring a student to the front of the class for this activity.

Teach the spelling of the word **kilo**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students learned about comparatives and adding the ending **-er**. Students compared themselves with others using new language patterns. Students described others in pictures and learned and practised a new spelling word.

Vocabulary: young, short, long, tall, thin, fat, heavy, light, old

Language Pattern: adding -er to describing words /ə/ -er + than /ə/ ðəŋ/
 _____ is _____ than _____. I am _____ than _____.

LESSON SIX

Supplementary materials: Choose your own supplementary materials.

Review comparatives. On the chalkboard write the language pattern _____ is _____ than _____. Ask two students to come to the front. Call on individual students to create sentences using comparatives to describe the two students. Repeat this several times.

Tell students to read silently as you read the dialogue out loud. Then ask two students to come to the front and role play the dialogue from the conversation in Lesson Six,

Activity 1. One student will be Sitina and the other will be Nesru.

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 don't you look like?
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.

Tell students to do Lesson Six, **Activity 2** with a partner. They should reread the dialogue with a partner to find comparative words. They will list the comparative words they find in their exercise book.

Do Lesson Six, **Activity 3** with students. Copy the following chart onto the chalkboard. Call individual students to the front of the classroom to fill in the chart.

Answers (shown in italics):

Name	Age	Weight/kg	Height/cm
Sitina	<i>10</i>	<i>23</i>	<i>100</i>
Hawi	<i>13</i>	<i>30</i>	<i>130</i>
Jemila	<i>9</i>	<i>19</i>	<i>95</i>
Nesru	<i>10</i>		
Debebe	<i>35</i>	<i>70</i>	<i>175</i>
Elias	<i>13</i>	<i>30</i>	<i>130</i>

Ask the following questions about Sitina's family:

1. Who is taller Sitina or Hawi? (*Hawi is taller than Sitina.*)
2. Who weighs more Jemila or Sitina? (*Sitina weighs more than Jemila.*)
3. Who weighs the most? (*Debebe weighs the most.*)
4. Who weighs the least? (*Jemila weighs the least.*)
5. Who is the tallest? (*Debebe is the tallest.*)
6. Who is the shortest? (*Jemila is the shortest.*)
7. Who weighs the same as Hawi? (*Elias weighs the same as Hawi.*)
8. Who is the same height as Hawi? (*Elias is the same height as Hawi.*)
9. How much older is Elias than Nesru? (*Elias is three years older than Nesru.*)
10. How much younger is Jemila than Sitina? (*Jemila is one year younger than Sitina.*)

Teach positive and negative sentences. Tell students that contractions with the word **not** are used often when creating negative sentences. Record contractions on the chalkboard.

Examples: **aren't/ are not, doesn't/ does not, isn't/ is not.**

Write the heading **Negative** on the chalkboard. Ask individual students to create negative sentences about Dialogue One in the student book. Model this using the following language pattern: **_____ isn't/aren't _____ than _____.** Under the heading, write a few of the negative sentences created by students.

Write the heading **Positive** on the chalkboard. Ask individual students to create positive sentences about Dialogue One in the student book. Remind students that positive sentences do **NOT** contain contractions with the word **not**. Model this using the following language pattern: **_____ is/are _____ than _____.** Under the heading, write a few of the positive sentences created from the negative sentences.

Lesson Summary: Students listened to and read a dialogue between two people. They identified comparatives. Using comparatives students orally described physical appearance. Students also compared the age, weight and height of people mentioned in the dialogue. They filled in a chart with information from a passage and wrote positive and negative sentences.

Language Pattern: _____ is/are _____ than _____. _____ isn't/aren't _____ than _____.

LESSON SEVEN

Supplementary materials: Choose your own supplementary materials.

*Tell students to read silently Dialogue Two from Lesson Seven, **Activity 1**.*

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? Who doesn't 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.

Ask two students to come to the front of the class and read the dialogue. One student will be Yayo and the other will be Shami.

*Tell students in pairs to do Lesson Seven, **Activity 2**. Tell them to reread the dialogue as modelled. Ask students to copy the chart from the student book into their exercise book. Tell them to fill in the chart using the information from Dialogue Two. Ask students to check their answers with a partner. Review the correct answers with the whole class.*

Answers:

	Age	Weight	Height
Yayo	10	25	110
Ouda	5	12	55
Zehara	4	11	50
Shami	9	20	95
Miero	21	75	180
Toyba	12	35	110

Ask students the following questions about information in the chart.

1. **Who is taller Ouda or Zehara?** (*Ouda is taller than Zehara.*)
2. **Who weighs more Shami or Yayo?** (*Yayo weighs more than Shami.*)
3. **Who weighs the most?** (*Miero weighs the most.*)
4. **Who weighs the least?** (*Zehara weighs the least.*)
5. **Who is the shortest?** (*Zehara is the shortest.*)
6. **Who is the same height as Yayo?** (*Toyba is the same height as Yayo.*)

7. **Who is the tallest?** (*Miero is the tallest.*)
8. **Who is younger than Ouda?** (*Zehara is younger than Ouda.*)
9. **How much older is Yayo than Shami?** (*Yayo is one year older than Shami.*)
10. **How much younger is Yayo than Toyba?** (*Yayo is two years younger than Toyba.*)

Ask student to do Lesson Seven, **Activity 3**. After they have checked their answers with a partner, review the answers with the class.

Answers:

1. Yayo is taller.
2. Toyba is taller than Yayo.
3. Miero weighs more than Ouda.
4. Toyba weighs more than Zehara.
5. Shami is older.
6. Yayo is younger.
7. Zehara is eight years younger than Toyba.
8. Yayo is one year older than Shami.

Instruct students to reread Lesson Seven, Dialogue Two with a partner. Students will write two positive and two negative sentences using the information in the dialogue. Model this. Example: Ouda isn't older than Shami. Zehara's hair isn't short. Toyba isn't tall and thin. Zehara has a round face. She is younger than Shami. Ouda is short and thin. Ouda is five years old. Ask individual students to give you examples to write on the chalkboard under the appropriate headings: **Negative, Positive**.

Tell students to look at the examples on the chalkboard. Tell them that students can make longer sentences by using **and** or **but**. Explain that these words are called **conjunctions**. Demonstrate this. Write the following on the chalkboard: **Ouda is short and thin, and he is nine years old.**

Explain that we can use the word **and** to join any two sentences. We use the word **but** when joining a positive and a negative sentence. Demonstrate this. Write the following on the chalkboard: **Ouda is nine years old, but he isn't older than Shami.** Tell students that you used a **comma** and the word **but** to join the two sentences because the first sentence is positive and the second sentence is negative and contains the word **not**. Continue to practise this with the sentences under the headings on the chalkboard.

Teach the spelling of the word **centimetre**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students listened to and read a dialogue between two people. Using comparatives, they orally described physical appearance. Students also compared the age, weight and height of people mentioned in the dialogue and filled in a chart and answered questions. Students reviewed positive and negative sentences and joined sentences using the conjunctions and, but. Students learned and practised a new spelling word.

Vocabulary: conjunctions

LESSON EIGHT

Supplementary Materials: flash cards with the pronouns: me, you, him, her, us, them, he, she, I, his; number cards that represent the heights of students in the class

Review the following pronouns on the shash board/table: **I/me, you/you, he/him, she/her, we/us, they/them.** Model the following language patterns on the chalkboard:
_____ is thin. _____ is thin like _____. _____ are fat. _____ am fat like _____.
_____ am tall. _____ is tall like _____.

Tell students to practise pronouns in their exercise book by filling in the gaps in the sentences in Lesson Eight, **Activity 1.**

Answers:

Salfore is tall. I am tall like him.

Hanfato is tall. Heis also thin.

I am heavy. She is heavy like me.

They are short. I am not short like them.

We are fat. He is fat like us.

Tell students that in Lesson Eight, **Activity 2,** they will compare themselves with other students. They will tell different partners their own height, weight, or age. You may wish to put students into groups to do this. The listening partner will use the comparative language pattern: **I am _____ than you.** to respond. For example: One student will tell another how tall he/she is. The partner should respond: **I am taller/shorter than you.** Ask students to tell a different partner how much they weigh. The partner should respond: **I am heavier/lighter than you.** They should then turn to a third partner and tell their age. The partner should respond: **I am older/younger than you.** They can use their exercise book to reference information about themselves if necessary.

Teach the spelling of the word **graph.** Choose an activity from the Introduction to the Teacher's Guide to teach the spelling words **graph.**

Review graphing. Tell students that they will make a human graph. If possible, take students outside. Hold up a flash card for students to see. Start with the number that represents the height of the shortest student in the class. Call out the number on the flash card. The students of that height should line up in front of you. Give the card to the first student to line up in each row. Move beside that student and say the next number. If no one's height is represented by that number then read the next number and so on. Continue this way until you have created many lines next to each other and have reached the number that represents the tallest student in the class. Once finished, ask comparison questions about the graph.

Make a large circle. Count three students and ask them to come to the front of the class and line up from tallest to shortest. They should then compare each other's height.

Example: **I am the tallest. I am taller than _____ and _____. I am the shortest. _____ is taller than I am. _____ and _____ are taller than I am.**

Ask all students to count off by three's to make small groups. Position the groups and tell them to line up from tallest to shortest and compare each other's height as modelled.

Lesson Summary: Students reviewed and used pronouns to compare physical appearance. They practised graphing and answered related questions. Students learned and practised a new spelling word.

Language Pattern: I am _____ than you. I am the tallest. I am taller than _____ and _____. I am the shortest. _____ is taller than I am.

LESSON NINE

Supplementary materials: Choose your own supplementary materials.

*Review positive and negative sentences. Write on the chalkboard the headings, **Positive** and **Negative**. Say a positive or negative sentence. Ask individual students, then the whole class, to call out the heading the sentence should go under. Point to the correct heading after each student responds.*

Examples:

Abebe is taller than I. (*positive*)

I am not shorter than you. (*negative*)

She isn't 140 centimetres. (*negative*)

He is fatter than us. (*positive*)

Her legs are shorter than his. (*positive*)

We aren't older than you. (*negative*)

His legs aren't shorter than hers. (*negative*)

They aren't thinner than you. (*negative*)

*Review with students the meanings of the words: **garden, hoe, bathe, beautiful, sugar cane, curious, strange, afraid,***

*Tell students that you are going to read a story about a boy named Anito. Tell students that he wants to be bigger. Ask students why he would want to be bigger. Ask students to predict what they think will happen in the story. Tell students to follow the words in their student book as you read the story "Anito." Pause to ask students questions like the ones in bold throughout the story. This is Lesson Nine, **Activity 1.***

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."
(Is Anito happy or sad? Why is Anito sad?)

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.

(Why is he curious about the sugar cane? What happens when he chews the sugar cane? Why does Anito go back to the sugar cane field?)

Then Anito wakes up. He understands it is only a dream. He is happy to be small.
(Why was he happy to be small?)

Reread the story out loud without stopping to ask questions.

*Ask students to study the pictures in Lesson Nine, **Activity 2**. They will study the pictures and place them in the correct order by number in their exercise book.*

Answers:

2, 3, 1, 5, 4

Review the answers with the class.

*For Lesson Nine, **Activity 3**, tell students to read the questions that are related to the story. They will write the answers in complete sentences in their exercise book and share them with a partner. Individual students will share their answers with the class.*

Answers:

1. *How does Anito feel about being a small boy at the beginning of the story? (He feels sad.)*
2. *How does Anito feel about being a small boy at the end of the story? (He feels happy.)*
3. *What does Anito do that makes him tall? (He eats pink sugar cane.)*
4. *Why is Anito unhappy about being tall? (His family doesn't know him.)*
5. *Do you think this is a true story? Why or why not? (Not a true story - reasons will vary.)*

Ask students if they want to be taller. Ask what they would like to do that they can't do now. Accept all reasonable answers.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students read the story, "Anito." They sequenced pictures, answered questions and talked about things they could do if they were taller. They practised all spelling words.

Vocabulary: garden, hoe, afraid, beautiful, sugar cane, bathe, curious, strange

LESSON TEN

Supplementary Materials: flash cards with opposite word pairs on each side: tall/short, fat/ thin, short hair/long hair, square face/round face, long legs/short legs, boy/girl

*Reread the story, "Anito." Ask students to do Lesson Ten, **Activity 1** in their exercise book. Students will copy the chart into their exercise book. Model this at the chalkboard. In the first section, they will write the letter B. In the second section, they will write the letter M and in the last section, they will write the letter E. As you draw the chart on the chalkboard, explain to students that the letters represent the words **beginning, middle and end**.*

Beginning
Middle
End

*Tell students to write one or two sentences that describe what happens at the beginning of the story, one or two sentences that describe what happens in the middle of the story and one or two sentences that describe what happens at the end of the story. Tell students not to pay attention to the details of the story. Explain that you want them to think of a sentence or two that sums up or tells the reader the main thing that happens in each section. Model this. Ask individual students: **What happens in the beginning of the story?** Students could respond: **Anito does not want to be small. He wants to do his work alone/without help. His family members always help him.***

Write the response in the appropriate box on the chalkboard. Allow students to copy the sentence written in the beginning section on the chalkboard. Then discuss what happens in the middle and end of the story. Ask them to complete the middle and end sections with a partner. When students have finished, complete with students' help the chart on the chalkboard.

*Ask students to look back in the story and find the words that relate to **height** and the words that relate to **weight**. Write the headings **height** and **weight** on the chalkboard. Ask individual students come to the front to tell each related word and point to the category to which each word belongs. Then students will write the words under the correct headings on the chalkboard.*

Height	Weight
<i>small</i>	<i>heavier</i>
<i>taller</i>	<i>light</i>
<i>short</i>	

*Ask some students the root words for the words ending in **-er**: tall, heavy.*

Ask students to name all vowels of the alphabet (a, e, i, o, u). Remind students that all other letters are called consonants.

*Write the word **weight** on the chalkboard. Tell students to look at the word **weight**. Ask some students to come to the front of the class and circle the consonants. Sound out each letter in the word. Ask students what circled letter sounds they do not hear: **g h**. Tell students that these letters are called silent consonants because they do not have a sound. Cross out the **g** and the **h** in the word **weight**. Repeat this for the words **height** and **light**.*

*Write the word **half** on the chalkboard and explain its meaning. Ask students to look at the word **half**. Ask students to come to the front of the room and circle the consonants. Ask students to say each sound in the word **half** out loud. Ask if there are any silent consonants. Ask a student to come to the front and cross it/them off. The letter **l** is silent.*

*Tell students to open their student book to the list of words in Lesson Ten, **Activity 2** Ask students to write each word in their exercise book and circle each consonant. They will compare their work with a partner. Then they should work with their partner to find and cross out the silent consonants in each word. After students finish write the list of words on the chalkboard. Ask individual students to come to the chalkboard to cross out the consonants that are silent.*

Answers:

<i>knee</i>	<i>what</i>	<i>light</i>
<i>two</i>	<i>knife</i>	<i>write</i>

Seated students will check their work.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students sorted words under the headings height and weight. They identified main ideas in the beginning, middle and end of a story. They discussed comparative words. Students also identified voiced consonants and silent consonants in words. They practised spelling words.

Vocabulary: half

LESSON ELEVEN

Supplementary materials: Choose your own supplementary materials.

Review voiced consonants and silent consonants with students.

*Review parts of a letter with students. Ask students to read the letter in Lesson Eleven, **Activity 1** in their student books quietly as you read it out loud. Tell students to imagine that this letter is written to them.*

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

Reread the letter together out loud. Ask students to open their student books to Lesson Eleven, **Activity 2**. Ask students with a partner to write the correct answer **T** or **F** for each statement in their exercise book. Check students' work together. Tell students to follow the words as you read the true/false statements. If the answer is **True**, students will answer by extending their arms out to each side to create the letter **T** with their bodies. If the answer is **False**, students will answer by extending their arms out to one side to create the letter **F** with their bodies.

Answers:

1. Fayise's family lives in the city. (F)
2. Fayise has many brothers. (F)
3. Fayise's father is very short. (F)
4. Fayise is short and thin like her older sister. (F)
5. Two family members are missing teeth. (T)

Ask students to correct the false sentences orally to make them true and write them in their exercise book.

Ask students to do Lesson Eleven, **Activity 3**. They will write answers in their exercise book to the following open-ended questions. Model this.

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.

Students will share their answers in a small group.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students read a letter describing family members and answered related true/false statements. Students answered open-ended questions related to the content of a letter. They practised spelling words.

LESSON TWELVE

Supplementary Materials: spelling word flash cards, a piece of paper for each student, if available

If possible, pass out a sheet of paper to each student. Tell students to write their name on the back of the paper. If you cannot hand out paper, tell students to work in their exercise book. Tell students that they are going to draw a self-portrait. This is Lesson Twelve, **Activity 1**. For **Activity 2** they will write five sentences describing themselves using the substitution table. Review the substitution table in the student book with students. Model how to create a paragraph using sentences created using the substitution table. See example in the student book.

When students are finished, collect all self-portraits and play the game, Guess Who, with them.

Hold up each portrait, read the describing sentences and ask individual students to guess who the self-portrait represents. If three students have guessed incorrectly, tell them who the student in the description is. If students have used paper for their work, display it on the wall for other students to read.

Tell students to unscramble each word in Lesson Twelve, **Activity 3** to form their spelling words. They should list the correctly spelled words in their exercise book. While students are working, write the scrambled words on the chalkboard. Ask individual students to come to the chalkboard and write the correct word next to the scrambled word.

Erase the words from the chalkboard. Ask students with a partner to give each other a practice spelling test. Model this. When all students have finished their practice test, place the spelling word flash cards on the chalkboard/table. Any word that is misspelled should be written correctly five times in their exercise book. Tell students to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students drew self-portraits and wrote describing sentences about themselves. Then they played Guess Who and tried to figure out from clues who was being described. They also unscrambled and practised spelling words.

LESSON THIRTEEN – Unit Review

Give each student a piece of paper or tell them to use their exercise book for Lesson Thirteen, **Activity 1**. Tell them to write their name at the top of the paper. Then they should write the words **Spelling Test** under their name. Ask students to list numbers 1-5 down the left side of their paper. Test students' spelling of the five words for this unit: **height, weight, kilo, centimetre** and **graph**, using the method explained in the Introduction. Tell students that you will say the spelling word, use it in a sentence and then say the spelling word again. As you do this, they should write the word correctly next to the appropriate number.

For Lesson Thirteen, **Activity 2**, choose from the following suggested activities: Take students outside. Get into a large circle. Ask one student to come to the middle of the circle. Ask each student in the circle to compare him/herself to the student in the middle. They should use the vocabulary and language pattern _____ (**student's name in the middle**) is _____ **than me**. After three students have compared themselves, the next student goes to the middle.

Ask students to line up outside from tallest to shortest. Ask students to line up according to weight using the number flash cards. Refer to the class weight and height graphs hanging in the classroom. Ask students comparison questions related to the graphs.

Divide the class into two teams. Ask them to race to the chalkboard and do the following: write spelling words and write adjectives with **-er** endings. Award a point to each team to finish the task first and correctly.

Ask students to get into small groups and play the Guess Who game without the self-portrait. Each student will describe another student in the group for the group to Guess Who.

Review classroom language by placing the students in small groups and handing out one classroom language flash card to each group. Point to each group when you want students to say their expression together out loud as done in Lesson One.

Divide the number flash cards into groups defined by the number of students in the class. For example: If there are 45 students in the class, put the flash cards with the numbers 1-45 in a pile. The numbers 46-91 will be in a pile. The numbers 92-99 will be in a pile. Mix up and pass out the first group of numeral flash cards. Then tell students to get into numerical order. When students are ready, ask them to say their number out loud and hold up their flash card when it is their turn. Start with the number 1. Continue this until all numbers 1-99 have been reviewed.

Review graphing. Ask students to check in their exercise book and make sure they know their weight. Hold up a flash card for students to see. The flash cards will be the numbers that represent kilos of the students. Start with the lowest weight of a student in the class as recorded in Lesson Two. Call out the number on the flash card. If a student weighs that much he/she should line up in front of you. Give the first student the card. Move next to that student and say the next number. If no one's weight is that number then read the next number and so on. Once finished ask students comparison questions.

UNIT 3: IT WAS HOT YESTERDAY.

Unit Outcomes: Students will be able to talk about the past using was/were and describe the weather.

By the end of Unit 3, students will be able to achieve the following competencies:

- ask and answer questions about everyday scenes.
- listen and respond to questions about short stories and tales.
- use phonic clues to read new words.
- read short paragraphs to find information to fill in a simple table.
- complete sentences by filling in the missing words from a list.
- write capital letters for names of the months of the year.

Unit Assessment:

Listening and Speaking: Students will listen to stories and answer questions about the weather.

Reading and Writing: Students will read a short dialogue and write about weather conditions as shown in pictures, e.g. It is hot.

LESSON ONE

Supplementary Materials: flash cards with the names of the seven days of the week

Tell students the title of the unit. Ask them what they think they will learn in the unit.

Place the days of the week flash cards on the shash board/table in a scrambled order. Read the name of each day together out loud. Remind students that these words are proper nouns and begin with a capital letter. Then with help from the class, arrange the cards in the correct order starting with Monday. Ask seven students to come to the front of the classroom. Mix the cards and give one to each of the seven students. Ask them to line up in front of the class in order of the days of the week cards. If the students who are seated think that the students in the front are in the correct order, they will shake their heads up and down. If they do not think they are in the correct order, they will shake their heads from side to side. If the order is correct, each student will then read the name of the day on his/her flash card in order. Repeat this several times with several sets of seven students.

*While the last set of students is still standing at the front of the class, remind students of the meaning of the words **today**, **yesterday** and **tomorrow**. Say: **Today is _____**. Ask the student holding the flash card naming that day to hold it over his/her head as the rest of the class says the name of the day. Say: **If today is _____, what day was yesterday?** Ask the student holding the flash card naming that day to hold it over his/her head as the rest of the class says the name of the day. Say: **What day will it be tomorrow?** Ask the student holding the flash card naming that day to hold it over his/her head as the rest of the class says the name of the day. Repeat this activity until students have a clear understanding of the meaning of the words **today**, **yesterday** and **tomorrow**. Explain to students that they use the word **was** when making a statement about yesterday because yesterday is in the past.*

Tell students to read the days of the week in their student books, Lesson One, **Activity 1**. In their exercise book they will copy the days written and fill in the missing days in order.

Answers:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Tell students to copy the sentences from Lesson One, **Activity 2**, into their exercise book and fill in the gaps.

Example:

Today is Tuesday. Tomorrow will be Wednesday. Yesterday was Monday.

Remind students that there are seven days in a calendar week and that there are fewer days in a school week. Mix the days of the week flash cards. Ask student to come to the front of the class and place the days of a school week in order on the shash board/table. Starting with Monday, ask individual students what different activities they do at school on the given days. Example: What do you do at school on _____? Students will respond: On _____ I _____.

Count the number of school days on the shash board/table. Ask students a simple maths problem: **If there are seven days in a week and you go to school five of those days, how many days do you spend away from school?**

Review classroom language from Unit 2. Model the following classroom expressions:

What does _____ mean? Excuse me. Can I have _____? Can you repeat that please? Can you say that again, please? Review any other classroom language that you feel the students should practise.

If you still have the speech bubbles posted in the classroom, ask individual students to read each speech bubble. If not, use the classroom expression flash cards from Unit 2 for review. Place them on a shash board or table and ask students to come to the front and role-play conversation using some of the expressions. Repeat this until all expressions have been reviewed. Then ask students with a partner to repeat the activity. Monitor conversations.

For Lesson One, **Activity 3**, ask students to draw a picture of a student in their exercise book. The person should be asking a classroom expression question written in a speech bubble above his/her head. Ask students to share their drawings with a partner.

Lesson Summary: Students reviewed the days of the week and classroom expressions. Students also used the days of the week to discuss and use the vocabulary words **today**, **tomorrow** and **yesterday**.

Vocabulary: today, tomorrow, yesterday

Language Pattern: What does _____ mean? Excuse me. Can I have _____? What do you do at school on _____? On _____ we _____. Today is _____. What day was yesterday? What day will it be tomorrow?

LESSON TWO

Supplementary Materials: days of the week flash cards, weather word flash cards and weather symbol flash cards

*Place the days of the week flash cards on the shash board/table. Write the following gap sentences on the chalkboard. Ask students to copy and complete the sentences in their exercise book: **Today is _____. Yesterday was _____. Tomorrow will be _____.***

*Review familiar weather words and symbols using the flash cards and teach new ones. Weather Words: **hot, cloudy, rainy, cold, sunny, windy**; Weather Symbols: **sunny (sun), cloudy (cloud), rainy (rain drop), windy (curvy lines)***

Hold up weather word flash cards. Ask students to read each word together out loud and ask how they were able to identify the name of each weather word. Accept all reasonable answers. Point to the sounds in each word. Show students that four of the words end in y and have the same ending sound.

*Write the words **sunny, cloudy, windy** and **rainy** on the chalkboard. As you write each word, ask students to raise their hand if they like that type of weather. Count the number of students who like each type of weather and write that number under each word on the chalkboard. Ask comparison statements and questions. Examples: *More people like sunny days than rainy days. What weather is liked least/most. Discuss the weather they like the most and least. Then ask students why they like each type of weather. Ask: **What is the weather like today? Is it sunny, cloudy, windy, or rainy?** Students will respond: **Today the weather is _____.****

*Ask students to do Lesson Two, **Activity 1**. They will write the name of the day of the week. Under the days of the week, they will draw symbols to represent the weather. Model this at the chalkboard.*

*In Lesson Two, **Activity 2**, there is a calendar with pictures that depict the days of the week and the weather for each day: Monday-cloudy, Tuesday-sunny, Wednesday-sunny, Thursday-sunny, Friday-cloudy, Saturday-rainy, Sunday-cloudy. Ask students general questions about the weather each day of the week, e.g. **What was the weather like on Sunday? On what other days was the weather the same? Was the weather the same on Friday and Monday? Are there more sunny days than rainy days?***

*Ask students to silently read the questions in Lesson Two, **Activity 3**. Read the sentences together out loud. Note the use of the word **was** in the sentences. Ask students to point to each **was** and ask why **was** is used instead of the word **is**. Tell students that **was** or **were** is used when talking about the past, and the word **is** or **are** should be used when talking about the present. Read the words in the Word Bank with students together out loud. Ask students to write in their exercise book the answer to each question using the word bank.*

Answers:

1. Saturday was rainy.
2. Three days were sunny.
3. It/The weather was sunny on Wednesday.
4. It/The weather was cloudy two days before Wednesday.
5. It/The weather was rainy three days after Wednesday.
6. My favourite weather is _____. (Accept all answers.)

Tell students to check their answers with a partner. Ask individual students to share their answers to the questions with the class. Students should use complete sentences when sharing answers.

Tell students to ask a partner similar questions to those in the student book related to the calendar. Monitor questions and responses.

Lesson Summary: Students reviewed how to use phonetic clues to identify new words. They reviewed and learned weather words and symbols and recorded weather. They also answered questions related to a chart/calendar and reviewed when to use **was** and **is** in sentences.

Vocabulary: hot, cold, sunny, cloudy, rainy, windy

Language Pattern: What is the weather like today? Today the weather is _____. Today is _____. Yesterday was _____. Tomorrow is _____.

LESSON THREE

Supplementary Materials: weather word flash cards, weather symbol flash cards, days of the week flash cards

Hold up weather word flash cards. Ask students to read each word together out loud. Ask students what the weather is like today.

*Individual students will respond: **Today the weather is** _____.*

Ask some students to match weather word flash cards to the weather symbol flash cards.

*Review days of the week on the shash board/table. Ask students to write the day of the week in their exercise book. Under the day of the week, they should draw a symbol to represent the weather. This is Lesson Three, **Activity 1**.*

*Then ask students what the weather was like yesterday. If necessary, they can look at the picture and writing from the previous lesson in their exercise book. They should answer together out loud: **The weather was** _____ **yesterday**. Ask students to tell a partner what they think the weather will be like tomorrow. **I think the weather will be** _____ **tomorrow**.*

Tell students to listen as you read a weekly weather report. If necessary, ask and explain to students what a weather report is, why one is needed and where it is used.

Weather Report

Good Evening. My name is Yared Abebe, and I am going to tell you the weather as it was recorded in the city of Addis Ababa for the week of January 12th. The week started with sunny days Monday and Tuesday. On Wednesday and Thursday, the sky was cloudy. Rain started on Friday and continued through Saturday. Sunday was sunny. That was the weather in Addis Ababa last week.

*Explain to students the meaning of the words **recorded, started, continued** and **last** in the weather report. Tell students that **last** in this context means that something has happened previously or before.*

*Tell students to copy the T-chart from Lesson Three, **Activity 2** into their exercise book. As you reread the weather report, they should write the days of the week under the correct weather expression.*

Answers:

Sunny Days – Monday, Tuesday, Sunday

Cloudy Days – Wednesday, Thursday

Rainy Days – Friday, Saturday

Draw a seven day calendar on the chalkboard, similar to the one in Lesson Two in the Student Book. Model this on the chalkboard. Leave space for a weather symbol under the name of each day of the week. Tell students that you will read the weather report a third time. Explain that you will ask a student to fill in the calendar with the correct weather symbol for each day of the week as stated in the report. Once the calendar is complete, ask students questions about the weather in Addis Ababa as given by the weather reporter.

Answers:

Monday and Tuesday should have a sun symbol.

Wednesday and Thursday should have a cloud symbol.

Friday and Saturday should have a rain symbol.

Sunday should have a sun symbol.

*Tell students to look at the substitution table in Lesson Three, **Activity 3**. Review it. Describe the calendar orally using words from the columns of the substitution table. Explain the use of the word **were**. Tell students that **was** is used when the subject is singular. Explain that **were** is used when the subject is plural. Demonstrate the use of the word **were** at the chalkboard. Then, model how to use the substitution table until you feel that students understand how to use it independently.*

Ask students to write in their exercise book sentences about the weather in the weather report using the substitution table. Then ask students to turn to a partner and share the sentences they created. Ask some students to share their sentences with the class.

Substitution Table

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

Example: There were three sunny days. Wednesday was a cloudy day.

*Explain to students that they will learn to spell the following five words: **sunny, windy, rainy, cloudy** and **weather**. Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **sunny**.*

Lesson Summary: Students listened to a weather report. They filled in a chart and a calendar with information from the report. They used a substitution table to write sentences about the information from the report. Students learned and practised new spelling words.

Vocabulary: record, city, start, continue, last

Language Pattern: The weather was _____ yesterday. The weather will be _____ tomorrow.

LESSON FOUR

Supplementary Materials: pictures of a coat, cap, umbrella and hat or the real objects; spelling word flash cards (sunny, windy, cloudy, rainy, weather) on shash board/table

*Ask students to write in their exercise book the day of the week. Under it they will draw a symbol to represent the weather. This is Lesson Four, **Activity 1**. Then ask students what the weather was like yesterday. They should answer together out loud. Ask students to predict the weather for tomorrow.*

Ask students to quietly read the weather report for Assosa in their student books as you read 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.

Ask some students to come to the front of the classroom and read every other sentence in the weather report together out loud.

Tell students to draw and label in their exercise book a weather chart similar to the one in Lesson Two, **Activity 2**. They will draw weather symbols on the correct days according to the information in the weather report. This is Lesson Four, **Activity 3**. Ask students with a partner to compare their weather charts

Review the words **coat, cap and hat** using real objects and pictures. Teach the words **shade, umbrella, bright and blowing**, using a real umbrella and pictures. When you feel that students have an understanding of the words, ask them to look in their student book at the matching activity, Lesson Four, **Activity 4**. Students will match the weather word to the related sentences and write answers in sentence form in their exercise book.

Answers:

1. It's sunny.
2. It's cloudy.
3. It's windy.
4. It's rainy.

Tell students to compare their answers with a partner. Review the answers with the class.

In a group of four, ask students each to choose one of the four weather words and write it at the top of the page in their exercise book. Then each student will use the rest of the page to draw a picture to represent each sentence. They also will write the matching sentence from Lesson 4, **Activity 4** under the picture. When finished, group members should share their work with the rest of the group.

Teach the spelling of the word **windy** using an activity from the Introduction to the Teacher's Guide.

Lesson Summary: Students read a weather report and created calendar information from the report. Students learned new vocabulary related to weather words. They matched sentences to vocabulary words and drew pictures related to the matched sentences. They learned and practised spelling words.

Vocabulary: coat, cap, hat, umbrella, bright, blow, shade/shadow

LESSON FIVE

Supplementary Materials: weather related flash cards from Lesson Four

Ask students to look at the calendar they drew in their exercise book for Lesson Three. Ask some students to describe the calendar to the class using the substitution table in their student books. Tell students to turn to a partner and describe their calendar. Tell students in their exercise book to write at least three sentences that describe the calendar using the Substitution Table in Lesson Three, Activity 3. Ask students to share their written descriptions with a small group.

Review the new weather vocabulary from Lesson Four with flash cards.

Ask students to write in their exercise book the name of the day. Under it they will draw a symbol to show today's weather. Ask students to tell a partner what they think the weather will be like tomorrow. This is Lesson Five, **Activity 1**.

Ask students to discuss yesterday's weather with a partner. Ask students if they will use the verb **is** or **was** in their discussion. Tell students that **was** is called a past simple verb. Remind students that they use the word **was** when they are talking or writing about the past. Model this. Example: **What was the weather like yesterday? It was cold and cloudy.** Monitor statements for the correct use of **was**. Then ask some students to share their sentences with the class.

For Lesson Five, **Activity 2**, ask students to write a sentence about yesterday's weather in their exercise book using the language pattern, **Yesterday was _____**. Ask students to share their sentences with a small group.

Tell students to look back in their exercise book at the weather they recorded for the last four school days. Ask them to discuss the weather for the past four school days using the word **was** with their partner. Examples: *It was hot and sunny two days ago. Wednesday and Thursday were rainy.*

Write a calendar with the days of the week for today and the past four school days on the chalkboard. Ask some students to come to the chalkboard and fill in the correct weather symbol for each day.

Ask students to do Lesson Five, **Activity 3**. Tell them to write in their exercise book sentences about the weather for the past four days. Students should include the verb **was** in each sentence. Ask students to share their sentences with the class.

Ask students to turn to a partner and tell him/her today's weather. Ask students if they should use the verb **is** or **was** in their sentence. Monitor responses for the correct use of **is**. Explain that they use **is** because they are referring to something in the present time. Ask students to tell their partner today's weather and yesterday's weather using a complete sentence with the verb **is** or **was**. They can use the conjunctions **and** or **but** to link the sentences. Remind them that we use **and** to join any two related sentences and **but** to join two different sentences. Example: *It is cloudy today, but yesterday it was sunny. It is cloudy today, and yesterday it was rainy.*

Teach students the two pronunciations of **was**: wəʒ and wɒz. When the verb **was** begins or ends the sentence, the emphasis is on **was**. Demonstrate with the following examples: **Was (wɒz) it windy? Yes, it was (wɒz).** **Was (wɒz) it rainy? Yes, it was (wɒz).**

Tell students to look at the calendar on the chalkboard. Point to the days of the week on the calendar on the chalkboard. Ask students several questions about the weather using the sentence: **Was it _____?** Using correct pronunciation, students will respond together out loud: **Yes, it was.** Then ask smaller groups of students to respond together out loud. Ask individual students for their response. Then ask students to practise similar questions and answers in pairs. Make sure that students are pronouncing the word **was** correctly.

When you feel that students understand how to pronounce the word **was** at the beginning and end of a sentence, introduce its pronunciation when used in the middle of a sentence. Explain that when **was** is in the middle of a sentence, it hardly has a sound, wəʒ. When this occurs, the emphasis is not on the word **was**, it is on the following word. The word **was** is almost silent, wəʒ. Demonstrate with the following examples: **It was (wəʒ)**

windy (emphasis on windy). **It was (wƏz) sunny.** Again, point to the days of the week on the calendar on the chalkboard. As you point to a day students will say and finish the sentence: **It was (wƏz) _____.** Then ask smaller groups of students to respond together out loud. Ask individual students for their response. Then ask students to practise finishing the sentence in pairs. Make sure that students are pronouncing the word **was** correctly.

Create a graph at the chalkboard. Make a graph of the weather for today and the past four school days. Then ask students: **How many days were _____? How many more days were _____ than _____?**

Teach the spelling of the word **cloudy**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students used the words **is** and **was** in sentences. They also learned the two pronunciations for the word *was* and made a graph using information from a calendar. Students reviewed how and when to use *and* and *but* to link two sentences together. They learned and practised a new spelling word.

Language Patterns: Was (woz) it _____? Yes, it was (woz). It was (wƏz) _____. Yesterday was _____.

LESSON SIX

Supplementary Materials: all pictures and flash cards from this unit

Ask students in their exercise book to write the name of today's day. Under the day of the week, they should draw a symbol to represent the weather. This is Lesson Six, **Activity 1.**

Then ask students what the weather is today and what it was like yesterday, using the words **is** and **was** appropriately. They should answer together out loud. Ask students to tell a partner what they think the weather will be like tomorrow.

Give students the writing assessment. Tell students to study the pictures numbered 1-4 in Lesson Six, **Activity 2.** Ask students to write one or two sentences about the weather in each picture.

Possible answers:

1. It is rainy. He has green boots and a red umbrella.
2. It is windy. Her hat is blowing away.
3. It is sunny (and hot). The boy is tending the sheep.
4. It is a cloudy day. The farmer is planting his field.

Collect the exercise book and check students' work.

Play the following games with students if time allows.

1. Put all the flash cards used in this unit in a hat. Ask two students to come to the front. Pull two flash cards from the hat. The two students will compete against each other to say the word first. The winner stays and competes against the next contestant. The loser sits down.

2. *Teach students the motions for each weather word: sunny-arms above head in the shape of a circle, windy-wave arms together in the same direction, rainy-raise arms above head and let them fall as you wave your fingers, cloudy-make fists with your hands and hold them up. Once they know the motions, give students clues about a type of weather. They can guess the weather by acting out the correct motion. Example: **I need an umbrella for this type of weather.** (Students will act out the rainy motion.)*
3. *Take students outside to play Rainy, Rainy, Sunny.*

*Teach the spelling of the word **rainy**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students completed a writing assessment. Students also engaged in revision activities related to the content of this unit. They learned and practised a new spelling word.

LESSON SEVEN

Supplementary Materials: if possible bring in an European calendar that shows the 12 months of the year, flash cards with the numbers 1-31, flash cards with the names of the months

Show students an European calendar. You may want to pass it around the classroom for students to take a close look at its contents. Ask students what they know about a calendar. They should tell you that calendars give you information about days, months and years. Remind students what year it is on the European calendar.

Review ordinal numbers together out loud. Count in ordinal numbers from first to thirty-first. Tell students that in the European calendar a month has thirty or thirty-one days, except for February which has 28 days (in leap years February has 29 days).

Discuss the names of the months. List them on the chalkboard. Tell students that they are names, like the days of the week, and are proper nouns. Because they are proper nouns, they start with a capital letter. The English months in order are: January, February, March, April, May, June, July, August, September, October, November, December.

*On the chalkboard number the months in sequence using numbers 1-12. Ask students to tell you the number that represents the current month. Remind students that when we put numbers into lists we often use **ordinal numbers**. Review ordinal numbers 1st-12th. Erase this before beginning Activity 2.*

*Tell students to open their student books and look at the months listed in Lesson Seven, **Activity 1**. Tell them to write in their exercise book the months of the year from the Word Bank in the correct order. Remind them to use capital letters at the beginning of each month. Then tell them to copy in their exercise book the table of ordinal numbers in Lesson Seven, **Activity 2**. Next to each number, they should write the corresponding month. Review all answers on the shash board/table or chalkboard with students.*

Answers:

1 st January	5 th May
3 rd March	10 th October
7 th July	2 nd February
4 th April	6 th June
12 th December	8 th August
9 th September	11 th November

Tell students they will practise writing dates. Place number and month flash cards in separate piles. Choose a number flash card. Write the chosen number on the chalkboard next to the number (date). Choose a month flash card. Write the month chosen on the chalkboard. Write the year next to the month (13 June 2015). Repeat this several times with individual students. Then ask students to substitute a number for each month so that the date is all in numbers (13/06/2015). Model this.

Ask students to tell you what day today is by giving the day of the month, the month and the year. Write the date on the chalkboard (Example: 17th August 2017). Ask students to copy today's date from the chalkboard. Tell students to turn to a partner and tell him/her the date. Then ask students to write the date using all numbers (Example: 17/08/2017). Write the date on the chalkboard using only numbers for students to check their work.

Ask students to get into two teams, and ask one student from each team to come to the chalkboard. Tell them a date. (Example: thirteenth of June 2011). Both students will try to write the date in numerals as fast as they can. The first students to write the date in numerals correctly wins a point. The first team to win five points wins the game.

*Teach the spelling of the word **weather**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students learned about months and days of the year and the numbers that represent them using an European calendar. Students also wrote and said the date two different ways in English, using numbers and words and numbers only. They learned and practised and new spelling word.

Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, ordinal numbers from first to thirty-first

LESSON EIGHT

Supplementary Materials: European calendar.

Mix up the month flash cards and place them on the shash board/table. Ask individual students to come to the shash board/table and arrange them in order. Then write numbers 1-12 in random order on the chalkboard. Ask individual students to come to the chalkboard and write the corresponding month next to each number.

*Ask students what the weather is generally like in Ethiopia each month of the year. Teach students the **seasons: dry season** and **rainy season**. Explain the weather during each season. Also explain the meanings of the English words **summer (dry season)** and **winter (rainy season)**. Make a T-Chart on the chalkboard. On one side write **Dry***

Season. On the other side write **Rainy Season.** Explain that the rainy season takes place in June, July and August. Tell students that the rest of the months are part of the dry season. (Adjust the dates to suit your local weather patterns.) Write the names of the months on the T-Chart under the season in which they occur.

Ask students about the different activities that occur during the different seasons. Discuss with students the importance of knowing weather patterns as related to different professions (farmer, shopkeeper, etc.).

Ask students to raise their hand if one of their family members is a farmer. Tell students that the most common occupation in Ethiopia is farming. Ask students the types of crops that are planted and harvested in Ethiopia. Explain that when it is planting season, farmers plough their fields. Make sure that students understand the vocabulary word **plough** when used as a verb. Then ask students the months in which crops are planted (March and July/August) and harvested (May and December/January). If these activities take place in different months in your region, please teach students accordingly. Record on the chalkboard the months crops are planted and harvested.

Ask some students to tell you in complete sentences the months and the seasons in which crops are harvested and planted. Then ask students to turn to a partner and tell him/her sentences about the months and the seasons in which crops are harvested.

Ask students about how the weather affects their activities. Ask students when they have a break from school (during the rainy season). Ask students what they do differently when it is rainy season as opposed to when it is sunny and dry. Ask students to brainstorm seasonal activities in a small group.

Ask students to copy the T-chart from Lesson Eight, **Activity 1**, into their exercise book. Discuss when rainy and dry seasons happen. Ask students to write any specific information related to each season on the T-Chart. One person in the group will be the recorder. When groups finish, ask individual students to tell you in complete sentences how activities are affected by the different seasons. Then ask students to turn to a partner and tell him/her sentences about how activities are affected by the different seasons. Example: In the rainy season, I plant my barley. In the dry season, I harvest my barley.

Rainy Season	Dry Season

Then ask students to write sentences in their exercise book about each season. For Lesson Eight, **Activity 2**, students will write individually about the weather and the activities that occur during each given season, e.g. In August it is rainy. Farmers plant teff during the rainy season. Model this at the chalkboard. When students are finished, ask them with a partner to share their sentences. Remind students to look at the information on the chalkboard when writing their sentences and to use a beginning capital letter when writing the names of the months.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students learned the months of the rainy and dry seasons. They compared and contrasted the dry season and the rainy season by sorting information in a

T-Chart. Students also wrote sentences about the weather each season and the activities that occur in each season. They learned and practised a new spelling word.

Vocabulary: rainy season, dry season, summer, winter, farming, crop, plant, plough, harvest

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Start the lesson with Lesson Nine, **Activity 1**. Tell students to write the numbers 1-4 in their exercise book. Ask students to listen to the sentences you read and decide the type of weather you are describing. Once the students have decided what the weather is, ask them to draw a symbol to show the weather for each sentence you read.

1. I am very hot. I need to find shade. (*sun*)
2. I need my umbrella. I am stepping in water. (*rain*)
3. My cap is blowing off my head. The leaves are moving in the trees. (*wind*)
4. It is not bright. It will soon rain. (*cloud*)

Lesson Nine, **Activity 2**, is also a review activity. Tell students to follow the instructions in their student book. (They are to produce a T-chart.)

Answers:

Rainy Season	Dry Season
1, 2, 3, 6	4, 5

Check students' answers.

Ask students in their exercise book to write three sentences about their favourite activities during rainy season and three sentences about their favourite activities during dry season. Ask students to share their sentences with the class.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students engaged in a listening assessment. They also participated in revision activities related to content in this unit. They reviewed spelling words.

LESSON TEN

Supplementary Materials: Choose your own supplementary materials.

Tell students that you are going to read them a story from many years ago. Explain that in English, stories from many years ago are called **folk tales**. Tell students that the story tellers who tell folk tales use expression and drama when telling their stories. Explain that by doing this they make the story more entertaining. Model how to read sentences with expression and how to read sentences without expression. Ask students which they find more interesting.

Tell students the title of the story and explain that it has been rewritten (adapted) so that they can read it at their grade level. Then ask students to turn to a partner and tell

him/her what they think the story will be about. Read the folk tale to them with expression and actions to help them understand the main idea as they read silently. Ask questions as you read. Accept all reasonable answers. This is Lesson Ten, **Activity 1**.

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. (**What happens when 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. (**What do you think his idea is? Tell a partner.**) 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." (**What do you think will happen next?**)

The elders all agree. They send three men with gifts to *Kinchiwot*. (**What gifts do you think that they take?**) 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. (**How can you 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. (**Why do you think that they are surprised? Can you look surprised?**) 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. (**What do you think will happen after the village plants trees?**) Then they never have a drought again.

Reread the story to the students. This time allow students to stop you to ask for help with difficult words. Ask them to look in the text for clues to the meanings of the words before explaining the meanings. The words are the following: **village, elders, worried, meeting, problem, excited, idea, rainmaker, agree, gifts, protect, environment, arrive, surprise, drought**. These words are underlined in the teacher's guide only.

Tell students to study the pictures in Lesson Ten, **Activity 2** and decide upon their correct order relative to the story. Discuss what is happening in each picture. When students have sequenced the pictures, they should write in their exercise book the numbers of the pictures in the order the activities occur in the story. When they are finished, review the correct sequence of the pictures together out loud.

Answers:

2, 4, 3, 1, 5.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students read a traditional Ethiopian story. Students also answered questions and sequenced pictures. They learned new vocabulary and practised spelling words.

Vocabulary: folk tale, elders, worried, meeting, problem, excited, idea, rainmaker, agree, gifts, protect, environment, arrive, surprise, drought

LESSON ELEVEN

Supplementary Materials: Choose your own supplementary materials.

*Ask students to recall the story from the previous lesson. Reread the story to students as they read along silently. Explain that to **retell** you give events in the sequence or order in which they happened. Then ask them to retell the story to a partner using the words **first, next, then** and **last**, as they point to the pictures in Lesson Ten, **Activity 2**.*

Ask students the following questions about the story:

Questions:

1. When does the story take place? (*long ago*)
2. Where does it take place? (*Southern Ethiopia*)
3. For how many years is there no rain? (*two*)
4. Who can make rain? (*Kinchiwot*)
5. What happens when the rain comes? (*rivers fill up, plants grow*)
6. Why must we plant trees? (*to protect the environment*)
7. What happens when there is drought? (*plants die, people and animals have no food/ starve*)
8. Have you experienced a drought? If so what do you remember about it? (*Accept all reasonable answers.*)

Ask students to look in their student book at the pictures and matching sentences from the story in Lesson Ten, Activity 1. Tell students that they will match each caption from the story to a picture from the story. They will then sequence the pictures by writing the sentences in the order that they occurred into their exercise book.

Students should write the sentences in the following order:

Answers:

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

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students retold the traditional Ethiopian story using first, next, then and last. They answered questions related to the story. Students also sequenced and matched pictures and sentences from the story. They also practised their spelling words.

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Reread "The Rainmaker" from Lesson Nine. Write the following on the chalkboard:

Beginning
Middle
End

Tell students that they will **summarize** the story into three parts. Remind students that they did a **retelling** activity in the previous lesson. Remind students that a **retelling** includes more details than a **summary**. Tell students that a **summary** is a quick way to tell someone about what happened in a story. Tell students that only the main parts of a story are mentioned in a summary. The details are not needed. Remind students that they summarized the story “Anito” in the last unit.

Read the sentences from Lesson Eleven, Activity 2 from the story, “The Rain Maker.” After each sentence, ask students to shout out if the sentence occurred at the beginning, middle, or end of the story. They will say: **BEGINNING, MIDDLE or END.**

Ask students to get into small groups to do Lesson Twelve, **Activity 1**. Tell students that they will summarize the story together with their small group. The groups will need to decide which details are important. One student from the group should be the recorder and write the title of the story at the top of a piece of paper. They will then divide the paper into three sections. The first section will have the label **B** for beginning, the second will be **M** for middle and the third **E** for end. Model this at the chalkboard. The recorder will write the summary for each part of the story. Each part should be summarized in only a few sentences.

Example:

Beginning - The rain does not come. The elders meet .

Middle - Men go to visit Kinchiwot with gifts and ask for help.

End - The rains come. The villagers plant trees.

Once each group has finished, group members should choose someone to present the three parts of their summary to the class.

Tell students with a partner to copy the Word Search into their exercise book and circle the hidden words (Lesson Twelve, **Activity 2**). You may need to explain the English words **winter** and **summer** again to students

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

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students learned to summarize a traditional Ethiopian story. They found hidden weather words in a word search puzzle.

LESSON THIRTEEN - Unit Review

Supplementary Materials: Choose your own supplementary materials.

*Give each student a piece of paper. Tell them to write their name at the top of the paper. Then they should write the words Spelling Test under their name. This is Lesson Thirteen, **Activity 1**. Ask students to list numbers 1-5 down the lefthand side of their paper. Tell students that you will say the spelling word, use it in a sentence and then say the spelling word again. As you do this, they should write the word correctly next to the appropriate number. Test students' spelling of the five words for this unit: **sunny, windy, rainy, cloudy and weather**, using the method explained in the Introduction..*

*Tell students to look at the gap sentences in Lesson Thirteen, **Activity 2**. Students should choose one or more words from the Word Bank for each sentence. Then students should copy the completed sentences into their exercise book and share them with a partner.*

Answers:

I use my umbrella when the weather is _____. (rainy, sunny)

Dust gets in my eyes when the weather is _____. (windy)

I need a cap to shade my face when the weather is _____. (sunny)

It is not sunny when the weather is _____. (cloudy, rainy)

*Choose from the suggested activities in Lesson Thirteen, **Activity 3**.*

Review ordinal numbers. Have a set number of students line up in front and ask who is second, fourth, tenth, etc.

Call out dates and have students write them in their exercise book.

Ask students in small groups to stand in a circle. Each students will call out the months of the year in order. The student after December sits down. Repeat this until there is only one person standing. He/She is the winner. This also can be done with days of the week.

With a partner reread the story or a weather report.

Take students outside to play the game, Rainy, Rainy, Sunny.

UNIT 4: LET'S KEEP FIT.

Unit Outcome: Students will be able to give simple advice.

By the end of Unit 4, students will be able to achieve the following competencies:

- ask and answer questions.
- sing a song.
- listen to instructions and react accordingly.
- give simple descriptions.
- give and respond to advice.
- read new and recycled body parts.
- predict what a passage will be about from the title.
- read short paragraphs to find information needed to fill in a table.
- write body parts.
- write the correct spelling.
- take dictation of words and phrases.
- complete sentences by adding words and phrases.

Unit Assessment:

Speaking and Listening: Students give each other positive and negative commands e.g. write your name, stand up, don't sit down etc.

Reading and Writing: Students read the words to songs, poems and stories, they also write sentences by adding words and phrases to information.

LESSON ONE

Supplementary Materials: diagram of a body on a large piece of paper; body part flash cards using recycled names of body parts and including the body part words from grade three: knee, face, tooth, tongue, beard, cheek, lip, stomach

*Discuss the title of the unit with students. Ask them what they think it means to keep fit. Explain the meaning of the words **fit** and **healthy**. If necessary, use students' mother tongue. Tell students that throughout this unit they will learn how to become **fit** and **healthy** and discuss **health** and **fitness** in English.*

*Tell students that they will review parts of the body. Touch different body parts on your body. As you touch each body part, say its name. Ask students to repeat the name of the body part together out loud. Be sure to include the body parts: **knee, face, tooth, tongue, cheek, lip** and **stomach**.*

After students have repeated the names of the body parts, touch a body part on your body. Ask students to shout out the name of the body part you are touching. Then ask a student to come to the front of the classroom and touch a part of his/her body. Students should then shout the name of the body part being touched. Repeat this several times with different students leading the class in this activity.

Ask students to repeat the activity in pairs. One student will touch a body part as the other student says its name. Point out or review the body parts on the diagram. Then ask students to look at the diagram of the body you have prepared. Hold up the body part flash cards and read each with students together out loud.

Turn the flash cards over and place them on your table. Ask some students to come to your table. Each student should choose a flash card, turn it over, read it to the class and then hold it in the appropriate place on the diagram. After students have held their flash cards on the diagram, they should place them on the shash board/table. Repeat this activity several times so that many students get the opportunity to participate.

Tell students to do the **Activity** for Lesson One. They will first study the diagram of a body in their student books and then with a partner they will match the body part words in the Word Bank to the numbers on the diagram. Monitor student responses.

Touch a body part and ask: **What is this? What am I touching?**

Explain the meaning of the word **touch** if necessary. Also explain to students that you added **-ing** to the word **touch** to show that the word **touch** is being used in the present tense (happens now). Answer your own question by responding: **This is my _____. I am touching my _____.**

Repeat this several times. Then ask students to come to the front of the class and share the names of their body parts in this way. Students can then repeat this activity in pairs.

Tell students to touch the body part that you are touching. Say: **We are touching our _____.** Ask students to repeat the sentence after you. Repeat this several times. Then ask one student to point to the class while they are all touching a body part and say: **They are touching their _____.**

Then ask some students to come to the front of the class. Ask them to choose a body part word flash card from the shash board/table and read the word silently then touch the body part. Ask: **What is he/she touching?** Students will respond: **He/She is touching his/her _____.**

Then students should point to the student and say together out loud: **You are touching your _____.**

Repeat this several times. Ask students to get into small groups and repeat the activity. Instead of choosing a body part word flash card, they should think of a body part to touch. Another student in the group will ask: **What is he/she touching?** The rest of the group will respond: **He/She is touching his/her _____.** Then they will say: **You are touching your _____.**

Lesson Summary: Students reviewed the names of body parts by asking and answering questions and reviewed the use of pronouns.

Vocabulary: fit, fitness, health, healthy, touch

Language Pattern: What is this? This is my _____. What am I touching? I am touching my _____. What is he/she touching? He/She is touching his/her _____. We are touching our _____. You are touching your _____. They are touching their _____.

LESSON TWO

Supplementary Materials: body part flash cards from Lesson One; flash cards with the new body part words: back, trunk, body, chin, neck, bone; diagram of body from Lesson One

Tell students that they will review parts of the body. Use the body part flash cards from Lesson One to review the names of the body parts. Ask students to stand and touch the body part that corresponds to the one on the flash card that you hold up. Students will NOT read the name on the flash card together out loud, and you will NOT say the name. They will read the name on the flash card silently then touch the appropriate body part.

*Write the following sentences on the chalkboard. **What is this? This is my _____. That is your _____. You are touching your _____.***

*Tell students to look at the sentences on the chalkboard. Ask them what words could be made into contractions. After students respond, circle the words: **What is, That is and You are.** Ask students what contractions the word pairs make. **What's, That's and You're.** Now, repeat the sentences using the substituted contractions. Replace the words with the contractions on the chalkboard.*

Introduce the new body part words using the flash cards. First, you may need to use students' mother tongue to explain the body parts, the function of the body parts and their locations on the body. Allow students time to ask questions related to the new body parts.

*Repeat this activity for each new body part word. Tell students that **blood** is not a body part. **Blood** is body fluid that is pumped by the heart. It is needed to keep each person alive. For the word **blood**, touch your heart and run your finger from your heart to other parts of your body. For the word **bone**, touch the locations of different bones in your body. For the word **body**, touch your hand to your shoulders then down to your feet.*

Show students the flash cards with the names of the new body parts. Hold up a flash card and ask students to repeat the name of the body part with you together out loud. After they have said the name of the body part, ask them to touch it on their body. Model this.

Turn the new body part flash cards upside down on your desk. Ask some students to come to your desk. They should choose a flash card, turn it over, read it to the class and then hold it in the appropriate place on the body diagram. Repeat this game several times so that many students get an opportunity to participate.

*Write the following questions and responses on the chalkboard. **What am I touching? This is my _____. I am touching my _____. Tell students to look at the sentences on the chalkboard.***

*Ask them what two words could be made into a contraction. After students respond, circle the words **I am.** Ask students what contraction the word pairs make: **I'm.** Now, repeat the sentences using the substituted contraction. Replace the words with the contraction on the chalkboard. Touch a body part and ask: **What am I touching? Answer your own question by responding: This is my _____. I'm touching my _____.***

Repeat this several times. Then ask students to come to the front of the class and share the names of their body parts in this way. Students can then repeat this activity in pairs. Add the following sentences to the chalkboard: **What are you touching? We are touching our _____. What are they touching? They are touching their _____.**

Tell students to look at the sentences on the chalkboard. Ask them what words could be made into contractions. After students respond, circle the words **We are** and **They are**. Ask students what contractions the word pairs make, **We're** and **They're**. Now, repeat the sentences using the substituted contractions. Replace the words with the contractions on the chalkboard. Tell students to touch a body part. Ask: **What are you touching?** Students will respond: **We're touching our _____.** Repeat this several times. Then ask one student to stand and point to the class while they are touching a body part. Ask the standing student: **What are they touching?** The student will respond: **They're touching their _____.**

Write the following questions and responses on the chalkboard: **He is touching his _____.** **She is touching her _____.**

Tell students to look at the sentences on the chalkboard. Ask them what words could be made into contractions. After students respond, circle the words **He is** and **She is**. Ask students what contractions the word pairs make: **He's** and **She's**. Now, repeat the sentences using the substituted contractions. Replace the words with the contractions on the chalkboard.

Tell a male student to touch a body part and ask: **What's he touching?**
Students will respond: **He's touching his _____.**

Tell a female student to touch a body part and ask: **What's she touching?**
Students will respond: **She's touching her _____.**

Tell students to write in a list all of the contractions and the two words that make up the contractions from the **Activity** for Lesson Two. Be sure that each of the sets of two words: **what is, that is, you are, I am, we are, they are, he is, she is** are on the chalkboard for the students to copy. Ask them to check their work with a partner.

Lesson Summary: Students learned the names of body parts by asking and answering questions. They reviewed and used contractions in their questions and responses.

Vocabulary: back, trunk, body, blood (body fluid), chin, neck, bone

LESSON THREE

Supplementary Materials: body part flash cards from Lessons One and Two.

Tell students that they will review parts of the body. Use the new body part flash cards from Lesson Two. Review the names of the body parts on the flash cards with students. Then place them on the shash board/table.

Ask students to do the **Activity** for Lesson Three. They will list the body part words in the Word Bank in order from the top to the bottom of the body.

Possible Answers:

hair, face, chin, beard, neck, shoulder, stomach, leg, knee, foot.
(It would also be acceptable for students to list knee before leg.)

Tell students that you are going to spell the name of a body part. Ask students to stand. Explain that as you spell it, you would like them to touch the part of the body that is being spelled. For example: Say K N E E. As you say this, students should touch one of their knees. If students touch the wrong body part, they should sit down.

Tell students to continue the activity in a small group. Each member of the group should spell a body part word. Students can look at the body part flash cards on the shash board/table for help with spelling the words.

*Tell students that you will now play a body part riddle game. Describe a body part. Tell students its location and the function of the body part. DO NOT touch or point to the body part. After you finish describing the body part, call on some students to say the name of the body part being described. Example: **It's on your face. It's under your mouth. It's made of bone. What is it?** A student will respond: **It's a chin.** Repeat this several times for different body parts. Then ask students to get into small groups and repeat the activity.*

Ask a student to come to the front of the class and say from memory the names of five body parts from the top to the bottom of his/her body. Repeat this activity. The names of the body parts students choose to say can vary. It is important that they say the names of the body part words in order from top to bottom of the body. Ask students to get in pairs and repeat the activity.

*Explain to students that they will learn the spellings of the following five words: **body, chin, neck, trunk and back.** Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **body.***

Lesson Summary: Students identified body parts by their spelling and description. They described body parts by location and function and placed body parts in order from top to bottom. They learned and practised new spelling words.

LESSON FOUR

Supplementary Materials: body part word flash cards; flag for races; flash cards with movement words: start, finish, wait, race, throw, lift, stop, catch
*Tell students to do the first spelling activity from Lesson Three. Only this time, students will respond by touching, saying and spelling the answer. Example: They will touch their chin and say, **It's a chin, C-H-I-N.***

*Ask them to read the words in the Word Bank and do Lesson Four, **Activity 1.** Tell students to choose five body parts and write a sentence in their exercise book about each one. An example is given. Ask students to share their sentences with a partner and then with the class.*

Review what is meant by **alphabetical order**. Tell students to study the names of body parts in the Word Bank in **Activity 1** again and to rewrite them as a list in alphabetical order. This is Lesson Four, **Activity 2**. Review answers at the chalkboard.

Answers:

chin, eye, foot, hair, leg, lip, neck, nose, shoulder, trunk.

Then ask some students to come to shash board/table and place the flash cards in order from top to bottom of the body. Remove the words that students are not able to locate in a single place on a body such as **blood** and **bone**.

Remind students of the meaning of the words **blood** and **bone**. Use mother tongue words to explain these words again, if necessary. Blood is the fluid that circulates through the body that is important to life and to health. Bones are what make up the skeleton of the body.

Ask students to name any movement words (**jump, run, swim**, etc...) they can remember and write them on the chalkboard. Teach students **action (movement) verbs: start, finish, wait, race, throw, lift, stop, catch**. Write them on the chalkboard with the other action words. Explain that **start** means to begin an activity. Tell students that **finish** means to end an activity. **Wait** means not to begin. **Race** means to compete against others. Explain the meaning of **throwing** and **catching** an object. Tell students that **lift** means to pick up. Explain that **stop** means to take a break/rest or end an activity.

Model the meanings of the new action words. Remind students that Ethiopians are very proud of their **citizens'** accomplishments as runners. Explain the meaning of the word **citizens**. Find out how much students know about the running as it pertains to Ethiopia. Conduct a running contest/race in the physical exercise class or outside and use the new movement verbs: **start, finish, wait, race, lift, stop**. Tell students that before they **start**, they need to **wait** for you to **lift** the flag to begin. Tell students to **stop** at the **finish** line. Begin the race.

Ask some students to touch different body parts. Explain to students that when you tell them to touch something it is called a **positive imperative**. Ask them to turn to a partner and tell him/her to touch a part of his/her body. Each partner will say: **Touch your _____**.

Tell students that when you tell them not to touch something, it is called a **negative imperative**. Explain that an example of a negative imperative is **Don't touch your _____**. Ask students to turn to a partner and tell the partner not to touch a part of their body. They will say: **Don't touch your _____**. Ask students to write a positive and negative imperative in their exercise book.

Play Solomon Says, using action words and positive and negative imperatives.

Decide if you will tell students to do the movement or not do the movement.

Solomon Says: Do/Don't.....

Lift your arm.

Start to run in place.

Stop running in place.

Pretend to catch a ball.

Pretend to throw a ball.

Lift your leg.
 Shake your hand.
 Walk.
 Finish walking.
 Wait.
 Touch your chin.

Divide students into small groups. They will play Solomon Says several times and take turns being the leader. Each leader will give five commands.

If there is time, ask some students to put the ten action words still written on the chalkboard in alphabetical order. Then ask other students place the body part words on flash cards on the shash board/table in alphabetical order.

*Teach the spelling of the word **chin**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students created and practised positive and negative imperatives. They also learned new action (movement) words and reviewed how to put lists of words into alphabetical order. They learned and practised and new spelling word.

Vocabulary: start, finish, wait, race, throw, lift, stop, catch

Language Pattern: Solomon says do ... Solomon says don't ... Touch your _____.
 Don't touch your _____.

LESSON FIVE

Supplementary Materials: body part flash cards, multiple sets of body part words on pieces of paper

Students will turn to a partner and give positive and negative commands using imperatives. Evaluate this for each set of two students. Students can use any positive and negative commands that relate to movement and body parts.

Play "Solomon Says," using movement words and positive and negative imperatives.

*Put students into groups and hand out to each group a set of five body part words. For Lesson Five, **Activity 1**, students will draw in their exercise book a diagram of a body and show the 5 body parts using the words given to them.*

*Ask students to look at the scrambled body part and movement words in Lesson Five, **Activity 2**. Ask them to unscramble the words and write them correctly in their exercise book using the example given.*

Answers:

1. neck	5. trunk	9. finish	13. stop
2. chin	6. back	10. start	11. wait
3. foot	7. stomach	11. catch	12. race
4. nose	8. lip	12. throw	13. lift

For Lesson Five, **Activity 3**, teach students the words **right** and **left** using the body parts **arm, leg, hand, foot, shoulder and hip**. Then review prepositions **in** and **out**. Remind students how to sing and perform actions to the song, “Hokey Pokey.” Sing the song with students; then ask students to perform the actions as you model them.

Hokey Pokey Song

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 underlined words above.

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

Teach the spelling of the word **neck**. Choose an activity from the Introduction to the Teacher’s Guide to review introduced spelling words.

Lesson Summary: Students reviewed all content learned in the unit.

LESSON SIX

Supplementary Materials: Choose your own supplementary materials.

Read the title of the passage, “Women First,” to students and ask them what they think it will be about. If the students live in, or near, Addis, they may be familiar with the race.

Tell students to find Lesson Six, **Activity 1** in their student book. Ask students if they would like to run in a race with thousands of people? Why or Why not?
Accept all reasonable answers.

Read the passage to students as they read it silently.

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.

Reread the passage, stopping when it is necessary to explain an English word. First, allow students to figure out the meaning of a word using context clues. Model this. Ask students the questions below. Use mother tongue, if necessary, for abstract ideas. For your convenience, words are underlined in the teacher's guide but not in the student book. For example, ask students: **What do you think the word *capital* means?**

After students look back in the passage for clues about the meaning of the word, you can explain that in the context it is used in the story **capital** is where the government operates. As with the word **capital**, ask students what each of the following words means. Ask them to look back in the text. Read the sentence with the word again. Repeat the sentences around it. Then find out what the students think the word means. Then repeat the meaning of the word.

1. **What do you think the word *participate* means?** (take part)
2. **What do you think the word *thousands* means?** (very many people)
3. **What do you think the word *signal* means?** (the sound made to start the race)
4. **What do you think the word *course* means?** (the route for the race)
5. **What do you think the word *spectators* means?** (people watching the race)
6. **What do you think the word *cheer* means?** (shout out happily)
7. **What do you think the word *crosses* means?** (runs past)

After teaching the meanings of the unfamiliar words, read the passage with students together out loud.

Ask students the following questions. Answers may vary. Accept all reasonable answers.

1. **Where does the Women First race take place?** (It takes place in the capital city of Ethiopia, Addis Ababa.)
2. **Why do you think the race is named Women First?** (It is a race for women only.)
3. **Why do you think it always occurs near the date that International Women's Day is celebrated?** (It occurs then because that is when women are celebrated.)
4. **Why are most spectators at the finish line?** (They want to see who will win the race.)
5. **When do the runners stop?** (They stop when they cross the finish line.)

Ask students to turn to Lesson Six, **Activity 2** and read the sentences silently. Students will find the correct words in the Word Bank to fill in the gap in each sentence. Then they will write the completed sentence in their exercise book. Review the correct answers with students.

Answers:

1. The Women First _____ takes place in Ethiopia's _____ city. (race, capital)
2. The _____ kilometre race is held every _____. (five, March)
3. The women _____ at the _____ point. (wait, starting)
4. The spectators _____ the runners on. (cheer)
5. The race ends at the _____ line. (finish)

Ask several students to share answers with a partner and then with the class.

For Lesson Six, **Activity 3**, students are asked to sequence illustrations from the passage. First have them study the pictures and talk with a partner about what they can see in the pictures, then have them decide on the order of the pictures, that is, which picture shows what happens at the beginning, the middle and the end.

Answers:

The correct order is: 3, 1, 2

Finally, have students retell the story to their partner. Remind students that retelling means to tell the events in the sequence in which they happened.

Teach the spelling of the word **trunk**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students read an informational passage. They predicted the content of the text, studied new vocabulary and answered questions related to the passage. They completed gap sentences and retold a story.

Vocabulary: participate, length, thousands, signal, course, cheer, spectators, crosses

LESSON SEVEN

Supplementary Materials: Choose your own supplementary materials.

Ask students to give an example of how they keep fit and healthy. Record their answers on the chalkboard.

Write the words **should** and **shouldn't** on the chalkboard. Read the words out loud to students. Emphasize the pronunciation of the words then ask students to repeat the words together out loud. Tell students that **shouldn't** is a contraction. Ask them what two words the word **shouldn't** represents. They should respond, **should not**.

Explain that the word **should** is used to give advice to someone about what to do. The word **shouldn't** gives advice about what not to do. Explain the word **advice** in the mother tongue if necessary.

Write the following sentences on the chalkboard:

You should go to the doctor when you feel ill.

You shouldn't take medicine without a doctor's order.

You should wash your hands before you eat.

You shouldn't start to eat before washing your hands.

You should _____.

You shouldn't _____.

Explain that the sentences are about keeping fit and healthy, the title of the unit. Read the first four sentences to students. Then ask all students to read the first four sentences with you together out loud. Ask some students to come to the front of the class and read the first four sentences. Finally, ask students to turn to a partner and read the first four sentences to each other. Listen for correct pronunciation of the words **should** and **shouldn't**.

Then ask students to finish the last two sentences. Tell students that they should finish the sentences with advice on keeping fit as done in the first four sentences. Call on some students to finish the sentences.

Tell students for Lesson Seven, **Activity 1** to study the pictures and sentences. Ask them to read the sentences together out loud. Ask them to match the pictures to the sentences then to write the sentences in order in their exercise book.

Answers:

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

Ask students to check their work with a partner. Call on individual students to share their answers with the class.

Teach students the meaning of the word **spoiled**.

Tell students to work in groups to copy in their exercise book and fill in a T-chart with six pieces of advice (three under each heading) on keeping fit and healthy. This is Lesson Seven, **Activity 2**.

Finally, students individually should do Lesson Seven, **Activity 3**. They will write in their exercise book 5 sentences of advice to a school student. Tell students to share their **should** and **shouldn't** advice with a partner.

Teach the spelling of the word **back**. Choose an activity from the Introduction to review introduced spelling words.

Lesson Summary: Students learned to pronounce and use the words should and shouldn't correctly. They also read and created sentences in which advice was given using the words should and shouldn't. They sequenced sentences and matched pictures with sentences. They learned the meaning of a new word and learned and practised a new spelling word.

Vocabulary: should, shouldn't, advice, fit, healthy, spoiled

LESSON EIGHT

Supplementary Materials: Choose your own supplementary materials.

Explain the meanings of the words **hurt** (feel painful) and **injure** (do harm to/damage one's body). Then read the dialogue together out loud. Then tell students to get into pairs and read the dialogue in Lesson Eight, **Activity 1** quietly with their partner. Each student will represent one of the two persons in the dialogue. Ask two students to come to the front of the class to demonstrate.

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

Ask students to study the picture in their student book in Lesson Eight, **Activity 2**. With a partner they will create a dialogue to go with the picture. Tell students to include the words **should** and **shouldn't** in their dialogue. Once partners have decided on a dialogue, students should write it in their exercise book and practise reading it. For Lesson Eight, **Activity 3**, ask each pair of students to present their dialogue to the class or to a small group.

Tell students that one way to keep fit is to **exercise**. Explain the meaning of the word exercise to students. Tell them that you will teach them a fitness routine. Say:

You should bend your back and touch your toes. You shouldn't bend your arms. Now bend your arms and touch your trunk. Lift your arms. Keep them straight.

Repeat this routine several times.

Teach the following fitness routine. Say:

**You should bend your arms and touch your chin.
You should bend your neck to the left. You shouldn't bend your neck to the right.
Bend your neck forward. Now you should bend your neck back.**

Ask students to put both routines together and demonstrate each to a partner.

Explain to students that the movements in the first part of the routine went from the bottom of the body to the top. First toes, then trunk, then head. Tell students that they will be creating a fitness routine. Tell them to consider the order of the movements when creating their routines. Tell them that you used imperatives and the words **should** and **shouldn't** in your routines.

Ask a student to come to the front of the class. Ask him/her to create a fitness routine with five movements for the class to follow. Assist the student modeling when necessary. The student should write the routine on the chalkboard then model it for the class. The final step is for the class to follow the student's routine as he/she leads the class. Tell students to get into a small group and create their own fitness routine. It should have five movements. One student should be the recorder and write the routine in his/her exercise book. Students should practise their routines.

Choose an activity from the Introduction in the Teacher's Guide to review all spelling words.

Lesson Summary: Students reviewed the words should and shouldn't, read and created dialogues in which advice was given using the words should and shouldn't and used them when following and creating fitness routines. They practised their spelling words.

Vocabulary: another, broken, hurt, injure, exercise, fitness, routine

LESSON NINE

Supplementary Materials: a brochure to share with students

Ask each student with a partner to model a short fitness routine for the other partner to follow.

Remind students what a brochure is by showing them the example(s) you brought. Explain that they are like little books that summarize the idea you are trying to explain to the reader. Tell students to turn to Lesson Nine, **Activity 1**. Write the title of the brochure on the chalkboard: “Ways to Keep Fit and Healthy.” Read it together out loud. Ask students in pairs to predict what the brochure will be about. They also will predict five words that will be used in the text. They will write the five words in their exercise book. Once they have made their predictions with their partner, ask students to share some of their predictions. Write the words they predicted on the chalkboard. Tell students to read the information in the brochure silently. This is Lesson Nine, **Activity 2**.

Ways To Keep Fit and Healthy	You should make healthy choices when you eat. Choose fruits and vegetables instead of candy.	You should keep your fingernails and hair clean.
You should choose to walk or ride a bicycle to go to a place that is near.	Drinking clean water is something you should do every day. You shouldn't drink soft drinks instead of water.	You should always be clean and neat. You shouldn't let your body and clothes get dirty.
You should exercise every day. You shouldn't be lazy.	You shouldn't eat with dirty hands. You should wash them before each meal.	You shouldn't forget to clean your teeth daily.

Once students have read the text silently, they will reread the text together with their partner. In pairs they will discuss the content of the text and check whether the five words they predicted are in the text. Then, as a class review the predicted words at the chalkboard and discuss if they could have or couldn't have been used in the brochure. Ask students if the information in the brochure could actually be given out by a doctor. Discuss why they think it could or couldn't. Read the brochure together out loud.

Ask students to look at the true/false questions related to the brochure in Lesson Nine, **Activity 3**. Ask them to answer the true/false questions on their own and to copy the true statements in their exercise book. Tell them to correct the false statements by making them true. They may look back at the brochure or brochure to help them with this activity. When students have finished, review the answers by asking students to stand and show the correct answer by using their bodies to make the letters **T** or **F**. Ask some students to share with the class the true sentences they wrote from the false ones.

Answers:

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

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students learned about and read brochures. They also decided if statements about keeping fit and healthy were true or false. They made false sentences true by rewriting them and practised spelling words.

Vocabulary: meal, inactive, candy, destination

LESSON TEN

Supplementary Materials: paper to make brochures - one piece for each pair of students

Write the words **should** and **shouldn't** in a T-chart on the chalkboard. Ask students to copy it into their exercise book.

Ask students to read the text again from the brochure in Lesson Nine. Then ask students to identify the things the brochure or brochure suggested that students **should do** or **shouldn't do**. Ask students to help you fill in the T-Chart on the chalkboard. This is Lesson Ten, **Activity 1**. Review the chart with students. Then ask students to think of other advice, not mentioned in the brochure, to be added to the T-Chart.

Possible Answers:

Should	Shouldn't
<p style="text-align: center;"><i>Choose fruits and vegetables.</i></p> <p style="text-align: center;"><i>Wash hands before meals.</i></p> <p style="text-align: center;"><i>Keep hair and fingernails clean.</i></p> <p style="text-align: center;"><i>Clean teeth daily.</i></p> <p style="text-align: center;"><i>Exercise every day.</i></p> <p style="text-align: center;"><i>Drink clean water.</i></p> <p style="text-align: center;"><i>Walk or ride a bicycle.</i></p> <p style="text-align: center;"><i>Make healthy choices when you eat.</i></p>	<p style="text-align: center;"><i>Eat too much candy</i></p> <p style="text-align: center;"><i>Eat with dirty hands</i></p> <p style="text-align: center;"><i>Drink soft drinks</i></p> <p style="text-align: center;"><i>Let your hair, body or clothes get dirty</i></p> <p style="text-align: center;"><i>Let your teeth get dirty</i></p> <p style="text-align: center;"><i>Be lazy</i></p> <p style="text-align: center;"><i>Go one day without water</i></p>

Ask students to do Lesson Ten, **Activity 2**. They will study the pictures in their student book and match the advice in the brochure to the pictures. They should do so by looking in the text and copying the matching sentence in the order of the pictures.

Answers:

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

*Pass out the paper for the brochures they will produce for Lesson Ten, **Activity 3**, one piece of paper to each pair of students. Show students who are holding the paper how to fold it to make a brochure. If you cannot provide paper, tell students to use a page in their exercise book to prepare the brochure. Tell students to make their own “Keep Fit and Healthy” brochure with a partner. Model this at the chalkboard. Students will decide what to put on the title page, the inside and the back of the brochure. Model this. When they are finished ask a few pairs to share their work with the class. Then all pairs will share their work within a small group.*

Choose an activity from the Introduction to the Teacher’s Guide to review all spelling words.

Lesson Summary: Students organized in a T-chart the information from the text. They matched pictures to statements from the text. Students also created their own “Keep Fit and Healthy” brochure. They practised their spelling words.

LESSON ELEVEN

Supplementary Materials: large pieces of paper or cardboard for students to make their “Keep Fit and Healthy” posters, a sample poster for students to study

*Tell students to listen carefully as you say the words and phrases to write in their exercise book. This is lesson Eleven, **Activity 1**.*

walk, ride a bicycle, wash, clean, healthy, eat, fruits and vegetables, comb hair, drink water, wash body, exercise, move around, play games, run, hands.

Ask students where they commonly see posters and what posters they have seen. Ask students what the purpose of a poster is. Ask them the following discussion questions. (Answers will vary. Accept all reasonable answers.):

1. **How are posters different from brochures?**
2. **When and why would it make sense to use a poster instead of a brochure?**
3. **Would a poster be better suited for a city or a rural area (the countryside)?**
4. **In either place, where would be a good place to place a poster?**
5. **Where would be a good place to hand out brochures?**
6. **Which do you think is more expensive or which takes more time to make?**
7. **How are brochures and posters similar?**
8. **How are brochures and posters different?**

*After the discussion, ask students to get into small groups. Tell them that they are going to create a “Keep Fit and Healthy” poster. This is Lesson Eleven, **Activity 2**. Explain that the information used in making the poster will be similar to the information used in their brochures in the previous lesson. Draw a model poster on the chalkboard with the help of students.*

Pass out the material to make the posters. Tell students to use the words you dictated and to think of other words that they could use to make a poster that depicts how to get fit.

Choose an activity from the Introduction in the Teacher's Guide to review all spelling words.

Lesson Summary: Students listened to and wrote words the teacher dictated to them. They answered questions about the similarities and differences between brochures and posters. They also discussed when and where brochures and posters are useful for giving information. Students created their own "Keep Fit and Healthy" posters.

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Ask small groups to finish their posters.

Write the following grading criteria on the chalkboard:

Advice	Pictures
English	Teamwork

Remind students that they will be grading each other's work. The criteria on the chalkboard are the criteria that must be included in creating their posters. Develop a grading scale that includes the above criteria. Explain this scale to the class.

*Ask some small groups to come to the front of the classroom and share their posters with the class. This is Lesson Twelve, **Activity 1**. After groups share their work, read through the grading criteria on the chalkboard. Ask students to vote with hands up or hands down for each item. For example, if the majority of the students agree that the poster contained good advice, put a check mark next to the word **Advice**. If they didn't, leave it blank. Continue this way through each of the criteria. Record these and consider them when you give each group its final grade on the posters created.*

*Ask students to share how they can keep healthy and fit when they are at home. Record their answers on the chalkboard. Tell students to turn to Lesson Twelve, **Activity 2**. Then write the main idea sentence: **There are many ways I keep fit and healthy at home.***

Tell students to copy the sentence into their exercise book. Then ask students to write four more sentences to support the main idea. Model this. Tell students that their work should be in paragraph form. If you feel that students need further assistance, you may help them get started by writing an example sentence after the main idea sentence on the chalkboard. Tell students to use the ideas listed on the chalkboard if necessary. Ask students to share their paragraph with a partner. Then ask several students to share their work with the class.

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home.

Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students shared and graded the posters. They also wrote paragraphs about how they keep fit and healthy at home. They practised their spelling words.

LESSON THIRTEEN – Unit Review

*Give each student a piece of paper or have them use their exercise book. Tell them to write their first and last name at the top of the paper. Then they should write the words Spelling Test under their name. This is Lesson Thirteen, **Activity 1**. Ask students to list the numbers one to five down the left side of their paper. Model this at the chalkboard.*

*Tell students that you will say each spelling word, you will use it in a sentence, then you will say the spelling word again. As you do this, they should write the word correctly next to the appropriate number. Test students' spelling of the five words for this unit: **body, chin, neck, trunk and back**, using the method explained in the Introduction..*

*For Lesson Thirteen, **Activity 2**, read the story, "Women First," together out loud. Then ask students to reread the story with a partner.*

*Choose from the following suggested activities, this Lesson Thirteen, **Activity 3**.*

Tell students that they will review parts of the body. Use the body part flash cards. Review names of the body parts on the flash cards with students. Then ask students to stand and touch the body part on the flash card that you hold up. Students will NOT read the name on the flash card together out loud and you will NOT say the name. They will simply read the name on the flash card silently then touch the appropriate body part.

Review the names of the body parts on the flash cards with students. Then ask a student to stand in the front of the classroom and be the model. Pass out the new body part word flash cards to some students. Ask each student in turn to show the card to the class, read the name then position the card in the appropriate place on the model. If the card is placed on the correct body part students will put hands up. If they place it incorrectly, students will put hands down.

Then ask some students to come to shash board/table and place the body part word flash cards in order from the bottom to top of the body. Remove the words that students are not able to locate in a single place on a body such as blood, body and bone.

Play Solomon Says using movement words and positive and negative imperatives.

Share fitness routines with a small group.

Ask students to tell their partner one activity they should do to keep fit and healthy and one activity they shouldn't do. For example: You should drink a lot of water. You shouldn't drink a lot of soft drinks.

Tell students to turn to a partner and share two ways in which they keep fit and healthy at home. Ask them to share two ways that they can improve to become more fit and healthy at home.

UNIT 5: MY HOUSE

Unit Outcomes: Students will be able to describe houses.

By the end of Unit 5, students will be able to achieve the following competencies:

- listen to a short description of a house and answer questions.
- give descriptions of places.
- ask and answer questions about everyday subjects.
- use social expressions correctly.
- read a short paragraph to find information needed.
- read short paragraphs and retell the main details.
- write with correct spelling.
- write sentences with correct punctuation.
- write short sentences about their ideal house.

Unit Assessment

Speaking and Listening: Students describe their ideal house to their partner.

Reading and Writing: Students read stories about houses and write about their ideal house.

LESSON ONE

Supplementary Materials: flash cards for parts of a house: bedroom, bathroom, kitchen, ceiling, wall, door, window, floor, compound, garden, fence, gate, chimney

Read the title of the unit, "My House," and ask students what they think the unit is about. Explain to students that in this unit they will learn new words to describe houses.

Remind students that there are different kinds of houses, different rooms in houses and different parts of houses. Ask them to tell you English words for the names of rooms and parts of the rooms that they remember from grade 2 - bedroom, bathroom, kitchen, door, window, floor and any other rooms or parts of a room that they can remember in English.

*Use flash cards to review the words: **door, window, floor, bedroom, bathroom, kitchen and compound.** Demonstrate the pronunciation of each word. Ask students to repeat the words several times. Hold up each flash card and say each word again.*

*Introduce the words **garden, gate, fence, roof, chimney, stairs, wall and ceiling** by using the flash cards you prepared. Also teach them by using the pictures in the student book. Ask students to point to the pictures that represent these words in Lesson One, **Activity 1**, as you say each word. Make sure students are pointing to the correct picture. Place each flash card on the shash board/table.*

*Write the two headings **Rooms and Parts of Houses** on the chalkboard on a T-Chart:*

With falling intonation ask: **What are the names of the rooms in the houses? What are the names of the parts of houses?**

Write students answers on the chalkboard under the correct heading. Students can use words from the shash board/table.

*Tell students that you will teach them two new words that relate to houses. Write the words **dining room** and **living room** on the chalkboard. Teach students the pronunciation of the words. Ask students to repeat the words after you. Tell them to notice the spelling of the words **dining room** and **living room** on the chalkboard. Tell the class to repeat the spellings after you. Next, let the students write the words in their exercise book as you dictate them.*

*As a prereading activity, ask students to tell a partner how many rooms are in their house. Tell students that you will read a passage that will give them information about the meanings of the new words. Ask students to listen to the passage “Rooms in Houses” and point to the rooms in the pictures in the student book in Lesson One, **Activity 2** as you read the passage.*

Rooms in Houses

Many houses have a bedroom, a bathroom and a kitchen. A bedroom is a room in which people sleep and keep their clothes. A bathroom is a room in which they wash. People can also go to the bathroom when they need to use the toilet. A kitchen is a room in which people cook.

Some houses have a room in which people eat their meals. This room is called a dining room. Study the pictures in the student book. Saba is eating her lunch in the dining room. (*Say: **Please point to the picture of the dining room in Activity 2.***)

Houses can also have a living room. This is a room in which people sit with their family and guests. They can also eat, read or make coffee in the living room. Study the pictures in the student book. Saba is reading in the living room. (*Say: **Please point to the picture of the living room in Activity 2.***)

*Tell students to point to the following objects as you name them: **sofa, table, vase, book, plate, jug, glass, spoon.** If they do not know the words, teach them.*

*For Lesson One, **Activity 3**, students will talk with a partner about the objects in their own houses.*

Lesson Summary: Students reviewed known words about houses and learned new ones. They listened as their teacher read a passage about rooms in houses, matched words that described household objects to pictures.

Vocabulary: garden, gate, fence, roof, chimney, stairs, wall, ceiling, living, dining

LESSON TWO

Supplementary Materials: Choose your own supplementary materials.

Review rooms (bedroom, bathroom, kitchen, etc.) and parts of a house (roof, ceiling, etc.).

*Ask students what they think the story, “Gaga’s Pictures,” is about. Tell students to listen and follow the words in the story, “Gaga’s Pictures,” as you read it out loud. Stop and ask each of the inserted questions as you read. This is **Activity 1**.*

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 kitchen, a garden and a fence with a gate. (*Ask students: How many bedrooms does Gaga have? Does Gaga have a place where he can grow food?*)

My favourite picture is a picture of Gaga standing in his kitchen. I will describe it for you. There are **stairs** that lead from the door to the kitchen. The steps are made of big flat stones. (*Ask students: Where are the stairs?*)

The kitchen walls are painted white. There are two windows in the walls of the kitchen. (*Ask students: Where is a wall?*) There is one light. It hangs down from the **ceiling** above the table. (*Ask students: Where is the ceiling?*) The **floor** is made of cement. (*Ask students: Where is the floor?*)

In the picture Gaga is standing next to the **fireplace** where the food is cooked. (*Ask students: Where is the fireplace?*) The smoke from the fire goes through a **chimney** in the **roof**. (*Ask students: Where is the chimney? Where is the roof? Why does Gaga have a chimney?*)

Discuss the meanings of any words the students do not know. Model fluent reading by reading the story again without the questions.

*Tell students to do the **Activity** for Lesson Two. They will read the questions with a partner and find the answers in the passage, “Gaga’s House.” Then ask students to answer the following questions orally:*

- 1. How many rooms are there in Gaga’s house?** (*There are six rooms in Gaga’s house.*)
- 2. What is outside his house?** (*Outside there is a kitchen, garden and a fence with a gate.*)
- 3. Where is Gaga standing in one picture?** (*Gaga is standing in the kitchen.*)
- 4. Why do you think this the favourite picture?** (*Answers will vary.*)
- 5. Where does Gaga cook his food?** (*Gaga cooks his food in the fireplace.*)
- 6. Where is the chimney?** (*The chimney is near the fireplace.*)

Tell students to write the words: **roof, chimney, fireplace and stairs** in their exercise book. Ask them with a partner to take turns using each word in a sentence. Monitor correct use and pronunciation of words.

Lesson Summary: Students identified the different rooms and parts of houses from pictures and flash cards. They also learned to write the names of rooms and parts of houses. Students listened and answered questions about a passage about rooms and parts of houses.

Vocabulary: fireplace, stairs

LESSON THREE

Supplementary Materials: Choose your own supplementary materials.

Ask students what they think the story, “Wubit’s House,” is about. Ask students to describe what they think the rooms and parts of rooms in Wubit’s house look like. Students will read the passage silently as you read it out loud for **Activity 1**.

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* in the food table. She also **serves meals** with the tray and the dishes.

After you read the passage, ask students to list in their exercise book the new words from the passage. Ask several students to read a word from their list out loud. Write the words on the chalkboard. The list should include the bolded words in the passage above.

Teach students how to pronounce each word in bold type. Tell them to read each word several times out loud after you. As you review each word on the chalkboard, ask students to find the sentence in the passage in which the word is used. Read this sentence and the sentence before and after it in order to students. Then ask students to guess the meaning of each word by thinking about the meaning of the text around it. They also can use the pictures in Lesson Three, **Activity 2** to help them guess the meanings.

Tell students to study the series of pictures in Lesson Three, **Activity 2** as you reread the passage out loud. Then explain the meanings of the bolded words in the passage by using the pictures.

Ask students and a partner to pretend that they are Wubit. Ask students to answer the questions that start with the language pattern, **Where do you _____?**

This is Lesson Two, **Activity 3**. Students can look back to the story to answer the questions, if necessary. Review answers to the questions together out loud.

Answers:

1. Where do you sleep? (*I sleep in a bed. I sleep in the bedroom section.*)
2. Where do you keep your clothes? (*I keep my clothes in the bedroom section in wooden box*)
3. Where do you cook food? (*I cook food in the fireplace. I cook food in the kitchen.*)
4. Where do you make coffee? (*I make coffee in the kitchen.*)
5. Where do you keep water jars? (*I keep water jars in the pantry.*)

Discuss household activities with students. Ask them what activities they engage in daily. Write them on the chalkboard. Ask some students the parts of the house in which they do the activities.

Lesson Summary: Students reviewed names of rooms in houses and parts of rooms in houses. They read a story about Wubit's house and learned new words from the story by using pictures as context clues. They answered questions and practised speaking about where in their houses they do daily activities.

Vocabulary: hut, section, pantry, wooden, cooking-pot, clay, disk, bake, water jar, coffee-pot, cup, tray, dish, serve, meal, divided, lid

Language Pattern: Where do you _____?

LESSON FOUR

Supplementary Materials: big poster or a drawing of a house on the chalkboard with words that identify the rooms and objects in the house

Review the new words from Lesson Three with students. Do Lesson Four, **Activity 1**, with them. Then tell students to do Lesson Four, **Activities 2 and 3** for additional practise. Ask a few groups to share their identifying words with the class.

Ask students to copy the table from Lesson Four, **Activity 4**, into their exercise book and match the activity words in the first column to the area of the house where they do the activity. Students will connect the words that match with a line. While students are working, write the words below on the chalkboard.

sleep	kitchen
wash	dining room
cook	bathroom
hoe	bedroom
eat	garden

Ask some students to come to the chalkboard and share their answers with the class by connecting the matching words with a line.

Answers:

sleep ----- bedroom, wash ----- bathroom, cook ----- kitchen,
hoe ----- garden, eat ----- dining room.

Tell students to get in pairs and talk about the rooms in which they sleep, wash, cook, make coffee and eat. This is Lesson Four, **Activity 5**.

Then ask students to make **yes/no** questions about the rooms of a house and what they do in them. Remind students to use rising intonation. Model this. For example:

Do you eat in a dining room? Do you eat in a kitchen? Do you eat in a living room?
Students should answer in complete sentences:

Yes, I eat in a dining room. Yes, I eat in a kitchen. No, I don't eat in a living room.

Explain to students that they will need to learn the spelling of the words: **ceiling, gate, garden, chimney, floor**. Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **ceiling**.

Lesson summary: Students matched pictures to new house vocabulary words. They described and talked about houses and the activities carried out in different rooms. They matched activities to the parts of the house in which they do them. They wrote sentences about pictures and practised their spelling words.

LESSON FIVE

Supplementary Materials: big posters on which the pictures of the following words are drawn and labelled: **bed, blanket, bowl, broom, sponge, chair, clothes, cooking fire, ceiling, pan, pot, pillow, sink, soap, table, towel, tap, plate, spoon, cup, jug**. Some of the pictures can be copied from the Grade 2 English Student Book. Also prepare a thin long stick that students can use to point at items on the posters.

For Lesson Five, **Activity 1**, tell students to draw in their exercise book a picture of a house they would like to build. The house should be big enough to cover the whole page so that students can draw household objects in it. Model this. Tell students in pairs to describe their houses to each other. They will then ask five **yes/no** questions about each other's drawings. Remind students to use rising intonation when they ask their questions.

Tell students to look at Lesson Five, **Activity 2**. Ask them to read the words of each phrase slowly and separately together out loud. Tell them to read the words again quickly as if they were one word. Tell them that this is called connected speech. The expression **connected speech** is used to describe how one word links into another in spoken language. In connected speech the pronunciation of a word will change depending on the words around it. People do not always speak in separate words. Words can have different pronunciations depending on what people say before and after a certain word. Students have to become aware of these changes in order to understand authentic (natural) speech and to help their pronunciation.

Ask students if they notice any difference in the way they pronounce the words when they pronounce the words in isolation and when they pronounce the words connected with other words. Explain to them how the pronunciations differ. The following note may help you.

Phrases	Slow and Isolated (alone)	Fast and Connected (like one word)
There is	/zeye/ /iz/	/zers/
There are	/zeye/ /a/	/zera/
What do you	/wat/ /du/ /yu/	/waduyu/
Where do you	/weye/ /du/ /yu/	/weduyu/
What do you	/wat/ /du/ /yu/	/dju/

Note that the sound symbols /z/, /e/, /y/, /e/, /i/, /r/, /a:/, /a/, /w/, /t/, /d/ and /u/ are pronounced as in the highlighted parts of the words: **this**, **pen**, **yet**, **bird**, **lip**, **rat**, **bar**, **dump**, **wet**, **drink** and **put**, respectively. Tell the class to repeat the phrases after you. Then tell them to practise each pronunciation in pairs.

Tell students to describe their house to a partner. Write the following sentences on the chalkboard and model how to use the sentences in the description.

In my house there is ____ / There are ____ It has ____ / We have ____ /
--

Tell students to ask each other **yes/no** questions as done previously. Partners will respond using the negative expression **not**, in either full or contracted form, and the conjunction **but**.

Write the words **is not** and **does not** on the chalkboard. Tell students that you will ask them **yes/no** questions about the house. Remind them how they use the negative expression **not**. Teach students how to use the word **but** as a negative expression. Remind students that they have already learned how to use the word **but** as a conjunction. Show students how to use the words **is not** and **does not** in full and contracted forms, as in the examples below. Model this at the chalkboard.

Is your house a hut?	No, it is not a hut. or No, it isn't.
Does the house have a living room?	No, it does not have a living room.
Does your house have a fireplace in the bathroom?	No, it doesn't, but it has a fireplace in the kitchen.

Ask some students to share their questions with the class.

Review household objects with students. List the names of the objects on the chalkboard as students say their names.

Put the big posters of household objects on the wall. Ask some students to come to the front of the class and with a pointing stick say the name and point to the word that names the household object. Teach the meaning of any new vocabulary words. These may include: **wardrobe**, **bath tub**, **knife**, **fork**, **fridge**, **television** and **sofa**. Write the words on the chalkboard. Encourage students to come to the front of the class and teach each word. Leave the poster on the wall. Erase the words on the chalkboard.

Ask students to look at the words on the poster. Create the following headings: **bedroom**, **kitchen**, **bathroom**, **dining room** and **living room** on the chalkboard. Ask some students: **In which room does** ____ **belong?** Students should respond: **It belongs in the** ____.

Write each word under the correct heading. Some words may fit under many headings. Then ask students to read the words under each heading together out loud.

For Lesson Five, **Activity 3**, tell students to divide the house they drew in their exercise book into sections/rooms. Model this at the chalkboard. Tell them in pairs to practise describing and talking about the part or rooms of houses. Example: My house does have a kitchen. It doesn't have a pantry. Ask students to draw and label three objects in each of the different rooms or sections of the houses they drew. Students learned and practised a new spelling word.

Teach the spelling of the word **gate**. Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **gate**.

Lesson Summary: Students reviewed the names of household objects and rooms of houses, matched household objects with rooms, learned several new names of household objects, drew pictures of a house showing rooms and household objects and talked about them. They practised connected speech and learned and practised a new spelling word.

Vocabulary: wardrobe, bathtub, knife, fork, fridge, television, sofa

Language Patterns: In my house there is/there are _____. It has _____. We have _____. It belongs in the _____.

LESSON SIX

Supplementary Materials: poster from previous lesson

Ask some students to come to the front of the classroom and use the pointer to review the words on the poster from Lessons Four and Five. Prepare a T-chart with the headings **Objects in Houses** and **Rooms of Houses** on the chalkboard. Ask students to tell you five words that belong under each column. Also ask them to tell you which room each object belongs in and show their answer by drawing a line from the objects to the matching rooms.

For Lesson Six, **Activity 1**, tell students using the example given to match an object in the first column with a room in the next column. Model this. Discuss the correct answers with the class. Tell students it is possible to have more than one answer.

Answers:

1.a/c/d/e 2. a/c/d/e 3.c 4.b/c 5.c 6.c 7.All 8.a 9.a 10.a 11.a 12.a/c 13.b 14.a/b/c 15.b/c 16.b/c 17.c/d 18.c/d 19. c/d 20.b/c/d Answers may vary.

Choose a student. Point to his or her book, pen, bag etc. Write the following on the chalkboard. Ask some students: **Whose _____ is that?** Students should respond: **It's mine/yours/his/hers. It's _____ 's.**

Write all responses on the chalkboard. Remind students of using 's for possessives, to show ownership.

Tell students to get in small groups. Tell them to pick a classroom object that belongs to one of the group members and ask one another whose object it is. A student should ask:

Whose _____ is that? Individual students should respond: **It's mine/ Hana's/ Mohammed's....**

*Then ask students to open their exercise book and look at the picture they drew of the house and the household objects in Lesson Five. In their small groups, they should take turns holding up and explaining their drawings. Each student in the group should have an opportunity to ask the artist (the student who did the drawing) about a household object in his/her picture, using the following language pattern: **Whose _____ is that?** The artist should respond: **It's _____.***

Example: Whose bed is that? It's mine. It's my mother's. It's my brother Ouda's.

*Tell students to do Lesson Six, **Activity 2**. Ask students to open their exercise book to the houses that they drew. Tell them to answer the following questions in complete sentences in their exercise book:*

- 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 room/section?**

Ask students to use the answers to the questions to write a paragraph of 5 to 6 sentences about the home they drew. If necessary, direct students to use the outline provided in the box below the questions.

Lesson Summary: Students reviewed the names of household objects and rooms of houses, matched household objects with rooms, practised using **whose** and apostrophe **s** to talk about ownership, drew a picture of a house, showing its rooms and household objects and talked about their pictures.

Language Pattern: Whose _____ is that? It's _____'s.

LESSON SEVEN

Supplementary Materials: Choose your own supplementary materials.

*Tell students that today they will read a description of a house and do activities based on it. Read the title of the story, "Gemeda's House," in Lesson Seven, **Activity 1**. Tell students that Gemeda lives in the countryside and ask them to describe the type of house they think Gemeda lives in. Tell students to read the passage, "Gemeda's House," silently while you read it out loud.*

Gemeda's House

Gemeda lives in the countryside. 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** in the stable. Animals are in the barn.

*Tell students to copy the table from Lesson Seven, **Activity 2** into their exercise book. Reread the passage to students. Tell them to put a cross beside the names of household objects on the checklist when they hear them. Write each word from the checklist that was mentioned in the story on the chalkboard.*

Answers:

television, table, stove, cupboard, dresser, kettle, sofa

*Ask students to do Lesson Seven, **Activity 3**. Tell students to make a list of new words from Gemeda's House in their exercise book and to try to guess the meanings with a partner. When they are finished, discuss the meanings of the following words with students: **stable**, **barn**, **dresser**, **griddle**, **utensils**, **cupboard**, **stove**, **kettle**, **barrel**, **metal**.*

Write the following questions on the chalkboard. Ask students to work with a small group to discuss the answers.

- 1. Where does Gemeda go when he needs a cup or dish?** (*He goes in the cupboard.*)
- 2. Does Gemeda live in a small house or a big house? How do you know?** (*He lives in a big house.*)
- 3. How many people do you think live in Gemeda's house?** (*Accept all reasonable answers.*)
- 4. What do you think Gemeda grows in his garden?** (*Flowers and vegetables grow in his garden.*)
- 5. Name three things in the cupboard?** (*Answers will vary.*)

Ask students from each group to share their responses to the questions. Answers will vary.

*Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **garden**.*

Lesson Summary: Students read a description of Gemeda's house, learned new words from the passage and marked names of rooms and objects on a checklist. Students also discussed answers to questions related to the story.

Vocabulary: stable, barn, dresser, stove, kettle, metal, griddle, utensils

LESSON EIGHT

Supplementary Materials: Examples of advertisements for students to look at.

*Explain to students the meaning of **advertisement**. They give information about an available item or service.*

*Read the three advertisements in Lesson Eight, **Activity 1**. Teach the pronunciation and explain the meanings, of the unfamiliar words to students as you read. These may include **tourist site, shower, electricity, telephone, information, private/shared, mobile, services, located, contact, rent and call.***

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, a 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

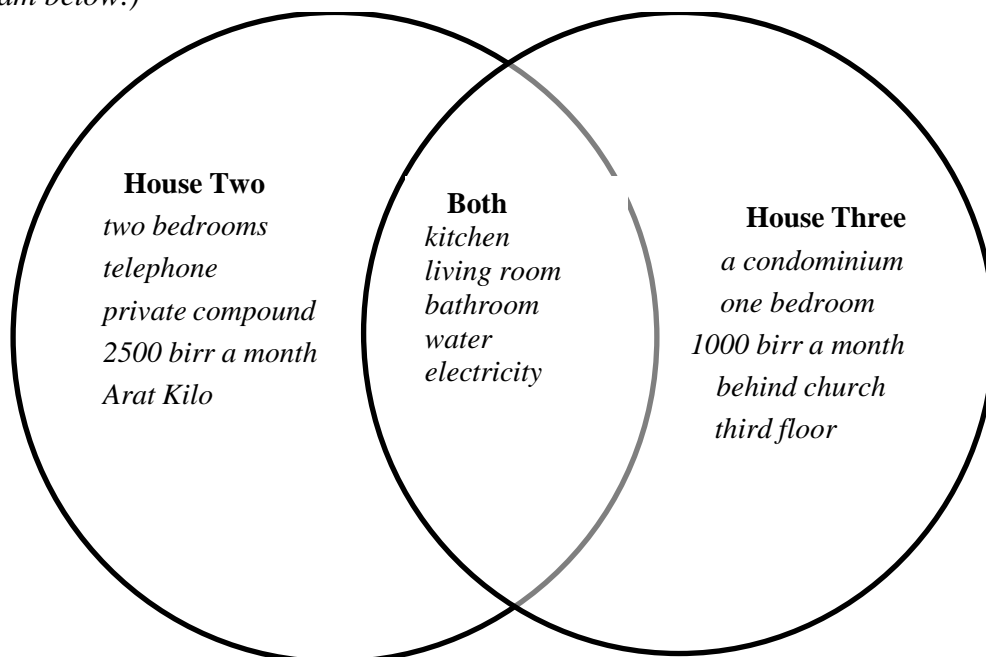
*Write the words **compare, similarities and differences** on the chalkboard. Explain the meanings of the words to students. Explain that the last two words are plural forms of **similarity and difference**. Draw a Venn diagram on the chalkboard so that you can write the similarities and differences between two houses as students say them.*

Tell students to study the advertised houses in Lesson Eight, **Activity 1**. Read the advertisements to students. Tell them that you will be comparing Advertisements Two and Three. Draw a Venn diagram on the chalkboard and label the sections **House 2**, **House 3** and **Both**. This is Lesson Eight, **Activity 2**.

Read the advertisements to students. Ask: **How are the houses similar?** Show students how to respond: **Both houses have _____.** **There is/There are _____ in both houses.**

Fill in the center section of the Venn diagram with the similarities that individual students give. Then ask: **What difference do you notice between these houses?**

Fill in each labelled section of the Venn diagram with the differences between Advertisements 2 and 3 that individual students suggest. (**Answers** are shown in the diagram below.)



When finished, review the Venn diagram with students. Write the following topic sentence on the chalkboard: **The advertised houses have many similarities and differences.** Tell students that this is a topic sentence. Remind students that a topic sentence tells the reader what the whole paragraph will be about. Show them how to make statements about the Venn diagram as in the following examples.

Tell students that they will be using the comparative sentences using the words **both** and **but**. Also tell students that they will be using positive and negative expressions using the word **not** in contracted form. Example:

Both houses have _____. (Both houses have a kitchen.)

House Two has _____, but House three doesn't have _____. (The House Two has two bedrooms, but House Three has one bedroom.)

There is/are _____ in House Two, but there isn't/aren't (a) _____ in House Three.
There is a telephone in House Two, but there isn't a telephone in House Three.

Ask students to look at the Venn Diagram and tell in complete sentences about a similarity between the two houses. Write the sentences on the chalkboard in paragraph form next to the topic sentence. Then ask students to tell in complete sentences about the differences between the two houses.

For Lesson Eight, **Activity 3**, ask students to choose the house they like best from the advertisement and in complete sentences answer in their exercise book the three questions.

Teach the spelling of the word **chimney**. Choose an activity from the Introduction to the Teacher's Guide to teach spelling words.

Lesson Summary: Students read three advertisements for houses, discussed new words from the advertisements, discussed the similarities and differences between two houses and wrote about the similarities and differences both in a Venn diagram and in paragraph form. They practised their spelling words.

Vocabulary: tourist site, private, shower, electricity, telephone, information, shared, advertisement, mobile, location, contact, rent, call, compare, similarities, differences

Language Patterns: Both houses have _____. There is/There are _____ in both houses. The second house has _____, but the third house doesn't have _____. The second house doesn't have _____, but the third house has _____.

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Ask students to study the descriptions of the first two advertised houses. Read them to the class. Draw and label a new Venn diagram on the chalkboard with the headings **House 1** and **House 2**. Ask students to copy the Venn diagram into their exercise book.

For Lesson Nine, **Activity 1**, ask students with a partner to fill in the Venn diagram showing how the houses are similar and different. Make sure students are completing their Venn diagram correctly. Help those who are having difficulty. Fill in the Venn diagram at the chalkboard as students give similarities and differences.

For Lesson nine, **Activity 2**, ask students to write a paragraph using the information from the Venn diagram. Write the following topic sentence on the chalkboard: **The advertised houses have many similarities and differences.** Ask students with a partner to write a paragraph. Paragraphs should have the topic sentence, two similarities and Two differences. Ask pairs to share their completed paragraphs with the class.

Ask students to answer the questions in complete sentences in their exercise book. Tell them that they can refer to the model on the chalkboard. Students should give at least two reasons why they like the house they chose. They should give at least one reason why they do not like one of the houses that they did not choose. Tell students to share their sentences about the house they like and the others they do not like in a small group.

Teach the spelling of the word **floor**. Choose an activity from the Introduction to the Teacher's Guide to teach spelling words

Lesson Summary: Students completed a Venn diagram and wrote a related paragraph. Students learned and practised a new spelling word.

LESSON TEN

Supplementary Materials: two small cards of about 2 centimetres by 2 centimetres. Write the word *yes* on one of them and the word *no* on the other

Ask students to take out the pictures that they drew of their houses. Tell students to share and compare their drawings with a small group. Students in the group will find one similarity or difference between his/her picture and each of the other group members' pictures. For example: My house is different from yours. You have a bathroom inside. My bathroom is outside. or My house is similar to yours. We both have a kitchen.

*Explain to students that they will learn how to ask permission and make requests using the word **can**. Explain what **asking permission** and **making requests** mean. Give them examples of asking permission and making requests. Teach students that when a question begins with the words **Can I _____?** someone is asking to do something.*

*Teach students that when a questions begins with the words **Can I have _____?** someone is asking to have something (like an object). On the chalkboard write: **Can I _____?** (permission); **Can I have _____?** (request).*

*Ask an individual student: **Can I have your exercise book?** Ask: **Am I asking permission or making a request?** The student should answer: **You are making a request.***

Ask several permission and request questions. Then ask a few more questions so the class can respond together out loud as to whether permission is being asked or a request being made.

*Tell students to read the dialogues silently in Lesson Ten, **Activity 1**. Then ask two students to come to the front and act out the first dialogue. Remind students that permission is asked when a sentence begins with **Can I _____?** Remind students that a request is made when a sentence begins with **Can I have _____?** Do the first one together.*

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

As students to identify with a partner whether the each question in the dialogue asks permission or makes a request.

*Ask students to turn to Lesson Ten, **Activity 1**. First, tell them to write numbers 1-6 in their exercise book and read each dialogue. Then, decide whether each dialogue is a*

permission or a **request** and write the answer beside the numbers. After students finish, ask some to come to the front of the classroom and act out each dialogue. After each dialogue has been acted out, ask each pair of students to say **permission** or **request** together out loud to indicate the type of question being asked.

Answers:

A person asks permission in Dialogue 1, Dialogue 2, Dialogue 3 and Dialogue 6.

A person makes a request in Dialogue 4 and Dialogue 5

For Lesson Ten, **Activity 2**, tell students to write numbers 1-6 in their exercise book. Ask them with a partner to match each picture to a speech bubble, decide if each question asks permission or makes a request and write **permission** or **request** next to each number. Review the answers together.

Answers:

1. drawing 4 - permission 2. drawing 3 - request 3. drawing 1 - permission

4. drawing 2 - request 5. drawing 6 - permission 6. drawing 5 - request

Then partners can complete dialogues by supplying the responses to the questions. Ask students to notice the responses in the dialogues in **Activity 1**. Write on the chalkboard: **Yes, you can. No you can't.** Students can act out the dialogues with their partners. Let several students act out the dialogues in pairs in front of the class.

Tell them to go out of the classroom into the school compound and play the game *Teacher Can I..?* You will need the two small **yes/no** cards that you prepared for this lesson. A student will ask for permission to go back into the classroom by using the word **can**. You keep the two small cards in your hand. You tell the student to take one card without looking at the cards. If the student picks the **yes** card, you allow him/ her to enter. If he/she picks the **no** card, you do not allow him/ her to enter. You do this until all students get a chance to pick a card.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students learned how to use the word **can** for permission and request. They also matched speech bubbles of permission and request with pictures and acted out dialogues in pairs by responding to permission and request questions. Students practised spelling words.

Vocabulary: permission, request

Language Patterns: Can I _____? Can I have _____? Yes you can. No, you can't.

LESSON ELEVEN

Supplementary Materials: two flash cards with the words permission and request
*Review how to ask permission and make a request using the word **can**. Tell students to stand. Show each student one of the word cards. Students are expected to ask the appropriate type of question starting with the word **can** before they can sit down.*

*Explain to them that **full stops** are used at the end of statements. Also explain that **question marks** are used at the end of questions. Write examples on the chalkboard of statement or questions when each type of end mark is used. Then ask individual students to tell you a question or statement to write on the chalkboard. As you write each one ask the students to help you write the correct end mark. Repeat this several times.*

*Tell students to do Lesson Eleven, **Activity 1**. Read the first question. Then students will tell you the type of end mark that goes at the end of the question. Ask them to copy the dialogue below 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 (.)

Check answers orally as a class. Then ask students with a partner to practise the dialogue.

*Tell students to do Lesson Eleven, **Activity 2**. Ask them with a partner to write dialogues like the one in **Activity 1**. Remind students to use correct punctuation when writing the dialogues. If you think students need more help, practise doing this with a short dialogue on the chalkboard to which punctuation must be added.*

Play the End Mark Game. Say a sentence. Ask students to jump up for full stop, wiggle for question mark.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students practised full stops and question marks, punctuated dialogues, created new dialogues and practised spelling words.

Vocabulary: punctuation, full stop, question mark

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Review Lesson Eleven. Ask when to use full stops and question marks. Ask students to give you example sentences in which full stops and question marks are used. Then play the End Mark Game.

Tell students that they have learned about many different types of houses in this unit. Ask students to think about what type of house they like.

*Tell students to do Lesson Twelve, **Activity 1**. Tell them to draw their imaginary ideal house in their exercise book and leave space to write something under the drawing.*

*Explain the words **imaginary** (not real, only a thought in one's mind) and **ideal** (the very best one can imagine) to them. Model this at the chalkboard. Tell them to get in pairs and describe the house each has drawn to his/her partner. Remind them that they can use the following language patterns. **It is** _____. **It has** _____. **There is/ are** _____ **in it.***

*Write the topic sentence on the chalkboard: **This is my ideal house.** Tell students to copy the topic sentence and write four sentences describing their ideal houses under the picture they drew. Move around and monitor students' writing. Ask individual students to share their work with the class. Then ask students to share their work in a small group.*

*For Lesson Twelve, **Activity 2**, ask students to look at the advertisements in Lesson Eight. Tell students to create in their exercise book an advertisement for their imaginary ideal house. Demonstrate this at the chalkboard. Then ask them to write at least four sentences that describe the picture of the house*

*Tell students to share their advertisements with a small group. Once each student has shared his/her advertisement, each student in the group will decide which house he/she likes the best. Students will say: **I like** _____ **house best because** _____. Ask students to give reasons why they chose that particular house.*

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students drew an imaginary ideal house, described the house in a paragraph, compared two houses and chose their favourite one. They also created an advertisement for their imaginary ideal house.

Vocabulary: imaginary, ideal

Language Patterns: I like _____ house because _____.

LESSON THIRTEEN – Unit Review

Supplementary Materials: Choose your own supplementary materials.

*Tell students to read the directions for Lesson Thirteen, **Activity 1**. Give students a piece of paper or ask them to use their exercise book. Tell them to write their name at the top of the paper. Ask them to write the words, **Spelling Test**, under their name. Ask students to list numbers 1-5 down the lefthand side of their paper. Model this at the chalkboard. Tell students you will say the spelling word, use it in a sentence and then say the spelling word again. As you do this, they should write the word correctly next to the appropriate number. Test students' spelling of the five words for this unit: **ceiling, gate, garden, chimney and floor**. using the method explained in the Introduction.*

*Tell students to look at Lesson Thirteen, **Activity 2**. With a partner, students will reread the description of Gameda's house in Lesson Seven and review the advertisements in Lesson Eight. Then students will write an advertisement for Gameda's house similar to the advertisements in Lesson Eight. When students have finished, they will compare their advertisements in a small group and choose the best one. Each group will present one advertisement.*

*Tell students to look at Lesson Thirteen, **Activity 3**. Students will read the story "Gaga's Pictures" with a partner.*

*For Unit Thirteen, **Activity 4**, choose from the following suggested activities*

Students can ask a partner to point to different items in pictures using placement prepositions. For example: Point to the room next to the bathroom. Then partners will switch roles.

In a small group, one student will say the name of a household activity while the others guess the room where the activity takes place.

Practise pronouncing the phrases of connected speech as in Lesson Five.

*Choose students to pick up another student's belongings and ask: **Whose _____ is this?** Students will respond: **It's _____.***

*Review how to ask permission and make a request using the word **can**. Tell students to stand. Show each student one of the permission or request word cards. Students are expected to ask the appropriate type of question starting with the word **can** before they can sit down.*

*Tell them to go into the school compound and play the Teacher Can I..? game. You will need the two small **yes/no** cards that you prepared for this activity in Lesson Ten. Play the End Mark Game. Say a sentence. Ask students to jump up for full stop, wiggle for question mark.*

UNIT 6: WHAT TIME IS IT?

Unit Outcome: Students will be able to describe their daily activities.

By the end of Unit 6, students will be able to achieve the following competencies:

- ask for and give times.
- ask and answer questions about everyday/weekly activities.
- listen to short descriptions of activities and match to pictures.
- use social expressions correctly (for clarification).
- read and arrange short sentences about everyday activities in a logical order.
- spell five words correctly.
- write a paragraph of up to five short sentences on everyday activities.

Unit Assessment:

Speaking and listening: In pairs one student says a time and the other student says what he/she does at that time.

Reading and Writing: Students read and write times from picture clocks.

LESSON ONE

Supplementary Materials: large pieces of paper for speech bubbles

Ask students to read the title of this unit and guess what it is about.

Remind students that classroom language is a collection of phrases used for communication in the classroom by teachers and students. Tell students that today they are going to learn additional ways to talk with their teacher and their friends in the classroom. This lesson builds on what they have learned in Unit 1 about classroom language expressions and in Unit 5 about asking permission and making requests. In this lesson they will review classroom language they have learned and learn some new phrases and expressions.

Brainstorm with students the expressions that are used in the classroom for communication between teacher and student and between students. Ask students to say English expressions that are used to communicate with them (Listen carefully, etc.). Then ask what expressions students use to communicate with you. (I don't understand. Can I go to the toilet?) Last, ask the expressions that students use to communicate with each other. (Do you have a book?) Accept all reasonable answers.

Write responses on the chalkboard and ask students to read the expressions together out loud.

*Read the conversations in Lesson One, **Activity 1**, to students. Teach the following words and expressions: **borrow, thanks, sure, May I. I'm sorry. and never mind.** Read the conversations together with the class. You read the parts of Akalu and Obsie. Students will read the parts of Fatuma and Bulti together out loud. Then in pairs students will read the dialogue.*

In the Classroom

Akalu:	Can I borrow your rubber?
Fatuma:	Sure. Here you are.
Akalu:	Thanks.
Fatuma:	You're welcome.
Obsie:	May I use your ruler, Bulti.
Bulti:	I'm sorry, Obsie. I'm using it myself.
Obsie:	Never mind. I'll ask Gadissie.

Ask students the following questions:

What is Akalu doing?

For what is he asking?

Does he get it?

Ask similar questions about the second conversation. Have students with a partner read the conversation.

Ask students with their partner to create similar dialogues using different classroom objects. Model how to do this activity. Select some pairs of students to perform their dialogues for the class.

Write the following sentences on the chalkboard. Review the expressions that are familiar and teach new expressions.

What does _____ mean?

It means _____. Sorry, I don't understand what _____ means.

How do you spell _____? I don't understand. Can you repeat that, please?

Ask the students to read the expressions from the chalkboard together out loud. Ask students who would use these expressions and where they could be used.

Ask some students to read each expression. Make sure the students can pronounce each of them. Discuss what each expression means. Then ask the class to read the expressions together out loud again.

Teach students the sample classroom expressions in the student book in Lesson One, **Activity 2**. Model the expressions with a student using the example and the table in the student book.

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?

Tell students to create dialogues in pairs using the classroom expressions from the table and other expressions they know. One student will act like a teacher and give a command or question from the chart, and the other will act like a student and respond to the

questions using complete sentences. Students will then exchange roles. Tell them to ask and answer as many questions about classroom activities as they can in five minutes. Ask students to read the sentences in the box in Lesson One, **Activity 3**. Tell students that the sentences are not in the correct order. Tell them to write the sentences in the correct order with a partner. Ask some students to read the sentences in the correct order. Write them on the chalkboard. When finished, read the dialogue with students together out loud. They will read the part of the student. You will read the part of the teacher.

Answer:

What does the word **kite** mean, Teacher?

It's a play thing, Gere.

Oh, I understand the picture now.

Tell students to read the directions in the student book for Lesson One, **Activity 3**. Students will work in pairs and write the two dialogues in the correct order.

Answers:

Dialogue 1

What does the word **model** mean?

I'm sorry, I don't understand.

Let's ask the teacher.

Dialogue 2

How do you spell **bathroom**?

It is spelled BATHROOM

O.K. Now let's compare our answers.

Ask students to work in groups. Assign each group a new classroom expression to write in large print on paper in speech bubbles. Write the expressions you would like them to write on the chalkboard. When completed, put them on the wall. You can then refer them to the speech bubbles on the wall when students need to ask you a question or talk to you or another student in class.

Lesson Summary: Students practised classroom language in different contexts in the classroom. Students read dialogue containing classroom expressions. Students placed classroom expressions in order in dialogues. Students wrote classroom expressions in speech bubbles to post in the classroom.

Vocabulary: mean, borrow, sure

Language Patterns: What does _____ mean? I'm sorry, I don't understand what _____ means. How do you spell _____? Can I go to the toilet, please? Please work with a partner. Can I borrow your _____? Can we work together? What is _____ called in English? Can I open the window? May I _____. I'm sorry. Never mind. Please open the door. It means _____. I don't understand. Can you repeat that, please?

LESSON TWO

Supplementary Materials: a digital clock with movable numbers for hours 1-12 and minutes at five-minute intervals, 00-55, and/or flash cards for a variety of digital times that are between ____:00 and ____:30 at intervals of 5 minutes: e.g. 12:00, 12:05,

12:10, 12:15, 12:20, 12:25, 12:30, etc. Read the section in the Introduction about telling time

Review the previous lesson using the speech bubbles. One way to do this is by asking classroom expression questions and having students respond appropriately.

Review numbers 1-60. Have students count by 5s up to 60. (If necessary, write the numbers on the chalkboard in increasing order 5, 10, 15, 20, 25, 30....60,) Tell students that they are going to learn how to tell time.

Note: The way we tell time in Ethiopia is different from the practise of English speaking people. In Ethiopia we start the new day from about daybreak. We say it is 1 o'clock early in the morning. English speaking people, however, start the day from midnight. Midnight is 12 o'clock and an hour after midnight, they say 1 o'clock. That is "kellelitu sebat siat" in Ethiopia. When it is "ketiwatu and siat" in Ethiopia, it is 7 o'clock for the English speaking people. Thus there is a six hour difference between the times. If you try to explain this to your students, they may get confused. Just tell them the actual English time and tell them that the English time is different from Ethiopian time. The unit is about telling time, and you may explain the difference gradually in the upcoming lessons.

*Use your teacher-made digital clock or draw a digital clock on the chalkboard to teach students how to tell time in English. Display, or write, a time between ____:00 and ____:30. For example: **3:00, 4:20, 8:30, 12:05, etc.** Tell students that one way to tell time is to read the numbers. Model this. Also explain that when two zeros are displayed together we say **o'clock: 11:00 for eleven o'clock.** Also explain that when it is five minutes after the hour we say **o'five: 11:05 or eleven o'five.** Model these.*

*Ask students: **What time is it?***

When students say the correct time, erase it and show students another time. Do this until students can tell the time until 30 minutes past the hour. Students will respond:

It's three o'clock. It's four twenty. It's eight thirty. It's twelve o'five, etc.

*Write the actual time on the chalkboard. Round the numbers to the closest multiple of five. For example: If it is **11:23**, write **11:25** on the chalkboard. Ask individual students to say the actual time.*

*Teach students that there is another way to tell time. They already practised one way: reading the numbers. Now they will practise another way by using the word **past**. Demonstrate the following times using the digital clock on the chalkboard. **12:10:** Ask students to read the time. They should say: **It's twelve ten.** Tell students that another way to say it is: **It's ten past twelve.***

*Write: **4:20** on the chalkboard. Ask students to read the time. They should say: **It's four twenty.** Ask individual students another way to say it using the word **past: It's twenty past four.** Repeat this several times with different numbers for example: **9:25/It's nine twenty-five, or it's twenty-five past nine.***

*Explain the words **quarter** and **half** to students. Tell students that there are 60 minutes in an hour. And half of an hour is equal to half of 60 minutes(30 minutes). When it is 30 minutes past the hour it is half past the hour.*

Explain that if you divide the 60 minutes into four parts or quarters, a quarter of an hour equals 15 minutes. Write: **quarter=15 and half=30** on the chalkboard. Teach students the following by writing the digital times on the digital clock/chalkboard: **It's a quarter past two. It's two fifteen. It's half past eleven. It's eleven thirty.** Practise this with the students until you feel that they have a good understanding of how to say the time both ways. Ask students to do Lesson Two, **Activity 1**. Review answers together.

Tell students to read the directions for Lesson Two, **Activity 2**. Model this. Draw a blank digital clock on the chalkboard. Tell the students a time. Call a student to the chalkboard to write the correct time in the blank on the digital clock. Repeat this with a few more students. Ask students to complete Lesson Two, **Activity 2**, in their exercise book. Read the times below to them after they draw their clocks.

seven o'clock	ten past ten	a quarter past six
three fifteen	half past eleven	five past nine

After students have completed the activity, give them time to work with a partner and compare their answers. Then ask individual students to come to the front and write the correct answers.

They should write: 7:00 10:10 6:15
 3:15 11:30 9:05.

Students will practise asking and telling the time in Lesson Two, **Activity 3**. One student will ask: **What time is it?** The partner will respond: **It's _____.** Remind students that there is more than one way to say the time.

Lesson Summary: Students told the time in English. They identified times on a digital clock and told the time in different ways.

Vocabulary: digital clock, past, half

Language Patterns: What time is it? It's _____ o'clock. It's _____ past _____. It's a quarter/15 past _____. It's half past _____.

LESSON THREE

Supplementary Materials: homemade digital clock

To review the previous lesson, draw some digital clocks on the chalkboard or show different times on your home-made digital clock and ask students to tell you the time. Individual students will answer. Ask them to read the time first using just numbers, then give the time using the word **past**. For example: **12:30 - It's twelve thirty or It's half past twelve.**

Review numbers 1-60. Have students count from 5 to 60 by 5s.

Tell students that yesterday they learned to tell time to thirty minutes (half) past the hour, and they will continue to learn how to tell time.

Remind students how to use the terms **half** and **quarter** when telling time. Draw on the chalkboard or show on your teacher-made digital clock the following times: **half past**

twelve/twelve thirty, twenty-five to one/twelve thirty five, twenty to one/twelve forty, a quarter to one/twelve forty five, ten to one/twelve fifty, five to one/twelve fifty five and one o'clock.

*Ask students to say the times correctly two ways as taught in the previous lesson. Explain to students that after thirty minutes or half an hour, they tell time using the word **to**.*

Explain that they may have to do some maths to figure out how many minutes are left until the top of the hour. Tell students that to figure out what time twenty minutes it, they would subtract 20 minutes from 60 minutes. That equals 40 minutes. Therefore, it is 40 minutes before ten o'clock, 9:40. Translate what you mean into their mother tongue if necessary.

*Have students repeat the times after you and then show different times on the clock for students to read individually. Make sure that your students understand the difference between **past** and **to** when telling the time. Practise this on the digital clock or on the chalkboard until students understand the use of the word **to** when telling time and can calculate the time to show it in numbers.*

*Have students look at the pictures in Lesson Three, **Activity 1**. Explain that students will work in pairs. One student points to a digital clock and asks what time it is. The other student tells the time. Tell them to take turns to ask for and tell the time. Remind students that answers may vary as there is more than one way to say what time it is. Monitor student responses. Then ask pairs to come to the front to role-play the activity.*

*Ask students to look at Lesson Three, **Activity 2**. They will write numbers 1-5 in their exercise book, read the time and write the correct digital time next to the appropriate number. Ask individual students to write the answers on the chalkboard.*

Answers:

1. seven forty/7:40
2. two fifty-five/2:55
3. twelve forty-five/12:45
4. eleven thirty-five/11:35
5. nine fifty/9:50

*For Lesson Three, **Activity 3**, ask students to match the written times to the same times written in a different way. They will write the numbers 1-5 in their exercise book and write the corresponding letter next to the appropriate number. Review the answers together out loud.*

Answers:

1. D
2. A
3. E
4. B
5. C

*For Lesson Three, **Activity 4**, tell students to copy the table into their exercise book and write the correct digital time under each written time.*

Answers:

1. 6:10 6. 9:50
2. 4:45 7. 2:55
3. 8:55 8. 12:45
4. 2:25 9. 11:35
5. 7:15 10. 7:40

*Explain to students that they will need to learn the spelling of the following five words: **time, digital, analogue, start and end.** Choose an activity from the introduction to teach the spelling of the word **time.***

Lesson Summary: Students learned to tell the time from digital clocks using the word **to.** They practised writing digital times and matched digital times to times in words. Students practised spelling words.

Vocabulary: to (for telling time)

LESSON FOUR

Supplementary Materials: a cardboard analogue clock showing all numbers 1-12, with tick marks to represent minutes in between. The clock should be big enough to hold up or hang on the wall so that all the students can read it, digital clock from previous lessons.

*For Lesson Four, **Activity 1**, students will work with a partner. One partner will read a time while the other student writes the digital time in his/her exercise book. Review answers with students at the chalkboard.*

Student A:

*one thirty/1:30
half past nine/9:30
eleven ten/11:10
quarter to seven/6:45
eight forty/8:40*

Student B:

*quarter past three/3:15
twenty past four/4:20
two thirty-five/2:35
ten to five/4:50
seven fifty/7:50*

*Tell students that they are going to learn telling time from an **analogue** clock.*

Direct students' attention to the cardboard clock you have brought to class. Ask them the following questions to make sure the students understand the difference between the hours and minutes. Ask students how many numbers are on the clock (12).

Ask students why there are twelve numbers. Answers may vary: They should be able to tell you that they use numbers one to twelve in telling the time and that there are two periods of twelve hours in a day. They also may say that each number represents an amount of time in minutes or that the numbers show that five minutes have passed since the last number; therefore, there are twelve sets of five minutes. If you count by fives

twelve times, your answer is sixty, and there are sixty minutes in one hour. If these things are not mentioned, please explain them when you feel the students are able to understand the concepts.

*Point to the **hour hand** (the shorter hand). Demonstrate that when the hour hand moves from one number to the next, one hour has passed. Find out if the students have a sense of how long an hour is. Remind students that an hour is 60 minutes long. Ask students to name activities that are done in an hour. Accept reasonable answers. To suggest some possible answers for this, most government offices close for lunch for an hour. An adult can walk about 5 or 6 kilometers in an hour. In primary schools one period is less than an hour. It is 40 minutes. You can work all period in English and then half of the period in another subject. One hour is also the same as two breaks. The time it takes to make dinner is about one hour.*

*Similarly, show students the **minute hand** (the longer hand) and have them point to the minute hand. Explain and demonstrate that when the minute hand moves from one tick mark to the next, one minute has passed. Explain to students that a minute is 60 seconds. Count to sixty slowly together out loud. When you get to sixty, tell students that a minute has passed. Find out if the students have a sense of how long a minute is. Time students doing an activity for one minute: ask students to be silent for one minute, ask students to find a certain page in their student books and time them; allow them to jump for one minute, etc.*

*Point to the hour hand or the minute hand. Ask students to say together out loud: **That is the _____ hand.** Repeat this until everyone knows both hands of a clock.*

*Show students the analogue clock or draw one on the chalkboard. Write one o'clock on the chalkboard. Show the time one o'clock on your analogue clock. Tell the students that on every hour (o'clock), the minute hand points to twelve. Point to the minute hand on your clock (pointing to the number twelve) and the hour hand (pointing to the number one). Say: **What time is it?** (It's one o'clock.)*

*Move the hour hand to point at different numbers and ask what time it is until everyone can tell the hours. Place the hour hand at 8 and the minute hand at 12. Say: **What time is it?** (It's eight o'clock.) Explain to students that the hour hand shows the hour while the minute hand shows the minutes to the hour and past the hour.*

*Show students that each time the minute hand moves to the next number on the clock, five minutes have passed. Explain to students that they will be counting by fives when telling time. Also tell students that telling time on an analogue clock is like telling time on a digital clock. There is more than one way to tell time. Demonstrate by moving the minute hand from 12 to the next number (1) and say: **It's five past eight.** and **It's eight o'five.***

Write the digital time 8:05 on the chalkboard. Have students repeat the time after you.

*Move the minute to the next number (2) and say: **It's ten past eight.** and **It's eight ten.** Write the digital time 8:10 on the chalkboard. Have students repeat the time after you.*

Move the minute hand all around the clock face telling the students the times. After each time is said, write it in digital form on the chalkboard.

It's a quarter (15 minutes) past eight and eight fifteen (8:15).

It's twenty past eight and eight twenty (8:20).

It's twenty-five past eight and eight twenty-five (8:25).

It's half past eight and eight thirty (8:30).

It's twenty-five to nine and eight thirty-five (8:35).

It's twenty to nine and eight forty (8:40).

It's a quarter to nine and eight forty-five (8:45).

It's ten to nine and eight fifty (8:50).

It's five to nine or eight fifty-five (8:55).

It's nine o'clock (9:00).

Have students repeat each time after you as you move the hands around the clock face and write the times on the chalkboard.

*Show students some times on the clock, using different intervals of five minutes **to** and **past** the hour and have them say the time. Do this until you are sure students can now tell time from an analogue clock and recognise the corresponding digital time.*

Draw some digital times on the chalkboard and have individual students come to the front and make them on your analogue clock.. Then ask students to open their exercise book and write five digital times that you show on your analogue clock. Review each answer with the class before you show them another time on the analogue clock.

*Tell students to do Lesson Four, **Activity 2**, in the student book. Ask students to read the times on the clocks numbered 1- 5 and match these times to the digital times A-E and write the answers in their exercise book, following the example.*

Answers:

1. D
2. A
3. C
4. E
5. B

If necessary, give students more examples of digital times on the chalkboard and have them move the hands on your teacher-made clock to show the same times.

*Play the Gee game. Show students in their teams a time on the analogue clock. The first student to know the time will say **Gee**. Check their answers. Remember there are different ways to say the time. If it is correct, give two marks, if partly wrong, deduct one mark. This time you could offer a second chance to another team to say the correct answer and award that team one point.*

For homework, tell students to make a clock out of cardboard or any other appropriate material in pairs or individually for the next lesson. You can use the clocks for revising the time in the next lesson.

Teach the spelling of the word **digital**. Choose an activity from the Introduction to the Teacher's Guide to teach spelling words.

Lesson Summary: Students reviewed digital time and learned to tell time on an analogue clock. They learned to identify the hour hand and the minute hand. Students told and matched time from two kinds of clocks. They used two different ways to say the time and they practised spelling words.

Vocabulary: analogue clock, hour hand, minute hand

Language Patterns: That is the _____ hand. What time is it? It's _____ past _____.
It's _____.

LESSON FIVE

Supplementary Materials: cardboard analogue clock or classroom clock, blank class timetable on the chalkboard:

School Activity Timetable JUST DO ONE DAY

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	school starts				
8:30-9:20	first period				

Set the analogue clock at different times and ask some students what time it is. Remind students that there is more than one way to say the time.

Review the names of school subjects.

Have students use the analogue clocks they made for homework to ask and tell each other the time. (Form groups according to the number of clocks available.) Write the following times on the chalkboard: **9:30, 3:00, 6:15, 7:35, 1:20, 4:45**. Then ask students to stay in their group and look at the digital times on the chalkboard and create them on their analogue clocks.

Have students do Lesson Five, **Activity 1**. Tell students in pairs to match Gadissie's activities with the time shown on a clock. Check that students understand the instructions. This activity will help students tell time, read sentences and match activities to the times they occur.

Answers::

1. d
2. c
3. e
4. a
5. b

Tell students that they will respond to questions in present simple tense to complete a timetable. Explain that the present simple tense of a verb tells what happens now. Point to the timetable on the chalkboard. Model how to complete a timetable by asking students questions such as the ones below. Their answers should be in present simple verb tense. Stress the use of **at** with time expressions.

What time does school start each day? (It starts **at** 8:30)

When does the first period start? (It starts **at** 8:30.)

When does first period end? (It ends **at** 9:20.)

Explain that the verb **starts** and the verb **ends** are present simple tense. Explain that **-s** is added to the base words **start** and **end** because they are happening now.

Ask several more similar questions. As students respond, fill in the timetable.

For Lesson Five, **Activity 2**, each student will write three sentences in his/her exercise book a sentence about a school activity they do and the time that the activity occurs. For example: **Break time starts at 10:40 every day. I play football on the sports field. I like to kick the ball.** Remind students to use the word **at** with time expressions.

Put students into groups of six to eight to play the Guess the Activity game. One student from each group will need to be the recorder and keep track of the points each person earns. Each student will say the time he or she has written about in his/her exercise book and the others guess the activity that the student wrote about. The student who is the first to guess the activity gets a point. Once the activity has been guessed correctly the student will read his/her sentence to the group. If there have been three unsuccessful guesses students will tell their group the activity and read the sentence. At the end of the game, the student with the most points will win the game.

Teach the spelling of the word **analogue**. Choose an activity from the Introduction to the Teacher's Guide to teach spelling words.

Lesson Summary: Students filled in a timetable with information about what time they and others engage their daily school activities. They talked and wrote about their daily school activities and the times they occur. Students practised their spelling words.

Vocabulary: end

LESSON SIX

Supplementary Materials: Choose your own supplementary materials.

Review yesterday's lesson. Ask students to tell a partner in a complete sentence a school activity and the time at which it occurs. For example: **Mathematics starts at 10:00 on Mondays.**

Ask individual students to tell the class about their daily activities. Write students' responses on the chalkboard in complete sentences. Example: **I have breakfast. I come to school. I study English. etc....**

Then ask some students what time they do their daily activities. Example: **What time do you have breakfast?** Write the corresponding times next to each activity.

Tell students that today they are going to learn how to talk about what people do **in the morning, in the afternoon and in the evening**. Tell students the meanings of the words **midnight** and **noon**. Explain that **morning** lasts from after 12:00 **midnight** until 12:00 **noon**. Explain that **afternoon** lasts from 12:00 **noon** until 6:00 in the evening. Explain that **evening** lasts from 6:00 in the evening until 12:00 **midnight**. Write the words **morning, afternoon and evening** as headings on the chalkboard. Make sure the students understand their meanings and can pronounce the words correctly. Ask them to look at the activities listed on the chalkboard. Ask students which activities they do in the morning, which activities they do in the afternoon and which activities they do in the evening? Sort activities under the headings **morning, afternoon and evening** on the chalkboard.

Tell students to look at Lesson Six, **Activity 1**, which contains passages about what Rahima and Ujulu do on a typical day. Read about Rahima's activities. Ask students to read the passage silently as you read 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.

After reading about Rahima ask students to copy the schedule into their exercise book. Together you will fill in the schedule with information obtained from the text about Rahima. Then read about Ujulu's activities. Ask students to read silently as you read out loud.

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.

Ask students with a partner to reread the information about Ujulu. Students will complete Ujulu's schedule with their partner. This is Lesson Six, **Activity 2**. When the students have completed the chart, discuss the answers.

Answers:

		Rahima		Ujulu
Morning	6:00	wakes up	6:15	wakes up
	6:15	takes a shower and gets dressed	6:30	brushes his teeth and washes his hands and face
	6:45	has breakfast	6:45	has breakfast
	8:00	takes the bus to school	7:15	walks to school
			8:00	starts class
Afternoon	3:00	gets back home	12:00	finishes class
	3:15	has her lunch	12:30	gets back home
	3:30	fetches water from the river		
	4:30	feeds the hen		
	5:00	studies	5:00	does his homework
Evening	6:30	cooks dinner for the family	7:00	cooks dinner
	7:30	has dinner with family	8:00	has dinner with his family
	8:00	watches television	8:30	washes the dishes
	9:30	goes to bed	10:00	goes to bed

Ask individual students the questions below about Rahima and Ujulu's schedules.

Name two activities Ujulu does in the evening? (Ujulu washes the dishes and goes to bed.)

Name two activities Rahima does in the afternoon? (Rahima fetches water and feeds the hen.)

What similar activities do both Rahima and Ujulu do in the morning? In the afternoon? In the evening? (In the morning both Rahima and Ujulu wake up and eat breakfast. In the afternoon they get home and study or do homework. In the evening they cook dinner and eat with their family.)

What activities differ between Rahima and Ujulu in the morning? In the afternoon? In the evening? (In the morning Rahima takes a shower but Ujulu washes his hands and face. Rahima takes the bus to school, and Ujulu walks to school. In the afternoon Rahima fetches water from the river, has lunch, feeds the hen, but Ujulu plays with his friends. In the evening they eat dinner at different times. Rahima watches television, but Ujulu does not. He washes the dishes in the evening.)

Do you do any of the same activities as Rahima and Ujulu. Tell a partner. (Answers will vary.)

Teach the spelling of the word **start**. Choose an activity from the Introduction to teach spelling words.

Lesson Summary: Students answered questions about their daily activities and discussed the times that they engage in the activities. They learned the meanings of morning, afternoon and evening and categorized activities under each. They read about the daily activities and times they occur then filled out a chart with the information. Students also practised spelling words.

Vocabulary: morning, afternoon, evening, midnight, noon

LESSON SEVEN

Supplementary Materials: Choose your own supplementary materials.

Ask students to look at the schedules for Rahima and Ujulu in their exercise book. Ask students to find activities that Rahima and Ujulu do that are different from activities that they do. Tell students to turn to a partner and tell him/her those activities.

*Tell students to look at Lesson Seven, **Activity 1**. The purpose of this activity is to give students a chance to practise asking and telling the time of an activity using the text in Lesson Six, **Activity 1**. Put students into groups of about six to eight. Explain the instructions. Tell students that they will ask and answer questions about Rahima and Ujulu. They will use the table of Rahima's and Ujulu's activities that they wrote in Lesson Six. Tell them to ask questions like the ones in their student book. Example:*

What time does Ujulu wake up? *(He wakes up at quarter past six.)*

What time does Rahima watch TV? *(She watches television at 8:00 o'clock.)*

Ask another question about Rahima. *(Students may ask: "What time does Rahima get dressed?")*

Ask another question about Ujulu. *(Students may ask: "What time does Ujulu go to bed?")*

In their groups, students will ask and answer questions. One student will ask the next student a question. After that student answers, he/she may ask the next student another question about Rahima and Ujulu. Students will continue asking and answering questions until all students in each group have had a turn.

Model as many questions and answers as necessary until all the students understand the instructions. Then have students in their groups ask and answer questions about Rahima and Ujulu.

*Write some phrases with action words such as **wake up, get dressed, brush teeth**, etc. on the chalkboard as a review. Ask individual students to mime the activities for other students to guess. (Students secretly select an action word from the chalkboard to act out for the class.)*

*Tell students to do Lesson Seven, **Activity 2**. With a partner they will discuss the actions listed on the chalkboard. One partner will ask the question: **What do you do at _____?** (a time of the day) The other partner will respond with what he/she does at that time of the day: **I _____ at _____.** Students will exchange roles and repeat the activity several times.*

*Teach the spelling of the word **end**. Choose an activity from the Introduction to teach spelling words.*

Lesson Summary: Students asked and answered questions about the passages from the previous lesson. They learned how to talk about the times of their daily activities. They learned and practised a new spelling word.

Language Pattern: What do you do at _____? I _____ at _____.

LESSON EIGHT

Supplementary Materials: flash cards with action words such as: wake up, get dressed, brush teeth and others that show daily activities

*Remind students that the expression **connected speech** is used to describe how one word links into another in spoken language. In connected speech the pronunciation of a word will change depending on the words around it.*

Tell students that speakers of English sometimes leave out, add in, or change sounds in some words. When they listen to someone speaking English, encourage them to notice the way the speaker changes the words. Read the sentences below and ask students to practise speaking the way a native speaker does. Ask:

1. **“What time do you (d’you) get up?”**
2. **“What time does he (dƏzy) go to bed?”**

Model omitting some sounds as you ask individual students to tell you what time they do their activities on a typical school day (on a Monday, for example). Say:

- What time do you (d’you) get up?**
What time do you (d’you) go to school?

Have individual students practise asking the question in connected speech.

*Ask students to work in pairs to do Lesson Eight, **Activity 1**. Tell them to ask and answer questions about what time they engage in their daily activities.*

Tell students that they are going to listen to a description of Dadimo’s day. Ask students what they think will happen during Dadimo’s day. Read the story out loud to the class. (The passage is not in the student book, as it is a listening activity.)

Dadimo’s Day

On Sundays, Dadimo gets out of bed at 5:30. He gets dressed at 5:45 and washes his face at 6:00. Then, he lights the fire at 6:15 and cooks breakfast at 6:30. He cooks *firfir* for breakfast. He has breakfast with the family at 7:30. He goes to the forest to collect firewood at 9:00. He studies English and does his homework at 10:00. His sister, Obsie, helps him with his homework. He takes the cattle to the river at 12:00. In the afternoon, he studies his lessons at 2 o’clock. Then he helps his mother with the house at 4:00. At 5:00, he brings the cattle home. Next he milks the cow. He has dinner with family at 7:00. After dinner, he talks with his family until he goes to bed at 8:30.

*Tell students that they will identify the time Dadimo does each activity from the list in Lesson Eight, **Activity 2**. Ask them to write the numbers 1-8 in their exercise book and copy the activities. As you reread the story slowly two times, students will write the letter that represents time next to each number as you hear me say it.*

Answers:

1. d, 2. h, 3. g, 4. c, 5. e, 6. a, 7. b, 8. f.

After you have checked students’ answers, read the passage a third time leaving out some of the sounds and asking individual students questions about Dadimo in connected

speech. Ask: **What time does he (dƏzy) get up? What time does he (dƏzy) go to the forest?**

Point out that the connected speech occurs only when asking about boys. If you ask about a girl, the words remain separate: What time does she get up? What time does she go to the forest?

Ask students to look at the examples in Lesson Eight, **Activity 3**. They will work in pairs to ask and answer questions about Dadimo using connected speech. Ask several pairs to share their dialogues with the class.

Ask students do Lesson Eight, **Activity 4**. Ask them to read the Substitution Table. Tell students that they will add **-s** or **-es** to the verb when necessary when writing the seven sentences in their exercise book. Review when to add **-s** or **-es** to the verb by writing examples on the chalkboard. Ask a few students to model grammatically correct sentences orally. Ask students to compare their sentences to a partner. Ask some students to read their sentences to the class.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students used connected speech. They listened to a story about Dadimo and asked and answered questions using connected speech. They used a substitution table to write sentences related to the time of regular daily activities. They practised spelling words.

Vocabulary: housework, light, forest, cattle, milk

Language Pattern: What time does he (dƏzy) _____? What time do you (d'you) _____?

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Students turn and ask a partner questions using connected speech about the times they engage in daily activities.

*Write the words **early** and **late** on the chalkboard. Make sure students understand what these words mean. Explain that **early** means at the beginning. Explain that **late** means towards the end. Ask students the following questions:*

I get up at 6:15 in the morning. Do I get up early or late?

I get up at 10:00 in the morning. Do I get up early or late?

*Draw a T-chart on the chalkboard with the headings **Early** and **Late**. Ask students to give examples of activities that they do **early** in the morning. Record them under the heading **Early** on the T-Chart. Then ask students to tell you examples of activities that they do **Late** in the day. Record their responses under the heading **Late** on the T-Chart. Review the T-Chart. Call out an activity from the chart and students will say either **early** or **late** together out loud.*

Tell students that they are going to learn how to talk about other people's daily activities. Draw their attention to Lesson Nine, **Activity 1**. Tell students they will learn about Seble's and Tollosa's daily activities. They will read what Seble and Tollosa do, but the sentences are not in their correct order. Students will work in groups of three. They will read Seble's activities then put them in the right order. They will do the same for Tollosa.

Answers:

Seble: d, e, i, g, h, a, c, f, b

Tollosa (answers can vary): a, d or c, d or c, b, e, g, i, f, h

Ask students, still in the same groups to do Lesson Nine, **Activity 2**. They are to agree on possible times Seble and Tollosa do the activities. Tell students that when they are asking about Tollosa, they should use connected speech and say, **What time (dƏzy) get up?** For Seble they should ask in separate words, **What time does she get up?** and so on. Accept all responses as long as they are reasonable and if the students agree within their group.

Ask students to do Lesson Nine, **Activity 3**. They will work with another group and compare the possible times they agreed that Seble and Tollosa engaged in their activities.

Students will play the Gee game. Put students in teams. Tell them that you will write a time on the chalkboard. A student who can think of a sentence about what he or she does at the time will say **Gee** quickly and will get the chance to give his/her answer.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students learned the meanings of **early** and **late** and sorted daily activities into each category. They assigned times to the activities of characters from a passage and compared times with the times other groups assigned to the activities. Students practised spelling words.

Vocabulary: early, late

LESSON TEN

Supplementary Materials: write sentences on the chalkboard, such as: I wake up at 5:45. I take a shower at 6:00. I get dressed at 6:15. I eat breakfast at 7:00.

Ask students to turn to a partner and tell him/her one activity he/she does **early** in the day and one activity that he/she does **late** in the day. Remind students to use complete sentences. Ask individual students to share their responses.

Tell students to read out loud the sentences you have written on the chalkboard. Point to the sentences on the chalkboard. Ask students what the sentences are about:

Then ask students to tell you the daily activities that they engage in.

Write the following times on the chalkboard: 6:00 in the morning, 9:00 in the morning, 12:00 in the afternoon, 3:00 in the afternoon, 6:00 in the evening. Tell students what you do at each time. Then ask individual students what they do at each time. Accept many answers. Put students in pairs and tell them to ask and answer questions about what they

do at the times listed on the chalkboard. Example: **What do you do at 6:00 in the morning?**

For Lesson Ten, **Activity 1**, students will copy the times from the chalkboard. Then they will list the activities they discussed that they do at those times. Model this using information about yourself on the chalkboard.

Direct students' attention to Lesson Ten, **Activity 2**. Tell students that they will use the information in their exercise book to write a paragraph about their daily activities. Remind students of the parts of a paragraph: topic sentence and detail sentences. Model this at the chalkboard. Write the topic sentence: **I have many daily activities.** Then model the detail sentences: **At 6:00 in the morning I wake up and get dressed. At 9:00 in the morning I teach grade 4 English. At 12:00 in the afternoon I eat lunch. At 3:00 in the afternoon I walk home from school. At 6:00 in the afternoon, I prepare dinner for my family.** After students have finished writing, have individual students read their paragraphs to a partner.

Choose an activity from the Introduction to the Teacher's Guide to review all spelling words.

Lesson Summary: Students discussed and wrote about the specific times that they engage in activities throughout the day. They used the information from the list to write paragraphs about their daily routines. Students also practised their spelling words.

LESSON ELEVEN

Supplementary Materials: adverbs of frequency on the chalkboard or on flashcards: every day, every weekday, always, usually, often, sometimes, rarely, never

Ask several students to read their paragraphs from the previous lesson to the class.

Show student the words **every day** and **every weekday** on flash cards. Ask students the difference in meaning between the two expressions. If necessary, explain to them that **every day** means from Monday to Sunday (seven days a week). **Every weekday** means from Monday to Friday (five days a week). **Weekdays** are days on which people work (Monday to Friday). People, especially, in cities and towns do not usually go to the office and school on Saturday and Sunday. So, they call Saturday and Sunday the **weekend**.

Review the meanings of the adverbs of frequency: **always, rarely, often, sometimes, usually, never**. Write some sentences about your routines using some adverbs of frequency on the chalkboard. Ask students to come to the front and underline the adverbs of frequency. Example: *I'm a student. On weekdays, I always walk to school at 7:30. I usually arrive at school at 8:00. Sometimes I play football at school at recess. I rarely eat lunch at school. I never disobey the teacher at school. Often, I walk home with a friend.*

Ask individual students the following questions:

How often do I walk to school? (*always*)

How often do I arrive at school at 8:00? (*usually*)

How often do I play football at school? (*sometimes*)

- How often do I eat lunch at school?** (*rarely*)
How often do I disobey the teacher at school? (*never*)
How often do I walk home from school with a friend? (*often*)

Ask individual students how often they engage in different activities. Students will respond using the adverbs of frequency underlined on the chalkboard. Model this.

Example:

- How often do you eat lunch?
 How often do you brush your teeth?
 How often do you take a shower or bathe?
 How often do you walk to school?

Ask students with a partner to ask each other similar questions. Students should respond using adverbs of frequency.

Direct students' attention to Lesson 11, **Activity**. Tell students to study the chart. Explain that it shows what Mimi and Negga do on different days of the week. A tick on the chart shows that they do the activity and a blank box shows that they don't do the activity. Answers will vary.

Ask students the following questions:

- Does Mimi eat breakfast on Monday?** (*Yes, she does.*)
Does she eat breakfast on Tuesday? (*Yes, she does.*)
Does she eat breakfast on Wednesday? (*Yes, she does.*)

Tell students she eats breakfast on Wednesday, also. So, she eats breakfast on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Therefore, she eats breakfast every day, or always.

Ask students what days Mimi watches television. (She watches television on Saturday and Sunday only.) Tell them that we can say she watches television on the weekend, or she rarely or sometimes watches television.

Ask students to work in pairs and use the information in the chart to complete the sentences below with expressions from the Word Bank to show how often Mimi and Negga do the activities. Students will review their answers with a partner. Then review them as a class. Discuss all possible answers to each gap sentence. Answers will vary. Accept all reasonable answers.

Possible answers:

- | | |
|---|---|
| 1. Mimi (<u>always</u>) eats breakfast. | 5. Negga (<u>usually</u>) eats breakfast. |
| 2. Mimi (<u>rarely</u>) watches TV. | 6. Negga (<u>rarely</u>) watches TV. |
| 3. Mimi (<u>often</u>) goes bicycling. | 7. Negga (<u>never</u>) goes bicycling. |
| 4. Mimi (<u>sometimes</u>) exercises. | 8. Negga (<u>rarely</u>) exercises. |

Choose an activity from the Introduction to review all spelling words.

Lesson Summary: Students used adverbs of frequency to discuss their daily activities and the daily activities of others. They interpreted a chart and filled in gap sentences with adverbs of frequency as they related to the chart. Students also practised spelling words.

Vocabulary: always, usually, rarely, often, sometimes, never, every day, every weekday

Language Pattern: How often do you ____? How often do I ____?

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

*Tell students that they are going to learn more about how often students in the class do different activities. Direct students' attention to Lesson Twelve, **Activity 1**. Tell them to write in their exercise book six questions to ask another student what he/she does: always, usually, often, sometimes, rarely, never.*

*Tell students to work in a small group of three or four to ask and answer the questions they prepared. After the students have done the interviews, draw the students' attention to Lesson Twelve, **Activity 2**. Let some students report their answers to the class. Model this using the example in the student book.*

*Tell students that they will play the Gee game. Keep students in their groups of three or four. Students will listen to the words you call out, write them down and make a sentence using the frequency words in **Activity 1**. As soon as you make a sentence, raise your hands and say, **Gee**. Then, you'll read the sentence out loud.*

Then, call out a cue from the list below. Example: I always have breakfast.

take a shower	have breakfast	read a book	eat injera
do my homework	play football	wash my hands	draw a picture
help my mother	listen to music	drink coffee	comb my hair

*When you call out a cue, the group writes down the cue immediately and makes a sentence using the cue and an adverb of frequency from **Activity 1**. As soon as they make a sentence, they shout out **Gee**. Then, they raise their hands and tell you their answer. Write their answer on the chalkboard. If the sentence is grammatically correct, reward the group with 2 marks and write their mark on the chalkboard. If their answer is incorrect, take away one mark from the group. Continue the game as long as time allows. Finally, add up the marks and decide the winning group.*

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Tell them that they created questions using adverbs of frequency. The questions were related to daily activities. Students conducted peer interviews. They created sentences using given phrases about activities.

LESSON THIRTEEN – Unit Review

*Tell students to read the directions for Lesson Thirteen, **Activity 1**. Give students a piece of paper or ask them to use their exercise book. Tell them to write their name at the top of the paper. Ask them to write the words, **Spelling Test**, under their name. Ask students to list numbers 1-5 down the lefthand side of their paper. Model this at the chalkboard. Tell students you will say the spelling word, use it in a sentence and then say the spelling*

word again. As you do this, they should write the word correctly next to the appropriate number. Test students' spelling of the five words for this unit: **time, digital, analogue, start and end.** using the method explained in the Introduction.

Explain what the students should do in Lesson Thirteen, **Activity 2.** Working in pairs, they should write five sentences in their exercise book from the substitution table. Ask some students to tell you sentences from the table orally to make sure that all the students understand what they are expected to do.

Direct students' attention to Lesson Thirteen, **Activity 3.** Allow students time to read the chart.

Put the following adverbs of frequency on the chalkboard: usually, sometimes, often, rarely, occasionally. Give students some time to fill in the table. Then they will stand up and walk around, asking other students the questions. When they find someone who does the activity with the same frequency as they do, they should write that person's name in the third column. If students do not find anyone, they should leave the spot blank. Assess the students through observation.

Ask individual students to tell the class who does things as often as they do in complete sentences. For example: Gabi and I never eat chocolate. Mimi and I rarely play football. Usman and I usually milk the cows.

If time allows, choose from the following suggested activities:

Review classroom expressions using the posted speech bubbles. Students can engage in dialogue with a partner using classroom expressions.

Have students talk with a partner about the time shown on the clocks. Move around and monitor students. Remind students that time can be said different ways.

Draw several analogue clocks on the chalkboard. Students will write the matching digital times in their exercise book.

REVISION UNIT A

Explain to students that this unit is a revision unit. Tell them that you will recycle language of Units 1-6 and re-assess students' knowledge of English using the Grade Four Minimum Learning Competencies.

LESSON ONE (UNIT 1)

Supplementary Materials: real objects, pictures and flash cards used in Unit 1

*Review classroom conversation/commands vocabulary from Unit 1. Ask students to turn to a partner and role-play introductions using the words: **hello, name, old, school, grade.** Then ask students to give their partner classroom commands using the words: **repeat, show, sit, stand, up, down.** Write these words on the chalkboard. This is Lesson One Activity 1.*

*Show students the school compound word flash cards. Hold up each flash card. Using the correct falling intonation, ask students: **What word is this?***

Tell students to turn to their partner and whisper the name of the word on the flash card. Then, on your cue ask students to say each word together out loud. Place each flash card on the chalkboard/table.

Review the classroom object words using the flash cards from Unit 1.

*Review the position words. Write the following position words on the chalkboard: **on, under, near, in front of, behind, between, opposite, next to.***

*Write the following sentence on the chalkboard: **Where is the ruler?** Ask some students to come to the front of the classroom and read the sentence to you using falling intonation. If necessary, demonstrate the correct pronunciation of the sentence. As each student reads the sentence, place the ruler in different places throughout the classroom. As you place each item, students should respond together out loud: **The ruler is _____ the _____.***

*Then give other students classroom commands using the position words. For example: Please place the ruler **next to** a book bag.*

*Please place the ruler **between** the pen and the ruler.*

Place rulers on your desk, in front of a book bag, behind a piece of chalk, next to a pen, under your desk and next to the chalkboard. Tell students to read and write the sentences in Lesson One, Activity 2, in their exercise book students will fill in the gaps by referring to the positions of the rulers and by using the position words on the chalkboard. Review completed sentences together out loud.

Answers:

1. The ruler is _____ the chalkboard. (*next to*)
2. The ruler is _____ the desk. (*under*)
3. The ruler is _____ the pen. (*next to*)
4. The ruler is _____ the ceiling. (*under/opposite*)
5. The ruler is _____ the book bag. (*in front of*)
6. The ruler is _____ the piece of chalk. (*behind*)

Review the words: **few, many, some, all, little, not much, a lot of** at the chalkboard. Ask some students questions using the following question starters and qualifying words about classroom objects or school compound words.

Are there **many** or few _____?

Is there **a lot** or a little _____?

Do **all** or **some** have _____?

Is there **not much** or a lot of _____?

Place the following items on your desk: 1-2 visible pencils, a few pens, many flashcards, some pieces of paper, one small piece of chalk. Tell students to open their exercise book. Ask students to study the items on your desk and write a paragraph to describe how many of each item they can see on your desk. Students will use the topic sentence: **There are classroom objects on my teacher's desk.** Some students will share their paragraphs with the class. This is Lesson One, **Activity 3.**

Check all exercise book to be certain that students understand the language competencies taught in Unit 1.

LESSON TWO (UNIT 2)

Supplementary Materials: real objects, pictures and flashcards used in Unit 2

Review the following describing words (adjectives) with students: **young, short, long, thin, fat, tall, heavy, light, old.**

Write the following sentence on the chalkboard. Say:

Abewaw is tall _____ than Ismail.

Call on a student to read the sentence as it is written on the chalkboard to the class. Remind students that the sentence is a positive sentence. It does not have a contraction of the word **not**. Ask a student to identify the comparative word in the sentence by circling it on the chalkboard. The student should circle the word **tall**. Ask another student what ending needs to be added to the comparative word to make a comparison between the two children. The student should respond **-er**. Add **-er** to the word **tall** in the sentence. Ask a student to read the completed sentence.

Tell students to open their student book to Lesson Two, **Activity 1.** Ask students to point to the comparative words in each sentence. Then ask students to add **-er** to each comparative word and read the completed sentence to a partner.

Answers:

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.

Remind students that contractions of the word **not** are often used to create negative sentences. Ask students what word makes number 2 a negative sentence. Students should respond with the word **isn't**.

Ask students if the first sentence in Lesson Two, **Activity 1**, is positive or negative. They should respond that it is a positive sentence.

Tell students to open their student books to Lesson Two, **Activity 2**. They will write in their exercise book numbers 1-5, read each sentence again and decide if the sentence is positive or negative. Write a **P** if the sentence is positive and an **N** if the sentence is negative. Review with a partner then together out loud.

Answers:

1. P, 2. N, 3. N, 4. P, 5. N.

Remind students the use of **and** and **but** as conjunctions to make longer sentences. Explain that the word **and** joins any two similar sentences (positive and positive or negative and negative).

Write the following sentences on the chalkboard. Point to each sentence and say:

Positive/Positive: Wazir is older than Nebil and Hayider is older than Ferdosa.

Negative/Negative: Rowda isn't lighter than Hewan and Ferdosa isn't younger than Hayider.

Remind students that we only use the conjunction **but** when joining a positive and a negative sentence. Write the following on the chalkboard: **Positive/Negative: Wazir is older than Nebil but Rowda isn't lighter than Hewan.**

Tell students in their exercise book to do Lesson Two, **Activity 3**. They will join two sentences using the word **and**, and join two other sentences using the word **but**. Tell students to use the positive and negative sentences in **Activity 1**. Ask students in a small group to share their sentences. Then ask individual students to share their sentences with the class.

Review the following pronouns with students using the flash cards on the shash board/table: **me, you, him, her, us, them, he, she, I, his**. Tell students to read the positive and negative sentences from Lesson Two, **Activity 1** with a partner. Then read the first positive sentence together out loud. Model how to substitute pronouns for names. Example: Wazir is older than Nebil. He is older than Nebil. Wazir is older than him.

Then write the following sentence on the chalkboard.

Tigist isn't shorter than Roble.

Read the sentence with the students together out loud. Ask students to think about whether it is a positive or negative sentence. If it is positive they should write the letter **P** in their exercise book. If it is negative they should write the letter **N** in their exercise book. Tell students to copy the sentence into their exercise book. Students will substitute the names in the sentence for pronouns. They will add a sentence using the conjunction **but**.

Possible answers:

Tigist isn't shorter than Roble.(N).

She isn't shorter than Roble. Tigist isn't shorter than he. She isn't shorter than he.

Tigist isn't shorter than Roble, but Roble is shorter than Tigist.

Note: Students will need to write a positive sentence after a negative one in order to join them with the word **but**. Ask individual students to share their sentences with the class.

LESSON THREE (UNIT 3)

Supplementary Materials: real objects, pictures and flashcards used in Unit 3

Review weather words and days of the week using flash cards and place them on the shash board/table. Review the names of the months at the chalkboard.

*Remind students when to use the common verbs **is, are, was and were**. Explain that the words **is** or **are** are used when writing about the present tense.*

*We use **is** with singular subjects. Example: **What day is today?***

*We use **are** with plural subjects. Example: **Saturday and Sunday are weekend days.***

*The words **was** or **were** are used when writing about the past.*

Was** is used with singular subjects. Example: **What day was yesterday?

Were** is used with plural subjects. Example: **Were the last two days Sunday and Tuesday?

*Remind students about the correct pronunciation of the word **was**. If **was** begins or ends a sentence it is pronounced **woz**. When **was** occurs in the middle of a sentence it hardly makes a sound (wəz).*

Write the following sentences on the chalkboard.

_____ **it cloudy last Monday?**

_____ **Monday and Tuesday sunny?**

What _____ **the weather like today?**

_____ **Saturday and Sunday cloudy?**

What _____ **the rainy months in your region?**

*Tell students to open their student book and write the correct word, **is, are, was** or **were** in their exercise book to complete each sentence. Answers: Was, Were, is, Were, are Students will then do Lesson Three, **Activity 1** in their exercise book. Review answers together out loud.*

Answers:

1. **What** _____ **the sunny days last week?** (*were*)

2. _____ **Sunday sunny?** (*Was*)

3. _____ **it sunny today?** (*Is*)

4. **What** _____ **the weather like yesterday?** (*was*)

5. _____ **Monday and Thursday sunny?** (*Were*)

*Remind students of the current month. Review weather from the past week with students at the chalkboard by writing the days of the week with the appropriate weather symbols beneath. Be sure to include today's weather. Ask some students questions about the weather. For example: **What month is it? What is the weather usually like this month? What are the rainy months? Is it rainy season or dry season? What was the weather like on _____?** Be sure to use the correct pronunciation of the word **was**. Students should respond to the questions in complete sentences using the words **is, are, was** and **were**.*

*Tell students to write five complete sentences in their exercise book using the information recorded on the chalkboard. This is Lesson Three, **Activity 2**. When students have completed their sentences, ask them to share them in a small group. Then ask some*

students to share their sentences with the class. Model this. Example: Today is sunny. Thursday and Friday were cloudy. Saturday was rainy.

LESSON FOUR (UNIT 4)

Supplementary Materials: real objects, pictures and flashcards used in Unit 4

Review body part flash cards from Unit 4 with students by asking them to point to each body part named on the flash cards.

Tell students to do Lesson Four, **Activity 1** with a partner. They will point to a body part and say: **This is my _____.**

With a partner one student will point to his/her partner's body part and say:

That is your _____. Touch your _____. **What are you touching?**

The partner will respond: **I'm touching my _____.**

Tell students that they will play the game, "Solomon Says" using positive and negative imperatives starting with the words **Do** and **Don't**. Ask students which word is a positive word and which word is a negative word (**Do** is positive, **Don't** is negative because it is a contraction of **do not**).

Do or don't:

Turn your head to the left.

Lift your hand.

Shake your leg.

Walk in place.

Jump.

Run in place.

Touch your _____.

Write the heading, **Ways to Keep Fit and Healthy**, on the chalkboard. Ask students to tell you some ways to keep fit and healthy, starting with either **Do** or **Don't**. Write their responses on the chalkboard. Then decide which are positive and which are negative.

Remind students that the word **should** is used to give advice about what to do. Remind them that **shouldn't** is used to give advice about what not to do. Write example sentences on the chalkboard using both words. **You should go to the doctor when you feel ill.**

You shouldn't drink too many soft drinks. Ask some students to tell you in complete sentences what they should do to keep fit and healthy. Ask other students what they shouldn't do to be fit and healthy. Tell students with a partner to share what they should and shouldn't do to keep fit and healthy.

Explain to students that for Lesson Four, **Activity 2**, They will write a paragraph about ways to keep fit and healthy. Write the following topic sentence on the chalkboard:

There are many ways to keep fit and healthy. Then ask students to open their exercise book and copy the topic sentence from the chalkboard. They should then write four more sentences using the words **should** and **shouldn't** to describe ways to keep fit and healthy. Model this by writing one sentence next to the topic sentence on the chalkboard.

Ask some students to share their paragraphs with the class. Then ask all students to share their paragraphs with a small group.

LESSON FIVE (UNIT 5)

Supplementary Materials: real objects, pictures and flashcards used in Unit 5

Review parts of a house vocabulary with students using flash cards. Ask students to point to each picture in Unit 5, Lesson One, **Activity 1**, in their student books as you hold up the matching flash card. Students can also point to pictures of the vocabulary words in the picture from the story *Gaga's Pictures*.

Discuss household activities with students. Discuss the types of activities and where they are performed in the house. Tell students to answer in their exercise book the questions from Lesson Five, **Activity 1**. They will write the name of the area of the house in which the activity takes place.

Answers:

1. garden
2. bedroom
3. dining room/kitchen
4. bathroom
5. kitchen

Review how to use the contractions **isn't** and **doesn't** to create negative sentences. Tell students to read the short paragraph in Lesson 5, **Activity 2**, in their student books.

Rowda's House

Rowda lives in a village near Dire Dawa. Her house is made of stone and is a rectangular 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.

Ask students the following questions: (Prompt students to respond using the contraction, **doesn't**.)

Does the house have a kitchen? Is there a bathroom in the house?

(Prompt students to respond using the contraction **isn't**.)

Is there a bedroom in the compound?

Does the house have a living room?

Ask students which questions they answered with a negative response.

Tell students with a partner to ask each other similar questions about Rowda's house, starting with the word **Is** and **Does**.

Then tell students to write two questions about Rowda's house, a question starting with the word **Is** and another starting with the word **Does** in their exercise book. Students should then exchange exercise book and answer their partner's questions. They may need to use the negative sentences with the words **isn't** and **doesn't**. Ask some partners to share their questions and responses with the class.

Remind students that when 's is added to a word, it shows ownership. Remind students to use falling intonation when asking **wh** questions. Write the following on the chalkboard: **kitchen, dining room, compound, living room, bathroom.** Tell students to raise their hand if you have a kitchen, dining room, compound, living room, bathroom.

Under each heading write the name of one student who has that room.

Tell students to answer the following questions together out loud: Whose house has a kitchen? dining room? compound? living room? bathroom?

Tell students to reread the advertisements for houses in Unit 5. They should then draw in their exercise book a picture of the house they like least. Tell them to share their drawings with a partner or in a small group. Ask them to tell the group why it is their least favourite.

LESSON SIX (UNIT 6)

Supplementary Materials: real objects, pictures and flashcards used in Unit 6

Review the vocabulary related to digital time from Unit 6.

Count to 60 by 5s.

Ask students the names of the types of clocks that tell time. Students should respond, **digital and analogue.** Draw digital clocks showing the following times on the chalkboard:

8:00 2:30 3:45 10:15 5:30 12:00.

Ask students if they are digital or analogue clocks? (They are digital clocks.)

Then point to each time and ask students: What time is it? (eight o'clock, two thirty/half past two, three forty-five/quarter to four, ten fifteen/quarter past ten, five thirty/half past five, twelve o'clock/noon, midnight.)

Be sure to use falling intonation when asking **wh** questions. Ask a student to come to the chalkboard. Tell him or her a time to write in digital form.

Example: You will say **eleven thirty** and the student at the chalkboard will write **11:30.**

Tell students to study the times in Lesson Six, **Activity 1.** Students will read the time and draw digital clocks showing the correct times. Review answers together on the chalkboard.

11:15

12:30

4:00

9:45

Show students an analogue clock. Review the parts of the clock, **minute hand and hour hand.** Show students times on the clock and ask them to say the time.

Pass out the analogue clocks used in Unit 6. Have students get into small groups and ask each other times. One student will move the hands on the clock as the other students write the time in their exercise book. Then students will take turns holding the clock.

One student will say a time and the student holding the clock will place the hands in the appropriate position on the clock.

Then ask students to look in their student books at Lesson Six, **Activity 2** and write the time shown on the analogue clocks in their exercise book. Remind students that there are two ways to say each time. Ask students to share their answers with a partner. Then ask several students to share their answers with the class.

Answers:

1. half past one, 1:30
2. quarter past five, 5:15
3. quarter to ten, 9:45
4. eleven o'clock, 11:00
5. half past eight. 8:30

Remind students that there are different routine activities that they engage in regularly throughout the day. Ask them to name some.

Write the adverbs of frequency on the chalkboard. Review them. Ask students if they **always, usually, sometimes, rarely, often, or never** do the same activities at the same times of the day throughout the week. Discuss this with the class. Instruct students to copy the chart from the student book. Each student will interview three students about how often they do the activities. They will fill in the chart. Then they will write a paragraph of five sentences using the information gathered. Write the following topic sentence on the chalkboard for the students to copy: **The students in my class do many activities.** Students will write four detail sentences. Example: **Tigist often collects firewood.**

How often do you ...?	Student 1	Student 2	Student 3
make coffee			
collect firewood			
work on the farm			
clean the house			
make your bed			
eat chiko			
tend the cattle			
go to the market			
fetch the water			

LESSON SEVEN

Supplementary Materials: choose your own supplementary materials

Review of spelling words. Partners quiz each other on 10 spelling words from the semester. Students can choose different spelling activities from the semester to practise their words.

With a partner students each will choose a favourite story from the first semester to read to each other. Then students will write a paragraph about why it is their favourite story using the topic sentence: **My favourite story this semester was _____.** Write a model paragraph on the chalkboard for students. When students are finished with their paragraphs, they will share them with a partner. Then several students will share their paragraphs with the class

UNIT 7: WHAT WOULD YOU LIKE TO EAT?

Unit Outcomes: Students will be able to talk about their preference for food and drink.

By the end of Unit 7, students will be able to achieve the following competencies:

- ask and answer questions about what they like and dislike.
- listen to a dialogue and answer questions.
- use appropriate social expressions (recycled).
- read words and phrases.
- predict what a passage will be about from the illustration.
- read a short passage to find information needed to answer questions.
- write the correct spelling of 5 words.
- write a paragraph of 5 short sentences.
- complete sentences by adding words and phrases.
- write sentences using full stops and question marks.

Unit Assessment:

Speaking and Listening: Students interview one person about his/her likes and dislikes for food. Then they tell another student about the likes and dislikes.

Reading and Writing:

Students read short paragraphs and write sentences about family members' jobs.

LESSON ONE

Supplementary Materials: flashcards with the words some and any, pictures and flashcards of the words chilli peppers (*kariya*), limes (*lomi*), spinach (*kosta*) and kale (*gomen*)

Look at the unit heading and ask students what they think will be included in the unit. Tell them you will start with what they already know and can remember.

*Put students into small groups and say: **List as many food and drink items as you can.***

Ask the group with the longest list to read their words slowly out loud so other groups can check their answers. Ask the other groups to add any words not already on the first list. Count how many words students actually remembered. Record the number in your notebook to compare with the number students will recall at the end of the unit.

*Tell students to study the picture of the fruit and vegetable stall in Lesson One, **Activity 1** and ask and answer questions. Make sure they know all the fruits, vegetables, colours and costs shown by asking questions such as: **What costs ten Birr a kilo? How much do bananas cost? What colour are the cabbages?***

*Tell students in pairs to ask and answer similar questions such as the following example: **What costs _____ Birr? How much are the _____? How much is one kilo of _____? What colour are the _____?***

Tell students to follow the words as you read out loud the dialogue in Lesson One, **Activity 2**. Tell them to practise the dialogue with a partner.

At the Market

Customer	Good afternoon.
Stallholder	Good afternoon. Can I help you?
Customer	Please give me <u>one kilo of tomatoes</u> , <u>two kilos of carrots</u> and <u>half a kilo of chilli peppers</u> .
Stallholder	Here you are. Is that all?
Customer	No. I'd like <u>three limes</u> , please, and do you have any <u>fresh spinach</u> ?
Stallholder	I'm sorry, we don't have any <u>spinach</u> , but we do have some nice <u>kale</u> .
Customer	Please give me <u>a bunch of kale</u> . 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.

If necessary, explain the words chilli peppers (*kariya*), limes (*green lomi*), spinach (*kosta*) and kale (*gomen*).

Tell students to practise the dialogue with a partner. Have two pairs of students read the dialogue out loud to the class. Ask students: **How will the Stallholder's answer to the question: "Do you have any fresh spinach?" change if he/she does have spinach? Students should reply: He/she will say: Yes, I do have some spinach.**

Review the use of **some** and **any**. Remind students that these words are used when a number or quantity word is not used. They should use **some** if they can see the item or are sure the item is there (Example: "Would you like some coffee?" "I'd like some bananas, please.") They should use **any** if the item is not visible or if they are not sure if the item is there, (Example: "Do you have any _____?") or if it is definitely not there, (Example: "We don't have any _____.")

Ask students: **Which words will change if you ask for different items in the market?** (The words that will change are underlined in the Teacher's Guide only.)

Have students in pairs do Lesson One, **Activity 3**. They will prepare a dialogue, using the model provided. One student should ask for five items and the other (who is acting as stallholder) should total up the money spent. Say:

Make up your own dialogue. Use the pictures to talk about fruit or vegetables. One student will be the stallholder and the other the customer. The customer will ask for five things. The stallholder will tell the customer how much to pay at the end.

Select pairs of students to perform their dialogues for the class.

Lesson Summary: Students reviewed words for fruits and vegetables and learned some new words. They practised asking for fruit and vegetables in a market.

Vocabulary: chilli, lime, spinach, kale

Language Pattern: What costs ___ Birr a kilo? How much do ___ cost?
 Please give me _____. Do you have _____? I'd like _____, please. Here you are.
 That comes to _____ Birr.

LESSON TWO

Supplementary Materials: flash cards of the following words: meat: mutton, beef, chicken, fish; cereal: teff, sorghum, maize, barley; vegetable: bean, pea, chick pea, lentil, kale, spinach, carrot, potato; fruit: banana, orange, pineapple, avocado; drink: milk, water, coffee, tea, juice; pictures of food and drink items

Review vocabulary from Lesson One by asking students questions about the fruit and vegetables on the market stalls in Lesson One and adding questions such as:

What fruits and vegetables can you buy in your market?

What fruits and vegetables do you eat at home?

What types of fruits and vegetables grow in your surroundings?

*Tell students that today they will review the words they know for foods and drinks. They will talk about the foods and drinks they **like** and/or **dislike**.*

*Using flash cards and the pictures of animals and food items shown in the student book, review the names of meats: **lamb, beef, chicken and fish**. Also review the words for different **pulses** (vegetables that grow in pods and are often dried and stored): **chick peas, lentils, beans and peas**.*

*Have students do Lesson Two, **Activity 1**, in their exercise book. With a partner students will point to the pictures and name the different food and drink items using the words given in the Word Bank.*

*Introduce Lesson Two, **Activity 2**. Tell students to draw six columns in their exercise book and to write the following headings: **Meat, Cereal, Pulse, Vegetable, Fruit, Drink**. They will then find words in the Word Bank to write in each column. (The word, **fish**, can be put in the **Meat** column for the purpose of this activity.). Have students share their answers with a partner or in a small group before you check students' answers.*

Answers:

Meat	Cereal	Pulse	Vegetable	Fruit	Drink
chicken, fish, mutton, beef	rice, maize, teff, barley	bean, pea, chick pea, lentil,	cabbage, carrot, onion, potato	orange, avocado, banana, pineapple	coffee, juice, tea, water, milk

*Using the example given in the student book, introduce Lesson Two, **Activity 3** to students. Model how to ask questions about food likes, dislikes and preferences. Tell students they will work in a group of three, taking turns to ask and answer questions and report to another person, following the pattern:*

A to B: Do you like <u>fish</u>?	B to A: No, I dislike <u>fish</u>./Yes, I like <u>fish</u>.
A to B: What vegetable do you like?	B to A: I like <u>cabbage</u>.
A to B: What vegetable do you dislike?	B to A: I dislike <u>tomatoes</u>.
A to B: Do you prefer <u>beans</u> or <u>carrots</u>?	B to A: I prefer <u>carrots</u>.
A to C: (<u>B's name</u>) dislikes <u>fish and tomatoes</u>; she/he likes <u>cabbage and carrots</u>.	

Have a few students demonstrate asking and answering questions and reporting back, changing the words in the example. Then tell students individually to make up three questions to ask another student about their food likes, dislikes and preferences. Tell students to open their exercise book and write their questions. They should not show their questions to anyone. When they have written their questions, divide the class into groups of three. Tell students that in their groups of three, each student in turn will ask three questions, answer another student's questions and report back to the third student, i.e. student A asks B and reports to C, then B asks C and reports to A and finally, C asks A and reports to B. Circulate around the classroom to observe how well individual students perform the task.

Lesson Summary: Students classified food and drinks. They discussed their food likes, dislikes and preferences.

Vocabulary: food categories: fruit, vegetables, grains, pulses, meats, drinks; prefer pulses, seasonings, chick peas, lentils, split peas
--

Language Pattern: Do you like ____? What ____ do you like/dislike? Do you prefer ____ or ____? Yes, I like _____. No, I dislike _____. I prefer _____ to _____. _____ likes/dislikes _____.
--

LESSON THREE

Supplementary Materials: pictures of Ethiopian dishes and local foods

Review Lesson Two by asking students about their food and drink likes and dislikes.

*Introduce students to the following five words: **meat, bean, pea, lentil, chilli**. These are the words they are to learn to spell in this unit. Use one of the methods suggested in the Introduction to teach the first of these words (**meat**) to students.*

*If there are typical or local grains, vegetables, etc. that have no English equivalent, make sure students can write them in English alphabet (e.g. **enset/false banana, sorghum**).*

*Talk about typical local dishes and traditional Ethiopian foods and dishes using English words, e.g. **tibs** (fried meat or fish), **wat** (stew) and **shiro** (powder). Tell students foods that you like and ask them which foods they like/prefer.*

I like chick pea sauce. What do you like to eat? What kind of food is it?
I prefer fish to vegetables. Do you prefer meat or vegetables?
Which vegetable do you prefer, spinach or kale?
Which meat do you prefer, beef or mutton?

Introduce the words for seasonings: **salt and spice/chilli pepper**. Ask

Do you prefer your stew to be spicy (with berbere) or mild (alecha)
Do you like salt/chilli pepper with your food? Do you have ___ with your food?

Ask :

What do you like to eat on fasting days? What kind of food is it?
What do you like to eat and drink on special days?

Tell students to turn in their student book to Lesson Three, **Activity 1**. Tell students to write five sentences about food and drinks they like and two sentences about food and drinks they dislike. The last sentence will tell about food and drinks they prefer. Ask them to draw pictures to illustrate their sentences. When they have finished the activity, put students into small groups to share their completed sentences and drawings. This is Lesson Three, **Activity 2**.

Tell students to work in the same group to do Lesson Three, **Activity 3**, in their exercise book. They should be able to understand the instructions for themselves. When they have written their lists and compared them with another group, review the activity with the whole class to find out which groups have the longest lists.

Lesson Three, **Activities 4 and 5** require students to solve a word puzzle and then make up a similar puzzle for their partner to solve respectively.

Answers to Activity 3:

1. carrot
2. fish
3. lentil
4. spinach
5. mutton
6. tea
7. orange
8. avocado
9. cabbage
10. beef
11. milk
12. tomato.

Lesson Summary: Students discussed typical local and Ethiopian foods and wrote about their food preferences. They grouped foods by colour and solved and wrote puzzles with food words.

Vocabulary: fry/fried, stew(ed), salt, spice/spicy, mild, enset, sorghum

Language Pattern: Do you have ___ with your food?

LESSON FOUR

Supplementary Materials: Choose your own supplementary materials.

Tell students that today they will learn how to **agree or disagree**. Select a few students and ask them questions about their food likes and dislikes. Respond to their answers with **too, but and either** statements.

Example: Ask:

Do you like tomatoes?

Students respond:

Yes, I like tomatoes.

You agree:

I like tomatoes too.

OR disagree:

But I don't like tomatoes.

Ask:

Do you like cabbage?

Students respond:

No, I don't like cabbage.

You agree:

I don't like cabbage either.

OR disagree using but:

But I like cabbage.

*Practise these responses with students using the table in Lesson Four, **Activity 1**.*

*Tell students in pairs to compare preferences with **too** and **either**.*

One student says:

I like bread.

*Another agrees using **too**:*

I like bread too.

*OR disagrees using **but**:*

But I don't like bread.

Another student says:

I don't like carrots.

*Another agrees using **either**:*

I don't like bread either.

*OR disagrees using **but**:*

But I like bread.

*Monitor students' use of **too**, **but** and **either**. Note how well individual students perform the task.*

*For Lesson Four, **Activity 2**, organize students into groups of 4-6 to conduct a survey among their classmates for preferred fruits, vegetables, drinks, etc. Say:*

In your groups you will decide on five questions to ask about foods, based on the questions and answers you have practised in this unit. You will each write the questions in your exercise book and then join with another group to ask the questions. Each of you will ask a student from the other group all the questions and answer all the questions that students ask you. Each *interviewer* will make notes on what the *interviewee* likes and dislikes.

Observe students as they ask and answer the questions and record the other students' responses.

*Introduce the spelling word **bean** using an activity from the Introduction to the Teacher's Guide.*

Lesson Summary: Students practised agreeing or disagreeing with each other and conducted a survey in groups. They also learned and practised a new spelling word.

Vocabulary: agree, disagree, too, either, but; interviewer, interviewee, total, prefer

Language Pattern: I like ___ too. But I don't like ___. I don't like ___ either. But I like cabbage.

LESSON FIVE

Supplementary Materials: materials for the students' reports and their visuals, e.g. graph paper or sheets of plain paper, coloured pens/pencils, if available.

Say:

Today you will report on your findings from the survey activity in Lesson Four. You will tally your results and present them in a written report, e.g. If you asked: "Do you prefer pineapple or papaya?" You can say the number of students who prefer papaya and the number who prefer pineapple. If you asked: "Do you like cabbage?" you can say how many students like and how many dislike cabbage. If possible you will make visuals, e.g. a pie chart or bar graph to illustrate your results.

*Show students the example in the **Lesson Five Activity**, and ask them to do the activity. If there are no materials available for students to produce their visuals, prepare a simple diagram on the chalkboard. They can draw pictures in their exercise book that are large enough for the other students to see. Before they begin, tell them to divide the writing and drawing among themselves to get finished in time. Every member of the group should have a task to perform. Tell them that you will assess their cooperation as well as the finished product. When students have finished their preparation, give as many groups as possible the opportunity to make their presentation. If wall displays have been made, put all of them on the classroom wall.*

*Introduce the spelling word **pea** using an activity from the Introduction.*

Lesson Summary: Students worked together to prepare a presentation of their survey. They learned and practised a new spelling word.

Vocabulary: visuals, illustrations, pie chart, bar graph, cooperation

Language Pattern: (Number) students prefer/like _____. (Number) students do not like/dislike _____. No students like/dislike _____.

LESSON SIX

Supplementary Materials: Choose your own supplementary materials.

*Tell students that today they will be reading for information about food. Before reading, ask students to do the pre-reading activities in Lesson Six, **Activity 1**. In this activity students will predict what the passage is about and write four words in their exercise book that they think they will find in the passage.*

*If necessary, explain the word **healthy** to students.*

*Tell students to write four words they think they will find in the passage. Ask them to read the passage silently to find the main ideas. While reading, ask students to determine if any of the four words they wrote are in the passage. This is Lesson Six, **Activity 2**.*

Healthy Eating

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

We call the food we eat every day 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* or *enset* for making *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 avocados. All of these delicious fruits help them to stay healthy and fight off disease.

*While students are reading, write the following vocabulary words on the chalkboard. **healthy, feed, fit, grow, staple foods, raise, tasty, arid, butcher, fresh, ripe, delicious, fight off disease.** (They are underlined in the teacher's guide, but not in the student book.)*

*Ask students their thoughts on the main ideas of the passage. Encourage them to express themselves in English. Ask how many words they had successfully **predicted** would be in the passage.*

Tell student in pairs or small groups to discuss the meanings of the words written on the chalkboard and explain the words in English.

Take students' ideas. Only use mother tongue if students completely do not understand. Below are some suggested meanings to tell students if they need help:

feed=give to eat, fit=well, grow=plant in field or garden, staple food=main food-eaten daily, raise=care for, tasty=delicious, arid=dry/without much rain, butcher=kill for food, fresh=not old and stale/not dried, ripe=sweet and good to eat, delicious= sweet and tasty, fight off=prevent, disease=sickness. health=general condition of a person

*For Lesson Six, **Activity 3**, ask students to discuss the meaning of the difficult words in the passage with a partner or small group. After discussing the words, direct students' attention to Lesson Six, **Activity 4** (the after reading activity). In pairs students will prepare answers to the first six questions about the passage in the student book. Then they will answer questions 7-12 individually and share their answers with a partner.*

Discuss the questions and answers orally, accepting students ideas for questions 7-10. Possible answers are given in brackets.

Section A:

1. Where does *teff* grow? (in the northern highlands)
2. Where do maize and *enset* grow? (in the south)
3. What is the staple food for families in the Southern lowlands? (*enset*)
4. Name three different pulses. (3 of: beans, lentils, chick peas, (split) peas)
5. Make a list of three things you need to cook *doro wat*. (Answers will vary: chicken, eggs, onions, berbere, butter, oil, water, tomatoes.)
6. Do you live in an arid region? (individual answers)

Section B:

7. Name an arid area in Ethiopia. (e.g. Afar, Somali, Danakil)
8. What staple food do you eat in your family? (name of local staple food)
9. Do you like to eat fish? What other foods do you find tasty? (any reasonable answer)
10. What vegetables does your family grow? (individual answer)
11. What fruit do you like to eat? (any answer, mentioning the name of a fruit)
12. Make a list of 5 healthy foods. (any answer showing understanding of healthy foods)

Introduce the spelling word **lentil** using an activity from the Introduction to the Teacher's Guide.

Lesson Summary: Students read a passage for information. They explained new words and answered questions both orally and in writing. They learned and practised a new spelling word.

Vocabulary: healthy, feed, fit, staple, arid, grow, raise, delicious, tasty, fresh, ripe, kill, disease

LESSON SEVEN

Supplementary Materials: Decide on the groups for the speech preparation. Think about the ideas/questions your students will need to get started.

Practise spelling words in a fun way (see Introduction) to begin this lesson.

Tell students that today they will discuss some points from the reading passage and prepare a short speech.

Discuss locally produced foods and eating habits with students. Encourage them to think and talk about how and where food is produced and/or where they buy food. Ask them how they help their family by growing plants, raising animals, shopping and cooking food. Talk about the foods they eat during fasting periods and on special occasions such as weddings and feast days.

Put students into groups and tell them to read the instructions for Lesson Seven, **Activity**. They are to prepare a short presentation for their classmates on one of the following topics: **Fasting Days** or **Feast Days**.

Tell Students they will perform a short speech of about eight to ten sentences per group. Tell will tell what you eat and don't eat on the fasting and holiday occasions. They will learn what they are going to say instead of writing it.

Ask students in small groups to choose a few locally celebrated days such as Fasika, Meskal, Timkat, Mawlid al-Nabi, Muharram, Ramadan and other occasions such as marriages to discuss. Give students some ideas to get them thinking, in addition to the following questions in the student book;

- 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 the food?**
- 8. What do you do after fasting/eating the food?**

Select some groups to perform their speech. If, due to time constraints, not all groups can perform, have one or two perform at the end of each lesson until all have been heard.

*Introduce the spelling word **chilli** using an activity from the Introduction to the Teacher's Guide.*

Lesson Summary: Students discussed local food and eating habits. They worked in a small group to make a speech. They learned and practised a new spelling word.

Vocabulary: speech, fasting days, feast days, celebrate, ceremony, marriage, together

LESSON EIGHT

Supplementary Materials: flash cards with the words: restaurant, cook, waiter, waitress, customer, menu, food, soft drink, hot drink, tray, jug and bowl, wash, order, serve, bill, or write the words on the chalkboard before the lesson; a menu written in large letters on paper/card or on the chalkboard

*Tell students to study the picture of a restaurant in Lesson Eight, **Activity 1**. They will talk about the picture with a partner and share their ideas with classmates. Ask:*

Can you guess what you will learn about today?

Have you ever had food or drink in a café or restaurant?

If so, what did you eat/drink?

*Ask students to describe what they can see in the picture as best they can from their own knowledge. Then teach them the key words: **restaurant, waiter, waitress, customer, cook, food, soft drink, hot drink, menu and bill** using flash cards or a list of words on the chalkboard. (Point out that **cook** can be both the person and the action.) Ask questions about the picture, e.g. where the various people are, what they are holding, what they are doing.*

To reinforce the new words, jumble the letters on the chalkboard and have students unjumble them, or have two sets of flash cards, shuffle them, place them face down on the shash board/table and call students to turn over two at a time to find pairs.

Read the menu in the student book out loud to students and make sure they understand the words. Ask them to copy the menu from Lesson Eight, Activity 2, into their exercise book. Ask them to listen as you read a dialogue between a waiter/waitress and customer while looking at the menu in their exercise book. Tell them to circle the items that the customer orders.

Read the following conversation to students.

Waiter/Waitress	Good evening. What would you like to drink?
Customer	Please bring soft drinks for three people: one 7 Up and two Fantas.
<i>(pause)</i>	
Waiter/Waitress	Here you are. What would you like to eat?
Customer	We would like one spicy lentil stew, one shiro and one mixed fasting food.
Waiter/Waitress	Here you are. Enjoy your meal.
<i>(pause)</i>	
Waiter/Waitress	Is the food good?
Customer	It's delicious.
Waiter/Waitress	Do you want some more?
Customer	No thank you, but we'd like two teas and a coffee.
Waiter/Waitress	Here you are. Is that all?
Customer	Yes, thanks. Please bring the bill.

Check students' **answers**. They should have ticked: spicy lentil stew, injera with shiro, mixed fasting food, one 7 UP, 2 Fantas, 2 tea, 2, coffee

Lesson Summary: Students talked about a picture and answered questions about it. They listened to a customer ordering food in a restaurant and marked items that were ordered.

Vocabulary: restaurant, waiter, waitress, customer, tray, order, serve, bill, soft drink

Language Pattern: I/We would like _____. Please bring _____ for _____ people.

LESSON NINE

Supplementary Materials: flash cards showing the contractions: I would like/I'd like We would like/We'd like. pictures of various foods and drinks or a large menu

Review new words learned yesterday. Ask students how many they can remember. Have them call out words as you display them on the shash board/table or write them on the chalkboard.

Tell students that they will practise being waiters, waitresses and customers in a restaurant. Ask them in Lesson Nine, Activity 1, to follow the words as you read the

model dialogue out loud. Ask students to repeat the dialogue after you when you read it again.

As you read, emphasise and model the words **I/We would like...** and the contractions **I'd/We'd like...**, and choose food and drink items from the menu. Then have students ask for different food and drink items, using flash cards and pictures or a large menu.

Waiter/Waitress	What would you like to eat?
Customer	I 'd like spicy mutton stew with injera .
Waiter/Waitress	I'm sorry. We do not have 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.

For Lesson Nine, **Activity 2**, ask students to practise the dialogue with a partner, taking turns being the waiter/waitress and the customer who are choosing items from the menu. Change the bolded words to choose and order different things to eat and drink from the menu in Lesson Eight, Activity 2. Ask some pairs to demonstrate their dialogues to the class. Otherwise, the demonstrations can be done in Lesson Thirteen.

Note: If it is more appropriate, students could add items to the menu in the student book, or choose from a list of food and drink items written on a menu you prepared previously, taking into account local circumstances. The menu could be a traditional meal, as discussed in Lesson Seven.

Lesson Summary: Students practised ordering food and drinks for themselves from a menu. They used the contractions *I've* and *We'd*.

Language Pattern: Excuse me. I'd like / We'd like/I would like/We would like one/two/some _____. Please bring me one/two _____. Please bring _____ for three people. Here you are. /Sorry, we don't have any. Would you like...? Please bring the bill.

LESSON TEN

Supplementary Materials: write sentences for punctuation on the chalkboard before the lesson

Practise all spelling words.

Tell students that in this lesson they will write a dialogue that happens in a restaurant, using correct **punctuation**. Ask them to read the dialogues in Lesson Ten, **Activity 1**, out loud with a partner and look at the beginning and end of each sentence. Ask them to tell what they see. Point out the use of a **capital letter** at the beginning of each sentence, a **full stop** at the end of a statement or an answer and a **question mark** at the end of a question.

Read the sentences out loud and have students repeat them after you to stress the changes in tone between questions and statements/answers.

My name is Hanim. What is your name?

My name's Tadesse.

What would you like to drink?

I would like tea with lemon, please.

Write the following sentences on the chalkboard and have students say whether they should end with a full stop or a question mark. Then call some students to the chalkboard to put in a capital letter and end punctuation in each sentence.

good afternoon

what would you like to eat

i'd like lentil stew please

what would you like to drink

i'd like water what do you have

we have fanta and coca cola

i'd like coca cola please

here you are

is the food good

it's delicious

Read the sentences from the chalkboard out loud with the students. For Lesson Ten, Activity 2, ask students to copy the dialogue from the student book into their exercise book, starting each sentence with a capital letter and using the correct punctuation at the end of each sentence.

Answers.

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.

Lesson Summary: Students punctuated sentences using full stops and question marks and started each sentence with a capital letter.

Vocabulary: divide

LESSON ELEVEN

Supplementary Materials: number cards/chart for 1-100, 200-1000 (in hundreds), enough separate cards showing three figure numbers (e.g. 459, 521) to hand out a different number to each student or a few cards each to a group

Tell students they will be learning numbers above 100.

Review the numbers from 1-100, either by counting around the class or chanting the numbers together in groups or as a whole class. Teach students how to name the hundreds: 100, 200, 300 and so on, up to one thousand. These are printed in the Student book.

*Students will do Lesson Eleven, **Activity 1**, in pairs. They will point to the numbers and read them out loud.*

*Do Lesson Eleven, **Activity 2**, with students. Hand out cards showing different three digit numbers, such as 435, 672 to students in groups to read to each other. Tell students to write in their exercise book the numbers each student reads out loud. If possible, have a different number card for each student in the class.*

*Explain to students how to put numbers into **numerical order**. Show students how to determine placement by first looking at the number in the **hundreds** place, then the **tens** place, then the **ones** place. In groups the students could put their number cards into numerical order and say the numbers as they proceed. When all cards are in order, the group members can read them together out loud.*

*Review how to count from 1000 to 2000. Have students work in pairs on Lesson Eleven, **Activity 3**. Monitor students as they read the numbers. Then tell students to read all the numbers in the table together out loud.*

*Remind students how to arrange numbers in **numerical order** from lowest to highest, using the example in Lesson Eleven, **Activity 4**. Then have them work in pairs to read out loud the numbers in numerical order. Finally call on individual students to read each line in numerical order.*

Review all spelling words with students.

Lesson Summary: Students learned and practised reading numbers over 100 and arranged them in numerical order.

Vocabulary: numbers: two hundred, three hundred, etc., a thousand, numerical order

LESSON TWELVE

Supplementary Materials: number cards/chart for 1-100, 200-1000 (in hundreds), number cards as in Lesson Eight

Tell students they will be working with high numbers again today.

Review numbers from 100 to 1000 in hundreds and then from the number cards used in Lesson Eight. You could have ten cards laid out on your table and have students come out in turn to choose a card to read out loud, without showing the card. The other students write down the numbers as they are called out and you keep the cards in order to check against their written lists at the end of the activity. Read the numbers together out loud.

Have students do Lesson Twelve, **Activity 1**. They will match the words and printed numbers in their student book. They will list the numbers in their exercise book and then write the correct letter next to each number. Write the missing number for question 10. If necessary, do the first two with students.

Answers:

1e, 2j, 3a, 4i, 5b, 6h, 7c, 8g, 9f, 10 243 (d)

Ask students how they knew answer number 10. Accept all reasonable explanations.

In pairs ask students to do Lesson Twelve, **Activity 2**. They will secretly write in their exercises book 10 high numbers that they know and read the numbers to a partner. The partner will write the numbers they hear in their exercise book.

If you are able to take students outside, they could play the following number games:

1. Put students into teams of six to eight and hand out an identical set of cards to each team. Call out the numbers one by one and award a point to the team that delivers the correct card to you first.
2. Arrange students in rows or a big circle and have them count along the row or around the circle in different ways: e.g. odd numbers/even numbers/ in fives/in tens/ backwards in hundreds, etc.

Otherwise, you could play a number game similar to “Bingo” indoors. Write 20 numbers on the chalkboard. Students choose five numbers to write in their exercise book. Call out the numbers in random order. If students hear one of their numbers called, they cross it out. The last student to be left with a number that is not crossed out is the winner.

Tell students in pairs to test each other on their spelling words. Remind them they will have a spelling test in the next lesson.

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students reviewed numbers 100 to 1000. They wrote high numbers secretly in their exercise book and asked their partners to write them in his/her exercise book. They played a number game.

LESSON THIRTEEN – Unit Review

For Lesson Thirteen, **Activity 1**, give students a Spelling Test of their five food words: **meat, bean, pea, lentil and chilli.**

Choose from the following suggested activities. This is Lesson Thirteen, **Activity 2**.

Check how many food and drink words students can now recall (see Lesson One). Put them in groups and have them write as long a list as they can without referring to their books. Have them report back their lists to the whole class. Ask them to place a tick by each word that is repeated by students. Total the words they now know and compare it to the list they made in Lesson One.

Ask students to write a short menu of dishes and drinks for their partner to choose from. Using the menu/list they have prepared, ask them to practise the restaurant dialogue as a waiter/waitress and customer using the contractions: *I'd like/We'd like* _____. Ask them to perform their dialogue for the class.

If appropriate, have students write a menu using the names of food in their region. Select pairs to perform their dialogues.

Write the following punctuation exercises on the chalkboard:

- 1. where do you live**
i live in Hawassa

- 2. i'd like bananas**
how many
five
they are small do you want some more
no thanks please give me three mangoes

- 3. how many sisters do you have**
i don't have any do you

Call individual students to the chalkboard.

Answers:

1. *Where do you live?*
I live in Hawassa .

2. *I'd like bananas.*
How many?
Five.
They are small. Do you want some more?
No thanks. Please give me three mangoes.

3. *How many sisters do you have?*
I don't have any. Do you?

If there is time, play number games with students, such as Bingo or counting around the class in different ways.

UNIT 8: WHERE IS THE MARKET?

Unit Outcomes: Students will be able to give and respond to directions.

By the end of Unit 8, students will be able to achieve the following competencies:

- give descriptions of places.
- listen to simple scenes and repeat the main details.
- ask for and give simple directions.
- read sentences and match to pictures.
- read a letter giving directions and label a map.
- write the correct spelling.
- complete sentences by adding words and phrases.
- write short sentences giving directions.
- write sentences with correct punctuation.

Unit Assessment:

Speaking and Listening: Students practise asking for and giving directions in their locality and in the school compound.

Reading and Writing: Students read short paragraphs and letters; write complete sentences by adding words and phrases, also write the correct spelling of learned words.

LESSON ONE

Supplementary Materials: flash cards of the following familiar words: clinic, shop, market, school, church, mosque, house, condominium, butcher's, barber's, bank, police station, post office, hospital, hotel, café, office, garage, street, crossing, traffic light

Ask students what they think they will learn in this unit. (They will learn about buildings in a town and how to give directions.)

*Review the names of buildings/places with students, by having them call out words for you to list on the chalkboard. Give them five minutes thinking time, and then have them call out the words they remember or set up a competition for pairs or groups. The first pair/group to remember six buildings words will call out the words. Others will add their ideas. They should know from grades two and three: **clinic, shop, market, school, bank, police station, church, mosque, house and condominium.** If they to review any of these words, do so before introducing the new words.*

*Introduce the words **post office, hospital, hotel, garage, café, bank, police station, butcher's, barber's, street, crossing and traffic light** with flash cards and pictures. If you have no pictures, use the ones in the student book and call out the numbers as you show the words on the flash cards.*

*Tell students for Lesson One, **Activity 1** to match the pictures in the student book to the correct words from the Word Bank. Tell them to write the numbers of the buildings and copy the words. Students should do this individually and then check their answers with a partner or in a small group.*

*Tell students to do Lesson One, **Activity 2** in pairs (pointing to pictures and naming the buildings).*

Introduce Lesson One, **Activity 3** using gesture and mime to convey meaning. Have them guess which building you want to go to. Say:

- a. **I need a haircut.** (Point to your hair - barber's).
- b. **I want to buy meat.** (butcher's).
- c. **I want to drink coffee.** (Mime drinking - café).
- d. **I need to cross the street.** (Make movement like walking with your fingers - crossing).
- e. **I have hurt my arm.** (Hold your arm as if it is hurt - hospital).
- f. **Someone has stolen my phone.** (Mime snatching a phone - police station).
- g. **I need to sleep tonight.** (Put your head on your folded hands as if sleeping - hotel).
- h. **I need to get money.** (Mime 'money' by rubbing your fingers together - bank).
- i. **My car is broken.** (Mime driving and wheel - garage).
- j. **The red light tells me to stop.** (traffic light).

Check students' answers. Say all the words again for students to repeat.

Lesson Summary: Students reviewed words for buildings and learned new words. They did a listening activity to guess buildings.

Vocabulary: bank, post office, café, hotel, office, police station, butcher's, barber's, street, crossing, traffic light, hospital, garage

Language Pattern: I need _____. I want _____.

LESSON TWO

Supplementary Materials: flash cards: clinic, shop, market, school, bank, police station, church, mosque, house, condominium, post office, hospital, hotel, café, office, garage, street, barber's, butcher's, crossing, traffic light, village, town, city; village, town, city.

Tell students they will learn more about buildings and their positions. Review the words for buildings and ask students to think of the buildings they are likely to see in a village, in a town and in a city. Place the flash card for each place in turn on the shash board/table and have students select the appropriate building flash cards from your table to put on the shash board/table as they name each building.

Remind students of the position words: **next to, opposite, behind, in front of and between** by talking about the position of students in the classroom, or items around the room. Say: **Getenet is opposite the chalkboard. The teacher's chair is behind his/her table. Messeret is between Yared and Wossene.**

Tell students to **stand** in different positions around the room, adding the words: **at and near (to)** by telling individual students to move into different positions around the room. Say: **Stand in front of the door. Stand in front of the chalkboard. Stand near the window. Stand at the table.**

Have a student refer to a fellow student without naming him or her, by describing his or her position. The other students must guess the name of the person. Example: **This**

person is next to _____/ behind _____. Alternatively, have them give the location of an object which another student then names. This object is near the teacher's desk/ in front of the window/ in the corner.

Tell students to practise with a partner saying the position of people and objects in the classroom following the directions in Lesson Two, **Activity 1**.

Tell students to study the picture in their student book and ask them questions about the position of buildings in the picture. Ask: **Where is the bank? What is next to the hotel?**

Ask students to do Lesson Two, **Activity 2**.

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

Ask students to make up similar dialogues about what and where things are in their town or village. Tell students to share their dialogue with a small group. Ask some students to read their dialogue with the class.

Lesson Summary: Students talked about positions of people and objects in the classroom and around buildings. They read dialogues and wrote dialogues about where buildings are in their town or village.

Vocabulary: next, opposite, behind, front, between, at, near

Language Pattern: Stand _____ the _____. Where is the _____? Is there a _____ in _____?

LESSON THREE

Supplementary Materials: Choose your own supplementary materials.

Review position words.

Introduce the spelling of the word **hospital**, the first of the five spelling words for this unit: **hospital, church, mosque, hotel and garage**, using one of the methods suggested in the Introduction to the Teacher's Guide.

Tell students they will apply their knowledge about buildings and locations to play different guessing games.

Ask students to listen as you read eight short sentences about buildings. They will identify buildings and write the name of each building in their exercise book. Read the statements below out loud. Repeat each statement twice and give students time to think and write in their exercise book where it might be said. This time, do not give any clues in mime or gesture. This is Lesson Three, **Activity 1**.

1. **Please give me that fat brown chicken.** (*market*)
2. **Please bring me two coffees with bread.** (*café*)
3. **This medicine will make you feel better. Take it three times a day.** (*hospital/clinic*)
4. **I want to send some money to my brother in Mekele.** (*bank*)
5. **Please cut my hair a bit shorter.** (*barber's*)
6. **Give me half a kilo of mutton. I want to make spicy stew for my family.** (*butcher's*)
7. **I want to send a letter to my friend. Please give me a stamp.** (*post office*)
8. **Put your shoes near the door before you go inside.** (*mosque/church*)

For Lesson Three, **Activity 2**, tell students to study the plan of the buildings in Lesson One, Activity 1. Use position words such as **next to, opposite, near, on the left, on the right, between** to describe buildings for students to identify. Put students in pairs or small groups and ask them to ask and answer questions about location of buildings. Example: Have students say the positions of buildings that you name. Ask: **Where is the _____? Students respond: It is next to the _____ on the left/right. It is between the _____ and the _____. It is opposite the _____.**

Tell students to read the directions for Lesson Three, **Activity 3**. Say: **I will imagine I'm in the town, and I can see many buildings. I will use position words to describe where I am, and you must tell which building I am near.**

1. **I am between a hospital on the left and the garage on the right.** (*police station*)
2. **I can see a butcher's shop opposite the _____. (hospital)**
3. **I can see a traffic light opposite the _____. (crossing)**
4. **I am between the butcher's and the café. (hotel)**
5. **There is a crossing in front of me on the right. (garage)**

When students have understood this activity, select students to give clues about building locations for the other students to identify.

Introduce the spelling of the word **hotel** using a method from the Introduction.

Lesson Summary: Students used their knowledge of buildings and positions to identify where buildings are located. They learned and practised a new spelling word.

Vocabulary: location

LESSON FOUR

Supplementary Materials: an outline plan of the area around your school either on a large sheet of paper or on the chalkboard with the school building and compound on the outline; flash cards with the names of buildings and landmarks near your school such as football field, tall trees, water pump, river, stream, bridge; pictures of these local landmarks

*Tell students that today they will be drawing information about their local area and writing about the position of buildings. Tell them to look at the plan that you have drawn on the paper/chalkboard. Point to the school on the plan. Tell them to help you fill in buildings and land marks in the plan. Ask: **What is this building? What is opposite the school? What is next to the school here? What is near the school over here? What is between the school and the street?** Label the buildings as the students name them. Continue asking questions until all position words are used. This is Lesson Four, **Activity1**.*

*Teach the word **landmark**. Tell students that a landmark helps people to locate a place. Ask students to name landmarks that they know. Then ask students to name the positions of the local landmarks (such as **water pumps, football grounds, tall trees**). Then point to other areas on the plan and ask: **What building/landmark is here?***

Ask individual students to draw these on the plan. Call individual students to the chalkboard to draw in any remaining buildings and landmarks as they tell you their names and locations.

When the plan is finished, call students to the chalkboard to hold flash cards next to the correct buildings and landmarks and name the landmark and say its position.

*Tell students to do Lesson Four, **Activity 2** individually. They will study the plan in their student books and match each one to the correct sentence. They will then copy the five sentences into their exercise book in the correct order.*

Answers:

1. The market is next to the mosque.
2. The cafe is between the mosque and the hotel.
3. The bank is next to the post office.
4. The garage is opposite the butchers.
5. The crossing is in front of the garage.

If there is time, students can copy the plan/pictures into their exercise book when they have written the sentences.

*Introduce the spelling of the word **church** using one of the methods suggested in the Introduction.*

Lesson Summary: Students used drawings and plans to show the location of buildings and matched sentences about location to pictures. They identified landmarks in their town/village. Students learned and practised a new spelling word.

Vocabulary: plan, landmark

LESSON FIVE

Supplementary Materials: Choose your own supplementary materials.

Tell students that today they will read two letters and find the house of the letter writers on a map. Make sure students understand the map. Provide guidance as they point to various buildings on the map before they read the letters.

*Tell students to do Lesson Five, **Activity 1**. Ask students to read the letters from Abebaw to Jemal and from Jemal to Abebaw silently to yourself. They will find the houses of the letter writers on the map. They will write the numbers of Jemal's house and Abebaw's house secretly in their exercise book.*

*Read the letters with the students and tell them to answer the questions in Lesson Five, **Activity 2**.*

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 café. It is in front of a blue mosque. 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

Tell students to read the questions in their student book for Lesson Five, Activity Two and find the answers in the letters. They will write the answers in their exercise book. Check the answers together out loud.

Answers:

1. Jemal
2. Abebaw
3. Jemal
4. Café
5. White
6. Saturday – no school
7. In town centre
8. Behind football field
9. Jemal
10. Abebaw

Tell students to check their answers. Discuss with the class the choices students made. Discuss what is in the town centre or middle.

Finally, have students check their answers to the question at the beginning of the lesson and make sure they have selected the correct numbers for the two boys' houses. (Abebaw's house is number 2, and Jemal's house is number 6.)

Introduce the spelling of the word **mosque** using one of the methods suggested in the Introduction.

Lesson Summary: Students read two letters and answered questions about them. They located two houses on a map by following printed directions. They learned and practised a new spelling word.

Vocabulary: town centre

LESSON SIX

Supplementary Materials: flash cards of the following expressions: Walk/Go straight (ahead). Turn left. Turn right; cards with symbols (such as arrows ←, →, ↑) representing turn left, turn right and go straight (ahead).

Tell students that today they will learn to follow directions, using a map. Introduce the content of the flash cards. Select several students to come to the front and hold each card that is introduced. Tell students to repeat after you the expression. Mime each expression after you. Once the expressions and signs are introduced, call on other students to come to the front and read and mime the expression.

Play the action game, Which Way? with students. The directions are in the Introduction to the Teacher's Guide. Teach the phrases using the symbol cards. Once the phrases have been taught, you can play the game Which Way? silently by holding up the symbol flash cards and the phrase flash cards without saying a command and observe if students do the correct actions.

*Tell students to turn to the plan in Lesson Six, **Activity 1**. Read the dialogue out loud twice while students study the plan in the student book and follow the directions with their finger. Make sure they all get to the clinic. Then read it again slowly with students repeating the words after you. Isolate the different parts of the dialogue to make sure students understand it.*

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

*For Lesson Six, **Activity 2**, students will play the Directions game. Tell students which building to start from. They should follow your directions to another building on the plan and write the name of the building in their exercise book. (Do not give students the name of the building.) Students can check the flash cards on the shash board/table to help them with the spelling of building words.*

You may need to explain that the way you turn to go left and right will depend on the direction in which you are walking. You must always imagine yourself facing in the direction you are walking.

Directions 1	Directions 2
Start at the hotel. Cross over the street to the church. Cross over the street again to the barber's. Go straight along the street. This building is next to the barber's. Answer: <i>post office</i>	Start at the market. Go to the crossing. Cross over the street. Go straight ahead to the café. Turn left. Walk to the next crossing. This building is across the street, opposite the police station. Answer: <i>garage</i>

*Tell students to get into small groups. Read the dialogues again, as students in their groups trace the route with their finger in the student book. Make sure that they all arrive at the same building. Finally, check all answers with students. Introduce the spelling of the word **garage** using the methods suggested in the Introduction.*

Lesson Summary: Students followed directions on a map to locate buildings. They played the Which Way? game. They learned and practised a new spelling word.

Language Pattern: Where is _____ please? Walk (along the street) to _____. Go straight (ahead). Turn left/right.

LESSON SEVEN

Supplementary Materials: small object/objects for students to hide for the game; a scarf for the blindfold game.

Review direction words by playing Which Way? with students. To vary the game, ask students to come to the front of the class to call out directions. Students who do the wrong actions will be eliminated from the game.

Tell students that today they will practise giving and following directions. First, review the model dialogues from Lesson Six with students.

*Tell students to work in pairs to do Lesson Seven, **Activity 1**. Tell students to prepare a dialogue in which one student is giving the other directions from the school to a building/place in the town, using the map in Lesson Six. Model the first directions by telling students to touch the school; walk along the street to the market; go straight along the road; turn right at the crosswalk. Their finger should be on the hotel. Read the directions if students are having difficulty.*

If possible, assign a different building to each of 12 pairs of students. (Try to assign the difficult directions to the more confident and able students.) Then start at the beginning of the list of buildings again and continue assigning them until all pairs of students have been assigned a building to which to give directions.

*Choose pairs of students to **demonstrate** their dialogues. Tell the other students to listen, especially the pairs who have been assigned the same building. Tell students that if they think the pair doing the demonstration is incorrect in any way, to put up their hand to offer corrections.*

*Tell students to read Lesson Seven, **Activity 2**. Remind students to study the map with a partner and take turns giving each other directions from one building to another. Tell students not say the name of the building for which you are giving directions. Their partner will say to which building you are directing him/her.*

*Practise the spelling words: **hospital, church, mosque, hotel and garage** using an activity from the Introduction.*

*Play a game with students. Here are some suggestions:
Send a student outside the classroom. The students inside the classroom hide an object in the room. Call the student back into the classroom, where other students direct him/her up and down the rows of desks, saying **turn left, turn right and go straight ahead**, until he/she finds the hidden object.*

*If there is time, play a circle game. One student stands in the circle with her/his eyes **blindfold** (a scarf tied around the eyes) and arms stretched out in front. A second student enters the circle and stands still, some distance away from the first student. Another student around the circle will call out directions to the blindfold student to walk to the other student: **Take one step/two steps right. Take three steps left. Walk straight.** until the blindfold student touches the other one with outstretched hands.*

Lesson Summary: Students gave directions and followed directions. They performed a dialogue and played a game. They practised their spelling words.

Vocabulary: demonstrate, blindfold

LESSON EIGHT

Supplementary Materials: flash cards with the names of 5 buildings located near the school compound, such as a local shop, the football field, or the market which may vary, according to the location of the school.

If possible take students outside to carry out the assessment activity. Tell students that today they will be directing each other to places outside the school. Explain that students will work in groups. Give each pair of students in the group a card with the name of a local building/landmark on it. They will ask and give directions to each other. Example:

A. Excuse me. Where is _____, please?

B. Walk (along the street) to Go straight. Turn left/right.

A. Thank you.

Model the activity to students. Select a building/landmark to ask about and say how you would direct a person to that building/landmark.

*Form groups of five pairs of students in each group of 10. Have ready up to 10 flash cards, each with the name of a local building/landmark on it. Select one group of students. Hand out a flash card to each pair of students. The pairs will, in turn, ask and answer questions to reach the place named on their flash card. This is the **Activity** for Lesson Eight.*

While you are working with one group, the other students could be standing together in their groups, doing reinforcement activities such as: naming buildings from memory, testing each other on their spelling words, drawing buildings or plans in the dirt with the sticks, playing Solomon Says, with one student calling out directions and the others following the directions and counting 1-100 in different ways.

If you cannot take students outside, organize the assessment activity in the classroom. Arrange the classroom so that students can work easily in their groups of 10.

*Introduce the spelling word **hotel** using one of the methods suggested in the Introduction.*

Lesson Summary: Students worked in pairs and groups to ask and give directions. They learned and practised a new spelling word.

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

*Before class practise reading the story out loud before reading it to students. Tell students they will listen to a story called: “**Lalise’s First Bus Journey.**” Before reading the story, ask them what they think it is about. Ask: **Have you ever been on a bus journey? Where to? When? Who did you travel with? How did you feel when you travelled on a bus for the first time? Were you excited, afraid, happy?***

Read the story for the first time with student books closed. Included in bold are questions to ask students while you are reading.

Lalise’s First Bus Journey – Part One

Lalise is 12 years old. She lives in a small village near Lake Zuway.
(Do you know where Lake Zuway is? It is a lake in the Rift Valley)

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. **(Do you have a big sister? Have you been on a journey with your big sister? Encourage students to talk about journeys they have taken.)**

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. **(Why do the girls take a chicken to their uncle? Usually we take a gift when we visit our relations.)**

At the bus station 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. (**Have you had a soft drink in a café? What kind of soft drink do you like? Answers will vary.**)

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. (**Why is Jalalle angry? How do the girls greet their uncle? She is angry because they will have nothing to give to their uncle. Have students model the greeting. Example: Good afternoon, uncle. How are you?**)

Introduce Lesson Nine, **Activity 1**. Tell students to study the pictures as you read the story out loud again. Ask them to put up their hand if they see a picture that matches the part of the story they hear.

Try to pause at each point where an illustration matches the story so students have time to put up their hands - to give the number of the correct picture. When students put up their hand, ask them to give the number of the picture that matches the part of the story.

Answers:

Lake Zuway – picture 4, Lalise with big sister – picture 1, chicken in a basket – pictures 1,3, gari – picture 6, bus – picture 5, drinking soft drinks at the café – picture 2, chicken in the café – picture 3.

Read the story again with students following in their student books. Point out new vocabulary and structures. Tell students to read through the story silently and then answer the True/False questions in Lesson Nine, **Activity 2**, in their exercise book. They will write F if the sentence is false and T if it is true. They also will correct the false sentences by changing the incorrect words.

Answers:

1. F – uncle's house 2. T 3. T 4. F – soft drinks 5. F – a chicken 6. T 7. F – angry 8. F – to the café.

Ask students to write each spelling word three times in their exercise book.

Lesson Summary: Students listened to a story and matched pictures to the story. They read the story and answered True/False questions. They practised their spelling words.

Vocabulary: journey, bus station, catch, leave, dark, afraid

Language Pattern: I/you have been. She/He has been.

LESSON TEN

Supplementary Materials: Choose your own supplementary materials.

Before class: practise reading the second half of the story.

Before reading: Ask students what they can remember from the first part of the story, "Lalise."

Recap the story of **Lalise** with students. See how much of the story they can remember and fill in the details. Ask students for Lesson Ten, **Activity 1** to listen to the second half of the story. This time they will see pictures in the story, and you will ask questions about the pictures. Ask students to study the pictures carefully.

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 behind the butcher's."

Lalise says, "But this is not the same café!" (**How does Lalise know it isn't the same café?** *There are no tables outside.*) 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. (**How does Lalise know it's a different café?** *Café has yellow umbrellas.*)

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. (**Where is Lalise's basket?** *There is no 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! (**How does Lalise feel now?**)

Lalise smiles. She is very happy. They all go back to uncle's house for special chicken stew. (**What do you eat for a special occasion?**)

Talk about feelings with students. Ask them how they feel when it's dark outside? How they feel when you lose something? How they feel when you find something they have lost? Tell students that many people experience these kinds of feelings.

*Tell students to read the sentences in Lesson Ten, **Activity 2**, copy them into their exercise book and fill in the gaps with words from the story.*

1. Lalise can't _____ where the café is. (*remember*)
2. The first café Lalise goes to is next to the _____. (*butcher's*)
3. The café near the crossing has _____ umbrellas. (*yellow*)
4. The _____ is not under the table. (*basket*)
5. Lalise asks a _____. 'Where is my basket?' (*waiter*)
6. Lalise's uncle, Jalalle and Damme are _____ the café. (*inside*)
7. The chicken is eating _____. (*bread*)
8. The chicken is safe and _____. (*sound*)
9. When it is getting dark, Lalise feels _____. (*afraid*)
10. When she sees the chicken, Lalise feels _____. (*very happy*)

Ask students if they liked the story and why. Accept students' answers.

Lesson Summary: Students read a story and answered questions based on illustrations. They completed sentences by filling in missing words.

Vocabulary: remember, safe, sound, laid

Language Pattern: How do you feel when _____?

LESSON ELEVEN

Supplementary Materials: flash cards with the words full stop, comma and question mark; flash cards with the symbols for these punctuation marks

Review the story, "Leslie First Bus Journey," by asking students what they remember. Encourage students to retell the story in their own words. They can look back at the story in their student books to remind them of details.

Tell students that today they will review the punctuation marks they have already learned and learn a new one. Ask: **What do we call the punctuation mark we put at the end of a question?** (question mark)

What do we call the punctuation mark we put at the end of a sentence? (full stop)
Today we will learn a new one called a comma.

Ask two students to come to the chalkboard and draw a full stop and a question mark. Tell students to look at the examples of directions in Lesson Eleven, Activity 1. Tell them to read them with a partner. Ask if they can see the full stops and question marks? Are there any other punctuation marks? (Students should point to the commas.) Tell them that these are called commas. Ask a student to come to the chalkboard and write a full stop, a question mark and a comma

Read the dialogues out loud to students and have them do the following actions for the punctuation marks. For full stop, stamp once on the floor; for a question mark raise their eyebrows as if asking a question and form a question mark in the air; for a comma make a comma by raising their right arm in a hook shape. Tell students that commas are put in the sentences to separate pieces of information and indicate a pause when speaking.

Student A	Excuse me. Where is the post office please?
Student 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.
Student A	Thank you.
Student B	Excuse me. Where is the garage?
Student 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.
Student B	Thank you.

*Demonstrate the pauses, as you read the sentences to them again out loud. Then tell students to do Lesson Eleven, **Activity 1** with a partner. They will read the dialogue with a partner and point to all the full stops, question marks and commas.*

*Review the words and symbols using flash cards. Tell students to punctuate some sentences themselves. They will copy the dialogues from Lesson Eleven, **Activity 2** into their exercise book and put in the missing commas, full stops and question marks. Remind them to start each sentence with a capital letter. They should then compare their sentences with a partner or in a small group.*

When they have finished, read out loud the sentences, pausing where there should be a punctuation mark and have students do the actions to show what mark it is. Have students correct any errors in their own sentences. Check the work being done by students individually and in their pairs and groups to be sure they understand what to do. Call on individual students to come to the chalkboard to write a sentence of the dialogues. This is how the finished dialogues should look:

Dialogue 1

- A. Excuse me, please. Where is the butcher's?
- B. 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.
- A. Thank you.

Dialogue 2

- B. Excuse me, please. Where is the barber's?
- A. 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.
- B. Thank you.

* The comma before the word **and** is not always used.

*Practise spellings with students: **hospital, church, mosque, hotel and garage** using an activity from the Introduction.*

Lesson Summary: Students learned the **comma** a new punctuation mark. They also used it in a list of directions. Students practised their spelling words.

Vocabulary: comma

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Think about where the local market is located. If it is far from the school, you may decide on an alternative nearby building to which students can write directions.

*Explain Lesson Twelve, **Activity 1**, to students. Tell students that they will draw a plan and write a short message giving directions to the market. They will try to show how to walk to the market from school. They will write a message for their partner telling how to get there. Remind them to start their message with a capital letter, punctuate the directions with commas and put a full stop at the end. A partner will then read their message and follow the directions.*

Tell students they can use words and phrases from previous lessons in the student book to help them with writing their message. Collect students' exercise book to correct any mistakes in punctuation, but don't be too hard on them if they misspell a few of the words.

*If there is time, put students into groups to share their plans and directions or give some selected students an opportunity to show their plans and directions to the class. This is Lesson Twelve, **Activity 2**.*

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students drew a plan and wrote directions. They read the directions written by another partner and followed them on a plan and practised their spelling words.

LESSON THIRTEEN – Unit Review

*For Lesson Thirteen, **Activity 1**, give students their spelling test of the five words for this unit: **hospital, church, mosque, hotel and garage** in the usual way.*

*Have students retell the story “Lalise’s First Bus Journey.” This is Lesson Thirteen, **Activity 2**.*

Choose from the following suggested activities:

Have students share their plan and directions from Lesson Twelve in a small group or play a directions game.

Ask students with a partner to share information about places they have visited.

Ask students to say what transport they are familiar with and what they would like to try.

Tell students to write five sentences about what they learned about buildings and landmarks.

UNIT 9: WHAT'S YOUR UNCLE'S JOB?

Unit Outcomes: Students will be able to talk about their families and their roles and responsibilities in the house.

By the end of Unit 9, students will be able to achieve the following competencies:

- ask and answer what they want to do and don't want to do.
- listen to a description of a model family tree.
- ask and answer questions about where people live and what they do.
- ask and answer questions about what they regularly do and what they are doing now.
- read words.
- read short dialogue (interview) to find information needed to answer questions.
- write the correct spelling.
- write short sentences about personal details.
- write a paragraph of five short sentences.

Unit Assessment:

Speaking and Listening:

Students choose one family member and talk about him/her (e.g. where he/she lives, age, job, etc.).

Reading and Writing:

Read short dialogue (interview) to find information needed to answer questions, also student chooses one family member and writes a short paragraph about him/her.

LESSON ONE

Supplementary Materials: flash cards with the words grandparents, grandmother, grandfather, parents, mother, father, uncle, aunt, son, daughter, cousin, sister, brother, siblings, baby, married, husband and wife; heading words for shash board/table: man, woman, boy, girl

Ask students what they think the unit will be about. Then ask what the word uncle means. Remind them that their uncle is the brother of their mother or father. Tell them that today they will review the family words they already know and learn new words. They also will talk about the work people in their families do and where they live.

*Write the following heading words on the chalkboard, or put flash cards with the words on the shash board/table: **Man, Woman, Girl, Boy**. Have students provide known words for family members within each category, e.g. **man: grandfather, father, son, brother, uncle; woman: grandmother, mother, daughter, sister, aunt; girl: sister, daughter, baby; boy: brother, son**. Write the words they say on the chalkboard.*

*If students cannot remember many names to fit under the headings, draw a family tree showing three generations – two sets of grandparents, their children (parents, uncles and aunts) and their children (sons and daughters/brothers and sisters) on the chalkboard and take students through the words from top to bottom. If students can recall most of the vocabulary, draw a blank family tree on the board and have students find flash cards from a pile on your desk for the words for the different generations. Ask: **Who are the oldest members of the family?** or **Who are the grandparents? (grandmother,***

grandfather); Who are the parents (mother, father) ? What do we call the parents' siblings or brothers and sisters (uncle, aunt) ? What do parents call their children (daughter, son) ? What do children call each other (brother, sister, cousin) ?

*Point to individual words on the chalkboard and explain the meaning of any words new to students, especially the words: **aunt, uncle, cousin**. Also introduce the words **married, husband and wife** by pointing out married couples on the family tree, shown by the = mark.*

*Have students copy the partially filled family tree into their exercise book from the **Activity** in Lesson One. Meanwhile you should copy it onto the chalkboard.*

Read out loud the following description of a family and have students complete the names in writing in their exercise book.

Hello, my name is Miero. I come from Afar. My father's name is Kedaffo and my grandfather's name is Sule. My mother's name is Ansha and her sister is called Toyba.

My aunt is married. Her husband is called Yasin. My mother has a brother called Ouda. He is not married.

My other uncle is called Seko. His wife's name is Ouma and their daughters are Lula, Ansha and Hawa.

The names of my other cousins are Yayo and Kedaffo. I have one sister, Zehara and two brothers, Abdu and Hussen.

Call individual students to the chalkboard to write the names on the family tree. Ask students to check their answers with the names on the chalkboard.

Lesson Summary: Students reviewed the names of family members, learned new words for family members and filled in names on a family tree.

Vocabulary: uncle, aunt, cousin, married, husband, wife.

LESSON TWO

Supplementary Materials: name cards for the two speakers

*Review all the words for family members that students know. Have them name words under the headings **man, woman, girl, boy** and describe a relative. Then ask students to tell how the family member is related. Example: He is my father's brother. He is my uncle.*

Tell students that today they will listen and read about people's families. Read the dialogue below out loud to students. As you read, distinguish clearly between the two speakers, Tesfahun and Nebil. Turn to face in a different direction for each speaker or hold up a name card to show who is speaking. If another teacher is available, ask him/her to read one of the speaker's words. If necessary, explain in mother tongue the

meaning of the words **classroom monitor**. Ask students to listen to a dialogue between two students. Ask students to remember as many details as possible.

Tesfahun	Good morning. I think you are a new student, aren't you?
Nebil	Yes, I am. My name is Nebil.
Tesfahun	Welcome to grade four. I'm very pleased to meet you. My name is Tesfahun and I am a classroom monitor. Where do you live?
Nebil	I live in a new condominium near the bank, opposite the bus station. My father is a bus driver.
Tesfahun	My father is a butcher. His shop is also near the bus station. Do you have any brothers and sisters?
Nebil	Yes I have two little sisters and a new baby brother. What about you?
Tesfahun	I have a big sister and a younger brother. My sister works in an office. She is a secretary.
Nebil	My mother is a secretary too. She works in a school.
Tesfahun	Do you want to be a bus driver like your father?
Nebil	Oh, no. I want to be a teacher. I love teaching. I want to be a science teacher.
Tesfahun	I like science too, but I don't want to be a teacher. I want to be a doctor.

Ask students to give details from the dialogue.

Ask students to write numbers 1-8 in their exercise book. As you read the dialogue again, students will read the questions in Lesson Two, **Activity 1** and choose the correct sentence endings. Ask them to write the correct letter of each answer next to the number. The first one is done for you.

Read the dialogue a third time while students answer the questions and then another time for students to check their answers. Review the correct answers.

Answers:

1c, 2d, 3e, 4h, 5g, 6b, 7f, 8a

Explain that a paragraph is a group of related sentence about one main idea. Usually the main idea or topic is given in the first sentence of the paragraph.

Tell students to look at the paragraph in Lesson Two, **Activity 2**. The first sentence is about a student named Muna. All the sentences in the paragraph are about Muna and her family. There are some gaps in the paragraph and words in a Word Bank. Ask student to copy the paragraph into their exercise book, read it silently and then choose suitable words from the Word Bank to copy into the gaps to complete the paragraph. Have students compare their paragraphs with a partner. Check student's answers by selecting individual students to read out loud each sentence of the paragraph.

Answers:

Muna is a new student. She is in grade four. She lives opposite the school. Her mother is a teacher at the school and her father is a soldier. Muna has three brothers and a baby sister. When Muna's parents are at work, her aunt looks after the baby. Muna works hard at school and helps her family every day.

Lesson Summary: Students listened to a dialogue, completed gap sentences and answered questions. They completed a paragraph about a family.

Vocabulary: classroom monitor, paragraph

Language Patterns: What do you want to be? I want to be a _____.

LESSON THREE

Supplementary Materials: Choose your own supplementary materials.

*Ask students for Lesson Three, **Activity 1** to turn and talk to a partner about their family. Tell what relatives live with you in your house and give their names. Talk about your aunts and uncles. Tell how they are related to your mother or father? What are their names? Do you have siblings and cousins? Tell your partner about them.*

Tell students that today they will review words for different people's jobs and learn some new words.

*Review known vocabulary about people who do jobs (**doctor, fisherman, nurse, policeman, waiter, waitress, secretary, director, shopkeeper, driver, soldier, farmer, carpenter, tailor**) and where they work (**farm, hospital, clinic, office, restaurant, shop, school, police station, bank workshop**). This could be done by **brainstorming jobs** with students who say names of jobs as you write them on the chalkboard. If possible, show students pictures of people doing different jobs. Then ask students to name the **workplace** of each job listed.*

If there are local industries or enterprises, such as flower farming, tanneries or factories in which many local families are involved, teach students relevant words at this stage so they will be able to talk later about their own family members.

*Tell students to look in Lesson Three, **Activity 2** at the pictures of the butcher, barber, builder, shepherd, plumber, goatherd, carpenter. Say the words out loud in the order of the pictures and have students repeat after you. Then call out the words in random order for students to point to the correct picture in their student book. Show them flash cards of the new words and have students read the cards out loud and arrange them in the order of the pictures in their student book.*

*Tell students to do Lesson Three, **Activity 3**. Match the words in the Word Bank to the pictures. Then copy the new words into your exercise book in alphabetical order.*

*Introduce the word **builder**, the first of the five spelling words for this unit: **builder, shepherd, goatherd, plumber, carpenter**. These are the new words from **Activity 2**. They should already be familiar with the words **butcher** and **barber**, from learning the names of buildings in Unit 8. Use an activity from the Introduction to introduce the spelling.*

*Mime a person doing his/her job for students to guess and when they have understood the activity, have individual students think of jobs to act out for the other students to guess. Students should guess by asking: **Are you a ____? Do you work in a ____?***

Play a game similar to I Spy. Tell students you are thinking of a job or a workplace beginning with a certain letter and have them guess the job. Example: **I'm thinking of a person who is doing a job that begins with the letter T.** (Students reply, "teacher.") I'm thinking of a workplace that begins with the letter O. (Students reply, "office.") Ask students to play the game in small groups.

Lesson Summary: Students reviewed the names of jobs and workplaces and learned new words. They played the I Spy game and learned a practised and new spelling word.

Vocabulary: butcher, barber, builder, shepherd, plumber, goatherd, carpenter, workshop

Language Pattern: Do you work in a _____? I'm thinking of a _____ beginning with the letter _____. Are you a _____?

LESSON FOUR

Supplementary Materials: pictures or real objects to give clues about people's jobs, e.g. a teacher's/doctor's white coat, a pair of scissors for a barber, a shepherd's whip, a policeman's hat; pictures of workplaces, e.g. restaurant, shop, school, hospital, factory

Tell students that today they will review where people work and learn to talk about what they do. Make sure students are really familiar with the names of jobs by showing pictures or holding up real objects as clues and asking questions about them, such as:

Who wears this at work? Who carries this? Who uses this? (Students respond: A _____ carries/wears/uses that.)

Review workplaces by asking the following questions: **Who works in a shop, hospital, school, etc.? Who works outdoors? Who works in a town, in the countryside, etc.?** (Students respond: A _____ works _____.)

Introduce in simple terms what people do. Example:

A carpenter makes tables and chairs. Who else makes things? (Students respond: A _____ makes things. builder, weaver, tailor, potter, etc.)

A teacher helps students to learn. Who else helps people? (nurse, doctor, driver, etc.)

A farmer grows food. Who else works with food? (cook, shopkeeper, waiter/waitress, market stallholder, etc.)

A shepherd cares for animals. Who else works with animals? (animal health worker, donkey/camel driver, etc.)

A shopkeeper serves customers. Who else serves customers? (waiter/waitress, bank/post office worker, etc.)

As you talk to students, write the verbs on the chalkboard: **makes, helps, grows, works, cares, serves.** Have students repeat the verbs as you read them from the chalkboard.

Ask:

What does a nurse do? (Students respond: A nurse nurses/cares for sick people.)

What does a driver do? (A driver drives.)

What does a builder do? (A builder builds.)

Point out that the names of many jobs are formed from the verb representing what the person does (Example: drives, teaches, builds, farms, waits, etc.)

Put words for jobs and workplaces on the shash board/table or write them on the chalkboard. Have students in pairs use the words to make sentences about jobs people do and where they work. This is Lesson Four, **Activity 1**.

Put students into small groups to write a three or four sentence paragraph. Remind them that a paragraph is a group of related sentences about one main idea. Have students work together in small groups to write short paragraphs of three sentences about jobs. Look at the substitution table in Lesson Four, **Activity 2**. Each group of students will write one or two paragraphs about different jobs, using the substitution table. Provide help with words for jobs and workplaces that are not in the substitution table. When students have finished writing, they should share their paragraphs with other students in the group. Select several students to read their paragraphs to the class.

Use an activity from the Introduction to introduce the spelling of the word **shepherd**.

Lesson Summary: Students talked about people’s jobs. They wrote a short paragraph from a substitution table and learned and practised a new spelling word. They also learned and practised a new spelling word.

Vocabulary: makes, helps, grows, cares, serves, factory

Language Pattern: Who makes _____. What does a _____ do?

LESSON FIVE

Supplementary Materials: Choose your own supplementary materials.

Practise the pronunciation of the different verb endings before teaching them to the class.

Tell students that today they will learn to pronounce action words correctly and do activities using the words for jobs and workplaces.

Remind students of the **-s** that is added to actions words (verbs) when talking about what **he, she or it** does. Put some examples on the chalkboard:

I work	You work	He works	She works.	We work.	They work.
I go.	You go.	He goes.	She goes.	We go.	They go.
I wash.	You wash.	He washes.	She washes.	We wash.	They wash.

Tell students that the final **-s** should be pronounced differently depending on the spelling and pronunciation of the action word (verb). It can be **/s/ /z/ or /ɪz/**.

Model the following sounds to students:

1. If the action ends in an unvoiced consonant sound, pronounced in the front of the mouth, such as **p, t, k, f**, the final **-s** is pronounced **/s/**, as in **works, cooks, eats**.
2. If the verb ends in a voiced consonant or a vowel sound, pronounced in the throat, such as **b, d, g, v, o, e**, the final **-s** is pronounced **/z/**, as in **goes, comes**.
3. If the verb ends in a sibilant, such as **s, z, sh, ch**, the final **-s** is pronounced **/ɪz/**, as in **finishes, washes**.

Have students pronounce the sounds and the words after you to feel and hear the differences. Do this several times. Write the examples on the chalkboard as follows:

/s/	/z/	/iz/
cooks	goes	teaches
eats	comes	washes

Read out loud the following verbs clearly and see if students can distinguish the final sound:

walks (/s/) writes /s/, reads /z/, finishes /iz/, finds /z/, sees /z/, makes /s/, lives /z/, puts /s/, brushes /iz/, stops /s/, does /z/, hoes /z/, touches /iz/, sings /z/, jumps /s/, points /s/, plays /z/, wears /z/, drinks /s/

Students could hold up one finger for the first column, /s/, two fingers for the second column, /z/ and three fingers for the third column, /iz/. This is Lesson Five, **Activity 1**. Give them time to think before you move on to the next sound. Read through the list again and have students repeat the words after you, emphasizing the sounds.

Have students look at Lesson 5, **Activities 2 and 3**. Check that they know what they must do for each activity. Remind students not to write in their student book. Tell students to work individually on the activities for 15 minutes and then go over the answers together. They will read the instructions. In **Activity 2** they will unjumble or unscramble the letters and put them in the right order to make job words e.g. lirbdeu = builder. Write these in your exercise book.

In **Activity 3** they will copy the word grid into their exercise book and try to find the listed words in the word grid. The words are printed horizontally or vertically. One word is very difficult to find. It is printed on a slanting line. The first word is marked on the grid.

Answers for Activity 2:

teacher, doctor, plumber, shepherd, nurse, farmer, soldier, butcher, barber, waitress.

Answers for Activity 3:

(The word fisherman is printed upwards on a slanting line, starting in Column 2, 3 letters up from the bottom of the Word Search.)

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	e
b	u	i	l	d	e	r	v	q	d	p	r

After 15 minutes, review students' answers. Tell students to show each other their answers in small groups. Tell students to ask for help if there are disagreements or questions.

Use an activity from the Introduction to introduce the spelling of the words **goatherd**.

Lesson Summary: Students learned to pronounce the he/she/it form of action words correctly. They listened for the differences between sounds. They unjumbled jobs words and found jobs in a word search. They learned and practised a new spelling word.

LESSON SIX

Supplementary Materials: the two family trees for the dialogues in the student book on the chalkboard

Review **wh-** questions (falling intonation) and **yes/no** questions (rising intonation) with students. Examples of **wh-** questions:

What is your name?

Where do you live?

How old are you?

How many brothers do you have?

Who makes coffee in your house?

Why do you learn English?

Examples of **yes/no** questions:

Have you any sisters?

Do you like playing football?

Does your father have cattle?

Can you sing songs in English?

Tell students that they will read two dialogues in which two students are talking about their family members and their jobs. They will then talk to a partner about the jobs their family members do.

Read the introduction to the dialogue in Lesson Six, **Activity 1** out loud. Tell students that they are going to read a dialogue together out loud with you about two friends who are sharing their family trees. Have half the class repeat after you the sentences spoken by A and the other half repeat the sentences spoken by B. Then have students exchange roles so that all students have repeated both sets of sentences after you.

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

Ask individual students to point to the two students A and B on the family trees on the chalkboard or in Lesson Six, **Activity 1**. Then ask students to point to people A and B and talk about in the dialogues. Ask about other relationships between people in the family trees.

Give instructions to students for Lesson Six, **Activities 2 and 3**:

Draw your family tree in your exercise book and answer the questions your partner asks you about your family. Ask your partner questions about his or her family tree like the questions in the dialogue. Choose two family members to ask your partner about. Ask three questions about each of them. Change roles, so both of you have a chance to ask and answer questions.

Use an activity from the Introduction to introduce the spelling of the word **plumber**.

Lesson Summary: Students read two dialogues and answered questions. They drew a family tree and answered questions about it. They asked questions about a partner's family tree. They learned and practised a new spelling word.

Vocabulary: coffee plantation

LESSON SEVEN

Supplementary Materials: Choose your own supplementary materials.

*Remind students that a paragraph is a group of related sentences about one main idea. Tell them that they will write short paragraphs about some of their family members. First they will make sure that the family tree they drew in the last lesson in their exercise book is complete. Ask them to choose two or three people from their family tree. They will write their names and other information about them such as their ages, where they live, their jobs, if they are married and how many children they have. You can use the dialogues in Lesson Six and the substitution table in the Lesson Seven **Activity** for ideas and to help with spelling.*

Model how to write a paragraph from the substitution table.

When they finish writing, partners will read each other's work and make corrections if needed. Ask some students to read their paragraphs to the class. Collect students' work to assess their progress in writing. If poster paper is available, ask students to copy their family trees onto the paper to display on the wall.

*Use an activity from the Introduction to introduce the spelling of the word, **carpenter**.*

Lesson Summary: Students drew a family tree and wrote about family members and their jobs under the family tree. They shared their writing with a partner. They learned and practised a new spelling word.

Vocabulary: complete, piece of information

LESSON EIGHT

Supplementary Materials: local advertisements or newspaper advertisements for job vacancies

*Ask students about their family members and what they do. Use the questions they know from Lessons Six and Seven such as: **Do you have a sister? Is she married? Does she have any children? Where does she live? Is she a student? What is her job? Where does she work?***

*Using gestures, such as pointing and raising your eyebrows, ask: **Do you want to be a _____ like your _____? What do you want to be?***

*Brainstorm jobs with students and write the names of jobs in a list on the chalkboard. Remind students they learned different aspects of jobs before, by asking: **Who makes things, helps people, serves customers, grows food, cares for animals, works outdoors, works in a clinic/in a shop/in a school/in a workshop/in a hospital?***

*As you talk, write the phrases: **makes things, helps people, etc.**, in a list/on the chalkboard/next to the list of jobs.*

Say: **I don't like making things. I like helping people. etc.** As you speak, point to the phrases on the chalkboard and write next to them the **-ing** form of the verb. Write the words **I like / I don't like** at the top of this list. Then ask: **Do you like making things, helping people? etc.**

Go through the list several times, asking different students the questions until you are sure they understand how to express their likes and dislikes.

Remind students that the answer to the question, **why?** usually starts with the word **Because**. Ask a few students: **What do you want to be? Why do you want to be a _____?** Guide them to answer using the phrases on the board: **Because I like working with people/working outdoors, etc.**

If you have access to job advertisements (e.g. **driver, nurse**), show them to students and ask: **Do you want this job? Why? Why not?** (Students reply as above: *Because I like helping people. Because I like cars.*)

Have students read silently the dialogue in Lesson Eight, **Activity 1**. Then ask them to read the dialogue out loud with a partner. Then ask them to read the dialogue again and change the words to ask and answer questions about their own wishes for the future. Partners will then change roles so that they both ask and answer questions about the job they want to do.

Ask students to write a short paragraph that tells what they want to be when they grow up and why. They should be able to do this by adapting sentences from the dialogue and using the words you have written on the chalkboard. This is Lesson Eight, **Activity 2**. When they have finished writing their paragraphs, have students in pairs read each other's writing. Select several students to share their paragraphs with the class.

Practise spelling with students using an activity from the Introduction: **builder, shepherd, goatherd, plumber, carpenter.**

Lesson Summary: Students talked about their own wishes for the future, saying what they want to do and why they do or don't want to follow in the footsteps of a family member. They wrote a paragraph about the job they want to do and why they want to do it. They practised their spelling words.

Language Pattern: I want to be a _____ like my _____. I don't want to be a _____ like my _____. (Why) do/ don't you want to be a _____?

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Before class think about assessment criteria and how you will record students' achievement.

Ask students what a paragraph is. Students should be able to say that a paragraph is a group of related sentences about one topic. The first sentence usually introduces the topic.

Tell them to read the directions to Lesson Nine, **Activity 1**. Tell them that today they will choose one family member and write a paragraph about him/her. They will start by naming the person, then give personal information about them (such as age, physical description) and tell what his/her job is and where he/she works. They will tell if they would like to have the same job this relative and give reasons.

Review with students the names for family members, how to give a person's age and how to describe their height/size, shape of face and length of hair. To help students, you could put the following clues on the chalkboard: **This is my _____.**

Name, age, etc.

Description: height, weight, size, hair, etc.

Job: where he/she works, what he/she does, what tools he/she uses.

Do you want to be a _____ like your _____. Why/why not?

Tell students to do Lesson Nine, **Activity 1**. Tell them in their exercise book to write a paragraph clearly and accurately. They should use their student book to find suitable phrases and words to describe the relative. When they have finished their writing, they will illustrate it by drawing a picture of the person they described as they do their job.

Give students time to do their writing and drawing. Then put students into groups, and ask them read their paragraphs out loud and show their pictures to the rest of the group. This is Lesson Nine, **Activity 2**. Collect exercise books to assess students' work.

Practise spelling by writing the words **builder, shepherd, goatherd, plumber, carpenter** with missing letters or jumbled letters on the chalkboard:

Example:

b- -ld-r, -he-he--, p-u-b-r, -oa—e-de-, c-r-e-t-r

drebliu, pesdrehh, umplerb, theagorder, precetarn

(As you write them on the chalkboard, don't forget to change the order of the words!)

Lesson Summary: Students followed instructions to write a paragraph about a relative. They shared their paragraphs in a group and did some word puzzles. They practised their spelling words.

Vocabulary: illustrate

LESSON TEN

Supplementary Materials: flash cards and pictures representing household chores

Ask students: **What are household chores?**

Students should say: *Household chores are work that is done in and around the home daily or regularly to help the family.*

Review household activities, following the directions for Lesson Ten, **Activity 1**. First, divide half of the class into manageable groups. Ask this half of the class to think of as many household chores as they can that are carried out indoors (inside the house) and write a list in their exercise book. Example: **cook, prepare food, feed (baby), care for (baby, sick person), clean, sweep, wash dishes, tidy.**

Tell the other half of the class to divide into groups and think of as many chores as they can that are carried out outdoors (outside the house) and write a list in their exercise book. Example: **dig, hoe, water the garden, do laundry, feed (animals), watch (animals), fetch water, sow/plant seeds in the garden, harvest, gather vegetables/fruit.**

Take feedback from the groups, first from one half of the class and then the other. Praise the groups that have made the longest lists. Accept students' answers without paying too much attention to mistakes in wording/pronunciation. As they report back, you should write the two lists on the chalkboard and read them out loud for students to repeat. This way they will learn the pronunciation. If necessary, add other words to the list. Example:

<u>Indoors</u>	<u>Outdoors</u>
cook food	feed chickens
wash dishes	plant vegetables

Practise the vocabulary by having students match pictures and flash cards, or having students pick a flash card and mime the activity shown on the card.

Then tell students to do Lesson Ten, **Activity 2**. They will play the game Guess the Chore. Select individual students in turn to think of a chore and come to the front of the class to mime it for other students to guess.

Review frequency words. Write the following expressions on the chalkboard: **every morning/afternoon/evening, every day, often, sometimes, occasionally, rarely, never**. Check students' understanding of the words, if necessary in mother tongue. Point out that they are in order of frequency most often-least often. Ask students how often they cook/wash the dishes/do the laundry/fetch water, etc. Students answer using one of the words from the chalkboard.

Erase the words from the chalkboard. Have students do Lesson Ten, **Activity 3**. Ask students to check their answers by having a student who listed the words correctly to call out the completed list.

Answers:

every day, often, occasionally, sometimes, rarely, never

Write the following sentences on the chalkboard:

Every day I feed the donkey.

I sweep the compound often.

I sometimes water the garden.

Point out the position of the expressions in the sentences. (**Single words** come after the word **I** and **phrases** at the beginning or end of the sentence.)

Tell students to read the directions for Lesson Ten, **Activity 4**. They will talk with a partner about the activities that they do regularly in the house by using complete sentences. Example: *I often clean the rooms. I fetch water every day, etc.*

Tell students to do Lesson Ten, **Activity 5**. In their exercise book they will draw around their left hand with a pencil. Then they will write a phrase on each of the fingers of the hand to show five chores they do at home. They will share their drawing and writing with their partner.

Ask students to write their spelling words five times each and to study them.

Lesson Summary: Students wrote and talked about the chores carried out inside and outside the house by different family members. They reviewed adverbs of frequency and practised their spelling words.

Vocabulary: regular, regularly

LESSON ELEVEN

Supplementary Materials: Choose your own supplementary materials.

Write some questions on the chalkboard and ask students about the chores family members do at home and how often they do them. Example:

Who cooks in your house? Who washes the clothes?

What chores does your father do? What chores does your brother do?

How often does your sister fetch water? How often does your father water the garden?

Tell students to look at the directions for Lesson Eleven, **Activity 1**. Work in pairs. Ask each other questions about the regular activities of your family members, using the questions **Who? What? How often?**

Tell students to study the pictures in Lesson Eleven, **Activity 2**, of members of a family doing different chores inside and outside the house. Tell students they will learn how to talk about what people are doing at a given time.

Introduce the **present continuous verb** by talking about what the family members are doing in the pictures. Ask students to study the pictures. It shows what the members of a family are doing today. Grandmother is washing the clothes; grandfather is watering the garden, etc.

Demonstrate, by writing the following sentences on the chalkboard as you say: To say what is happening at a given time, we add **-ing** to the action word.

Grandmother often does the laundry. Today grandmother is doing the laundry.

Grandfather waters the garden every day. Today grandfather is watering the garden.

Ask what the other members of the family are doing in the pictures today.

Write their sentences on the chalkboard. Erase the sentences from the chalkboard and tell students to work in pairs and do Lesson Eleven, **Activity 2**. One student will point to a picture, and the other will say what the person is doing.

Answers:

feeding the goat, watering the garden, sweeping, doing the laundry/washing clothes, chopping/preparing vegetables, cooking, washing dishes, grinding/pounding coffee or spices.

*Tell students to read the directions to Lesson Eleven, **Activity 3**. They are to think of a household chore or other routine activity to mime. Call a student to the front and the other students will guess what he or she is doing. Remember to use the **-ing** ending on the action word when you make your guess.*

*Call individual students to the front of the classroom to do their mime, and then ask students to guess what they are doing. Ask: **What is he/she doing?** (Students answer: He/She is ____ing ____.)*

*Ask students to confirm what they are doing. Ask: **What are you doing?** (Students reply: I am ____ing ____.)*

*Write these verb forms on the chalkboard and point out the change of **is** to **are** and **am**. Students should be able to recognise these forms from previous use, e.g. in descriptions. If they seem unclear, write the whole verb: **to be** on the chalkboard: **I am, you are, he is, she is, we are, they are.***

*Tell student that the **-ing** form of the action (verb) is called **present continuous**. The form of the verb without **-ing** is called **present simple**.*

*Tell them in their exercise book to copy the table from Lesson Eleven, **Activity 4**. Students will complete the chart giving information about regular routines (**present simple**) and what people are doing now (**present continuous**) to make pairs of sentences. Model the first two on the chalkboard: **I clean the rooms/I am cleaning the rooms. My sister fetches water./My sister is fetching water.***

Check the completed charts with students, by having individual students read out loud their answers. (Answers below are in italics.)

Present Simple	Present Continuous
I clean the rooms.	<i>I am cleaning the rooms.</i>
<i>My sister fetches water.</i>	My sister is fetching water.
My brother sweeps the compound.	<i>My brother is sweeping the compound.</i>
<i>My grandmother washes the dishes</i>	My grandmother is washing the dishes.
<i>My grandfather plants seeds in the garden.</i>	My grandfather is planting seeds in the garden.
My father plays with the baby.	<i>My father is playing with the baby.</i>
<i>My mother prepares coffee.</i>	My mother is preparing coffee.
I do the laundry.	<i>I am doing the laundry.</i>
My big sister looks after the animals.	<i>My big sister is looking after the animals.</i>
<i>My little sister feeds the chickens.</i>	My little sister is feeding the chickens.

Lesson Summary: Students learned the present continuous of actions (verbs) and used them in sentences.

Vocabulary: present simple, present continuous, caption

Language Pattern: I am ____ing _____. You are ____ing _____. He/She is ____ing _____. My ____ is ____ing _____.

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

*Tell students to read silently the story, "A Busy Saturday," in Lesson Twelve, **Activity 1**. After reading, they will match the pictures A-F to the times on the clocks 1-6.*

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 Tollosa. "Come and play football on the football field," says Tollosa. "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 Obsie calls over the wall: "Come and jump rope with me," says Obsie. "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." But Debeli doesn't answer her. He is under the papaya tree. He is sleeping!

Give help to students who have difficulty with the matching activity, or partner them with a stronger student to carry out the activity.

Have students check each other's answers; then check students' answers with the whole class.

Answers:

7:00 – 1, 8:00 – 2, 9:00 – 6, 10:00 – 4, 11:00 – 5, 12:00 – 3.

*Ask oral questions about the story using the following examples. This is Lesson Twelve, **Activity 2**. Example:*

What is Debeli doing at 12 o'clock?
At what time is Debeli washing clothes?
Who comes to Debeli's house at nine o'clock?
Who asks Debeli to climb trees?

Ask students what they do on Saturday. Accept all reasonable answers.

*Tell students they will do Lesson Twelve, **Activity 3**. Say:*

I will put you in small groups to act out the story. Each student will take the role of one of the people in the story. If you can, learn the words you are to say. Practise acting out the story. You will perform the story in the next lesson.

Groups of eight would work well. Each student could then take the role of one of the people in the story. If students are unable to learn their words, they can read them out from the student book.

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students read a story and matched pictures in the story to times on six clocks. They answered oral questions about the story and practised acting out the story in groups. They also matched times to sentences. They also practised their spelling words.

Vocabulary: role

LESSON THIRTEEN – Unit Review

Supplementary Materials: for the game: flash cards with the following action words written on them: cook, clean, climb, cut, dig, dress, drink, eat, fish, fly, hop, jump, play, run, wash, walk, show, shut, sing, sit, sleep, smile, stand, sweep, swim, think, touch, walk, wash, water

*Tell students to look at Lesson Thirteen, **Activity 1**. Give students their spelling test of the five words for this unit: **butcher, builder, shepherd/goatherd, plumber, carpenter** using the usual method.*

*Have several groups of students act out the story of Debeli that they practised in the last lesson. This is Lesson Thirteen, **Activity 2**.*

Choose from the following suggested activities:

Name a day and ask students questions what they are doing at different times throughout the day.

Play some games. Example:

A miming game. Divide the class into two teams. Hand out fifteen of the word cards to individual students in each team. Each student in turn should mime the action written on

*the card to their team. Team members should decide what the mime represents and say **He/She is ____ing**. They can have three guesses. If they are correct, give the team a point. If they cannot say what the mime shows, give the other team an opportunity to guess what the student is doing and win a point. Teams should take turns in miming and guessing until all thirty actions have been mimed. Count the scores of the two teams.*

*Write some action word puzzles on the chalkboard, e.g. jumbled words: **tuc = cut, wesep = sweep**, words with missing vowels: **dr_nk = drink, j_mp = jump**, or a continuous word for students to divide into separate actions: **sitsleepsmilestandswim**. (Answers: sit, sleep, smile, stand, swim).*

UNIT10: LOOK OUT! A LION IS COMING.

Unit Outcomes: Students will be able to describe animals.

By the end of Unit 10, students will be able to achieve the following competencies:

- give simple descriptions of animals.
- ask and answer questions about animals.
- listen to a story about animals and answer questions.
- read words and sentences.
- read a short paragraph and retell the main details.
- spell words correctly.
- take dictation of short sentences.
- write a paragraph of five sentences.

Unit Assessment:

Speaking and Listening: Students describe the daily routine of an animal.

Reading and Writing: Students read short passages and retell the main idea, they also write a short story about an animal or animals, using pictures stimulus.

LESSON ONE

Supplementary Materials: pictures of the following animals: lion, hyena, giraffe, zebra and crocodile; flash cards of the names of animals. Pictures and flash cards of animals' body parts, where they live (i.e. national park, plains, mountain, lake, river and cave) and what they eat (i.e. leaf/leaves, grass, insects, small animals and fish); a box in which to place the flash cards

*Tell students that they are going to learn to describe animals. Post the picture/pictures of animals (lion, hyena, giraffe, zebra and crocodile) on the wall or put them on the shash board/table. There are also pictures in the student book, Lesson One, **Activity 1**. Point to the pictures and model the pronunciation of the words. Ask students to say the words after you. Tell students to repeat in unison the names of animals that you say. Continue the activity until students can pronounce the words well.*

*Tell students to turn to Lesson One, **Activity 2**. Ask them to work with a partner taking turns pointing at the pictures of animals and naming each one. Ask students to study the pictures of the animals and take turns naming each animal. Example:*

One student says: Look at picture A. What animal is it?

The other student replies: It is a lion.

Ask students to match the pictures to the words in the Word Bank.

*Introduce Lesson One, **Activity 3**. Ask five students to come to the front, and then secretly show each of them in turn a picture of an animal you want them to mime. The other students will guess the animal. This can be played as a game with several different sets of students. Ask five students to come to the front and each will mime a different animal. The rest of the class will guess the name of the animal.*

*Write the following headings on the chalkboard: **Where They Live, What They Eat and What They Look Like**. Read the headings out loud and tell students to repeat after you.*

Check that students understand the meanings of the headings. Hold up flash cards and ask students: **Under which heading should I write the words plains, mountain?** After students answer, write the answer (Where they live.) on the chalkboard.

Ask under which heading should I write the words short legs, tail? After students answer, write the answer (What they look like.) on the chalkboard.

Ask under which heading should I write the words small animals, leaves? After students answer, write the answer (What they eat.) on the chalkboard.

Tell students that you are going to show them more words. Ask them to think carefully and say which heading to write each under. Show students the following words: **legs, tail, long neck, spots, forest, grass, cave, scales, insects, fish, river, stripes, national park, lake, mane.**

Answers:

Where They Live	What They Eat	What They Look Like
plains	small animals	short legs
mountain	leaves	tail
cave	grass	long neck
river	fish	spots
national park		scales
lake		stripes
forest		mane

Have students read the lists out loud with you. Make sure they understand all the words. If you have pictures, have students match the words to the pictures.

Write some simple sentences to describe wild animals on the chalkboard using words from the list. Then read the sentences out loud and have students read them after you. Example: **A lion lives in a forest. It eats small animals. It has four legs. It has a long tail and a mane.**

Tell students to do Lesson One, **Activity 4** with a partner. They should study the pictures of animals and describe them, using words from the chalkboard. Tell students to work in pairs to make sentences about each of the animals in the pictures. Ask them to tell where it lives, what it eats, what it looks like and do the activity based on the example, using words from the chalkboard. Ask a few pairs of students to say their sentences to the whole class.

Ask students to do Lesson One, **Activity 5** in their exercise book, using the example given. Model a few sentences first. (This activity could be assigned as homework.)

Answers:

A zebra eats grass.

A zebra has stripes.

A lion eats small animals.

A lion has sharp teeth.

A giraffe eats leaves.

A giraffe has a long neck.

A crocodile eats fish

A crocodile has short legs.

(Other answers are possible if some of the words are repeated.)

Lesson Summary: Students learned how to pronounce new words. They practised making simple sentences to describe wild animals.

Vocabulary: hyena, lion, giraffe, zebra, crocodile, scales, river, mountain, ground, lake, cave, national park, forest, spot, stripe, scale, neck, tail, mane, leg, leaf/leaves.

Language Pattern: It lives _____. It eats _____. It has _____.

LESSON TWO

Supplementary Materials: pictures of the following animals: elephant, fox, rhinoceros, hippopotamus and monkey and flash cards with the names of the animals. (These animals are also pictured in the student book.); card box, as in Lesson One

Review the previous lesson by asking students to talk about animals. Ask several students to describe one animal studied the previous day. Show students pictures. Ask them what the animal is, where it lives and what it eats. Describe an animal for students to guess. Example: It is an animal. It lives in the forest. It has a mane and a long tail. It eats meat. What is it? (It's a lion.) If necessary, explain that a lion eats the meat of animals that it kills. It can kill both small and big animals.

*Tell students that they are going to learn about new animals and their descriptions (what they eat, where they live and what they look like). Post the pictures on the wall or place them on a shash board/table where they can be seen clearly. Point to each picture in turn and model the pronunciation of the words **elephant, fox, hippopotamus, rhinoceros, monkey**. Ask students to say the words after you. Repeat each word several times. Continue the activity until students can pronounce all the words well.*

*Ask students to turn to Lesson Two, **Activity 1**. Ask a student to read the directions out loud. Say: **I am going to say the name of an animal. Please show me what animal it is by pointing to its picture.***

*For Lesson Two, **Activity 2**, students will follow the words as you read the description of the first animal. Then ask them to read the text again and write the name of the animal in their exercise book. Tell students to answer all the questions following the example. Tell them to read all the descriptions in their student book, name each animal and check their answers with a partner.*

Answers:

1. monkey, 2. hippopotamus, 3. fox, 4. elephant, 5. rhinoceros.

*Reread the descriptions and check students' understanding. If words need explaining, try miming or drawing a picture, rather than translating the words e.g. **a thick tail, a trunk, two long tusks, a thick skin, a horn on its nose.***

*Put a box containing all the flash cards of animals on your desk and tell some students to come to the front and pick out a picture from the box to describe to their classmates. Say: **First, I am going to describe an animal. Then you will take one flash card from the card box and describe the animal to your classmates. Listen carefully. This animal lives in the mountains. It eats the meat of small animals. It has four legs. It has a thick tail. What is it? (Students reply: It's a fox.)***

Students in turn take a flash card from the box and describe the animal to the class in simple sentences. To reinforce the new vocabulary, allow several sets of students to do this activity, Lesson Two, **Activity 3**.

Tell students to do Lesson Two, **Activity 4**, in their exercise book. In the left column, are the names of animals and in the right column, words and phrases linked to the animals. Tell students to match the two and write the complete sentences in their exercise book. They can compare their answers with a partner's.

Answers:

1. c, 2. e, 3. a, 4. b, 5. d.

Tell students to do Lesson Two, **Activity 5** in their exercise book. Ask a student to read the instructions out loud and check that students know what they are to do. They should complete the sentences with suitable words from the Word Bank.) Walk around the class and make sure that students are inserting the correct words/ phrases.

Answers:

1. elephant: ground, leaves, strong
2. fox: mountain, small animals, sharp
3. hippopotamus: water, plants, short
4. monkey: trees, fruits, long
5. rhinoceros: ground, grass, thick

When they have finished writing, students can read their sentences to their partner. Select five students to read their sentences to the class.

Lesson Summary: Students learned the names of more animals and described them in simple sentences.

Vocabulary: fox, hippopotamus, monkey, elephant, rhinoceros, trunk, tusk, horn, skin, thick, meat

LESSON THREE

Supplementary Materials: flash cards and pictures of different animals.

Review the previous lesson by asking students to describe animals in simple sentences. Example: Ask students where a fox lives, what it eats, etc.

Tell students that they are going to review yes/no questions. Select a picture of an animal. Do not show the picture to students. Tell them to turn to Lesson Three, **Activity 1**. They will ask you **yes/no** questions about what it eats, where it lives and what it looks like to find out the name of the animal. Tell students that they will play a game called, Guess the Animal. To find out what animal picture you have in your hand, students will ask questions that can be answered with either **yes** or **no**. Ask students to look at the example. Ask: Does it eat grass? Does it have short legs? and so on. When students think they know the name of the animal, ask: Is it a(n) _____? If students are correct, show them the picture of the animal.

Play the game a few times. When students are familiar with the game, a student can take the role of the teacher and select a card for other students to ask questions about.

Tell students to do Lesson Three, **Activity 2**. Have a student read out loud the instructions. Students are to work in pairs, asking and answering **yes/no** questions, using the substitution table. One of the students asks a question about an animal and the other student answers, “Yes, it does.” or “No, it doesn’t.”

Students should take turns to make up **yes/no** questions about animals for their partner to answer, like the ones in the example. Ask students to take turns to make a question for your partner to answer. You can ask different questions, that can be answered with either “Yes, it does.” or “No, it doesn’t.” Call some students to the front to say their questions and answers.

Lesson Summary: Students asked and responded to questions using yes/no answers. They linked animals with their characteristics.

Language Pattern: Yes, it does. No, it doesn’t.

LESSON FOUR

Supplementary Materials: flash cards and pictures of different animals (if possible, have multiple copies of each picture)

Review the previous lesson on asking and answering yes/no questions. Show pictures and ask: **What does it eat? Where does it live? Is it a _____?**

Example:

Does it eat grass? No, it doesn’t.

Does it live in water? No, it doesn’t.

Is it a fox? Yes, it is.

Tell students to ask their partner four or five yes/no questions about animals, following the example in Lesson Four, **Activity 1**. Tell students that today they are going to learn to compare animals.

Model sentences comparing animals. Show students pictures of two animals and compare their size, using the words: **bigger, smaller, fatter, taller, thinner.**

Example: This is a fox. It is bigger than a monkey. This is a monkey. It is smaller than a fox.

Copy the following table on the chalkboard:

big	bigger
small	smaller
fat	fatter
thin	thinner
short	shorter
tall	taller

Have students look at the describing words and see how to change the word to make the comparison. For the comparison, they will add **-er**. If the original word ends in one consonant, they will double the consonant before adding the **-er**.

Use words from the table compare two animals: **A camel is tall, but a giraffe is taller than a camel. A lion is big, but an elephant is bigger than a lion.**

Tell students to look at the pictures of animals in Lesson Two, **Activity 1**, and have individual students make comparison sentences. Then put students into groups of five to compare the animals.

Tell students to do Lesson Four, **Activity 2** in their exercise book. They should copy the sentences and insert a suitable word from the table to complete each sentence, as in the example. When they have written their sentences, they should share them with their group.

Possible answers: (Answers may vary.)

1. This is a lion. It is _____ than a hyena. (bigger)
2. This is a hyena. It is _____ than a zebra. (smaller)
3. This is a hippopotamus. It is _____ than giraffe. (fatter)
4. This is a giraffe. It is _____ than a rhinoceros. (thinner)
5. This is an elephant. It is _____ than a lion. (bigger)
6. This is a lion. It is _____ than an elephant. (smaller)
7. This is a giraffe. It is _____ than a fox. (taller)
8. This is a crocodile. It is _____ than a hippopotamus. (thinner)

Introduce Lesson Four, **Activity 3**. Hold up pictures of each animal in turn and tell them to get into groups based on the animal they like best. For example, those who like the lion can be in one group. If possible, provide each group with a picture of the animal that they like best.

Tell students to explain to their group why they like the animal and why it is better than the others.

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

Student B: *Yes I 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. Etc.*

Use the word because to explain your reason.

Tell students to do Lesson Four, **Activity 4**. In their groups, they should write in their exercise book the reasons why they like their chosen animal. Invite one student from each group to present his/her reasons to the class.

Lesson Summary: Students made sentences of comparison with double consonant words.

Vocabulary: bigger, smaller, fatter, thinner

Language Pattern: A(n) _____ is _____, but a(n) _____ is _____. A(n) _____ is bigger than a(n) _____. I like _____ because it is/has _____.

LESSON FIVE

Supplementary Materials: picture of a lion

Review the previous lesson on comparison by asking students to compare animals and say why they like a favourite animal, using the word because.

Show students the picture of a lion. Ask them what they know about a lion. Accept all reasonable answers.

*Explain to students that they will need to learn the spelling of the following five words in this unit: **lion, mouse, hyena, crocodile, zebra**. Tell students that they will practise their spelling each day. Explain that they will take a spelling test at the end of the unit. Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **lion**.*

*Tell students to turn to Lesson Five, **Activity 1**. They should listen carefully and answer questions as you read the description of a lion. While you are reading, show students the lion's claws, mane, teeth, etc. as you mention them.*

A lion is a big, powerful animal. It is often called the king of the beasts.
Do you know what a beast is? (*Beast is another word for wild animal.*)
A lion lives in the forest.
Do you know what a forest is? (*A forest is a place where many trees grow.*)
A lion has long, sharp teeth. It has four huge paws with long, sharp claws.
What does a lion use its sharp teeth and claws for? (*to kill animals.*)
A lion uses its teeth and claws to catch, kill and eat animals, both big and small.
A male lion has hair around its face.
Do you know what the hair is called? (*a mane.*)
A lion's mane makes it look even bigger and stronger than it really is.
A lion makes a loud noise.
What is a lion's noise called? (*a roar.*)
A lion has a very loud roar. All animals, big and small, are frightened when a lion roars.

Read the passage above again, this time without the questions. As you read, emphasise the new words.

*Tell students to turn to Lesson Five, **Activity 2**. As you read the passage for the third time, tell students to listen out for the words in the table. They should put up their hand when they hear a word and say it out loud.*

*Tell students to do Lesson Five, **Activity 3**, in their exercise book.*

Answers:

1. forest
2. mane
3. sharp
4. huge
5. claws
6. roar

Lesson Summary: Students listened to a passage and answered questions based on it. They learned to spell the word *lion*. They also learned new words from the story.

Vocabulary: powerful, beast, king, forest, sharp, huge, paw, claw, mane, noise, roar, frightened.

LESSON SIX

Supplementary Materials: pictures of a lion and a mouse; real objects or pictures of a rope and a net

Show the pictures to students and ask them to describe the lion and then the mouse. Write their ideas on the chalkboard.

*Review the spelling of the word **lion** and teach the spelling of the word **mouse**, using methods from the Introduction.*

*Introduce the story, “The Lion and the Mouse,” by asking students to turn to Lesson Six, **Activity 1**. They should study the picture and predict what will happen in the story. Write their predictions on the chalkboard. Read the predictions together out loud.*

*Read Part One of the story out loud as students follow the words in their student book. Read the lion’s words in a deep voice and the mouse’s words in a high squeaky voice. This is Lesson Six, **Activity 2**.*

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 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.

Ask:

Why does the mouse call the lion “Your majesty”?

Why do you think the lion laughs?

How can a mouse help a lion?

Accept all students’ ideas.

*Teach students the words **net** and **rope** by showing real objects or pictures or drawings on the chalkboard. Read Part Two of the story out loud to students as they follow the words in their student book for Lesson Six, **Activity 3**. Model the new vocabulary by miming the actions. Remember to use a deep voice for the lion’s words and a squeaky one for the mouse.*

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 for me to eat, but you are very helpful.”

Tell students with a partner to read the story again. Give help with any words students find difficult.

*Ask students to discuss the ending of the story with a partner. This is Lesson Six, **Activity 4**. Either ask the following questions orally or write them on the chalkboard for students to discuss:*

Do you like the story?

Were you surprised at the ending?

What do you think the hunter says when he comes back to lift the lion onto his truck?

Lesson summary: Students listened to a story and answered questions based on it. They also discussed the story. They learned to spell the word *mouse*.

Vocabulary: your majesty, tiny, squeak, beg, net, rope, truck, wrong, catch, caught, bite, hole, helpful

LESSON SEVEN

Supplementary Materials: Choose your own supplementary materials.

*Put students into groups and tell them to reread both parts of “The Lion and the Mouse.” Tell them to try to answer the questions on the story in Lesson Seven, **Activity 1** in complete sentences. Ask groups to read their answers to the class and encourage them to comment on each other’s answers.*

Possible answers:

1. It hunts because it is hungry.
2. The lion hunts all day.
3. The lion catches the mouse under a bush.
4. The lion doesn’t eat the mouse because the mouse is too small.
5. The mouse says, “I will help you one day.”
6. The hunter catches the lion in a net and ties it with a rope.
7. The hunter goes away to get help (to lift the lion into his truck).
8. The mouse goes to see what is wrong.
9. The mouse bites through the net to make the hole.
10. The lion jumps out of the net through the hole.

Tell students to turn to Lesson Seven, **Activity 2**. Explain that they are going to practise rising intonation for **yes/no** questions by making questions and answers from the substitution table. Model how to ask and answer the questions giving examples; then tell them to work with a partner to ask and answer questions. Example:

Question: Does a hyena eat grass?

Answer: No, it doesn't.

Question: Does a zebra live in a national park?

Answer: Yes, it does.

Teach students the spelling of the word, **hyena**, using one of the methods in the Introduction.

Lesson Summary: Students answered questions based on a story. They also asked yes/no questions to review new vocabulary about animals and learned to spell the word *hyena*.

LESSON EIGHT

Supplementary Materials: two sets of flash cards - one with the sounds /z/, /s/, /iz/ and the other with verbs such as go, work, eat, give, finish, bite, come, wash, speak, study, play, give, make, catch, miss, fix, carry

Review the last lesson by asking students questions about the characteristics of a lion and a mouse. Ask them what happens first, next and last in the story, "The Lion and the Mouse." Ask students to retell the story in their own words.

Have students spell the words: **lion, mouse, hyena** and teach students the spelling of the word **fox** using methods from the Introduction.

Tell students that today they will practise forming and pronouncing action words (verbs) correctly. Remind students that the verb has **-s** or **-es** at the end when we talk about what a person or animal (**he, she, it**) does. Usually the ending is **-s** (Example: **speaks, plays, gives, makes**). After **ss, sh, ch, x, or o**, the ending is **-es** (Example: **misses, washes, catches, fixes, goes**) after a consonant the letter **y** changes to **i** and **-es** is added (Example: **carry/carries, study/studies**).

Tell students to turn to Lesson Eight, **Activity 1** and write the correct form of the given verbs. Have them show their answers to a partner. Select individuals to write the correct answers on the chalkboard for students to correct their own work.

Answers:

goes, washes, studies, plays, eats, gives, carries, does, catches, kisses.

For review show students the sound flash cards /z/, /s/, /iz/. Model the pronunciation of the sounds /s/, /z/ and /iz/ and ask students to repeat after you. These sounds were taught in Unit 9.

Tell students to turn to Lesson Eight, **Activity 2** and listen carefully when you pronounce the sounds and repeat them after you:

/s/, /z/, /iz/. Repeat the sounds two or three times.

Write the following sentences on the chalkboard:

I live in a house. A monkey lives in the forest.
I eat meat. A zebra eats grass.
I catch a ball. A lion catches animals.

Point to the verb **lives** on the chalkboard; hold up the /z/ card; and say the verb again stressing the /z/ on the end. Hold up the /s/ flash card and point to the verb **eats** on the chalkboard and say the verb again, stressing the /s/ sound. Finally hold up the /iz/ flash card, point to the verb **catches** on the chalkboard and say the verb again, stressing the sound /iz/.

Explain to students that the final -s is usually a hard /z/ sound, but after **ss, z, sh** or **ch** it is pronounced /iz/ and after a voiceless consonant such as **p, t** and **k**, it is pronounced /s/. Show students that they can tell when a consonant is voiced by putting their fingers against their throat. If the throat vibrates, the consonant is said to be **voiced**. If the throat doesn't vibrate the consonant is said to be **voiceless** or **soft**. Say the sounds of the voiced consonants **b, d, g, j, l, m** and then the sounds of the voiceless consonants **f, k, p, t, th** for students to practise.

Tell students to turn to Lesson Eight, **Activity 3**. Then ask students to listen to the verbs carefully as you read them out loud and tell them to repeat after you. This is how the verbs should be pronounced:

/z/: goes, comes, gives, carries, buys, tells, studies, sings, does, reads, lives
/s/: drinks, puts, sleeps, eats, speaks
/iz/: closes, finishes, washes, watches, searches

Tell students to do Lesson Eight, **Activity 4** individually. Have them check their work with a partner. Finally, read the words out loud for each column, using the lists above.

Answers:

/z/	/s/	/iz/
goes	puts	finishes
gives	sleeps	watches
comes	drinks	washes
lives	speaks	searches
does	eats	closes
studies		
carries		
buys		
tells		
reads		
sings		

Students will then do Lesson Eight, **Activity 5**. Tell students to write six sentences using six of the above verbs. They will then read their sentences to a partner. Have a few students read their sentences out loud and check their pronunciation.

Lesson Summary: Students wrote and pronounced verbs in third person singular ending with sounds /z/, /s/, /iz/. They also grouped verbs according to their final sound. They also practised their spelling words.

Vocabulary: voiced consonant, voiceless/soft consonant

LESSON NINE

Supplementary Materials: a poster or picture of a national park with some animals in it (especially the new animals: buffalo and leopard), flashcards of verbs

Review the previous lesson on pronunciation with students through asking questions. Ask students to put some verbs in groups according to their sound.

*Teach the spelling of the word **crocodile** using a method from the Introduction.*

Tell students that they are going to read a passage and retell details from the passage.

Ask students pre-reading questions:

Can you name any of Ethiopia's national parks?

Have you ever visited a national park?

What can you see and do in a national park?

*Ask students to turn to Lesson Nine, **Activity 1**. Tell students to turn to a partner and talk about the pictures. They should guess what the people are doing in the pictures.*

Answers:

Students might recognise in Picture 1: camping, carrying water, flying kites, playing ball games, sitting by the river before/after swimming. They will probably not know that Picture 2 shows white water rafting, but please allow them to express all of their ideas at this stage. Don't talk about the pictures in detail until after reading the passage, in which camping and white water rafting are mentioned.

*Tell students that as you read a passage, you will pause to ask questions. Ask students to listen carefully. As you read, ask the questions in bold type. Allow students to try to answer the questions orally before you continue reading. (Answers follow each of the questions in the passage.) This is Lesson Nine, **Activity 2**.*

Omo National Park

There are many national parks in Ethiopia. One of them is the Omo National Park.

Do you know where Omo National Park is located? 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. **Can you name some of the animals found in this park?**

Animals such as buffalo, elephant, giraffe, zebra, monkey, lion, leopard, etc. are found there. There are also about 306 species of birds. **What other things are found in the park?** There is the Omo River with its waterfalls and rapids. In addition, there are hot springs. **Why do tourists come to visit the park?**

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

*Tell students that the pictures above the passage show people doing **camping** and **white water rafting**. Ask them if they guessed the pictures correctly.*

Read the passage again, section by section, without the questions, and have students read each section after you.

Write the following words from the passage on the chalkboard and tell students to discuss the meanings of the words in small groups.

camping – staying in a tent or temporary shelter

rapids – a fast flowing section of a river with white foam showing on top of the water

white water rafting – is floating on a raft made of rubber or wood down rapids

waterfall – a place in a river where water falls to a lower ground level

hot spring – a place where hot water rises from the ground

visit – to go to see a particular location, people or animals

tourist – a person who visits a place for a holiday or recreation

wildlife – wild animals and birds

species – types/families within wildlife

After students have had time to discuss the words, ask them to explain them to you. They may need your help to put the meanings into words.

Tell students to work with a partner to ask and answer the questions in Lesson Nine, **Activity 3**. Say: **Take turns to ask and answer the questions in pairs. One of you will read a question and the other will answer it. Then swap roles.** Have a few pairs of students report their answers to the class.

Possible answers:

1. Omo National Park is found in the SSNP region/ in southern Ethiopia.
2. No, it isn't the only one in Ethiopia. There are many national parks in Ethiopia.
3. No, it isn't small. It's large.
4. Animals such as lion, zebra, monkeys, etc. are found in the park
5. There are many kinds of birds in the park as well as hot springs and the Omo River with its waterfalls and rapids.
6. Tourists go to see the wildlife/animals and birds and the other things in the park. They camp and do white water rafting.

Lesson Summary: Students read a passage. They defined words from the passage and made their own sentences using the words. They also answered questions based on the passage. Students practised their spelling words.

Vocabulary: visit, tourist, wildlife, species, hot spring, rapids, waterfall, camp(ing) white water raft(ing).

LESSON TEN

Supplementary Materials: Choose your own supplementary materials.

To review the reading passage about Omo National Park, ask students do Lesson Ten, **Activity 1**, ask students to work in pairs. They will read the passage in Lesson Nine again and take turns retelling the main idea to each other.

Select some students and ask them to retell the main ideas of the passage to their classmates. They should mention the following details:
many national parks-Omo National Park in SNNP-many animals and birds-waterfalls, rapids and hot springs-tourists camp and raft on the Omo river.

Tell students that they are going to review their spelling words. Ask them in their exercises book to write the names of the following animals using correct spelling: **lion, mouse, hyena, crocodile**. Ask some students to spell orally the words to the class.

Ask students to teach to a partner the spelling of the word **zebra** using methods from the Introduction .

In Lesson Ten, **Activity 2**, students will write five sentences about each of the animals, using correct spelling in their sentences.

Put students into groups of 6-8 for Lesson Ten, **Activity 3**. Tell them to share their sentences by reading them out loud to each other. Group members should correct each other's spelling.

Lesson Summary: Students retold the main idea of a passage. They spelled the names of animals and wrote a sentence about each animal.

LESSON ELEVEN

Supplementary Materials: Choose your own supplementary materials.

Review spelling words, using methods from the Introduction.

Tell students to reread the passage about Omo National Park carefully with a partner.

Tell students that today they will learn to take dictation of a short paragraph. Explain that a **paragraph** is made up of sentences about the same topic that are linked together. Tell them to turn to Lesson Eleven, **Activity 1**. Write the heading: Awash National Park on the chalkboard. Say:

I am going to read a short paragraph about Awash National Park three times. Listen carefully the first time I read it and write each sentence in your exercise book when you hear it the second time. When I read the paragraph for the third time, check your sentences. Try to spell every word correctly. When you have corrected your paragraph, draw a picture to illustrate it.

Read the following passage slowly to students three times. It is not in the student book.

Awash National Park is found 225 kilometres from Addis Ababa. It is a small park, but it has many birds and animals. You can see monkeys, zebras and even lions. Tourists can camp near the River Awash. There is a waterfall and a hot spring in the park.

Remind students when they have finished writing to draw a picture to illustrate their paragraph.

Tell students to do Lesson Eleven, **Activity 2**. They should compare their paragraph with a partner's and make corrections if necessary.

Then select some students randomly to write sentences from the paragraph on the chalkboard and show their picture to the class.

Tell students to make the necessary corrections to their paragraph in their exercise book.

Lesson Summary: Students wrote a short paragraph dictated by their teacher. They also drew a picture to illustrate their paragraph. Students practised their spelling words.

Vocabulary: dictation

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Review the previous lesson by dictating a short paragraph about an animal to students. Tell them to write the paragraph correctly. Read the paragraph slowly to yourself three times. Example of a paragraph:

A lion has sharp teeth and claws. It has a loud roar. It is the king of all the animals. It lives in the forest. It kills other animals for food.

Write the paragraph on the chalkboard for students to use as a model.

Tell students to work in groups of 5-6 to talk about the pictures in Lesson Twelve,

Activity 1. *Tell them to put the pictures in the correct order to tell a story. Say:*

Talk about the pictures. Then put them in order to tell a story.

*Check that students have the pictures in the **correct order:***

1,3,2,5,4

*Tell students to move on to Lesson Twelve, **Activity 2.** They will write the story in their own words in their exercise book, using words from the Word Bank. They can do this in their group. Make sure students understand all the words in the Word Bank.*

Call students from different groups to come to the front of the class to read their story.

The stories should include the following basic details:

A hunter follows a lion.

The lion chases the hunter.

The hunter climbs a tree.

The lion sits under the tree.

The lion waits for the hunter to come down.

The lion goes away.

The hunter climbs down.

The lion doesn't catch the hunter.

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times.

Tell students to take home their exercise book to practise their spelling words at home.

Remind students that they will take their spelling test during the next English lesson.

Lesson summary: Students put pictures in order to tell a story. They wrote the story in their own words. They practised their spelling words.

Vocabulary: chase, climb, wait

LESSON THIRTEEN – Unit Review

Supplementary Materials: Choose your own supplementary materials.

*Tell students to turn to Lesson Thirteen, **Activity 1**. Test students' spelling of the five words for this unit: **lion, mouse, hyena, crocodile** and **zebra** using the method explained in the Introduction..*

*Tell students to look at Lesson Thirteen, **Activity 2**. Review the previous lesson by dictating the story from Lesson Twelve for students to write in their exercise book. Read out loud the following paragraph three times slowly.*

This is the story of a hunter. He goes to the forest to catch a lion. But he doesn't catch the lion. The lion chases the hunter. The hunter climbs a tree. The lion sits under the tree. It waits for the hunter to climb down again. Later, the lion goes away. The hunter climbs down the tree. The lion doesn't catch the hunter.

Put pictures of different animals on the wall and tell students to work in pairs to play a guessing game. One student describes an animal and the other student guesses the animal. Model this for students. Say:

I am a small animal; I jump from one tree to another. I have a long tail. What am I? *Students reply: You are a monkey.*

I have a long neck. I can touch the branches of tall trees. I eat leaves. I have big spots on my body. What am I? *Students reply: You are giraffe.*

*Tell students to turn in their student book to Lesson Thirteen, **Activity 3**. Have a student read the directions out loud. Students are to read the sentences and draw pictures to illustrate them. They can share their pictures with a partner or in a group.*

*To end the lesson, play the game, Blockbusters, with students using words from Unit 10. This is Lesson Thirteen, **Activity 4**. The instructions for Blockbusters are in the Introduction to the Teachers' Guide.*

UNIT 11: WHAT IS THIS MADE OF?

Unit Outcomes: Students will be able to give information about possessions and tools.

By the end of Unit 11, students will be able to achieve the following competencies:

- listen to short descriptions of objects and match them to pictures/words.
- listen to instructions and react accordingly.
- ask and answer questions.
- explain what objects are made of.
- ask and answer questions about personal possessions.
- tell the quantity of things.
- read a short paragraph to find information to fill in tables.
- write short sentences about objects.
- complete sentences by adding words and phrases.

Unit Assessment:

Speaking and Listening: Students talk about the possessions their family has, what they are made of and what they are used for.

Reading and Writing: Students read a short paragraph describing people and their possessions. They write sentences describing tools and illustrate with pictures: name, made of, used for.

LESSON ONE

Supplementary Materials: tools such as a hammer, a saw, nails, etc. or pictures of tools

Remind students that they learned about different jobs in Unit Nine. Brainstorm the names of jobs with students and write them on the chalkboard. Ask students if they have family members who do the listed jobs. (Students should reply: My _____ is a _____.)

*Tell students that today they are going to learn the names of some tools. Teach the meaning of the word **tool** by modelling an object you use as a teacher, such as a duster. Say: **I use a duster for cleaning the chalkboard. It is a tool used by a teacher.***

*Ask students to tell you the name of a tool they use in the classroom. (Students' tools could be **pen, pencil, ruler, etc.**) Ask students in a small group to write a list of classroom tools used by a teacher and by students. Tell them to spell the names of objects as best they can. When they have finished this task, ask students to tell you how many objects they have listed. On the chalkboard, write the words the students call out. Review all of the words on the chalkboard by asking individual students to read a word on the chalkboard and point to the object in the classroom such as **chalk, pen, ruler, duster** and the like. Ask them how they use each tool. (Students should reply, "I use/A teacher uses a _____ for _____.")*

*Tell students that they will play the Chain Sentence game in their groups. Review the directions with students. The first student will tell what he has by saying, "**I have a pen.**" Then the second student will repeat what the first student said and add one more object, "**I have a pen and a pencil.**" Then the third student will repeat what the previous student said and add one more object "**I have a pen, a pencil and a book.**" If a student fails to remember what the previous students said, he/she is out of the game.*

Show students the tools you have brought to class or show/draw pictures of hammer, broom, axe, nail, etc. Teach each item by saying the word out loud and asking students to repeat after you. If you have a student whose father is a carpenter or a farmer, ask him/her to show you what tools their father uses by miming.

Tell students to do Lesson One, **Activity**. Ask students to study the pictures. Call on individual students to give the names of different tools they see in the picture. Ask students to read the words in the Word Bank together out loud. If students do not know the names of some of the tools, ask them to repeat the name of each after you. Ask them to put their finger on the picture as they say the name of the tool.

Tell students to write numbers 1 to 10 into their exercise book and copy the words in the correct order to label the pictures. If they have difficulty, you can provide the first letter of the answer to help them.

Answers:

1. hammer 2. nail 3. saw 4. broom 5. axe 6. plough 7. sickle 8. hoe 9. spade
10. rake

Go through the answers with the students. Say the correct answers and have students look at the pictures and repeat the words in chorus and individually.

Lesson summary: Students have reviewed the names of jobs and learned about tools.

Vocabulary: hammer, broom, saw, nail, axe, plough, sickle, hoe, spade, rake

Language Pattern: I use (a) _____ to _____. My _____ is a _____.

LESSON TWO

Supplementary Materials: as many classroom tools as possible, such as: pencils, pens, chalk, rubber, ruler; other real tools; a tray or flat piece of cardboard to place the objects on.

Review the previous lesson. Model the use of a tool by writing on the chalkboard and telling them that **chalk** is a tool used by a teacher. Say: **I use chalk for writing on the chalkboard.**

Use a **duster** and say, **I use a duster for cleaning the chalkboard.**

Introduce Lesson Two, **Activity 1**. Tell students to ask and answer questions about tools you use to teach. If they have any problems remembering the tools you use, give them examples such as **book, ruler, shash board/table, chalkboard.**

Ask students about their own tools. Show them a **pen** or a **pencil**. Ask them what they use for writing. Then ask them to tell you other tools they have such as **rubber, ruler, exercise book, book, etc.**

Call two students to the front of the class and ask them questions about the tools they have in their bags. Ask: **Do you have a pen in your bag?** Encourage students to reply

*using the language patterns, **Yes, I do. No, I don't.** depending on whether they do or don't have the object or item they are asked about.*

*Have students in small groups ask each other questions about the tools they have in their bag. Tell students to be in groups of 3 or 4. They will ask each other about the objects in their bag using questions such as: **Do you have a pen in your bag?** Students should reply with *Yes, I do. No, I don't.**

*Tell students that they are going to play **The Possession Game**. This is Lesson Two, **Activity 2**. Tell them that you are going to show them many different objects that belong to you. Have ready a few pens, pencils and other small objects. You will place each object on a tray/in a hat. Students have to memorize the objects they see on the tray. Cover the tray or hide it from students. Students in groups will then write a list of the objects. Tell students that for each object they name correctly, they will score one point. The winner of the game is the group that recalls all the objects or the maximum number of objects on the tray/in a hat. If a group mentions an object which is not on the tray, they will be out of the game.*

Show students the tray/in a hat with a different collection of objects on/in it. Again students have to memorize the objects they see on the tray/in a hat. Secretly remove one object and hide it from the students. Show the tray/hat again. The student who can say what has been removed wins a point for his/her team. Play this a few times.

*For Lesson Two, **Activity 3**, tell students to follow the words as you read the story, "A Visit to Father's Workplace," out loud to students. Then tell students with a partner to read the story again.*

A Visit to Father's Work Place

Hamid is a grade four 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.

Check that students have understood the main points of the passage. Teach them any unknown words using methods mentioned in the Introduction to this Teacher's Guide.

Lesson Summary: Students asked and answered questions about tools. They also played The Possession Game. They listened to and read a passage and learned the meanings of new words in the passage.

Vocabulary: furniture, workplace, plank, grow

LESSON THREE

Supplementary Materials: real tools or pictures of tools

*Tell students to open their student books to the passage in Lesson Two, “A Visit to Father’s Workplace.” Ask five students each to read a section (one paragraph or half of the longer paragraph) out loud until all paragraphs have been read. As these students read the passage out loud, other students should follow by reading silently. Ask students to answer the questions in Lesson Three, **Activity 1**.*

Possible answers:

1. Ato Kemal wakes up early because he has to go to work.
2. He tells Hamid about the hammer, saw and other tools.
3. Ato Kemal makes chairs, tables and beds.
4. Accept students’ answers, such as:
Hamid wants to become a carpenter because he wants to be like his father/ he likes the tools his father uses/ he wants to use tools.)

*Ask one male student to come to the front of the class with some of his possessions (such as pen, pencil, book, bag). Ask the student questions from the previous day’s lesson: **Do you have a pen in your bag?** Students respond with Yes, I do. No, I don’t.*

*Do this with another male student, asking: **Do you have a book in your bag?** Then hold up the first student’s pen and the second student’s book and ask the class: **Whose pen is this? Whose book is this?** Some students might simply reply by mentioning the students’ names. Tell them to repeat after you:*

Whose pen is this? It’s (student’s name)’s pen. e.g. It’s Kebede’s pen.

Whose book is it? It’s (student’s name)’s book. e.g. It’s Mussa’s book.

Write the questions and answers on the chalkboard.

Repeat this activity by telling different individual students to show one of their possessions and asking students whose it is until you make certain that students can use the ’s correctly when telling to whom an item belongs.

*Call two female students to come to the front of the class with their possessions Ask: **Do you have a ruler in your bag? Do you have a pencil sharpener?***

Hold up the objects and ask students:

Whose ruler is this? Whose pencil sharpener is this?

*Students should reply: **It’s (student’s name)’s.** e.g. It’s Amina’s book. It’s Bakani’s pencil sharpener.*

Remind students that they learned how to pronounce the final **-s** on verbs in Unit 10. The rules for the pronunciation of **'s** are the same. It is usually pronounced /z/. Example: Amina's, Bakani's, Abdusumad's, Kadar's

After a voiceless consonant it is /s/. Example: Haminat's, Jibiril's

And after **-ch, -sh, s, -z** it is /ɪz/. Example: Belainesh's, Hagos's

Introduce Lesson Three, **Activity 2**. Tell students to study the pictures of people with their possessions. Tell them to read the example. Then tell students to work in pairs and point to objects in the pictures and ask the question: *Whose _____ is this?* and answer saying, *It's _____'s _____*. Try to use the correct sound /z/, /s/, /ɪz/.

Ask students to do Lesson Three, **Activity 3** in their exercise book. Ask them to look at the pictures again. Write the correct name in the gaps in the sentences and read their finished sentences to their partner. Try to pronounce the final **-s** correctly.

Answers:

1. Girum/z/
2. Amezench/ɪz/
3. Girum/z/
4. Nebil/z/
5. Nejat/s/
6. Amezench/ɪz/
7. Nejat/s/
8. Girum/z/
9. Nebil/z/
10. Amazench/ɪz/

Read through the list of names with students to practise the pronunciation of **'s**.

Put students in small groups to do Lesson Three, **Activity 4**. Tell them to work together, showing each other objects and talking about each other's possessions, using the Language Pattern: **Whose _____ is this? It's _____'s _____**.

Lesson Summary: Students answered questions related to a reading passage. They used **'s** to show possession. Students matched people with their possessions. They asked and answered questions about their possessions.

Language Pattern: Whose _____ is this? It's _____'s _____.

LESSON FOUR

Supplementary Materials: flashcards and pictures of tools used for different occupations (such as hammer, nail, saw, sickle, hoe, scissors, comb) or drawings of the tools on the chalkboard

Remind students that they learned about jobs in Unit 9. Tell them that today they will review the names of jobs and learn tools used in different jobs.

Ask students in groups to brainstorm the names of jobs they learned. Write the jobs on the chalkboard or place flash cards with the names of jobs on the shash board/table as the students from each group tell you the jobs they remembered. Help them by adding names of jobs to complete the list, such as carpenter, farmer, teacher and barber/hairdresser.

Tell students that as a teacher you use different tools to teach. Tell students, **I am a teacher. I use different tools to teach. I use a duster to clean the chalkboard. Can you tell me what else I use?** Students say: book, paper, pen, chalkboard, chalk, flash cards, etc.

Ask students to tell you what each of the occupations they brainstormed uses to do their work. You could ask them to mime using the tools, such as a hammer, scissors etc. as they say the words, **hammer, scissors.**

Then show the pictures of different tools and have students match them to the flash cards or draw the pictures and write the words on the chalkboard.

For Lesson Four, **Activity 1**, tell students to listen as you read the descriptions of the people in the picture, their jobs and their tools. They should write the name of each person and their job into their exercise book.

Hello. My name is Kebede. I live with my uncle and aunt. My uncle is a carpenter. His name is Tesfahun. He uses a hammer, a saw and nails to make furniture. My aunt's name is Alemnesh. She has a hairdresser's shop. She uses scissors and a comb to cut people's hair. I am a farmer. I work on our farm. I use a hoe to work in the vegetable field and a sickle to harvest the teff.

Read the description more than once.

Tell students to do Lesson Four, **Activity 2**. They should copy the sentences into their exercise book, filling in the gaps in the sentences about the three people in the picture, using words from the Word Bank and also draw the tools used by each person..

Answers:

1. My name is Kebede. I'm a farmer. My tools are a hoe and a sickle.
2. This is my uncle. His name is Tesfahun. He is a carpenter. He uses a saw, nails and a hammer to make furniture.
3. This is my aunt. Her name is Alemnesh. She is a hairdresser. She uses a comb and scissors.

Tell students to do Lesson Four, **Activity 3**. They will draw 5 tools used by their parents and/or by other family members. They will talk about them in the next lesson.

Lesson Summary: Students matched tools to occupations and read descriptions of people and their jobs. They completed gaps in sentences about people in a picture and drew pictures of tools used for occupations.

Vocabulary: scissors, comb

Language Pattern: He/She uses _____ to _____.

LESSON FIVE

Supplementary Materials: samples of the following materials: cotton, wood, metal, paper, leather, glass, plastic, stone and brick or pictures of the materials; flashcards with the names of materials and tools; a bag containing tools or assorted hard and soft objects

Tell students that they will review the previous day's lesson. Ask them to tell you what they learned. Remind them that they have learned about the tools used in different jobs.

Ask students if they can name different jobs. List the names of jobs on the chalkboard as students say them or display jobs flash cards on the chalkboard/table.

Then ask them what tools each of the people use whose jobs are written on the chalkboard use.

*Tell students to get into groups to do Lesson Five, **Activity 1**. They are to share the pictures of tools they drew in Lesson Four, **Activity 3**. They may have drawn household utensils, farming/gardening tools, a mechanic's or a builder's tools and so on. Tell them to try to name each tool. Help them to name tools they don't know. If there are some tools that you can't name yourself, tell students that you will try to find them in a dictionary.*

Take feedback from the groups on the names of tools and write their answers on the chalkboard. Ask students to mime using each tool they name. Have students copy down lists of the tools from the chalkboard. Examples:

Household: pan, spoon, knife, (coffee) pot, stove

Animal care: bucket, water pot

Builder/mechanic: wrench, rope, wheelbarrow

Tailoring: sewing machine, needle, thread

*Write the word **materials** on the chalkboard. Show the samples (or pictures) of the materials you brought to class one by one. Show **cotton** and tell one student to ask, **What is that material?***

*Ask the whole class to repeat after you, **It's cotton**. Pick another material /picture (plastic, metal, leather, etc.) repeat using the same procedure. Ask different students each time you change the material. Write the names of the materials on the chalkboard. Write the words **hard** and **soft** on the chalkboard. Say the words out loud. Ask the class to repeat after you.*

*Model the meaning of the word **hard** by touching different items in the classroom that are hard. Exaggerate by touching and feeling for example **a desk** and say: **It is hard**. Give different examples of hard objects.*

*Use the same procedure to model the meaning of the word **soft**.*

*Once you feel students comprehend the meaning of hard and soft, ask them questions by touching different classroom objects and saying, **What is this? How does it feel? Is it hard or soft?***

Assign students to groups to do Lesson Five, **Activity 2**. Ask them to write or draw objects that are **hard** and objects that are **soft**. (Give them 5 minutes to list things that are **hard** and five minutes to list things that are **soft**. They can list things in the classroom, at home, in the workplace and so on.) Tell groups to share their list with their classmates.

Take feedback from the groups and write the items on the chalkboard. Divide the chalkboard into two by drawing a line. On the one side write **hard** and on the other write **soft**. Then list the words as the groups read them out.

Have ready a bag containing various hard and soft objects or some tools (make sure there are no sharp edges!) Ask a few students to come to the front. Tell them that they are going to touch things (tools/hard or soft objects) in a bag without looking at them. They will give you the names of the things they touch in turn. Tell the other students to clap their hands when a student gives the correct name of the tool/object.

Tell the students to sit down at their desks. Pick up samples of different materials in turn and ask students the following questions: **What is this material?** Students will reply: It's _____. Example: It's wood.

If they give you the correct answer, praise them; if they can't remember, remind them. Then ask, **Is it soft or hard?** Students reply: It's _____. Example: It's hard. Then ask **Who uses wood?** Students reply, A _____. Example: A carpenter/a builder.

You could point at the different occupations you have written on the chalkboard or displayed on the shash board/table.

Possible answers:

wood: carpenter, builder

metal: metal worker, mechanic

paper: teacher, secretary

leather: shoe maker

plastic(plastic bag/bottle, etc.): shopkeeper, waitress

cotton: spinner, weaver, tailor

brick/stone: builder

glass: builder, waitress

Tell students in pairs to ask and answer questions about who uses different tools and materials. This is Lesson Five, **Activity 3**.

Ask one volunteer student to come to the front. Tell him/her that s/he is going to mime using different tools. The other students will guess the job and tell what the tool is. The person who guesses correctly will be the next person to mime a new job. You could assist the student to represent the job s/he is miming.

Lesson Summary: Students learned different materials. They also described materials as hard and soft and discussed who uses them in their job. They also mimed different tools.

Vocabulary: cotton, wood, metal, plastic, leather, glass, paper, stone, brick, hard, soft

LESSON SIX

Supplementary Materials: real objects made of different materials; flashcards and picture cards of tools and the following jobs: librarian, secretary, herder (cowherd/goatherd/shepherd), plumber, hairdresser/barber, housewife, builder, butcher.

Ask students what they learned in the previous lesson. (They learned about different materials such as cotton, wood and metal.)

Review the names of jobs and teach any new words given in the list of supplementary materials.

*Write the words "cotton, wood, leather, fibre, metal, plastic, stone, brick on the chalkboard. Show students real objects made of different materials and ask question about them such as **What is this? What's it made of? Is it hard or soft?***

Ask two students to come to the front and match flash cards with corresponding objects, materials and/or picture cards.

*Ask students to sort objects, pictures or flash cards into two groups, **hard and soft.***

*Tell students to do Lesson Six, **Activity 1.** Put students into groups and tell them to name the people who do the jobs in the pictures (**herder, plumber, librarian, butcher, housewife**) and ask and answer questions about the tools used in the different jobs. Tell them to study the pictures of people using different tools and materials. They should name the tools in the picture. The familiar ones are: **stick, hammer, knife, spoon, pan, coffee/tea pot, paper, books.** If necessary, teach students the new words: **whip, wrench, computer.***

*Tell students to study the substitution table in Lesson Six, **Activity 2.** Tell them to write sentences about each of the jobs listed in the substitution table. They can use local names for the different people. Have a student read out loud the model sentence: **Aisha is a housewife. She uses pans and a coffee pot in her job.***

*Ask individual students to read out loud their responses out loud. Discuss their answers. Tell students to do the next two activities in Lesson Six in their exercise book. They are to unscramble words to find the names of tools and materials in Lesson Six, **Activity 3** and jobs in **Activity 4.** They can then share their lists with a partner.*

If students are not clear with the instruction or this activity, give them examples using names of students. Write the names of four students together as a single long word on the chalkboard and ask them to help you find the names of students. Jumble up the letters in a student's name and ask students to put the letters in the correct order. After students have read their list to a partner, read the correct answers the class.

Answers: Activity 3

1. cotton, metal, plastic, paper
2. wood, leather, glass, brick
3. hammer, nail, saw, wrench

4. hoe, sickle, whip, stick
5. duster, chalk, book, computer
6. scissors, spoon, comb, knife

Answers - Activity 4

1. housewife 2. carpenter 3. plumber 4. butcher 5. farmer
6. hairdresser 7. teacher 8. builder 9. herder 10. Barber

Lesson Summary: Students revised the names of different materials. They also discussed pictures and wrote sentences using a substitution table. They completed word puzzles.

Vocabulary: herder, plumber, butcher, housewife, librarian, stick, hammer, knife, spoon, pan, coffee pot. whip, wrench, axe, computer

Language Patterns: _____ is a _____. He/She uses (a)_____ and (a) _____ in his/her job.

LESSON SEVEN

Supplementary Materials: real materials (or pictures) and flash cards as in Lesson Six

Put students into groups of four. Ask them to list as many tools as they can in five minutes. Then ask each group to tell you one tool from their list. Each time a group gives you a name of a tool, ask one member of the group to mime using the tool. Write the names of the tools on the chalkboard. Continue taking answers from the groups until all the words are used up.

Review materials: metal, plastic, wood, leather, fibre (from plants) and cotton, showing real objects or pictures and matching them to flash cards.

Ask students to read the directions for Lesson Seven, **Activity 1**. Tell them to copy the table into their exercise book. Read out loud the following sentences to students. Tell them to put a tick in the appropriate column(s) as you describe each tool. The sentences are not in the student book, as this is a listening activity.

1. A hammer is made of wood and metal.
2. A whip is made of wood and leather or fibre.
3. A duster is made of cotton with a wood or plastic holder.
4. A sickle has a handle made of wood and a sharp metal blade.
5. Scissors are made of metal. They sometimes have plastic handles.
6. A comb is made of plastic, wood or metal.

Answers:

<i>Tools</i>	<i>Materials</i>					
	<i>plastic</i>	<i>cotton</i>	<i>wood</i>	<i>metal</i>	<i>leather</i>	<i>fibre</i>
<i>1. hammer</i>			√	√		
<i>2. whip</i>			√		√	
<i>3. duster</i>	√	√	√			
<i>4. sickle</i>			√	√		
<i>5. scissors</i>	√			√		
<i>6. comb</i>	√		√	√		

After they have completed the activity, check that they have filled in the table correctly.

Tell students to do Lesson Seven, **Activity 2**. They should make sentences about each tool, saying what it is made of and who uses it, following the example:
A hammer is made of wood and metal. It's used by a carpenter.

In Lesson Seven, **Activity 3**, students are to copy the sentences into their exercise book and fill in the gaps with the names of tools. Answers may vary. Here are some possible answers:

1. saw/hammer
2. scissors
3. knife
4. whip
5. sickle

Explain to students that they will need to learn the spelling of the following five words: **hammer, sickle, nail, hoe, saw**. Tell students that they will practise their spelling each day. Explain that they will take a spelling test at the end of the unit.

Teach the spelling of the word **hammer**, using a method from the Introduction to the Teacher's Guide.

Play a guessing game with students. Think of a tool and tell them to ask **yes/no** questions to guess the tool. Remind them that their voice should go up at the end of the question.
Example:

Is it made of metal?	Yes
Does it have a wood handle?	Yes
Does a carpenter use it?	No
Does a farmer use it?	Yes
Is it a hoe?	Yes

When students have understood the game, a student can take the role of teacher.

Lesson Summary: Students listened for the materials that tools are made of and wrote about who uses them and what they are used for. They learned to spell the name of a tool.

Vocabulary: making, cutting, chopping, driving, harvesting

Language Patterns: A ____ is made of _____. It is used by _____. It is used for _____.

LESSON EIGHT

Supplementary Materials: Choose your own supplementary materials.

Ask students what they studied the previous day.

Ask individual students about their families and their family members' jobs. Use questions such as **What is your father's name? What is his job? What is your mother's name? What is her job? Do you have brothers and sister? Do they work? What jobs do they do?**

Tell students to do Lesson Eight, **Activity 1**. Ask them to read the dialogue quietly in pairs. Some students will perform the dialogue.

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.

When students have had some time to read the dialogue, ask two students to perform it for the class. If you prefer, you could read the words of either Aster or Elias and have a student read the other person's words,

Tell students to reread the dialogue individually and answer the questions in Lesson Eight, **Activity 2** in their exercise book. Each answer should contain a possessive ('s).

Answers:

1. Aster's father is a teacher.
2. Elias's father is a farmer.
3. Ato Gemechu is Aster's father.
4. Ato Amin is Elias's father.
5. Elias's father uses a plough.
6. Aster's mother uses spoons.
7. Elias's brother (Yesuf) uses a whip.
8. Leila is Aster's mother.

Discuss the answers with the class. If necessary, write the answers on the chalkboard.

Tell students to read the instructions for Lesson Eight, **Activity 3**. Explain that they are going to listen to sentences you will read out loud to them. They will decide if a sentence

is true or false and show the answer by making a letter T or F with their body. If the statement is true, they will stretch both arms out to the sides of their body to form the letter T. If the statement is false, they will stretch both arms out to the same side of their body to form the letter F. Model how to make the T shape and the F shape.

Read the following sentences to students. They are not in the student book, as this is a listening activity.

1. **Elias's father is Ato Gemechu. (F)**
2. **Ato Gemechu is a teacher. (T)**
3. **Aster's mother is called Leiya. (T)**
4. **She is a teacher of mathematics. (F)**
5. **Ato Amin uses a plough. (T)**
6. **Ato Gemechu uses chalk and a duster. (T)**
7. **Aster's grandmother looks after her. (F)**
8. **Aster's mother's tools are pots and spoons. (T)**

Teach the spelling of the word **sickle**, using a method from the Introduction to the Teacher's Guide.

Lesson Summary: Students read a dialogue about family members and their jobs. They answered questions about a dialogue. They discussed their own family members' jobs and the tools they use. They played a true/false game and learned and practised a new spelling word.

Vocabulary: perform

Language Patterns: What is your _____'s name? What is your _____'s job? _____'s (family member) is/uses_____.

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Tell students to reread the dialogue in Lesson Eight silently to themselves. Tell them to stand up. Explain to them that for Lesson Nine, **Activity 1**, you will read out loud some sentences about people named in the dialogue. They will decide if the statement is True or False and show the letter T or F with their body. Say:

1. **Ato Gemechu is Elias's father.** (Students should form the letter F with their body.)
2. **Ato Amin is a farmer.** (Students should form the letter T with their body.)
3. **Ato Amin uses a hoe.** (Students should form the letter T with their body.)
4. **Yesuf herds cows.** (Students should form the letter T with their body.)
5. **Yesuf is Aster's brother.** (Students should form the letter F with their body.)
6. **Yesuf uses a whip.** (Students should form the letter T with their body.)
7. **Ato Gemechu uses a knife.** (Students should form the letter F with their body.)
8. **W/o Leila uses a knife.** (Students should form the letter T with their body.)
9. **Elias is Aster's brother.** (Students should form the letter F with their body.)
10. **W/o Leila is Elias's grandmother.** (Students should form the letter F with their body.)

Reread the false statements and ask students to correct them. This is Lesson Nine,

Activity 2.

Answers:

1. Ato Gemechu is Aster's father.
5. Yesuf is Elias's brother.
7. Ato Gemechu uses chalk, a duster and a book.
9. Elias is Aster's friend/classmate.
10. W/o Leila is Aster's mother.

For Lesson Nine, **Activity 3**, ask students to tell their partner about the jobs of two of their family members and the tools they use. They will then write two sentences about their family for their partner to check.

Tell students to read silently the passage in Lesson Nine, **Activity 4**, copy the checklist into their exercise book and fill in the total number of each item in the checklist. Help them first to count the number of pencils: **Elias, 3; Aster, 2; Gemechu, 6; Total, 11.**

Possessions

In his schoolbag, Elias has three pencils, a pen, five exercise book and three books . He also has a ruler, a rubber and a bottle of water. His friend, Aster, has two pencils, six exercise book, 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. His brother, Yusuf 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.

Answers:

Checklist

Object	No.	Object	No.	Object	No.
<i>pencil</i>	<i>11</i>	<i>bag</i>	<i>3</i>	<i>rake</i>	<i>2</i>
<i>pen</i>	<i>3</i>	<i>water bottle</i>	<i>4</i>	<i>spade</i>	<i>1</i>
<i>rubber</i>	<i>2</i>	<i>hoe</i>	<i>2</i>	<i>pan</i>	<i>5</i>
<i>ruler</i>	<i>4</i>	<i>plough</i>	<i>1</i>	<i>spoon</i>	<i>6</i>
<i>pencil sharpener</i>	<i>2</i>	<i>whip</i>	<i>3</i>	<i>knife</i>	<i>3</i>
<i>book</i>	<i>7</i>	<i>stick</i>	<i>5</i>	<i>stove</i>	<i>2</i>
<i>exercise book</i>	<i>12</i>	<i>sickle</i>	<i>5</i>	<i>coffee pot</i>	<i>2</i>

Select two students to come to the front and read the totals for each.

Choose the name of an object from the checklist and describe it for students to name.

Example: It is made of lead and wood. I use it for writing. What is it? (Answer: It is a pencil.)

Have students describe other objects for their classmates to guess, saying what they are made of, who uses them and what they are used for. This is Lesson Nine, **Activity 5** which can be done as a whole class or group activity.

Choose an activity from the Introduction to review spelling words and to teach the spelling of the word **naïl**.

Lesson Summary: Students did a true/false activity. They read a passage about possessions, completed a checklist based on the passage and learned a spelling word.

Vocabulary: checklist

LESSON TEN

Supplementary Materials: flashcards with the adjectives: beautiful, big, blue, clear, deep, difficult, done, easy, fine, first, hard, ploughed, proud, straight, strong, sunny, tiring, wide

Teach the spelling of the word **saw**. Choose an activity from the Introduction to review introduced spelling words.

Ask students to work in groups of eight or nine to answer the following questions:

What tools does a farmer use in his work?

In what season/month does the farmer use each tool?

Have you ever used farming tools?

Have you ever used a plough?

Take feedback from the groups.

Review adjectives. Tell students they will read a story about a boy learning to use a plough. For Lesson Ten, **Activity 1**, tell them to read the story, “Bacha Learns to Plough” in their group. They are to find 18 describing words (adjectives) and write them in their exercise book. (These are underlined in the teacher’s guide but not in the student book. The words **beautiful**, **strong** and **difficult** are repeated but counted only once each.)

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.

*Explain the meaning of the verbs **guide** (lead to show the way), **hand over** (put into someone else’s hands), **sticks to** (stays on – cannot be taken off).*

*Tell students in their groups to do Lesson Ten, **Activity 2**. First check that students have all the adjectives. Then check that they understand the meanings of all the adjectives. Have some individual students mime/model the meanings of **big, straight, wide, strong, deep and proud**. Have them name things that are **easy, difficult/ hard and tiring** to do. Then have students write sentences with the listed adjectives, 2 per student. Ask groups to read their sentences to the class.*

*Have students answer the questions in Lesson Ten, **Activity 3**, orally. Encourage them to answer in complete sentences.*

Possible answers:

1. *It is a fine day to plough because it’s a beautiful, sunny day.*
2. *Mulata attaches the plough to the ox with strong ropes.*
3. *Mulata makes straight, wide lines with the plough.*
4. *Bacha finds it hard to walk because the soil sticks to his feet.*
5. *The ox is strong and it is good at its work, so it just ploughs on. This is how it helps Bacha.*
6. *We know Mulata is proud of his son because he says “Well done, Bacha!” to him.*

Lesson Summary: Students worked in groups to read a story, identified adjectives and wrote their own sentences using the adjectives. They answered questions about a story. They learned and practised a spelling word.

Vocabulary: beautiful, big, blue, clear, deep, difficult, done, easy, fine, first, hard, ploughed, proud, straight, strong, sunny, tiring, wide

LESSON ELEVEN

Supplementary Materials: adjectives as in the previous lesson: beautiful, big, blue, clear, deep, difficult, done, easy, fine, first, hard, ploughed, proud, straight, strong, tiring, wide

Revise the previous day’s lesson by having students retell what happens at the beginning, middle and end of the story, “Bacha Learns to Plough.”

*Ask students to write two sentences to say how they help their parents and other family members and three sentences to say what skills their family members taught them, using the language patterns: **I help my _____ to _____.** **My _____ taught me to _____.** This is Lesson Eleven, **Activity 1**. There are two examples for students to read: **I help my mother to make coffee. My brother taught me to swim.***

Have students share their sentences with the class or in small groups.

Tell students to pull an adjective flash card out of the bag/box, place it on the shash board/table and try to make a sentence with it.

Have students rearrange the adjectives on the shash board/table in alphabetical order.

For Lesson Eleven, **Activity 2**, tell students in groups to make a list of their names and the names of objects that start with the same letter. Write the following examples on the chalkboard. Example: **Jemal has a jacket. Kebede has a key.**

Tell them that **Jemal** starts with the letter **J** and what Jemal has in his possession (**jacket**) also starts with the letter **j**. Underline the two **Js** on the chalkboard. Point out the **Ks** in the second sentence about Kebede. Ask a few students to give you examples about themselves and their possessions (what they have starting with the same letter as their names.)

Tell students in groups to share their sentences with each other. Allow some students to share with the class one or two sentences about someone in the school and his/her possessions.

Teach the spelling of the word **hoe**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students shared information about how they help their family and what skills their family members taught them. They played an alphabetical possessions game and learned and practised a spelling word.

Language Pattern: I help my _____ to _____. My _____ taught me to _____.

LESSON TWELVE

Supplementary Materials: classroom items, such pen, pencil, ruler and book, pictures and flash cards of tools and real materials (wood, cotton, etc)

Tell students that today they will review all the words they have learned in Unit 11. First review all the words for classroom tools. Ask a female student if she has a pen. The student might answer, "**Yes, I do.**" If she replies, "**No, I don't.**" keep asking until you find a female student who does have a pen. Then say, Please give it to me.

Emphasize the underlined words. Take the pen from the student and ask another student whose pen it is. The student should say, **It is /It's _____'s pen.** Hand the pen to the second student and say: **Please give the pen back to her.**

Go through the process again, this time with a male student, asking for a pencil. Say, **Do you have a pencil?** (Student replies: "Yes, I do.") Then say, **Please give it to me.** Hand the pencil to another student and say, **Please give the pen back to him.**

Do this activity 3-4 times selecting different students each time to hand classroom objects to other students. When you give instruction emphasize the words **to him/to her** by pointing to the person you wish the object to be given.

Ask two students (one male and one female) to come to the front of the class. Tell the two students: **I am going to give you some pictures of tools.**

Turn to the class and say: **I am giving them some pictures.**

Emphasize **them** pointing at the two students. Tell the two students: **Put them on the shash board/table.** When the students have put the pictures on the shash board/table, send them back to their seats.

Say to two other students: **I am going to give you some flash cards.**

Turn to the class and say: **I am giving them some flash cards.**

Emphasize **them** pointing at the two students.

Tell the two students: **Match them to the pictures.**

When these students have matched the flash cards to pictures, ask a male and a female student to come to the front of the class. Put the different materials on the table, and tell the boy: **Take the wood and give it to her.**

Tell the girl: **Take the cotton and give it to him.**

Ask five students to come to the front. Tell them that you are going to give them different instructions. Tell them that whoever fails to perform the instruction correctly will be out of the game and sit down. Point to a student and say to another student: **Take the cotton and give it to him.** **Take the wood and give it to her.** Do this with the different materials, asking students to **Take the metal and give it to me.** **Take the paper and give it to us.** **Take the plastic and give it to them.** Point each time to the person/persons to whom you wish the student to give the materials. Repeat this activity with another group of students.

Tell students that they have been practising giving and following instructions. Instead of naming people and objects in the instructions, you have used other words called **pronouns**. The pronouns you have used are: **me, you, him, her, it, us and them.**

Tell them to copy the sentences into their exercise book from Lesson Twelve, **Activity 1** and fill in the gaps with pronouns from the Word Bank. Ask them to check their answers with a partner. Make sure all students have the correct answers.

Answers:

- | | | | | |
|--------|---------|---------|--------|--------|
| 1. him | 2. her | 3. them | 4. her | 5. me |
| 6. us | 7. them | 8. me | 9. him | 10. us |

Tell students to do Lesson Twelve, **Activity 2**. They are to copy the Tools Word Search into their exercise book, find the names of tools across or down in the Word Search and circle the words. There are five hidden words.

Answers:

H	B	R	O	O	M	A
A	L	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

Tell students to make a Tools Word Search for their partner to solve, using five different words. (This can be set for homework.) This is Lesson Twelve, **Activity 3**.

Teach students the spelling of the word **saw**. Write the following words on the chalkboard: **hammer, sickle, nail, hoe, saw** or put flash cards of the words in the sash board. Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the sash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students reviewed vocabulary words. They learned how to use pronouns. They also completed a word search, practised their spelling words and learned how to describe objects.

Vocabulary: me, you, him, her, them, us

Language Pattern: Give _____ to _____.

LESSON THIRTEEN – Unit Review

Supplementary Materials: Tools and jobs flash cards, a list of 16 words the class has learned recently to be used for the game, Blockbusters

Tell students to turn to Lesson Thirteen, **Activity 1**. Explain to students that they will take a spelling test of the five words they have learned for this unit: **hammer, sickle, nail, hoe and saw**. Test students in the usual way.

For Lesson Thirteen, **Activity 2**, tell students to show their partner the Tools Word Search they made. Their partner will solve the Word Search by circling the words they find.

Tell students to unscramble the words for materials in Lesson Thirteen, **Activity 3**.

Answers:

1. cotton, 2. wood, 3. metal, 4. plastic, 5. glass,
6. leather, 7. brick, 8. stone, 9. paper

Choose from the following suggested activities:

Play the game, Blockbusters, with students, following the instructions in the Introduction to the Teachers' Guide.

Play Solomon Says using instructions containing object pronouns :

Solomon Says stand with a partner.

Touch him or her.

Solomon says: Give him or her a pen.

Solomon says point at me. etc.

UNIT 12: WHERE WERE YOU YESTERDAY?

Unit Outcomes: Students will be able to give information about the past using was and were.

By the end of Unit 12, students will be able to achieve the following competencies:

- listen to instructions and respond accordingly.
- ask for and give personal details.
- listen to a dialogue and match to pictures.
- ask and answer simple questions using was/were.
- read sentences about pictures and arrange them in the correct sequence.
- write words correctly with initial capital letters where appropriate.
- write short sentences with personal details.
- complete given sentences by adding their own words.

Unit Assessment:

Speaking and listening: Students listen to instructions and respond accordingly.

Reading and Writing: Students interview each other and fill in identity cards for each other.

LESSON ONE

Supplementary Materials: flash cards with ordinal numbers from 1st to 31th

*Remind students that they learned: ordinal numbers in Unit Three. Find out what students remember by asking: **Why do you use ordinal numbers? Who can give some examples of ordinal numbers?***

Explain that ordinal numbers are used to put things in order from first to last. Tell students that they will learn how to use and rank ordinal numbers. They will use ordinal numbers to rank things.

Write the following ordinal and cardinal numbers on the chalkboard or display flashcards. Read each number together out loud with the class. Do this several times, pointing to each number as it is read.

1 – 1 st – first	11 – 11 th – eleventh	21 – 21 st – twenty-first
2 – 2 nd – second	12 – 12 th – twelfth	22 – 22 nd – twenty- second
3 – 3 rd – third	13 – 13 th – thirteenth	23 – 23 rd – twenty-third
4 – 4 th – fourth	14 – 14 th – fourteenth	24 – 24 th – twenty-fourth
5 – 5 th – fifth	15 – 15 th – fifteenth	25 – 25 th – twenty-fifth
6 – 6 th – sixth	16 – 16 th – sixteenth	26 - 26 th – twenty-sixth
7 – 7 th – seventh	17 – 17 th – seventeenth	27 – 27 th – twenty-seventh
8 – 8 th – eighth	18 – 18 th – eighteenth	28 – 28 th – twenty-eighth
9 – 9 th – ninth	19 – 19 th – nineteenth	29 – 29 th – twenty-ninth
10 – 10 th – tenth	20 – 20 th – twentieth	30 – 30 th - thirtieth
		31 – 31 st - thirty-first

*Divide the class into rows (for example, Row 1, Row 2, Row 3, etc). Tell students that Row 1 is the **first** row; Row 2 is the **second** row, etc.*

Point to Row 1 and say: **This is Row 1. It is the first row.**

Point to each student in Row 1 and count in ordinal numbers as you also show the flashcard or have a student point to the number in the list on the chalkboard: **first, second, third, fourth, etc.** Ask students to help you count students in the remaining rows by using ordinal numbers.

Mix up the flash cards on which you have written ordinal numbers and distribute them to some students. Ask some students to hold up a flash card and say the ordinal number that is written on it. When all the ordinal numbers have been named, collect the cards and pass them to students who have not yet had a chance to participate.

Tell students to complete Lesson One, **Activity 1**. They will read the ordinal numbers and words to a partner, and then write the numbers and words in rank order in their exercise book. Read together out loud the ordinal numbers, 1st to 30th.

Tell students to write in their exercise book ordinal numbers that you read to them out loud in random order. Ask them to check their answers in pairs and use the chart from **Activity 1** to check their spelling.

Ask students to complete Lesson One, **Activity 2** in their exercise book. They will write the names of the football clubs and put them in rank order. Tell students that not all of the football teams are listed; therefore, some of the ordinal numbers are missing. Put an example on the chalkboard to show how to rank when some ordinal numbers are missing. Example: 1st, 3rd, 6th, etc.

Answers:

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

Missing numbers: 5th, 6th, 10th, 13th, 14th, 15th, 16th, 17th and 18th.

Lesson Summary: Students learned how to use and rank ordinal numbers from 1st -30th.

Vocabulary: rank

LESSON TWO

Supplementary Materials: prepare three flash cards for each of the four seasons (summer, spring, winter and autumn/ fall)

Review ordinal numbers and rank. Ask students to read the ordinal numbers from the football club chart they wrote in their exercise book from Lesson One. Ask students to identify and write the missing ordinal numbers in rank order in their exercise book.

Tell students that they will review the months of the year in order and the months in each season.

Explain that there are twelve months in the European (Gregorian) calendar. Read the “Months of the Year” chant out loud. Read the chant line by line, and ask students to follow the words in their student books in Lesson Two, **Activity 1** and repeat each line after you, using the correct intonation and speed.

<p>Months of the Year</p> <p>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.</p> <p>July is seventh and August’s eighth! September’s ninth! October’s tenth! What’s the next one? What’s eleventh? November’s eleventh! We’re almost done! December’s twelfth! It’s the last one.</p> <p>Ready, set, here we go! January! February! March! April! May! June! July! August! September! October! November! And December!</p>

Hold up the flash card for each month in order. Ask students to read the name of each month. Hold up each flash card again in order. Ask students to repeat after you:

January is the first month of the year. February is the second month of the year. March is the third month of the year.

Continue until students have counted all months using ordinal numbers.

On the chalkboard model how to do Lesson Two, **Activity 2**. Write:

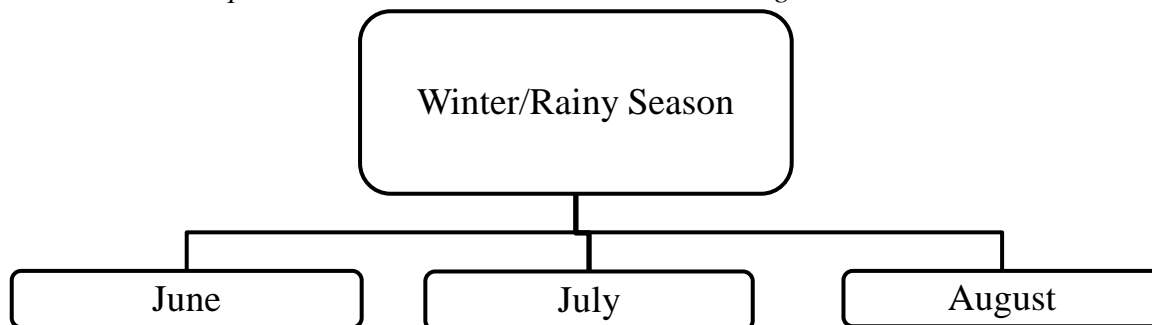
Month	Ordinal Number	Word
January	1 st	first

With students’ help, fill in a few more lines, then tell students to copy the table into their exercise book and write the English months of the year in the correct order using the Word Bank. Tell them to write the ordinal number and its corresponding word next to each month. When students have finished writing in their exercise book, call individual students to the chalkboard to fill in the remaining months, numbers and words.

Answers:

Month	Ordinal Number	Word
January	1 st	first
February	2 nd	second
March	3 rd	third
April	4 th	fourth
May	5 th	fifth
June	6 th	sixth
July	7 th	seventh
August	8 th	eighth
September	9 th	ninth
October	10 th	tenth
November	11 th	eleventh
December	12 th	twelfth

Tell students that there are four seasons in Ethiopia: 1) Tsedey or the end of Kiremt and the beginning of Begga (September, October, November-spring); Begga or summer (December, January, February); Belg or small rain (March, April, May); and Kiremt or big rain (June, July, August). Each season is made up of three months. Hold up the flash card that says **winter**. Explain that winter is when the temperatures are the lowest and the weather is cold. This season is about three months long. Explain the English words **spring**, **summer** and **autumn/fall** in the same way, using examples taken from the students' local experience. On the chalkboard draw the diagram below:



Draw the graphic for each season. Tell students to do Lesson Two, **Activity 3** in their exercise book and then check their answers as above by calling students to the chalkboard to complete the remaining diagrams.

Ask students to write in their exercise book at least one sentence about what their family members do in each season, e.g. My father plants teff in the small rainy season.

Lesson Summary: Students learned months and seasons of the year in English. They have also learned that there are 12 months in the Gregorian calendar and that the twelve months are divided into four seasons.

Vocabulary: spring, summer, autumn/ fall, winter

LESSON THREE

Supplementary Materials: find or make an European calendar

Ask students what day today is. Ask them the date, month and year in the Gregorian calendar. Briefly review the months of the year and ordinal numbers.

*Tell students that they will learn more about the number of days in a month in an European calendar. Explain that some months in the calendar have 30 days. Some months have 31 days. Only one month, February, has 28 days. Explain to students that every four years an extra day is added to February giving it 29 days. Every fourth year is called a **leap year**. February has 29 days only in a leap year*

*Ask students to follow the words in their student book as you recite the rhyme “Days in a Month.” Emphasize the words that are in bold type. This is Lesson Three, **Activity 1**.*

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.

Ask students to say the rhyme together out loud with you. Encourage students to learn the rhyme independently. Repeat the rhyme together out loud several times. Then divide the students into rows, for example, Row A, Row B, Row C.... Tell students to recite the rhyme row-by-row. Point to a row and ask students to recite the rhyme. For example, when Row A recites, the other rows listen to the rhyme. Invite volunteer students to come to the front of the class and recite the rhyme to the class. Tell others to listen. Then ask the class to recite with them.

*Tell students that they can use the information in the rhyme to sort the months according to how many days each has. Ask them to reread the rhyme silently and copy into their exercise book the table in Lesson Three, **Activity 2**. Then they will complete the table.*

Answers:

<i>Months with 30 Days</i>	<i>Months with 31 Day</i>	<i>Month with 28/29 Days</i>
<i>September, April June and November</i>	<i>January, March, May, July, August, October and December</i>	<i>February</i>

Ask different groups of students to name the months with 30 days, 31 days, 28 or 29 days. Have students correct any errors they made in completing their table.

Display the European calendar you have prepared on the wall or chalkboard. Make sure that everyone can see the calendar clearly. Introduce the calendar and explain how students can find dates on it. Explain that the days of the months are in order starting with the number 1 and ending with 28, 29, 30 or 31.

Tell students that they are going to find and read out loud dates on a calendar. Ask individual students to go to the calendar and point out the date after you say it. For

Lesson Three, **Activity 3**, ask students to work in pairs. One student will point to a date on the calendar in the student book and say the date using the correct ordinal number as in the example. The other partner will say what the date was the previous day.

Remind students that they learned the word **was** and two ways to say it in Unit 3. Quickly review both pronunciations of **was** (wəz and wɒz). Point to the number **30** on the calendar and tell students that the day before this date **was** (wəz) the 29th. Ask students with a partner to point to different dates on the calendar in their student books and ask and answer questions about dates. Example: Student 1 points to the **4** on the calendar and says, "Today is the fourth of April/April fourth. What was the date yesterday?" Student 2 answers, "Yesterday was the third of April/April third." Student 2 points to another date. Students continue asking and answering questions. Listen to partners asking and answering questions.

Lesson Summary: Students reviewed the calendar and ordinal numbers. They sang/chanted a rhyme and copied and completed a table about the months of the year. Students wrote calendar dates they heard and asked and answered questions about dates.

Vocabulary: calendar, date, day, leap year

LESSON FOUR

Supplementary Materials: European calendar

Review the use of **was** and ordinal numbers by asking yesterday's date. Point to different dates on the calendar prior to today's date and ask individual students to tell you what the date was.

Tell students that they will learn how to talk about where they are at different times. Explain that when a student is in a place now or today, for example, he/she can say, **I am in school**. If he/she was in a different place on another day, he/she can say, for example: **I was (wəz) at the market on Friday**. Ask individual students to tell where they were yesterday. Have them use the language pattern: **I was _____ yesterday**. Write each sentence on the chalkboard as students say it. Then underline the word **was**.

Tell students that when two or more people are in a different place on another day, they can use the word **were**. Write the following sentences on the chalkboard:

1. She was in the kitchen.
2. They were in the garden.
3. We were at the football game.
4. He was at school.

Ask students which sentences tell about two or more people (sentences 2 and 3). Then ask which sentences tell about just one person (sentences 1 and 4). Ask students to give different examples using **were** and **was** correctly.

Also tell students that **was** and **were** can be used to tell about one or more things.

Example:

The bus was in the street.

The cats were under the chair.

Explain that the word **you** is different. If someone is telling about **you**, both singular and plural, he/she should always say **were**. Give students several examples.

You (1 person) were at the market yesterday.

You (2 persons) were at the football game on Saturday.

You (the whole class of students) were at school on Monday.

Sing the “Was and Were” song to the students. This is in Lesson Four, **Activity 1**. Then have students read along in their student books as they sing the song together with you.

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.

Explain to students that when asking questions, they should put the **was** or **were** at the beginning of the sentence. Write the following examples on the chalkboard:

- 1. Were you at school yesterday?**
- 2. Was she at the market?**
- 3. Were the cats in the garden?**

Remind students that they have already learned to use **was** to describe past weather.

Explain that **was** and **were** can also be used when describing how people and things were in the past. Write the following examples on the chalkboard:

- 1. It was cloudy yesterday.**
- 2. My sister was thirsty after her race.**

Have students write the sentences or questions in Lesson Four, **Activity 2** in the correct order in their exercise book. Model how to do the first sentence with students. Tell students to look for the punctuation mark (full stop or question mark) to find the end of each sentence or question. Remind students to use capital letters at the beginning of each question or sentence.

Answers:

1. Were you born in Addis Ababa?
2. Were you happy yesterday evening?
3. She was at school this afternoon.
4. Was I a clever student last year?

5. *I was with my friends last night.*
6. *The teachers were in the library.*

Ask different students to share their answers.

On chart paper or the chalkboard write the following:

Singular Verb (one)	Plural Verb (more than one)
I was	we were
he, she, it was	you were
	they were

Explain that the verb **was** is used with the pronouns **I, he, she, it**. The verb **were** is used with the pronouns **we, you, they**. Ask students to copy the pronouns and verbs from the chalkboard into their exercise book and read them to a partner.

Tell the students to do Lesson Four, **Activity 3** individually. They will then compare and discuss their answers in pairs. Review answers with the whole class.

Answers:

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

For Lesson Four, **Activity 4**, ask students to create and write five sentences with the verb **was** and five sentences with the verb **were** in their exercise book.

Lesson Summary: Students reviewed ordinal numbers and the verb **was**. They learned how to use the verb **were**. They sang a song, unscrambled sentences and completed gap sentences. They also created sentences with the verbs *was* and *were*.

Vocabulary: were, clever

Language Patterns: I _____ yesterday. They _____ .

LESSON FIVE

Supplementary Materials: Choose your own supplementary materials.

Review the use of **was** and **were**.

Introduce the topic of Lesson Five, **wh-** questions. Tell students that in this lesson they will have more practise of **was** and **were**. Explain that they will learn how to use questions which begin with **wh-** words. Ask students questions such as the following:
How do you ask questions in English? Who can give us some examples of wh-questions?:

As students give examples of **wh-** questions, write the **wh-** question words on the chalkboard. Prompt students who are unsure of the **wh-** question words by giving them a

correct way to ask a question and an incorrect way to ask a question. Example: If I want to find out the place in which someone lives, should I say, **When** do you live? or **Where** do you live? **Wh-question words are who, what, when, where, how and why.**

Ask students to read quietly with a partner the dialogue in Lesson Five, **Activity 1.**

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.

Tell students to repeat each **wh-question** word after they read their part of the dialogue. To initiate a whole class discussion, ask your students questions such as the following:

<p>Where were you born? When were you born? How old were you last year? In which month were you born? In which season were you born?</p>

Invite some pairs of students to come to the front so that they can model using **wh-questions**. Tell students to do Lesson Five, **Activity 2**. They will practise with a partner asking and answering the questions in the dialogue in Lesson Five, **Activity 1** to find out personal information about each other. Listen to students as they ask and answer questions.

Ask students to conduct the survey in Lesson Five, **Activity 3** to find out information from their group members. Draw the table below on the chalkboard.

In which season were you born?				
	Rainy Season	Spring	Dry Season	Autumn
My group				
Whole class				

Tell students to copy the table into their exercise book. Have students complete the table for their group by writing in the number of students in their group born in each season. Tell students to write in their exercise book one sentence about the number of students born in one season. Example: **Two students were born in the rainy season.**

Ask: **Who was born in the rainy season?** As students raise their hands, have the class count in unison to find out the number of students born in each season. Ask students to write each number in the correct place in their exercise book. After students have written each number, write the number in the table. Have students check their work. Discuss how to present this information to others (showing it in a bar graph, writing about it in a paragraph, ranking the information from season with the fewest number of students to the most students).

Lesson Summary: Students reviewed the verbs **was** and **were**. They read a conversation with **wh**-questions and used **wh**- questions to conduct a survey. They completed a table about the survey and wrote a sentence using the information in the survey.

Vocabulary: born, conduct, survey
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LESSON SIX

Supplementary Materials: Choose your own supplementary materials.

Review **wh**-questions.

Tell students that they will learn in this lesson to use **was** and **were** to ask **yes/no** questions.

Ask: **Where were you born?** Then ask: **Were you born in _____ ?** (a place where the student wasn't born). Student responds: **No, I wasn't.**

Ask: **Were you born in a village?** (the place where the student was born)
Student responds: **Yes, I was.**

Write the words **was** and **wasn't** on the chalkboard. Remind students that these are singular forms. Ask students which pronouns (from Lesson Four) are singular. Then ask them to say the plural forms for **was** and **wasn't**. Write the words **were** and **weren't** on the chalkboard. Choose several students to make sentences with **was**, **were**, **wasn't** or **weren't**.

Tell students with a partner to read the introduction and the dialogue about Hayat in Lesson Six, **Activity 1**.

Hayat was born in Bale in a village called Sanbitu. She was born in April. She was born in the 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.

Explain the meaning of the phrase **was raised by** (cared for).

Write the first sentence of the text on the chalkboard. Tell students to ask **wh**-questions about the sentence on the chalkboard. (Possible questions: **Who was born in Bale? Where was Hayat born? What was the name of Hayat's village?**)

Discuss how the **yes/no** questions in the dialogue refer to the text. Then have students ask a partner two **yes/no** questions about the text. This is Lesson Six, **Activity 2**. Check students' understanding about asking **yes/no** and **wh**- questions and using **was**, **wasn't**, **were** and **weren't** correctly. (Possible questions: **Was Hayat 12 years old last year? Was she born in the dry season?**)

Model how to play the guessing game in Lesson Six, **Activity 3**. Students work in small groups. They ask one student questions such as the following:

1. **Were you born in town/village/city?**
2. **Were you born in September/October?**
3. **Were you born in the rainy season/spring/dry season/autumn?**

The student says “No, I wasn’t,” until a student asking the question guesses the correct information. When the student asks the correct question, the second student says, “Yes, I was.” Another student then has a turn to answer the questions.

Lesson Summary: Students reviewed **wh**-questions and surveys. They used **was**, **were**, **wasn’t** and **weren’t** to ask and answer **yes/no** questions. They read a text and dialogue and played a guessing game.

Vocabulary: brought, raised, guess

LESSON SEVEN

Supplementary Materials: flash cards yesterday morning, lunch time, afternoon, evening, last night, last week, last month, last year

Review **wh**-and **yes/no** questions using **was** and **were**. Review positive and negative answers for these questions by using **was/wasn’t** and **were/weren’t**.

Tell students that today they will learn how to say where they were at a particular time. Write the times below on the chalkboard and explain when each one is. Give examples and approximate times or dates if students are unsure about these times. Have students copy these time expressions into their exercise book.

yesterday morning/ lunchtime/afternoon/evening
last night
last week
last month
last year

Read out loud to students the short paragraph you prepared before class. Ask **wh**- and **yes/no** questions about it such as: **Where was I at 2:00 o’clock yesterday? Was I at school? Was I at home?**

Tell students that you can use expressions of time to retell the story. Model how to retell the short paragraph you prepared for this lesson. Use the time expressions **in the morning, in the afternoon, in the evening, yesterday, last night, etc.**

Tell students to think about where they were yesterday and last night. Give them time to write in their exercise book where they were at those times using the language pattern given. This is Lesson Seven, **Activity 1**. Then ask individual students questions such as:

1. **Where were you yesterday?**
2. **Where were you yesterday afternoon/evening?**
3. **Where were you last night/week?**

*Read the story, “Zinabu’s Fun Day,” out loud as students follow the words in their student book. Tell students to think about **wh** and **yes/no** questions they can ask about the story.*

Zinabu’s Fun Day

Zinabu was born in Dessie in July 2000. 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.

*Ask several **wh** and **yes/no** questions about the story. Then ask students to reread the story silently. Tell them to ask a partner more **wh** and **yes/no** questions. Listen for students’ use of different times. Have several students share their questions and answers with the class. This is Lesson Seven, **Activity 2**.*

*Tell students with a partner to do Lesson Seven, **Activity 3**. They will retell “Zinabu’s Fun Day,” using the time expressions from the Word Bank.*

*Tell students to do Lesson Seven, **Activity 4**. They will write five sentences in their exercise book about where they were at particular times in the past, using the Word Bank from Lesson Seven, **Activity 3**, and then read their sentences to a partner.*

*Explain to students that they will need to learn the spelling of the following five words: **today, yesterday, morning, afternoon and evening**. Tell students that they will practise their spelling each day. Explain that they will take a spelling test at the end of the unit. Choose an activity from the Introduction to the Teacher’s Guide to teach the spelling of the word **today**.*

Lesson Summary: Students reviewed homework from Lesson Six. They reviewed **wh**- and **yes/no** questions and positive and negative forms of **was** and **were**. They listened to, read and retold a story and wrote sentences using time expressions. They learned and practised a new spelling word.

Vocabulary: expressions, last, night

Language Pattern: I was _____ (place) yesterday/last night (other time expressions).

LESSON EIGHT

Supplementary Materials: Choose your own supplementary materials.

*Use flash cards to review the previous lesson by discussing time expressions such as yesterday morning/ afternoon/ night/last week/ night, etc. and the verbs **was** and **were**. Write the following examples on the chalkboard and underline the position phrases:*

My brother was outside the gate at 4:00 in the afternoon.
Yesterday I was inside my uncle's house. He lives in a condominium on the first floor.
My friends were somewhere near the school compound last Saturday morning.

*Teach students the meaning of the word **somewhere** (explain it can be used to give an imprecise location.)*

*Tell students to look and listen for position phrases and time expressions in the story in Lesson Eight, **Activity 1** as you read it 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 last 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.

Ask students what position phrases and time expressions they heard in the story. List these on the chalkboard.

*Have students read the story quietly with a partner. This is Lesson Eight, **Activity 2**. Then ask them to do Lesson Eight, **Activity 3**. They should retell the story using time expressions and position phrases. Remind them that when they retell a story, they should tell what happens in the order that it happens – at the beginning, middle and end. Listen to students retell the story.*

*Tell students to write in their exercise book five sentences using time expressions and position phrases from the table in Lesson Eight, **Activity 4**. Model at the chalkboard how to do this.*

Example: My brother and I were outside in the garden yesterday evening.

*Point out **were**, **yesterday evening** and **outside in the garden**.*

*Choose some students to write one of their sentences on the chalkboard. Have students ask **wh** and **yes/no** questions about the sentences on the chalkboard.*

Choose an activity from the Introduction to the Teacher's Guide to teach the spelling of the word **yesterday**.

Lesson Summary: Students reviewed time expressions, *was* and *were*. They learned how to use new adverbial phrases, **somewhere near the** and **outside (in) the**. They listened to, read and retold a story. They wrote five sentences with time expressions and adverbial phrases. They learned and practised a new spelling word.

Vocabulary: inside, outside, beside

Language Patterns: adverbial expressions: somewhere near the ____/outside (in) the ____.

LESSON NINE

Supplementary Materials: Choose your own supplementary materials.

Review position phrases and time expressions. Ask students to tell where they were last Saturday in the morning, in the afternoon and in the evening.

Ask students to think of other position phrases to tell about places. Examples: under the tree, beside the bed.

*Tell students that they can use times and time expressions to figure out the order in which things happen. Tell them that putting events in order by when they happen is called **sequencing**. On the chalkboard write the sentences below. Ask students to read each sentence together out loud. **In the evening we were somewhere near the lake. We were in the car yesterday morning. We were outside the garage in the afternoon.***

Choose three students to underline the time expressions in the sentences above. Choose three different students to circle the position phrases. Then tell students to sequence the events in the sentences above from what happened first to what happened last.

*Read the directions for Lesson Nine, **Activity 1**, out loud together with students. Have a student explain to the class what they should do. Tell students to do the activity independently.*

*When students finish the individual work, they will form a small group to compare and discuss their answers. Then tell students to read and follow the directions in Lesson Nine, **Activity 2**. Put students in pairs. Student A will read Bakani's part of the dialogue. Student B will read Agancheke's part.*

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 ox 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!

*Tell students to check if they arranged the pictures in the correct order for the story. This is Lesson Nine, **Activity 3**.*

Answers: 3, 1, 2, 6, 4, 5.

*Teach the spelling of the word **morning**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.*

Lesson Summary: Students reviewed position phrases and time expressions. They sequenced events based on story pictures. They read a dialogue. They learned and practised a new spelling word.

Vocabulary: sequencing, malaria, remote, oxen, grassland, drive (animals)

LESSON TEN

Supplementary Materials: Choose your own supplementary materials.

Review position phrases and time expressions. Ask students to reread together out loud the dialogue between Bakani and Agancheke. The students who read Agancheke's part in Lesson Nine will now read Bakani's part, and the students who read Bakani's part will read Agancheke's part.

*Review sequencing. Ask students to match the pictures in Lesson Ten, **Activity 1**, with the dialogue in Lesson Nine. Tell them to sequence the pictures in order. Then they will write in their exercise book the number of each picture and a sentence from the dialogue about the picture. Model how to do this by using the first picture (Picture 3). Tell students that picture 3 shows the first thing that happens in the dialogue. Point out the*

sentence in the dialogue that corresponds to this picture. On the chalkboard write the sentence below:

3. At 6:00 I was in the kitchen cooking breakfast for my children and myself.

Tell students to write sentences for the remaining pictures.

Answers:

1. I was in the grassland with my animals.
2. Next I was in the teff field with the oxen and the plough.
6. I was on my way to the vegetable field with my tools.
4. I was at the river with the animals later in the afternoon.
5. Yesterday at 7:00 p.m. I was somewhere near the barn.

Tell students individually to sequence the story in Lesson Ten, **Activity 2**. They should then take turns to read the story quietly to a partner.

The order is 6, 5, 3, 8, 1, 4, 9, 7, 2.

Review answers with students. Ask individual students to tell the time expressions and positional phrases or write them on the chalkboard.

Tell students they will learn to use capital letters correctly in place names. Remind them that they already use a capital letter to begin their name, the days of the week and the months of the year. They also use a capital letter to begin sentences and questions. Tell them that the name of a language is capitalized. Example: **Amharic**.

Tell them that the particular name of a place must also begin with a capital letter. Use the word **school** (without a capital letter) and the name of your school (both name and the word school starting with a capital letter) to demonstrate when to use a capital letter. Explain that the name of your school is a particular school and should be written with a capital letter. Example: **Robe Primary School**.

Tell the students to work individually to copy the words in Lesson Ten, **Activity 3** into their exercise book. Tell them to use capital letters where necessary. When they finish individual work, tell them to explain to a small group why /why not they used capital letters.

Answers:

- | | |
|-------------------|------------------------|
| 1. Ethiopia | 8. Walia Ibex |
| 2. Addis Ababa | 9. Afar |
| 3. Batu Terara | 10. mountain |
| 4. Mountain Nyala | 11. Awash Melka School |
| 5. runner | 12. Fatuma Roba |
| 6. university | 13. school |
| 7. Omo River | 14. market |

Tell the students to rewrite the sentences in Lesson Ten, **Activity 4** using capital letters where necessary.

Answers:

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.

Teach the spelling of the word **afternoon**. Choose an activity from the Introduction to the Teacher's Guide to review introduced spelling words.

Lesson Summary: Students reviewed time expressions and position phrases and matched pictures to sentences. They learned to begin place names with a capital letter. They corrected words and sentences written incorrectly and wrote them correctly in their exercise book. Students learned and practised a new spelling word.

LESSON ELEVEN

Supplementary Materials: an identity card; the headings of an identity card written on a sheet of paper or on the chalkboard

Review when to use capital letters. On the chalkboard write the following information:

Use capital letters to begin words added to table.

Names of People	Days and Months	Sentences and Questions	Particular Places and languages
<ul style="list-style-type: none"> • Asha • Solomon 	<ul style="list-style-type: none"> • Wednesday • June 	<ul style="list-style-type: none"> • That dog was in the road. • Why do you think that? 	<ul style="list-style-type: none"> • Addis Ababa • Meskel Square • English

Have students copy the information from the chalkboard into their exercise book. Ask them to write two more examples for each box.

Tell students to rewrite correctly the story in Lesson Eleven, **Activity 1**, "Meseret and Darsema Visit Addis Ababa" using capital letters where necessary.

Ask them to share with their group the number of capital letters in their story. Tell them that comparing the number of capital letters allows them to see whether or not they wrote too few or too many capital letters. Review the activity by having individual students write on the chalkboard one sentence each from the passage and circle the capital letter(s) in their sentence. Count the capital letters (26 or 31 including the title). Have students check their work.

Answers:

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. In the afternoon, they were at the Patriots' Museum in Meskel Square. Then they were at the 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.

Introduce to students how to complete identity cards. Explain that an identity card is a card that has someone's personal information on it. The identity card is really asking a

question about the person for each gap on the card. Ask students to look at the first two lines of the sample identity card in Lesson Ten, **Activity 2**. Tell students that three questions are asked in the first two lines. They are:

1. What is your name?
2. What is your father's name?
3. What is your grandfather's name?

Point out that **Name** is where you answer the first question. **Father's Name** is where you answer the second question, and **Grandfather's Name** is where you answer the third question. Explain that when they complete a form, they write only the necessary information. Tell students that many identity cards have small print. People usually try to write smaller letters so they will have enough room to complete the gaps.

Review the entire sample Identity Card. Model how to ask a question for some of the gaps. Ask students which questions are appropriate for the other gaps.

Identity Card

Name <u>Gaga</u>	Father's Name <u>Laphiso</u>	Grandfather's Name <u>Hadero</u>
Date of Birth <u>8th November 1999</u>	Age _____	Place of Birth <u>Walayta</u>
Region <u>SNNP</u>	Country <u>Ethiopia</u>	Nationality <u>Ethiopian</u>
Address _____	City <u>Soddo</u>	
	House No. <u>1452</u>	
School _____	Grade <u>4</u>	

Tell students to follow the directions for Lesson Ten, **Activity 3** in their student book. Remind students to write in their exercise book not in their student book. Model how to use the dialogue to help fill out the Identity Card.

Dialogue		Identity Form
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	My father's 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 City/Town/Farmers’ Association _____ House No. _____
Partner 2	My city is _____.	
	My town is _____.	
	My 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 _____.	

Assist students as needed.

Choose an activity from the Introduction to the Teacher’s Guide to teach the spelling of the word **evening**.

Lesson Summary: Students reviewed capital letters. They worked with a partner to ask and answer questions that helped them to complete an identity card. They learned and practised a new spelling word.

Vocabulary: memorial column, visited, agreed, decided, delighted identity card, birth

LESSON TWELVE

Supplementary Materials: Choose your own supplementary materials.

Review the correct use of capital letters. Ask students questions such as the following:

1. **Why do we write some words with capital letters?** (They name particular people and places, etc.)
2. **When do you think that you should write words with a capital letter?** (Names of people and places, days and months, languages, etc.)
3. **Can you give an example of a word that should have a capital letter?** (Accept all reasonable answers.)
4. **Can you think of another rule about capital letters?** (They are used to begin any English sentence or question.)

Review how to complete an identity card. Have students share briefly some information they remember about an identity card. Possible ideas: An identity card tells personal information. It usually has small print. We can ask questions to help us complete it.

Ask students to read silently the text in Lesson Twelve, **Activity 1**. Tell students they will use the information in the text to complete an identity card for Alambo in their exercise book. Check students' work for accuracy in completing the 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.

Answers:

Name: Alambo Father's Name: Kayaye

Grandfather's Name: Hanfato

Date of Birth: 10th December 1997

Place of Birth: Hamer

Region: SNNP Country: Ethiopia

Nationality: Ethiopian

Address City/Town/Farmers' Association Turmi

House No.: 17

School: Turmi School Grade: 4

Continue the assessment by asking students to copy and complete an identity card of their own from Lesson Twelve, **Activity 2**. Then have students write sentences giving their personal details based on the information they have filled in on the card (Lesson Twelve, **Activity 3**). Remind students to use capital letters and punctuation correctly.

Ask students with a partner to give each other a practice spelling test. When all students have finished their practice test, place the spelling word flash cards back on the shash board/table. Students should write any word that they have misspelled five times. Tell students to take home their exercise book to practise their spelling words at home. Remind students that they will take their spelling test during the next English lesson.

Lesson Summary: Students reviewed capital letters, used information from a passage to complete an identity card and wrote sentences from a completed identity card. They learned and practised a new spelling word.

LESSON THIRTEEN – Unit Review

Supplementary Materials: Choose your own supplementary materials.

Tell students that they will review what they learned in Unit 12.

Test students' spelling of the five words for this unit: **today, yesterday, morning, afternoon and evening**, using the method explained in the Introduction. This is Lesson Thirteen, **Activity 1**.

Lesson Thirteen, **Activity 2** assesses students' understanding of correct use of capital letters. Ask them to write in their exercise book the names of five places they know and

remember to use capital letters. Check for correct capital letters. Students should know the name of their school, the name of the village, town, or city where they live, the name of the region, their country, the name of a place to eat or buy things, etc.

*For Lesson Thirteen, **Activity 3**, ask students to think about what they did yesterday. In a small group of three, students will discuss yesterday's activities. Students will each write a paragraph about where they were yesterday. They will use the following sentence starters that you will write on the chalkboard:*

Yesterday Then.... After that.... We....

Example: Yesterday I was at the football field with my team. Then Tamirat and I were at my house studying for a maths test. After that we were in the kitchen helping my mother. We were happy we were together.

*For Lesson Thirteen, **Activity 4**, tell students in the same groups to ask and answer the questions about their birthdays and local seasons. Check students' answers with the whole class. Answers will depend on individual birthdays and local conditions.*

Sing the "Was and Were" song from Lesson Three.

REVISION UNIT B

Explain to students that this unit is a revision unit. Tell them that you will recycle language of Units 7-12 and reassess students using the Grade Four Minimum Learning Competencies.

LESSON ONE (UNIT 7)

Supplementary Materials: real objects, pictures and flashcards used in Unit 7.

Review food vocabulary with flash cards. Once reviewed ask students to help you arrange the food flash cards into different categories on the shash board/table.

*Remind students of the use of the words **too** and **either**. Tell students the names of foods that you like and don't like. Say: **I like chicken.***

*Point to a student and ask: **Do you like chicken?***

*Students will respond: **I like chicken too. or But I don't like chicken.***

*Repeat this several times with different foods. Then say: **I don't like cabbage.***

*Point to a student and ask: **Do you like cabbage?***

*The student will respond: **I don't like cabbage either or But I like cabbage.***

*Tell students to turn to a partner and ask what types of foods he/she likes. Then ask students to name typical foods that they like. Write them on the chalkboard under the heading **Like**. Ask students to name typical foods that they don't like. Write them on the chalkboard under the heading **Don't Like**. Try not to write the name of the same type of food in both columns. Ask students which column is positive and which is negative. Ask what word tells them that the part of the heading is negative. Remind students that negative sentences often include a contraction of the word **not**. Review the lists with students.*

*Tell students in a small group to take turns telling the group a food they like. Then all the other members of the group will have a chance to respond: **I like _____ too. or But I don't like _____.** Then they will take turns to tell the group a food they don't like. The other members of the group will have the chance to respond: **I don't like _____ either. or But I like _____.***

*Ask students to finish the gap sentences in Lesson One, **Activity 1** using the information gathered in the small groups: _____ likes _____ and I like _____ too. _____ doesn't like _____ and I don't like _____ either. Model this at the chalkboard.*

*Remind students how to use the conjunctions **and** and **but** to join two sentences. **And** can join two positive sentences or two negative sentences. **But** can only join a positive and a negative sentence. Choose two sentences from the columns on the chalkboard. Create a sentence from the information on the chalkboard using a conjunction: **I like chicken but I don't like fish. I like chicken and I like carrots.** Repeat this several times. Ask students to do Lesson One, **Activity 2**. They will write three sentences. In the first sentence they will join two positive sentences from the chalkboard. In the second they will join two negative sentences from the chalkboard. In the third they will join a positive and a negative sentence from the chalkboard.*

For Lesson One, **Activity 3**, tell students to write the following topic sentence in their exercise book: **I like many kinds of food.** The students will then write a paragraph with four sentences about foods that they like. Students will share their paragraphs in a small group. Then some students will share their paragraphs with the class.

LESSON TWO (UNIT 8)

Supplementary Materials: real objects, pictures and flashcards used in Unit 8.

Review places vocabulary using the flash cards from Unit 8. After reviewing the flash cards read each flash card again and ask students to raise their hand if they have that type of building in their village, city or town. Place each flash card on the shash board/table.

For Lesson Two, **Activity 1**, ask students to listen as you read them six short statements. They will identify buildings and write the name of each building in their exercise book. Students can use the shash board/table as a reference. Read the following statements out loud. Repeat each statement twice and give students time to think and write down where it might be said.

1. **Please give me some carrots and a cabbage.** (market)
2. **Open your mouth and let me look inside.** (hospital/dental clinic)
3. **How much money would you like to take out?** (bank)
4. **Please leave your shoes at the door when you go inside.** (mosque/church)
5. **Please cut my hair.** (barber's)
6. **Give me a kilo of meat, please.** (butcher's)
7. **Please bring me a bottle of Ambo and a menu.** (café)
8. **You need a stamp on this letter.** (post office)

Review the position words: **next to, opposite, behind, in front of and between** by placing a classroom object in different places in the classroom.

Practise using the position phrases **on the left and on the right**. Tell students to greet the student on their left, then to greet the student on their right. Then ask students to tell a partner what they see when they turn their head left, what they see when they turn their head right. Model this.

Go outside if possible. Tell students to turn to the right and walk three steps. Then tell them to turn to the left and walk three steps. Give individual students the buildings/ places vocabulary flash cards. You will place them throughout the school compound. Tell students that this is a listening activity and to listen carefully to your commands. Explain that each student with a card will represent that building. Explain that they will have to listen carefully to where you would like them to position themselves in an imaginary town. For example: you will ask the student with the butcher's flash card to stand in the middle of the compound. Then you will ask the student with the barber's flash card to stand opposite, next to, or behind the butcher's shop. Continue this activity until you have placed all of the students representing buildings throughout the imaginary town. Then you will call on individual students to follow your directions to different positions throughout the town. You may say:

Go to the building to the left of the butcher shop.

Go to the building between the barber and the market.

Go to the place opposite the market.

Give several students three commands each, then choose a whole new group of student to represent places in town. And repeat the activity.

*Take students back into the classroom and ask them to draw an imaginary town in their exercise book for Lesson Two, **Activity 2**. They should include six buildings/places on their maps. They should then write three questions related to the placement of buildings for their partner to answer. For example:*

What is next to the post office?

What is opposite the hospital/clinic?

What is between the post office and the bank?

They will then switch (exchange) exercise book with their partner and answer the questions in their partner's exercise book using complete sentences.

LESSON THREE (UNIT 9)

Supplementary Materials: real objects, pictures and flashcards used in Unit 9

Review family member vocabulary words. Review flash cards for jobs.

*Remind students that the **-ing** form of the action (verb) is called present continuous. The form without **-ing** is called present simple.*

*Mime an action representing an occupation. For example make the motion of cutting meat with a knife. Ask students: **What am I doing?** Students will respond: **You are cutting**. Ask students: **In what occupation people cut?** Students should respond that a **butcher** cuts. Say: **I am a butcher. I cut meat.***

Make another mime the action. Example: Cutting with scissors to represent a barber/hairdresser. Repeat this several times miming different professions for students to guess.

*Tell students to study the chart in Lesson Three, **Activity 1**. Tell students that they will fill in the missing sections of the chart by writing complete sentences in their exercise book. Next to their sentences they will write the name of the occupation being described. Model this at the chalkboard. Tell students to share their work with a partner. Then review the completed chart with students together out loud.*

Present simple	Present continuous	Occupation
I cut the meat.	<i>I am cutting the meat</i>	<i>butcher</i>
<i>My sister counts the Birr.</i>	My sister is counting the Birr.	<i>bank worker</i>
My grandfather herds the camels.	<i>My grandfather is herding the camels.</i>	<i>camel herder</i>
My uncle helps people who are ill.	<i>My uncle is helping a person who is ill.</i>	<i>doctor/nurse</i>
<i>My brother drives a bus.</i>	My brother is driving the bus.	<i>driver</i>

Place students into two teams, one half of the classroom versus the other half of the classroom. Choose one student from each team to stand up. Tell students that you will describe an occupation. Give clues to the occupation you have chosen. The first of the two students standing that guesses the occupation correctly receives a point. Choose other students from the teams and give clues to more occupations. The team with the most points wins.

For Lesson Three, **Activity 2**, ask students to write a paragraph about an occupation that they would like to have when they are older. Write the following topic sentence on the chalkboard: **I would like to be a _____ when I am older.** Students are then to write four sentences supporting the topic sentence. Model this at the chalkboard.

LESSON FOUR (UNIT 10)

Supplementary Materials: real objects, pictures and flashcards used in Unit 10; the following chart on paper or on the chalkboard

big	bigger
small	smaller
fat	fatter
thin	thinner
short	short
tall	taller

Review animal flash cards on the shash board/table. Turn the flash cards over and ask students to choose five animal flash cards. Write the names of the five cards across the chalkboard. Then ask students to describe each animal to you. Record the descriptions under each animal's name. For Lesson Four, **Activity 1**, assign students an animal to describe. They will write the description in their exercise book. For example: **I am a large animal. I swim in the river. I eat grasses and plants. What am I?** (You are a hippopotamus.) Model this at the chalkboard. Then students will get into small groups, and each will take turns reading their sentences. Group members will shout out the sentence, **You are a _____.**

Remind students of the use of the ending **-er** when making comparisons. Have students look at the describing words on the chart you have prepared and see how to change to make the comparison. For the comparison, they will add **-er**. If the original word ends in one consonant they will double the consonant before adding the **-er**.

Explain that in Lesson Four, **Activity 2** students will make comparisons of animals using the chart.

Ask students to open their student books and read the questions. Students will answer each question using the animal flash cards on the shash board/table. Students should answer each question in a complete sentence in their exercise book. **Answers** will vary. Accept all reasonable answers.

1. A zebra is big, but what is bigger than a zebra? Example: An _____ is bigger.
2. An elephant is tall, but what is taller than an elephant?
3. A hippopotamus is fat, but what is fatter than a 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?

When students are finished, ask them to share their answers with a partner. Then ask some students to share their answers with the class.

LESSON FIVE (UNIT 11)

Supplementary Materials: real objects, pictures and flashcards used in Unit 11

Review occupations and tools vocabulary. Place the occupation flash cards on the shash board/table. Hold up a tool flash card. Ask students in what profession(s) each tool is used. Repeat this for each tool flash card.

For Lesson Five, **Activity 1**, ask students to write the name of each occupation in their exercise book. Next to the occupations they should write all of the tools that they can think of that are used in each occupation. List the occupations as headings on the chalkboard. When students are finished, ask them to tell you the tools that are used in each occupation and record them under the appropriate heading. Accept all reasonable answers.

Remind students of the use of possessive 's with the **wh** word **whose**. Tell students to work with a partner on Lesson Five, **Activity 2**. Ask some students to read the sentences describing the occupations to the class. (You might need to explain that a **seamstress** is a female tailor.) With a partner, students will read the questions. Remind students to use falling intonation when reading questions that start with **wh**. Students will then match the tools to the occupation by writing sentences in their exercise book. Model number 1: **Whose knife is this? It is Dawit's knife. He is a butcher.**

When students have finished, ask some students to share their answers with the class. Listen for correct pronunciation of the possessive 's.

Answers:

1. It's Dawit's knife.
2. It's Gebrehiwot's sickle.
3. It's Tutush's scissors.
4. It's Tesfaye's comb.
5. It's Kidist's nail.
6. It's Ramzi's book.

Students will copy the sentences from Lesson Five, **Activity 3** into their exercise book and fill in the gaps with the correct pronouns from the Word Bank. Remind students that they can use the same pronoun more than once.

Answers:

1. Getahun wants to build. Give _____ a hammer. (him)
2. I want to teach. Give _____ chalk. (me)
3. Dawit and Seleshi want to cook. Give _____ a pan. (them)
4. Felegush needs to sleep. Show _____ the bedroom. (her)
5. We want to clean the house. Give _____ a broom. (us)

LESSON SIX (UNIT 12)

Supplementary Materials: real objects, pictures and flashcards used in Unit 12

Remind students of the different pronunciations of the word **was** in Unit 12, Lesson Three. Discuss the use of the words **was** and **were**. Remind students that the word **were** is used when talking about more than one person, place or thing. Write the following on the chalkboard:

We _____ at the market yesterday.

I _____ at the market yesterday.

Ask two students to finish the sentences using the correct words, **was** or **were**.

On the chalkboard write three sentences using pronouns and the singular and plural verbs **was** and **were**. Ask students to write sentences using **was** and **were** correctly with the following pronouns: **I, he, she, it, we, you, they**. This is Lesson Six, **Activity 1**. After students write their sentences in their exercise book, have them share the sentences with a partner. The partner will circle the verb **was** or **were** in each correct sentence. If the sentence is incorrect, partners will rewrite the sentence together to make it correct.

Review months and seasons of the year. Rank the months of the year using ordinal numbers. Then discuss the four seasons in Ethiopia and the four seasons of the European calendar. Remove names of months from the shash board/chalkboard.

For Lesson Six, **Activity 2**, tell students to write the twelve months of the English calendar in the correct order in their exercise book. When they have finished call individual students to the chalkboard to write the months. Students should exchange books with a partner and check each other's spellings against the correct spellings in the chalkboard.

Review **wh** questions with students. Tell students to do Lesson Six, **Activity 3**. Students will write six sentences in their exercise book. Each sentence will begin with a **wh** question. The questions should be written to find out information about another student in the class. Model this at the chalkboard. Write the sentence starters **Who, What, When, Where, How** and **Why** in a list on the chalkboard. Then model how to write sentences. Remind students of the use of capital letters and question marks.

Example:

Who is sitting next to you?

What is your father's name?

When do you usually go to bed?

Where were you born?

How do you come to school in the morning?
Why do you like school?

Then students to exchange exercise book with a partner and write answers to his/her partner's questions. Ask several partners to share their questions and responses with the class.

LESSON SEVEN

*Review spelling words in Lesson Seven, **Activity 1**. Partners will quiz each other on ten spelling words from the semester. Students can choose different spelling activities from the semester to practise their words.*

*For Lesson Seven, **Activity 2**, students will work with a partner. Each will choose a favourite story from the first semester to read to the other. Then students will write a paragraph about why it is their favourite story using the topic sentence, **My favourite story this semester was _____**. Brainstorm ideas for the paragraph on the chalkboard with students. When students are finished with their paragraphs, they will share them with a partner. Then several students will share their paragraphs with the class.*

To end the lesson, students all together will sing their favourite songs.

Appendices

VOCABULARY BY UNIT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Lesson One grade, repeat, show	Lesson One repeat, excuse	Lesson One today, tomorrow, yesterday	Lesson One fit, fitness, health healthy, touch
Lesson Two early, near, excited, washes, classmates, friendly, seated, closer, smiling, hurries/hurrying, quickly, leggings, chooses	Lesson Two kilo, weight, graph, heavy, light, less, more, estimate	Lesson Two hot, cold, sunny, cloudy, rainy, windy	Lesson Two back, trunk, body, blood, chin, neck, bone
Lesson Three lazy, on, near, under, behind, between, opposite, next to	Lesson Three height, weights, kilos, centimeters, measurement	Lesson Three record, city, start, continue, last	Lesson Four start, finish, wait, race, throw, lift, stop, catch
Lesson Four cousins, hang, crowded, painted, visit	Lesson Five young, long, thin, fat, short, tall, old, heavy, light	Lesson Four coat, cap, hat, umbrella, bright, blow, shade/shadow	Lesson Six participate, length, thousands, signal, course, cheer, spectators, crosses
Lesson Six classroom, library, director's office, staffroom, fence, gate, sports' field, flagpole	Lesson Seven conjunctions	Lesson Seven January, February, March, April, May, June, July, August, September, October, November, December, ordinal numbers from first to thirty-first	Lesson Seven should, shouldn't, advice, spoiled, fit, healthy
Lesson Eight break time	Lesson Nine garden, hoe, afraid, beautiful, sugar cane, bathe, curious, strange	Lesson Eight rainy season, dry season, summer, winter, farming, crop, plant, plough, harvest	Lesson Eight injure, another, broken, hurt, exercise, fitness, routine
Lesson Nine few, many, some, all, a little, first, next, last	Lesson Ten half	Lesson Ten folk tale, elders, worried, meeting, problem, excited, idea, rainmaker, agree, gifts, protect, environment, arrive, surprise, drought	Lesson Nine meal, inactive, candy, destination

Lesson Eleven pamphlet, museum, located			
Lesson Twelve cover, text			
UNIT 5	UNIT 6	UNIT 7	UNIT 8
Lesson One garden, gate, fence, roof, chimney, stairs, wall, ceiling, living, dining	Lesson One mean, borrow, sure,	Lesson One chilli, lime, spinach, kale	Lesson One bank, post office, café, hotel, office, police station, butcher's, barber's, street, crossing, traffic light, hospital, garage
Lesson Two fireplace, stairs	Lesson Two digital clock, past, half	Lesson Two food categories: fruit, vegetables, grains, pulses, meats, drinks; prefer, chick peas, lentils, split peas, seasonings	Lesson Two next, opposite, behind, front, between, at, near
Lesson Three hut, section, pantry, wooden, cooking- pot, clay disk, bake, water jar, coffee-pot, cup, tray, dish, serve, meal, divided, lid	Lesson Three to (for telling time)	Lesson Three salt, spice, spicy, mild, enset, sorghum, fry/fried, stew/ stewed	Lesson Three location
Lesson Five wardrobe, bathtub, knife, fork, fridge, television, sofa	Lesson Four analogue clock, hour hand, minute hand	Lesson Four disagree, agree, too, either, but; interviewer, interviewee, total, prefer	Lesson Four plan, landmark
Lesson Seven stable, barn, dresser, stove, kettle, metal, griddle, utensils	Lesson Five end	Lesson Five visuals, illustrations, pie chart, bar graph, cooperation,	Lesson Five town centre
Lesson Eight tourist site, private, shower, electricity, telephone, information, shared, advertisement, mobile, location, contact, rent, call,	Lesson Six morning, afternoon, evening, midnight, noon	Lesson Six healthy, feed, fit, staple, arid, grow, raise, delicious, tasty, fresh, ripe, kill, disease	Lesson Seven demonstrate, blindfold

compare, similarities, differences			
Lesson Ten permission, request	Lesson Eight housework, light, forest, cattle, milk	Lesson Seven speech, fasting days, feast days, celebrate, ceremony, marriage, together	Lesson Nine journey, bus station, catch, leave, dark, afraid
Lesson Eleven punctuation, full stop, question mark	Lesson Nine early, late,	Lesson Eight restaurant, waiter, waitress, customer, tray, order, serve, bill, soft drink,	Lesson Ten remember, safe, sound, laid
Lesson Twelve imaginary, ideal	Lesson Eleven always, usually, rarely, often, sometimes, never, every day, every weekday	Lesson Ten divide	Lesson Eleven comma
		Lesson Eleven numbers: two hundred, three hundred, etc., a thousand, numerical order	
UNIT 9	UNIT 10	UNIT 11	UNIT 12
Lesson One uncle, aunt, cousin, married, husband, wife	Lesson One hyena, lion, giraffe, zebra, crocodile, scales, river, mountain, ground, lake, cave, national park, forest, spot, scale, neck, stripe, tail, mane, leg, leaf/leaves	Lesson One hammer, broom, saw, nail, axe, plough, sickle, hoe, spade, rake	Lesson One rank
Lesson Two classroom monitor, paragraph	Lesson Two fox, hippopotamus, monkey, elephant, rhinoceros, trunk, tusk, horn, skin, thick, meat	Lesson Two furniture, workplace, plank, grow up	Lesson Two spring, summer, autumn/fall, winter
Lesson Three butcher, barber, builder, shepherd, plumber, goatherd, carpenter, workshop	Lesson Four bigger, smaller, fatter, thinner	Lesson Four scissors, comb	Lesson Three calendar, date, day, leap year

Lesson Four makes, helps, grows, cares, serves, factory	Lesson Five powerful, beast, king, sharp, huge, paw, claw, mane, noise, roar, frightened	Lesson Five cotton, wood, metal, plastic, leather, glass, paper, stone, brick, hard, soft	Lesson Four were, clever
	Lesson Six your majesty, tiny, squeak, beg, net, rope, truck, wrong, catch, caught, bite, hole, helpful	Lesson Six herder, plumber, butcher, homer, housewife, librarian, stick, hammer, knife, spoon, pan, coffee pot, whip, wrench, axe, computer	Lesson Five born, conduct, survey
Lesson Six coffee plantation	Lesson Eight voiced consonant, voiceless/soft consonant	Lesson Seven making, cutting, chopping, driving, harvesting	Lesson Six brought, raised, guess
Lesson Seven complete, piece of information	Lesson Nine visit, tourist, wildlife, species, hot spring, rapids, waterfall, camp(ing), white water raft(ing)	Lesson Eight perform	Lesson Seven expressions, last, night
Lesson Nine illustrate	Lesson Eleven dictation	Lesson Nine checklist	Lesson Eight inside, outside, beside
Lesson Ten regularly, regular	Lesson Twelve chase, climb, wait	Lesson Ten beautiful, big, blue, clear, deep, difficult, first, had, done, easy, fine, ploughed, proud, straight, strong, sunny, tiring, wide	Lesson Nine sequencing, malaria, remote, oxen, grassland, drive (animals)
Lesson Eleven present simple, present continuous, caption			Lesson Eleven memorial column, visited, agreed, decided, delighted, identity card, birth
Lesson Twelve role			

VOCABULARY BY CATEGORY

Classroom	Clothes	People	Parts of the Body
classmates classroom monitor	leggings coat cap hat wardrobe	cousins elders spectators tourist interviewer interviewee waiter waitress customer aunt uncle husband wife butcher barber builder shepherd plumber goat herder carpenter king herder housewife kid librarian	back trunk body chin neck blood bone leg
School Words	Numbers	Social Expressions	Colours
grade text graph course punctuation full stop question mark total visuals illustrations pie chart bar graph comma numerical order present simple present continuous voiced consonant voiceless / soft consonant dictation	thousands two hundred three hundred a thousand		

sequencing conjunctions paragraph library sport's field science lesson subject director's office teacher's room break time flag pole			
Toys	Time	Pronouns	Prepositions
	early January February March April May June July August September October November December rainy season dry season summer winter morning afternoon evening midnight noon spring autumn/fall date day leap year hour minute second last (week/year) night late	either me you him her them us	near on under front behind between opposite next to to at outside inside beside

Instructional Words	Adjectives	Food	Days
repeat show record start continue finish wait stop throw lift catch end complete illustrate measure half get dressed look after go to bed	excited lazy crowded few many some all little heavy light less more young short long thin fat tall old afraid beautiful hot cold sunny cloudy rainy windy warm first next last bright healthy spoiled another broken private imaginary ideal spicy mild arid delicious tasty fresh ripe dark thick	sugar cane candy meat milk chilli lime seasonings salt spice chick peas fruit vegetables grains drinks soft drink bean spinach kale split peas lentils enset sorghum	today tomorrow yesterday fasting days feast days holiday

	bigger smaller fatter thinner powerful sharp huge frightened tiny wrong helpful hard soft big blue clear deep difficult easy fine proud straight strong sunny wide clever remote dirty dark wooden strange		
Animal Words	Verbs	Everyday Words	Other Words
hyena giraffe zebra crocodile scales tail mane fox hippopotamus monkey elephant rhinoceros trunk tusk horn skin paw	washes wakes up smile/smiling hurries/ hurrying chooses hang paint/painted located cover excuse blow farming plant plough/ploughed harvest/harvesting worried	umbrella hut claydisk stable barn digital clock analogue clock restaurant bill bank post office café hotel office police station street traffic light	pamphlet museum kilo weight height centimeters measurement garden hoe half city shade/shadow crop folk tale meeting problem idea

claw	protect	landmark	rainmaker
roar	arrive	town centre	gifts
wildlife	surprise	bus station	environment
species	fit	factory	drought
oxen	touch	coffee plantation	length
camel	race	river	should/shouldn't
lion	signal	mountain	advice
grasshopper	cheer	ground	fitness
spots	crosses	lake	routine
stripes	injure	cave	meal
feather	hurt	national park	destination
	exercise	forest	gate
	inactive	net	fence
	bake	rope	section
	serve	hammer	electricity
	contact	broom	mobile
	rent	saw	location
	call	nail	similarities
	compare	axe	differences
	borrow	plough	permission
	pulses	sickle	request
	prefer	hoe	mean
	disagree	spade	hour hand
	feed	rake	minute hand
	grow	plank	but
	raise	scissors	cooperation
	kill	comb	staple
	participate	cotton	disease
	celebrate	wood	speech
	order	metal	ceremony
	serve/serves	plastic	marriage
	crossing	leather	together
	demonstrate	glass	butcher's
	blindfold	paper	barber's
	leave	stone	plan
	remember	brick	safe
	laid (an egg)	stick	sound
	makes	wrench	workshop
	helps	computer	piece of
	grows	calendar	information
	beg	identity card	regular activities
	catch	village	caption
	caught	town	role
	bite	market	leaf/leaves
	chase	mosque	beast
	climb	hospital	noise
	wait	garage	Your majesty
	grow up	mountain	hole
	making	moon	hot spring
	cutting	desert	rapids

	chopping driving perform done were conduct visit/visited agree/agreed decided delighted camp(ing) white water raft(ing) drive(new meaning) eat pray think race match sew understand grind shine study touch seated bathe curious divide/divided shared squeak brought raised guess estimate fry/fried stew/stewed	country field road location lid	waterfall workplace whip rank checklist born malaria grassland birth straight ahead needle metre middle wheel syringe piece part ring story top end too health wooden tourist site advertise nt half had tiring expressions memorial column survey past
Contractions	House Objects	Transportation	Adverb
	chimney stairs cooking pot water jar coffee-pot cup tray dish bathtub knife	bus journey truck	friendly quickly closer regularly

	fridge television sofa dresser stove ceiling dining room living room kettle shower telephone toilet garden gate fence roof steps wall <i>pantry</i> <i>griddle</i> <i>utensils</i> <i>spoon</i> <i>pan</i> <i>furniture</i>		
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LANGUAGE PATTERNS

UNIT 1

Lesson One

What is this/that? What are these/those? This/That is a _____. These/Those are _____.

Lesson Two

How many _____ are there?

Lesson Three

What word is this? That is _____. Where is/are the _____. Is/Are the _____ (*object word*) _____ (*preposition*) the _____ (*object word*)? Please point to the _____.

Lesson Six

What is it? It's the/a _____. The apostrophe replaces the letter _____.

Lesson Seven

Our school has _____. That building is _____. There is _____. The _____ is _____. It is _____ the _____. Where is the _____? Does the _____ have a _____. How many _____?
Is the _____?

UNIT 2

Lesson One

What does _____ mean? Excuse me. Can I have _____? Can you say that again? Can you please repeat that?

Lesson Two

I think my weight is _____ kilos.

Lesson Three

I think _____ weights _____ kilos. My estimated weight is _____ kilos. My estimated height is _____ centimetres. I am _____ centimeters tall.

Lesson Five

adding -er to describing words /ə/ -er + than /ə/ ðə/ _____ is _____ than _____. I am _____ than _____.

Lesson Six

_____ is/are _____ than _____. _____ isn't/aren't _____ than _____

Lesson Eight

I am _____ than you. I am the tallest. I am taller than _____ and _____. I am the shortest. _____ is taller than me.

UNIT 3

Lesson One

What does _____ mean? Excuse me. Can I have _____? What do you do at school on _____? On _____ we _____. Today is _____. What day was yesterday? What day will it be tomorrow?

Lesson Two

What is the weather like today? Today the weather is _____. Today is _____. Yesterday was _____. Tomorrow is _____.

Lesson Three

The weather was _____ yesterday. The weather will be _____ tomorrow.

Lesson Five

Was (woz) it _____? Yes, it was (woz). It was (wəz) _____. Yesterday was _____.

UNIT 4

Lesson One

What is this? This is my _____. What am I touching? I am touching my _____. What is he/she touching? He/She is touching his/her _____. We are touching our _____. You are touching your _____. They are touching their _____.

Lesson Four

Solomon says do ... Solomon says don't ... Touch your _____. Don't touch your _____

UNIT 5

Lesson Three

Where do you _____?

Lesson Five

Is my house there is/there are _____. It has _____. We have _____. It belongs in the _____.

Lesson Six

Whose _____ is that? It's _____'s.

Lesson Eight

Both houses have _____. There is/There are _____ in both houses. The second house has _____, but the third house doesn't have _____. The second house doesn't have _____, but the third house has _____.

Lesson Ten

Can I _____? Can I have _____? Yes you can. No, you can't

Lesson Twelve

I like _____ house because _____.

UNIT 6

Lesson One

What does _____ mean? I'm sorry, I don't understand what _____ means. How do you spell _____? Can I go to the toilet please? Please work with a partner. Can I borrow your _____? Can we work together? What is _____ called in English? Can I open the window? May I _____? I'm sorry. Never mind. Please open the door. It means _____. I don't understand. Can you repeat that, please?

Lesson Two

What time is it? It's _____ o'clock. It's _____ past _____. It's a quarter/15 past _____. It's half past _____.

Lesson Four

That is the _____ hand. What time is it? It's _____ past _____. It's _____.

Lesson Seven

What do you do at _____? I _____ at _____.

Lesson Eight

What time does he (dθzy) _____? What time do you (d'you) _____?

Lesson Eleven

How often do you _____? How often do I _____?

UNIT 7

Lesson One

What costs _____ Birr a kilo? How much do _____ cost? Please give me _____. Do you have _____? I'd like _____, please. Here you are. That comes to _____ Birr.

Lesson Two

Do you like ____? What ____ do you like/dislike? Do you prefer ____ or ____? Yes, I like _____. No, I dislike _____. I prefer ____ to _____. ____ likes/dislikes _____.

Lesson Three

Do you have _____ with your food?

Lesson Four

I like ____ too. But I don't like _____. I don't like ____ either. But I like cabbage.

Lesson Five

(Number) students prefer/like _____. (Number) students do not like/dislike _____. No students like/dislike _____.

Lesson Eight

I/We would like _____. Please bring _____ for _____ people.

Lesson Nine

Excuse me. I'd like / We'd like/I would like/We would like one/two/some _____. Please bring me one/two _____. Please bring _____ for three people. Here you are. /Sorry, we don't have any. Would you like...? Please bring the bill.

UNIT 8

Lesson One

I need _____. I want _____.

Lesson Two

Stand _____ the _____. Where is the _____? Is there a _____ in _____?

Lesson Six

Where is _____ please? Walk (along the street) to _____. Go straight (ahead). Turn left/right.

Lesson Nine

I/you have been. She/he has been.

Lesson Ten

How do you feel when _____?

UNIT 9

Lesson Two

What do you want to be? I want to be a _____.

Lesson Three

Do you work in a _____? I'm thinking of a _____ beginning with the letter _____. Are you a _____?

Lesson Four

Who makes _____? What does a _____ do?

Lesson Eight

I want to be a _____ like my _____. I don't want to be a _____ like my _____. (Why) do/ don't you want to be a _____?

Lesson Eleven

I am _____ing _____. You are _____ing _____. He/She is _____ing _____. My _____ is _____ing _____.

UNIT 10

Lesson One

It lives _____. It eats _____. It has _____.

Lesson Three

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

Lesson Four

A(n) _____ is _____, but a(n) _____ is _____. A(n) _____ is bigger than a(n) _____. I like _____ because it is/has _____.

UNIT 11

Lesson One

I use (a) _____ to _____. My _____ is a _____.

Lesson Three

Whose _____ is this? It's _____'s _____.

Lesson Four

He/She uses _____ to _____.

Lesson Five

What is this? Is it hard or soft? Who uses _____?

Lesson Six

_____ is a _____. He/She uses (a) _____ and (a) _____ in his/her job.

Lesson Seven

A _____ is made of _____. It is used by _____. It is used for _____.

Lesson Eight

What is your _____'s name? What is your _____'s job? _____'s (family member) is/uses _____

Lesson Eleven

I help my _____ to _____. My _____ taught me to _____.

Lesson Twelve

Give _____ to _____.

UNIT 12

Lesson Four

I _____ yesterday. They _____.

Lesson Seven

I was _____ (place) yesterday/last night (other time expressions).

Lesson Eight

Adverbial expressions: somewhere near the _____/outside (in) the _____.
