

# ENGLISH FOR ETHIOPIA

## Student Book



## Grade Three

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# English for Ethiopia

# Student's Book Grade 3

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# UNIT 1: AT SCHOOL

## LESSON ONE



## Activity 1

**Directions:** Stand up and act out the “Greeting Song” as you sing or chant it.

### Greeting Song

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

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

## Activity 2

**Directions:** Work in pairs. Ask and answer questions about objects in the classroom.

## Activity 3

**Directions:** Repeat each direction after your teacher. Mime the actions.

Stand up.	Listen carefully.	Show me the ____.
Sit down.	Repeat after me.	Touch the ____.
Read the story.	Copy the words.	Point to the ____.



## LESSON TWO

### Activity

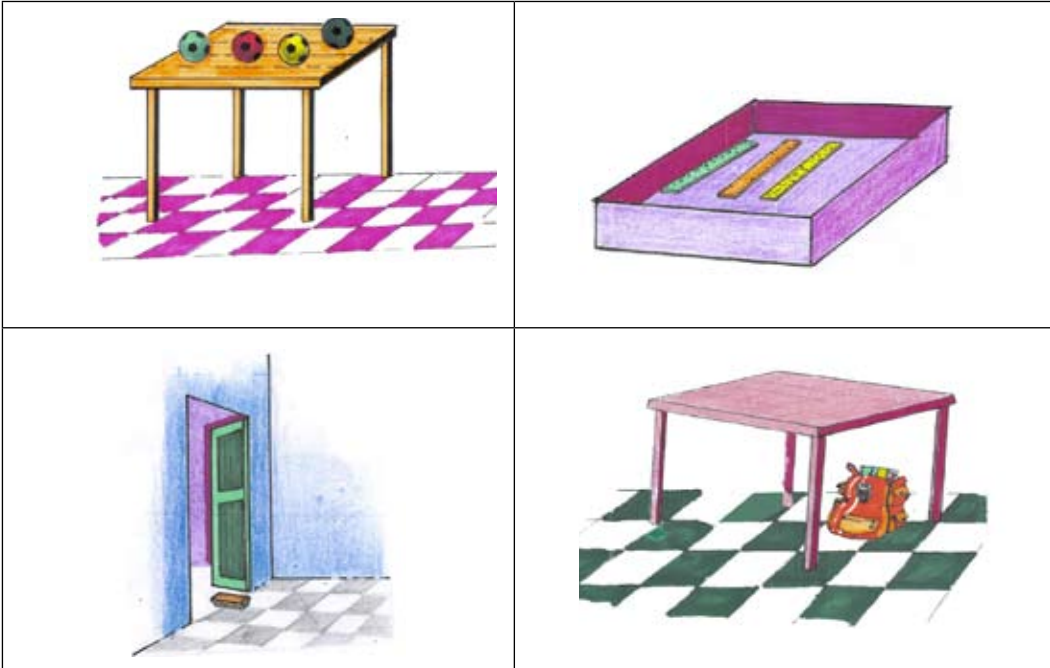
**Directions:** Listen as your teacher describes some objects. In your exercise book write each object's name from the Word Bank.

Word Bank			
pen	ball	rubber	pencil
ruler	book	bench	table

## LESSON THREE

### Activity 1

**Directions:** Study the pictures carefully. Answer each question together out loud.



1. Where are the four balls?
2. Where are the three rulers?
3. Is the duster on the door?
4. Is the schoolbag under the table?

### Activity 2

**Directions:** In your exercise book write the position words below. In a group of three, show each position.

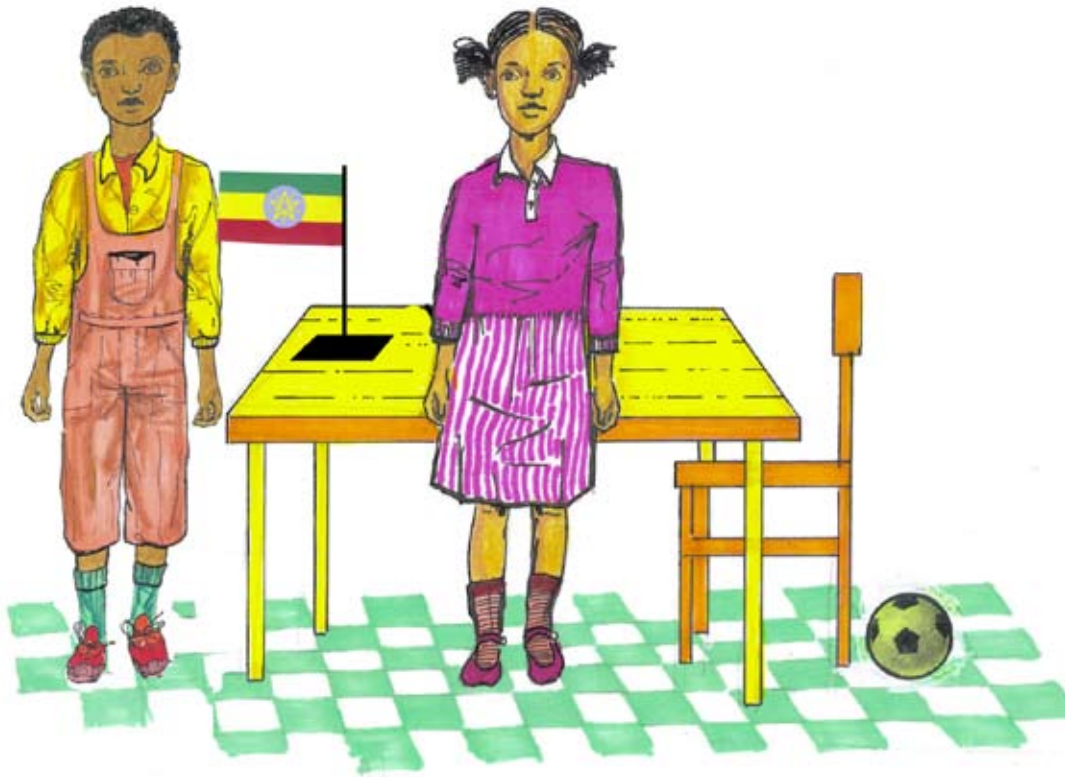
Word Bank – Positions		
in front of	behind	between

## LESSON FOUR

### Activity 1

**Directions:** Work with a partner. Take turns asking and answering the questions about the picture. Use the position words from Lesson Three, Activity 2.

1. Where is the girl?
2. Where is the ball?
3. Where is the flag?



## Activity 2

**Directions:** Read the conversation together out loud. Read it again with a partner.

### Where is My Pencil?

Mother	Hanna, it is time to go to school. Take all the things you need.
Hanna	I can't find my pencil. Mother, I must have a pencil so I can write my lessons.
Mother	Where do you think your pencil is, Hanna? Isn't it in your schoolbag?
Hanna	Mother, it isn't in my school bag. My pencil is not under the bed. It is not on the table.
Mother	Hanna, is it in front of the door?
Hanna	No, Mother. It isn't in front of the door. Is it between those two chairs?
Mother	No, it is not between those two chairs. Is it behind your exercise book?
Hanna	No, Mother. It isn't behind my exercise book.
Mother	Hanna, I think I see the tip of your pencil. It is near your shoes. Look down.
Hanna	Oh, Mother! I see it! Thank you.

### Activity 3

**Directions:** Copy the sentences into your exercise book. Complete the sentences using position words.

1. Hanna's pencil is not \_\_\_\_\_ her school bag.
2. Her pencil isn't \_\_\_\_\_ the bed.
3. It isn't \_\_\_\_\_ the table.
4. It isn't \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ the door.
5. It isn't \_\_\_\_\_ the two chairs.
6. It isn't \_\_\_\_\_ her exercise book.
7. It's \_\_\_\_\_ her shoes.

## LESSON FIVE

### Activity 1

**Directions:** Read the sentences below. Follow your teacher's directions to draw pictures of the objects in the correct positions.

1. Draw a table **near** a window.
2. Draw a ball **in front of** a door.
3. Draw two boxes **on** a table.
4. Draw a book **between** two boxes.
5. Draw three pens **behind** one box.

## Activity 2

**Directions:** Work with a small group. Look at each person's drawing from Activity 1. Ask and answer questions about the positions of the objects. Use position words.

# LESSON SIX

## Activity 1

**Directions:** Use the Substitution Table. Write six sentences in your exercise book.

**Example:** The dog is behind the table.

Substitution Table

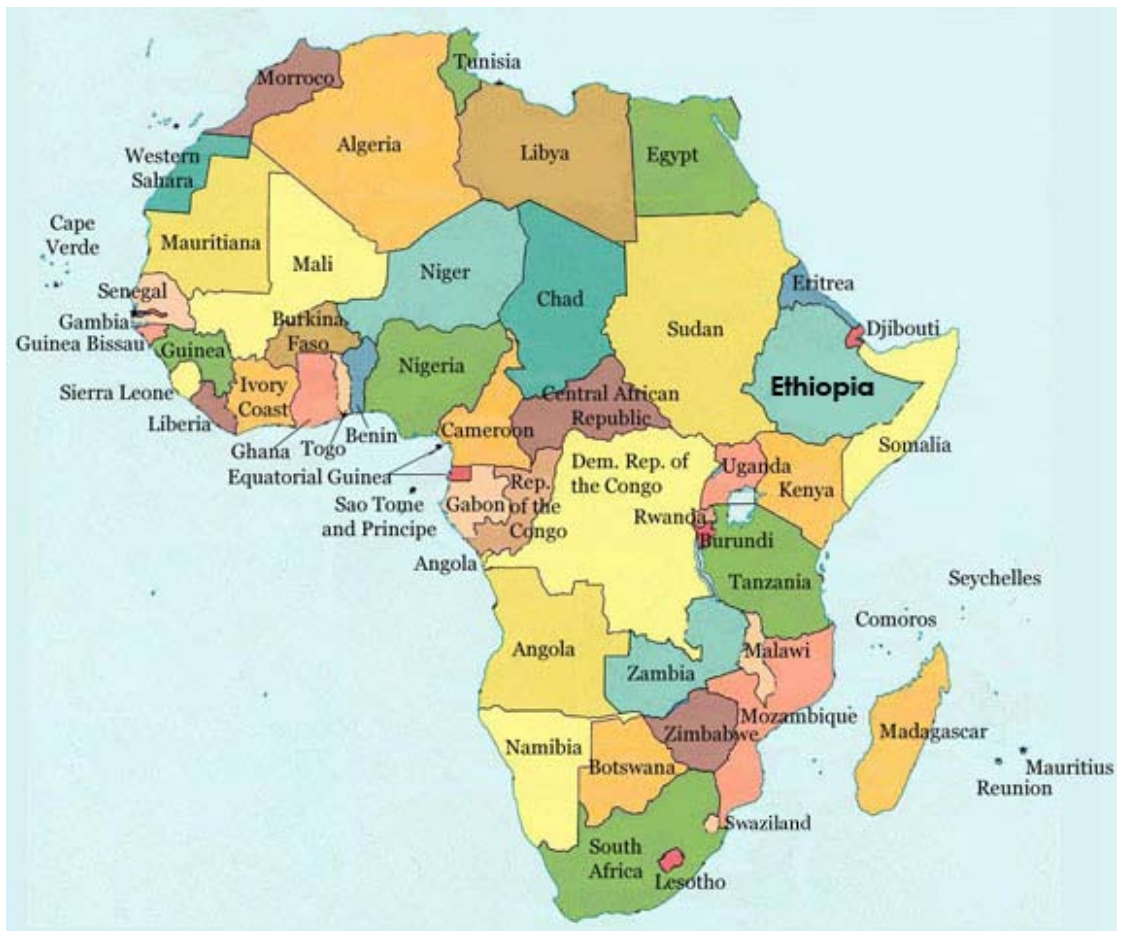
The dog is	between	the table.
	behind	the chair.
	in front of	the mat.
	on	the door and the gate.
	under	the compound.
	in	a ball.

## Activity 2

Directions: Point to Ethiopia on the map of Africa below.

## Activity 3

Directions: Tell a partner the names of two countries that are next to Ethiopia. Your partner will name two other countries that are next to Ethiopia.



## Activity 4

**Directions:** Describe the Ethiopian flag to your partner.



## LESSON SEVEN

### Activity 1

**Directions:** Listen as your teacher reads the story, “Hanna Goes to a New School.”

### Hanna Goes to a New School

Hanna sees her pencil. It is near her shoes on the mat. She is ready to go to school. She says goodbye to her mother and walks to school. She is happy because she will make new friends in school.

Mr. Teye: “Good morning! Today we have a new student. Her name is Hanna. Please stand up, Hanna.”

Hanna: “Good morning, teacher! I am happy to be here! I want to learn how to speak English well!”

Mr. Teye: “Hanna, this is Darartu. You will go outside to play at break time. Darartu will help you meet other students.”



## Activity 2

**Directions:** Read the dialogue out loud with your partner.

Darartu	Hanna, this is my friend, Kombe. He is from Kenya. He is a Kenyan.
Hanna	Hello, Kombe. It is nice to meet you. I am from Ethiopia. I am an Ethiopian.
Kombe	Do you want to play football with us?
Hanna	Yes! That will be fun!



### Activity 3

Directions: In your exercise book write each sentence.  
Match the sentences to the pictures.



A



B



C



D



E



F

1. We can play marbles.
2. We can play catch.
3. We can play jacks.
4. We can play football.
5. We can play hide-and-seeK.
6. We can jump rope.

## Activity 4

**Directions:** Read and mime each sentence in your group.

1. I can eat my lunch.
2. I can tidy the classroom.
3. I can clean the chalkboard.
4. I can sweep the floor.
5. I can drink water.
6. I can carry books for my teacher.
7. I can wash my hands.

## LESSON EIGHT

### Activity 1

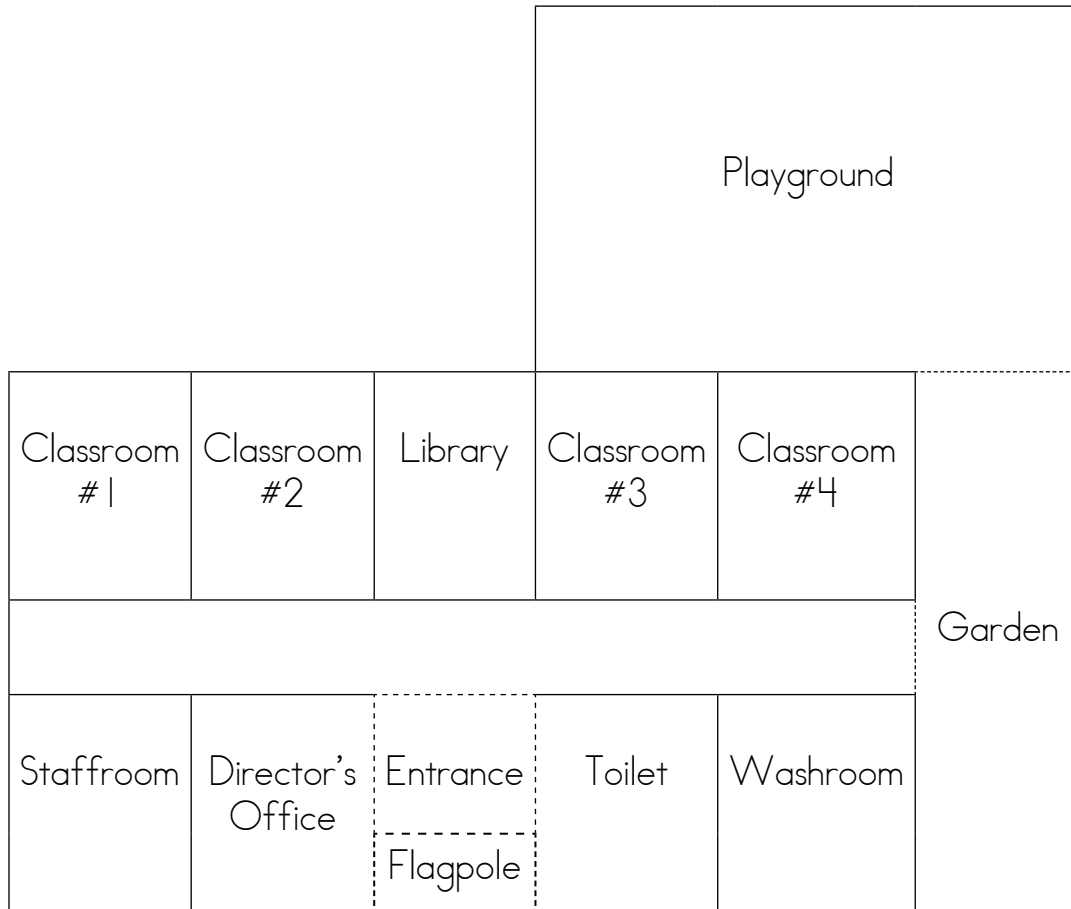
**Directions:** Retell the story, “Hanna goes to a New School,” to a partner. Use the names in the Word Bank to say who the people are, where they come from and their nationality.

**Example:** Hanna is a new student. She comes from Ethiopia. She is an Ethiopian.

Word Bank – Names	
Hanna	Mr. Teye
Darartu	Kombe

## Activity 2

**Directions:** Study the school plan and listen as your teacher talks about places in a school. Point to the places your teacher names and say the words out loud.



## Activity 3

**Directions:** Tell your partner the names of places in a school from the plan above.

## LESSON NINE

### Activity 1

**Directions:** Use position words from the Word Bank to ask and answer questions about where different places in the school in Lesson Eight are.

Word Bank – Positions			
behind	between	in front of	on
beside	in	near	under

### Activity 2

**Directions:** Copy the sentences below into your exercise book. Study the plan to find where places are. Use the words in the Word Bank above to complete the sentences.

#### Sentence Completion

1. The flagpole is \_\_\_\_\_ the entrance.
2. The garden is \_\_\_\_\_ the school.
3. The playground is \_\_\_\_\_ the classrooms.
4. The library is \_\_\_\_\_ two classrooms.
5. Classroom #3 is \_\_\_\_\_ classroom #4.

### Activity 3

**Directions:** Match each question with the correct answer.  
Write the questions and answers in your exercise book.

1. Where is the library?
2. Where is the toilet?
3. Where is the staffroom?
4. Where is the director's office?

### Answers:

It's beside the washroom.

It's near the entrance.

It's between Classroom #2 and Classroom #3.

It's in front of Classroom #1.

## LESSON TEN

### Activity

**Directions:** Play a miming game with your group. Take turns to mime one of the commands below. Group members will say what you are doing.

1. Please open your book.	6. Please turn the page.
2. Please stand up.	7. Please wash your hands.
3. Please clean the chalkboard.	8. Please work in a group.
4. Please work quietly.	9. Please raise your hand.
5. Please listen carefully.	10. Please read the story.

## LESSON ELEVEN

### Activity

**Directions:** Sing or chant each sentence of the song, “Silly Cat,” after your teacher sings or chants it.

### Silly Cat

I have a cat!  
Its name is Black Cat.  
The cat has a hat.  
The hat is **on** its head.  
The cat has a jacket.  
The jacket is folded **over** its arm.  
The cat has a pen.  
The pen is **behind** its ear.  
The cat has some paper.  
The paper is **under** its chin.  
On its head, over its arm, behind its ear, under its chin!  
What cat is that?  
A SILLY cat! A SILLY cat!

## LESSON TWELVE

### Activity 1

**Directions:** Read the story in your small group.

### Hanna's First Day at Her New School

Hanna skips all the way home. Hanna sees her mother. She's sweeping the kitchen floor. Hanna sits down at the table. Then she says, "I like my new school. My teacher's name is Mr. Taye. My new friends are Darartu and Kombe. Darartu is from Ethiopia, and Kombe is from Kenya."

Mother says, "Tell me about the school, please." Hanna says, "The director's office is beside the staffroom. Only teachers can go to the staffroom. Students can't go there."

Mother says, "Hanna, It's important that you read. Is there a library at your school?"

Hanna answers, "Yes, Mother. I can go to the library to get books. The library is between two classrooms. I also know where to go to the toilet and wash my hands."



Mother asks, “What do you do at break time?” Hanna says, “I play football with Darartu and Kombe. The playground is behind the school.”

Mother says, “Good, Hanna. Now eat your snack and help me tidy the room.”

## Activity 2

**Directions:** Please read these sentences together out loud. Only one sentence is **true**. Write the true sentence secretly in your exercise book. Check your answer in your small group.

1. Hanna plays football with Darartu and Ongaye.
2. Hanna does not like her school.
3. Mother is cooking the food.
4. Hanna feels happy about her new friends.
5. Her friends are all Ethiopians.
6. Hanna’s mother doesn’t want her to go to the library.

## LESSON THIRTEEN

### Activity 1

**Directions:** Read the dialogue out loud with your partner.  
Fill in the gaps as you read.

### Dialogue

Student A	Hello. How are you?
Student B	Hello. I'm fine, thank you. How are you?
Student A	What is your name and where are you from?
Student B	My name is _____. I'm from _____. I'm an _____.
Student A	What is your friend's name?
Student B	My friend's name is _____. Who is your friend?
Student A	My friend's name is _____.
Student B	What do you like to do at break time?
Student A	I like to _____. What do you like to do?
Student B	I like to _____.
Students A and B	We like school! We are learning English! It is fun!

## Activity 2

**Directions:** Sing the “Meet My Friend Greeting Song” together out loud.

### Meet My Friend Greeting Song

*Group 1*

Hello, hello.  
How are you?

*Group 2*

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

*Group 1*

Hello, hello.  
Meet my friend.  
My friend's name is \_\_\_\_\_.

*Group 2*

My friend's name is \_\_\_\_\_.

*Both groups*

Meet my friend.

### Activity 3

**Directions:** Play the game, True or False, with your teacher.

### Activity 4

**Directions:** Write each sentence in your exercise book. Use the words from the Word Bank to fill in the gaps.

### Places in a School

1. Books are here. Books are in the \_\_\_\_\_.
2. Students work here. Students are in the \_\_\_\_\_.
3. The director is here. The director is in the \_\_\_\_\_ \_\_\_\_\_.
4. Plants grow there. Plants are in the \_\_\_\_\_.
5. Teachers go there. Teachers go to the \_\_\_\_\_.
6. Students play here. Students are in the \_\_\_\_\_.

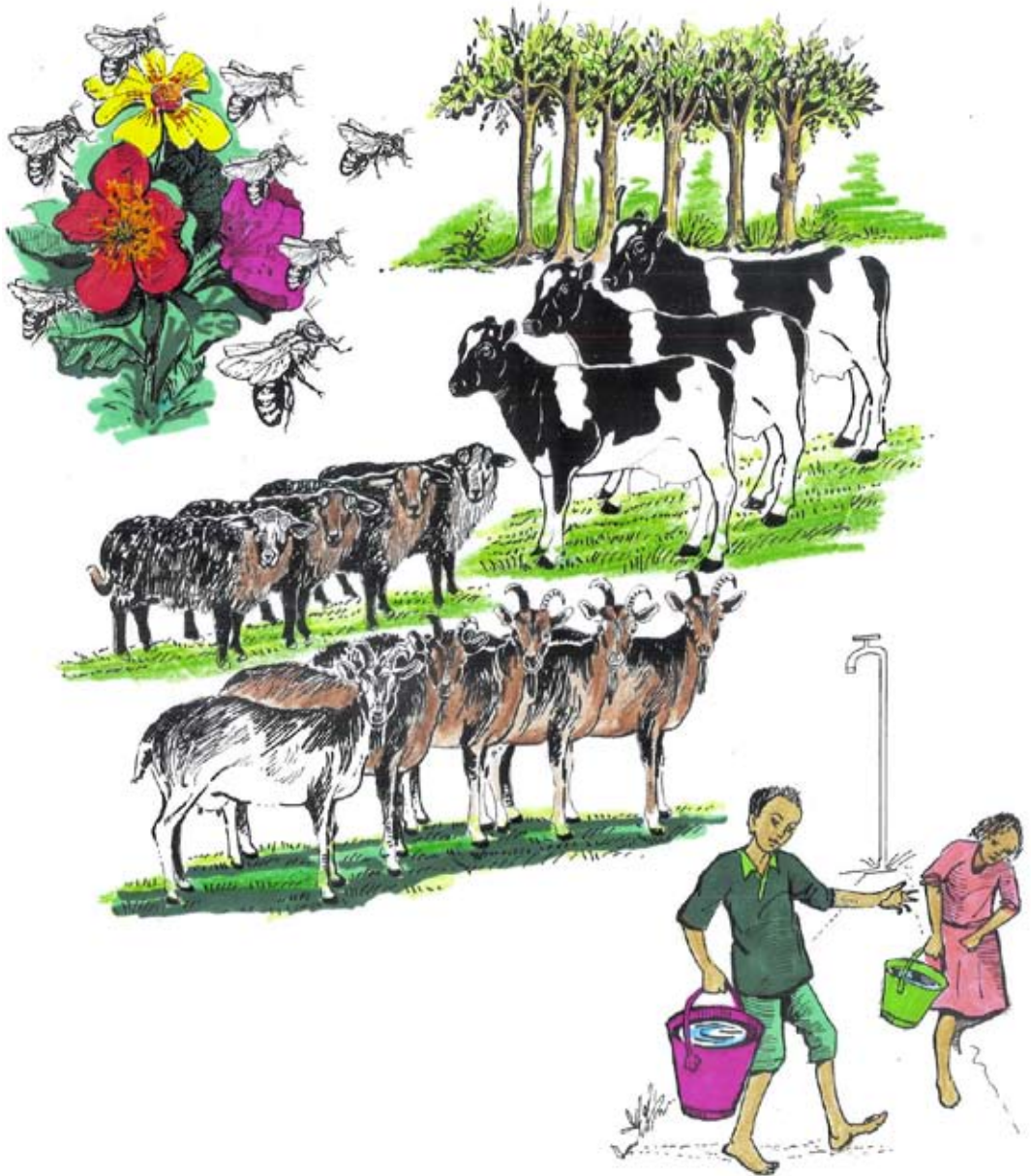
Word Bank – Places in a School		
classroom	garden	director's office
library	staffroom	playground

# UNIT 2: TEN ORANGES PLEASE!

## LESSON ONE

### Activity 1

**Directions:** Name and count the different animals and objects in the pictures.



## Activity 2

**Directions:** Copy the chart below into your exercise book. Count the circles. Find the same number of people, animals or objects in the drawing in Activity 1 and fill in their names. Use the Word Bank and the numbers in your exercise book to help you. The first one is done for you.

goats	○ ○ ○ ○ ○
?	○ ○ ○ ○ ○ ○ ○ ○
?	○ ○ ○ ○
?	○ ○ ○ ○ ○ ○
?	○ ○
?	○ ○ ○

Word Bank – People, Objects and Animals					
bees	children	cows	goats	sheep	trees

### Activity 3

**Directions:** Study the chart below. Write the number and the matching number word in your exercise book.

**Example:** 14, fourteen

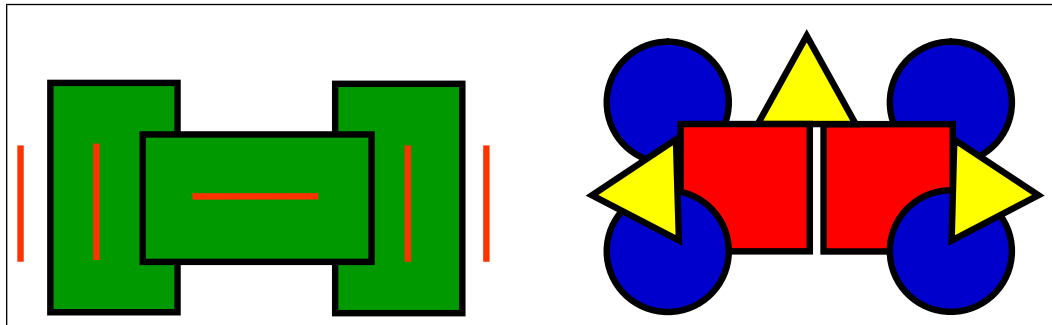
1	two
2	ten
3	three
4	one
5	four
6	seven
7	nine
8	five
9	eight
10	six

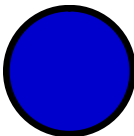

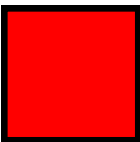


11	fourteen
12	nineteen
13	eleven
14	twenty
15	twelve
16	eighteen
17	thirteen
18	sixteen
19	fifteen
20	seventeen

# LESSON TWO

## Activity 1

**Directions:** Count the shapes in the pictures. Write the number word and the name of the shape in your exercise book. Use the Word Bank to help you write the names of shapes.



Word Bank – Shapes				
				
circle	line	square	triangle	rectangle

## Activity 2

**Directions:** Follow these directions to draw a picture in your exercise book:

1. Draw a square.
2. Draw a circle beside the square.
3. Draw a triangle on top of the square.
4. Draw a line between the square and the circle.
5. Write your name under the circle.



### Activity 3

**Directions:** In your exercise book draw the number of shapes your teacher asks you to draw. Write the number correctly.

### Activity 4

**Directions:** Use the Substitution Table to write ten sentences about different shapes. Then draw the number of shapes you write about.

**Example:** I can draw seventeen circles.



Substitution Table

I can draw	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty	lines. circles. triangles. squares. rectangles.
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# LESSON THREE

## Activity 1

Directions: Use the chart below to count.

### Counting Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


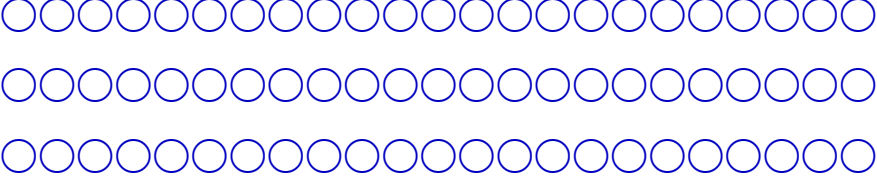
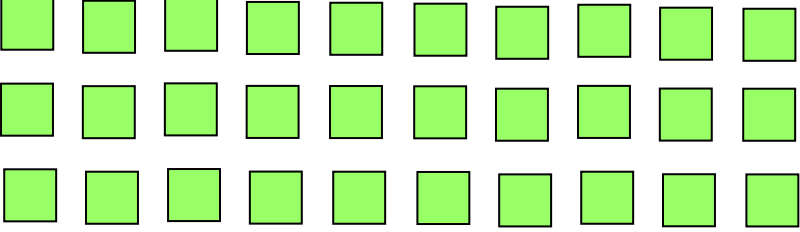


## Activity 2

Directions: Count the circles in the chart together out loud.

○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○

### Activity 3

**Directions:** Write numbers 1–5 in your exercise book. Draw one of each shape next to its number. Count the shapes and write the number of each shape next to the shape in your exercise book.

1.	
2.	
3.	
4.	
5.	

## LESSON FOUR

### Activity 1

**Directions:** Use the counting charts below to help you count together out loud.

#### Count in 2s to 100

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

#### Count in 5s to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

#### Count in 10s to 100

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

## Activity 2

**Directions:** Sing the “Counting Song” together out loud.

### Counting Song

I can count to 100. 1-2-3-4-5.

That takes too long. I'll stop

And count in twos instead.

I can count to 100. 2-4-6-8-10.

That takes too long. I'll stop

And count in fives instead.

I can count to 100. 5-10-15- I said.

That takes too long, I'll stop

And count in tens instead.

I can count to 100. 10-20-30 and so on.

That doesn't take too long. I'll soon be done!

## LESSON FIVE

### Activity 1

**Directions:** Read the story, “Who Gets More?” silently. Pay attention to the number of small stones each child picks up. Who do you think collects more stones, Mekdes or Mesfin?

### Who Gets More?

Mesfin and Mekdes are brother and sister. For five days they pick up small stones on their way home from school. They want to find out who can pick up more stones each day.

On Monday Mesfin picks up seventeen small stones, and Mekdes picks up twenty small stones. On Tuesday Mesfin picks up eight stones, and Mekdes picks up three stones.

On Wednesday Mesfin looks carefully. He wants to find many stones. He picks up thirty-nine small stones! Mekdes picks up some stones, but she does not get as many as Mesfin. Mekdes picks up thirty-two stones.

On Thursday Mesfin picks up twelve stones, and Mekdes picks up fourteen stones. On Friday Mesfin picks up nineteen stones. Mekdes picks up as many small stones as Mesfin picks up on Friday.

## Activity 2

**Directions:** Copy the chart into your exercise book. Read the story again. Write the number of small stones that Mesfin and Mekdes pick up each day. Circle the higher number for each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mesfin					
Mekdes					

## Activity 3

**Directions:** With a partner add the numbers to find out who has more small stones, Mesfin or Mekdes.

## Activity 4

**Directions:** In your exercise book write answers to each of the following questions. Share your answers in a small group.

1. Why do you think Mesfin and Mekdes collect the small stones?
2. Do you play a game with a brother, a sister or a friend on the way home from school?
3. What game do you play?
4. Do you collect things?
5. What do you collect?
6. How many items do you have in your collection?

## LESSON SIX

### Activity

**Directions:** Write a shopping list with six items in your exercise book. Write the number or amount of each item you want to buy. Use the Word Bank if needed.

**Example:** 5 kg coffee  
1 chicken

Word Bank – Shopping Items		
potato	onion	tomato
egg	chicken	cooking oil
garlic	coffee	bean
sugar	carrot	salt
pepper	milk	cabbage

Word Bank – Quantity		
grammes	kilogrammes	litres



## LESSON SEVEN

### Activity I

**Directions:** Read the dialogue in your small group of three students.

### Haile and Abana Go to the Market

Abana	I am so excited! Grandfather is coming to visit. We must go shopping. We have a list.
Haile	Let's go to the market. Look! There is the shopkeeper.
Shopkeeper	Hello! How can I help you today?
Abana	I'd like some potatoes, please.
Shopkeeper	How many do you want?
Abana	I'd like two kilos, please.
Shopkeeper	Here are two kilos of potatoes.
Haile	Can I have eight onions, please?
Shopkeeper	Yes, I will put them in the bag. It is heavy.
Abana	Do you have any tomatoes?
Shopkeeper	No, I don't have any tomatoes today.
Abana	We can find tomatoes at another stall.
Haile	Can I have five eggs, please?
Shopkeeper	Yes, be careful because eggs can break.
Haile	Can I have one kilo of cooking oil?
Shopkeeper	I'm sorry. You cannot buy cooking oil in kilos. Cooking oil is a liquid. Here is one litre of cooking oil.
Haile and Abana	Thank you for helping us today. Have a nice day.

## Activity 2

**Directions:** Use the Substitution Table below to make a new shopping list of five (5) items. Write the shopping list in your exercise book. Remember to add **-s/-es** for more than one.

Substitution Table

How many?		How much?		Amount	Item
1	2	3	4	—	banana
5	6	7	8	gramme of	bean
9	10	11	12	kilo of	berbere
13	14	15	16	litre of	chicken
17	18	19	20		coffee
30	40	50	60		cooking oil
70	80	90	100		egg
					milk
					onion
					orange
					pea
					potato
					tomato

## Activity 3

**Directions:** Read your shopping list from Activity 2 to your partner. Write down the list your partner reads to you.

## LESSON EIGHT

### Activity 1

**Directions:** Study the picture. With a partner ask for the items shown in the picture. Your partner will ask how much or how many you want. Use the language pattern:

I'd like some \_\_\_\_\_, please.

How many do you want?

I'd like \_\_\_\_\_, please.



## Activity 2

**Directions:** Copy the shopping list chart into your exercise book. Mark with a  $\checkmark$  the items that are in the shop in Activity One and with **X** the items that are not in the shop.

Shopping List	$\checkmark$	X
oranges		
cabbage		
tomatoes		
carrots		
beans		
potatoes		
bread		
eggs		
milk		
cooking oil		

## Activity 3

**Directions:** Copy the sentences into your exercise book. Fill in the gaps with the word **some** or **any**.

1. Do you have \_\_\_\_\_ eggs?  
Sorry. I don't have \_\_\_\_\_ eggs today.
2. I'd like \_\_\_\_\_ bananas, please.  
How many?  
I'd like one kilo, please.
3. I'm hungry. Please give me \_\_\_\_\_ bread and \_\_\_\_\_ tea.

4. What do you want?  
Do you have \_\_\_\_\_ bananas?  
Yes. Here are \_\_\_\_\_ bananas.
5. I don't have \_\_\_\_\_ vegetables. Please go to the shop  
for me. I need \_\_\_\_\_ onions and \_\_\_\_\_ carrots.  
Yes, mother.

## LESSON NINE

### Activity 1

**Directions:** Copy the chart into your exercise book. In your small group list under each heading the names of items you can buy in that container. A few examples are given.

Sack	Bottle	Can	Pot	Packet
teff			honey	biscuits

### Activity 2

**Directions:** Copy the gap sentences into your exercise book. Complete each sentence with the name and quantity of a food item.

1. I'd like some coffee beans. Please give me a \_\_\_\_\_ of \_\_\_\_\_.
2. I need a \_\_\_\_\_ of \_\_\_\_\_. There isn't any jam at my house.
3. How much flour do you need? I need a \_\_\_\_\_ of \_\_\_\_\_.
4. How much cooking oil do you want? I want a \_\_\_\_\_ of \_\_\_\_\_.
5. There aren't any tomatoes in the market. Please give me a \_\_\_\_\_ of \_\_\_\_\_.

## LESSON TEN

### Activity I

**Directions:** Listen as your teacher reads the poem, “Stone Soup.”

#### Stone Soup

A stranger walks up the village street.  
He has no money nor food to eat.  
“Let’s make stone soup,” he does exclaim!  
“Bring a pot of water and start the flame.

“I’ll drop this big stone into the pot.  
Now we need to make it hot.  
Just add a few onions, carrots and meat,  
We’ll have a fine soup for all to eat.”

The villagers add more than that.  
Potatoes, tomatoes, milk and fat.  
The soup boils and bubbles until it is done.  
There is enough soup for everyone!

“What is this?” the villagers cry.  
Stomachs full, they sit and sigh.  
“This good soup again we’ll try.”  
“It’s called stone soup,” the stranger replies.

“Whenever strangers ask to eat,  
Make this fine soup with vegetables and meat.  
Tell those strangers to have a seat  
And serve them stone soup for a special treat.”

## Activity 2

**Directions:** There are five parts to the poem, “Stone Soup.” Write the sentences in the chart below in your exercise book in the order the actions happen in the poem.

The villagers eat the soup.	A stranger comes to the village.	The villagers bring vegetables to put in the pot.
The stranger tells the villagers to make stone soup for other hungry strangers.	The stranger drops a stone into the pot.	



## LESSON ELEVEN

### Activity 1

**Directions:** Read the conversation silently as you listen to your teacher read it out loud.

Stranger	Hello! My name is Hagos. I am a stranger. I am hungry.
Villager	Hello! My name is Yasin. I am a villager from Afar. What would you like to eat?
Stranger	I have a stone. I can make stone soup.
Villager	I like to eat soup. How do you make stone soup?
Stranger	I have a pot. All I need is water and charcoal to make my stone hot, but stone soup tastes better if I can add vegetables and meat.
Villager	My brother has some charcoal. I have potatoes. My friend has carrots and onions. My father has a chicken.
Stranger	We can make soup for all the people in this village. Tell them to bring what they have. I need fourteen potatoes, fifteen onions, seventeen carrots, thirteen tomatoes, three cabbages, two litres of water and one litre of milk. I need two chickens.
Villager	Here come the villagers with all you need. Now we can make stone soup!
Stranger	This soup smells delicious. Let's eat!

## Activity 2

**Directions:** Copy the chart below into your exercise book. Look at the conversation in Activity 1 to find out the correct amount of each food. In your exercise book write this number beside the name of the food.

### Stone Soup Ingredients

Number	Food Item	Number	Food Item
	cabbages		potatoes
	carrots		tomatoes
	chickens		litres of water
	litres of milk		onions

## LESSON TWELVE

### Activity 1

**Directions:** Read the conversation from Lesson Eleven with a partner. Take turns being the stranger and the villager.

### Activity 2

**Directions:** With a partner retell the story, “Stone Soup.” Say what happens first, next, then, after that and finally. Your teacher will select students to tell different parts of the story.

### Activity 3

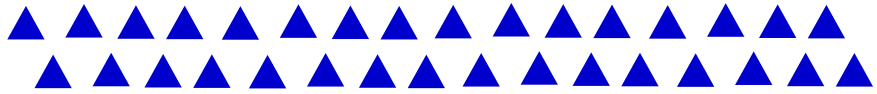
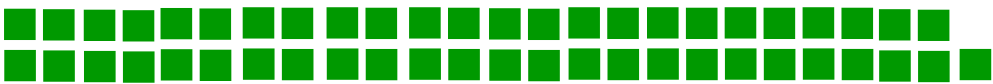
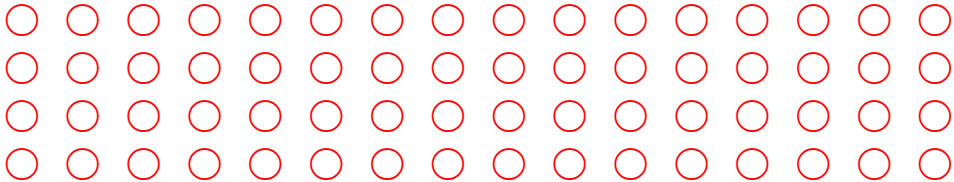
**Directions:** Copy the gap sentences into your exercise book and fill in the gaps with the number words for each number. If you cannot remember how to write the number words, look for them in the Substitution Table in Lesson Two.

1. \_\_\_\_\_ (19) villagers make stone soup.
2. The stranger talks to \_\_\_\_\_ (16) villagers.
3. The villagers put \_\_\_\_\_ (17) carrots in the soup.
4. There are \_\_\_\_\_ (13) tomatoes in the soup.
5. The stranger says, "Please bring me \_\_\_\_\_ (15) onions."

## LESSON THIRTEEN

### Activity 1

**Directions:** Count the shapes. In your exercise book draw the shape and write the total number for each set of shapes.

1.	
2.	
3.	

## Activity 2

**Directions:** Copy the chart into your exercise book. For each letter write a word that names something you can buy at the market and that begins with that letter. Two are done for you.

I'm going to market and I will buy . . . .

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

## Activity 3

**Directions:** Play the game, "I'm going to market and I will buy ..." using the words in your chart.

## Activity 4

**Directions:** With your teacher play a game about making stone soup.

# UNIT 3: YOU MUST HAVE FUN

## LESSON ONE

### Activity I

**Directions:** Read the story, “My Little Sister,” silently while your teacher reads it out loud.

### My Little Sister

My name is Assiya. My little sister, Ouma, is seven years old. She is five years younger than I am. Since I am the older, I always try to show my little sister the right things to do. Big sisters must teach their little sisters what they must and mustn't do.

I walk Ouma to school on her first day. I try to help her understand school rules. I tell Ouma it is not nice to shout at school. I say, “Ouma, you mustn't shout. You must speak quietly.” Ouma likes to talk loudly and play with her friends. I tell her that she can't do this in class.

When I get to Ouma's classroom, she is running around with her friends. I tell Ouma that good students mustn't do things like that. Good students must stay in their seats, listen carefully, speak quietly and study.

I know that Ouma will do what is right because she is a good student. Good students work hard and follow the rules.

## Activity 2

**Directions:** In your exercise book write answers to each of the following questions. Share your answers with a partner.

1. How old is Assiya?
2. Why does Assiya walk to school with Ouma?
3. What things does Ouma like to do that she must not do at school?
4. Do you think Assiya is a good student? Why?
5. What does a good student do at school?

## Activity 3

**Directions:** Work in a small group. Copy the chart into your exercise book and list things that you must and mustn't do at school.

Must Do	Mustn't Do
go to school sweep the floor	shout in class put rubbish on the floor

# LESSON TWO

## Activity 1

**Directions:** With a partner write a list in your exercise book of things you must and mustn't do at home.

## Activity 2

**Directions:** Copy the sentences below into your exercise book. Study the pictures. Write the number in the gap that matches the correct picture.

\_\_\_\_\_ I must wash the dishes.

\_\_\_\_\_ I mustn't sleep during class.

\_\_\_\_\_ I must sweep the floor.

\_\_\_\_\_ I must do my homework.

\_\_\_\_\_ I must sit quietly in class.

\_\_\_\_\_ I mustn't shout in class.



## LESSON THREE

### Activity I

**Directions:** Read the story, “Naughty Nebil and Lazy Lalise,” silently as your teacher reads it out loud.

### Naughty Nebil and Lazy Lalise

Nebil and Lalise rarely do anything right. All the things that they mustn't do are the things they like to do.

Nebil is very naughty. He throws garbage in the streets. He even throws stones at his uncle's chickens. His only friend is Lalise.

Lalise and Nebil are great friends because they don't follow the rules. Lalise is lazy. She doesn't help with chores. She doesn't wash dishes or clean the floors.

Nebil and Lalise meet a wise man one day. The man asks, “What are your names?” They answer saying, “We're Naughty Nebil and Lazy Lalise! That's what everyone calls us because we don't do what is right. We do all the things that we mustn't do.” The wise man tells them, “In life everyone must do what is right. There are always things that people must and mustn't do. If you want to live a good life, take my advice and do what's right.”

Nebil and Lalise think about what the man is saying. They both decide that they will not be naughty or lazy anymore.



## Activity 2

**Directions:** With a partner write three sentences about three things that Nebil and Lalise do that they mustn't do. Write three sentences about what they must do.

**Example:** 1. Nebil throws stones at his uncle's chickens.  
2. He must feed his uncle's chickens.

## Activity 3

**Directions:** In your exercise book write three things you mustn't do in life. Share these with a partner.

# LESSON FOUR

## Activity

**Directions:** Copy the chart below into your exercise book. Write one activity that you do on each day of the week.

Days of the Week	Activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

## LESSON FIVE

### Activity I

**Directions:** Read the story, “The Fishy River,” silently as your teacher reads it out loud.

### The Fishy River

Chuol and Ajulu love to fish in the river. On Monday at four o'clock, they go down to the river and catch five tiny fish. This makes Ajulu very unhappy. “We will return in exactly one hour, and I am sure we will catch the biggest fish our village has ever seen!” she says. Chuol throws the five tiny fish back into the water, and they agree to come back in exactly sixty minutes.

At five o'clock Chuol and Ajulu return to the river to fish. This time they catch ten medium size fish. Ajulu is still unhappy. “We will return in exactly twenty-four hours, and I bet we will catch the biggest fish our village has ever seen!” she says. Chuol throws the fish back once more and agrees to return in exactly one day.

The next day, which is Tuesday, Chuol and Ajulu return to the river to fish again. On this particular day Chuol and Ajulu catch twenty large fish. This makes Chuol happy, but Ajulu is still very unhappy. “These fish are still not large enough!” shouts Ajulu. We will throw these back and return in exactly seven days! Chuol unhappily throws the fish back and agrees to come back in one week.

Seven days pass and Chuol and Ajulu go back to the river to fish again. Ajulu says, "I feel very lucky; today is the day we will catch the biggest fish our village has ever seen!" Chuol and Ajulu start to fish and in about one hour, Ajulu pulls out the biggest fish she has ever seen. Chuol says, "We will not throw this one back!" We have been patient and our patience has brought us the biggest fish our village has ever seen!"

## Activity 2

**Directions:** Copy the sentences into your exercise book and fill in the gaps using words from the Word Bank.

1. There are seven days in a \_\_\_\_\_.
2. \_\_\_\_\_ is the sixth day of the week.
3. On \_\_\_\_\_ Chuol and Ajulu catch five tiny fish.
4. \_\_\_\_\_ is the fifth day of the week.
5. \_\_\_\_\_ is the day after Wednesday.
6. Sixty minutes equals one \_\_\_\_\_.
7. On \_\_\_\_\_ Chuol and Ajulu catch twenty large fish.
8. \_\_\_\_\_ is the seventh day of the week.
9. \_\_\_\_\_ is the third day of the week.
10. \_\_\_\_\_ is the day after Saturday.

Word Bank – Times and Days				
Sunday	hour	week	Monday	Tuesday
Wednesday	Thursday	Friday	Saturday	Sunday

## LESSON SIX

### Activity 1

**Directions:** Read the story, “Shure’s Watch Tells the Time,” silently as your teacher reads it out loud.

### Shure’s Watch Tells the Time

Shure has a new watch. At 12:00 Ethiopian time every morning, Shure’s watch tells her it’s time to get up and get ready for school. At 1:00 her watch tells her it’s time for breakfast. Shure eats her breakfast. At 2:00 Shure’s watch tells her it’s time to go to school. Shure walks to school. At 6:00 Shure’s watch tells her it’s time for lunch. Shure eats lunch with her friends. Then they return to their school work.

At 10:00 the school bell rings, and Shure’s watch tells her it’s time to go home. Shure walks home. When she gets home, she starts her chores and homework. When she finishes, it is 2:00. Shure’s watch tells her it’s time for dinner. Shure sets the table and has dinner with her family. Then Shure clears the table and washes the dishes. Shure yawns, and her watch tells her it’s 3:00. It’s time for bed. Shure falls asleep and dreams of how good it is to have such a useful watch.

## Activity 2

**Directions:** Read each sentence silently. Copy the sentence number and the digital watch in your exercise book. Fill in the correct time. Use the story above for help.

1. What time does Shure get up? \_\_:00
2. What time does Shure eat breakfast? \_\_:00
3. What time does Shure go to school? \_\_:00
4. What time does Shure eat lunch? \_\_:00
5. What time does Shure walk home? \_\_:00
6. What time does Shure eat dinner? \_\_:00
7. What time does Shure go to bed? \_\_:00

## Activity 3

**Directions:** Work in a small group. Take turns writing on a digital clock the times that your teacher reads out loud to you.

# LESSON SEVEN

## Activity 1

**Directions:** Copy the chart into your exercise book. Listen as your teacher reads a class timetable out loud. Fill in the correct times for each lesson. Use the answer choices for help.

### Answer Choices

2:15–3:00	9:30	5:45–6:45
4:15–5:00	5:00–5:45	6:45–7:30
8:15–8:45	7:30–8:15	3:45–4:15
3:00–3:45	8:45–9:30	

Subjects	Times
Environmental Science	
Mother Tongue	
Break Time	
English	
Amharic	
Lunch	
Maths	
English	
Break Time	
Arts and Physical Education	
Dismissal	

### Activity 2

**Directions:** Answer your teacher's questions about the timetable from Activity 1.

### Activity 3

**Directions:** In your exercise book write a timetable for your class for one day of the week. Write the times and the names of the subjects in a list. Share your timetable in a small group.

## LESSON EIGHT

### Activity 1

**Directions:** Sing the “Good Morning” song with your teacher.

#### Good Morning

Good morning, good morning, good morning.

How are you?

I'm fine, I'm fine,

I'm fine, thank you.

Good afternoon, good afternoon, good afternoon.

How are you?

I'm fine, I'm fine,

I'm fine, thank you.

Good evening, good evening, good evening.

How are you?

I'm fine, I'm fine,

I'm fine, thank you.

Good night, good night, good night.

It's time to go to bed.

It's time to lay down

Your sleepy head.

### Activity 2

**Directions:** Choose a day of the week to write about. In your exercise book write three or four sentences about the things you do on that day of the week. Use the notes your teacher has written on the chalkboard to help you.

# LESSON NINE

## Activity 1

**Directions:** In your exercise book write one rule that you follow at school and one that you follow at home. Share your rules in a small group.

## Activity 2

**Directions:** In your group make a poster that shows the rooms in one building or an outdoor area of your school. Label the rooms on your drawing. Use the Word Bank.

Word Bank – Places in a School				
classroom	staffroom	director's office	library	playground

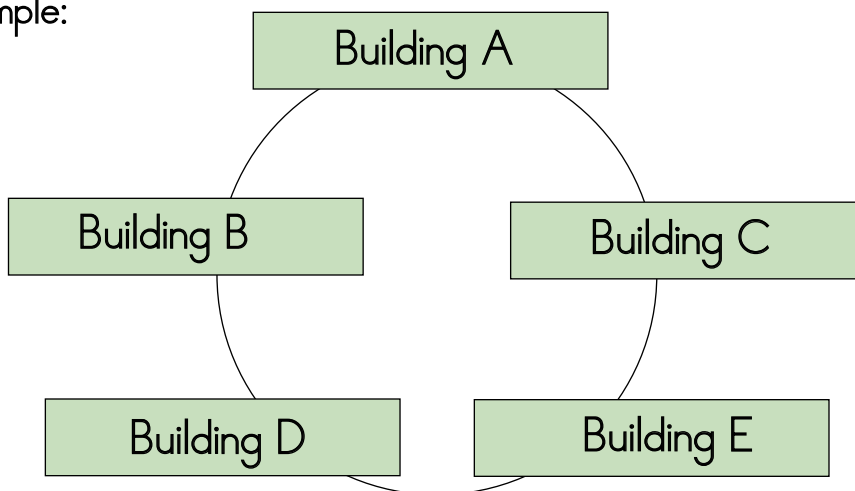
## Activity 3

**Directions:** Write three rules to be followed in the area of the school your group has drawn.

## Activity 4

**Directions:** Arrange the buildings you have drawn in your groups to make a plan of your school. Copy the plan into your exercise book.

Example:





## LESSON TEN

### Activity 1

**Directions:** With a partner make a list in your exercise book of six things that are irresponsible. Share your ideas in a small group.

### Activity 2

**Directions:** Silently read the fable, “The Ant and the Grasshopper,” as your teacher reads it out loud.



### The Ant and the Grasshopper

Narrator	One summer day a grasshopper sings and chirps and hops through the grass. It has a happy time. It sees an ant on the ground that is busy gathering and storing grain for the winter.
Grasshopper	Stop and talk to me. We can sing some songs and dance a while.
Ant	Oh no! Winter is coming. I am storing food for the winter. I think you should do the same.
Grasshopper	Oh, I can't be bothered. Winter is a long time off. There is plenty of food.

Narrator	So the grasshopper continues to dance and sing and chirp, and the ant continues to work. Winter comes. The grasshopper has no food. It is starving! It goes to the ant's house.
Grasshopper	Can I have some wheat or maybe a few kernels of corn. Without food I will starve!
Ant	Do you understand now? There is a time to work and a time to sing and dance!
Grasshopper	Yes, I'm sorry!
Narrator	The kind ant shares its food and then the ant and the grasshopper sing and dance together. The grasshopper promises to never be irresponsible again. <i>Adapted from the original fable by Aesop</i>

### Activity 3

**Directions:** Each student in your group of three will choose a character and act out the fable.

## LESSON ELEVEN

### Activity 1

**Directions:** In your exercise book write the answers to the questions.

1. Is the grasshopper a hard worker?
2. Why does the ant store food?
3. What can happen to the grasshopper if there's no food.
4. In what way is the grasshopper irresponsible?
5. What lesson does this story teach us?
6. What other lesson does the ant teach us at the end of the story?

### Activity 2

**Directions:** Talk with a partner about whether you are more like the ant or the grasshopper and tell why. Share your answer with the class.

**Examples:** I am like the ant because I share with others.  
I am like the grasshopper because I like to play while others work.

### Activity 3

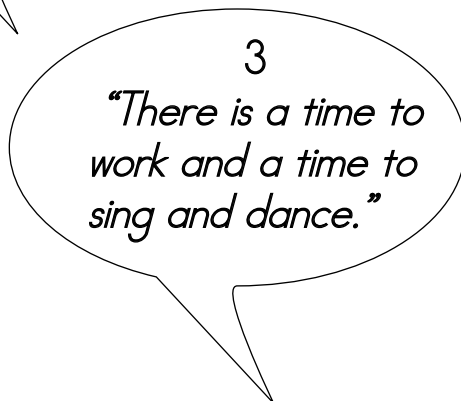
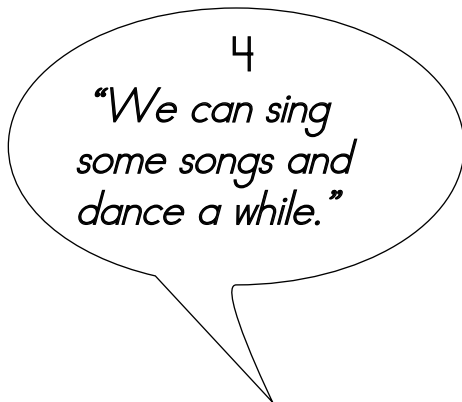
**Directions:** Choose three verbs from the Word Bank and write in your exercise book your own sentences using each of the verbs.

Word Bank – Verbs					
dance	sing	work	chirp	store food	hop

## LESSON TWELVE

### Activity 1

**Directions:** There are five speech bubbles below from the fable, "The Ant and the Grasshopper." Decide which happens first, second, third, fourth and fifth in the story. Write the numbers in the correct order in your exercise book. Discuss your answers with a partner.



## Activity 2

**Directions:** Read the story, “Baby,” silently as your teacher reads it out loud.

### Baby

I am a little child and am called a baby. My family loves me dearly. They take good care of me! When I am hungry, they feed me. When I cry they hold me. They rock me in their arms. When I am not well, they give me medicine. They always make sure I am clean and my clothes are clean. At night when I get sleepy, they gently put me into bed and kiss me good night. Sometimes they sing me a song or tell me a story. My family is wonderful. I am very lucky to be their baby!

## Activity 3

**Directions:** In your exercise book write three different activities from the story that a family does to care for a baby. Use complete sentences.

## LESSON THIRTEEN

### Activity 1

**Directions:** In your exercise book write the times your teacher reads out loud to you.

### Activity 2

**Directions:** Fill in the missing letters to spell the days of the week correctly.

M\_nda\_

\_un\_ay

Sa\_ u\_day

F\_ id\_y

T\_e\_day

Th\_r\_d\_y

Wed\_es\_a\_

# UNIT 4: LET'S WASH OUR HANDS

## LESSON ONE

### Activity 1

**Directions:** Read the chant/song together out loud with your teacher.

### I Have My Head on My Shoulders

I have my head on my shoulders.  
My hands behind my back.  
My feet are walking home.  
My friend is keeping track.

My hair is moving in the wind.  
My eyes can see the ground.  
My ears are listening to my friend  
Who makes a noisy sound.

My arms are swinging front to back.  
My trip is almost done.  
My face is feeling nice and warm  
From walking in the sun.

### Activity 2

**Directions:** Copy into your exercise book the words for body parts named in the chant. There are 10 body parts in the chant.

## LESSON TWO

### Activity

**Directions:** Match the beginning parts of the words below to their endings from the Word Bank. Write each complete word in your exercise book.

1.	h_ _ _	5.	t_ _
2.	n_ _ _	6.	f_ _ _
3.	l_ _	7.	m_ _ _ _
4.	ch_ _	8.	e_ _

Word Bank – Endings			
_ _ in	_ ar	_ oot	_ and
_ eg	_ outh	_ ose	_ oe

## LESSON THREE

### Activity

**Directions:** In your exercise book write five sentences about things you can taste, hear, see, smell and touch. Share your sentences in a small group.


**Example:** I can see trees in the school compound.



# LESSON FOUR

## Activity 1

**Directions:** Copy the gap sentences into your exercise book. Use the Word Bank to complete the sentences.

	<ol style="list-style-type: none"><li>1. I can _____ with my _____.</li><li>2. I can _____ with my _____.</li><li>3. I can _____ with my _____.</li><li>4. I can _____ with my _____.</li><li>5. I can _____ with my _____.</li></ol>
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Word Bank				
Sense Organs				
eye(s)	ear(s)	nose	tongue	finger(s)
Verbs				
smell	see	taste	touch/feel	hear

## Activity 2

**Directions:** In your exercise book draw the correct body part for each of your sentences.

## LESSON FIVE

### Activity 1

**Directions:** In your exercise book draw a stick picture of a body. Label the body parts using the words in the Word Bank. Share your drawing in a small group.

Word Bank – Body Parts							
shoulder	arm	hand	leg	knee	toe	head	foot

### Activity 2

**Directions:** In your exercise book draw parts of the body above the shoulder. Label the parts using the words in the Word Bank.

Word Bank Parts Above the Shoulder			
eye	hair	lip	chin
tongue	tooth	neck	nose
beard	cheek	mouth	ear

### Activity 3

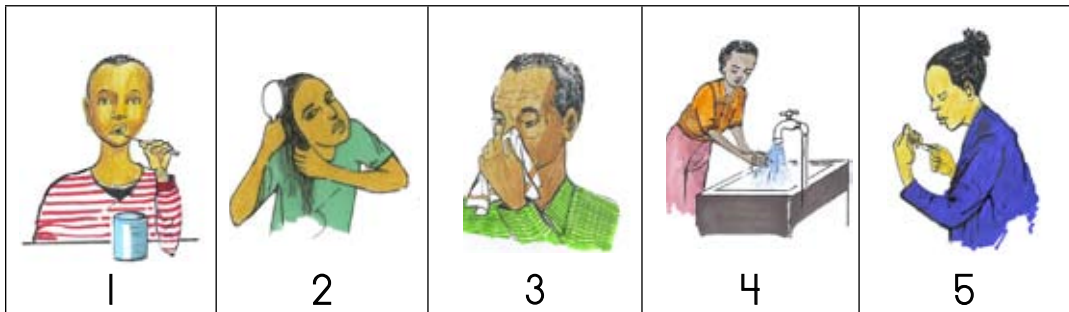
**Directions:** Play the game, Unjumble, in a group of eight students. You will put jumbled sentences about body parts into the correct order.

## LESSON SIX

### Activity

**Directions:** Copy the following sentences into your exercise book. Match them to the correct picture.

- Haile is washing his hands.
- Amira is cutting her fingernails.
- My father is blowing his nose.
- My sister is brushing her hair.
- Hadish is cleaning his teeth.



## LESSON SEVEN

### Activity 1

**Directions:** Read the story, “Ashango Plays in the Mud,” silently as your teacher reads it out loud. As your teacher names one of Ashango’s body parts, point to the same part on your body.

### Ashango Plays in the Mud

Tenagne has a little brother. His name is Ashango. Ashango is three years old. He likes to play in the mud after it rains. He jumps in the mud. He kicks his feet in the mud. He falls on his stomach in the mud. He rolls on his back in the mud. He gets so dirty! Mother tells Tenagne to clean Ashango because he is so dirty!

Tenagne washes Ashango’s body. She washes his hair because Ashango has mud all over his head. She washes his back because he has mud all over his back. She washes his legs and arms because he has mud all over them. Tenagne cleans and cleans her little brother. Ashango is so muddy that he has mud in his nose. Ashango must blow his nose. He has mud on his lips. Tenagne helps him clean his teeth. She helps him wash his whole body. She cuts his fingernails, which have mud under them.

Finally Ashango is clean. Tenagne brushes his hair and helps him put on a clean shirt and clean shorts. Tenagne smiles because Ashango is now clean and tidy. Ashango smiles, too. He runs back to the mud. Splash!

## Activity 2

**Directions:** Tell your partner what happens in the story, “Ashango Plays in the Mud.” Tell what happens at the beginning, the middle and the end of the story.

## Activity 3

**Directions:** With a partner write two lists of words from the story, “Ashango Plays in the Mud.”

1. A list of the body parts mentioned in the story.
2. A list of the actions that Ashango does in the story.

Compare your lists in a small group.

# LESSON EIGHT

## Activity 1

**Directions:** Sing the song, “My Eyes Can See,” together out loud.

### My Eyes Can See

My eyes can see; my ears can hear,  
My nose can smell; my mouth can talk.  
My head can nod; my arms can hold,  
My legs can walk, and walk and walk.

## Activity 2

**Directions:** Work in a group to play the game, What am I doing? Mime action words from the Word Bank.

Word Bank – Actions				
blow	brush	put on	look	clean
smell	cut	wash	taste	touch

## Activity 3

**Directions:** In a small group make a poster about how to be clean and tidy (good hygiene).

## LESSON NINE

### Activity 1

**Directions:** Study the picture. Guess what the little girl has in her basket and where she is going.

### Activity 2

**Directions:** Read Part One of the story, “Amina and the Wolf,” silently as your teacher reads it out loud.



### Amina and the Wolf – Part One

Amina is ten years old. Amina’s mother makes her a new red dress. Amina likes to wear it because it is so beautiful. Amina’s mother tells her she can wear it when she visits her sick grandmother.

Amina’s mother makes some injera and cooks a stew of meat and cabbage for Amina to take to her grandmother. Amina puts the food in her basket. Her mother tells her to fetch some honey and tea to take to her grandmother. She puts these things in her basket, too.



Amina goes out of her house to walk to her grandmother’s house. She walks along the path through the woods. She sings as she walks. It is the rainy season, and she smells the clean earth. She sees a bird fly away from a bush. She hears a sound in a bush. There is a wolf in the bush!

### Activity 3

**Directions:** Answer the questions about the story, “Amina and the Wolf – Part One.” Compare your answers with your partner’s.

1. How do you think Amina feels as she starts to walk through the woods to visit her grandmother? Find clues in the story.
2. How many things does she carry in her basket? Point to the words in the story.
3. How do you think she feels when she sees the wolf? What in the story tells you this?

### Activity 4

**Directions:** Talk with your partner about the things you take to your grandmother when you visit her.

## LESSON TEN

### Activity 1

**Directions:** With a partner find 8 verbs (action words) in Part One of the story. Write them in your exercise book.

### Activity 2

**Directions:** Tell your partner what you think happens next in the story, “Amina and the Wolf.”



### Activity 3

**Directions:** Read the dialogue in “Amina and the Wolf – Part Two” silently as your teacher reads it out loud.



### Amina and the Wolf – Part Two

Amina	Hello, Wolf! My name is Amina. How are you?
Wolf	Hello, Amina. I am hungry! What is in your basket?
Amina	Wolf, I cannot share this food with you. I must carry this basket of food to my sick grandmother.
Wolf	Amina, where does your grandmother live?
Amina	She lives in the house beside this path. It is not very far from here.
Wolf	I must go now, Amina. I can meet you at your grandmother's house.

## LESSON ELEVEN

### Activity 1

**Directions:** Retell to your partner what happens in Part Two of the story, “Amina and the Wolf.”

### Activity 2

**Directions:** Study the picture below. Tell your teacher what you think happens in Part Three of the story, “Amina and the Wolf.”

### Activity 3

**Directions:** Read the story, “Amina and the Wolf – Part Three” silently as your teacher reads it out loud.

### Amina and the Wolf – Part Three

Wolf runs to the house where Amina’s grandmother lives. It knocks on the door: rap, rap, rap. It hears Grandmother say, “Come in, Amina.”

Grandmother sees Wolf. She hides under the bed. She is afraid Wolf will eat her, but Wolf has another plan.

Wolf gets into Grandmother’s bed. It puts its head on the pillow. It pulls the blanket over its big, furry body. Its feet stick out from under the blanket. It smiles a big, toothy grin as it thinks about how it will eat Amina. Oh, it is so hungry!



## Activity 4

**Directions:** Work in a small group to tell three events you remember from the story, “Amina and the Wolf – Part Three.” Tell how you feel about the wolf.

# LESSON TWELVE

## Activity 1

**Directions:** Read the dialogue in “Amina and the Wolf – Part Four” silently as your teacher reads it out loud.

### Amina and the Wolf – Part Four

Amina	Hello, Grandmother. How are you feeling today?
Wolf	I am feeling better, Amina. Come near and kiss me.
Amina	Oh, Grandmother! Your eyes are so big!
Wolf	All the better to see you, my little peach!
Amina	Oh, Grandmother! Your ears are so big!
Wolf	All the better to hear you, my little mango!
Amina	Oh, Grandmother! Your hands are so big!
Wolf	All the better to touch you, my little potato!
Amina	Oh, Grandmother! Your nose is so big!
Wolf	All the better to smell the delicious food in your basket, my little tomato!
Amina	Oh, Grandmother! Your mouth is so big, and I can see your big teeth!
Wolf	All the better to eat you, my lovely lunch!

## Activity 2

**Directions:** Read the conversation above with your teacher. Say the words in the shaded boxes together out loud. Make your voice sound like Wolf.

### Activity 3

**Directions:** In your exercise book write answers to each of the following questions about “Amina and the Wolf – Part Four.” Share your answers with a partner.

1. Do you think Amina wants to kiss her Grandmother? Why?
2. Why do you think Wolf calls Amina “my little peach”?
3. What other fruits and vegetables does Wolf name when talking to Amina?
4. What do you think Amina will do next?
5. What do you think Wolf will do next?

### Activity 4

**Directions:** Read the ending of the story, “Amina and the Wolf,” silently as your teacher reads it out loud.

#### Amina and the Wolf – Part Five (Ending)

Amina runs outside. She sees a farmer. She shouts to the farmer for help. The farmer chases Wolf away.



Amina and the farmer find Grandmother under the bed. Grandmother thanks them for helping her. They all eat the delicious lunch together.

Wolf begins to hunt for food. What will it find?

*Adapted from the traditional story, “Little Red Riding Hood”  
by the Grimm Brothers*

## LESSON THIRTEEN

### Activity 1

**Directions:** Discuss the story, “Amina and the Wolf” in a small group. Your teacher will write discussion questions on the chalkboard. Report your discussion to your classmates.

### Activity 2

**Directions:** In your exercise book write numbers 1–5. Write the name of each body part: ear, nose, eye, finger, tongue. Then write a sentence about what you can do with each body part. Use actions words from the Word Bank.

**Example:** 1. Ear I can hear with my ears.

Word Bank – Verbs				
see	hear	smell	taste	feel

### Activity 3

**Directions:** Read the poem, “I think I’m a Little Crazy” out loud. In your exercise book, make a list of items from the poem that you can see, taste, touch, smell and hear.

#### I Think I’m a Little Crazy

I think I’m a little crazy!  
I don’t know what to do!  
When I smell a flower,  
I taste delicious stew.

I think I’m a little crazy!  
I don’t know what to do!  
When I look at a dog,  
I hear a frog! Don’t you?

I think I’m a little crazy!  
I don’t know what to do!  
When I eat a mango,  
I feel stones in my shoe.

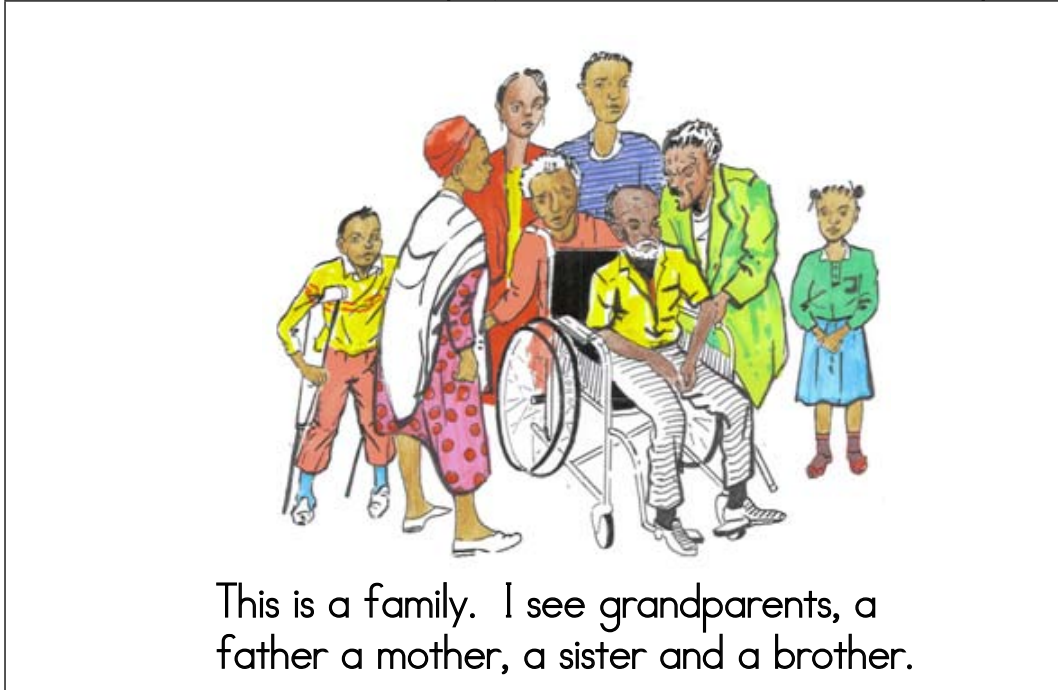
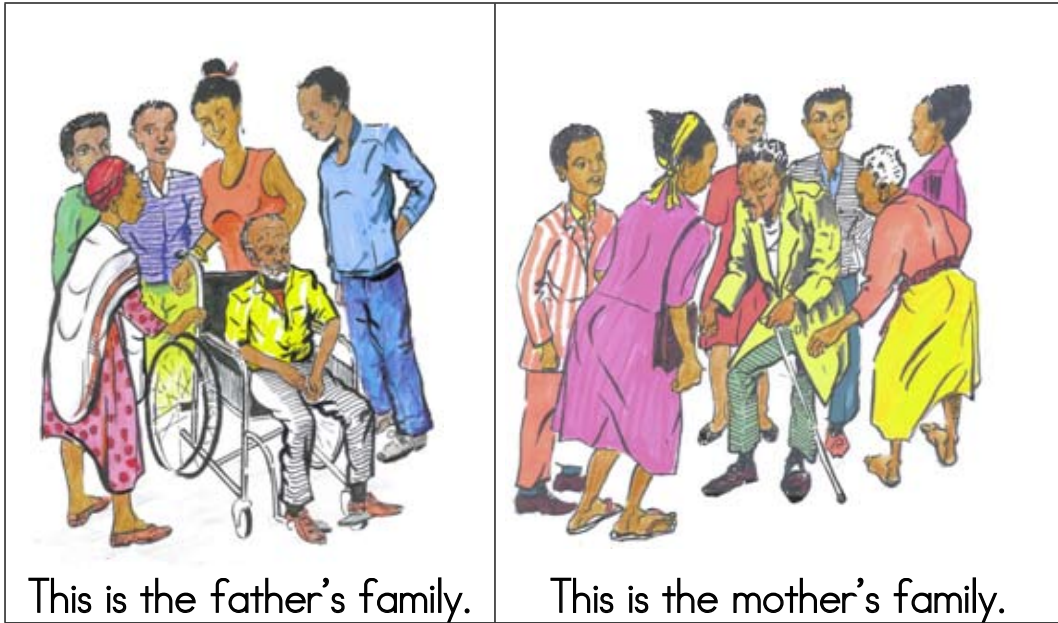
I think I’m a little crazy!  
I don’t know what to do!  
My senses are all mixed up!  
Why? I don’t have a clue!

# UNIT 5: MY FATHER LOOKS AFTER THE CHILDREN

## LESSON ONE

### Activity

Directions: Listen as your teacher explains each picture.





## LESSON TWO

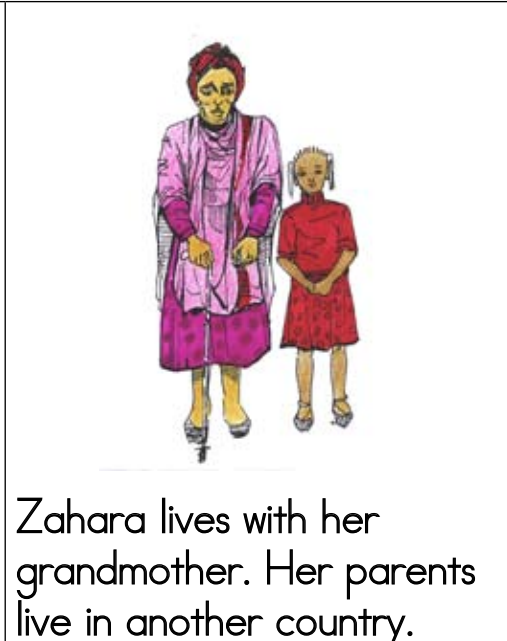
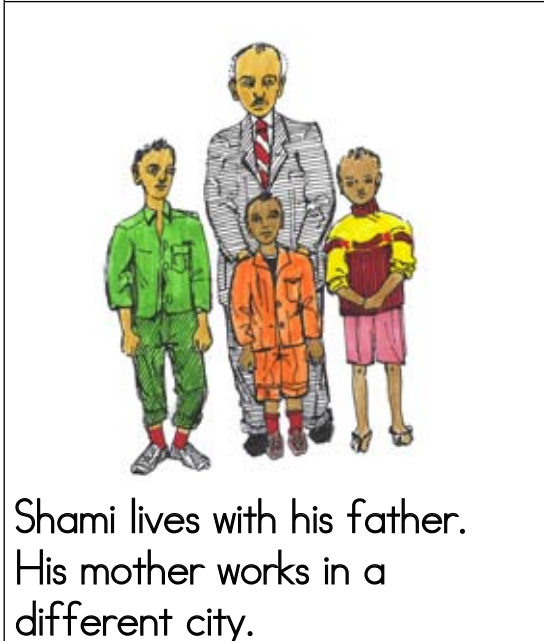
### Activity 1

**Directions:** In a small group describe the families in the pictures in Lesson One. Talk about different kinds of families

### Activity 2

**Directions:** Study the pictures as your teacher reads the passage, “My Family – Your Family,” out loud.

### My Family – Your Family





## LESSON THREE

### Activity 1

**Directions:** Take turns with a partner to ask and answer the questions below.

1. Do you have any brothers?
2. How many brothers do you have?
3. Do you have any sisters?
4. How many sisters do you have?
5. Do you have grandparents?
6. Do you live with your grandparents?
7. How many grandparents do you have?

### Activity 2

**Directions:** Answer the questions below in your exercise book. Use complete sentences.

1. Where does your grandmother live?
2. How old is your sister?
3. Do you write with a pencil?
4. Can your father drive a car?

### Activity 3

**Directions:** Read the answers below. In your exercise book write a question for each pair of answers.

1. Yes, I do walk to school.  
No, I don't walk to school.
2. Yes, I help my mother cook.  
No, I don't help my mother cook.
3. No, I can't keep a ball on my nose.  
Yes, I can keep a ball on my nose.
4. No, I am not hungry.  
Yes, I am hungry.
5. Yes, I live with my parents.  
No, I don't live with my parents.

### Activity 4

**Directions:** Read the passage and write two questions about it in your exercise book. Your partner will answer the questions.

#### Haile Works Hard for His family

Haile is 37 years old. His wife and children live in Addis Ababa. His son, Nahom, is 13 years old. Haile and his wife have two daughters. Bezawit is 12 years old. Ababa is ten years old. Haile works so he can take care of his family.

## LESSON FOUR

### Activity I

**Directions:** Read the conversation silently as your teacher reads it out loud.

Mr. Ongaye	Hello, Kayitu. How are you? I would like to meet your family.
Kayitu	Hello, Mr. Ongaye. I'm fine. This is my father. His name is Alambo Kayaye. Father, this is my teacher, Mr. Ongaye.
Father	Hello, Mr. Ongaye. I am pleased to meet you. This is my wife, Shure Obse.
Mother	Hello, Mr. Ongaye. It is nice to meet you. This is Kayitu's grandmother, Hanna Ashango.
Grandmother	Hello, Mr. Ongaye. We are glad to meet you. Kayitu, can you introduce your brother and sister to Mr. Ongaye?
Kayitu	Yes, I can. Mr. Ongaye, this is my brother Salfore and my sister Marta.
Salfore	Hello, Mr. Ongaye. It is nice to meet you.
Marta	Hello, Mr. Ongaye. I am pleased to meet you.
Mr. Ongaye	I am pleased to meet you, too. Thank you for having me in your home.

## Activity 2

**Directions:** Work in a small group. Follow the directions below.



1. Open your exercise book to a blank page.
2. Draw a simple map of the area in which your school is.
3. Draw a circle to show where your school is on the map.
4. Draw a square to show where each of your houses is on the map.
5. Draw stick figures to show the family members you live with.
6. Introduce yourself and your family members to other groups.

# LESSON FIVE



## Activity 1

**Directions:** This is a family tree. Listen to your teacher explain how a family tree shows family relations.

### My Father's Family

My Father's Father	My Father's Mother
	
These are my grandparents.	







### My Mother's Family

My Mother's Father	My Mother's Mother
	
These are my grandparents.	

### My Father's Family

### My Mother's Family

These are my grandparents' children.  
They are my parents and my uncles and aunts.

Uncle	Father	Aunt	Uncle	Mother	Aunt
					

### My Family

My father		My mother	
My brothers and sisters and me			
Brothers?	Me	Sisters?	

## Activity 2

**Directions:** Copy the sentences that describe your family.

1. I live with both of my parents.
2. My father looks after the children.
3. My mother looks after the children.
4. I don't live with my parents.
5. I live with my uncle/aunt.
6. I live with my grandmother/grandfather.
7. I have a brother/sister.
8. I don't have a brother/sister.
9. I have (two/three/\_\_\_\_\_ ) brothers/sisters.
10. My family members are \_\_\_\_\_, \_\_\_\_\_ and me.

## LESSON SIX

### Activity 1

**Directions:** Help your teacher fill in a family tree.

### Activity 2

**Directions:** Draw your family tree. Copy the outline and fill in information about your family. Show the following relatives:

your grandparents

your parents, uncles and aunts

your brothers, your sisters and yourself.

### Activity 3

**Directions:** Write two sentences about your family tree.

## LESSON SEVEN

### Activity 1

**Directions:** Silently read the story, “My Aunt Looks after the Children.”

### My Aunt Looks after the Children – Part One

My name is Bakombi. My siblings and I don't live with our parents. My father's sibling takes care of us. She is our aunt. Her name is Akeyi Kedira. She works at the clinic in Assosa. She is a doctor.

Our aunt tells us it is important for us to take care of each other. I have one older sibling, my brother, Muhamed. I have two younger siblings, my sisters, Samira and Datsetsi.

Our aunt calls Samira and Datsetsi the smartest and most beautiful girls in Assosa. Muhamed and I think that we boys are the best football players!

### Activity 2

**Directions:** Work in a group and retell the story to each other.

### Activity 3

**Directions:** Copy the sentences below into your exercise book. Choose the correct word from the Word Bank to complete each sentence.

1. Muhamed, Samira, and Datsetsi are Bakombi's \_\_\_\_\_.
2. Samira and Datsetsi are \_\_\_\_\_.
3. Muhamed is Samira's \_\_\_\_\_.
4. Akeyi Kedira is Datsetsi's \_\_\_\_\_.

Word Bank – Family Members				
brother	sisters	siblings	mother	aunt

## LESSON EIGHT

### Activity

**Directions:** Write four sentences about your family like the model on the chalkboard.



## LESSON NINE

### Activity I

**Directions:** Read the story, “My Aunt looks After the Children– Part Two,” silently as your teacher reads it out loud.

### My Aunt Looks After the Children – Part Two

My aunt wants my siblings and me to know about our family. She tells us about her father and mother. They are our grandparents. Their names are Wokchaya and Agatoka. They are farmers, but they don't work on the farm now. They are very old. They live in our compound now. Our aunt tells us that our grandparents want everyone to work hard to make a good life for themselves. Our aunt works very hard at the clinic.

My aunt also tells us about her brother, Bagizi. Bagizi is our father. He is a police officer. He works very hard. He does not live in our compound. He lives in Addis Ababa. Our mother does not live in our compound. Her parents live in America now, and our mother works in an Ethiopian restaurant in America. Our mother's name is Bogetse. Her parents are also our grandparents. Their names are Babekeya and Shaketse.

We tell our aunt that we will work hard in school. We want to have a good life for ourselves too.

## Activity 2

**Directions:** Decide whether each sentence about the story is true or false. Make each false sentence true, and write these sentences in your exercise book.

1. Bakombi's grandparents live in the compound.
2. Bakombi's uncle takes care of the children.
3. Bakombi's aunt has a sister.
4. Bakombi's mother lives in America.
5. Bakombi's father is a police officer.

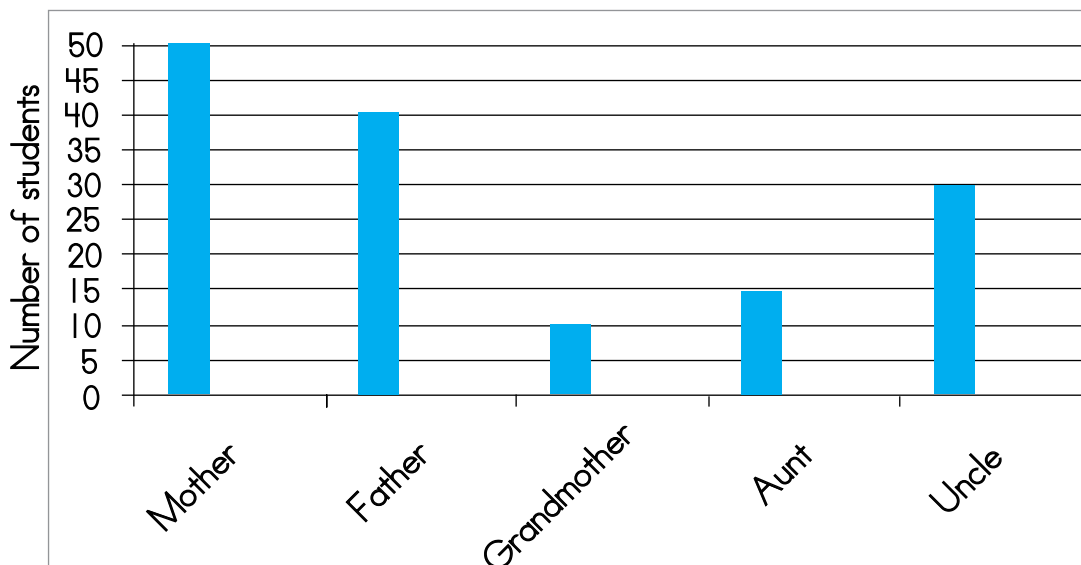
## LESSON TEN

### Activity 1

**Directions:** Study the bar graph below. Tell your group one fact you understand from reading the graph.

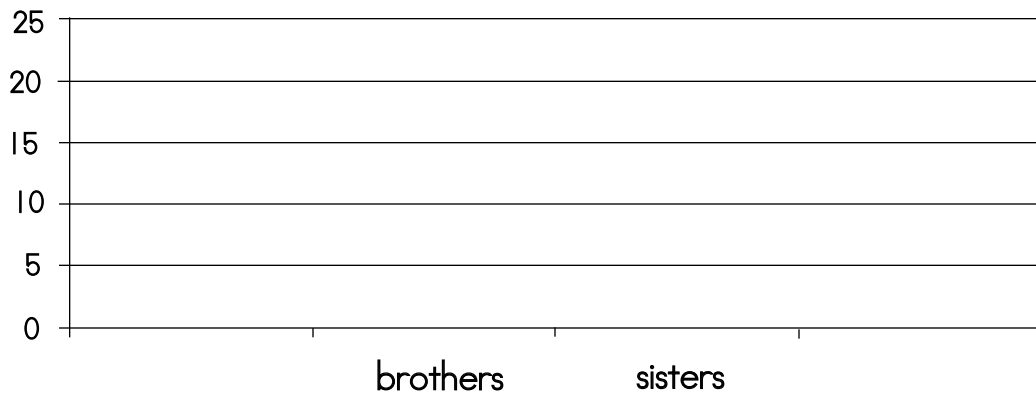
**Example:** 30 students live with their uncle.

With Whom Do You Live?



## Activity 2

**Directions:** Get information from your small group about the number of their siblings. Draw a bar graph to show the total number of brothers and sisters of the students in your group. Use the following outline.



## LESSON ELEVEN

### Activity 1

**Directions:** Read the poem, “Hewan’s Family.”

#### Hewan’s Family

My name is Hewan.  
I’m from a family of seven.  
I have two parents, one sister and three brothers.  
We care so much for one another.

My father and mother care for us.  
They help us, feed us and teach us.  
And we never hear them complain or fuss.  
My siblings and I have clothes and food.  
Our parents like us to be in a good mood.

Since I am the oldest I always help out.  
I work hard and I never shout.  
My favourite job is sweeping the floors.  
My brothers and sister help clean and do chores.

I love my family and they love me.  
It’s very obvious; can’t you see?

### Activity 2

**Directions:** In your exercise book write three sentences about how your family members help one another.

## LESSON TWELVE

### Activity I

**Directions:** Read the first three funny sentences out loud to a partner as quickly as you can. Make up three more funny sentences about family members. Each word in a sentence must start with the same letter. Use words from the Word Bank or your own words.

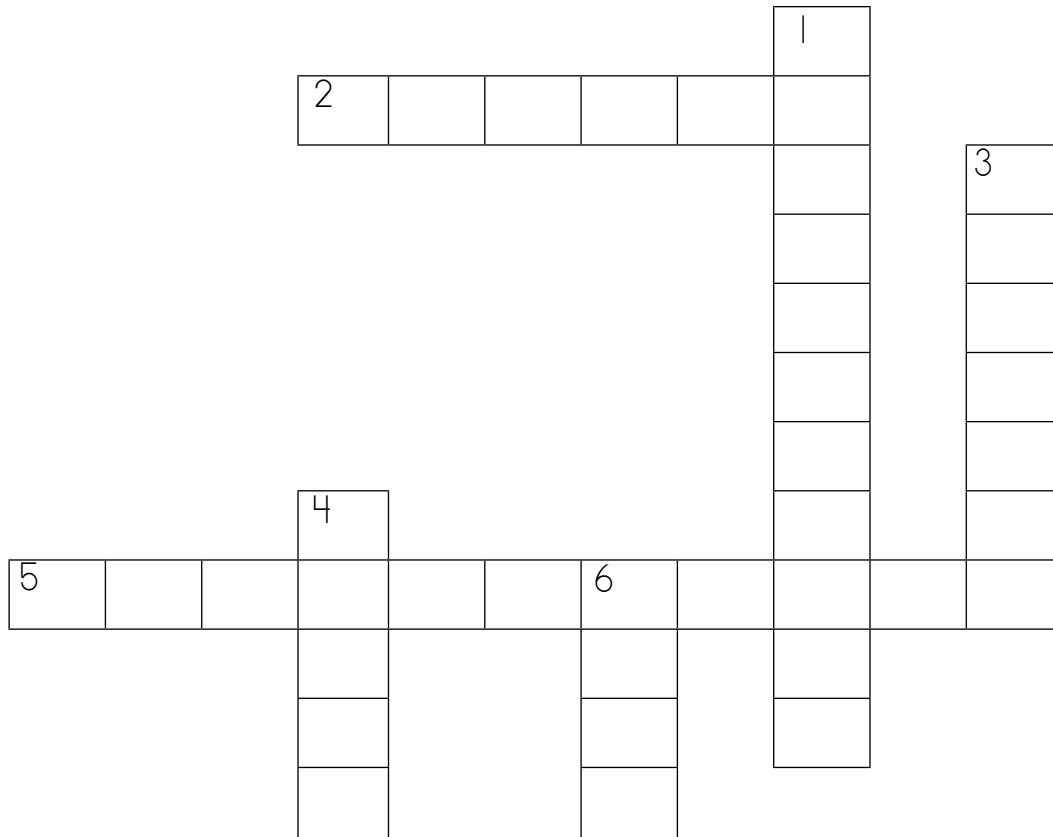
1. Grandma Gabra grows green guavas.
2. Father Fisseha finds fishing fun.
3. Sister Shewit sells six silk scarves.
4. Brother \_\_\_\_\_ .
5. Cousin \_\_\_\_\_ .
6. Mother \_\_\_\_\_ .

Word Bank			
Berhanu	many	mats	coffee
baskets	counts	big	buys
Muna	makes	Chaltu	cups

## Activity 2

**Directions:** Copy the puzzle into your exercise book. Then write the answers in the boxes of the puzzle. Use the clues given.

### Family Members



Clues Across	Clues Down
2. My female sibling is my _____.	1. My mother's mother is my _____.
5. My father's father is my _____.	3. My male sibling is my _____.
	4. My father's brother is my _____.
	6. My mother's sister is my _____.

## LESSON THIRTEEN

### Activity I

**Directions:** Silently read “Hasan’s Family.” In your exercise book copy the sentences below and fill in the gaps with information from the story.

### Hasan’s Family

My name is Hasan Kadar. I am nine years old. I live with my father and my brother and sister. My father’s name is Kadar Suleman. My sister’s name is Fatuma. My brother’s name is Guled. We live in Jijiga.

1. \_\_\_\_\_ is telling about his family.
2. The family lives in \_\_\_\_\_.
3. There are \_\_\_\_\_ family members.
4. Hasan lives with his \_\_\_\_\_, his \_\_\_\_\_ and his \_\_\_\_\_.
5. Hasan’s \_\_\_\_\_ takes care of the children.

## Activity 2

**Directions:** Copy the puzzle below into your exercise book. Find the words hidden inside the puzzle and circle each one. Use the Word Bank.

### Word Search

G	F	W	R	R	Q	M	J	U	B	L
R	B	G	E	E	G	O	P	L	O	D
A	R	K	T	H	N	T	J	N	F	C
N	O	Q	S	T	D	H	R	W	E	R
D	T	E	I	O	A	E	U	G	E	H
F	H	L	S	M	T	R	R	H	O	O
A	E	C	T	D	W	F	T	N	U	A
T	R	N	Y	N	H	A	I	U	A	Q
H	B	U	M	A	F	M	N	L	C	F
E	I	O	A	R	N	T	S	G	X	T
R	R	C	C	G	H	V	X	S	N	J

### Word Bank – Family Members

aunt	sister	brother	uncle
father	grandfather	grandmother	mother



# UNIT 6: WHAT ARE THE CHILDREN DOING?

## LESSON ONE

### Activity 1

**Directions:** Study the pictures. Choose the correct words from the Word Bank to complete the questions.

 <p>1. Please, can I _____?</p>	 <p>2. Please, can I _____?</p>
 <p>3. Please, can I _____?</p>	 <p>4. Please, can I _____?</p>

### Word Bank

wash my hands

leave class early

go to the toilet

come in

## Activity 2

**Directions:** In your exercise book write four sentences that ask for permission to do something. Begin each sentence with the words, Please can I \_\_\_\_\_.

# LESSON TWO

## Activity 1

**Directions:** Sing “The Contraction Song” together out loud.

### The Contraction Song





I’m the first word; don’t change me!  
Don’t change me; don’t change me!  
I’m the first word; don’t change me!  
Oh, no, just let me be.

When you change the second word,  
Second word, second word,  
When you change the second word,  
A shorter word you see.

## Activity 2

**Directions:** In your exercise book write numbers 1–4. With a partner match the sentences below to the pictures and write them in your exercise book.

Sentences	
She's cooking.	We're reading.
They're laughing.	He's helping.

 <p>1.</p>	 <p>2.</p>
 <p>3.</p>	 <p>4.</p>

### Activity 3

**Directions:** In your exercise book write the sentences below, changing the bolded words into a contraction. Read your sentences out loud in a small group.

1. **We are** washing our feet.
2. **She is** working in the garden.
3. **They are** eating injera.
4. **You are** looking at the sun.
5. **I am** going to the market.

### Activity 4

**Directions:** Choose one of the actions from Activity 3 and mime it for your small group. Group members will guess your action.

## LESSON THREE

### Activity 1

**Directions:** Study the pictures. Tell a partner what people are doing in the garden, in the kitchen and at school using the Word Bank. Remember to use the -ing form of the verb.



Word Bank – Activities		
In the Garden	In the Kitchen	At School
dig the soil plant a tree feed the chicken	wash their hands cook the food sweep the floor	clean the chalkboard study their lesson leave the classroom

### Activity 2

**Directions:** Copy the sentences below into your exercise book. Write True or False beside each sentence for the drawings in Lesson Three, Activity 1.

1. He's feeding the chickens.
2. She's washing the dishes.
3. They are cleaning the chalkboard.
4. He's digging the soil.
5. He's sweeping the floor.

## LESSON FOUR

### Activity 1

**Directions:** In your exercise book write a list of verbs (action words) that you remember that end in -ing.

### Activity 2

**Directions:** Read the story, "Father, What Are You Doing?" together out loud with your teacher.

### Father, What Are You Doing?

Rowda is in grade 3. She is always busy at school, but today is Saturday. Her father Kedir leaves their home to go to work. Rowda says, "Father, what are you doing today?" Kedir smiles. He says, "Rowda, come to work with me today. I can show you what I do."

Rowda's father works at a flower shop. He's a shopkeeper. He sells roses and other beautiful flowers. People from hotels go to Kedir's shop to buy his beautiful roses. People come in from the street when they see his colourful flowers. They like to smell the flowers, too.

Rowda looks at her father working. She asks, "Father, what are you doing?" Kedir answers, "I'm watering the roses. I'm cutting the roses to sell them. I think you can help."

Rowda helps her father. She waters the roses. She cuts the roses and puts them in bunches to sell. She talks to the customers when they come into the shop. She is busy all day. Soon it is time to go home. She begins to clean

the shop. Kedir asks, “Rowda, what are you doing?” Rowda laughs and says, “Father, I’m working!” Kedir smiles and nods his head. “Yes, Rowda, you are!”

### Activity 3

**Directions:** Read the story, “Father What Are You Doing?” with a partner.

### Activity 4

**Directions:** Retell the story to a partner. One partner will tell the things that Kedir is doing in the flower shop. The other partner will tell the things that Rowda is doing.

## LESSON FIVE

### Activity 1

**Directions:** Silently reread the story in Lesson Four, Activity 2, “Father, What Are You Doing.” Find seven action words in the story and write them in your exercise book. Read the action words you wrote in a small group.

### Activity 2

**Directions:** Write a new sentence for each of the action words that you wrote for Activity 1. Read the sentences you wrote to your small group. Group members will mime the action described in each sentence.

### Activity 3

**Directions:** Write in your exercise book three sentences to say what people in your family are doing while you are at school. Read your sentences to a partner. Check each other’s work.

## LESSON SIX

### Activity 1

**Directions:** In a small group use the action words your teacher has reviewed with you on the chalkboard to make sentences about what you are doing at school.

### Activity 2

**Directions:** Take turns with a partner to ask and answer questions about your class timetable. Say what you are doing at different times and on different days.

### Activity 3

**Directions:** Use the sentence pattern below to help you write five sentences in your exercise book about what you and your friends are doing. Use the Word Bank to help you.

**Example:** At 2:00 on Monday Mohammed and I are reading books.

Word Bank – Verbs (Action Words)		
eat	walk	sing
play	run	dance
work	jump	read
study	kick	draw

## LESSON SEVEN

### Activity 1

**Directions:** Silently read the passage, “Tirunesh Dibaba Runs for Ethiopia,” as your teacher reads it out loud. Then read it to a partner.



## Tirunesh Dibaba Runs for Ethiopia

Tirunesh runs races in the Olympics. People call her the “Baby Face Destroyer.” “Run, Tirunesh, run!” People stand up. They shout and cheer. She can see green, yellow and red. It is the Ethiopian flag. The wind is blowing the flag. Tirunesh runs across the finish line first. She finishes each race with a big kick. She wins another race! An Ethiopian runner wins the Gold Medal again.

### Activity 2

**Directions:** In your exercise book write the answers to the questions. Each question has more than one possible answer.

1. What does Tirunesh Dibaba do?
2. What can she see?
3. What do the people do?

### Activity 3

**Directions:** With a partner write in your exercise book five **yes/no** questions about the passage “Tirunesh Dibaba Runs for Ethiopia.” Another pair of students will answer your questions.

### Example:

Question: Is Tirunesh Dibaba a Kenyan runner?

Answer: No. She is an Ethiopian runner.

## LESSON EIGHT

### Activity 1

**Directions:** Write three sentences in your exercise book about what busy people in your school do. Follow the example on the chalkboard.

### Activity 2

**Directions:** Use the Word Bank to complete the gap sentences. Copy each sentence into your exercise book. Read the completed sentences to a partner.

Word Bank – People Who Do Jobs in a School		
director	secretary	student
guard	teacher	

1. The \_\_\_\_\_ is opening the gate.
2. The \_\_\_\_\_ is greeting some visitors.
3. The \_\_\_\_\_ is learning English.
4. The \_\_\_\_\_ is talking on the phone.
5. The \_\_\_\_\_ is preparing her lesson.

### Activity 3

**Directions:** Copy into your exercise book the T-chart from the chalkboard. Tell a partner the things you do when you are busy and the things you do when you are relaxing.

## LESSON NINE

### Activity 1

**Directions:** Read the poem together out loud with your teacher.

#### Busy All Day

Working, working, working.  
The director is working at the school.  
He meets and he greets  
The parents all week.  
He's busy all day at the school.

Helping, helping, helping.  
The secretary is helping at the school.  
She answers the phone  
That has a loud tone.  
She's busy all day at the school.

Teaching, teaching, teaching.  
The teachers are teaching at the school.  
They ask questions and talk.  
They use lots chalk!  
They're busy all day at the school.

Learning, learning, learning.  
The students are learning at school.  
They read and they write.  
They practise at night.  
They're busy all day at the school.

## Activity 2

**Directions:** Find the action words in the poem. List them in your exercise book.

## Activity 3

**Directions:** Copy any new action words from the chalkboard into your exercise book. Choose three of the words and write a sentence for each word about your school and the people who work there. Share your sentences in a small group.

# LESSON TEN

## Activity 1

**Directions:** Read the poem, “Busy All Day,” from Lesson Nine together out loud. Then read it again in a small group, miming the actions in the poem.

## Activity 2

**Directions:** Listen to the story, “Can You Play a Game with me? – Part One,” as your teacher reads it out loud.

### Can You Play a Game with Me? – Part One

Mariamawit is ten years old. She sweeps the floor and does her homework. She wants to play a game with her brothers. She sees her older brother Haile and asks, “Haile, can you play a game with me?” Haile says, “No, Mariamawit. I’m busy. I’m taking the cows to the barn. I can’t play with you now. Ask our brother Gabriel. He can play a game with you.”

Mariamawit sees Gabriel in the garden. She skips to the garden and asks, “Gabriel, can you play a game with me?” Gabriel stands up and looks at Mariamawit and says, “I’m busy. I’m picking beans in the garden. I can’t play with you now. Ask Grandmother to play a game with you.”

Mariamawit sees Grandmother in the house. She runs inside and asks, “Grandmother, can you play a game with me?” Grandmother is singing while she cooks the food. Grandmother says, “I’m busy, Mariamawit. I’m cooking now. Smell the stew. There are lots of vegetables in it from our garden. You know I can’t play a game with you now.”

### Activity 3

**Directions:** Read the following sentences. In your exercise book write the sentences in the order the events happen. Number your sentences from 1–7. Then retell the story to a partner.

1. Mariamawit asks Gabriel to play a game with her.
2. Haile is taking the cows to the barn.
3. Grandmother says she can’t play a game with Mariamawit.
4. Gabriel is picking beans.
5. Grandmother is singing and cooking.
6. Gabriel tells Mariamawit that he can’t play with her.
7. Grandmother tells Mariamawit she is cooking vegetables from the garden.

## LESSON ELEVEN

### Activity I

**Directions:** Listen to the story, “Can You Play a Game with me? – Part Two,” as your teacher reads it out loud.

### Can You Play a Game with Me? – Part Two

Grandmother smiles at Mariamawit and says, “Mariamawit, you can tell your little sister Shewit a story. Tell her about Haile and Gabriel.” Mariamawit tells her sister to come into the kitchen. Shewit sits at the table while Mariamawit tells a story.

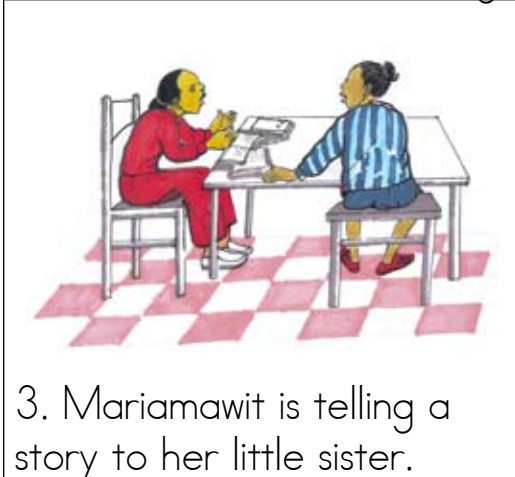
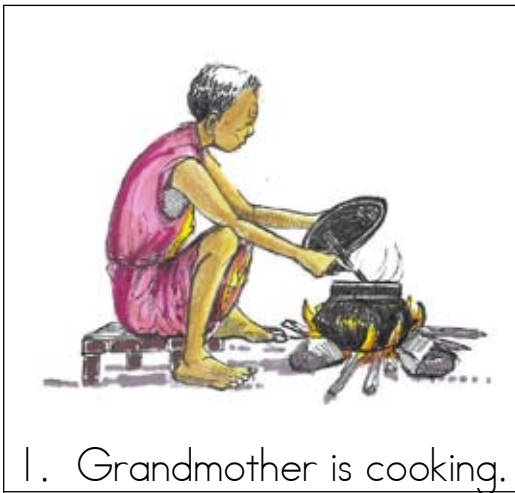
Haile comes into the kitchen. He says, “Mariamawit, can you feed the chickens with me?” Mariamawit says, “No, Haile, I’m busy. I’m telling a story to Shewit. Ask Gabriel.”

Gabriel comes into the kitchen. He asks, “Mariamawit, can you pick the corn with me?” Mariamawit says, “No, Gabriel. I’m busy. I’m telling a story to Shewit. Ask Grandmother.”

Mariamawit’s two brothers laugh, so does Grandmother. Soon the food is ready, and everyone washes his/her hands so they can eat.

## Activity 2

**Directions:** Read each sentence and study the drawing. Copy the true sentences in your exercise book. Change words in the false sentences to make them true. Then write them in your exercise book.



## Activity 3

**Directions:** In your exercise book write two true and two false sentences about activities you do. With a partner guess which sentences are true and which are false.

# LESSON TWELVE

## Activity 1

**Directions:** Find the beginning, middle and end of each picture story. Tell a partner the correct order.

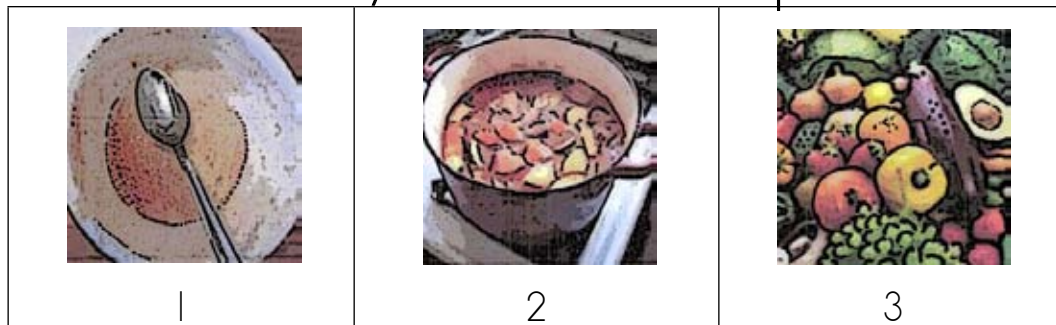
Can I have some water?



Can I cut some roses for my grandmother?



Can my friend have some soup?





## Activity 2

**Directions:** Think about asking for permission to do something in each picture. Then think about two different answers for each question. Share your questions and answers with a partner.

Please can I \_\_\_\_\_?



## Activity 3

**Directions:** In your exercise book write two questions asking permission. Share your questions in a small group.

# LESSON THIRTEEN

## Activity 1

**Directions:** In your exercise book write the action words your teacher says. Use correct spelling.

## Activity 2

**Directions:** Read the passage below silently as your teacher reads it out loud. With a partner take turns reading sentences that tell what the children are doing.

### The Children Play

It's a sunny day. The children in grade 3 are playing games outside. Ephrem is playing football with his friends. They run and kick the ball. Jemila is playing marbles with Hewan. The red and yellow marbles hit each other, and the girls laugh.

Some boys and girls are running and skipping. They want to see who wins the race. Some pretend to be like their mother and father. The boys want to be shopkeepers, policemen and farmers, and the girls want to be doctors, teachers and shopkeepers. All of the children play and have fun.

## Activity 3

**Directions:** In your exercise book write the answer to each question about the passage, "The Children Play."

1. What games do the children in the passage play?
2. What games do you play with your friends?
3. What jobs do the children in the passage want to do? Why?
4. What job do you want to do? Why?

# UNIT A: REVISION

## LESSON ONE (UNIT 1)

### Activity 1

**Directions:** Sing the song with your teacher.

### Meet My Friends Greeting Song

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

Hello, hello.  
Meet my friends.  
My friend's name is (*boy's name*).  
My friend's name is (*girl's name*).  
Meet my friends.

### Activity 2

**Directions:** Ask and answer questions with your partner.  
Say your name, where you are from and your nationality.

### Activity 3

**Directions:** Play a game in a small group. Take turns to say where an object is in the classroom without naming the object. The other students will guess the object.

### Activity 4

**Directions:** In your group take turns to give and follow instructions. Mime the instructions. You will find some instructions in Unit 1, Lesson Ten.

## LESSON TWO (UNIT 2)

### Activity 1

**Directions:** Say the numbers together out loud. Fill in the gaps with the missing numbers.

1, 2, 3, \_\_, 5, 6, 7, \_\_, 9, \_\_, 11, 12, 13, 14, \_\_, 16, \_\_,  
18, 19, 20, \_\_, 22, 23, \_\_, \_\_.

### Activity 2

**Directions:** In your exercise book write the numbers your teacher reads out to you.

### Activity 3

**Directions:** Your teacher will write some numbers on the chalkboard. Write the numbers as words.

### Activity 4

**Directions:** In your exercise book draw the five shapes that your teacher names. Your partner will check your drawings.

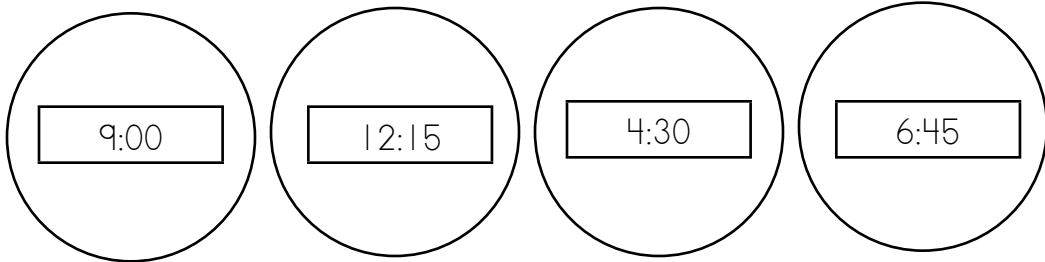
### Activity 5

**Directions:** Listen as your teacher reads the story, “Mahalet’s Birthday,” out loud. In your exercise book make a list of the food items that Mahalet’s friends share with her.

## LESSON THREE (UNIT 3)

### Activity 1

**Directions:** Read the times to a partner.



### Activity 2

**Directions:** In your exercise book from memory write the seven days of the week in a list. For each day write its ordinal number from the Word Bank. Then write a sentence like the example for each day of the week.

**Example:** 1. **Monday** is the **first** day of the week.

Word Bank - Ordinal Numbers						
first	second	third	fourth	fifth	sixth	seventh

### Activity 3

**Directions:** Copy the T-chart into your exercise book. Write the rules below in the correct column. Add one more rule to each column. Share your rules in a small group.

Must do	Mustn't do

#### Rules Bank

Shout at the teacher. Raise your hand to ask permission. Put paper on the floor. Throw stones at a classmate. Study for a test.
---

## LESSON FOUR (UNIT 4)

### Activity 1

**Directions:** In your exercise book draw a stick figure. Label from memory as many parts of the body as you can.

### Activity 2

**Directions:** In your exercise book draw a face and label the following parts: beard, lips, cheek, nose, eyes, ears, chin.

### Activity 3

**Directions:** Copy the sentences below into your exercise book. Fill in the missing words using the Word Bank.

## Word Bank – Parts of the Body

eyes

ears

nose

tongue

hands

1. I can smell with my \_\_\_\_\_.
2. I can hear with my \_\_\_\_\_
3. I can taste with my \_\_\_\_\_.
4. I can touch with my \_\_\_\_\_.
5. I can see with my \_\_\_\_\_.

### Activity 4

**Directions:** Read silently the story, “Kedira and Aminat Play the Game Solomon Says.” Then tell a partner what happens first, next and last in the story.

#### Kedira and Aminat Play the Game Solomon Says

Kedira likes to play Solomon Says. He wants to play with Aminat. He tells her to touch her hand. She sits in the chair. Kedira says, “Good, Aminat. I did not say Solomon says...” Aminat smiles.

Kedira tells Aminat, “Solomon says stand up.” Aminat stands up. Kedira says, “Good, Aminat. This time I did say Solomon says ...”

## LESSON FIVE (UNIT 5)

### Activity 1

**Directions:** Fill in the missing words and phrases using the Word Bank.

1. I just woke up. I must say \_\_\_\_\_ \_\_\_\_\_ to my mother.
2. It's the middle of the day. I will greet my friend by saying \_\_\_\_\_ \_\_\_\_\_.
3. It is late. I am getting ready for bed. I will say \_\_\_\_\_ \_\_\_\_\_ to my sister.
4. \_\_\_\_\_ my name is Sule. \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_.

Word Bank – Phrases
Hello.
Good afternoon.
Good morning.
Nice to meet you.
Good night.

### Activity 2

**Directions:** In your exercise book draw your family tree. Write three sentences about it. Share your drawing and sentences in your small group.

### Activity 3

**Directions:** In your small group make a list of things you can do at home to be helpful to your family.



## LESSON SIX (UNIT 6)

### Activity 1

**Directions:** In your exercise book write three sentences asking for permission. Use the following language pattern:

Please can I ...

Share your sentences in a small group. The other students will reply: **Yes, you can.** or **No, you can't.**

### Activity 2

**Directions:** Copy the verbs in the Word Bank into your exercise book. Add the ending -ing to each verb.

Word Bank – Actions			
play____	read____	talk____	cry____
sleep____	clean____	cook____	study____
fish____	eat____	walk____	look____

### Activity 3

**Directions:** Take turns with a partner to mime actions from Activity 2. Your partner will guess what you are doing.

## LESSON SEVEN (UNITS 1–6)

### Activity 1

**Directions:** In your exercise book write a shopping list of five items. Include quantity and package words.

### Activity 2

**Directions:** With a partner take turns to be the shopkeeper and the customer. Have a conversation in which you buy the items on your shopping list from Activity 1.

### Activity 3

**Directions:** Choose a story, a song or a poem from Units 1–6. Read it to your partner. Tell your partner why you like it.

### Activity 4

**Directions:** Choose a picture from Units 1–6. In a small group talk about what you see in the picture.

## LESSON ONE

### Activity 1

**Directions:** Chant or sing the song, “Days of the Week,” with your teacher. Use words from the Word Bank to fill in the gaps.

### Days of the Week

Today is \_\_\_\_\_,

Today is \_\_\_\_\_,

All day long,

All day long.

Yesterday was \_\_\_\_\_.

Tomorrow will be \_\_\_\_\_.

Oh what fun!

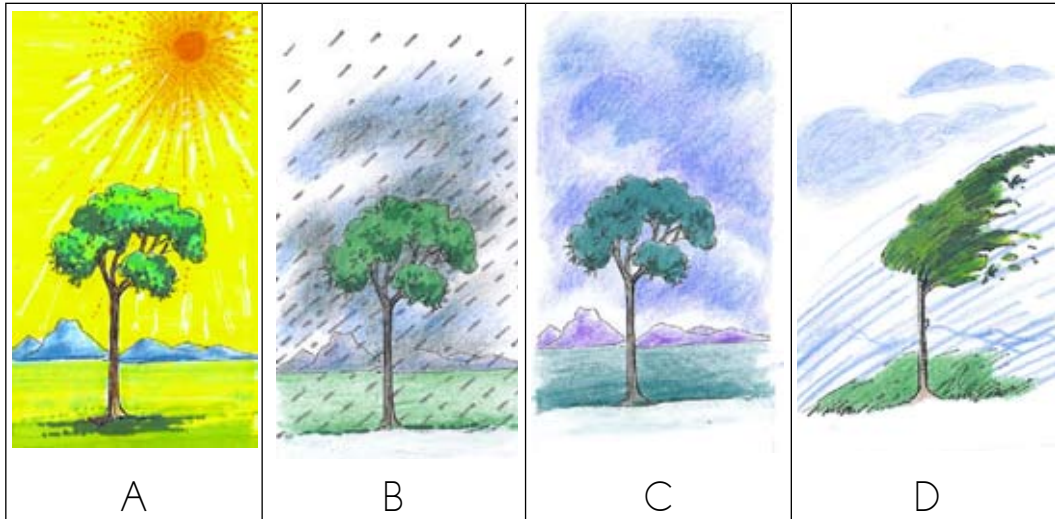
Oh what fun!

### Word Bank – Days of the Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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## Activity 2

**Directions:** Study the pictures below carefully and match them to the weather words in the Word Bank. Copy the words into your exercise book in the same order as the pictures.



Word Bank – Weather			
cloudy	sunny	windy	rainy

## Activity 3

**Directions:** Tell which of the above pictures show the weather for today and yesterday. Guess the weather for tomorrow. Copy the sentences into your exercise book. Fill in the gaps with a weather word from the Word Bank.

1. Today the weather is \_\_\_\_\_.
2. Yesterday the weather was \_\_\_\_\_.
3. I think tomorrow the weather will be \_\_\_\_\_.

## LESSON TWO

### Activity I

**Directions:** Study the English and Ethiopian calendars. Say the numbers and names of months with your teacher and then with your partner.

Month	Calendar	English Holiday	Month	Calendar	Ethiopian Holiday
1st	January	New Year	4th	Tahasas	Lidet/Gena
			5th	Tir	Timket
2nd	February		6th	Yekatit	Martyr's Day
3rd	March		7th	Megabit	Victory of the Battle of Adwa, Id al Fitr
4th	April	Easter	8th	Miyazia	Easter/Fasika, Id al Adha
5th	May	International Labour Day	9th	Ginbot	Liberation Day Labour Day
6th	June		10th	Sene	
7th	July	Independence Day USA	11th	Hamle	Mewlid
8th	August		12th	Nehase	Buhe
			13th	Pagume	
9th	September	Labour Day USA	1st	Meskerem	New Year/ Enqutatash Meskel
10th	October		2nd	Tikemet	
11th	November	Thanksgiving USA	3rd	Hidar	
12th	December	Christmas	4th	Tahasas	

## Activity 2

**Directions:** Copy the months of the year into your exercise book. Take turns reading them with a partner.

**Example:** This is the month of November.

### Months of the Year

January	February	March	April
May	June	July	August
September	October	November	December

## Activity 3

**Directions:** In your exercise book write a sentence with the correct ordinal number from the table beside the name of each month from Activity 2.

**Example:** November is the eleventh month of the year.

### Ordinal Numbers

first	seventh	third	eighth	twelfth	fifth
sixth	tenth	ninth	second	eleventh	fourth

## Activity 4

**Directions:** With a partner talk about the differences between the two calendars. Use the language patterns:

1. In the English calendar \_\_\_\_\_ is the \_\_\_\_\_ month.  
In the Ethiopian calendar it is the \_\_\_\_\_ \_\_\_\_\_.
2. In the English calendar the holiday \_\_\_\_\_ is in the month of \_\_\_\_\_.  
In the Ethiopian calendar it is in the month of \_\_\_\_\_.

## LESSON THREE

### Activity 1

**Directions:** Read the “Days of the Month Rhyme” with your teacher and then write it in your exercise book.

#### Days of the Month Rhyme

Thirty days have September,  
April, June and November.  
All the rest have thirty-one,  
Except February alone.  
It has two or three days less.  
How many days?  
Can you guess?  
Twenty-eight/Twenty-nine days?  
Yes, yes, yes!

*Based on a traditional English rhyme*

### Activity 2

**Directions:** Copy the gap sentences from the following chart into your exercise book and match the number of days with the months. Copy the names of the months into the gaps.

Gap Sentences	Months
1. There are 31 days in _____.	• February.
2. There are 30 days in _____.	• January, March, May July, August, October and December
3. There are 28 days in _____.	• April, June September and November

## LESSON FOUR

### Activity 1

**Directions:** In your exercise book copy the names of the months and the gaps. Write the names of the missing months in the gaps.

January, \_\_\_\_\_, March, \_\_\_\_\_, May, \_\_\_\_\_  
July, \_\_\_\_\_, September, \_\_\_\_\_, November,  
\_\_\_\_\_.

### Activity 2

**Directions:** In your exercise book write the answer to each of the following questions. Copy the list of answers and fill in the gaps with the names of the months.

#### Questions:

1. Which months are rainy
2. Which months have less rain?
3. Which months are dry?
4. Which months are sunny?

#### Answers:

1. It is rainy in \_\_\_\_\_.
2. There is less rain in \_\_\_\_\_.
3. It is dry in \_\_\_\_\_.
4. It is sunny in \_\_\_\_\_.



### Activity 3

**Directions:** With a partner study the farm scene and use the words in the Word Bank to name the crops you can see in the picture. Point to crops for your partner to name.



Word Bank – Crops	
wheat	corn
carrot	cabbage
barley	onion
beetroot	garlic
banana	papaya

## LESSON FIVE

### Activity I

**Directions:** Read the passage, “Thirteen Months of Sunshine,” together out loud and answer orally the questions that your teacher asks.

### Thirteen Months of Sunshine

In Ethiopia the sun shines in all the months. There is sunshine almost every day.



People come to visit Ethiopia from many other countries. They like to visit Ethiopia at any time; however, June, July and August are rainy months. There is usually rain until the end of September. The best time to visit Ethiopia is from October to April when the rain is over, but the countryside is still green.

Many tourists come to Ethiopia in September and January. In September it is green everywhere, and there are bright yellow flowers in the fields.

## Activity 2

**Directions:** Copy the sentence starters from Column A into your exercise book. Choose the correct ending from Column B to complete each sentence in your exercise book.

Column A Sentence Starters	Column B Endings
1. The sun shines	in January and September.
2. There are yellow flowers	in all the months.
3. The best time to visit Ethiopia is	in September.
4. Many tourists come to Ethiopia	from October to April.

## LESSON SIX

### Activity 1

**Directions:** Write the name of your favourite celebration or holiday in your exercise book. Write two sentences about the celebration. Share your sentences in a small group.

### Activity 2

**Directions:** Write the month in your exercise book in which each holiday is celebrated this year in Ethiopia.

1. Id al Adha is celebrated in \_\_\_\_\_.
2. Mewlid is celebrated in \_\_\_\_\_.
3. Easter is celebrated in \_\_\_\_\_.
4. Christmas is celebrated in \_\_\_\_\_.
5. Id al Fitr is celebrated in \_\_\_\_\_.

## LESSON SEVEN

### Activity I

**Directions:** Read the story, “Nya and Ujulu Celebrate New Year,” silently as your teacher reads it out loud.

### Nya and Ujulu Celebrate New Year

Nya and her brother Ujulu live on a farm in Gambella. Nya is eleven years old. Ujulu is eight years old. Nya and her brother love to celebrate holidays with their family and friends. Tomorrow they will gather with their friends to celebrate the New Year. They are excited when they think about their new clothes and the delicious food.

Ujulu tell his sister that he will go to bed early. Ujulu does go to bed, but he is so excited that he can't sleep. He tosses and turns then he starts counting from one to a hundred. This takes him a very long time; and at the end of his counting, he is still awake. He starts counting again 1, 2, 3 ... 50, 51, 52, 53, 54, 55, 56, 57 ... and he finally falls asleep.

The next morning Nya calls to Ujulu to get out of bed quickly because she can hear their friends calling them. They put on their new clothes and run outside to join their friends.

After some time, Nya, Ujulu and all their family sit down to eat a delicious meal. They are very happy.

## Activity 2

**Directions:** Read the story, “Nya and Ujulu Celebrate New Year,” with a partner. Take turns retelling the story with your partner.

## Activity 3

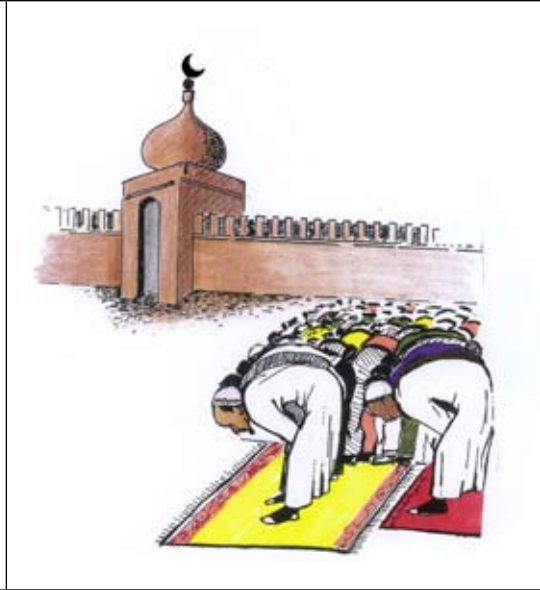
**Directions:** Copy the gap sentences into your exercise book. Find the words in the story, “Nya and Ujulu Celebrate New Year,” to fill in the gaps.

1. Nya and her brother Ujulu celebrate \_\_\_\_\_.
2. They live on a \_\_\_\_\_ in \_\_\_\_\_.
3. Ujulu is \_\_\_\_\_ so he can't \_\_\_\_\_.
4. The children wear new \_\_\_\_\_.
5. Nya and Ujulu join their \_\_\_\_\_ outside.
6. They eat a \_\_\_\_\_ meal.

## LESSON EIGHT

### Activity I

**Directions:** Study the pictures of Ethiopian holiday scenes below. Tell your partner what is happening in the pictures.



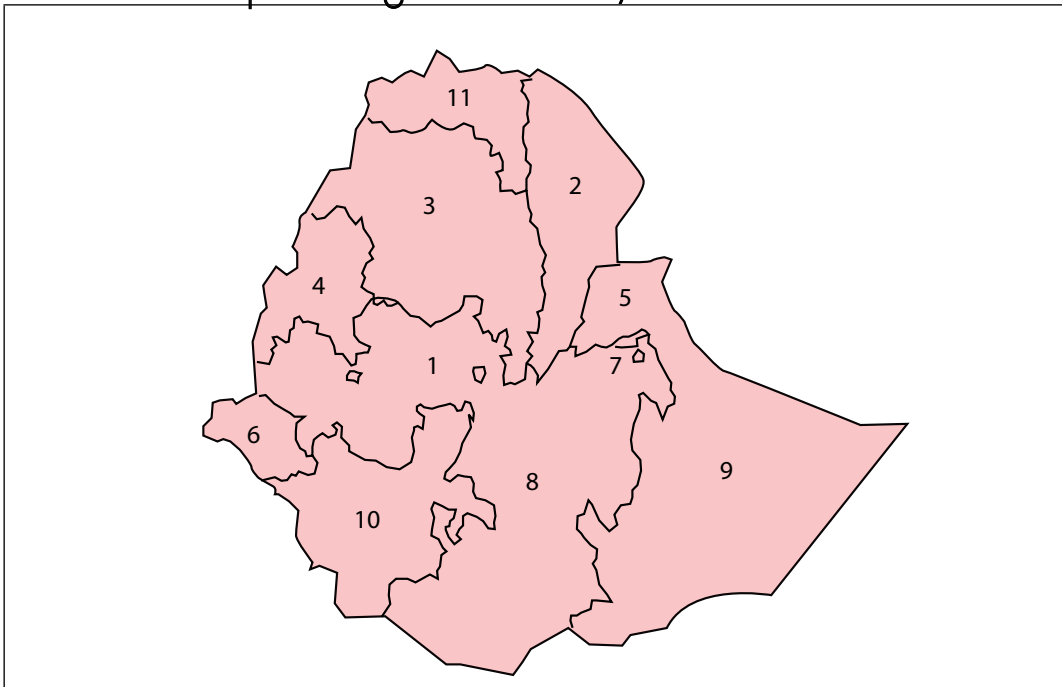
## Activity 2

**Directions:** Write two or three sentences in your exercise book about any two of the pictures above. Share your sentences with your partner.

## Activity 3

**Directions:** Copy the map of Ethiopia with its nine regions and two city administrations into your exercise book. Mark on your map each region and city administration. Use the Word Bank.

### Ethiopia's Regions and City Administrations



#### Word Bank – Name of Regions and City Administrations

Addis Ababa	Afar	Amhara
Benishangul-Gumuz	Dire Dawa	Gambella
Harari	Oromiya	SNNPR
Somali	Tigray	

## Activity 4

**Directions:** Share with a partner three important things you know about the region in which you live.

# LESSON NINE

## Activity 1

**Directions:** Read the chant, “Ethiopia Our Country,” with your partner.

### Ethiopia Our Country

You can take a trip from Addis Ababa  
To visit Bale Mountain Park in Oromia.  
You can go to Bahar Dar in Amhara  
To catch Nile Perch in Lake Tana,  
Or travel to Tigray to see the Temple of Yeha.

You can drive to Benishangul in the west  
And then to Gambella to take a rest.

Somali is now so very far,  
So are Awash National Park in Afar,  
Hawassa, Dire Dawa and Harar,  
When you travel by airplane, bus or car.

Follow the roads out of Addis we say,  
To learn all you can along the way,  
About Ethiopia North, South, East and West.  
Our country is the very best.



## Activity 2

**Directions:** Listen as your teacher reads about the activities Tola does in September, January, and February. Tell your teacher what he does in these different months of the year.

## Activity 3

**Directions:** In a small group tell each other what you do in different months of the year.

## Activity 4

**Directions:** Write four sentences in your exercise book about what you do in four different months of the year.

# LESSON TEN

## Activity 1

**Directions:** Read the fable, “The Wind and the Sun,” silently as your teacher reads it out loud.

### The Wind and the Sun

The Wind and the Sun are arguing about which is the stronger. Suddenly they see a traveller coming down the road, and the Sun says: “I see a way to settle our argument. Whichever of us can cause that traveller to take off his jacket is the stronger. You begin.”

So the Sun hides behind a cloud, and the Wind begins to blow as hard as it can upon the traveller. The harder it blows the more closely the traveller wraps his jacket round him until the Wind gives up.

The traveller is angry and unhappy. Then the Sun comes out and shines gently and the traveller unbuttons his jacket. As the Sun continues to shine, the traveller gets hot and finally takes off his jacket and goes on his way whistling a happy tune.

Adapted from the original fable by Aesop

### Activity 2

**Directions:** Take turns reading the fable, “The Wind and the Sun,” with your partner.

### Activity 3

**Directions:** Answer your teacher’s questions about the fable, “The Wind and the Sun.”

### Activity 4

**Directions:** Copy the sentences from the chart into your exercise book in the correct order to retell the fable, “The Wind and the Sun.”

The traveller takes off his jacket.
The traveller unbuttons his jacket.
The Sun shines on the traveller.
The traveller is happy.
The traveller wraps his jacket tightly around him.
The Wind blows on the traveller.
The traveller is angry.

## LESSON ELEVEN

### Activity

**Directions:** Write numbers 1–8 in your exercise book. Select the best answer for each question below based on the story. Write the letter of each correct answer in your exercise book. Compare your answers in a small group.

1. Name the person the Wind and the Sun used to settle their argument.
  - A. runner
  - B. traveller
  - C. rider
  
2. About what are the Wind and the Sun arguing?
  - A. Who is bigger?
  - B. Who is weaker?
  - C. Who is stronger?
  
3. What does the Sun want to make the traveller do to settle the argument?
  - A. He wants the traveller to take off his jacket.
  - B. He wants the traveller to laugh.
  - C. He wants the traveller to whistle.
  
4. The word **hides** means...
  - A. goes to sleep.
  - B. goes away.
  - C. goes out of sight.

5. What happens when the Wind starts to blow as hard as it can on the traveller?
  - A. The traveller runs down the road.
  - B. The traveller laughs.
  - C. The traveller wraps his jacket tightly around him.
  
6. How does the traveller feel as the wind is blowing?
  - A. He is angry and unhappy.
  - B. He is excited and happy.
  - C. He is sad and excited.
  
7. What happens as the Sun shines on the traveller?
  - A. The traveller wraps his jacket round him.
  - B. The traveller feels hot.
  - C. The traveller throws his jacket on the ground.
  
8. How do you know that the traveller is happy?
  - A. He goes on his way whistling a happy tune.
  - B. He shouts at the Sun.
  - C. He laughs at the Wind.

## LESSON TWELVE

### Activity 1

**Directions:** With a partner practise saying “Goodbye” in different ways by using the words and sentences your teacher has written on the chalkboard.

### Activity 2

**Directions:** In a group of three, act out the fable, “The Wind and the Sun,” using your own words. Your teacher will select some groups to perform the fable for the class.

## LESSON THIRTEEN

### Activity 1

**Directions:** Write the days of the week in your exercise book. Begin each day with a capital letter. Use the Word Bank in Lesson One to check your partner's answers.

### Activity 2

**Directions:** In your exercise book write the months of the year from memory. Begin each month with a capital letter. Use the Word Bank in Lesson Two to check your partner's answers.

### Activity 3

**Directions:** Work with a partner. Copy the gap sentences into your exercise book and fill in the days of the week or the months of the year.

**Example:** Monday is the first day of the week.

1. \_\_\_\_\_ is the first day of the week.
2. \_\_\_\_\_ is the first month of the year in the European calendar.
3. The last day of the school week is \_\_\_\_\_.
4. The sixth month of the year in the European calendar is \_\_\_\_\_.
5. Ethiopian New Year is in the month of \_\_\_\_\_.
6. The last three months of the year in the European calendar are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. The second, third and fourth days of the week are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
8. My birth month in the European calendar is \_\_\_\_\_.

### Activity 4

**Directions:** Choose your favourite month. Write three activities that you do in that month. Use the topic sentence: **My favourite month is \_\_\_\_\_.** Share your sentences in a small group.

### Activity 5

**Directions:** On the map of Ethiopia in your exercise book from Lesson Eight, use symbols to show three places where tourists visit.

# UNIT 8: MY MOTHER HAS LONG HAIR

## LESSON ONE

### Activity

**Directions:** With a partner describe each of the people in the pictures, using the language pattern you have practised with your teacher.



# LESSON TWO

## Activity I

**Directions:** In the pictures below point to the clothes your teacher names. With a partner talk about the clothes in the pictures.





## Activity 2

**Directions:** Study the pictures your teacher shows you. With a partner pretend you are people in the pictures. Ask and answer questions about what you are wearing.

## Activity 3

**Directions:** Play the guessing game, Who am I? Your teacher will explain what to do.

# LESSON THREE

## Activity 1

**Directions:** Write a description of a boy and a girl in the classroom using the following language patterns:

1. He is \_\_\_\_\_. He has \_\_\_\_\_. He is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. She is \_\_\_\_\_. She has \_\_\_\_\_. She is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## Activity 2

**Directions:** Share your description with your small group. Group members will guess the name of the person you describe.

## Activity 3

**Directions:** In your exercise book draw pictures as your teacher describes two people and their clothing.

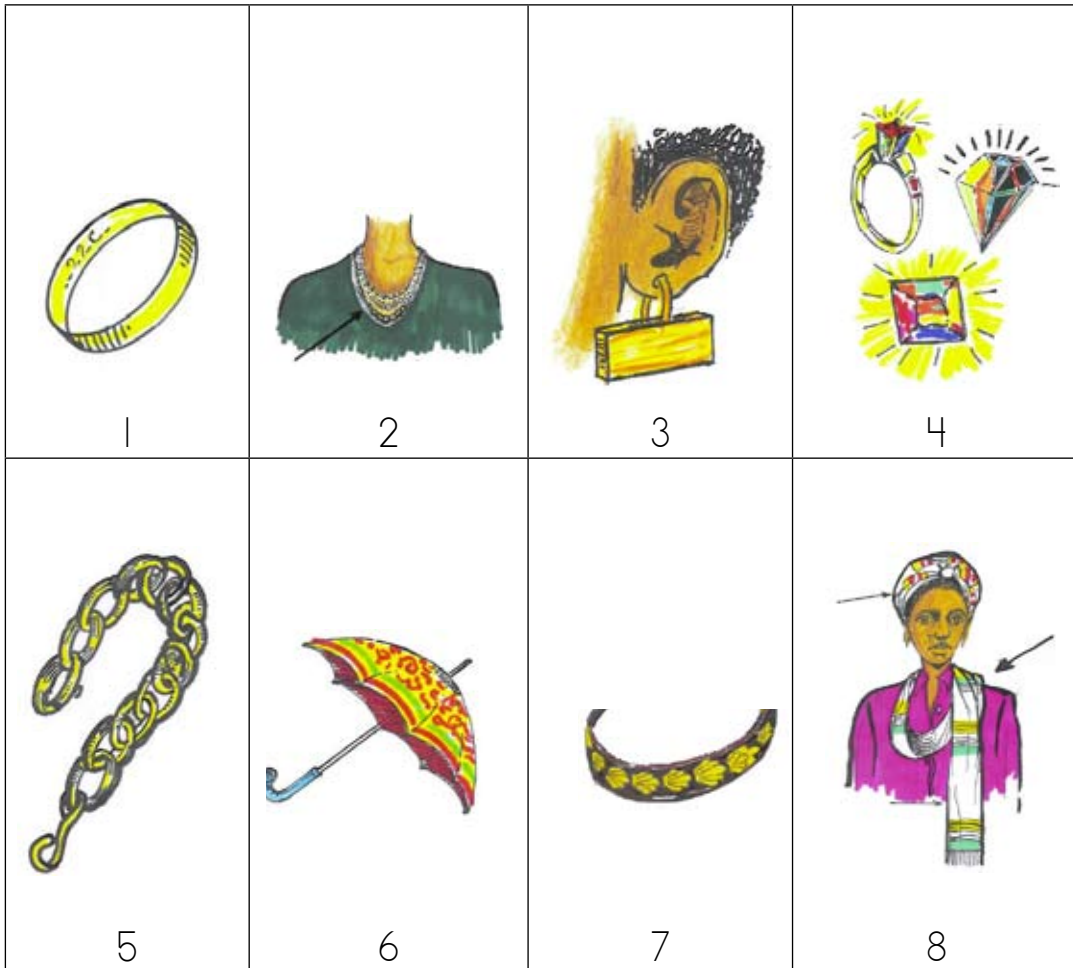
## Activity 4

**Directions:** In your exercise book write descriptions of two different people, using the pictures you have brought with you to class.

## LESSON FOUR

### Activity 1

**Directions:** Match the pictures to the words in the Word Bank. Copy the words into your exercise book. Describe the jewellery and other objects to your partner.



Word Bank			
ring	scarf	bracelet	earring
umbrella	necklace	jewels	chain

## Activity 2

**Directions:** Read the story, “Zeineba and Rowda Go Shopping,” silently as your teacher reads it out loud.

### Zeineba and Rowda Go Shopping

Zeineba lives in our village. She is a kind girl. She wants to buy something new for herself and her friend, Rowda.

On Saturday, Zeineba and Rowda go to market. They walk around the market place trying to choose something new to wear.

“I want to buy a scarf,” says Zeineba. “What colour?” asks Rowda. “I like the blue scarf,” says Zeineba. She buys a long blue scarf.

“What do you want to buy, a necklace or earrings?” asks Zeineba. “I like the small round earrings you are wearing, but I also like this black necklace,” answers Rowda.

Zeineba buys both the black necklace and a pair of round green earrings for her friend, Rowda.

### Activity 3

**Directions:** With a partner answer the questions your teacher asks.

## LESSON FIVE

### Activity 1

**Directions:** Read the story, “Zeineba and Rowda Go Shopping,” again silently. Find eight adjectives (describing words) in the story and list them in your exercise book. Share your list in a small group.

### Activity 2

**Directions:** In your small group write sentences using each of the adjectives in your list for Activity One. Read your sentences to another group.

### Activity 3

**Directions:** In your exercise book draw the jewellery your teacher describes.

## LESSON SIX

### Activity I

**Directions:** Talk with your partner about the clothes the people in the pictures are wearing.



Ongaye and Kalaltu are wearing clothes for a wedding ceremony.



Kitaw and Kokebe are wearing clothes for a festival.

## Activity 2

**Directions:** Copy the following sentences into your exercise book. Write the type, shape and colour of clothes the people in the picture are wearing, using words from the Word Bank.

1. Kitaw is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. Kokebe is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. She has \_\_\_\_\_.
3. Ongaye is wearing \_\_\_\_\_.
4. Kalaltu is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. She has \_\_\_\_\_.

Word Bank			
Clothes			
trousers	shirt	hadeya	scarf
kemis	duda	netela	shoes
Colours and Adjectives			
white	black	square	
Jewellery			
necklace		earrings	

## Activity 3

**Directions:** Draw a picture of yourself wearing the clothes you like to wear on a special day. Write a caption for your picture. Use the following language pattern:

Today is \_\_\_\_\_. I am wearing \_\_\_\_\_.

# LESSON SEVEN

## Activity 1

**Directions:** With a partner match the pictures of clothing and shoes to the words in the Word Bank.



Word Bank – Clothing			
sweater	umbrella	t-shirt	raincoat
shorts	boots	overcoat	scarf

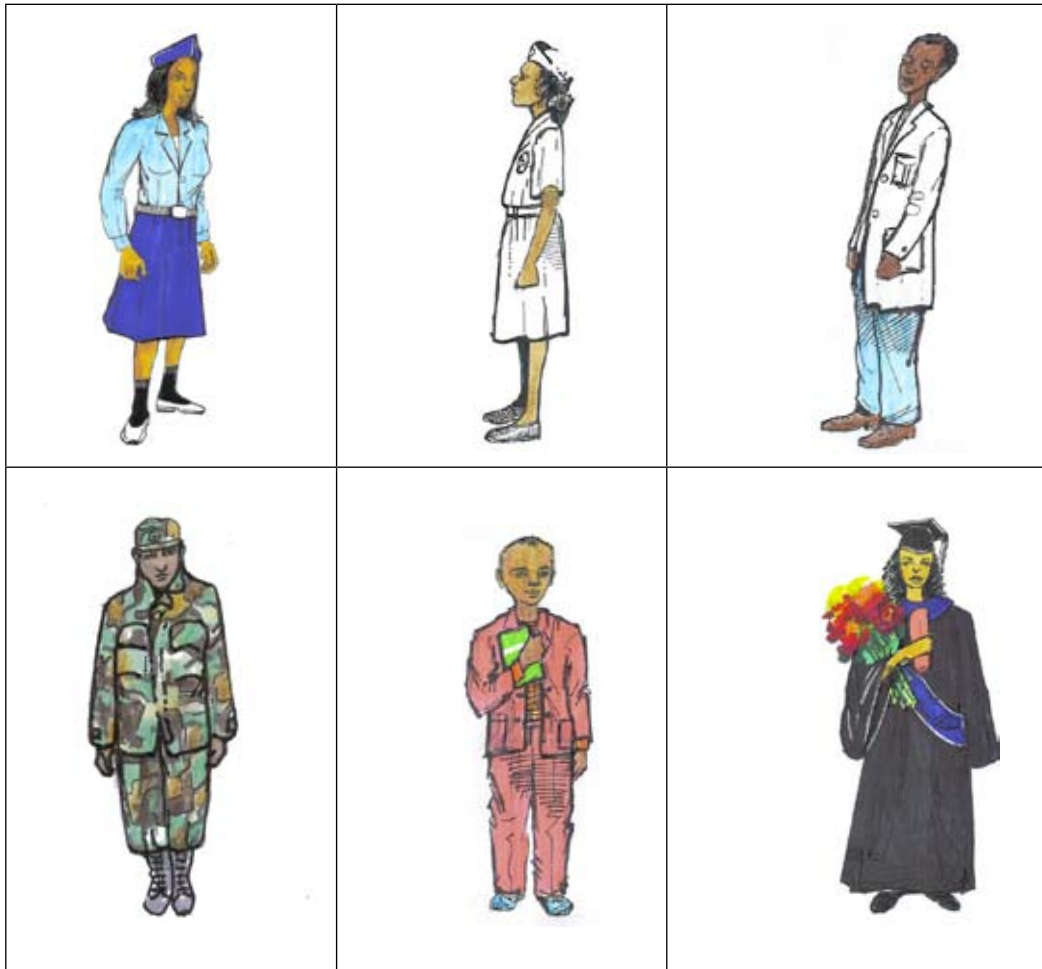
## Activity 2

**Directions:** Write four sentences using the following language pattern: **When the weather is \_\_\_\_\_, I wear/carry \_\_\_\_\_ .**  
Describe:

1. the clothes you wear when the weather is cold
2. what you wear when the weather is hot
3. what you wear when the weather is rainy
4. what you carry when the weather is sunny or rainy

### Activity 3

**Directions:** Study the pictures as your teacher describes them. Talk with your partner about the uniform each person is wearing.



### Activity 4

**Directions:** Write two sentences about yourself as a grownup doing the job you like and wearing the clothes you wear in your job. Use the language pattern: **I am a \_\_\_\_\_. I am wearing \_\_\_\_\_.**



## Activity 5

**Directions:** Read your sentences from Activity 4 out loud in a small group.

# LESSON EIGHT

## Activity 1

**Directions:** With your partner ask and answer questions about each pair of shoes shown in the pictures. Use words from the Word Bank.

### Example:

Student 1: What kind of shoes are these?

Student 2: They are ladies' flat shoes.

Student 1: What colour are they?

Student 2: They are black.



Word Bank			
flat	high-heeled	men's	ladies'
slippers	sandals	shoes	boots
leather	plastic	black	white
red	blue	green	brown
sports			

## Activity 2

**Directions:** Read the story, "I Like White Shoes," silently as your teacher reads it out loud. Answer your teacher's questions about words in the story.

### I Like White Shoes

My name is Kalaltu. I live with my mother and one sister. My sister's name is Ayantu. My sister and I like to buy shoes.

One day I ask our mother for new shoes. We go to a shoe shop. The shopkeeper shows us different types and colours of shoes. There are red shoes, blue shoes, white sports shoes and black flat shoes in the shoe shop. There are also yellow slippers and brown sandals.

I like white shoes. I choose white sports shoes. My sister buys a pair of black flat shoes. My mother likes the shoes we choose. She buys the shoes for us.

## LESSON NINE

### Activity 1

**Directions:** Read the poem, “Choosing New Shoes,” with your teacher. Raise your hand when you hear your teacher read the colour of your shoes.

### Choosing New Shoes

New shoes, new shoes  
Red, green, white and blue shoes  
Tell me what shoes you choose.  
Give us some to try!

Brown shoes, black shoes,  
High-heeled shoes or flat shoes  
Sandals, boots, oh, what shoes?  
Do you like these? So do I!

*Adapted from the poem, “Choosing Shoes,” by Frida Wolfe*

### Activity 2

**Directions:** Discuss with your partner what shoes you want to buy and write sentences about them as your teacher directs you. Draw a picture of the shoes.

# LESSON TEN

## Activity 1

**Directions:** Talk about the picture. Predict what the story, “My Green Socks,” is about.



## Activity 2

**Directions:** Read the story, “My Green Socks,” silently as your teacher reads it out loud. Read the story with your partner as your teacher directs you.

## My Green Socks

Kelifa is a young man. He sells socks on the street in the market. He sells socks of all colours: black, blue, red, white, brown, orange, yellow and green.

My name is Usman. My friend's name is Kadar. Kadar and I want to buy socks. We go to the market and ask Kelifa about the different sizes of socks. He shows us small, large and medium size socks. We ask him to show us socks of different lengths. He shows us long, medium and short socks.

Kadar chooses a long pair of yellow socks. They are size small. I buy a pair of short, medium size green socks.

### Activity 3

**Directions:** Answer the questions in your exercise book.

1. What is the name of the young man selling socks?
2. Where does he sell his socks?
3. Name the two boys who buy socks.
4. What length, colour and size of socks does each boy buy?
5. How do you think they feel about their new socks?

# LESSON ELEVEN

## Activity 1

**Directions:** Listen as your teacher reads “Shopping Dialogue – 1” out loud. Then read it as your teacher directs you.

Shopping Dialogue 1	
Kindu and Toga are friends. One day they meet at a shop. Kindu greets Toga.	
Kindu	Hello, <b>Toga</b> . What are you shopping for today?
Toga	I’m shopping for a <b>sweater</b> .
Kindu	What colour do you want?
Toga	I want a <b>brown</b> one.
Kindu	What size do you wear?
Toga	I wear size <b>small</b> .

## Activity 2

**Directions:** Reread “Shopping Dialogue 1” with your partner. Discuss how you will change the bolded words to make your own dialogue. Write your new dialogue in your exercise book. Practise your new dialogue.

## Activity 3

**Directions:** In a small group share your shopping dialogue from Activity 2.

## LESSON TWELVE

### Activity 1

**Directions:** Read “Shopping Dialogue 2” with your partner. Answer your teacher’s questions.

Shopping Dialogue 2	
Mohamed and Nejat are friends. They both like go shopping. One day they go shopping together. Mohammed greets Nejat.	
Mohammed	Hi, <b>Nejat</b> ! What do you want to buy today?
Nejat	Hi, <b>Mohammed</b> ! I want to buy <b>earrings</b> and <b>shoes</b> .
Mohammed	What <b>size</b> of <b>earrings</b> do you want?
Nejat	I want <b>a pair of small earrings</b> .
Mohammed	I will help you look for <b>them</b> . What <b>shape</b> do you want?
Nejat	I want <b>circular ones</b> .
Mohammed	I like <b>these</b> .
Nejat	So do I.
Mohammed	What kind of <b>shoes</b> do you want?”
Nejat	I want <b>brown sandals</b> .
Mohammed	There are <b>sandals</b> over there.
Nejat	Let’s look at <b>them</b> .

### Activity 2

**Directions:** With your partner change the bolded words in “Shopping Dialogue 2” to create a new dialogue. Write your new dialogue in your exercise book. Practise your dialogue. Your teacher will choose some pairs to perform their dialogue to the class.

## LESSON THIRTEEN

### Activity 1

**Directions:** With a partner make a list of clothing that students wear to school. Play a game with your teacher.

### Activity 2

**Directions:** Write a sentence in your exercise book to describe what you are wearing today. Use the following language pattern:

Today I am wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### Activity 3

**Directions:** Compare your sentences from Activity 2 in a small group.

### Activity 4

**Directions:** Unscramble the following words that name different kinds of shoes and materials. Write the words in your exercise book.

- |             |               |
|-------------|---------------|
| 1. plersips | 6. igdelheheh |
| 2. protss   | 7. 'snem      |
| 3. stapcil  | 8. tlaf       |
| 4. dalies   | 9. naslads    |
| 5. tobos    | 10. trehela   |







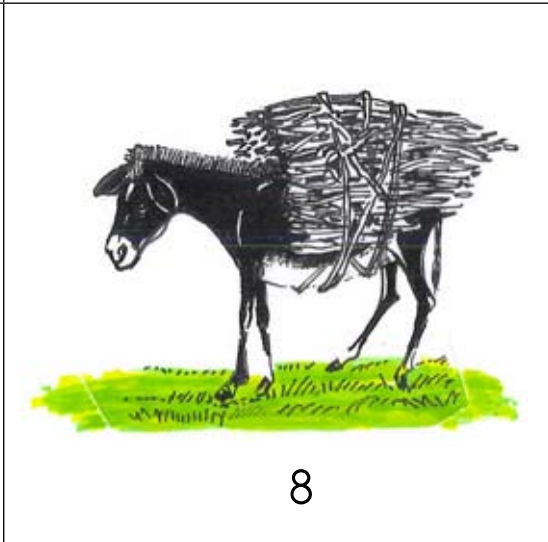
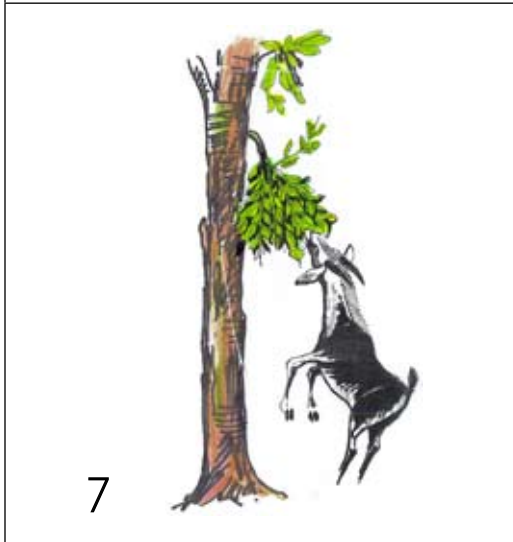
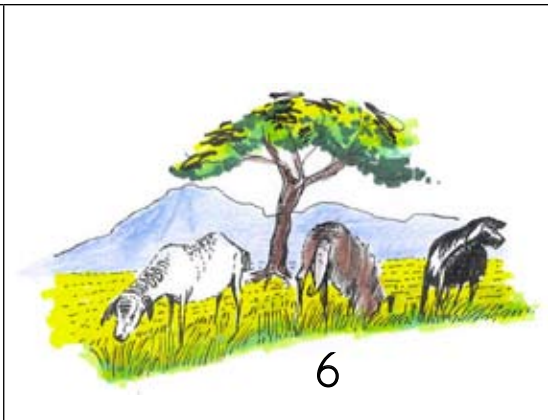
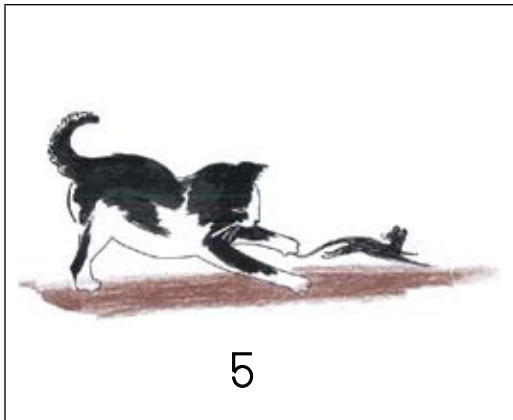
# UNIT 9: ON THE FARM

## LESSON ONE

### Activity 1

**Directions:** Listen as your teacher names and describes each of the animals and insect that live on a farm. Match the words in the Word Bank to the pictures and write them in the correct order in your exercise book.

 <p>1</p>	 <p>2</p>
 <p>3</p>	 <p>4</p>



Word Bank – Farm Animals				
oxen	goat	bees	cow	donkey
cat	dog	sheep	chickens	

## Activity 2

**Directions:** Practise animal and insect sounds with your teacher. Sing the song.

### Animal and Insect Sounds

What's this, what is that?

It's a cat, *meow, meow.*

What's this, what is that?

It's a sheep, *baa, baa.*

What's this, what is that?

It's a dog, *woof, woof.*

What's this, what is that?

It's a donkey, *hee haw, hee haw.*

What are these, what are those?

They are chickens, *cluck, cluck.*

What are these, what are those?

They are cows, *moo, moo.*

What are these, what are those?

They are goats, *meh, meh.*

What are these, what are those?

They are bees, *buzz, buzz.*

## Activity 3

**Directions:** With a partner take turns asking the following questions and answering them with either: **Yes, it can.** or **No, it can't.**

1. Can a goat run?
2. Can a cat dance?
3. Can a dog jump?
4. Can a cow climb?
5. Can a chicken fly?
6. Can a donkey carry?

## LESSON TWO

### Activity 1

**Directions:** Write four sentences in your exercise book about what different animals can do. Use the following language pattern: **A \_\_\_\_\_ can \_\_\_\_\_ .**

**Example:** A cat can catch rats.

### Activity 2

**Directions:** Share your sentences from Lesson Two, Activity 1 in a small group.

### Activity 3

**Directions:** Match the beginnings and endings of sentences from the table below and write them in your exercise book. Share your sentences with your partner.

**Example:** 1. A cat kills rats.

Sentence Beginnings	Sentence Endings
1. A cat	pulls the plough.
2. A cow	gives us meat and wool.
3. An ox	give us eggs.
4. Chickens	carries things.
5. A donkey	give us honey.
6. A dog	guards the house.
7. Bees	kills rats.
8. A sheep	gives us milk, meat and leather.

## Activity 4

**Directions:** Read each animal word with a partner in singular and plural forms using correct pronunciation.

-Z sound	- S sound
dog - dogs chicken - chickens cow - cows bee - bees donkey - donkeys	cat - cats goat - goats rat - rats

## LESSON THREE

### Activity 1

**Directions:** Write numbers 1 - 10 in your exercise book. Listen to your teacher read plural words. Write **z** if the ending sounds like **z** and **s** if the ending sounds like **s**.

### Activity 2

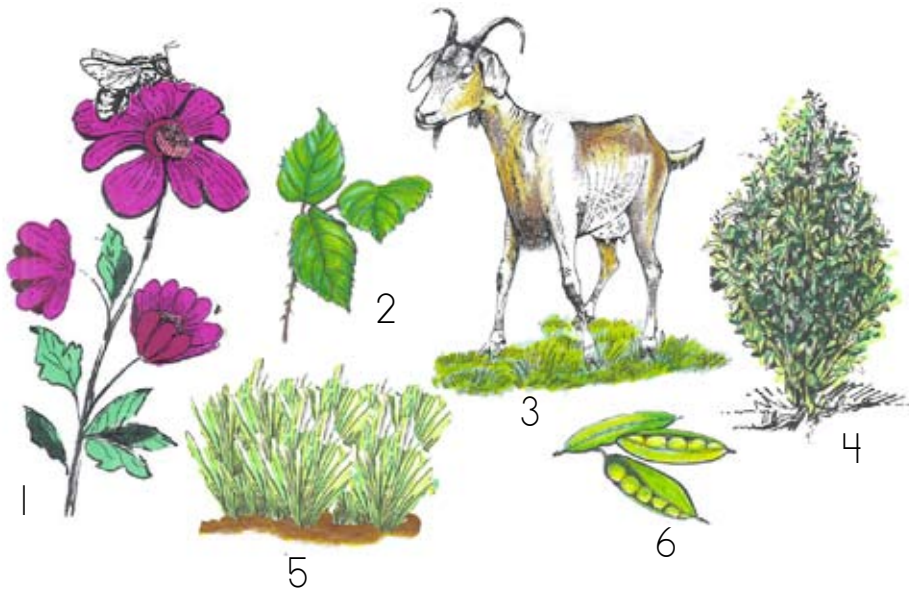
**Directions:** Make six sentences from the Substitution Table and write them in your exercise book. Remember to make the name of the animal plural when you write about more than one.

**Example:** He has seven goats.

Substitution Table			
I	have	a	cow
We	has	one	chicken
You		two	sheep
He		three	goat
She		four	cat
They		etc...	ox

### Activity 3

**Directions:** Read the words in the Word Bank. Study the pictures. With a partner match the words to the pictures. Write the words in your exercise book.



Word Bank – Matching Words		
grass	flower	seed
plant	leaf	meat

### Activity 4

**Directions:** Your teacher will give you the name of an animal about which to write. Answer the following questions in complete sentences:

1. What is the name of the animal?
2. What sound does it make?
3. What does it eat?
4. Where does it live?
5. What does it give us?/What does it do for us?

## Activity 5

**Directions:** Share your sentences with your group and discuss all of the animals.

# LESSON FOUR

## Activity 1

**Directions:** Copy the T-chart into your exercise book. Write the names of four animals in each column.

Animals That Give Us Food	Animals That Help Us

## Activity 2

**Directions:** Write numbers 1 – 10 in your exercise book. Read each of the sentences about animals. Write **true** in your exercise book if the sentence is true and **false** if the sentence is false. **Example:** 1. true

1. Goats drink water.
2. Cows eat meat.
3. Cats kill rats.
4. Dogs eat leaves.
5. Bees give us honey.
6. Donkeys give us wool.
7. Chickens eat eggs.
8. Oxen pull ploughs.
9. All animals drink water.
10. All animals give us products.

### Activity 3

**Directions:** Compare your answers to Lesson Four, Activity 2 in a small group. Decide how to correct the sentences you marked as **false** to become true statements. Write the corrected true sentences in your exercise book.

## LESSON FIVE

### Activity 1

**Directions:** Read the words in the Word Bank. Write in your exercise book the words you think are in the story, “A Farmer and his Animals.”

Word Bank – A Farmer and his Animals					
cat	rat	soldier	market	boat	family
cow	airplane	wife	children	dog	Addis Ababa

### Activity 2

**Directions:** Read the story, “A Farmer and His Animals,” silently as your teacher reads it out loud.



## A Farmer and His Animals

Ato Sembeto is a farmer in a village near Addis Ababa. He lives with his wife Kibitu and their five children, Marga, Marta, Biritu, Jarra and Nasise. Ato Sembeto has ten cows, three donkeys, thirty chickens and five bee hives. The family also has a dog and a cat.

The cat is the only animal that lives in the house with the family. The other animals and the bees have their own homes. The cows live in a barn, the chickens in a cage, and the donkeys in a shed. The dog lives in the compound outside the house. The bees live in hives in the trees in or near the compound.

The dog does not sleep at night. It guards the animals and the family from harm. When the dog hears a strange sound or smells a wild animal, it barks to wake the farmer. The cat always stays in the house and hunts for rats. When the cat sees a rat, it chases it, catches it and eats it.

Ato Sembeto works all day on his farm. His wife milks the cows. The youngest daughter, Nasise, collects the eggs from their chickens; and the oldest son, Marga, cuts honey from the bee hives. The donkeys help the family to carry wood and other products to and from the market. They also carry harvested crops such as teff, barley and beans from Ato Sembeto's farm.

### Activity 3

**Directions:** Read the questions with a partner and write their answers in your exercise book. Share your answers with the class.

1. How many people are in Ato Sembeto's family?
2. Who is Kibitu and what does she do?
3. Who is Nasise and what does she do?
4. Who is Marga and what does he do?
5. Why does the cat chase and catch rats and where does it live?
6. Where does the dog live and what is its job on the farm?
7. How are the donkeys helpful and where do they live?
8. Which animals carry crops?
9. Which animals live in a cage and what do they do for the farmer and his family?
10. Which animals live in a barn and what do they do for the farmer and his family?

### Activity 4

**Directions:** List the names of the animals that your family owns. Next to each animal's name, write the place where it lives. If your family does not have any animals, list the animals you would like your family to have.

## LESSON SIX

### Activity 1

**Directions:** Read the substitution table. Write five sentences about the animals in the story, “A Farmer and his Animals.”

**Example:** The cows produce milk.

Substitution Table

The	cow(s) chicken(s) bee(s) cat(s) donkey(s) dog(s)	produce(s) carry/carries live(s) kill(s) guard(s)	the family in a barn in a cage in a hive eggs wood teff rats milk honey
-----	---	---	--

### Activity 2

**Directions:** Listen to your teacher reading about a farmer and the seasons. In your exercise book, write numbers 1–7. Copy the verbs from the Word Bank in the order that a farmer does them.

Word Bank – Verbs			
sow	hoe	thresh	winnow
plough	store	harvest	

### Activity 3

**Directions:** Copy the T-chart into your exercise book. Use the verbs in your list to show the farmer's activities during each season.

Rainy Season	Dry Season

## LESSON SEVEN

### Activity 1

**Directions:** With a partner practise the dialogue between a farmer and a student.

Student	Good morning.
Farmer	Good Morning.
Student	For what do you use a plough?
Farmer	I use a plough to turn over or dig the soil in the fields.
Student	For what do you use a spade?
Farmer	I use a spade to dig in the garden.
Student	When do you use a sickle?
Farmer	I use a sickle when I cut grass, teff and corn.
Student	When do you use an axe?
Farmer	I use an axe when I cut wood.
Student	For what do you use a hoe?
Farmer	I use a hoe to remove weeds around the plants.

## Activity 2

**Directions:** Study the pictures below of the farmer's tools. With a partner point to the tools and make sentences about what they are used for.

**Example:** Partner A: (Points to the plough.) What is this and for what is it used?

Partner B: That is a plough. It is used to turn over the soil.



## Activity 3

**Directions:** Follow your teacher's directions as you play a miming game about tools.

## LESSON EIGHT

### Activity I

**Directions:** Read the story, “Samira’s Visit – Part I,” silently as your teacher reads it out loud.

### Samira’s Visit – Part I

Haminat and Samira are friends. Haminat lives on a farm in the countryside and Samira lives in the town. Samira has never been to a farm. Haminat likes to tell Samira about the animals her father has.

One day Haminat takes Samira to visit her home in the countryside. On their way they see many farm animals grazing and shepherds playing. They also see farmers ploughing fields using oxen.

When they arrive at Haminat’s home, Haminat’s parents welcome them and feed them a meal. The food is prepared from cabbage, potatoes and onions which are grown in their garden. After their meal Haminat’s father takes them outside to see the animals.

Samira watches the sheep, the donkeys, the oxen and the cows grazing in the field while the goats eat leaves. She watches the bees buzzing around the hives. Samira goes with the herders and the animals to the river so that the animals can drink as much water as they need.

When they return from the river, Samira asks the farmer why he needs all these animals in his farm. Haminat’s father tells her that the cows give him milk; the oxen pull the plough; the donkeys carry things; and the sheep and goats give meat.

The farmer takes good care of his animals. Samira learns many things on her visit to Haminat's home in the countryside.

## Activity 2

**Directions:** In complete sentences write answers to the questions below in your exercise book. Look back in the story to find any answers you do not remember. Share your sentences with a partner.

1. In which season does the story take place? (Look for the clues in the story.)
2. What do Samira and Haminat see on their way to the countryside?
3. Where do the herders take the animals? Why?
4. What does the farmer do when they return home from the field?
5. Do you think that Samira is enjoying her visit? Explain why or why not.

## Activity 3

**Directions:** Predict what you think will happen in Part Two of the story, "Samira's Visit." Share your prediction with a partner. In your exercise book write three words you think you will find in this part of the story.

## LESSON NINE

### Activity I

**Directions:** Read the story, “Samira’s Visit – Part Two,” silently as your teacher reads it out loud.

### Samira’s Visit – Part Two

Before dark, the herders take the oxen and cows to their barn, the donkeys to their shed and the goats and sheep to the small barn. Haminat’s mother puts the chickens in their cage. Then she starts milking the cows and Haminat helps by holding the calf. Samira watches how the cow is milked. The milk is so white and hot. She sees steam coming from the container, called *chocho*.

After all the cows are milked, Haminat and Samira go into the house. The room is warm and glows with the light from the fire. While they are sitting around the fire, Samira watches the cat chasing a rat. She is excited by the new things she is seeing in the countryside.

As they sit around the fire, Haminat’s father tells Samira how living in the countryside is full of hard work and how the fields and the animals need the family’s attention every single day. “Hard work always pays you back double,” he says with pride.

The next morning, Haminat’s mother takes Samira to the garden where they grow many different vegetables to eat. Haminat’s mother gives Samira some vegetables to take to her parents in the town.



Samira feels happy to have such an unforgettable visit in the countryside. She can't wait to tell her family and friends all about it.

## Activity 2

**Directions:** Think about the story, "Samira's Visit." Answer the questions below in your exercise book in complete sentences. Look back in the story to find any answers you do not remember. Share your answers with a partner.

1. Which animals do the herders take to the barn before dark?
2. Which animals do they take to the small barn before dark?
3. Where do the chickens go before dark?
4. How does Samira know that the milk is hot?
5. What does the cat do in the evening?
6. Does Samira enjoy watching the cat?
7. How does Samira feel about her visit to the farm in the countryside?
8. Which of the words on your list from Lesson Eight, Activity 3 are in the story?

## Activity 3

**Directions:** Choose your favourite part of the story, "Samira's Visit – Parts 1 and 2." Tell your partner if it happens at the beginning, the middle or the end of the story and why it is your favourite.

## LESSON TEN

### Activity 1

**Directions:** Copy the table below into your exercise book. Then sort and write the words from the Word Bank under the correct heading. Two are already done for you.

Fruit	Vegetables	Crops	Farm Animals
	carrot	barley	

Word Bank – On the Farm			
pineapple	cotton	barley	banana
teff	cow	pumpkin	sheep
watermelon	maize	goat	wheat
cat	avocado	onion	bee
carrot	chicken	donkey	cabbage
orange	potato	dog	ox

## Activity 2

**Directions:** Read silently as your teacher sings the song, “I Want to be a Farmer.”

### I Want to Be a Farmer

I want to be a farmer to plant fruits,  
*Pineapples, avocados, watermelon, oranges and bananas.*

I want to be a farmer to plant crops.  
*Cotton, wheat, maize, teff, and barley.*

I want to be a farmer to plant vegetables,  
*Pumpkins, cabbages, onions, potatoes and carrots.*

I want to be a farmer to own animals,  
*Cows, goats, sheep and chickens.*

I want to be a farmer to own animals,  
*Cats, dogs, donkeys, oxen and bees.*

I want to be a farmer to listen to the sweet sounds they make,  
*Meow, neigh, woof, hee-haw, cluck, moo, buzz.*

## Activity 3

**Directions:** Follow the words and sing the song, “I Want to be a Farmer,” as your teacher directs you.

## LESSON ELEVEN

### Activity I

**Directions:** Read silently as your teacher reads “An Ethiopian Folk Tale” out loud. It is a story from long, long ago.

### An Ethiopian Folk Tale

In the southwest of Ethiopia in an area called Kaffa near Jimma, in a small village lives a young goatherd.

One afternoon as the goatherd is herding his goats in the field near the river, he grows tired and decides to take a nap. He sleeps under a tree. When he wakes up, he sees that many of his goats are dancing happily in the field. He wonders why they are dancing. Are they sick?

He sees one of the goats eating the leaves of a bush that has small red fruit. The goat begins to dance. The goatherd eats some of the red fruit and soon he too is dancing in the field with his goats.

A monk comes walking past and sees the goatherd and his goats dancing in the field. He asks why they are dancing happily, and the goatherd tells him about the leaves and the red fruit. The monk thanks the goatherd and takes some of the fruit back to the monastery to try.

The monk makes a drink with the fruit for the other monks in the monastery. The drink tastes good, and it helps the monks to stay awake while they are praying at night. The monk gives this tasty drink to people who visit the monastery, and soon people are drinking it all around the world.

## Activity 2

**Directions:** Talk about the story with your partner and answer the questions below.

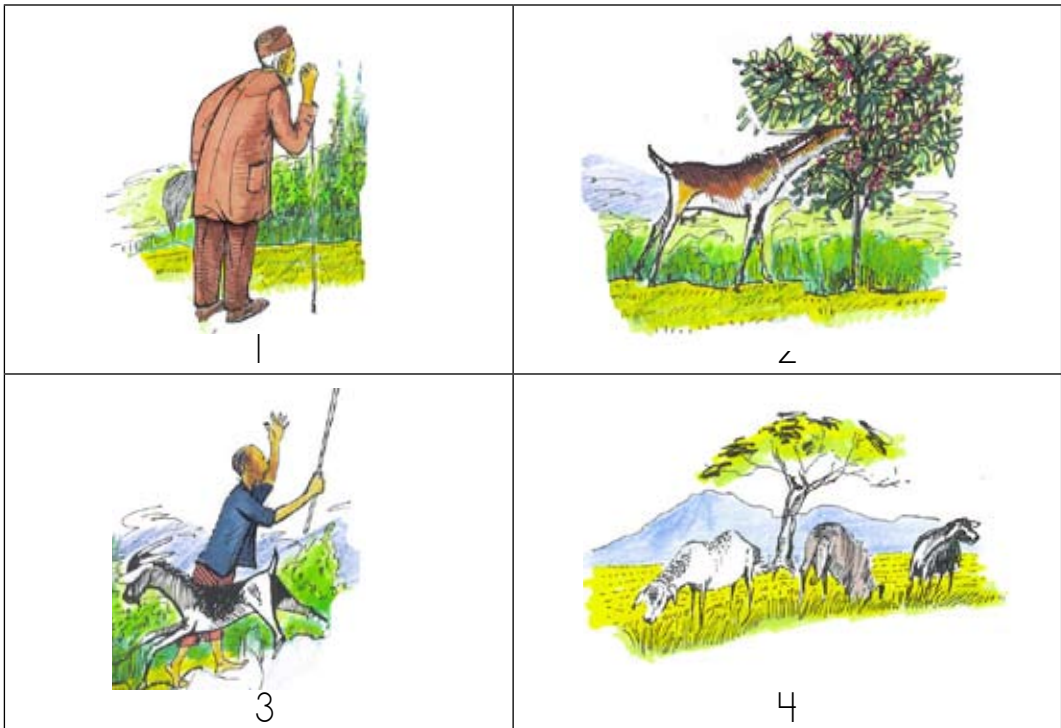
1. Do you know this folktale?
2. Do you know the name of the goatherd?
3. Do you know the name of the drink?

## Activity 3

**Directions:** Find five new words in the story. Copy the words into your exercise book. Read the story again with a partner and try to find the meanings of the new words.

## Activity 4

**Directions:** Look carefully at the pictures. With your partner decide how to put the pictures in order to tell the story. Write the numbers in story order in your exercise book. Talk about the pictures in a small group.





5



6



7



8



9

## LESSON TWELVE

### Activity 1

**Directions:** The six sentences in the table below are based on “An Ethiopian Folk Tale.” Decide what happens first, second, third, fourth, fifth and sixth (last) in the story.

Write the sentences in the correct sequence in your exercise book.

### Story Sentences

The monk makes coffee.
The goats eat leaves from a bush with small red fruit.
The goatherd sleeps.
The monk takes the fruit to the monastery.
The goatherd is herding the goats.
The monk sees goats dancing.

## Activity 2

**Directions:** Copy the sentences below into your exercise book. Fill in the gaps with words from the Word Bank.

1. I like to listen to my grandmother when she tells me a \_\_\_\_\_ tale.
2. In the afternoon I sometimes take a \_\_\_\_\_ under a tree.
3. Children like to pick \_\_\_\_\_ from the trees to eat.
4. We can make a very good \_\_\_\_\_ with the coffee beans.
5. My mother always cooks \_\_\_\_\_ food for us to eat.
6. Usually families \_\_\_\_\_ the church or the mosque on holidays.
7. In my garden I have a coffee \_\_\_\_\_.
8. The children go to bed early when they grow \_\_\_\_\_.
9. My brother is out in the field. He is \_\_\_\_\_ the goats.
10. Aren't you \_\_\_\_\_? It's time to get out of bed.

Word Bank				
nap	awake	drink	fruit	bush
herding	tasty	folk	visit	tired



## LESSON THIRTEEN

### Activity 1

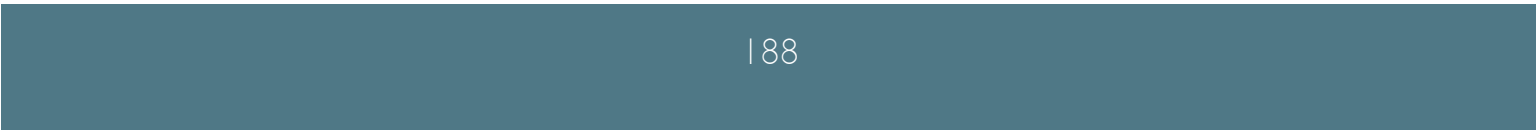
**Directions:** Correct the incorrect sentences your teacher says about the animals in the pictures.

### Activity 2

**Directions:** Study the pictures in Lesson One, Activity 1 and listen as your teacher says the sounds of animals. Tell your teacher which animal makes each sound. Then tell everything you know about each animal.

### Activity 3

**Directions:** In a small group make a list from memory of the things Samira sees and does while she is visiting the farm in Lessons Eight and Nine. Compare your list with the other groups' lists. Which group's list is longer?

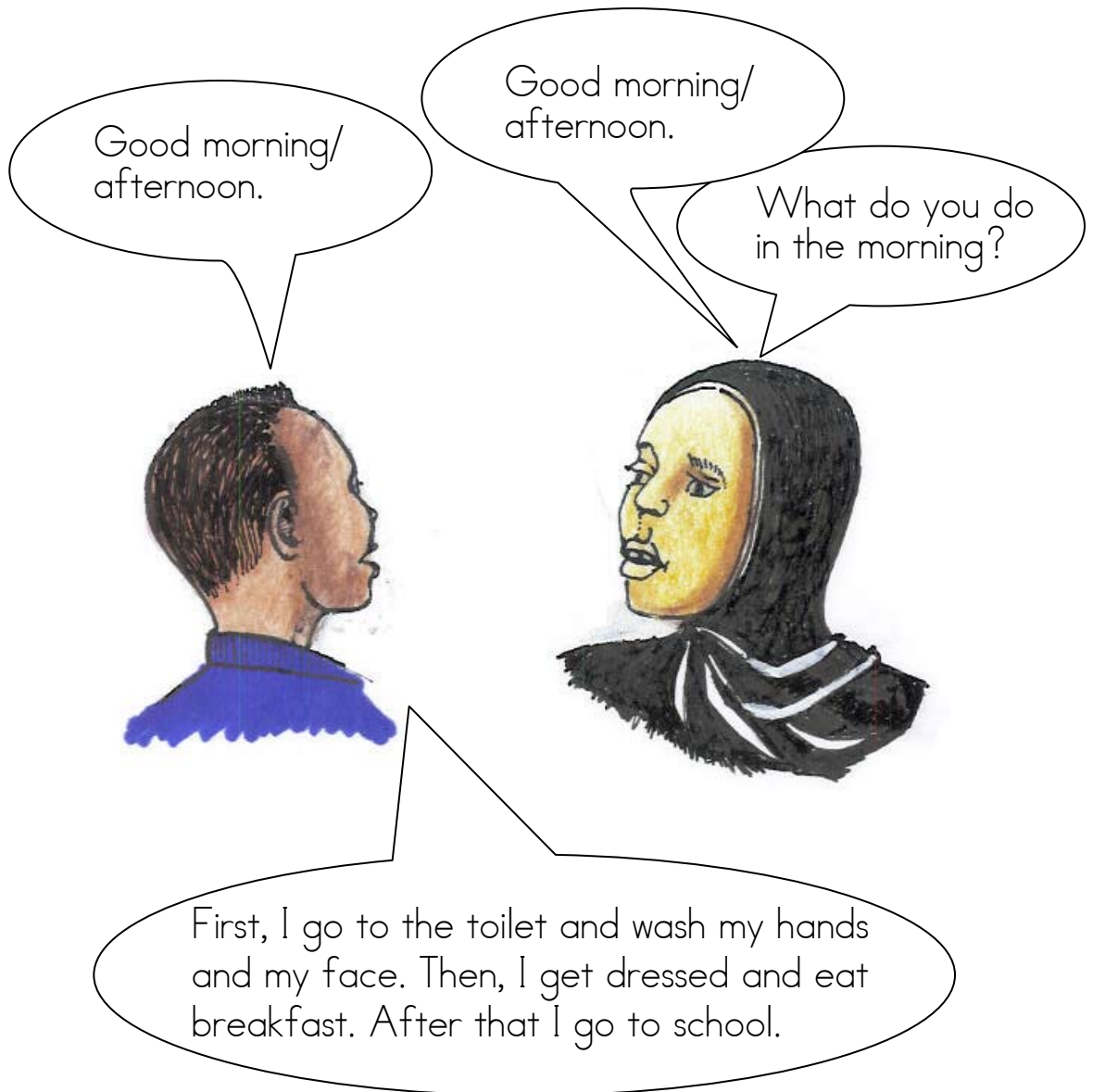


# UNIT 10: WHAT DO YOU DO EVERY DAY?

## LESSON ONE

### Activity 1

**Directions:** Study the pictures and practise reading the dialogue with a partner.



## Activity 2

**Directions:** Copy the gap words from the Word Bank into your exercise book and fill in the missing letters.

Word Bank – Gap Words			
1. w_sh	2. f_rst	3. br_sh	4. t__th
5. th_n	6. br__kf_st	7. t__l_t	8. n_xt

## Activity 3

**Directions:** Copy the following phrases into your exercise book. Complete the instructions, using endings and beginnings from the Word Bank.

- Put on\_\_\_\_\_
- Drink \_\_\_\_\_
- Eat \_\_\_\_\_
- Wash\_\_\_\_\_
- \_\_\_\_\_ your hair
- \_\_\_\_\_ your bag
- \_\_\_\_\_ your teeth
- \_\_\_\_\_ to school

Word Bank – Instructions	
Endings	Beginnings
your breakfast	Carry
your clothes	Walk
your face	Brush
your milk	Comb

# LESSON TWO

## Activity 1

**Directions:** In a small group take turns miming morning activities for each other to guess.

## Activity 2

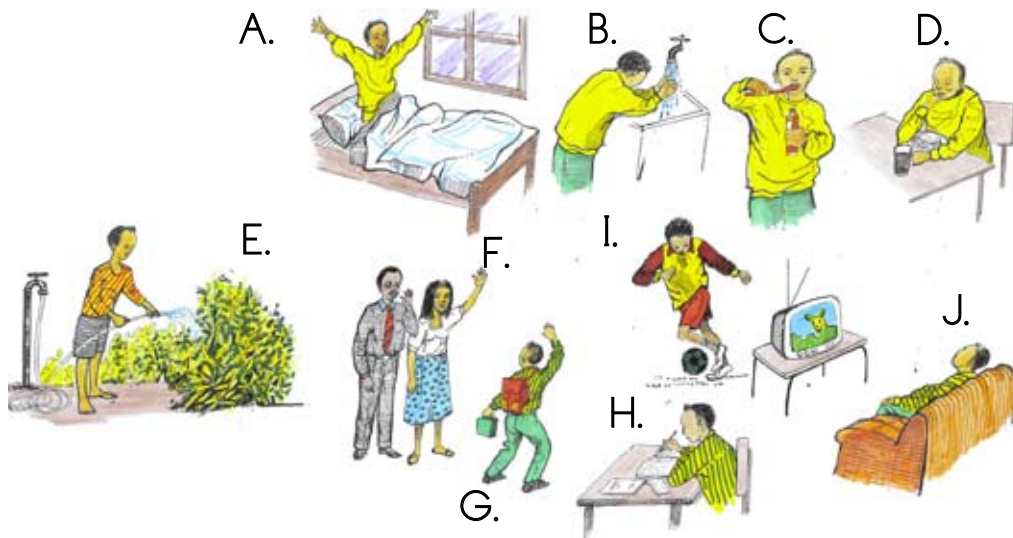
**Directions:** In the same small group, take turns miming afternoon and evening activities from the Word Bank for other students to guess.

Word Bank – Evening Activities		
fetch water	gather firewood	cook dinner
buy things from a shop	wash dishes	eat dinner
walk home from school	do homework	

## Activity 3

**Directions:** Copy the gap phrases into your exercise book. Match the pictures with the phrases.

**Example:** 1. D. eating breakfast.



- |                            |                        |
|----------------------------|------------------------|
| 1. ___ eating breakfast    | 6. ___ getting up      |
| 2. ___ washing hands       | 7. ___ going to school |
| 3. ___ watching TV         | 8. ___ brushing teeth  |
| 4. ___ watering the garden | 9. ___ saying goodbye  |
| 5. ___ playing football    | 10. ___ doing homework |

## Activity 4

**Directions:** Complete the following gap sentences with verbs (action words) from the Word Bank. Write the answers in your exercise book.

1. The first thing I do in the morning is \_\_\_\_\_.
2. Next, I \_\_\_\_\_ to the toilet.
3. Then, I \_\_\_\_\_ my hands and face.
4. After that, I \_\_\_\_\_ my uniform.
5. I \_\_\_\_\_ my breakfast.
6. Finally, I \_\_\_\_\_ good bye to my mother and father.

Word Bank – Verbs					
put on	wash	get up	go	eat	say

## LESSON THREE

### Activity 1

**Directions:** Write in your exercise book three **yes/no** questions and three **wh-** questions about routine activities to ask your partner. Read the questions to your partner using correct intonation. Your partner will answer your questions out loud.

## Activity 2

**Directions:** Study the pictures and discuss what is happening in each of them with a partner.



## Activity 3

**Directions:** Study the pictures above, as your teacher reads out loud the story, “Aisha.”

## Activity 4

**Directions:** In your exercise book write numbers 1–6. As your teacher reads the story, “Aisha” for the second time, write answers to the questions below. Compare your answers with a partner’s.

1. In what grade is Aisha?
2. What is the first thing Aisha does in the morning?
3. What does Aisha do before she washes her hands and face?
4. What does she wear to school?
5. What do you think Aisha eats for her breakfast?
6. What does she do after she gets her bag?



## LESSON FOUR

### Activity 1

**Directions:** Silently read the following dialogue between Tsehay and Gebre.

Tsehay	How often do you go to school?
Gebre	I always go to school from Monday to Friday.
Tsehay	Do you eat bread for your breakfast?
Gebre	Yes, I sometimes eat bread for my breakfast.
Tsehay	With whom do you play football?
Gebre	I usually play football with my friends.
Tsehay	What do you do in the evening?
Gebre	I sometimes study my lessons in the evening.
Tsehay	How often do you go fishing?
Gebre	I never go fishing.
Tsehay	Do you visit your grandparents on weekends?
Gebre	Yes, I sometimes visit my grandparents on weekends.
Tsehay	How often does your mother drink coffee?
Gebre	My mother usually drinks coffee in the evening.
Tsehay	Does your father help you with your homework?
Gebre	Yes, he always helps me with my homework.

### Activity 2

**Directions:** Practise reading the above dialogue with a partner, taking turns as Tsehay and Gebre.

### Activity 3

**Directions:** Find the frequency adverbs in the above dialogue. Write them in your exercise book. Compare your list with a partner's.

## Activity 4

**Directions:** Write five complete sentences in your exercise book using frequency adverbs from the Word Bank. Read your sentences to a partner.

**Examples:** I cook breakfast **every day** for my family.  
I **never** cook dinner.

Word Bank – Frequency Adverbs				
always	every day	usually	sometimes	never

## LESSON FIVE

### Activity 1

**Directions:** Write three **yes/no** questions in your exercise book to practise frequency adverbs about routine activities.

### Activity 2

**Directions:** Copy the sentences into your exercise book. Write the missing adjective in each gap. Use the Word Bank to help you.

**Example:** 1. The farmer works hard all day. In the evening, he is **tired**.

1. The farmer works hard all day. In the evening, he is \_\_\_\_\_.
2. I haven't eaten my breakfast. I am \_\_\_\_\_.
3. The weather is very hot. I am \_\_\_\_\_.
4. My father bought me a new jacket. I am \_\_\_\_\_.
5. Kebede has lost his book. He is \_\_\_\_\_.
6. There is a fox in the field. The goats are \_\_\_\_\_.

## Word Bank – Adjectives of Feeling

sad

thirsty

tired

happy

hungry

afraid

## LESSON SIX

### Activity 1

**Directions:** Copy the table into your exercise book. Write the number of each sentence under the correct time of the day. One is done for you.

TIMES OF THE DAY			
Morning	Afternoon	Evening	Night
11			

1. I water the flowers after school.
2. I usually make my bed before school.
3. I watch TV until bed time.
4. My brother helps me with my homework.
5. My mother drinks coffee after breakfast.
6. My parents always go to bed late.
7. Our teacher says goodbye to us.
8. We play football after school.
9. I change out of my uniform and help my mother.
10. I sometimes read books after lunch.
11. My mother wakes me early every morning.
12. My mother tells me a bedtime story.

## Activity 2

**Directions:** Copy the time chart into your exercise book. Some activities are in the chart already. Complete it as you read the passage, “Halima’s Daily Routine.”

### Halima’s Daily Routine

Halima is my neighbour. She is a grade three student. She lives with her mother. She is an only child. In the morning she always cleans her bedroom. She makes her bed. She eats her breakfast. After breakfast she says goodbye to her mother and goes to school. In the afternoon she eats her lunch and plays with her friends during break time. When she comes home from school, she changes her clothes and then she usually helps her mother in the kitchen. In the evenings she does her homework, washes her feet, watches TV, eats her dinner and washes the dishes. At night she always studies for one hour before she goes to bed.

### Time Chart

Times of the day	Halima’s Daily Routine
morning	cleans her bedroom
afternoon	
evening	
night	

## LESSON SEVEN

### Activity I

**Directions:** Copy the time chart from Lesson Six, Activity I into your exercise book. Silently read the story, “My Mother’s Daily Routine.” Complete the chart using information from the passage. Compare your chart with a partner’s.

### My Mother’s Daily Routine

My mother is an English language teacher in an elementary school. She is a busy mother. She always gets up at 6:00 a.m. She goes to the toilet and washes her hands and face. She prepares breakfast in the kitchen for the family. She changes out of her pyjamas and into her work clothes. She eats breakfast. Then she gets her bag and goes to work. She greets her friends and students.

In the afternoon she eats her lunch and drinks coffee. She teaches afternoon classes. When she finishes the last class, she says goodbye to her students and goes home. At home she changes her clothes and waters the garden. In the evening she prepares dinner and helps me with my school subjects. She eats dinner with the family, then she washes the dishes. She watches National and International News on TV. At night she prepares the next day’s lesson and goes to bed.

## Activity 2

**Directions:** In your exercise book answer the questions in complete sentences.

**Example:** 1. What does the mother in the story do before eating breakfast? She changes out of her pyjamas into her work clothes.

1. What does the mother in the story do before eating breakfast?
2. What kind of job does the mother have?
3. When does she wash the dishes?
4. Where does she prepare breakfast and dinner?
5. Do you think that the mother is tired at the end of the day? Explain your answer.
6. Does the mother have a lot of responsibilities? Explain your answer.

## LESSON EIGHT

### Activity 1

**Directions:** Listen as your teacher reads the story, “My Name is Ahmed.” Try to remember the activities Ahmed does each day and the order in which he does them.

### Activity 2

**Directions:** In your exercise book answer the questions below about the story. Check your answers by listening to the story again.

1. When does Ahmed get up?
2. With whom does he eat his breakfast?

3. How does Ahmed go to school?
4. When does he play with his friends?
5. What two things does Ahmed do in the afternoon?
6. What does he do before going to bed?

## LESSON NINE

### Activity 1

**Directions:** Read the “Mixed Up Story” silently. The activities are not in their correct order. In your exercise book rewrite the story, putting the activities in their correct order according to the times of the day.

### Mixed Up Story

Finally, I go to bed and sleep. I go to the toilet and wash my hands and face. In the afternoon, I eat lunch and teach the afternoon lessons.

I greet my students and start teaching. I eat my breakfast and go to school. I come back home and water the flowers in my garden. I change out of my pyjamas. In the evening, I wash my feet and eat my dinner. I always get up at 6 in the morning. I watch TV for the international and national news and prepare the next day’s lessons.

### Activity 2

**Directions:** Read your rewritten story to your partner. Are your stories the same?

## LESSON TEN

### Activity 1

**Directions:** Copy the following time chart into your exercise book and write your daily routines in the boxes according to the time of the day.

Time Chart

Times of the day	Activities
morning	
afternoon	
evening	
night	

### Activity 2

**Directions:** Share your time chart in a small group. Discuss your common daily routines.

### Activity 3

**Directions:** In your exercise book write five short sentences about the times your family members do routine activities. Read your sentences to a partner.

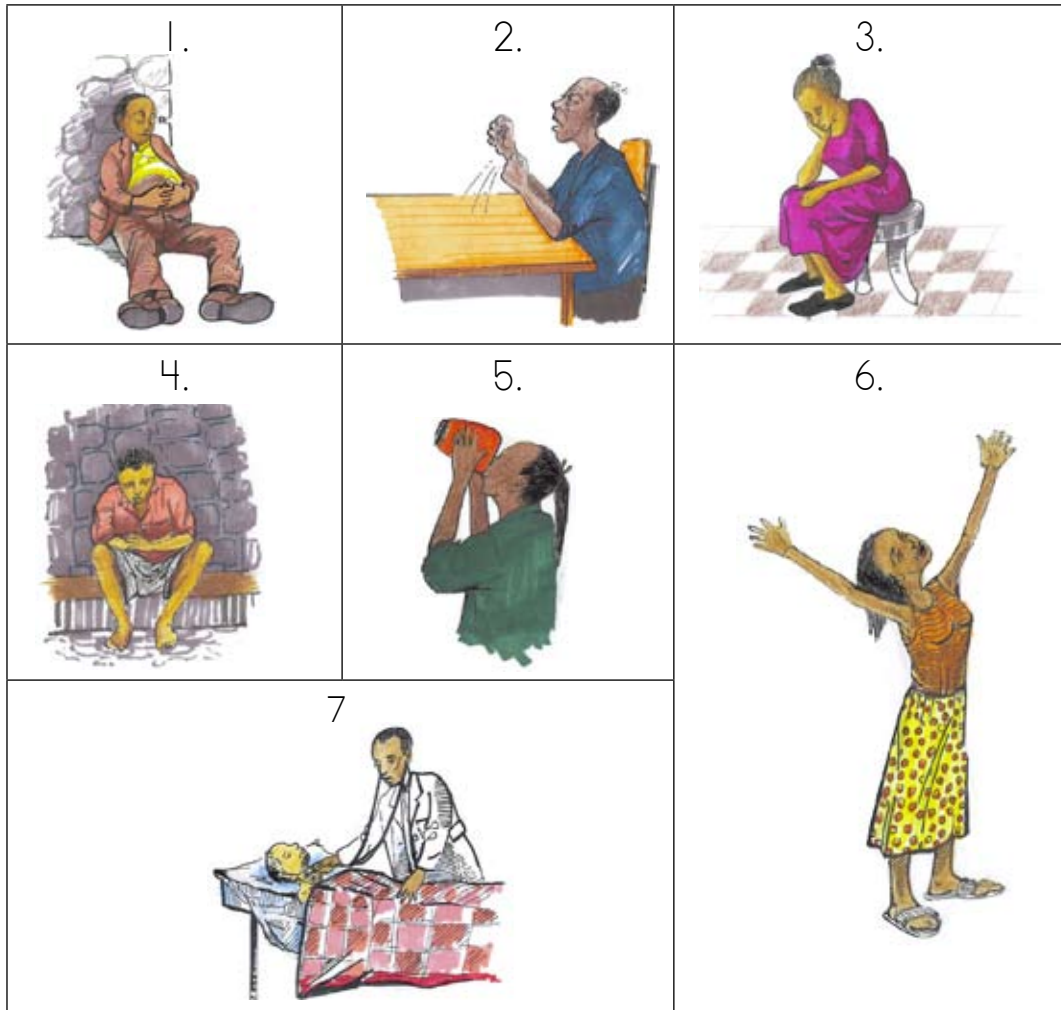


# LESSON ELEVEN

## Activity 1

**Directions:** Study the pictures carefully and take turns with a partner to say how each person feels using adjectives from the Word Bank.

**Example:** 1. He feels tired.



### Word Bank – Adjectives of Feeling

hungry	thirsty	happy	sick
sad	tired	angry	

## Activity 2

**Directions:** Copy the sentences below into your exercise book. Fill in the gaps with words from the Word Bank.

1. I am \_\_\_\_\_ and I need food.
2. I am thirsty and I need \_\_\_\_\_.
3. I am \_\_\_\_\_ and I need medicine
4. I am tired and I need \_\_\_\_\_.
5. My brother's bottle is empty. He is \_\_\_\_\_.
6. The baby is \_\_\_\_\_. He needs sleep.
7. Grandmother is sick. Please take her to the \_\_\_\_\_.
8. Father is hungry. We must cook \_\_\_\_\_ for him.

Word Bank – Gaps			
rest	clinic	thirsty	tired
dinner	water	sick	hungry

## Activity 3

**Directions:** Copy the questions into your exercise book and answer them.

**Example:** 1. How do you feel after a long journey?

Answer: I feel tired.

1. How do you feel after a long journey?
2. How do you feel when you get full marks for your tests?
3. How do you feel when somebody hurts you?
4. What do you need when you are hungry?
5. What do you need when you are tired?
6. What do you need when you are thirsty?

## LESSON TWELVE

### Activity 1

**Directions:** In a small group mime feelings for other students to guess.

### Activity 2

**Directions:** Match each of the sentences under Column A with a suitable sentence under Column B. Write the pairs of sentences in your exercise book.

**Example:** 1. c. A traveller tells me he is hungry.  
He needs bread.

Column A	Column B
1. A traveller tells me he is hungry.	a. They need water.
2. I am taking the goats to the river.	b. I feel happy.
3. My mother works for 15 hours.	c. He needs bread.
4. My brother takes my pen.	d. She feels sick.
5. All students pass the test.	e. I feel angry.
6. My father gives me a new pen.	f. She needs rest.
7. My sister is going to the clinic.	g. The teacher feels happy.

### Activity 3

**Directions:** Read the story, “Miss Furdosa’s Difficult Day,” with a partner. Count how many times you see an adjective of feeling in the story.

#### Miss Furdosa’s Difficult Day

Today, Miss Furdosa, the Kindergarten teacher, is having a very difficult day. Her assistant, Fakiha, is sick, so Furdosa must take care of all the children in her class alone.

First she plays a game with the children, but they say, “Teacher, we are tired.” Next she reads the children a story, but they say “Teacher, we are hungry.” Then she gives the children a snack, but they say, “Teacher, we are thirsty.” She takes the children to drink water, but they say, “Teacher we need to go to the toilet.”

In the afternoon, Furdosa takes all the children outside to play in the garden. At first they are happy, but then one child falls down and cries. The child says, “Teacher, I’m sad.” Furdosa comforts the child.

Furdosa takes the children back inside to rest, but they say, “Teacher, we aren’t tired.” She sings a song to the children until they all fall asleep. Furdosa rests too. She is very tired.

At the end of the day, Furdosa goes to Fakiha’s house. Fakiha says, “I am feeling better now. I will come to the Kindergarten tomorrow.” Furdosa smiles and says, “That’s good. I need your help.” She is very happy.

## Activity 4

**Directions:** Write short answers to the questions your teacher asks about the story.

# LESSON THIRTEEN

## Activity 1

**Directions:** Write five sentences in your exercise book using adverbs of frequency and five sentences using time expressions given below. Share your sentences in a small group.

### Word Bank – Adverbs of Frequency

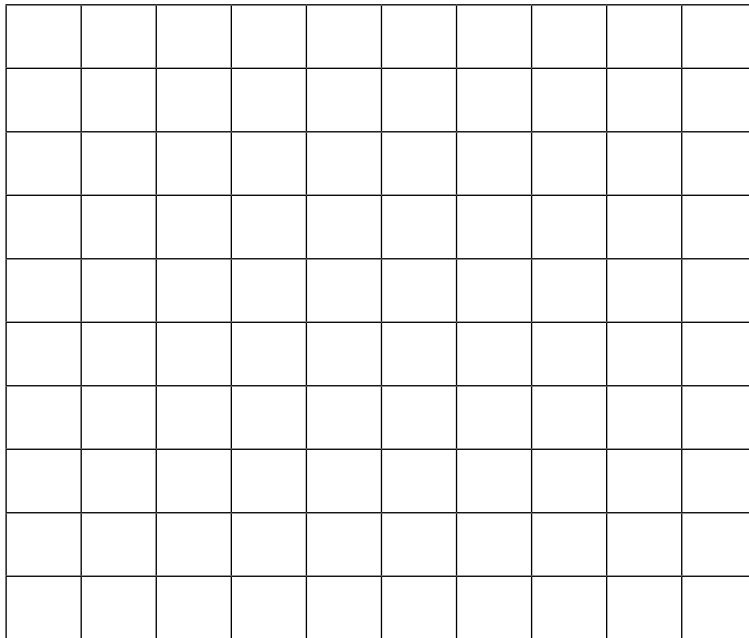
always	usually	often	sometimes	never
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### Time Expressions

in the morning	in the afternoon	in the evening	at night
on Monday	on Tuesday	on Wednesday	on Thursday
on Friday	on Saturday	on Sunday	

## Activity 2

**Directions:** In your exercise book make a Word Search Puzzle for your partner to solve. Follow your teacher's directions. Exchange your word search with your partner and solve it.



## Activity 3

**Directions:** Mime the feelings your teacher describes.

# UNIT 11: DO YOU LIKE PLAYING FOOTBALL?

## LESSON ONE

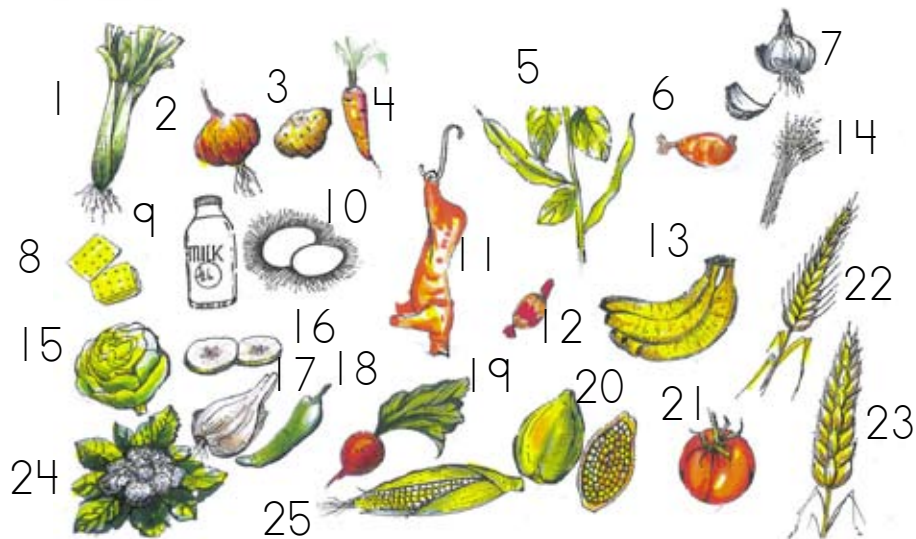
### Activity 1

**Directions:** Copy the table below into your exercise book. With a partner write the names of as many vegetables, fruits, crops, animals and other foods that you can remember. Compare your list in a small group. Examples are in the table.

Vegetable	Fruit	Crop	Animal	Other Food
carrot	mango	barley	sheep	oil

### Activity 2

**Directions:** Match the pictures below to the names of the food items in the Word Bank. In the table you drew in your exercise book for Activity 1, write any words that are not already in your list.



Word Bank – Food Items				
bananas	cabbage	papaya	corn	beetroot
biscuits	sweets	eggs	beef	milk

### Activity 3.

**Directions:** Read the speech bubbles which tell what the boy and girl like.



### Activity 4

**Directions:** In your exercise book write three sets of sentences about two things you like and two things your partners like. Use the following language pattern:

1. a. I like \_\_\_\_\_. b. I like \_\_\_\_\_.  
c. I like \_\_\_\_\_ and \_\_\_\_\_.
2. a. He likes \_\_\_\_\_. b. He likes \_\_\_\_\_.  
c. He likes \_\_\_\_\_ and \_\_\_\_\_.
3. a. She likes \_\_\_\_\_. b. She likes \_\_\_\_\_.  
c. She likes \_\_\_\_\_ and \_\_\_\_\_.



## LESSON TWO

### Activity 1

**Directions:** Play the game, Grandmother's Trunk, in a small group.

### Activity 2

**Directions:** With a partner ask and answer questions about foods you like. Use the following language pattern: **Do you like \_\_\_\_\_?** Yes, I do./No, I don't.

### Activity 3

**Directions:** Copy the following table into your exercise book. Write three food items you like and three food items you dislike.

Foods I Like	Foods I Dislike
1.	1.
2.	2.
3.	3.

### Activity 4

**Directions:** Write two sentences. One sentence about the three things you like and one sentence about the three things you dislike. Use the language pattern:

1. I like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

2. I dislike \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Share your sentences in a small group.

## Activity 5

**Directions:** Read the following pairs of sentences. Rewrite the sentences in your exercise book, joining them with **but**.

**Example:** 1. I like carrots. I dislike cabbage.

I like carrots, but I dislike cabbage.

1. I like carrots. I dislike cabbage.
2. I like mangoes. I dislike avocados.
3. I like oranges. I dislike watermelons.
4. I like bread. I dislike barley.
5. I like lollipops. I dislike chocolate.

## LESSON THREE

### Activity 1

**Directions:** Write in your exercise book two sentences about things you like and dislike. Join your sentences with **but**. Share your sentences with your classmates.

### Activity 2

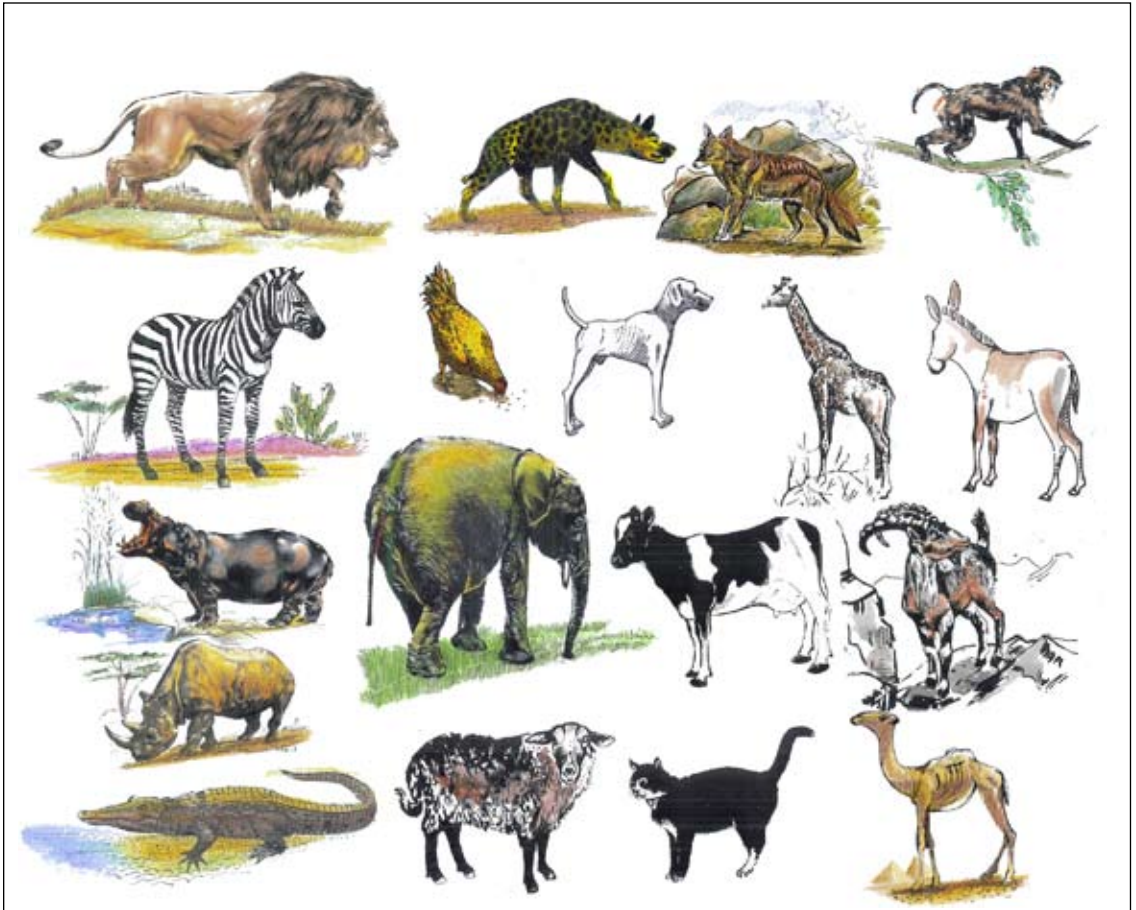
**Directions:** Copy the table into your exercise book. Write the names of as many farm and wild animals as you can remember. Two are done for you. Compare your lists with a partner's.

Farm Animals	Wild Animals
ox	lion

### Activity 3

**Directions:** Study the pictures of animals. Take turns to talk with your partner about the animals you like and dislike.

**Example:** I like zebras and elephants. I like cows, but I dislike cats.



### Activity 4

**Directions:** Work in a small group. Write three questions in your exercise book to ask group members if they like or dislike animals. Tell them which animals you like or dislike and give reasons why.

**Example:** Student 1: Do you like dogs?

Student 2: Yes, I like dogs. I like my dog because it is friendly.

# LESSON FOUR

## Activity 1

**Directions:** Study the pictures and in your exercise book write what the people are doing.



## Activity 2

**Directions:** Write four pairs of sentences telling what the people in the pictures above are doing and whether you like doing it. Write two **like** sentences and two **dislike** sentences about the activities.

**Example:** The girl is jumping rope. I like jumping rope.  
The boy is playing leapfrog. I dislike playing leapfrog.

## LESSON FIVE

### Activity 1

**Directions:** Practise the following dialogues with your partner.

#### Dialogue One

Student 1	What kinds of food do you like best?
Student 2	Pardon me!
Student 1	What kinds of food do you like best?
Student 2	I like _____.
Student 1	Sorry!
Student 2	I like _____.

#### Dialogue Two

Student 1	What kinds of animals do you like best?
Student 2	Excuse me!
Student 1	What kinds of animals do you like best?
Student 2	I like _____ best.

## Activity 2

**Directions:** Read the story, “Yayo, Fatuma and Grandmother,” silently as your teacher reads it out loud.

### Yayo, Fatuma and Grandmother

Yayo and Fatuma love to visit their grandmother. Their grandmother is 64 years old and cannot hear very well. Yayo and Fatuma say, “Hello Grandma! How are you today?” Grandma replies, “Sorry, I cannot hear what you are saying. Please repeat it.” Yayo and Fatuma shout loudly, “Hello Grandma! How are you today?” Grandma begins to smile and says, “I heard you the first time! I am very well.” Yayo and Fatuma laugh at Grandma’s sense of humour. Yayo, Fatuma and Grandma have a wonderful time together. They talk and laugh the entire time.

## Activity 3

**Directions:** Answer the questions your teacher asks you about the story, “Yayo, Fatuma and Grandmother.”

## Activity 4

**Directions:** Retell the story, “Yayo, Fatuma and Grandmother,” to your partner. Be sure to include the beginning, middle and end.

## LESSON SIX

### Activity 1

**Directions:** Read the interview with a partner.

Reporter	What things do you like?
Busho	I like mangoes, vegetables and athletics.
Reporter	What things do you dislike?
Busho	I dislike boxing, pineapples and fishing.
Reporter	What school subjects are you most interested in?
Busho	My favourite school subjects are Maths and English.
Reporter	What school subjects are you less interested in?
Busho	I am less interested in Arts and Environmental Science.
Reporter	Do you like going to school every day?
Busho	Yes, I do.
Reporter	Do you like playing at break time?
Busho	No, I don't. I like reading and talking with my friends.
Reporter	Thank you for sharing your likes and dislikes with me.

### Activity 2

**Directions:** Copy the table below into your exercise book and write in it all the things Busho likes and dislikes. Compare your completed table with your partner's.

Busho's Likes	Busho's Dislikes

### Activity 3

**Directions:** Write four sentences in your exercise book comparing your likes and dislikes to Busho's likes and dislikes.

**Example:** Both Busho and I like mangoes and athletics.  
I like Arts, but Busho dislikes Aesthetics.

### Activity 4

**Directions:** Use the Sample Letter and the Letter Outline to help you write a letter to a classmate.

#### Sample Letter

(Date) 24th May

(Greeting)

Dear Shaketse,

(Body)

How are you and your family? My family is fine and I have a new baby sister. I am in grade three. I like my school. I am more interested in Maths and English, but I am less interested in Arts and Environmental Science. Do you like your school? What subject do you like most? Tell me all the things that you like and dislike about school.

(Closing)

Your friend,  
Busho



## Letter Outline

(Date) \_\_\_\_\_

(Greeting) Dear \_\_\_\_\_,

(Body) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Closing) Your friend,  
\_\_\_\_\_

## LESSON SEVEN

### Activity I

**Directions:** Copy the Data Table into your exercise book. Select four types of food and ask the students in your small group about them. Fill in the table with their answers.

Data Table

Type of Food	Number of Students Who Like It	Number of Students Who Dislike It

## Activity 2

**Directions:** Write two sentences about each type of food and the number of students who like or dislike the food.

**Example:** Ten students dislike cabbage. Five students like cabbage.

# LESSON EIGHT

## Activity 1

**Directions:** Copy the Data Table into your exercise book. Interview students in your group to find out if they like the drink, sport, animal and school subject you ask about. Complete the table about how many students like and dislike each item.

Data Table

Categories	Questions:	Number Who Like	Number Who Dislike
(drink)	Do you like _____?		
(sport/game)	Do you like _____?		
(animal)	Do you like _____?		
(school subject)	Do you like _____?		

## Activity 2

**Directions:** Write three like and three dislike sentences about the data you collected.

## Activity 3 – Homework

**Directions:** Copy the Activities chart into your exercise book and put tally marks in the  $\checkmark$  column for the activities your family members like to do and in the  $\times$  column for the ones they dislike.

Family Members	Activities									
	Feeding Animals		Cooking		Shopping		Studying		Sweeping	
	$\checkmark$	$\times$	$\checkmark$	$\times$	$\checkmark$	$\times$	$\checkmark$	$\times$	$\checkmark$	$\times$
mother										
father										
sister										
brother										
grand-mother										
me										

## LESSON NINE

### Activity 1

**Directions:** Copy the Data Table into your exercise book and put tally marks for the number of family members who like and dislike each activity.

Data Table

Activities	Number Who Like	Number Who Dislike
feeding animals		
cooking		
shopping		
studying		
sweeping		

### Activity 2

**Directions:** In your exercise book write four sentences about the things your mother, father, sister, brother or other family members like and dislike. Use the following language pattern:

My \_\_\_\_\_ likes \_\_\_\_\_ but he/she dislikes \_\_\_\_\_.

## LESSON TEN

### Activity 1

**Directions:** Identify the different parts of a friendly letter. Write the names of the numbered parts in your exercise book.

A diagram of a friendly letter with numbered blanks for labeling. The letter is oriented vertically. The parts are numbered as follows:

- 1: A short horizontal line at the top right corner.
- 2: A horizontal line on the left side, below the top right corner.
- 3: A long horizontal line across the middle of the page.
- 4: A horizontal line on the left side, below the middle line.

### Activity 2

**Directions:** In your exercise book write a reply to a partner asking five questions about what your partner likes and dislikes about shopping. Your partner will respond to the letter.

## LESSON ELEVEN

### Activity I

**Directions:** Read the dialogue, “Suleman and Husen Talk about Animals,” with a partner, taking turns as Suleman and Husen.

#### Suleman and Husen Talk about Animals

Suleman	Hello Husen! We are learning about animals in school. What animals do you like?
Husen	I like elephants. They are very strong.
Suleman	Yes, I like elephants, too.
Husen	I'm afraid of lions. Are you?
Suleman	Yes, because they make a loud roaring sound, and they have big teeth.
Husen	What animals do you like, Suleman?
Suleman	I like horses and zebras. There are zebras in the National Park.
Husen	I like zebras too, but I dislike horses. Horses can kick very hard.
Suleman	Yes, but most horses don't kick. I dislike foxes! They are very mean animals. They attack other animals, and I am afraid they will attack me too.
Husen	Yes, I must guard my goats from foxes when I take them to the river. I carry a big stick to chase foxes away.
Suleman	That is very brave!

## Activity 2

**Directions:** Write in your exercise book lists of the animals Suleman and Husen like and dislike.

## Activity 3

**Directions:** Copy the sentences below into your exercise book. Fill in the gaps with words from the Word Bank.

1. Husen likes \_\_\_\_\_ because they are very \_\_\_\_\_.
2. Suleman likes both \_\_\_\_\_ and \_\_\_\_\_.
3. Both Husen and Suleman are afraid of \_\_\_\_\_ because they have big \_\_\_\_\_.
4. They both dislike \_\_\_\_\_ because they are very \_\_\_\_\_.
5. Husen carries a big \_\_\_\_\_ to guard his \_\_\_\_\_.

Word Bank				
goats	foxes	mean	stick	lions
zebras	teeth	strong	elephants	horses

## LESSON TWELVE

### Activity 1

**Directions:** Read the chant, “We Like School,” silently as your teacher reads it out loud. Your teacher will ask groups of students to chant out loud.

### We Like School

We like School!  
Yes, we do!  
We like School. How about you?  
We learn Maths.  
Yes, we do!  
We learn Maths. How about you?  
We learn English.  
Yes, we do!  
We learn English. How about you?  
We like break time.  
Yes, we do!  
We like break time. How about you?  
We like School!  
Yes, we do!  
We like School and so should you!

### Activity 2

**Directions:** In a small group write a chant about the things you like at school.



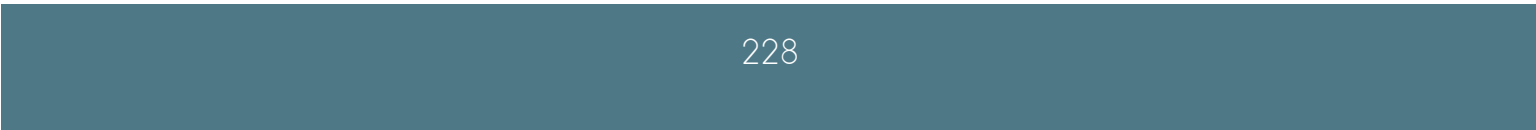
## LESSON THIRTEEN

### Activity 1

**Directions:** Your teacher will select groups to perform to the class their chant from Lesson Twelve, Activity 2.

### Activity 2

**Directions:** Conduct an interview with another student about his/her likes and dislikes. Then write five sentences about what that student likes and dislikes.



# UNIT 12: A NURSE WORKS IN A CLINIC

## LESSON ONE

### Activity 1

**Directions:** Copy the list of People Who Do Jobs from Column A into your exercise book and match each one to the correct sentence in Column B.

**Example:** 1. Teacher d.

Column A – People Who Do Jobs	Column B – Job Descriptions
1. teacher _____	a. I work in an office for a person or a company.
2. policeman _____	b. I grow crops.
3. nurse _____	c. I help the doctor with sick people.
4. secretary _____	d. I help students to learn.
5. farmer _____	e. I prepare food for eating.
6. shopkeeper _____	f. I manage teachers and students.
7. school director _____	g. I keep people in order and try to prevent crime.
8. doctor _____	h. I drive motor vehicles.
9. dentist _____	i. I fly airplanes.
10. driver _____	j. I check people's teeth.
11. cook _____	k. I take care of very sick people.
12. pilot _____	l. I own a shop.

## Activity 2

**Directions:** In your exercise book write the words in the Word Bank in alphabetical order.

Word Bank – People Who Do Jobs			
doctor	policeman	priest	imam
dentist	cook	waitress	housewife
driver	soldier	pilot	stewardess

## Activity 3

**Directions:** Select any four of the words from the Word Bank above and write two sentences about each to tell what the people do and what they wear. Share your sentences in a small group.

# LESSON TWO

## Activity 1

**Directions:** In your exercise book write numbers 1 – 12. Match the pictures of places where people work with the names of the places. Use the Word Bank to help you.



1



2



3



4



5



6



7



8



9



10



11



12

Word Bank – Work Places			
market	office	police station	church
mosque	river/sea/ lake	café/hotel/ restaurant	bus/taxi/ airplane
shop	clinic	school	farm

## Activity 2

**Directions:** Decide which of the statements below are **true** and which are **false**. Write the sentences in your exercise book, changing all the false sentences into true sentences before you write them.

**Example:** 8. false: A teacher works on a farm.  
true: A teacher works in a school.

1. A farmer works in a school.
2. A dentist works in a hotel.
3. A cook works in a kitchen.
4. A school director works in a mosque.
5. A nurse works in a clinic.
6. A driver drives a bus.
7. A pilot flies an airplane
8. A teacher works on a farm.
9. A police officer works at a police station.
10. A waitress serves at a church.

## LESSON THREE

### Activity I

**Directions:** Read the “Jobs Poem” silently as your teacher reads it out loud. Read the Chorus after each verse of the poem out loud with your teacher.

### Jobs Poem

I'm a tailor, I'm a tailor,  
I make dresses, suits, and shirts.  
I'm a doctor, I'm a doctor,  
I can make you better when it hurts.

(chorus)

*People work in the country.  
People work in the town.  
People work by day and night  
To make the world go round.*

I'm a farmer, I'm a farmer,  
I have donkeys, cows and sheep.  
I'm a dentist, I'm a dentist,  
Come to me when you have painful teeth.

I'm a teacher, I'm a teacher,  
I teach students how to read and write.  
I'm a waitress, I'm a waitress,  
I serve up the good food that you like.

I'm a carpenter, I'm a carpenter,  
Come and buy a table or chair.  
I'm a barber, I'm a barber,  
I can shave your beard or cut your hair.



## Activity 2

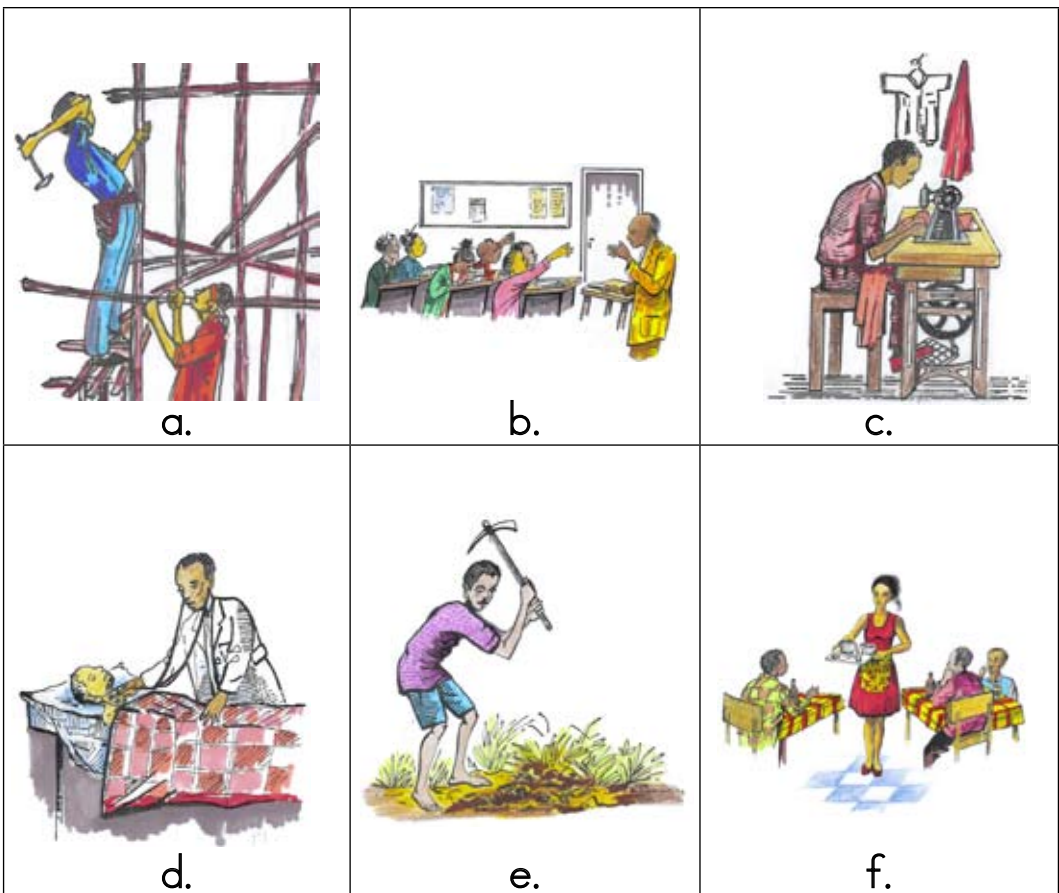
**Directions:** Read the “Jobs Poem” with your partner. Find in the poem the names of people who do jobs and the work that they do. Write them in your exercise book.

## Activity 3

**Directions:** Study the pictures below. With a partner talk about what you see in the pictures.

## Activity 4

**Directions:** In your exercise book write numbers 1–6. Decide on the order of the pictures from the poem. Write the letters next to the correct numbers.



## Activity 5

**Directions:** Write the gap sentences in your exercise book and fill in the gaps with the correct words from the Word Bank.

**Example:** 1. A **nurse** works in a clinic.

1. A \_\_\_\_\_ works in a clinic.
2. A \_\_\_\_\_ works on a building.
3. A \_\_\_\_\_ \_\_\_\_\_ works at a police station.
4. A \_\_\_\_\_ works in a school.
5. A \_\_\_\_\_ serves at a church.
6. A doctor works in a \_\_\_\_\_.
7. A mechanic works at a \_\_\_\_\_.
8. A shopkeeper works at a \_\_\_\_\_.
9. An imam serves at a \_\_\_\_\_.
10. A farmer works on a \_\_\_\_\_.

Word Bank – Jobs				
farm	mosque	shop	nurse	carpenter
teacher	priest	hospital	garage	police officer

## LESSON FOUR

### Activity I

**Directions:** Read the story, “Tirhas’s Family,” with a partner.

### Tirhas’s Family

Tirhas lives in a village in Tigray with many relatives. They work hard every day.

Tirhas’s grandfather builds houses, buildings and fences and makes furniture. Grandfather is a carpenter.

Tirhas’s father is a farmer. On the farm he has sheep and cows. He plants teff to feed the family. He also sells some of the crop at the market.

Tirhas’s mother is a housewife. She bakes bread, cooks, cleans the house and takes care of the baby. She grows vegetables in the garden. She goes to the market on Tuesdays. She carries firewood to sell in the town. As she walks along the road, she sees different buildings.

Tirhas and her brother help their mother with the chores at home. They sweep the floor and wash the dishes. They help to take care of the vegetable garden. Tirhas hoes and pulls the weeds and her brother waters the plants.

Tirhas’s grandmother is a spinner of cotton. Every day she spins the cotton to make cloth for their clothes. In Tirhas’s family everyone does a job.

## Activity 2

**Directions:** Study the pictures below. Tell your partner which member of Tirhas's family is shown in each picture and what he/she is doing.

## Activity 3

**Directions:** Write the numbers of the pictures in the correct order as each happens in the story.



## LESSON FIVE

### Activity 1

**Directions:** Silently reread the story “Tirhas’s Family” from Lesson Four. Answer your teacher’s questions about the story.

### Activity 2

**Directions:** Copy the following sentences into your exercise book and fill in the gaps with words from the Word Bank.

1. Tirhas’s grandfather is a \_\_\_\_\_. He builds \_\_\_\_\_ and makes \_\_\_\_\_.
2. Tirhas’ father is a \_\_\_\_\_. He grows \_\_\_\_\_ and sells some of his crop at the \_\_\_\_\_. He has \_\_\_\_\_ and cows on his farm.
3. Tirhas’s mother is a \_\_\_\_\_. She takes care of the \_\_\_\_\_. On Tuesdays, she carries \_\_\_\_\_ to the market.
4. Grandmother is a \_\_\_\_\_. She spins \_\_\_\_\_ to make \_\_\_\_\_.
5. The children help to wash the \_\_\_\_\_ and sweep the \_\_\_\_\_. They take care of the \_\_\_\_\_ garden.

Word Bank			
carpenter	spinner	sheep	teff
vegetable	market	houses	baby
housewife	cotton	furniture	floor
cloth	dishes	firewood	farmer

### Activity 3

**Directions:** In a small group ask and answer the following questions about the jobs your family members do.

1. What does your father/mother do?
2. Where does your father/mother work?
3. Does your father/mother work in a school/shop/store?
4. Name some other jobs that people in your village/town do.
5. What job do you want to do?
6. What jobs do you do at home?
7. Do you like or dislike your jobs?

## LESSON SIX

### Activity 1

**Directions:** With a partner find in the Word Bank ten pairs of words that go together for different jobs. Write them together in your exercise book.

**Example:** 1. telephone–secretary

Word Bank				
spinner	telephone	classroom	secretary	bus
driver	doctor	clinic	airplane	cotton
farmer	plough	cook	kitchen	pencil
student	teacher	shop	shopkeeper	pilot

## Activity 2

**Directions:** In your exercise book write three sentences about the work that one of your family members does. Read your sentences in a small group.

## Activity 3

**Directions:** Work with a partner. Read each puzzle. In your exercise book copy the gap sentences and answer the questions.

<p>1. I sing here. I pray here. There is a cross or a crescent on the roof.</p> <p>Where am I?</p> <p>Answer: You are in a _____ or a _____.</p>	<p>2. I see patients. I work in a clinic. I wear a white gown/uniform.</p> <p>Who am I?</p> <p>Answer: You are a _____ or a _____.</p>
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## LESSON SEVEN

### Activity I

**Directions:** With a partner read the story, “Jobs We Like and Dislike.”

### Jobs We Like and Dislike

Roble, Tigist, Ismail, and Amelework live with their mother and father in a village in Dire Dawa. They like to play games about the things they will do when they grow up. Amelework says, “I want to be a pilot when I grow up. I like machines and I like the way the airplanes fly fast and high in the sky. The pilot’s uniform is beautiful. Don’t you think I will look smart in the uniform?”

“Oh yes, you will” says Roble. “I am afraid of flying, but I will grow all the delicious food you eat. I like farming because farmers help a lot of people stay healthy. I like the tools they use.”

“Well, well,” laughs Tigist, “I will take care of people who get sick. The nurse’s white uniform is beautiful. I also like the hat that a nurse wears on her head. I dislike farming or being a pilot because I dislike heights and planting things in the soil. I like to work indoors. I dislike working outdoors.”

Ismail says, “I can never be a pilot, a farmer or a nurse. Those jobs do not interest me. You do not get to meet a lot of people every day. I will see a lot of students every day. I love the way my teacher helps us learn. I want to teach children too. Writing on the chalkboard and wearing the white gown is fun.”



## Activity 2

**Directions:** In your exercise book write numbers 1 – 10. Answer the questions, using the name of one of the students in the story, “Jobs We Like and Dislike.” Compare your answers with your partner’s.

**Example:** I. Roble

1. Who wants to help people stay healthy?
2. Who wants to care for sick people?
3. Who likes a pilot’s uniform?
4. Who wants to help students learn?
5. Who thinks wearing a white gown is fun?
6. Who wants to grow food?
7. Who is afraid of flying?
8. Who likes to wear a hat?
9. Who wants to write on the chalkboard?
10. Who likes to go fast?
11. Who likes working indoors?
12. Who wants to see a lot of people every day?

## LESSON EIGHT

### Activity 1

**Directions:** Draw a picture in your exercise book of a job you want to do when you grow up. Write the name of the job and three sentences saying why you want to do this job. Use the following language pattern:

I want to be a \_\_\_\_\_.

I like \_\_\_\_\_.

I like \_\_\_\_\_.

I also like \_\_\_\_\_.

I will \_\_\_\_\_.

### Activity 2

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

## LESSON NINE

### Activity 1

**Directions:** Read the poem from Lesson Three with your teacher. This time, mime the actions for the different jobs people do as your teacher directs you.

## Activity 2

**Directions:** Copy the Word Search into your exercise book. Find the names of people who do jobs from the poem and draw a circle around each word.

















### Word Search

D	M	Y	P	K	F	Q	F	W	F
E	K	W	G	J	D	W	A	A	A
N	L	X	F	I	O	D	R	I	M
T	E	A	C	H	E	R	M	T	R
I	Q	J	F	E	T	C	E	R	E
S	P	O	U	I	O	V	R	E	T
T	A	I	L	O	R	B	K	S	E
Z	S	R	O	T	C	O	D	S	P
A	B	A	R	B	E	R	M	A	A
C	A	R	P	E	N	T	E	R	W

# LESSON TEN

## Activity I

**Directions:** Study the pictures. With a partner take turns saying the name of the person who does each job. Tell your partner where the person works and what he/she does. Tell what they wear or tools they use on the job.

 1.	 2.	 3.	 4.
 5.	 6.	 7.	 8.
 9.	 10.	 11.	 12.
 13.	 14.	 15.	 16.

## Activity 2

**Directions:** Copy the sentences into your exercise book. Fill in the missing letter or letters to complete each word. Fill in the letters from memory. When you have written all the sentences, use the Word Bank to check your spellings.

1. The f \_ \_ mer grows teff.
2. My mother is a c \_ \_k.
3. The tea \_ \_ er reads to us.
4. Father is a \_ ar \_ enter.
5. The pil \_ \_ flies the airplane.
6. The spinn \_ \_ spins cotton to make thread.
7. The \_ mam prays at the mosque.
8. The doct \_ \_ works at the hospital.
9. I see the w \_ \_ tress at the café.
10. The pr \_ \_ st sings songs in the church.

Word Bank – People Who Do Jobs				
priest	waitress	farmer	doctor	imam
spinner	pilot	carpenter	cook	teacher

### Activity 3

**Directions:** With your teacher play the game “Who Am I?” Then play it in a small group.

### Activity 4

**Directions:** Find out the jobs that three of your family members do. Write the names of the jobs in your exercise book. Bring your information to use in the next lesson.

## LESSON ELEVEN

### Activity 1

**Directions:** Do a class survey to find out the jobs that family members do.

### Activity 2

**Directions:** Work with a partner to survey the jobs 10 students want to do when they grow up.

### Activity 3

**Directions:** Draw a bar graph to record students’ responses to the survey from Lesson Eleven, Activity 2, and write three sentences about the survey using the language pattern your teacher gives you.

## LESSON TWELVE

### Activity I

**Directions:** Read the following letter silently.

25th May 2011

Dear Kayime,

I hope you and your family are well. I am fine. In my class at school, we are studying about the jobs people do in our families. I want to tell you all about the jobs of my family members. Then you can tell me about your family.

My mother is a housewife. She always is busy in the house. She also has a small shop next to the gate of our compound. She sells all kinds of things there. Sometimes I help her in the shop after school.

My father is a driver. He works for a tour company. He is studying at college to be a tour guide. He learns all about Ethiopia so he can tell tourists interesting things about the places they visit.

My grandfather is a weaver. He works in small workshop near our house. My grandmother doesn't have a job now because she cannot work outside of the home. She does the cooking for all the family, looks after our small vegetable garden and feeds the animals in our compound. She gets up early in the morning to cook our breakfast, and she cooks a delicious meal for us to eat in the evening.

My brother, Salfore, wants to be a driver like our father. He likes machines. I like to help my grandmother in the kitchen. I think I will be a cook when I grow up.

What jobs do your family members do? What job do you want to do when you are grown up? Please write soon to tell me.

Your friend,  
Arfasie

## Activity 2

**Directions:** In your exercise book write numbers 1 – 10. Answer the following questions with **yes/no**. Write a correct sentence for every **no** answer.

1. Arfasie's mother cooks breakfast every morning.
2. Arfasie's grandparents both have a job.
3. Arfasie's father drives a taxi.
4. Arfasie's brother wants to do the same job as his father.
5. Arfasie likes helping her grandmother to cook.
6. Arfasie's grandmother sells vegetables at the market.
7. Arfasie helps her mother after school.
8. Arfasie wants to be a shopkeeper.
9. Arfasie's grandfather works in a small workshop.
10. Arfasie's brother likes animals.

## Activity 3

**Directions:** In your exercise book write a letter to Arfasie telling her the jobs two of your family members do and the job you want to do when you grow up. Give reasons why you want to do that job.



## Activity 4

**Directions:** Exchange letters with a partner. Read each other's letters.

# LESSON THIRTEEN

## Activity 1

**Directions:** Copy the list of workplaces into your exercise book and match each one to its description.

**Example:** 1. hospital e. People stay here when they are very sick.

1. hospital ____	a. Sick people come here to get help.
2. school ____	b. Vegetables, crops and animals are here.
3. workshop ____	c. A mechanic mends cars here.
4. clinic ____	d. An airplane flies from this place.
5. airport ____	e. People stay here when they are very sick.
6. farm ____	f. A carpenter works here.
7. shop ____	g. You can buy oil, sugar and other things here.
8. garage ____	h. Children learn to read and write here.

## Activity 2

**Directions:** Read the clues below. In your exercise book write the names of people who do jobs. Then copy the Word Search into your exercise book. Find the names of people who do the jobs in the puzzle and circle them.

### Word Search Clues

1. She can fly an airplane.	7. He can grow vegetables.
2. She can make a chair.	8. He can take you to the market.
3. He can sew a suit.	9. She can take your temperature.
4. He can direct traffic.	10. She can prepare injera.
5. She can help students learn.	11. She can check your teeth.
6. He can help you get well.	

### Word Search

C	A	R	P	E	N	T	E	R	Z	M	G
A	K	C	O	W	Y	T	P	I	L	O	T
U	D	U	X	F	N	D	O	R	D	S	N
T	E	A	C	H	E	R	L	E	O	S	I
A	N	P	O	L	Q	I	I	W	C	Z	Y
I	T	A	O	B	C	V	C	D	T	E	F
L	I	G	K	H	I	E	E	J	O	K	L
O	S	M	N	F	A	R	M	E	R	O	P
R	T	Q	R	S	T	U	A	V	W	X	Y
Z	M	K	I	U	H	G	N	U	R	S	E

## Activity 3

**Directions:** Write a three sentence paragraph about jobs in Ethiopia. Use the topic sentence your teacher gives you.

# UNIT B: REVISION

## LESSON ONE (UNIT 7)

### Activity 1

**Directions:** Chant or sing the song, “Days of the Week,” with your teacher. Say the correct names of the days in the gaps.

### Days of the Week

Today is \_\_\_\_\_,

Today is \_\_\_\_\_,

All day long,

All day long.

Yesterday was \_\_\_\_\_.

Tomorrow will be \_\_\_\_\_.

Oh what fun!

Oh what fun!

### Activity 2

**Directions:** With a partner talk about the weather for yesterday, today and tomorrow and in your exercise book write three sentences about the weather.

### Activity 3

**Directions:** In your exercise book write numbers 1 – 12 and copy the list from Column A below. Beside each word write the correct ordinal number from Column B. use the Example.

**Example:** 1. First – 1st (c)

#### Column A

1. first
2. twelfth
3. third
4. eleventh
5. second
6. tenth
7. fourth
8. fifth
9. ninth
10. eighth
11. seventh
12. sixth

#### Column B

- a. 8th
- b. 7th
- c. 1st
- d. 2nd
- e. 12th
- f. 3rd
- g. 5th
- h. 11th
- i. 10th
- j. 9th
- k. 6th
- l. 4th

### Activity 4

**Directions:** Write three sentences in your exercise book about a place in Ethiopia that you want to visit. Mark the place on the map you drew in Unit Seven.

## LESSON TWO (UNIT 8)

### Activity 1

**Directions:** In your exercise book draw the shapes and the jewellery that your teacher tells you.

### Activity 2

**Directions:** In a small group list words you know under the heading that your teacher assigns to you.

### Activity 3

**Directions:** In your exercise book write a description of a family member. Read your description to a partner.

### Activity 4

**Directions:** Draw a picture of your partner in your exercise book. Write three sentences that describe what the partner is wearing.

### Activity 5

**Directions:** In a small group take turns telling what clothes you like to wear on weekends and on special holidays.

## LESSON THREE (UNIT 9)

### Activity 1

**Directions:** In your exercise book write numbers 1 – 10. Find words in Column B to complete the sentences in Column A. Write the correct letter next to each number.

**Example:** 1. g.

Column A	Column B
1. A _____ gives us milk.	a. wood
2. Donkeys carry _____.	b. wool
3. _____ give us eggs	c. chickens
4. Dogs eat _____.	d. goats
5. A _____ kills rats.	e. plough
6. Bees give us _____.	f. honey
7. Oxen pull the _____.	g. cow
8. Goats eat _____.	h. meat
9. From sheep we get _____.	i. cat
10. From _____ we get leather.	j. leaves

### Activity 2

**Directions:** With a partner whisper read the story, “A Farmer and his Animals,” in Lesson Five, Activity 2. Write five questions about the story in your exercise book.

### Activity 3

**Directions:** Exchange exercise books with another pair and write the answers to the questions from Lesson Three, Activity 2.

## Activity 4

**Directions:** Play a game in a small group. One student says the name of a farm animal and the other students make the animal's sound.

# LESSON FOUR (UNIT 10)

## Activity 1

**Directions:** Take turns asking and answering the following questions with a partner. Say at least three things you do at each time of the day. Use times and frequency adverbs in your answers.

**Example:** Student 1: What do you do in the morning?

Student 2: First, I go to the toilet. Secondly, I wash my hands and my face. Then, I eat my breakfast. Next, I brush my teeth. Finally, I come to school and learn.

1. What do you do in the morning?
2. What do you do in the afternoon?
3. What do you do in the evening?

## Activity 2

**Directions:** Write five pairs of sentences in your exercise book about feelings. Include words from the Word Bank. Share your sentences with a partner.

**Example:** I am tired. I want to go to bed.

My brother is playing with my ball. I am angry.

Word Bank – Feelings		
hungry	thirsty	tired
cold	hot	excited
sad	happy	afraid

## LESSON FIVE (UNIT 11)

### Activity 1

**Directions:** Copy the chart into your exercise book. In the first column write the names of three family members. Use the Word Bank to fill in the likes and dislikes of each family member.

Likes and Dislikes						
Name	Choices	Staple	Drink	Fruit	Snack	Sport/ Game
	likes					
	doesn't like					
	likes					
	doesn't like					
	likes					
	doesn't like					



Word Bank – Food Categories	
Staples	rice, inset, maize, sorghum, teff ( <i>according to region.</i> )
Drinks	juice, soda, soft drink, milk, coffee, water
Fruits	pineapples, peaches, avocados, bananas, mangoes, watermelons
Snacks	biscuits, sweets, lollipops, sugar cane, <i>kolo</i>
Sports and Games	football, volleyball, table tennis, jump rope, basketball, marbles, jacks

### Activity 2

**Directions:** In a small group tell each other things your family members like and dislike, using **and** or **but**.

**Example:** My brother likes oranges, but he dislikes pineapple.  
My mother likes coffee and kolo.

### Activity 3

**Directions:** In your exercise book write four sentences about school. Tell two things you like and two things you dislike. Share your sentences with a partner.

### Activity 4

**Directions:** In your exercise book write sentences about two animals you like and two animals you dislike. Tell why you like or dislike these animals. Share your sentences with a partner.

## LESSON SIX (UNIT 12)

### Activity 1

**Directions:** Unscramble the letters in the Word Bank to make the names of jobs people do and workplaces. Write the words correctly in your exercise book.

Word Bank – Jobs People Do		
1. tordoc	2. serun	3. koco
4. mami	5. dnestit	6. stprie
7. ertache	8. poshkeerep	9. eiclop ficoref

Word Bank – Workplaces		
10. chruhc	11. quemos	12. airnealp
13. ketmar	14. mfar	15. hosolc

### Activity 2

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

1. An imam serves in a \_\_\_\_\_.
2. A housewife \_\_\_\_\_ in the kitchen.
3. A pilot flies an \_\_\_\_\_.
4. A driver drives a \_\_\_\_\_.
5. A student writes with a \_\_\_\_\_.

6. A doctor works in a \_\_\_\_\_.
7. A secretary works in an \_\_\_\_\_.
8. A police officer works in a \_\_\_\_\_.
9. A teacher works at a \_\_\_\_\_.
10. A priest serves in a \_\_\_\_\_.
11. A shopkeeper works in a \_\_\_\_\_.
12. A weaver weaves \_\_\_\_\_.

Word Bank			
cooks	office	pen/pencil	bus
cotton	church	clinic	school
shop	mosque	police station	airplane

### Activity 3

**Directions:** In a small group talk about the job you want to do when you grow up. Give reasons for wanting to do this job.

## LESSON SEVEN (UNITS 7–12)

### Activity 1

**Directions:** Think back to the stories you have read and studied in previous lessons. Choose a favourite. In your exercise book write the topic sentence your teacher gives you and three sentences why you like the story.

### Activity 2

**Directions:** In your small group think back to the poems, songs and chants that you have read and studied in previous lessons. Choose a favourite. Perform the poem, song or chant. Include actions.



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