

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.

 <p>1. Grandmother is cooking.</p>	 <p>2. Mariamawit is feeding the chickens.</p>
 <p>3. Mariamawit is telling a story to her little sister.</p>	 <p>4. Gabriel is picking the corn.</p>

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.

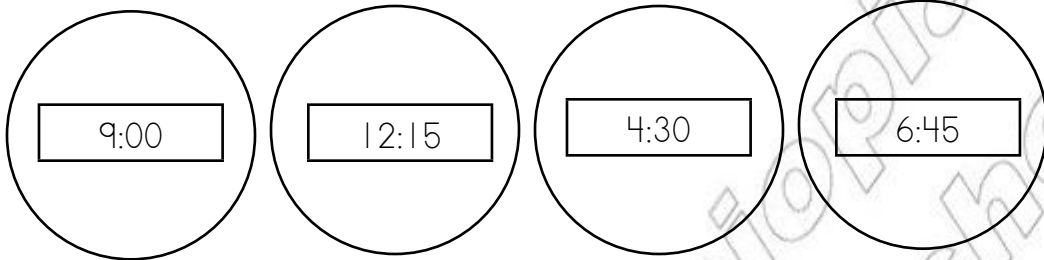
Activity 5

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.