



# ENGLISH FOR ETHIOPIA

## TEACHER GUIDE

GRADE 5

ENGLISH FOR ETHIOPIA

TEACHER GUIDE GRADE 5

F.D.R.E., MoE



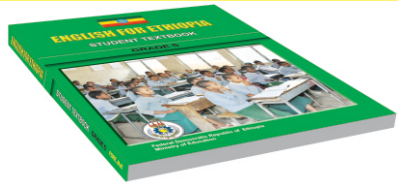
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# *English for Ethiopia*

## *Teacher Guide*

### *Grade 5*

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# Foreword

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the Education and Training Policy. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made and continue to be made to improve the quality of education.

To continue this progress, the Ministry of Education has developed a framework for Curriculum Development. The Framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims at reinforcing the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials-including this teacher guide and the students textbooks that come with it to be based on active-learning methods and a competency-based approach.

Publication of a new Framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given and will continue, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this guide carefully and support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the questions in the Student Textbook, but these answers should not bar the students from looking for alternative answers. What is required is that the students are able to come up with, and explain knowledgeably, their own possible answers to the questions in the textbook.



# Table of Contents

	Page
General introduction .....	i
Syllabus Matching Chart .....	x
Unit 1 : What I do in my free time .....	1
Unit 2 : What are you doing now? .....	11
Unit 3 : May I help you? .....	21
Unit 4 : Would you like to come to my birthday party? .....	33
Unit 5 : People and the past .....	43
Unit 6 : The jungle .....	55
Unit 7 : Let's make our school beautiful .....	65
Unit 8 : Have a cup of tea .....	75
Unit 9 : Watch out! .....	85
Unit 10 : Who is your nephew? .....	99
Unit 11 : Let's keep healthy .....	115
Unit 12 : Animal story .....	123
Additional work (Teacher's Reference) .....	133
Bibliography .....	136
Syllabus.....	137





## General Introduction

This English for Ethiopia for Grade 5 aims at providing the necessary tools to help the students learn English and acquire language skills to be able to communicate, learn and use English Language well in a variety of situations. The Student Book is divided into several units to ease the teaching and learning of the language. The four skills of English Language i.e. listening, speaking, reading and writing are emphasised in all units. An effort has been made to provide the students with the necessary content which is suitable for the level of study and age of the students.

The units in the book have been designed on the basis of the current Ethiopian primary school curriculum. The units aim at achieving both general and specific language objectives.

The Teacher Guide aims at equipping the teacher with the necessary tools and support needed for the efficient use of the Student Book for teaching English Language as a second language.

The Teacher should endeavour to use creative ways of making the learning of English Language as enjoyable, interesting and rewarding as possible to the students. The Teacher Guide provides a variety of activities and suggests learning aids that can help the teacher achieve the learning objectives of each lesson. The different activities in the Student Books aim at stimulating the interest of the students with the help of their teachers. An effort has been made to equip the teacher with useful hints and tips on how best to integrate different teaching methods in each lesson so as to teach the different language skills effectively.

There are suggested objectives for every unit as well as various learning and teaching aids and activities. Exercises and additional information on each of the topics in each unit have also been provided for the teacher. Students learn best when they are involved in the learning process. On the basis of this premise, a Student-centred methodology of teaching as well as a communicative approach to language learning has been emphasised in both the Student Book and the Teacher Guide.

Each unit in the Student Book and the Teacher Guide suggests specific phases in relation to the content that can be covered in each lesson. The introductory part in each unit introduces the learner to each topic by starting from the known to the unknown, i.e. through pictures which easily enable students to recognise what is familiar to them in their communities before new components are introduced later on in the unit.

The language teacher is encouraged to link each unit with the previous unit and the lesson with the previous lesson to enable the students appreciate the importance of communicating well in a language. This should be done in the introduction phase. This approach also serves to help the students revise the vocabulary, practice and apply the language patterns thereby ensuring the continuity and harmony of the teaching and learning experience(s) in the language classes.

Sample unit plans and schemes of work have been provided to guide the teacher in designing lesson plans and schemes of work tailored to meet specific learning and teaching needs of a specific classroom. The teacher should handle each class as a unique learning setting which requires either a unique teaching approach or a combination of approaches.

The teacher should also specifically be sensitive to the needs of individual students especially those in the special educational needs (SNE) category. This issue is discussed later on at length with a special focus on Children with Special Needs and with learning disabilities. English for Ethiopia focuses on the acquisition of the four language skills i.e. listening, speaking, reading and writing. The following have been used in the Student Book and the Teacher Guide to help the students in the English language development:

- |                         |                                    |                         |
|-------------------------|------------------------------------|-------------------------|
| (1) Speaking            | (2) Listening exercises            | (3) Dialogues           |
| (4) Poems               | (5) Language patterns              | (6) Guided compositions |
| (7) Spelling exercises  | (8) Creative writing exercises     | (9) Puzzles             |
| (10) Short stories      | (11) Grammatical exercises         | (12) Discussion topics  |
| (13) Revision exercises | (14) Group activities and projects |                         |



The above components, if used together in combination with various teaching and learning activities and aids, will help the students not only acquire language skills for use in and out of the classroom but will also lead to the development of other skills such as **critical thinking skills, analytical skills, group and individual skills, organisation and leadership skills.**

### **Aims and objectives of the English for Ethiopia**

The English for Ethiopia is aimed at enabling learners develop a solid language foundation with emphasis on all the four language skills of **listening, speaking, reading and writing**. The course exposes students to the use of the English Language in and out of the classroom environment, in a communicative way. By the end of the course, students will be able to:

1. Listen and follow instructions given to them in English language.
2. Express themselves well in spoken English Language.
3. Articulate their arguments for or against given topics using the English language.
4. Read material written in English language fluently for knowledge and pleasure.
5. Write clearly and distinctly in English language express ideas logically.

### **The Four Language Skills**

#### **Listening and Speaking**

The Listening and Speaking skills in English Language are discussed concurrently because the two skills are practically used concurrently. Students are generally inquisitive by nature and are always keen to respond to new information, hence the need to develop listening and speaking skills. Students always want to hear new, interesting and exciting information. The teacher should always try to make the lesson as interesting and exciting as possible so as to hold the students' attention throughout the lesson. It is important to note that the attention span of the young students of a language is usually short. Therefore, teachers should, as much as possible, try to help students develop good listening skills by giving interactive and interesting listening and speaking exercises. The Student Textbook as well as the Teacher Guide contains a variety of language exercises but the teacher should not be limited to them. They include dialogues, dictations, spelling exercises, etc. Activities like recitations, role play, story telling and dialogues have also been suggested to the teacher. Extra emphasis should be laid on the following:

- ◆ pronunciation of words
- ◆ intonation
- ◆ sentence construction
- ◆ articulation of words
- ◆ varying moods as expressed in speech

**NB:** The teacher should be mindful of the influence of mother tongue and other languages in the environment during the development of the listening and speaking skills of the students. The teacher should be patient with students who fail to quickly adapt to the right pronunciation and intonation of specific words or language patterns. The teacher should systematically guide the learners who appear to have specific language problems. The teacher should also encourage students to communicate in the English Language outside the classroom.

The teacher is encouraged to involve the students in the following:

- ◆ talking as freely and as much as possible in English on and off the school compound
- ◆ group discussions
- ◆ debates
- ◆ question and answer sessions
- ◆ story telling and other forms of narratives

#### **Reading and Writing**

The skills of **reading and writing** are also discussed together because they reinforce each other. It is important for the learners to learn how to read and write well not only for the sake of the English Language class but also for other classes especially where English is used as a medium of instruction. Emphasis should be put on the use of different **vocabulary, language patterns, communication skills**



and different **styles of writing**. Attention should also be given to sentence construction, punctuation and the use of language in practical out of class language exercises.

Learners should be given equal opportunity to read and write both for pleasure and as a classroom exercise. Students should be given a chance to read both aloud and silently. Some students use their fingers to read which gives them a slow reading pace, so teachers should discourage students from using their fingers while reading. Students should be helped to bring out **stress** and **intonation**. The teacher should encourage students to read and write poems, short stories, songs, letters and other forms of creative writings as early as possible. This will help students acquire rich vocabulary and embrace the culture of **reading** and **writing** at an early age. Special attention should be paid to students who use their left hands to write. This type of students should be encouraged to sit on the side of the bench where they feel comfortable (if they happen to share a desk with right handed pupils) so that they can write comfortably and quickly as they participate in the language lesson.

### General Methodology

The general methodology used in this course is a student-centred interactive teaching and learning methodology. The teacher is a facilitator and not a dictator. The teacher helps the student acquire the necessary set of language skills through their practical use in and out of the classroom. Students are given room to experiment with different styles and methods of learning. Learners participate in the teaching and learning experience/process. The following are some of the suggested components in the process of the teaching (and learning) of English as a subject and as a medium of instruction in the language classroom.

- ◆ guided discovery method
- ◆ discussion method / Presentation method
- ◆ demonstration method
- ◆ question and answer method
- ◆ brain storming
- ◆ recitation method
- ◆ dramatisation

### Guided discovery method

**Guided discovery** method is a type of teaching method where the teacher helps the learners through the process of acquiring language skills without forcefully teaching them. The learners are given a chance to explore their environment, experiment and observe after which they apply the learned information to practical situations. The teacher encourages learners to ask questions wherever they get confused. The teacher offers correction where the learners have made mistakes. It is important to note that learners learn by 'doing' rather than watching or listening.

### Discussion method / Presentation method

This method involves **discussion** among the students and the teacher. The teacher initiates a topic and encourages learners to respond, argue, comment, debate, etc about it. The teacher should also organise student -student discussions. This helps the learners develop all the skills of language while also acquiring other skills like analytical skills, critical thinking skills, group and interpersonal skills as well as presentation skills.

### Demonstration method

Language learners understand more through imitation especially in the early stages of language learning, where the students have no prior language information. The teacher should demonstrate what she or he teaches through proper language use in and out of the classroom. Students will adopt the teacher's accent, writing style, and other skills exhibited by the teacher. Language students also learn a lot from each other, therefore, the teacher should encourage the right skills in children while also discouraging the poor skills.

### Question and answer method

In this method, the teacher uses a variety of questions to help the students acquire and practise certain skills. The teacher also answers questions asked by the student. A good language teacher encourages



language students to ask questions and helps them develop their ability to think critically and to analyse issues (critical thinking) when such students could use a variety of styles in asking questions in order to reduce monotony. The teacher can use open ended questions in some places while giving close ended questions in other areas.

### **Brainstorming**

In this activity the teacher gives an **open ended** question which leads learners to give many different answers. The students should be encouraged to agree or disagree with a certain answer. The topic is explored from as many angles as possible for the level of learning.

### **Dramatisation**

In this activity, the students act out given scenarios. They follow a plot and story given by the teacher. The language students may not have to improvise words but rather to dramatise a situation or a scenario in form of a dialogue, play, or skits.

### **Recitations**

Here, the learners are organised to use their body expression, facial expression, gestures, pictures, etc. This activity involves the learners and even the teacher reciting poems, tongue twisters and riddles. The teacher should ensure that students involve themselves in reciting as a class, in small groups as well as individuals. This activity helps the learners learn to:

- ◆ articulate words correctly.
- ◆ improve the reading speed.
- ◆ enhance the ability to understand different types of texts
- ◆ infer meaning of words or phrases in a given text.
- ◆ read sentences correctly.
- ◆ appreciate rhythm, stress and intonation.

### **Group work/ discussion**

Group work is a method of teaching where learners are put into groups and presented with a task to solve.

#### **Factors to consider:**

- ◆ age of the learners
- ◆ abilities and skills
- ◆ role of gender-related issues
- ◆ the clarity of instructions before each given task
- ◆ interests or inclinations of learners
- ◆ social dynamics in the learning environment
- ◆ appreciating the learner's experience and point of view

#### **Organisation of the group**

1. In a class of 40 students, 5 or 4 groups of 10 is better otherwise a group should consist of 4 to 6 students.
2. There should be a convenient place where exchange of ideas is possible (sitting arrangement).
3. Leadership should be taken into account i.e. start with the brightest students to roll the ball and slow ones to participate as 'leaders' towards the end of each discussion topic.

#### **Benefits/merits of group work**

- ◆ encourages even weak students to participate / speak
- ◆ enhances leadership skills.
- ◆ enhances free expression.
- ◆ encourages the sharing of ideas.
- ◆ encourages competition since every member of the group would like to be recognised.
- ◆ covers wide range of activities.
- ◆ encourages cooperation among students.
- ◆ is basically learner-oriented.





- ◆ encourages the participation of each and every student in class.
- ◆ is good for remedial and revision purposes.
- ◆ on the otherhand, the teacher also learns from the students.

### **How to overcome problems of group work**

- ◆ group the students according to ability and interest.
- ◆ appoint leaders to control the group.
- ◆ carefully monitor the student's activities.
- ◆ correct student's mistakes.
- ◆ give clear instructions and maximum supervision.
- ◆ motivate and provide appropriate tasks.
- ◆ organise the class before time so that the students can be ready.

### **Teaching/learning aids and activities**

The use of relevant teaching / learning aids and activities in teaching English Language is very vital because language is a practical subject. Students need to experience what they are taught in order to make meaningful progress. The aids can be physical as well as abstract. Bring the classroom experience as near to reality as possible. While teaching difficult grammatical structures and rules is good, it is not sufficient without practical and simple application to day today language use. The use of teaching / learning aids and activities helps achieve this.

The following are some of the suggested teaching / learning aids and activities some of which appear in the Student's Book. The teacher is free to supplement these with other creative language resources.

The suggested teaching and learning are simple and usually easy to get and use in the classroom setting. However, some of them might cost a small amount of money. Others can simply be developed by the students and the teacher.

#### **Learning / Teaching aids**

##### **Physical objects**

These help the learners to use the language in practical situations e.g. stones, sticks, bottle tops, real people, flash cards (can be made using old paper boxes), newspapers and magazine cut outs.

##### **ICT based learning aids and activities**

The modern teacher should use ICT based resources for teaching. There are many language resources available on the internet. Teachers should use these materials. Teachers should also do research on the internet in order to get up to date teaching methods and also to share information with other teachers.

There are several audio and video recordings that can help make language teaching and learning better. For example, The BBC (British Broadcasting Corporation) offers lots of teaching and learning materials through their TV and Radio broadcasts. The BBC website also offers several teaching and learning resources for free to ESL (English as a Second Language) learners and teachers.

There are many other media outlets that offer rich resources for both the student and the teacher. One needs to be dedicated and inquisitive enough to strike out of the traditional classroom environment where the textbook is the teacher's only resource.

### **Special Needs (SNE) in the Language Classroom**

Disability is not inability. Students with special needs should not be ignored or left out during the learning and teaching experience. Most of these students simply have a learning challenge or special



need but not a disability. They need special attention in the classroom but they can comfortably learn from an all inclusive class. Below are some examples of special needs that the language teacher might encounter in the classroom. Suggestions on how to handle the disability are also given.

### Speech and Language impairment

Some students have speech and language impairment. For example, stammering. Some others are slow at grasping language especially if the language is new to them like in this case of teaching English as a second language. In extreme cases, the students are dumb and may need sign language classes to help them read English language materials. These students might not be able to fit well in the all inclusive classroom at lower levels, however, if the teacher has training in the use of sign language the students can participate as much and as well as others. The following are some of the tips on handling mild speech and language impairment in the language classroom:

1. Give short and simple instructions.
2. Give one instruction at a time rather than giving all instructions at once.
3. Ask students to repeat themselves and repeat the instructions if some learners have not heard.
4. Be patient in expecting response as some students with speech impairment take longer than to respond.
5. Ask open ended questions where possible.

### Short concentration span (Attention Deficiency Disorder (ADD))

- ◆ For students with a short concentration span the following are recommended:
- ◆ build a range of short-focused and clearly defined tasks (activities) into the lesson.
- ◆ vary the level of demand for each task.
- ◆ vary type of support.
- ◆ involve the student in activities that involve other peers e.g. group projects.

### Short term memory

- ◆ For students with a short term memory the following are suggested:
- ◆ reinforce learning through repetitive tasks e.g. give questions about previous lesson (s) before proceeding to a new lesson.
- ◆ give clear, simple and short easy to remember instructions.
- ◆ allow students enough time to process and respond to questions and other instructions.
- ◆ do not harass or threaten them in a bid to make them recall ideas faster.

### Visual impairment

#### **The following are suggested for learners with visual impairment:**

- ◆ let the student sit in front of the class.
- ◆ use big letters where the impairment is minor.
- ◆ advise the student to get spectacles where the impairment requires such.
- ◆ advise the student to acquire a Braille machine where the student is completely blind. However, a completely blind student will need special lessons on how to use the Braille machine and the teacher will have to either learn or get help with reading the Braille marks made by the student for the sake of evaluation exercises and examinations.

### Hearing impairment

Speak directly to the student



Let the student sit at the front of the class.

Reinforce speech through the use of visual teaching aids e.g. charts, pictures

Emphasise key words through repetition.

Serious impairment where a student is completely deaf may require special attention hence such a student needs to attend a special needs class.

### **The physically impaired**

Lame students should be given a chance to sit at the front row in the classroom to ease mobility especially if they have wheel chairs or clutches. The teacher should also talk to the school administration on behalf of disabled students so that the school can be made accessible to the physically disabled if it is not. Entrances to the classroom and other rooms in the school should be made as accessible as possible.

### **Very intelligent learners (Genius students)**

This is not a disability but should be treated as a special need especially if the student finds it difficult to maintain interest in the lesson due to boredom. Very bright students usually get bored in an all inclusive class because they understand concepts faster, and are usually far ahead of the rest of the students which causes boredom to them.

The teacher should give such students extra work. The teacher can also ask them to help the weaker students and head group projects. This will keep them active and involved in the teaching and learning process.

### **Gender and Language learning and teaching**

The issue of gender in the language classroom though not very common is sometimes a challenge to the Language teacher. The female students sometimes put in more effort than the male learners. Sometimes they also perform and learn quicker than their male counterparts. This is caused by the nature of games and chores that the two categories usually engage in.

The female games and activities usually involve more talking hence better language practice and acquisition while the male games usually involve more action and less talking. It is important, therefore, to involve both sexes equally in the activities in and out of the language class.

It is also important to involve the class in challenging tasks like puzzles, word games, etc. It is also important to divide the class into gender balanced groups for group projects and discussions. Boys should be encouraged to work with girls and vice versa in all aspects of learning.

### **Learner and teacher motivation**

Motivation is a very important aspect of teaching and learning. Teachers as well as learners need motivation. The teacher should not only motivate his/her students but should also motivate him/herself. Without motivation the interest to teach and learn soon disappears hence poor performance for both the teacher and the learner. The following are some of the ways in which the teacher can motivate the students.

#### **Praise**

A word of praise to a student when they perform well or answer a question is very important. The student feels appreciated and this keeps their interest in the subject high. It also encourages the learner to work harder for better results.



#### **Marks and good comments**

The teacher should give a student the marks they deserve and then put a good encouraging comment. Some teachers are said to be 'mean with marks' which discourages the learners. Comments like good, very good, keep it up, excellent, fair, good trial, e.t.c. motivate the student.







## Syllabus Matching Chart

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise	Vocabulary network
 What I do in my free time	<ul style="list-style-type: none"> <li>observing pictures</li> <li>listening for specific information</li> <li>talking about free time activities</li> </ul> pages 1-2	<ul style="list-style-type: none"> <li>naming objects and activities</li> <li>words of free time activities in sentences</li> </ul> pages 2-3	<ul style="list-style-type: none"> <li>greetings and introductions</li> <li>social expressions</li> <li>adverts of frequency</li> <li>prepositions of time</li> <li>compound sentences</li> </ul> pages 4-10	<ul style="list-style-type: none"> <li>pre-reading activity</li> <li>reading the text</li> <li>answering questions about the text</li> <li>predicting meanings of words from the text</li> <li>answering questions about the poem</li> </ul> pages 11-15	<ul style="list-style-type: none"> <li>gaps and (fill-in)</li> <li>writing about friends</li> <li>writing a short poem</li> </ul> pages 15-16	<ul style="list-style-type: none"> <li>spelling</li> <li>writing questions</li> <li>writing sentences</li> </ul> pages 17	<ul style="list-style-type: none"> <li>sentences about free time activities (group activity)</li> </ul> pages 18
 What are you doing now?	<ul style="list-style-type: none"> <li>observing pictures and talking about what is happening now.</li> <li>listening to specific information</li> </ul> pages 19-20	<ul style="list-style-type: none"> <li>discussing what is happening now</li> <li>words of daily activities</li> </ul> pages 20-21	<ul style="list-style-type: none"> <li>the present continuous tense</li> <li>asking and answering questions</li> <li>discussing what is happening now</li> <li>the present simple tense contrasted with the present continuous</li> <li>discussing daily activities</li> <li>acting in a play</li> <li>telephone conversation</li> </ul> pages 21-26	<ul style="list-style-type: none"> <li>pre-reading activity</li> <li>reading the text and answering questions</li> <li>predicting meanings of words from the text</li> </ul> pages 26-27	<ul style="list-style-type: none"> <li>filing spaces</li> <li>writing letters to friends</li> <li>re arranging sentences</li> <li>writing about free time</li> </ul> pages 27-29	<ul style="list-style-type: none"> <li>spelling</li> <li>writing sentences</li> </ul> page 30	<ul style="list-style-type: none"> <li>sentences about daily activities (group activity)</li> </ul> page 30





# Matching chart

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise	Vocabulary network
 May I help you?	<ul style="list-style-type: none"> <li>observing pictures and answering questions</li> <li>listening for specific information and dramatisation</li> <li>drawing and labelling</li> </ul> pages 31-32	<ul style="list-style-type: none"> <li>words for shopping</li> <li>naming shops and shop items</li> </ul> pages 32	<ul style="list-style-type: none"> <li>the present simple tense</li> <li>asking and answering questions</li> <li>social expressions</li> <li>countable and uncountable nouns</li> <li>numbers 1-1000</li> <li>shopping lists</li> </ul> pages 33-44	<ul style="list-style-type: none"> <li>answering questions from the poem; advertisement</li> <li>pre-reading activity</li> <li>reading the text</li> <li>predicting meaning of words from the text</li> <li>reading for pleasure</li> </ul> pages 44-45	<ul style="list-style-type: none"> <li>gap filling</li> </ul>	<ul style="list-style-type: none"> <li>writing sentences</li> </ul> pages 49-50	<ul style="list-style-type: none"> <li>matching measurements to words</li> <li>making requests</li> </ul> page 50
 Would you like to come to my birthday party?	<ul style="list-style-type: none"> <li>observing pictures and answering questions</li> <li>listening and matching pictures to sentences</li> <li>listening for specific information</li> </ul> page 51	<ul style="list-style-type: none"> <li>words for seasons and parties</li> <li>discussing seasons</li> </ul> pages 52-53	<ul style="list-style-type: none"> <li>the present simple tense</li> <li>expressing likes and dislikes</li> <li>discussing seasons and activities</li> <li>comparatives</li> <li>the past simple tense</li> <li>social expressions</li> </ul> pages 53-61	<ul style="list-style-type: none"> <li>answering questions from dialogue</li> <li>pre-reading activity</li> <li>reading text</li> <li>answering questions</li> <li>predicting meaning of words from text</li> <li>reading for pleasure</li> </ul> pages 61-64	<ul style="list-style-type: none"> <li>re arranging sentences</li> <li>writing about seasons and activities</li> </ul> page 65	<ul style="list-style-type: none"> <li>re arranging words</li> <li>writing sentences</li> <li>word search</li> </ul> page 65	<hr/>









UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise	Vocabulary network
 People and the past	<ul style="list-style-type: none"> <li>observing picture and answering questions</li> <li>listening and dramatisation</li> <li>writing and dictation</li> </ul> pages 67-68	<ul style="list-style-type: none"> <li>writing numbers and sentences</li> <li>historical events</li> <li>ordinal numbers</li> </ul> pages 68-71	<ul style="list-style-type: none"> <li>the past continuous using 'was', 'were', 'ago', 'before', 'after'</li> <li>past simple tense (regular verbs)</li> <li>prepositions</li> <li>frequency words</li> <li>past simple tense</li> </ul> 71-77	<ul style="list-style-type: none"> <li>pre-reading activity</li> <li>reading the text</li> <li>answering questions</li> <li>predicting meaning of words from the text</li> </ul> pages 77-79	<ul style="list-style-type: none"> <li>filling spaces</li> <li>writing about daily activities</li> </ul> pages 79-80	<ul style="list-style-type: none"> <li>writing sentences</li> <li>re-arranging words</li> </ul> page 80	_____
 The Jungle	<ul style="list-style-type: none"> <li>observing picture and answering questions</li> <li>drawing pictures of animals</li> <li>listening for specific information</li> <li>matching information to pictures</li> </ul> page 81	<ul style="list-style-type: none"> <li>verbs for the past simple tense</li> </ul> page 82	<ul style="list-style-type: none"> <li>the past simple tense (regular verbs)</li> <li>the past simple simple tense (irregular verbs)</li> <li>asking and answering questions</li> </ul> pages 82-85	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>pre reading activity</li> <li>reading the text and answering questions</li> <li>predicting meanings of words from the text</li> </ul> pages 85-87	<ul style="list-style-type: none"> <li>writing a letter</li> <li>writing safety messages</li> <li>filling spaces</li> </ul> pages 87-91	<ul style="list-style-type: none"> <li>writing sentences</li> <li>writing questions</li> </ul> page 91	_____



# Matching chart

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise	Vocabulary network
 <p>Let's make our school beautiful</p>	<ul style="list-style-type: none"> <li>observing picture and answering questions</li> <li>listening for specific information</li> <li>writing and dictating pages 95-96</li> </ul>	<ul style="list-style-type: none"> <li>describing people and animals page 96</li> </ul>	<ul style="list-style-type: none"> <li>the present simple tense</li> <li>asking and answering questions</li> <li>describing the social and activities</li> <li>future plans (going to)</li> <li>social expressions for making suggestions pages 97-102</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>pre activity activity</li> <li>reading the text and answering questions</li> <li>predicting-members of words from the text pages 102-105</li> </ul>	<ul style="list-style-type: none"> <li>filling spaces</li> <li>describing the school page 105</li> </ul>	<ul style="list-style-type: none"> <li>writing sentences</li> <li>writing a daily pages 106</li> </ul>	<ul style="list-style-type: none"> <li>words for buildings, activities, people, games page 106</li> </ul>
 <p>Have a cup of tea</p>	<ul style="list-style-type: none"> <li>observing picture and answering questions</li> <li>listening and responding to instructions</li> <li>listening to specific information pages 107-108</li> </ul>	<ul style="list-style-type: none"> <li>words for describing a process</li> <li>reading and miming instructions pages 108-109</li> </ul>	<ul style="list-style-type: none"> <li>describing how Fetya makes a cake</li> <li>how Fetya makes tea</li> <li>making a regional dish</li> <li>the present simple tense</li> <li>sequencing words pages 109-113</li> </ul>	<ul style="list-style-type: none"> <li>pre reading activity</li> <li>reading the text and answering questions</li> <li>predicting meanings of words from the text page 113-114</li> </ul>	<ul style="list-style-type: none"> <li>filling spaces</li> <li>describing how to make a typical dish</li> <li>writing simple guides about making tea, coffee, bread page 114-115</li> </ul>	<ul style="list-style-type: none"> <li>writing sentences and questions. page 116</li> </ul>	





UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise	Vocabulary network
Unit 9  Watch out!	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>listening for specific information</li> <li>talking about common accidents</li> </ul> pages 117-118	<ul style="list-style-type: none"> <li>words for common accidents</li> <li>discussing common accidents</li> </ul> page 118	<ul style="list-style-type: none"> <li>positive imperative (using 'Do', 'must')</li> <li>negative imperatives (using 'Do not', mustn't)</li> <li>numbers</li> <li>the past simple tense</li> <li>social expressions</li> </ul> pages 119-125	<ul style="list-style-type: none"> <li>answering questions about the poster</li> <li>pre-reading questions</li> <li>answering questions</li> <li>predicting meanings of words from the text</li> <li>classroom rules</li> <li>safety on the road</li> </ul> pages 126-127	<ul style="list-style-type: none"> <li>re-arranging sentences</li> <li>writing rules (Group activity)</li> </ul> page 128-129	<ul style="list-style-type: none"> <li>writing sentences</li> <li>writing questions</li> </ul> page 130	<hr/>
Unit 10  Who is your nephew?	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>drawing simple pictures</li> <li>listening for specific information</li> <li>talking about families</li> <li>asking and answering questions about family relations</li> </ul> pages 131-132	<ul style="list-style-type: none"> <li>adjectives</li> <li>describing people</li> </ul> page 132	<ul style="list-style-type: none"> <li>using 'have' 'has'</li> <li>possessives</li> <li>using what is your..... like? My .....is .... (describing people)</li> <li>the comparatives (using 'than')</li> <li>superlatives</li> <li>using 'different from'</li> <li>using it might/may/ could be ...</li> </ul> pages 132-139	<ul style="list-style-type: none"> <li>pre-reading questions</li> <li>answering questions</li> <li>predicting-meanings of words from the text</li> <li>the family tree</li> </ul> pages 140-142	<ul style="list-style-type: none"> <li>filling spaces to write a letter</li> <li>re-arranging sentences</li> </ul> pages 142-143	<ul style="list-style-type: none"> <li>answering questions</li> <li>writing sentences using possessives</li> <li>re-arranging words</li> </ul> page 143-144	<ul style="list-style-type: none"> <li>opposites</li> <li>responsibilities</li> <li>responsibilities of family members</li> </ul> pages 143



<p>Unit 11 Let's keep healthy</p>	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>describing diseases</li> <li>listening for specific information pages 145-146</li> </ul>	<ul style="list-style-type: none"> <li>words for common diseases</li> <li>describing diseases</li> <li>writing sentences</li> <li>adjectives</li> <li>malaria pages 146-148</li> </ul>	<ul style="list-style-type: none"> <li>the present simple tense</li> <li>compound sentences</li> <li>using 'going to'</li> <li>using 'anybody' 'somebody' 'everybody' 'nobody'</li> <li>using 'should' 'must'</li> <li>numbers 1-10000000</li> <li>the simple past tense</li> <li>using should ought to pages 148-156</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>answering questions from the poem</li> <li>the Health poster</li> <li>pre-reading questions</li> <li>answering questions 156-159</li> </ul>			<ul style="list-style-type: none"> <li>discussing common illnesses and prevention and treatment page 159-162</li> </ul>
<p>Unit 12 Animal story</p>	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>telling and listening</li> <li>dramatising pages 163</li> </ul>	<p>words for animal story reading and discussing sentences page 164</p>	<ul style="list-style-type: none"> <li>the past simple tense (irregular verbs)</li> <li>putting pictures in order</li> <li>the comparatives and superlatives (regular adjectives)</li> <li>the comparative and superlative (irregular adjectives)</li> <li>compound sentences pages 165-171</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>pre-reading questions</li> <li>answering questions</li> <li>predicting meanings of words from the text</li> <li>multiple choice questions pages 171-176</li> </ul>	<ul style="list-style-type: none"> <li>reading beginning and end of story</li> <li>writing what happened in the middle page 177</li> </ul>	<ul style="list-style-type: none"> <li>spelling</li> <li>writing sentences page 177</li> </ul>	



## Background Information

All human beings need free time in order to relax. In school, the students should also be given some free time to relax especially after classes.

During this time, students do different things depending on their age and interest. The students in the infant classes for example, spend their free time playing games. This is very good because it helps them to keep healthy and strong. Playing games helps students work as a team. In so doing they learn to be tolerant.

The students in the upper classes should also play games since they spend most of their time on academic work or reading books in the library.

The teacher should therefore guide the students as they brainstorm and exchange ideas on how their free time is used both at school and out of school.

**General Objective :** Students will be able to describe different activities carried out during their free time.

**Specific objectives :** Students will be able to:

- talk about different sports activities.
- mention places where they do sports.
- greet and introduce each other.
- use social expressions appropriately.
- read and write sentences related to free time activities.
- read short stories and answer comprehension questions.
- write guided compositions.

**Resources:** pictures, charts, newspaper/magazine cut outs, real objects.

## A Listening and speaking

### Lesson 1

Student's Book, Page 1

**Specific objectives:** Students will be able to:

- discuss games they enjoy most.
- observe and discuss pictures.
- answer questions about the pictures.
- listen for information and match sentences with pictures.

**Lesson content:** Listening and matching.

**Step 1:** Introduce yourself to the students and inform them about the subjects, classes and your other responsibilities in the school. Ask students to stand up and introduce themselves by mentioning their names and any other information about themselves. Tell students to greet one another. They may do this in their local languages.

**Step 2:**

#### Activity 1: picture study

Discuss the pictures in the Student's Book. Discuss what the children are doing and the games that are being played. Which games do the children enjoy most? Tell students to work in groups of four to discuss the pictures.

Let students answer the questions about the pictures.



**Expected answers:**

- The children are playing football and skipping in pictures **a** and **b**.

2. Game (a) is played on the pitch.
3. Students are expected to mention different games.
4. Games keep us healthy and physically fit. (Accept other logical answers).

**Step 3:**

**Activity 2 :** Tell students to work with a partner to talk about their free time activities. Ask students to write a journal and indicate the days and activities that they do during the week.

**Step 4: Listening**

Read Kedir's weekly activities to the students.

- Monday : Kedir plays football after school.  
 Tuesday : He watches cartoons on Television.  
 Wednesday : He listens to stories told to him.  
 Thursday : He cleans the poultry house.  
 Friday : He reads story books.  
 Saturday : He goes to the market with his parents.  
 Sunday : He visits the country side with his aunt.

Ask students to retell Kedir's weekly activities.

Student's Book, page 2

Ask students to match what Kedir does with the days on which the activities take place.

**Exercise 2****Lesson 2**

Students's Book, Page 2

**Specific Objectives:** Students will be able to:

- a) read and pronounce words correctly.
- b) form sentences using the words.
- c) read and discuss sentences.
- d) write short sentences about what they do during their freetime.

**Lesson content:** a. vocabulary practice b. completing sentences c. answering questions (free writing)

**Activity:** Ask students to form pairs to look at the pictures and match the given words and phrases with the corresponding pictures.

Student's Book, Page 2

Teach the words: athletics, field, football pitch, running, sports club, swimming, table tennis, volley ball

You may use the pictures in the Student's Book, page 2. You may use other pictures, drawings, real objects, e.g balls, nets, rackets. Ask students to name the objects and the activities in the pictures.

**Exercise 1 : completing sentences**

Student's Book, page 3

Let students complete the sentences with the correct words from the box.

**Exercise 1**



**Expected answers**

1. athletics
2. field
3. volleyball court
4. sports club
5. running/swimming (or swimming/running)
6. table tennis

**Exercise 2**

Student's Book, page 3

Ask students to answer the questions.

Tell students to write the answers in their exercise books.

Accept any relevant and correct answers related to the topic being discussed e.g I play table tennis and volleyball during my free time.

**Exercise 2****Lesson 3**

Student's Book, Page 4

**Specific objectives:** Students will be able to:

- a) practice greetings in the morning, afternoon and evening.
- b) introduce themselves to one another.
- c) introduce their friends.

**Lesson content:** (a). greetings. (b). introductions.

**Greetings**

Student's Book, Page 4 Greet the students as a class.

Revise the different forms of greetings depending on the time of the day.

Good morning, Good afternoon, Good evening.

**Activity 1:** Tell students to work with a partner and discuss how they greet people when they meet them at the given time of the day. Tell students to discuss the pictures and corresponding greetings in the Student's Book, page 4

Ask students to form pairs and practise greeting in the morning, afternoon and evening

**Exercise 1****Introductions**

Student's Book, page 5

Introduce yourself to the class: **Example:** *My name is Turu. I am your class teacher.*

Let the students introduce themselves to the class. In pairs, ask students to introduce themselves to each other.

In groups of three let students practice introductions and social expressions.

**Student 1:** This is my sister, Ayele. **Student 2:** I am glad to meet you, Ayele. **Ayele:** Thank you.

Encourage students to use other expressions like 'how do you do?', 'how are you?'

Student's Book, Page 5 Let students study the pictures and the accompanying expressions.

**Exercise 2:** Let students work in groups to practise introducing themselves and their friends to other members of the class.

**Exercise 3:** Ask students to complete the dialogue by filling in *is, am, and are*.

**Exercise**

## Lesson 4

Student's Book, Pages 7 - 8

**Specific Objectives:** Students will be able to:

- a) discuss free time activities.
- b) describe how often they carry out particular activities.
- c) form questions and sentences from tables.

**Lesson content:** (a) free time activities. (c) drawing and labelling pictures.  
(b) matching pictures to words. (d) using 'how often'.

### Discussing free time activities

Discuss free time with the students.

Let students tell you when they have free time.

Let them mention the activities they carry out during their free time.

Encourage students to talk about activities they love doing most. Students should be encouraged to talk about what they may not like participating in at school and at home.

In groups of 5 - 6, let students talk about their free time activities. Encourage students to use phrases like 'play netball' 'do handiwork' 'go shopping' etc.

Go around the class giving assistance to the groups or students who may be experiencing difficulties.

**Activity:** Student's Book, page 7

Ask students to work in groups of four and complete the table by answering the given questions.

### Using: How often ....?

Teach the structure.

Guide students as they talk about free time activities. Ask students to tell you how often they carry out particular activities.

**Teacher :** What do you do during your free time? **Student :** I read story books.

**Teacher :** Where do you read story books from? **Student :** I read story books from the library.

**Teacher :** How often do you read story books? **Student :** I read story books five times a week.

Student's Book, page 8

**Exercise 1:** Let students form questions from Table A. E.g How often does Tariku run round the pitch?

**Exercise**

**Exercise 2:** Ask students to form sentences from Table B. E.g Tariku runs round the pitch every evening.

## Lesson 5

Student's Book, Page 8

**Specific Objectives:** Students will be able to:

- a) describe daily activities.
- b) discuss free time activities.
- c) make personal diaries.
- d) use prepositions of time correctly in sentences.
- e) make compound sentences.

**Lesson content:** (a). using prepositions. (b). compound sentences.

### Using: on / at / in..... (Prepositions of time)

Encourage students to make personal diaries.

Let the students list the activities and place where they carry out particular activities.

Example: On monday I draw pictures.

Students are expected to use the prepositions of time as they describe their free time activities both at school and at home.

**Example: Teacher :** What do you do on Saturdays?

**Student :** On Saturdays I go shopping.

**Teacher :** What do you do in the holidays?

**Student :** In the holidays, I assist my parents.

Ask students to form groups of 5-6 and discuss their free time activities. Go round the groups guiding students as they use prepositions of time in their discussions.

Student's Book, page 8

**Activity 1:** Ask students to describe and write about the activities given in the Student's Book.  
E.g I help my parents in the afternoon.

**Exercise 1:** Tell students to read about Fernose and fill the blank spaces



**Expected answers:** on, at, at, in, at

**Exercise 2:** Ask students to work in pairs, discuss the table and form correct sentences from the table on page 9. Example: At night I read story books.

**Activity 2:** Ask students to work with a partner to discuss what they do over the weekend at the time given in the Student's Book, page 9.

### Compound sentences

#### Grammar highlight

*A compound sentence contains two or more main clauses. The main clauses are usually joined by a co-ordinating conjunction (and, but, or, so)*

Teach compound sentences.

Construct compound sentences. Example: I like football and I sometimes go swimming.

Encourage students to practise compound sentences by describing two activities they love and often carry out. **Example:** I like riding and I often go shopping.

Let students work in groups to discuss their free time activities using compound sentences. Explain what makes a compound sentence different from other types of sentences.

**Activity 3 :** Ask students to discuss games they like and how often they participate in different games.

Let students discuss the table and form compound sentences.



**Lesson 6**

Student's Book, Page 10

**Specific Objectives:** Students will be able to:

- a) use social expressions 'sorry', 'can you', 'what does'
- b) read and recite the dialogue.
- c) act the dialogue.

**Lesson Content:** (a). social expressions. (b). the dialogue.

**Dialogue****Activity:**

**Step 1:** Introduce the dialogue by asking students to practise social expressions. e.g I am sorry I arrived late.

**Step 2:** Say the dialogue two or three times as students listen.

**Step 3:** Discuss with students the social expressions in the dialogue.

**Step 4:** Encourage the students to repeat each line of the dialogue after you.

**Step 5:** Organise students to practise the dialogue in pairs as they face each other.

**Step 6:** Pick two or three pairs to come to the front and act out the dialogue.

Let students work in pairs to complete the dialogue on page 10 using the given social expressions.  **Exercise**

**B Reading****Lesson 7**

Student's Book, page 11

**Specific Objectives:** Students will be able to:

- a) discuss letters. b) read the letter.
- c) answer oral and written questions about the letter. d) match the words with their meaning.

**Lesson content:** a) pre- reading activity b) comprehension  
c) matching words with their meaning

**Activity:** Organise students in groups to discuss the pre-reading questions in the student's book.

Let students name the friends to whom they have written letters. Students should be encouraged to give reasons why they write letters and talk about the importance of keeping in touch with friends through letters.

Ask students to answer questions about the letter

**Step 1:** Let students read the letter. **Step 2:** Explain difficult words to the students.

**Step 3:** Ask oral questions and encourage students to answer the questions in full sentences.

**Step 4:** Let students read the letter again.

**Step 5:** Ask students to write answers to the given questions.

**Expected answers**

1. Kinde wrote the letter to tell Likassa about her/his new school.
2. Kinde describes the new town as a good one.
3. The people are friendly, the prices of food items are low, the residential area is good.
4. Kinde joined the debating club.
5. Talk.

Ask students to match words with their meaning

Student's Book, page 12

 **Exercise 2**

**Expected answers**

1. friendly - kind
2. fine - alright
3. residential - where we live
4. communicate - talk
5. sign language - language for the deaf
6. public - people

**Lesson 8**

Student's Book, Page 12

**Specific Objectives:** Students will be able to:

- a) write short sentences. b) write short questions. c) write short letters.

**Lesson content:** (a) gap fill-in. (b) writing questions. (c) free Writing.

**Activity:** Ask students to work with a partner to read the sentences and write questions that match with each of the sentences.

**Expected questions**

1. How often do you do athletics?
2. Which game does Bereket love most?
3. When do you go swimming?
4. Where do you play volleyball, netball and basketball from?
5. What do you watch and listen to on Friday?

Student's Book, page 13

Tell students to discuss answers to the exercise.

Ask students to fill the gaps to complete the sentences.

Let students write the sentences in their exercise books.

 **Exercise 1**

**Expected answers.**

1. Do not go to the swimming pool if you cannot swim.
2. I say good night to my uncle when I am going to bed.
3. We do athletics at school once a month.
4. They will go swimming in the afternoon.

5. How often do you watch matches at school?
6. What does Abodiko do during her free time?  
7 and 8 ( accept correct answers)

Ask students to write short letters to their friends asking them about their schools, families and what they do during their free time.  **Exercise 2**

## Lesson 9

Student's Book, Page 13

**Specific Objectives:** Students will be able to:

- |                                   |   |
|-----------------------------------|---|
| (a) discuss free time activities. | (c) identify the most popular activity.       |
| (b) ask and answer questions.     | (d) make a report about free time activities. |

**Lesson content:** Group discussion

### Activity : class survey

Ask students to work in groups of 10 people to conduct a survey to find out the most popular activity they do in their free time. Students are expected to do this by answering the questions in the Student's book and making a table showing activities and places as shown in the student's book, page 13.

Let students carry out the group discussion. Let students ask and answer questions about what they do in their free time. Tell students to write the questions and answers in their exercise books. Go round the class giving assistance to groups which may be needing help in one way or the other.

## Lesson 10

Student's Book, Page 14

**Specific objectives:** Students will be able to:

- a) read and recite poems.
- b) answer questions about poems.
- c) write short poems about free time activities.

**Lesson content:** (a) reciting the poem. (b) answering questions about the poem. (c) writing a poem.

## POEM

**Activity:** Let students read and recite the poem.

**Step 1:** Guide students on how to read and understand the poem.

**Step 2:** Demonstrate the poem by giving clear pronunciation followed by actions.

**Step 3:** Teach one verse of the poem at a time. Let students repeat after you.

**Step 4:** Involve the entire class in groups or pairs to recite the poem.

Let students read the poem silently and write the answers to the questions.  **Exercise 1**

### Expected answers.

1. Four games are mentioned in the poem.
2. Games are good because they help players develop team work skills.
3. A coach trains the players.
4. Referees watch every move players make and judge the players' conduct while playing football.
5. I learn to be tolerant, cooperative, friendly and sharing.



Ask students to write a poem about their free time activities based on the phrases in the Student's Book, page 15.

Exercise 2

## C Writing

### Lesson 11

Student's Book, Page 15

**Specific Objectives:** Students will be able to:

- (a) discuss the composition. (b) write the guided composition. (c) write a free composition.

**Lesson content:** Writing.

**Step 1:** Revise the work done by mentioning some of the vocabulary that the students have learnt.

**Step 2:** Discuss the main ideas in the composition.

**Activity:** Tell students to form groups of five to talk about activities they do during their free time

**Exercise 1:** Let students write the composition in their exercise books.

Exercise

**Exercise 2:** Ask students to write a composition about two of their friends. Let students describe their friends laying emphasis on how they spend their free time.

### Lesson 12

Student's Book, Page 16

**Specific Objectives:** Students will be able to: (a) describe free time activities. (b) write about free time activities. (c) draw and label pictures of free time activities.

**Lesson content:** (a) vocabulary network (b) expressing time

Revise the words related to free time activities.

Let students write these words in their exercise books and use them to form sentences.

**Activity:** Tell students to work in pairs and discuss the given activities. Students form sentences using the given activities

Tell students to think of more activities which are commonly carried out in their community and write a sentence about each of the activities.

Exercise

### Lesson 13

Student's Book, Pages 17-18

**Specific Objectives:** Students will be able to:

- (a) discuss revision questions. (b) ask and answer questions. (c) write answers to revision questions.

**Lesson content:** Revision Exercise

Ask the students to do the revision exercise.

**Step 1:** Let students discuss the questions in groups of three people and write the answers to the questions in their exercise books.

**Step 2:** Go around the class assisting individuals as you mark the students' work.

### Expected answers

**A:** 1. often    2. football    3. netball    4. volleyball    5. athletics

### B: Questions

1. Which game do you enjoy most?
2. How often do you play football?
3. When will she write the letter?
4. What does he like?
5. When does Katema play volleyball?

**C:** 1. watching    2. will play    3. prefers    4. likely    5. won    6. beaten  
7. spectators    8. supporters    9. manager    10. commentator

**D:** 1. at    2. on    3. at    4. at    5. in    6. in    7. in    8. at

### Assessment

**Reading and discussing:** Tell students to form groups of four or five to read and discuss the questions and find correct answers.

**Writing:** Ask students to write the answers in their exercise books.

### Give correct responses to the following:

1. How do you do?
2. How are you?
3. Good night.

### B Fill in the gaps with the correct words

4. What do you do during your ... time?
5. We do different sports events in ...
6. She wanted to go ... but there was no swimming pool.
7. ... what time do they watch television?

### C Rewrite as instructed

8. Tariku goes swimming once a month. (start: How often...?)
9. The game they enjoy most is volleyball. (Start: Which...?)
10. We like football. We often play volleyball. (Join the sentences)

### D Find correct answers

1. When is your free time?
2. What do you do during the weekend?
3. What are your hobbies?
4. When do you use the words **sorry** and **please**?
5. How do you spend your free time?
6. Why is it good to plan your free time?
7. How do you greet your elders?
8. What sports activities do you know?
9. What do people do in these places? theatre, museum, stadium, country side, studio, cinema, beach, library



## Background information

This unit talks mainly about our daily activities. Emphasis has been put on the use of the present continuous tense and the present simple tense.

As you handle this unit, it is important to avail the students with a variety of pictures and photos showing common objects and activities. The students should be able to identify what the people in the pictures are doing. Let them talk about what people usually do from Monday - Friday.

**General objective:** Students will be able to talk about what is happening now and what usually happens.

**Specific objectives:** Students will be able to:

- discuss what people do at a particular time of the day and what they do everyday.
- use verbs correctly in the present simple and present continuous tense.
- read and write sentences in the present simple and present continuous tense.
- read short passages and answer comprehension questions.
- write guided compositions.

**Resources :** pictures, charts, chalkboard, illustrations, newspaper / magazine cut outs.

## A Listening and speaking

### Lesson 1

Student's Book, page 19

**Specific objectives:** Students will be able to:

- observe and discuss the pictures in details.
- answer oral questions about the pictures.
- listen to a short passage and answer questions.
- dramatise passages.

**Lesson content:** a) describing what is happening b) listening

Introduce this unit by asking students to talk about the different things happening around them. You may, for example, ask the following questions: What am I doing now? Students will answer: You are teaching us.

**Question :** What are birds doing? **Answer :** The birds are flying in the air.

Encourage students to ask and answer questions about activities like standing up/sitting down/shutting the door/writing in the book/cleaning the chalkboard

**Activity 1:** Let students form groups of four or five to observe the pictures in the Student's Book, page 19 and discuss what is taking place in each of the pictures.

Let students answer the questions about the pictures.



### Expected answers

- The girl in picture 1 is reading a book.
- The man in picture 2 is listening to a radio.
- The boy in picture 5 is reading a Newspaper.
- Activities: Picture 3: The children are playing volleyball. Picture 4: The children are slashing. Picture 6: The boys are playing football.



**Activity 2: Listening**

Read the following professions to the students:

driver	waiter	pilot	butcher	porter	teacher
barber	musician	gardener	receptionist	physician	farmer
secretary	plumber	artist	cook	nurse	hostess

Let the students discuss what the different professionals do. **Example:** A butcher sells meat.

**Exercise 2:**

Students write about the different professionals in their area.

**Exercise 2****Lesson 2**

Student's Book, page 20

**Specific objectives:** Students will be able to:

- discuss daily activities.
- say what they are doing now.
- draw and label pictures of daily activities.

**Lesson content:** (a) group discussion (b) drawing

**Activity:**

Organise students in groups of 4 people. Let the students in the group discuss what they usually do at home and at school. In order to practise continuous tense, let students perform activities (e.g. reading a book) as their partners say what they are doing. Refer to the Student's Book, page 20.

**Exercise 3: Drawing**

Ask students to write down the activities they participate in at home and at school. Tell the students to draw pictures of these activities and label them.

**Lesson 3**

Student's Book, page 20

**Specific objectives:** Students will be able to:

- read and pronounce words correctly.
- make correct sentences using given words.
- ask and answer questions.

**Lesson content:** (a) vocabulary practice. (b) asking and answering questions.

**Vocabulary:**

beat, buy, dance, draw, clean, pray, read, sing, sweep, wash, write

You may add more activity verbs.

**Step 1:** Read the words as students listen and let students repeat after you, word by word. As students say the words correct wrong pronunciation of words.

**Step 2:** Ask students to make oral sentences using each of the words. Encourage students to participate in the exercise by asking and answering questions about daily activities.

**Example: Q:** When do you sweep your room? **A:** I sweep my room every morning.

**Activity: Giving correct information**

Student's Book, page 20.

Tell students to work in pairs and discuss the questions in the Student's Book, page 20.

Let one student ask questions while the other student answers. Ask students to give correct information about themselves as they answer the questions.

Student's Book, page 21

✍ **Exercise**

Let students form correct sentences as they describe when and where they carry out the given activities.

**Example:** I read books from the library. I write in my book every day.

**Lesson 4**

Student's Book page 21

**The Present Continuous tense**

The present continuous tense expresses a continuing action.

**Examples :** The students are cleaning the room.

The baby is sleeping.

**Specific objectives:** Students will be able to:

- make sentences in the present continuous tense.
- discuss sentences in the present continuous tense.
- answer questions about pictures.
- write short sentences in the present continuous tense.

**Lesson content:** (a) activities in the present continuous tense (b) discussing pictures

**Discussion activities**

**Step 1:** Revise the present continuous tense. Tell students: I am teaching now.

**Step 2:** In groups of 4 to 5, ask students to practise the present continuous tense by discussing what each one is doing.

**Activity:** Let students study the pictures and say what is happening in each of the pictures.

**Expected answers**

- The nurse is treating a sick person.
- The shopkeeper is talking to a customer.
- The tailor is sewing a dress.
- The potter is making pots.

Let students read the table in the Student's Book, page 21 and write about what is going on. ✍ **Exercise 1**

**Expected answers**

- Truwaha is closing the door.
- Defersha is writing in the exercise book.
- Eham is walking in class.

Tell the students to study the conversation and fill the spaces with the correct present continuous form of the verbs in the brackets.

 **Exercise 2**
**Expected answers**

What are you doing these days?.

I am learning to drive.

Are you enjoying it?.

I am working in a new farm.

I am trying to start a poultry farm.

**Lesson 5**

Student's Book, pages 22-23

**Specific objectives:** Students will be able to:

- |  |   |
|--|---|
| a) discuss what they are doing             | c) read sentences and answer questions. |
| b) describe what is happening in pictures. | d) write answers to given questions.    |

**Lesson content:** (a) discussing what is happening (c) asking and answering questions  
(b) discussing pictures (d) writing

**Grammar highlight**

*The present continuous tense is used to describe actions taking place at the moment.*

*am/are/is+verb-ing*

*I am*

*He/She/It is*

*We/They/You are*

*learning*

**Teach the pattern : What is ..... doing?**

Ask students what they are doing. Encourage students to participate by asking guiding questions which relate to classroom context.

**Teacher** (asking Emebet) : What are you doing? **Emebet** : I am cleaning the chalkboard.

**Teacher** : What is Emebet doing?

**Class** : Emebet is cleaning the chalkboard. She is not sweeping the classroom. In groups of 5-6, ask students to practise the structure by discussing what is happening as in the above example.

**Activity:** Tell students to work in pairs to ask and answer questions about pictures. You may give students old newspapers, picture magazines, newspaper cuttings or photos. Some students may have their own magazines or photos. Ask students to use these too. Let students show pictures or photos to each other. Let students say what is happening in the picture or photo.

Example: The boy is swimming. He is not bathing.

Ask students to study the pictures and tell what is happening.

 **Exercise**



## Lesson 6

The present simple tense expresses actions that we do repeatedly or habitually.

**Example:** We have breakfast every morning. She goes to market on Saturday.

**Specific objectives:** Students will be able to:

- form sentences in the present simple tense and present continuous tense.
- discuss daily activities.
- use 'today' in the present continuous.

**Lesson content:** a) discussing daily activities. b) writing.

### Discussing daily activities

Revise the present simple tense by discussing daily activities with students.e.g I wash my face every morning. I go shopping every weekend.

Students will practise the present simple tense as they talk about their daily activities.

**Activity 1:** Tell students to work with a partner to read the short text in the Student's Book, page 24. Let students point out the verbs and use them in their own sentences.

Let students read the information about Mohammed and use the information to write a paragraph about Mohammed. **Exercise 1**

**Activity 2:** Ask students to work in pairs to read the sentences in the Student's Book, page 24. Students compare the verbs in each pair of sentences and construct similar sentences.

Let students complete the sentences following the sentence structure in Activity 2. **Exercise 2**

Ask students to write sentences about what their friends and family usually do everyday and what they are doing today. Students are expected to write sentences like: Mother goes shopping every Saturday. Today she is washing clothes. **Exercise 3**

## Lesson 7

Student's Book, page 25

**Specific objectives:** Students will be able to:

- read and practise the conversation.
- play 'What am I doing?'

**Lesson content:** a) telephone conversation b) a play

### Activity 1: The telephone conversation

Let students read and act the telephone conversation in pairs.

**Step 1:** Introduce the conversation by asking students to practise social expressions used in telephone language (Hello, can I speak to ...please?, May I ... please? good bye, thank you).

**Step 2:** Read the conversation two or three times as students listen.

**Step 3:** Discuss with students the importance of social expressions in the conversation.(Hello, How are you, thank you, can I speak ....?, goodbye)

**Step 4:** Let the students repeat each line of the conversation after you.

**Step 5:** Let the students recite the conversation in pairs.



**Step 6:** Invite two or three pairs to come to the front and act the conversation.

The short conversation in the Student's Book, page 25, is in the wrong order. Ask students to work in pairs to discuss the conversation, rearrange it and then read it. **Exercise**

**Activity 2: a game: 'What am I doing?'** Student's Book, page 26

Organise a game related to what is happening. Arrange students into groups of 5-6 to play the game. The game should involve guessing what action is taking place.

Example: **Tura** : I am in the classroom. I have a broom in my hands. What am I doing?

**Obang** : You are sweeping the classroom. **Tesema** : What is Tura doing?

**Abenet** : Tura is sweeping the classroom.

Encourage all students to participate in the game by asking and answering questions. All questions and answers should be in the present continuous tense.

## **B** Reading

### **Lesson 8**

Student's Book, pages 26 - 27

**Specific objectives:** Students will be able to:

- do a pre-reading activity.
- read and answer questions about the passage.
- match words with meaning.

**Lesson content:** (a) pre-reading activity (b) reading and answering questions  
(c) matching words with meaning

#### **Pre-reading activity**

Tell students to work in groups to discuss the pre-reading questions. Go around the groups giving assistance where necessary. Let students name and describe domestic and wild animals they know.

#### **Reading and answering questions**

#### **Exercise 1**

Let the students read the story silently. After the students have read the story explain some difficult words and then ask oral questions which students should answer in full sentences. Tell students to read the story again before they write answers to the questions in the Student's Book.

#### **Expected answers**

- The animals held a meeting to choose their leader.
- The lion first showed interest in being a leader.
- Three animals wanted to be leaders.
- I think a good leader is one who is honest, caring and approachable.
- I would have chosen the elephant because he is honest, caring and approachable. (accept other logical answers)

#### **matching words with meaning**

#### **Exercise 2**

Student's Book, page 26

Ask students to match words with their meaning.

**Expected answers**

- |           |           |             |             |           |      |
|-----------|-----------|-------------|-------------|-----------|------|
| 1. held   | conducted | 2. protect  | guard       | 3. caring | kind |
| 4. argued | said      | 5. mistreat | treat badly |           |      |

**C Writing****Lesson 9**

Student's Book, page 27

**Specific objectives:** Students will be able to:

- a) write guided compositions.      b) write letters to friends.

**Lesson content:** (a) guided composition      (b) free writing: a letter

**Guided composition: A letter from Alemayehu**

Ask students whether they have ever written or received letters. Let students mention reasons why they write letters.

**Activity :** Ask students to work in pairs to find the correct words to complete the letter

**Expected answers**

1. sent      2. a lot      3. thinking      4. visited      5. shall      6. hope      7. know

**A letter** Student's Book, page 27

**Exercise**

Ask students to write letters to their friends telling them where they are and what they are doing. Let students write the letters in their exercise books.

**Lesson 10**

Student's Book, page 28

**Specific objectives:** Students will be able to: a) rearrange sentences to write a good story.

- b) write a composition about how they spend their free time.

**Lesson content:** (a) rearranging sentences      (b) free writing: a composition

**Activity:** Let students get into groups to discuss the sentences. Ask students to rearrange the sentences as they discuss.

**Expected version**

1. Abeba is ten years old.
2. She is a pupil in grade 5 at Selam Primary School.
3. She goes to school everyday.
4. At school she learns different lessons and plays games.
5. The game she often plays is table tennis.
6. After playing table tennis, she swims in the pool.
7. She feels cool after swimming and goes back home.
8. At home she helps her mother to cook food.
9. When the food is ready, she cleans the dining room.
10. After cleaning the dining room, she watches TV with her young brother.

Student's Book, page 28

 Exercise

Ask students to write a composition about how they spend their free time based on the composition in the activity.

## Lesson 11

Student's Book, page 29

**Specific objectives:** Students will be able to:

- write words and sentences dictated by the teacher.
- dictate sentences to friends.
- write sentences dictated by friends.

**Lesson content:** Dictation

**Activity: Dictate 10 words and 5 sentences to the students**

**Step 1:** Read out the exercise twice while the students are listening.

**Step 2:** Guide students to write the exercise, word by word and sentence by sentence.

**Step 3:** Write the correct words and sentences on the chalkboard.


**Step 4:** Let students correct their own work in their exercise books.

### Words

- |              |            |             |            |             |
|--------------|------------|-------------|------------|-------------|
| 1. answering | 2. buying  | 3. calling  | 4. cooking | 5. digging  |
| 6. drawing   | 7. praying | 8. sweeping | 9. wearing | 10. writing |

### Sentences

- |  |  |
|--|--|
| 1. I am writing a post card to my friend.  | 2. We are enjoying our holidays.       |
| 3. They are visiting the port of Djibouti. | 4. Susan is coming for holidays today. |
| 5. You are thinking of your parents.       |  |

**Exercise 1:** Ask students to write sentences about themselves. Let students  **Exercise** dictate the sentences to each other and discuss and compare their sentences.

**Exercise 2:** Student's Book, page 29.

Ask students to study the sentences. Let students choose the correct form of the verb to complete the sentences.

### Expected answers

- |                       |                     |                        |
|-----------------------|---------------------|------------------------|
| 1. wash               | 2. It's raining     | 3. What are you doing? |
| 4. Are you going out? | 5. where do you go? | 6. I am trying         |

## Lesson 12


Student's Book, pages 29 - 30

**Specific objectives:** Students will be able to:

- discuss words related to daily activities.
- discuss activities they participate in.
- write activities and places where activities are done.

**Lesson content:** Present simple

**Activity:** Tell students to work in groups to discuss activities they participate in when they go to different places. Let students write the names of places and the activities in their exercise books.

Let students discuss favourite places in their home areas. Let them write down what they do when they go to those places.  **Exercise**

## Lesson 13

**Student's Book, page 30**

**Specific objectives:** Students will be able to:

- discuss revision questions related to the activities they do.
- answer revision questions related to the activities they do.

**Lesson content:** Revision Exercise

Student's Book, page 29. Ask students to do the revision exercise.

Let students discuss the questions in groups of three and write the answers to the questions in their exercise books. Go round the class assisting individuals as you mark the students' work.

**Expected answers**

**A** 1. cleaning                      2. washing                      3. writing                      4. drawing

**B** 1. She is washing her clothes.                      2. Her father is milking the cow.  
3. The teachers are talking to the students.                      4. The children eat bread and eggs at school.  
5. He plants beans and cabbage in the garden.                      6. She wears a red jacket on Thursday.

**C** **Accept sensible endings for the following sentences**

- He cleans shoes with a small brush everyday Today he is .....
- She wears a yellow skirt when at school. Today she is .....
- She bakes bread and sells it to students. Today she is .....
- We draw pictures every Friday. Today we are .....
- The woman is preparing porridge in the kitchen. She is not .....
- The boys are splitting firewood. They are not .....
- Ferede always writes his answers in ink. Today he is .....
- Rebika goes fishing on weekends. Today she is .....
- Roro's aunt is feeding cows. She is not .....
- Our teachers are preparing students for their examinations. They are not .....

**Assessment**

**Reading and discussing:** Ask students to form groups of four or five to read and discuss the questions.

**Writing:** Let students write the answers in their exercise books.

**Composition:** Organise students into pairs and ask them to compose a short telephone composition.

**A Re arrange the sentences to form correct sentences.**

1. wearing Musa a is new shirt. 2. the sleeping now Is baby? 3. sending a He is post card holiday.

**B Use the correct form of the word given in the brackets.**

4. The baby is ..... for milk. (cry) 5. They are .....a new film. (watch)  
6. My sister is ..... her teeth now. (brush)

**C Use the correct form of the word given in the brackets.**

7. I am ..... my home work. (do) 8. Juma is .... the lorry.(drive)  
9. She ... to market every Saturday (go). 10. The game we often ... is volleyball (play).

**D**

1. Write down ten verbs that talk about your daily activities.  
2. What activities do you enjoy doing? 3. What activities do you find difficult?  
4. Imagine you are at home with other members of the family. Write the activities they are doing now.

**Example :** Simret is washing the plates now.

5. Compose a short telephone conversation (two people: You and a friend)  
6. Write down what you usually do from these places.

bedroom	garage	bathroom	compound
kitchen	verrandah	store	gate
living room	shop		

## Background information

Shopping is an interesting topic that should excite students because of its practical involvement in which they have already taken part. By this time, it is hoped that learners have acquired some shopping skills in the local language because some learners have either bought or sold items. The teacher could exploit this as he/she introduces such skills like effective communication, self esteem, self awareness, friendship formation, negotiation and decision making. The teacher should encourage students to be confident while expressing themselves, making good choices and use of polite and persuasive language while bargaining. Students should be made aware of the consequences of their decisions, particularly as regards saving, making loss and extravagancy. It is hoped that this topic will handle other skills like orderliness in labelling and making shopping lists.

**General objective :** Students will be able to communicate effectively in shopping situations.

**Specific Objectives :** Students will be able to :

- a. use appropriate language in buying and selling.
- b. tell prices of different items.
- c. count numbers 1 - 1000.
- d. read and write words and sentences related to shopping.
- e. read and recite poems.
- f. read and act dialogues.
- g. read short stories and answer comprehension questions.
- h. write guided compositions.

**Resources :** Pictures, charts, chalkboard illustrations, newspaper/magazine cuttings and real objects.

## **A** Listening and speaking

### **Lesson 1**

Student's Book, page 31

**Specific objectives:** Students will be able to:

- a. observe and discuss the picture.
- b. answer oral questions about the picture.
- c. listen for information from friends.
- d. draw and label items.

**Lesson content:** group discussion, listening and drawing

**Activity 1:** Ask students to form groups of four or five to discuss what they see in the picture. Discuss the picture in the Student's Book, page 31.

**Step 1 :** Ask the students to talk about shops they know and the items commonly sold.

**Step 2 :** Let students observe the picture and say what is happening.

**Step 3 :** Ask students to mention the items in the shop and their prices.

Let students answer the questions about the picture.

**Exercise 1**

### **Expected answers**

1. There are four people in the picture.
2. books, bread, biscuits, cakes, soap, pencils, tea leaves, cooking oil.
3. A weighing scale is used to find out the weight of an item.
4. Accept any correct items sold in a shop. e.g salt, rice, matchboxes.

**Activity: Listening and drawing**

Student's Book, page 32.

Tell students to form groups of 3 or 4 to discuss what they commonly buy from shops or markets. As one member mentions items, let the others listen carefully and write the items in their exercise books. From the listed items ask students to choose 5 items which students most commonly buy. Ask the students to draw, label the items and prepare a shopping list indicating the price of each item.

Student's Book, page 32

**Exercise 2**

Ask students to read the words and then study the picture. Let students use the words to describe the picture.

Help students to construct correct sentences as they describe the picture.

**Lesson 2**

Student's Book, pages 33-34

**Specific objectives:** Students will be able to:

- ask and answer questions in the present simple tense.
- write short sentences in the present simple tense.
- practise language used in shopping.

**Lesson content:** a) The present simple tense (Revision)

b) Using: I want/need/would like .... Please. How much/many .... do you want?

**Revise the present simple tense with the students.**

**Step 1:** Give questions which students can answer in the present simple tense.

**Teacher:** When do you go to the shop? **Student:** I go to the shop every Saturday.

**Step 2:** Let students form groups to ask and answer questions in the present simple tense.

**Activity 1:** Let students form sentences in the present simple tense about themselves.

Guide students as they use the given words to make correct sentences.

Student's Book, page 33

**Exercise 1**

Ask students to write the sentences and underline the verbs.

**Using: I want/need/would like..... Please. How much/many .....do you want?**

**Teach the structure**

**Step 1:** Arrange the students in groups and ask them to act out a role play between a **shopkeeper** and a customer. Encourage them to change roles so that some use **want** others **need** others **would like**

**Example: Customer :** I would like some sugar, please.

**Shopkeeper :** How much sugar would you like?

**Customer :** I would like one kilogramme of sugar.

**Activity 2:** Tell students to work with a partner to study and discuss the sentences.



Ask students to use the given items to make sentences and questions.

✍ **Exercise 2**

### Expected answers

- a) i) I would like some milk, please. ii) How much milk do you want? iii) I would like one litre of milk.  
 b) i) I need some soap, please. ii) How much soap do you need? iii) I need one bar of soap.  
 c) i) I want some watermelons, please. ii) How many watermelons do you want?  
 iii) I want two watermelons.  
 d) i) I would like some tomatoes, please. ii) How many tomatoes do you want?  
 iii) I would like four tomatoes.

### Using : How much...?

Student's Book, page 34

Teach the structure by creating a situation where students can role play **shopkeeper** and **customer**.

**Example : Customer:** How much is a bottle of water? **Shopkeeper:** A bottle of water is 5 birr.

Let students use **How much** to construct questions.

✍ **Exercise 3**

### Expected questions

- |                                       |  |
|---------------------------------------|--|
| 1. How much is a kilogramme of sugar? | 2. How much is a packet of biscuits?   |
| 3. How much is a toy car?             | 4. How much is a litre of cooking oil? |
| 5. How much is a bar of soap?         | 6. How much are two pens?              |
| 7. How much are two brooms?           | 8. How much are three toys?            |

## Lesson 3

Student's Book, page 35

**Specific objectives:** Students will be able to:

- a) discuss countable and non countable objects.
- b) use the words many, much, a lot of in describing objects.
- c) write short sentences and questions using the words.

**Lesson content:** : Using: **many, much, a lot**

**Step 1:** Introduce the lesson by asking students to ask and answer questions using **How much .../ How many...** as they did in Lesson 2. Encourage students to participate in this exercise by asking and answering questions related to shopping.

**Activity 1:** Student's Book page 35

Tell students to form groups of four to five to study the picture.


Let students talk about the picture using **many, much, and a lot of**.

Example: There is a lot of food in the market. There aren't many mangoes.

Ask students to form pairs to discuss the questions. Let the students write the correct questions in their exercise books.

✍ **Exercise 1a)**

**Expected answers** 1. many 2. much 3. much 4. much 5. much

Ask students to complete the sentences as they wish. Students are expected to write different questions and sentences.  **Exercise 1b**

**Activity 2:** Student's Book, page 35. In groups, let students discuss shop items. Guide the students to use **much** and **a lot** as they discuss uncountable items, and **many** as they discuss countable items. Students may use 'a lot' to talk about both countable and uncountable items.

Ask students to choose an answer for each question in exercise 1a)  
Expected answers: A-2; B-3; C-5; D-4; E-1

 **Exercise 2**

## Lesson 4

Student's Book, pages 36-37

A noun is a word that names a person, a place, a thing or an idea. Examples of nouns: child, aunt, classroom, friendship. Countable nouns are nouns we can count.

Examples eggs, desks, children, sheep.

**Specific objectives:** Students will be able to:

- describe countable objects.
- change nouns from singular to plural.
- write about countable objects.

**Lesson content:** (a) Nouns that add **s** (b) Nouns that add **es** (c) Nouns that end in **ies**

Nouns that add **s** Student's Book, page 36

Teach nouns that add **s** to change to the plural.

**Step 1:** Say the noun as the students listen, and let the students repeat after you, word by word.

**Step 2:** Say the nouns and change them to the plural. Let the students repeat after you.

**Step 3:** Say nouns and let the students change them to plural.

**Step 4:** Let the students in pairs change nouns from the singular to the plural.

**Activity:** Organise students in groups of five and tell them to study and discuss the words on page 36. Let students tell you whether the words are countable or uncountable.

Ask students to complete the sentences using the plural form of the words in brackets  **Exercise 1**

**Expected answers**

- birds
- cars
- letters
- cows
- books
- bottles

Let students complete the sentences with the correct plural form of the words in brackets.

**Expected answers**

 **Exercise 2**

- glasses
- mangoes
- match boxes
- potatoes
- tomatoes
- watches

**Expected answers**

1. People from different families attended the meeting.
2. Burn the rubbish and get rid of flies.
3. Ato Adem invited only the ladies to the party.
4. We visited different libraries last month.
5. Lorries carry heavy loads.
6. The minister attended very few parties last year.

**Lesson 5**

Student's Book, page 37

Irregular nouns do not have a specific rule in changing to the plural. Some irregular nouns are the same in the singular and the plural form. Examples; sheep, deer, fish.

**Specific objectives:** Students will be able to:

- a) describe irregular nouns
- b) change nouns from singular to plural.

**Lesson content:** Nouns that add s

**Exercise 3:** Ask students to write correct sentences using the plural form of the words in brackets. Exercise 2

**Activity 1:** Student's Book, page 38

Ask students to form pairs to discuss how plurals are formed. Tell students to refer to Exercise 1-3 in lesson 4. Let students match the explanations with the exercises.

Ask students to give 5 examples of each plural formation and write sentences using each of the nouns. Exercise 1

**Exercise 2:** Ask students to write correct sentences using the plural form of the words in brackets.

**Expected answers.**

1. How many deer did you see in the National Park?
2. We ate a lot of fish during the holidays.
3. All the sheep have gone out of the pen.
4. Most of the swine disappeared into the bush.

**Activity 2:** Student's Book, page 38

Ask students to work in pairs to study the singular and plural forms of the nouns. Help students to identify the difference and compare the forming of these plurals to the rules discussed in lesson 5.

Student's Book, page 38

Ask students to use the plural form of the words in brackets to complete the sentences. Exercise 3

**Expected answers**

1. The country needs men who are hardworking.
2. We saw some oxen when we visited the farm.
3. How many people are in your family?
4. You should brush your teeth everyday.
5. All the women attended the meeting.
6. There are a few oranges in the basket.
7. The bottles on the shelf are empty.
8. Flies can spread diseases.

**Lesson 6**

Student's Book, page 39

**Specific objectives:** Students will be able to:

- a) say and pronounce numbers correctly.
- b) count from 1-1000.
- c) write words for numbers.
- d) write numbers for words.


**Lesson content:** Numbers 1-1000

Revise numbers 1 - 1000 with the students by asking them to count in ones/tens/hundreds up to 1000.

**Step 1:** Create a situation for students to play counting games in groups. Let students count from 1 - 1000.

**Step 2:** Let students study and discuss numbers and words 1 - 20; 10 - 100; 100 - 1000 in the Student's Book, page 39.

**Activity 1:** Students will revise the numbers 1-20 and count items around them.

Ask students to write the words for the numbers in brackets. Let students write the sentences in their exercise books.  **Exercise 1**

**Expected answers**

1. I want five bananas
2. I need ten packets of coffee, please.
3. I have nineteen sweets.

**Activity 2:** Ask students to read the numbers and words in the Student's Book, page 39.

Ask students to write the words for the numbers in the brackets.  **Exercise 2**

**Expected answers**

1. We need fifteen jerrycans of water.
2. We need twenty five kilogrammes of cooking fat and sixty seven kilogrammes of beans.
3. We have ninety nine girls in Grade 5.

**Exercise 3:** Students will revise numbers 100-1000. Let students read the numbers and words in the Student's Book, page 40. Ask students to talk about the number of students in the school and the number of people in their areas.

**Lesson 7**

Student's Book, page 40

Uncountable nouns are nouns we cannot count. They have no plural form. Examples: water, sand, milk, blood.



**Lesson content:** Uncountable nouns

**Specific objectives:** Students will be able to:

- describe uncountable nouns.
- discuss sentences with uncountable nouns.
- identify uncountable nouns from countable ones.
- write short sentences using uncountable nouns.

Discuss uncountable nouns with students: Let students mention uncountable nouns. Encourage students to participate in the exercise by using the uncountable nouns in sentences. Example: His uncle has a lot of money. Father bought a little milk from the dairy.

**Activity 1:** Let students form groups of four or five to look at the given nouns and identify the difference between them and those they learnt about in lesson 5.

Ask students to answer the questions using the words in the brackets.  
Students will write answers in their exercise books.

✍ Exercise 1

**Expected answers**

- We prepared a lot of food.
- Mebratu bought a little flour.
- Mother brought very little oil.
- There is a lot of meat at the butcher's.
- We don't expect any milk.

**Activity 2 :** Student's Book, page 41. Ask students to form pairs and discuss countable and uncountable shop items. Let one student mention an item and the partner say whether the item is countable or uncountable.

Student's Book, page 41

Ask students to do the exercise in the Student's Book. Let students identify the countable items from the uncountable.

✍ Exercise 2

## Lesson 8

Student's Book, page 41

**Specific objectives:** Students will be able to:

- use social expressions appropriately.
- tell how customers can be attracted to buy items from shops.

**Lesson content:** Social expressions

**Step 1 :** Revise the use of social expressions in shopping by discussing social expressions with students.

**Step 2 :** Arrange the students in groups and ask them to act out a role play between **shopkeeper** and **customer**. As students act, encourage them to practise the structure.

**Customer :** Can I have a book, please?

**Shopkeeper :** Yes, here you are.

**Customer :** Thank you.

**Shopkeeper :** You are welcome.

**Activity 1 :** Let students work in pairs to study and discuss the examples on page 41. Ask students to make similar requests and responses.

Student's Book, Page 42

Let students study the table and make requests and answers from the table.

✦ **Exercise 1**

**Activity 2:** Ask students to describe how they would respond to requests from customers if they were shopkeepers.

**Activity 3:** Ask students to form pairs to discuss the use of **some** and **any** and complete the sentences in Exercise 2.

### Expected answers

1. I don't have any money in my pocket, but I have some money in the bank.
2. Do you have any brothers or sisters?
3. You have some lovely pictures.

## Lesson 9

Student's Book, page 43

**Specific objectives:** Students will be able to:

- a) read and act the dialogue.
- b) write a shopping list.

**Lesson content:** a) practice. b) writing a shopping list.

### Activity 1: Dialogue.

**Step 1 :** Introduce the dialogue by asking students to practise social expressions.

**Step 2 :** Say the dialogue two or three times as students listen.

**Step 3 :** Discuss with students the social expressions in the dialogue.

**Step 4 :** Organise students to practise the dialogue in pairs as they face each other.

**Step 5 :** Pick two or three pairs and ask them to act the dialogue in front of the class.

Let students answer the questions about the dialogue.

✦ **Exercise 1**

### Expected answers

1. Woizero Beyenech bought pineapples and tomatoes.
2. The discount is 6 birr and 50 cents.
3. She bought three pineapples.

Ask students to correct the mistakes in the given sentences. Guide students as they write correct sentences in their exercise books.

✦ **Exercise 2**

### Expected answers

1. I don't like eggs.
2. May I have some fruits?
3. There isn't any water.
4. We have a lot of meat.

### A shopping list

Ask students to make a shopping list.

Let students write the list of items in their exercise books.

## B Reading

### Lesson 10

Student's Book, Pages 44 - 45

**Specific objectives:** Students will be able to:

- read and recite the poem.
- answer questions about the poem and advertisement.
- prepare advertisements.

**Lesson content:** (a) Poem reading (b) Advertisement preparation

**Activity 1a) :** Ask students to form groups and discuss the questions in the Student's Book. Let students participate in the activity by asking and answering questions about the market.

**Activity b) :** Let students read and recite the poem.

**Step 1:** Ask students to recite a familiar poem.

**Step 2:** Demonstrate the poem by giving clear pronunciation and actions.

**Step 3:** Teach one verse of the poem at a time. Let students repeat after you phrase by phrase.

**Step 4:** Call a small group of students to recite the poem.

**Step 5:** Pick two or three students to recite the poem individually.

Let students answer questions about the poem.

### Expected answers

- The writer moves about in the evening.
- The items on his shopping list are: sugar, salt and bread.
- The writer buys goat's meat and liver at the butcher's.
- The writer checks for more space because he needs onions, tomatoes, fruits, vegetables and potatoes.
- The writer hurries back home to arrive in time.

**Activity 2:** Tell students to form groups of four people to prepare an advertisement for a shop in their area. Let students find a suitable name for the shop.

**The Advertisement** Student's Book, Page 45

Ask students to study and discuss the advertisement. Let students discuss the questions and write the answers in their exercise books.

### Expected answers

- Spices, crisps, biscuits, bread.
- An attractive price is the price that is affordable to the customers.



3. Yes, I can go to Shumi Supermarket at 5:00 p.m because the supermarket closes at 6.30 p.m.

## Lesson 11

Students's Book, pages 45-47

**Specific objectives:** Students will be able to:

- discuss pre-reading questions.
- read the texts and answer comprehension questions.
- match words with their meaning.

**Lesson content:** a) Pre-reading activity                      b) reading comprehension

Ask students to form groups to discuss the pre-reading questions. Encourage students to participate in this activity by asking and answering questions about shops and markets.

### Reading and answering questions

#### Exercise 1

**Step 1 :** Ask students to read the texts. Encourage students to ask for explanation when they come across difficult words.

**Step 2 :** Ask oral questions and encourage students to answer your questions in full sentences. Let students answer the comprehension questions.

### Expected answers (writing a shopping list)

- He wrote a shopping list.
- He wrote a shopping list because he did not want to forget some items.
- The shopping list included 5 kilogrammes of rice, 2 packets of flour, 1 litre of cooking oil, a bar of soap, one tray of eggs, a pair of bedsheets, a tin of vaseline, a blanket.

### Market days

- Wednesday
- In Mekele town
- The place is along the road and has space.
- towns
- villages near and far.
- farm produce
- furniture
- butchers.
- the sellers and buyers.
- Students will give different answers. Accept logical requests

### Matching words to meaning

#### Exercise 2

Student's Book, Page 47

Ask students to match words to their meanings. Let students write the words in their exercise books.

### Expected answers

- |              |                  |              |                          |
|--------------|------------------|--------------|--------------------------|
| 1. load      | - put            | 2. enjoyable | - nice                   |
| 3. furniture | - chairs, tables | 4. expensive | - costing a lot of money |
| 5. crowded   | - full of people |              |                          |

Tell students to complete the dialogue by filling the blank spaces with appropriate words or phrases.

#### Exercise 3

**Lesson 12**


Student's Book, Page 48

**Specific objectives:** Students will be able to:

- a) read the story. b) ask and answer oral questions about the story.

**Lesson content:** Reading and speaking

**Activity:** Let students form groups and read the story about Miaou. Ask students to ask and answer questions about Miaou and suggest what is likely to have happened to Miaou.

**Exercise 1:** Ask students to work in pairs to tell the second part of the story to each other.  **Exercise**

**Exercise 2:** Let students draw pictures to support their stories.

**Lesson 13**

Student's Book, Page 49

**Specific objectives:** Students will be able to:

- a) discuss revision questions. b) answer revision questions.  
c) match measurements with words. d) make requests.

**Lesson content:** Revision Exercise and vocabulary network

Ask students to do the revision exercise.

**Step 1 :** Let students discuss the questions in groups.**Step 2 :** Tell students to write answers to the questions in their exercise books.**Step 3 :** Go around the class assisting individuals.**Step 4 :** Mark students' work.**Expected answers****A**

- |           |              |
|-----------|--------------|
| 1. price  | 7. expensive |
| 2. items  | 8. packets   |
| 3. a bar  | 9. metres    |
| 4. cost   | 10. some     |
| 5. a few  | 11. a litre  |
| 6. packet | 12. cheap    |

**B**

1. more expensive.
2. shopping.
3. keeper
4. sells
5. loaves

**C**

1. any
2. much
3. butcher's
4. carpenter
5. some

**D****Vocabulary Network:** Student's Book, Page 50.

Let students discuss the activity in groups. Ask students to match measurements with words.

Let students make requests and write the requests in their exercise books.

**Possible answers**

- |                      |                               |                     |
|----------------------|-------------------------------|---------------------|
| 1. a carton of chalk | 4. a kilogramme of sugar/rice | 7. a box of matches |
| 2. a litre of milk   | 5. a packet of biscuits       | 8. a bar of soap    |
| 3. a ream of paper   | 6. a sack of rice/sugar       | 9. a metre of cloth |

## Project

Organise a visit to the nearest town or trading centre. Visit different shops with the students.

Let them observe the shopkeepers and customers.

They should take note of the expressions shopkeepers and customers use as they do shopping.

Encourage the students to study and note down items in the shops.

Encourage students to write their observations (in groups). Let representatives of individual groups present a report of their findings to the class.

## Assessment

**Reading and discussing:** Let students form groups of four to read and discuss the questions.

**Writing:** Ask students to write the answers in their exercise books.

### A Fill in the blank space with one correct word.

- Some items are ... ; others are expensive.
- He bought two ... of soap from the shop.
- Musa bought ... of oranges from the market.
- She didn't see ... bananas in town.

### B Complete the sentences.

- There are a few ... in town (factory)
- Grand father sold all the ... last month. (sheep)
- There are ... students in his school. (412)

### C Re-write as instructed in the brackets

- There is some salt in the tin. ( Start : Is there...?)
- He bought two kilogrammes of rice. ( Start : How much...?)
- What is the price of a bar of soap? ( Start : How much...?)

### D

- Write ten items which are countable in a shop.
- Write words you use to describe uncountable items in a shop:  
Example : A litre of cooking oil.
- Where is your nearest shop in the village?
- Where do you find many shops together in one place?
- What market have you been to?
- How do you compare a shop and a market? (people, place, items, time, day)
- Imagine you are talking to a shopkeeper or a market vendor, write a short dialogue between him/ her and you.
- Write down nouns of items whose plural ends with -es.

**Examples :**    box    -    boxes  
                  torch   -    torches

## Background information

Every year people celebrate their birthday. They send out cards inviting relatives and friends to attend their birthday celebrations.

In this unit students will be equipped with skills of writing invitation cards and post cards.

It also aims at equipping them with the knowledge of how to respond to invitations. This unit also enables the students acquire the basic vocabulary related to likes and dislikes with regard to seasons. Involve students in writing invitation cards.

**General objective :** Students will be able to describe their likes and dislikes.

**Specific objectives :** Students will be able to:

- express their likes and dislikes appropriately.
- use social expressions in inviting and responding to invitations.
- ask and answer questions in the present simple and past simple tense.
- describe seasons and name the activities carried out.
- read and write short sentences.
- read short texts and answer comprehension questions.
- write guided compositions.

**Resources:** Pictures , charts, newspaper/magazine cut outs, flowers, cakes, presents.



## Listening and speaking

### Lesson 1

Student's Book, page 51

**Specific objectives:** Students will be able to:

- |  |  |
|--|--|
| a. discuss their likes and dislikes.   | b. observe and discuss the picture.                                  |
| c. answer questions about the picture. | d. answer questions about a short passage.                           |
| e. match pictures to sentences.        | f. listen to the text read by the teacher and do the given exercise. |

**Lesson content:** a. listening b. matching

**Activity:** Ask students to form groups of five to discuss the picture and say what is happening.

Ask students to answer questions about the picture.

✍ Exercise 1

### Expected answers

- |  |  |
|--|--|
| 1. This is a birthday party.             | 2. The boy is cutting a cake.              |
| 3. Students will give different answers. | 4. We hold ceremonies to celebrate events. |

### Listening

✍ Exercise 2

- Ask students to list down and discuss the different celebrations which they have ever attended: birthday, graduation etc.



Let students form correct sentences from the table.

✍ Exercise 3

Ask students to talk about what they don't like. Students will choose phrases from the box and write 5 sentences describing what they don't like.

✍ Exercise 4

Ask students to talk about what they like. Let students choose phrases from the box and write 5 sentences describing what they like.

✍ Exercise 5

## Lesson 3

Student's Book, pages 54

**Specific objectives:** Students will be able to:

- a) name things/activities they like.
- b) discuss things/activities they like.
- c) discuss seasons and activities done in different seasons.

**Lesson content:** Using he/ she likes ... we/ they like...

Student's Book, page 54. Teach the structure.

**Step 1 :** Ask the students to name things/activities they like.

**Step 2:** Tell students to form groups and practice the structure by discussing things/activities they like.

**Activity:** Student's Book, page 54

In groups of four, ask the students to discuss the activities people participate in during different seasons. Guide the students to discuss the activities they like and the reasons why they like those activities. Students will talk about what their friends like and dislike.

Student's Book, page 54

✍ Exercise 1

Ask the students to make correct sentences from the table.

Let students pick from the phrases in the box to write sentences about things they don't like.

✍ Exercise 2

**Exercise 3:** Ask students to write sentences about things they like based on the phrases in the box.

## Lesson 4

Student's Book, page 55

**Specific objectives:** Students will be able to:

- a) name activities they don't like.
- b) write about seasons and particular activities carried out.


**Lesson content:** Using he / she doesn't like...we / they don't like...


Teach the structure.

**Step 1:** Revise the structure covered in the previous lesson by asking the students to discuss the things/activities they like.

**Step 2:** Ask the students to give examples of the activities they don't like.

**Step 3:** In groups, let the students practice the structure by discussing the things/activities they don't like. Encourage the students to use **he, she, we, they**, as they discuss.

Ask students to form correct sentences from the table. Students are expected to make 16 sentences from the table.  **Exercise 1**

Ask the students to write about seasons and the activities that people participate in during different seasons. Let the students explain why particular activities are carried out during particular seasons.  **Exercise 2**

## Lesson 5

Student's Book, pages 55-56

**Specific objectives:** Students will be able to:

- a) discuss their likes and dislikes. b) ask and answer questions using the structure.

**Lesson content:** Using 'Do you like...? Yes I do/No, I don't. Teach the structure.

**Step 1:** Revise the structure covered in the previous lesson by asking the students to discuss things/ activities they don't like.

**Step 2:** Let the students practice the structures by asking and answering questions.

**Teacher:** Do you like rainy seasons?

**Student :** Yes, I do.

**Teacher :** Do you like hot seasons?


**Student :** No, I do not.

**Activity 1:** Ask students to read the questions and the replies.

Let students work in pairs to read the questions and give correct replies to the questions. Encourage students to answer questions freely.  **Exercise 1**

Example: Do you like swimming? Students may answer 'Yes, I do, or 'No I don't',

Student's Book, page 56

Students will read Amina's likes and dislikes. They will also talk about their likes and dislikes and complete the table. After reading the information about Amina, students will complete the questions and answers in exercise (b).  **Exercise 2**

Using I like/ I don't like..... because ...

Let students practise this structure by asking and answering questions. First practise the structure with the students, then tell students to form groups to discuss their likes and dislikes.

**Example: Teacher :** Do you like rainy seasons? **Student :** Yes, I do.

**Teacher :** Why do you like rainy seasons?

**Student :** I like rainy seasons because I can plant crops.

**Teacher :** Why don't you like winter?

**Student :** I don't like winter because it is very cold.

**Activity 2:** Tell students to form pairs to talk about things they like and don't like. As students discuss, encourage them to give reasons why they like certain things and don't like others.

Ask students to read the sentences and give answers to the questions.  **Exercise 3**



**Lesson 6**

Student's Book, pages 57-58

**Specific objectives:** Students will be able to:

- a) use comparatives in describing things or people. b) draw pictures comparing people or things.

**Lesson content:** (a) using comparatives (b) writing and drawing**Grammar highlight**

*We use comparatives when comparing things or people. When we compare things, we consider the quality different things or people have. We use '... than...' and add 'er' to the adjectives.*

**Example:** He is taller than me. We add 'more' to long adjectives.

**Example:** Her book is more expensive than mine.

Revise the comparative degree of adjectives by asking students of different sizes to come to the front, and let them describe one another.

**Teacher :** Who is taller?      **Students :** Nassir is taller than Hailu.

In groups, let the students practice the structure.

Let students talk about different people in the school using the comparative.

Let students also compare things they know e.g. A car is faster than a bicycle.

**Activity 1:** Let students form groups of four to talk about different people in their community using the comparative. Ask students to answer the questions as they talk about different people.

**Activity 2:** Ask students to work in pairs to compare things and people they know.

Ask students to use the table to compare a classroom and an office. Tell students that they are required to give accurate information as they form sentences. **Exercise 1**

Let students form correct sentences using the words in brackets. Walk round the class helping students who may need assistance. **Exercise 2**

**Expected answers**

1. younger    2. faster    3. slower    4. hotter    5. colder    6. shorter

**Exercise 3:** Let students draw pictures that show comparisons of different items. Encourage students to write one sentence about each of the pictures they draw.

**Lesson 7**

Student's Book, pages 5

**Grammar highlight**

*The past simple tense expresses actions that happened in the past:*

*We visited the air port last month.*

*She planted the crops last term*

**Specific objectives:** Students will be able to:

- a) discuss activities in the past simple tense. b) write short sentences using the past simple tense.

**Lesson content:** Present simple and past simple tense

Let students make sentences in the present simple tense and change the sentences to the past simple tense.

Practise the tense with students as in the example below.


**Example:** **Teacher:** What did you do last season? **Students:** I visited my uncle.

**Activity 1:** Tell students to work in pairs and share experiences about what they did in the past. Let students try to recall when they carried out different activities.

**Exercise 1:** Ask students to complete sentences about themselves. Guide students as they write correct sentences in their exercise books.  **Exercise**

**Exercise 2:** Let students form correct sentences from the table. Encourage students to make as many sentences as possible. Go round the class giving assistance especially to the slow learners.

**Activity 2:** Tell students to list down activities they did last week. Ask students to use the past as they talk about the activities.

**Exercise 3:** Student's Book, Page 59  **Exercise**  
Tell students to form sentences in the past simple tense using the given verbs. Correct any mistakes which students may make as they form sentences

**Exercise 4:** Let students answer the given questions correctly. Encourage students to use complete sentences as they answer the questions.

## Lesson 8

Student's Book, pages 59-60

**Specific objectives:** Students will be able to:

- a) use social expressions appropriately. b) make and respond to requests.  
c) write short sentences using social expressions.

**Lesson content:** Would you like to .....?/ Yes, I would like to .....

Teach the structures. Use role play method.

Tell students to form pairs and role play inviting friends to (a party) or requesting them to do something.

**Example:** **Student 1:** Would you like to come to my birthday party?

**Student 2:** Yes, I would like to come to your birthday party.

Go round the class assisting students in pairs to practise the structure.

**Activity 1:** Let students work with a partner to read and practise the conversation.

**Activity 2:** Student's Book, page 60. Ask students to study the sentences and identify the difference. ('I would like to eat a cake and would you like to eat something?' are polite expressions of requesting and asking').

**Exercise 1:** Let students study the phrases in the box and use them to form questions and answers as shown in the example. Guide students as they form correct questions and answers.

## Unit 4: Would you like to come to my birthday party?

Grade 5

Using: can/ can't

Revise the use of **can** and **can't** with students as in the example below.

**Student 1** : Can you decorate the room?.

**Student 2** : No, I am sorry, I can't decorate the room.

**Student 1** : Can you collect the flowers?

**Student 2** : Yes, I can collect the flowers.

**Activity 3:** Let students read the short story about Denki and discuss the questions in pairs.

Guide students as they ask and answer questions about Denki

### Expected answers about Denki

read	can
write	can
play football	can
use computer	can't
drive	can't
swim	can't

**Exercise 2:** Ask students to work with a partner to discuss what they can do and what they can't do and fill the table. Let students answer questions about themselves.

## Lesson 9

Student's Book, page 61- 62

**Specific objectives:** Students will be able to:

- a) read and act the dialogue.
- b) discuss questions about the dialogue.
- c) answer questions about the dialogue.
- d) write and act simple dialogues.

**Lesson content:** a) reading a dialogue      b) comprehension

**Activity 1:** Let students practice the dialogue in pairs.

**Step 1** : Introduce the dialogue by asking students to practise social expressions.

**Step 2** : Recite the dialogue two or three times as the students listen.

**Step 3** : Discuss with students the social expressions in the dialogue.

**Step 4** : Encourage the students to repeat each line of the dialogue after you.

**Step 5** : Organise students to practise the dialogue in pairs as they face each other.

**Step 6** : Pick two or three pairs and ask them to act the dialogue in front of the class.

Let students answer questions about the dialogue.

 **Exercise 1**

### Expected Answers

1. The dialogue is about Moses' birthday party.
2. No, Moses was not prepared for the party. The preparations were expected to be ready in a fortnight.
3. He didn't have enough money to prepare for many guests.

Students will give different answers for questions 4 and 5. Accept all logical answers.

Ask students to write simple dialogues in their exercise books. In pairs, let students take turns to act the dialogues. **Exercise 2**

## Lesson 10

Student's Book, Page 62- 63

**Specific objectives:** Students will be able to:

- |  |   |
|--|---|
| a) read the passage.                           | b) answer oral questions about the passage. |
| c) answer written questions about the passage. | d) match words to their meanings.           |

**Lesson content:** a) pre-reading      b) reading and comprehension      c) vocabulary

### Pre-reading Activity

In groups, ask students to discuss the pre-reading questions. Go round the class assisting groups in their discussion.

**Step 1 :** Let students read the text silently. **Exercise 1**

**Step 2 :** Explain difficult words to students.

**Step 3 :** Ask oral questions and encourage students to answer your questions in full sentences.

**Step 4 :** Ask students to write answers to the questions.

### Expected Answers

- Ethiopia's weather conditions are determined by two factors.
- The rainy season is short.
- The temperatures drop to around freezing point between November and December.

Ask students to match words to their meaning. **Exercise 2**

Let students write the words in their exercise books.

### Expected Answers

- |                       |                           |
|-----------------------|---------------------------|
| 1. factors - reasons  | 2. proximity - being near |
| 3. pleasant - nice    | 4. drops - falls          |
| 5. character - nature | 6. humidity - wetness     |

Students will match phrases in A with those in B to form complete sentences. **Exercise 3**

### Expected answers

- I do not like winter because it is very cold.
- Farmers plant different crops during the wet season.
- She likes spring but hates winter.
- The rainy season is shorter than the dry season.
- The wettest months are followed by cold nights.

## Lesson 11

Student's Book, Pages 63 - 64

**Specific objectives:** Students will be able to:

- |   |                                       |
|---|---------------------------------------|
| a) read the story.                                | b) discuss the story in groups.       |
| c) ask and answer oral questions about the story. | d) tell the second part of the story. |

**Lesson content:** Reading and story telling

**Activity 1:** Let one student read the incomplete story about The Gate Crasher. Let students form pairs and discuss the story about The Gate Crasher. Allow students to freely ask and answer questions orally.

**Exercise 1:** Let students tell the second part of the story to a partner.

✍ **Exercise 1**

**Exercise 2:** Ask students to find reasons why it is not good to attend a party where one is not invited.

## Writing

### Lesson 12

Student's Book, Page 65

**Specific objectives:** Students will be able to:

- read and discuss sentences.
- re-arrange sentences to write a good story.
- write sentences about the current season.

**Lesson content:** Guided composition

**Step 1 :** Revise the work done by mentioning some of the vocabulary that the students have learnt.

**Step 2 :** Let students read the sentences and discuss the main idea in the composition.

**Step 3 :** Allow students to ask questions in case they need clarification.

**Activity 1:** Let students work in pairs to re-arrange the sentences to form a good story.

**Expected answers**

1. Yesterday Suzan celebrated her 10th birth day.
2. The party took place at their home.
3. First , there was a prayer.
4. It was followed by speeches.
5. After the speeches, food was served.
6. Then she cut the cake.
7. Lastly, the guests handed in their presents to Suzan.
8. The party ended at 5:00 p.m.

**Exercise 1:** Let students discuss the different activities which people in their homes or community do during each season.

✍ **Exercise 1**

**Exercise 2:** Ask students to identify an activity or celebration they have ever participated in. Let them describe what took place and write a short story.

✍ **Exercise 2**

### Lesson 13

Student's Book, pages 65-66

**Specific objectives :** Students will be able to:

- discuss revision questions.
- answer revision questions.

**Lesson content:** Revision Exercise

Student's Book, pages 65-66. Ask students to do the revision exercise.

**Step 1:** Let students discuss the questions in groups.

**Step 2:** Tell the students to write the answers in their exercise books.

**Step 3:** Go round the class assisting individuals especially the slow learners.

**Step 4:** Mark the students' work.

### Expected answers

- A** 1. I like playing games                      2. I do not like fighting. 3. She likes playing netball.  
 4. He does not like hot seasons.            5. Summer is hotter than spring.  
 6. I would like to attend your party.      7. I can welcome the guests. 8. I am sorry I can't have dinner with you.
- B** 1. likes                      2. hotter                      3. invitation 4. swimming 5. visited
- C** 6. I like cakes because they are sweet.                      7. Debre Birhan is colder than Addis Ababa.  
 8. Solmon likes fishing but he doesn't like hunting.  
 9. Does Ayele like spending winter holidays in Ethiopia?  
 10. Rebika stayed with us during summer time.

### Assessment

**Reading and discussing:** Organise students in groups of four and tell them to read and discuss the questions.

#### **A** Write correct sentences

1. He likes ... by taxi (travel)                      2. She doesn't like ... in the dark.(weak)  
 3. A car is ... a bicycle.(fast)

#### **B** Re - write the sentences as instructed in the brackets.

4. Teddy is very happy. She got many presents on her birthday party. (Join the sentences using " because")  
 5. Henry likes acting . He likes dancing more. (Join the sentences using ..... more than \_\_\_\_\_)  
 6. All the guests got a soda to drink. (Begin : Each of .....)  
 7. Winter is colder than summer. (Use ..... not as.....)  
 8. Dorah baked my birthday cake. ( Use ..... who baked .....)

#### **C** Re - write as instructed in the brackets.

9. He likes rainy seasons (end ... rainy seasons?)  
 10. She doesn't like winter because it is very cold..(start: Why...?)  
 11. No, I am sorry I cannot help you. (end ... please?)  
 12. They went to the national park last term. (end ... the national park?)

#### **D** 1. In which months does it rain most in Ethiopia?

2. When does it shine hottest in your area?  
 3. When do you usually visit friends in different homes?  
 4. Has your family ever been invited to a celebration? What did you do there?  
 5. What do you enjoy doing when you are at home/school?  
 6. What activities do you like doing? Give reasons.



## Background information

This is a very important unit because it deals with people and the ways in which they document and talk about their past.

The unit aims at enabling students write their own autobiographies and those of other people. The unit also provides the appropriate vocabulary to enable students articulate their ideas and opinions on matters related to people and their past.

The unit also helps students to learn more about historical events and how to handle information related to people and their lives. It teaches students to count from 1- 3000 since this is a key factor in the writing of calendar years of events that take place.

**General Objective :** Students will be able to talk about the past.

**Specific objectives :** Students will be able to:

- a. use regular verbs in the past.
- b. ask and answer questions in the past.
- c. discuss past events.
- d. count and use numbers 1 - 3000.
- e. read and write short sentences in the past.
- f. read short passages and answer comprehension questions.
- g. write guided compositions.

**Resources :** pictures, charts, counters, newspaper/magazine cuttings, writings, real objects.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 67

**Specific objectives:** Students will be able to:

- a) talk about important people they know.
- b) observe and talk about a picture.
- c) answer questions about a given picture.

**Lesson content:** (a). listening (b). dictation

### Picture study

Student's Book, page 67. Discuss the picture in the Student's Book.

**Step 1 :** Ask students to talk about important people they know in their areas or even beyond.

**Step 2 :** Let students observe the picture and say what is happening.

**Activity :** Ask students to work with a partner to discuss what they see in the picture.

Ask students to answer questions about the picture.

↙ **Exercise 1**

### Expected answers

1. The old man is telling a story.
2. The children are listening attentively so as hear what the old man is saying.
3. If you don't listen to advice from elders you may get into trouble.



4. The elders give advice when they foresee trouble.

## Listening

Student's Book, page 67

**Activity 2:** Dictate the following figures for students to write down in their exercise books.

Five hundred one	(501)	Two hundred eighty eight	(288)
Six hundred nine	(609)	Four hundred fifty six	(456)
Nine hundred five	(905)	One hundred fifty five	(155)
Eight hundred ninety nine	(899)	Three hundred seventy four	(374)
Seventy three	(73)	Seven hundred eleven	(711)
Eight hundred ninety eight	(898)		

**Exercise 2:** Ask students to use the figures to construct sentences such as: 'There are five hundred one sheep at the farm. Encourage students to participate actively by asking them to read their sentences to the class.



### Exercise 3: dictation

Student's Book, page 68

Let students revise numbers 1-1000 in pairs.

Ask students to give each other number dictations by one student reading the numbers as the partner listens. Let students write the numbers in their exercise books.

Go round the class assisting students as they write the numbers correctly.

## Lesson 2

Student's Book, page 68

**Specific objectives:** Students will be able to:

- a) say numbers and pronounce them correctly.    b) read and write numbers correctly.

**Lesson content:** Numbers 1000 – 3000

### Reading and writing numbers

Student's Book, page 68

**Revise numbers 1 - 1000.** Teach numbers 1000 - 3000.

**Step 1:** Say numbers as students listen. Tell students to say the numbers after you with emphasis on correct pronunciation of numbers.

**Step 2:** Dictate numbers and ask students to write down the numbers.

**Step 3:** Dictate sentences with numbers in them.

**Example :** Our country was fighting against the Italians in the year 1935. Students will write the number 1935.

**Activity :** Student's Book, page 68

Let students study and read the numbers in ABC. Go round the class giving assistance especially to slow learners. Help students to pronounce words correctly as they read the numbers.

**Exercise 1 :** Ask students to join ABC and form number words and figures. Let students write the numbers and words in their exercise books.

**Exercise 2**

**Exercise 2 :** Tell students to study the sentences and rewrite the numbers. Guide students as they write the correct sentences in their exercise books.

### Expected answers

1. Ethiopia fought against Italians in nineteen thirty five.
2. My father was born in ninteen seventy seven.
3. This book was written in two thousand ten.
4. There are two thousand six hundred forty seven pages in that text book.
5. The farmers kept three thousand birds.

Student's Book, page 69

**Exercise 3**

Let students write the given numbers in figures.

### Expected answers

1. 1,426    2. 1,735    3. 2,340    4. 2,915    5. 3,281

## Lesson 3

Student's Book, page 69

**Specific objectives:** Students will be able to:

- a. discuss important historical events.
- b. write about important historical events.

**Lesson content:** Historical events

Discuss important historical events in the country and outside. Start with the events that the students are familiar with. Let students mention the event and give the date of the event.

Ask students to form groups of four people to discuss more historical events. As some mention the events, let others give the corresponding dates.

Write events on the chalkboard or chart. Let students match events to dates.

**Activity:** Student's Book, Page 69

Tell students to form pairs and discuss important events that took place in the last 20 years. Let students write the events in their exercise books. Students should show the dates of the events. Ask a few pairs to come to the front and report their findings to the class.

Let students study the given historical events and answer the corresponding questions

**Exercise**

### Expected answers.

1. The victory of Adwa took place in March 1886.
2. The Italian invasion took place from 1935 - 1946.
3. The Imperial rule was overthrown in 1975.
4. Dergue's regime fell in May 1991.

**Lesson 4**

Student's Book, page 70

**Specific objectives:** Students will be able to:

- talk about ordinal numbers.
- change cardinal numbers to ordinal numbers.
- make sentences using ordinal numbers.

**Lesson content:** Ordinal numbers


Student's Book, Page 70

**Grammar highlight :** *Ordinal numbers appear in their order of position from smallest to biggest.*  
*Example: first, second, third, fourth*

Revise ordinal numbers with students.

**Step 1:** Mention cardinal numbers as students give their corresponding ordinal numbers.**Step 2:** Put students in pairs. Let one student mention a cardinal number and the other partner give the ordinal number.      One - first      Five - Fifth**Step 3:** Let students form sentences using ordinal numbers: My name appears ninth in the register.**Activity 1:** Student's Book, Page 70

Let students work in groups of 5-6. Ask students to discuss some important people they know. Let students write down the names of these people and the years when they were born. Students should arrange the birth years in order, starting with the oldest.

Ask students to form correct sentences using the ordinal form of the numbers in  **Exercise 2** brackets. Let students work in pairs to discuss the given sentences

**Expected answers.**

- fourth
- the fifth
- sixth
- twelfth
- seventh
- the eighth

**Lesson 5**

Student's Book, page 70

**Specific objectives:** Students will be able to:

- practice the use of **was, were** by making sentences in the Past Continuous Tense.
- make correct sentences using **ago, before, after**
- write short sentences using the given words.

**Lesson content:** a. using **was, were**      b. using **ago, before, after****Using was, were**

Student's Book, Page 71

**Grammar highlight :** **was** is used after **he** and **it**

He }  
It } was away

**were** is used after **you** and **they**

You }  
They } were away



Introduce the use of was ... /were.....

**Teacher :** What was the old man doing?

**Student :** The old man was telling stories to his grandchildren.

**Teacher :** When was the old man born?

**Student :** The old man was born in 1933.


**Teacher :** What were the students doing?

**Student :** The students were listening to the stories.

Arrange students in groups of 5-6.

Let students, in their groups, practise the structure by asking and answering the questions using ‘was’ and ‘were’.

**Activity 1:** Let students form pairs to read the questions on page 71 and complete the answers.

Let students read the sentences and identify the difference between the use of ‘was’ and ‘were’ in the 5 given sentences.  **Exercise 1**

**Using .....ago..../....before..../.....after.....**

Teach the new structures by using questions through which students will use the structure.

**Example: Teacher :** When were you born?.

**Student :** I was born ten years ago.

**Teacher :** When was this school built?

**Student :** This school was built before we were born.

**Teacher :** When did the chairman arrive?

**Student :** The chairman arrived after the guests.

**Activity 2:** Let students work in pairs to study the sentences, let students participate in this activity by constructing similar sentences.

**Exercise 2:** Student’s Book, page 72


 **Exercise**

Let students study the sentences and answer the questions telling when they were born, when they started school, when their school started.

**Activity 3 :** Let students answer the questions. As students discuss the questions let them describe which action comes first and which comes last.

**Example:** I switch off the light before I go to bed. First action: switching off  
Last action: going to bed.

Ask students to read the given sentences and study the use of ‘before’ and ‘after’  **Exercise 3**

Let students write sentences of their own using the given words. Go round the class assisting individuals to write correct sentences.  **Exercise 4**

## Lesson 6

Student’s Book, page 73

**Specific objectives:** Students will be able to:

- a) discuss past activities.
- b) make sentences in the past simple tense using regular verbs.



- c) write short sentences in the past simple tense.      d) answer questions about Abebe Bikila.  
**Lesson content:** a. The past simple tense      b. The life history of Abebe Bikila

### The past simple tense

Student's Book, page 73

**Activity 1:** Read the story about Abebe Bikila as the students listen. In groups of 3, let the students answer questions about the life of Bikila.

### Story: Abebe Bikila

Abebe Bikila's deeds are well recorded, have gone beyond mere sporting achievements. Bikila's deeds are a legend. His deeds are the symbol of the noble love for Olympics. Sports in Ethiopia has become a popular culture, thanks to Abebe Bikila.

That Bikila would become a sporting legend was destined from the moment he was born. Bikila was born on the very day in the year 1932 when the Olympic marathon was being staged in Los Angeles. The course in Rome seemed to offer pointers to Bikila's ultimate success.

A few days before the race as Bikila toured the course with his coach, they noticed the obelisk of Axum which had been plundered from Ethiopia during the Italian – Abyssinian war, nearly 30 years before.

Abebe Bikila determined that this would be the point where he would make his final effort. This was exactly what Bikila did and went on to become the first Black African to win the Olympic athletics event in a record time of 2hrs 15mins 16secs.

In the next four years, Bikila raced five other marathons, winning four of them. In the year 1964 in Tokyo Abebe Bikila won his second gold medal and set another world record, this time 2hrs 12mins 11secs.

The example of grace in victory set by Abebe Bikila has been followed by his Ethiopian successors and has helped popularize his countrymen among sports fans in Europe and the rest of the world.

*Source: The Big Issue  
November 2006, Issue 1*

### Questions:

1. Why is Abebe Bikila famous?
2. What are the indications that sport in Ethiopia is popular?
3. Would one be right to say Abebe Bikila was destined to be a sportsman since he was born? Give reasons.
4. How old would Abebe Bikila be if he were still alive today?
5. Describe why Abebe Bikila got more determination to win the athletics event in Rome.
6. Compare Abebe Bikila's first record with the second one.

**Activity 2:** Ask students to form pairs and talk about activities which they did in the past. Students will talk about recent activities and those they did some time back. Encourage students to use the past form of the given verbs.

Let students study the exercise and change the verbs in brackets.



### Expected answers

1. answered.      2. clapped      3. lived.      4. mended.      5. worked.

**Lesson 7**

Students' Book, page 74

**Specific objectives:** Students will be able to:

- form sentences in the past simple tense.
- ask and answer questions in the past simple tense.
- discuss past events and answer questions about them.

**Lesson content:** The past simple tense questions.

Revise the past simple with the students. Form sentences in the past simple.

Let students form questions from the sentences. Let students use 'where' 'when' 'why' 'who' 'which' 'how'

**Example: Teacher :** Dergue's regime fell in 1991.**Students :** When did Dergue's regime fall?

**Activity 1:** Ask students to write and answer the questions as instructed. Let students work in pairs to form questions using 'where', 'when', 'why', 'what', 'who', 'which', 'how'. Ask students to relate the questions and answers to what happened in their village or town in the past.

Tell students to write the given questions and answer them trully in their excise books basing on the given example.

 **Exercise 1**

**Activity 2:** Ask students to form groups of three to discuss the life history of an important person in the country. Let students ask and answer questions about the person they have discussed. Encourage students to use the past simple tense as they ask and answer questions.

**Activity 3:** Ask students to talk about some important events that took place in the country. Ask students to mention places and dates. Let students, in pairs, ask and answer questions about the events. Encourage students to ask questions that will require short answers using 'Yes' or 'No'.

Let students read the given questions and provide short answers (Yes /No, -).  
Go round the class attending to the individual needs the students may have.

 **Exercise 2**
**Lesson 8**

Student's Book, page 75

**Grammar highlight :** *A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence. Example: We shall see her after lunch.*

*The commonly used prepositions are; at, by, in, into, of, off, on, over, from, with, after.*

**Specific objectives:** Students will be able to:

- use prepositions in sentences.
- write short sentences using prepositions.

**Lesson content:** Prepositions

Ask the students to use prepositions in sentences.

Let the students practice using the prepositions by asking and answering questions about the position of people and objects. **Example:** Where is the bottle? The bottle is on the table.

**Activity 1:** Let the students look at the pictures and mention the position of the bag, the chair the bell, the flower and the cat.

**Expected answers.**

1. The ball is between the chair and the cupboard / the ball is near the chair.
2. The cat is under the table.
3. The bag is on the sofa and the vase is on the cupboard.
4. The chair is between the ball and the sofa.
5. The flower is in the vase.

Ask students to find the correct prepositions to complete the sentences. Help students to make correct sentences using prepositions. **Exercise 1**

**Expected answers.**

1. In      2. on      3. under      4. in front      5. behind      6. between      7. into      8. over

**Activity 2:** Ask students to form groups to describe the position of the objects in the classroom. Tell them to talk about objects like the blackboard, the calendar, the clock, the table, desks and describe their position.

**Example:** A : Where is the teacher's table?    B : The teacher's table is in front of the class.

Tell students to answer the questions. Help students to use correct prepositions as they answer questions about themselves. **Exercise 2**

**Lesson 9**

Student's Book, page 76

**Specific objectives:** Students will be able to:

- a) use words of frequency correctly in sentences.
- b) discuss activities they do always, sometimes, rarely.
- c) write short sentences using words of frequency.

**Lesson content:** Words of frequency

**Step 1 :** Revise prepositions with the students.

**Step 2 :** Teach words of frequency (always, everyday, often, rarely, sometimes, ...)

Ask students to explain how often they / their friends / other people do different activities.

**Example: Teacher :** How often do you come to school?    **Student :** I come to school everyday.

**Teacher :** What does your uncle sometimes do?    **Student :** My uncle sometimes drives me to school.

**Step 3 :** Ask students to form groups of four to five people and discuss more words of frequency. Tell students to ask and answer more questions using the words.

**Activity:** Tell students to work in pairs and ask and answer questions about what they commonly do. Encourage students to use words of frequency as they ask and answer questions. Walk round the class assisting students to use words of frequency correctly.

Let students read the table about Yodit and answer the questions. Explain to the students that they will practice words of frequency as they answer questions about Yodit.

 Exercise

### Expected answers.

1. She always listens to the radio.
2. She goes to school everyday.
3. She rarely misses class.
4. She sometimes plays tennis.
5. She often watches television.

## **B** Reading

### Lesson 10

Student's Book, page 77-78

**Specific objectives:** Students will be able to:

- a) discuss past events.    b) read the texts.    c) answer oral and written questions about the texts.

**Lesson content:** a. pre-reading    b. Answering comprehension questions

#### Pre-reading activity

In groups, ask students to discuss the pre-reading questions.

Allow students to ask and answer questions and freely express their opinions.

Reading the texts.

 Exercise 1

**Step 1:** Ask students to read the texts. Explain to the students that they are expected to find information as they read. Tell students to take note of the difficult words they come across.

**Step 2:** Discuss difficult words with the students. Explain the difficult words and ask students to use them in their own sentences to ensure that they know the meaning.

**Step 3:** Ask students to discuss the difference between the two texts. Let students tell you how they can compare their experiences with those described in the two texts.

**Step 4:** Let students answer the comprehension questions. Go round the class assisting individuals as they write answers in their exercise books.


#### Expected Answers (Comprehension I)

1. Dr. Abebe Dawit was born in 1941.
2. There were ten people in Dr. Abebe's family.
3. Dr. Abebe was seven years old when he started school.
4. Dr. Abebe worked in Black Lion Hospital for ten years.
5. All people in Dr. Abebe's family are educated and employed.

#### Expected Answers (Comprehension II)

1. The main work of Nasser's parents was keeping cattle.
2. The Cattle Keepers' Association provided drugs and advice to the members.
3. Nasser's parents had over one hundred heads of cattle.
4. Nasser's father taught him to look after cattle.
5. Nasser shouted for help when the tiger grabbed a calf.
6. Nasser is a well to do person with two hundred heads of cattle.



Matching words with their meaning. Ask students to read the passage again.  **Exercise 2**  
As they read the passage let students take special note of the bold words. Assist students to infer the meaning of each of the words as they are used in the passage.

**Expected Answers**

- |              |   |           |    |          |   |            |
|--------------|---|-----------|----|----------|---|------------|
| 1. schooling | - | learning  | 2. | blessed  | - | gave       |
| 3. educated  | - | taught    | 4. | raised   | - | brought up |
| 5. head      | - | leader    | 6. | graze    | - | feed       |
| 7. grabbed   | - | took away | 8. | grown up | - | old        |


**Lesson 11**

Student's Book, page 79

**Specific objectives:** Students will be able to:

- a) write sentences dictated by the teacher. b) spell words correctly. c) complete a short dialogue

**Lesson content:** a) dictation b) spelling c) short dialogue

Dictation. Explain to the students that you will dictate 10 sentences. Tell students  **Exercise 1** that they must listen carefully in order to write the correct sentences.


**Step 1:** Read the sentences as students listen. Let students write the sentences as you dictate them.

**Step 2:** Write the sentences on the chalk board and ask students to compare their sentences with the sentences on the chalk board.

**Step 3:** Ask students to correct mistakes they may have made especially in the spelling of words.

**Sentences for dictation**

- |  |  |
|--|--|
| 1. Winnie was born in 2000.                    | 2. We visited our uncle two years ago.               |
| 3. The old man lived a lonely life.            | 4. My aunt worked hard to pay fees for her children. |
| 5. He left school in 1995.                     |  |
| 6. We listened carefully as he explained.      | 7. In which year was this school built?              |
| 8. She reported to work on the ninth of April. | 9. We were in the house when it started raining.     |
| 10. What do you expect to do after school?     |  |

Spelling: Let students read the jumbled letters. Explain to the students that they will form words from the jumbled letters. Let students write the words in their exercise books.  **Exercise 2**

**Expected Answers**

- |            |           |             |           |
|------------|-----------|-------------|-----------|
| 1. past    | 2. third  | 3. ninth    | 4. month  |
| 5. hundred | 6. eighty | 7. thousand | 8. weeded |

Ask students to complete the short dialogue as instructed in the student's book. Guide students as they complete the dialogue in their exercise books.  **Exercise 3**



## C Writing

### Lesson 12

Student's Book, Page 79-80

**Specific objectives:** Students will be able to:

- |  |                                       |
|--|---------------------------------------|
| a) discuss how they spend their free time. | b) discuss the composition in groups. |
| c) write the guided composition.           | d) write free compositions.           |

**Lesson content:** a. guided composition      b. free writing

**Guided composition** Student's Book, Page 79.

Ask students to find the correct word or phrase to fill the spaces.

**Step 1 :** Ask students to discuss how they spend their time.

**Step 2 :** Let students discuss the main ideas in the composition in groups.

**Step 3 :** Encourage students to ask questions in case they need clarification.

**Step 4 :** Let the students write the composition in their exercise books.

#### Expected words in their order

- |                |          |            |            |
|----------------|----------|------------|------------|
| 1. hardworking | 2. books | 3. uniform | 4. bathing |
| 5. watches     | 6. work  | 7. sell    | 8. money   |

#### Free writing

#### Exercise

Ask students to write a composition to describe how they spent their time when they were in Grade 4. Let students write the composition in their exercise books.

### Lesson 13

Student's Book, Page 80

**Specific objectives:** Students will be able to:

a) discuss revision questions.
b) ask and answer oral questions.
c) write answers to the revision questions.

**Lesson content:** Revision Exercise

Ask students to do the revision activities.

**Step 1 :** Let students discuss the questions in groups.

**Step 2 :** Tell students to write answers to the questions in their exercise books.

**Step 3 :** Go round the class assisting individuals.      **Step 4 :** Mark the students' work.

#### Expected Answers

- A. 1. on    2. from    3. for    B 1. wedded    2. oldest    3. younger    4. collected    5. third

- C. 1. She visited our country in two thousand.      2. We went to the airport two weeks ago.  
 3. They keep their money in the bank.              4. When did the new teacher report for work?.
- D. Numbers 1 - 8 accept correct sentences that make sense.

## Assessment

**Reading and discussing:** Let students form groups of four people to read and discuss the questions.

**Writing:** Ask students to write the answers in their exercise books.

**Use the correct form of the word given in the brackets.**

1. The old man ..... his will in an envelope. (seal)      2. We ..... a lot last year. (travel)  
 3. The prisoner ..... from jail. (escape)                      4. He ..... at the Airport at noon. (arrive)  
 5. Long ago, people ..... in caves. (live)

**Re-arrange these words to form correct sentences.**

6. buried They him cementry at the.      7. I the joined at army age an early.

**Give a single word for the underlined words.**

8. He lived for a period of one hundred years.  
 9. The child whose parents died performed well in his academics last year.  
 10. The brother of our father wedded last week.

**Give correct answers**

1. When is your birthday?                                      2. When did school open this term?  
 3. When did this school start?                                4. In which year did your school hold a big event?  
 5. What took place on that day?                            6. Whom do you remember for being good to you?  
 7. What did that person do for you?                      8. Why did he/she do that for you?  
 9. Write down daily activities at school.  
 10. What did you do to the person who disappointed you recently?  
 Explain what that person did.



## Back ground information

A jungle is a place where wild animals live. Wild animals play an important role in boosting a country's economy especially when tourists come to see the wild game in the national parks. Tourists bring in foreign currency whenever they come to visit our country.

In order to enable students understand the importance of jungles, the teacher needs to organise a study trip or study tour to a game park of their choice for students to experience the real life in the jungle.

The unit aims at helping students acquire the vocabulary related to the jungle. The aim is to help students talk about the past using regular and irregular verbs.

**General objective :** Students will be able to discuss their own experiences using regular and irregular verbs.

**Specific objectives:** Students will be able to:

- identify regular verbs from irregular verbs.
- construct correct sentences in the past using regular and irregular verbs.
- ask and answer questions in the past using irregular verbs.
- read and write short questions and sentences in the past.
- read short texts and answer comprehension questions.
- write guided compositions.

**Resources:** pictures, charts, chalkboard illustrations, newspaper /magazine cut - outs, real objects.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 81

**Specific objectives:** Students will be able to:

- |  |                                     |
|--|-------------------------------------|
| a) discuss wild animals.               | b) observe and discuss the picture. |
| c) answer questions about the picture. | d) draw pictures of animals.        |

**Lesson content:** Speaking and answering questions

**Activity 1:** Let students work in groups of four to discuss the questions. After the work in groups the students should present their work to the rest of the class.

#### Activity 2: Picture study

Ask students to form groups to discuss the picture in the Student's Book.

**Step 1:** Ask students to discuss the wild animals they know.

**Step 2:** Let students observe the picture and discuss the animals and vegetation.

**Step 3:** Let students be in groups and discuss the picture and answer the questions.

Ask students to answer the questions about the picture.



**Expected answers**

1. The animals in the picture include the following: kobs, a giraffe, a zebra, a buffalo and an elephant.
2. One may find such animals in the national park.
3. The animals feed on the vegetation.
4. Ethiopia gets foreign income when tourists come to see the wild animals.

**Lesson 2**

Student's Book, page 82

**Specific objectives :** Students will be able to:

- a. answer questions about a short passage.
- b. describe animals which live in the jungle.

**Lesson content:** Listening

**Activity:** Tell students to work in pairs to describe different animals that live in the jungle.  
Ask students to talk about the dangers they may face if they go to the jungle.

Read the passage '**Not all that glitters is gold**' to the students.  
Ask students to write answers to the questions about the passage.

**Exercise**

**Not all that glitters is gold**

Once upon a time, Hussein one of the village boys, went hunting in the forest. He met a large beast on the way. The beast chased him, but failed to catch Hussein. I will get you one day. I'll disguise myself as something beautiful", the beast swore.

Later that day, as Hussein was wandering through the market, he saw a beautiful stick, and wanted to buy it. As he reached into his pocket to get some money, he remembered the beast's warning, he quickly abandoned the idea and went on his way. As he approached the village, he saw a beautiful white goat. It was so beautiful that Hussein wanted to take it home with him. He however dropped the idea since he was terrified of the beast's threats.

As time went by Hussein managed to stay away from the beast's traps. However one afternoon, as he was walking back home, he saw a beautiful young girl. The girl's face glowed and he immediately fell in love with her. He was blinded by the girl's beauty and he forgot about the beast's warning.

Hussein took the girl to his home and introduced her to his relatives. Hussein's relatives were excited to meet the girl but they also reminded Hussein of the beast's warning. Hussein ignored them.

Later that evening after dinner, the girl changed into a beast and attacked Hussein. Hussein made an alarm and woke up the neighbourhood. Everybody came rushing to help Hussein. The neighbours and relatives killed the beast. From that day on, Hussein was reminded that **Not all that glitters is gold.**

**Expected answers**

1. Hussein went to the forest to hunt.
2. Hussein met a big beast.
3. The beast promised to disguise itself.
4. Hussein remembered the beast's warning.
5. The beautiful white goat was in a neighbouring village.

6. Hussein was blinded by the girl's beauty.  
 7. The beautiful girl changed into a beast. 8. Hussein learnt that not all that glitters is gold.

### Lesson 3

Student's Book, page 82

**Specific objectives :** Students will be able to:

- a) talk about past events using regular verbs.      b) identify and discuss regular verbs.  
 c) ask and answer questions in the simple past tense.  
 d) write about people using the past simple tense.

**Lesson content:** The past simple tense (revision)

Revise the past simple tense with students by asking them to talk about things that happened in the past. Encourage students to describe events that they themselves experienced. Example, *I visited the airport last month. A thief broke into our house last night.*

Let students ask and answer questions using the past simple tense.

**Activity 1:** Ask students to use the past form of the given words to write about what they did last week. Guide students as they write about last week's activities, walk round the class giving assistance especially to the slow learners.

Tell students to read about Bekelu and complete the short paragraph with the correct form of the events.

 **Exercise 1**

**Activity 2:** Organise students in groups of four. Ask students to work in groups to identify 10 regular verbs and change the verbs to the past simple tense. Students will ask and answer questions in the past simple tense using the verbs.

Let students make sentences in the present simple tense. Ask students to change the sentences to the past simple tense.

 **Exercise 2**

### Lesson 4

**The past simple tense. (Irregular verbs)**

Student's Book, page 83

**Specific objectives :** Students will be able to:


- a) talk about past events using irregular verbs.      b) identify and discuss irregular verbs.  
 c) form sentences in the past simple tense using irregular verbs.

**Lesson content:** The past simple tense (irregular verbs)

Remind students that they learnt about the use of regular verbs in lesson 3. Ask students to make sentences in the past simple tense using regular verbs. You can now revise irregular verbs with students. Ask students to talk about past events. Encourage students to use irregular verbs as they talk about past events. Example: *A visitor came to our school yesterday.* Ask students to identify the irregular verbs in each of the sentences they make.

**Activity 1:** Students' Book, Page 83.

Ask students to read about Bekelu and compare the underlined verbs with the verbs you taught in lesson 3. Students are expected to point out the difference between the regular verbs in lesson 3 and the irregular verbs in the short story about Bekelu.

Tell students to match the given words with their past form in the paragraph about Bekelu.  **Exercise 1**

**Activity 2:** Discuss with students how regular and irregular verbs change to the past. Get students to describe their difference. (Regular verbs add 'ed' to change to the past form. Irregular verbs follow no specific rule to change to the past.)

**Activity 3:** Let students get in pairs. Let one student start a sentence in the past simple for the partner to complete. Tell students to start and end sentences in the past simple tense using irregular verbs.

Example A: The policeman caught the thief.....

B: ..... and took him to the police station.

Ask students to change the verbs in the brackets to form correct sentences.  **Exercise 2**

**Expected answers:**

1. hid      2. heard      3. flew      4. blew      5. bit

Ask students to write 5 sentences about their first day in school. Guide students as they describe different experiences.  **Exercise 3**

**Lesson 5**

Student's Book, page 84

**Specific objectives :** Students will be able to:

- use the structure in asking and answering questions.
- write short questions and answers using the structure.

**Lesson content:** : Using What did...? Did he...? Yes he did/ No he didn't

Form sentences in the past simple tense.

Guide the students as they form questions and answers from your sentences.

**Example: Teacher:** He drank the milk from the pot.

**Student:** What did he do?

**Teacher:** Did he drink the milk from the pot?

**Student:** Yes, he did.

**Teacher:** Did he spill the milk?

**Student:** No, he didn't.

**Activity :** Ask students to work in pairs to discuss the sentences and form correct questions about the sentences. Let students answer the given questions. Inform students that they must answer the questions using 'Yes, he did' or No, he didn't'



## Lesson 6

Student's Book, page 85

**Specific objectives :** Students will be able to:

- ask and answer Yes / No questions.
- read and discuss short passages.
- answer questions about the passages.


**Lesson content:** a) Reading                      b) Yes/No questions


**Step 1:** You will start this lesson by revising yes/no questions students learnt about in Lesson 5. Ask students to ask questions which they can answer using Yes ..., did' and No..., didn't.

Example A: Did you attend school yesterday? B: Yes, I did.

A: Did the teacher give us a test yesterday? B: No, he didn't.

**Activity:** Ask students to work in pairs to read about the animals. As one student reads the story, the partner should listen and answer questions. Students will change roles to read, and answer questions.

Students will read about the antelope and the lion. Before they read the stories let students talk about some wild animals they know: how they look like, where they live, how they feed, their use, their danger.  **Exercise 1**

Student's Book, page 86. Ask students to select one animal they like. Let students describe the animal, and the way it spends the day in the jungle, how it feeds and what it does  **Exercise 2**

## Lesson 7

Student's Book, page 86

**Specific objectives :** Students will be able to:

- say and act out the dialogue.
- answer questions about the dialogue.
- identify regular and irregular verbs in the dialogue.

**Lesson content:** a) Oral practice                      b) Revision on regular and irregular verbs

**Activity:** Ask students to read and practise the dialogue in pairs.

**Step 1:** Introduce the dialogue by asking the students a few questions about tourism.

**Step 2:** Read the dialogue two or three times as the students listen.

**Step 3:** Let the students repeat each line of the dialogue after you.

**Step 4:** Organise the students to practice the dialogue in pairs as they face each other.

**Step 5:** Pick two or three pairs to come to the front and act out the dialogue.

### Answering questions

Let the students read the dialogue silently.

Ask the students to discuss the questions about the dialogue in groups.

Let the students write the answers in their exercise books.  **Exercise 1**

**Expected answers:**

- The tourists wanted to see the Blue Nile Falls.





2. Bogale met his friend at Beshofitu.
3. The tourists came for a holiday.
4. They visited Awash National Park and Lake Tana.
5. The government gets foreign currency from tourism.

Ask students to read the dialogue again and list regular and irregular verbs used in the text.

**Exercise 2**

Regular verbs: ask, show, return, visit, earn.

Irregular verbs: know, come, say, pay.

## **B** Reading

### **Lesson 8**

Student's Book, page 87

**Specific objectives :** Students will be able to:

- a) rearrange words into logical order.
- b) discuss safety messages.
- c) write safety messages.

**Lesson content:** a) Letter from a tourist.

b) Safety messages.

#### **Jumbled words.**

Student's Book, page 87

You will start the lesson by asking students to form sentences in the past using the regular and irregular verbs they listed in lesson 7.

**Activity 1:** Put students into groups of four people and ask them to discuss the letter.

Let the students re-arrange the words in logical order to write a letter from a tourist. Let the students write the letter in their exercise books.

**Exercise 1**

**Activity 2:** Student's Book, page 88

Let students work in pairs to study and discuss safety messages. Let the students write the do's and don'ts for the national park basing on the safety messages

Let students design safety messages about using medicine kept at home. Ask the students to write safety messages in their exercise books. Monitor students and assist them to write appropriate safety messages.

**Exercise 2**

### **Lesson 9**

Student's Book, page 88

**Specific objectives :** Students will be able to:

- a) discuss tourism.
- b) read the passage.
- c) answer oral and written questions about the passage.
- d) match words to their meanings.

**Lesson content:** Reading comprehension.



Introduce the lesson by asking students to talk about safety messages they discussed and designed in lesson 8.

**Activity:** Ask students to get in groups and discuss the pre-reading questions. Walk round the class assisting students to give correct answers to the questions. Encourage students to give as many answers as possible.

- Step 1:** Tell students to read the story silently. Ask students to take note of any difficult words as they read.  
**Step 2:** Allow students to ask about the difficult words. Explain the difficult words and encourage students to use the words in sentences to show that they understand the meaning.  
**Step 3:** Ask oral questions about the story and encourage students to answer your questions orally in complete sentences.

Tell students to read the story again and answer the comprehension questions in the Students' Book, Page 89. Monitor the students as you ask them to give correct answers to the questions. **Exercise 1a)**

**Expected answers:**

1. False      2. True      3. True      4. False      5. False

**Exercise 1b)**

**Expected answers:**

1. Animals live in national parks.
2. It has created and kept the wild animals in the national parks.
3. An archeologist digs up sites to discover more about history of people and animals.
4. Trained people take care of the animals in the national parks.
5. ( Accept correct answers)

**Matching words with meanings**

Student's Book, page 89

Ask the students to match words to their meaning.

Let students write the words in their exercise books.

**Exercise 2**

**Expected answers:**

- |                   |   |  |
|-------------------|---|--|
| 1. preserve       | - | keep                                     |
| 2. sites          | - | places                                   |
| 3. foreign income | - | money from outside of the country        |
| 4. research       | - | make a study                             |
| 5. archeologists  | - | those who study about things of the past |
| 6. wildlife       | - | wild animals                             |

**C Writing**

**Lesson 10**

Student's Book, page 90

**Specific objectives :** Students will be able to:

- a) write sentences dictated by the teacher.
- b) write sentences and dictate them to each other.
- c) discuss and compare sentences.



**Lesson content:** Dictation.

**Activity 1:** Let the students dictate sentences to each other.

**Step 1:** Let the students individually write sentences about animals.

**Step 2:** Ask the students to dictate the sentences to each other.

**Step 3:** Ask the students to discuss and compare their sentences.

### Teacher's dictation

Dictate 10 sentences to the students

**Step 1:** Read out the exercise twice while the students are listening.

**Step 2:** Guide the students to write the exercise, sentence by sentence.

**Step 3:** Write the correct sentences on the chalkboard.

**Step 4:** Let the students correct their own reproduced exercise in their exercise books.

Exercise

### Sentences:

1. The antelope saw the lion and run away.
2. The hunters hid in the jungle.
3. They lost their way in the forest.
4. He drew pictures of wild animals.
5. The Hare won the race.
6. She saw animals in the game park.
7. We get foreign income from tourists.
8. Did the cat drink the milk?
9. Do not go near wild animals.
10. We heard interesting stories from grandmother.

**Activity 2:** Form groups of four to five students. Let the students discuss an animal that lives in their community. Students should point out special characteristics of the animal they have chosen.

## Lesson 11

Student's Book, page 90

**Specific objectives :** Students will be able to:

- a) write a guided composition.
- b) write letters to friends.

**Lesson content:** a) guided composition      b) writing letters

### Activity: Guided composition

Ask the students to fill the spaces to write the composition.

**Step 1:** Revise the work done by mentioning some of the vocabulary that students have learned.

**Step 2:** Let the students study the composition and discuss the main ideas.

**Step 3:** Allow the students to ask questions in case they need clarification.

**Step 4:** Let the students write the composition in their exercise books.

Activity

**Exercise 1:** Ask the students to imagine they are visitors to Ethiopia from England. Let the students write letters to their friends describing their experiences. Let the students write the letters in their exercise books.

Exercise

**Exercise 2:** Ask students to write letters to each other describing their villages.



## Lesson 12

Student's Book, page 91

**Specific objectives :** Students will be able to:

- a) discuss messages about **safety on the road**.      b) write safety messages.

**Lesson content:** Safety messages.

**Activity:** Arrange your class in groups of 5 – 6 students.

Ask the students to discuss messages about **safety on the road**.

Let students write the safety messages in their exercise books. Let students in groups produce posters and post them in the class.

**Exercise**

## Lesson 13

Student's Book, page 91

**Specific objectives :** Students will be able to:

- a) ask and answer questions.      b) write answers to questions.

**Lesson content:** Revision Exercise.

Ask the students to do the revision exercise.

**Step 1:** Let the students discuss the questions in groups.

**Step 2:** Tell the students to write the answers in their exercise books.

**Step 3:** Go round the class assisting individuals.

**Step 4:** Mark the students' work.

**Expected answers:**

1. What did the Antelope do?      2. Which animal drank all the water?
3. What did the giraffe eat?      4. Did the children listen carefully to the story?
5. Did she hurt the animal?

B 1-5

Students will complete the sentences differently. Accept logical endings.

C and D Accept logical sentences and questions.

## Assessment

**Reading and discussing:** Organise students in groups of four or five to read and discuss the activities.

**Writing:** Let students write the answers in their exercise books.

**A.** Use the correct words to complete the sentences and questions.

1. She \_\_\_ support to her daughter until she finished university.
2. We \_\_\_ her party because she invited us.
3. \_\_\_ she complete the work in time?

4. \_\_\_\_ did the children have for supper?

5. Did Barena drive the car? No, \_\_\_\_.

**B. Re- write the sentences as instructed in the brackets.**

6. Do not burn the bush. (use must)

7. Animals attract tourists. (use attractive).

**C. Change the sentences to questions.**

8. She got a reward because she worked hard.

9. He banked the money on Thursday.

10. He kept the books in the library.

**D. Write a short paragraph about what you did yesterday.**

**E.**

1. Write the verbs that end with – ed when you use the past simple: eg work-worked

2. Write ten verbs that do not change their spellings when they are in the past Simple. e.g cut – cut

3. Suggest words whose spelling changes when you use them in the past tense.

Example; break – broke.

4. Match the living things with the sounds they make.

A	dog Pig horse lion snake sheep	roars purrs hisses growls neighs grunts
	hyena cat	bleats barks

5. Write down one act you must not do when you use the item.

- a. Knife
- b. Flat iron
- c. Stove
- d. Glass
- e. Needle

6. Write what you must do when you go there.

- a. busy road
- b. swimming pool
- c. river
- d. market
- e. toilet
- f. library
- g. hospital



### Background information

Cleanliness is next to godliness. This is a virtue all citizens should develop towards their country.

At the school level, the teachers need to come up with clubs like the “wild life club” to cater for the cleanliness of the school environment. The students should be guided to develop a sense of belonging and responsibility as far as the beauty of their school is concerned. You should also encourage your students to come up with their own ideas to make recommendation for improving their school.

**General Objective :** Students will be able to describe their school and its physical surroundings.

**Specific objectives :** Students will be able to:

- a. make a detailed description of their school.
- b. name school buildings and activities that take place there.
- c. label school buildings on a map.
- d. use adjectives appropriately in describing things and people.
- e. read and act dialogues.
- f. read short texts and answer comprehension questions.
- g. write guided compositions.

**Resources :**

- ◆ Pictures, chalkboard illustrations, news paper / magazine cuttings, charts.

### Listening and speaking

#### Lesson 1

Student's Book, pages 95 - 96

**Specific objectives:** Students will be able to:

- a. describe their school.
- b. observe and discuss the picture.
- c. answer questions about a short passage.
- d. dictate and write short sentences.

**Lesson content:** a. listening b. dictation

#### Activity 1: Picture study

Student's Book, page 95

Discuss the picture with students.

**Step 1:** Ask students to describe their school. Let students talk about the compound, play ground, buildings, students, teachers, non teaching staff. Encourage students to talk about both strong and weak areas of the school.

**Step 2:** Let students observe the picture and say what is happening.

**Step 3:** Let students form groups and discuss the picture.

Ask students to answer the questions about the picture.

 Exercise 1

**Expected answers**

1. It is a school.
2. We must keep the compound clean to be free from germs and keep healthy. (Accept other logical answers)
3. I pick rubbish, cut long grass, paint buildings. (Accept other logical answers)
4. Students will mention the various common diseases (Example: malaria, diarrhoea, dysentery, polio, measles,...)

**Activity 2: Listening**

1. Tell students to mention school physical structures i.e classrooms, kitchen, canteen, store, library
2. Let students form groups of three to draw the school map and fit in the physical structures.
3. Ask each student to imagine and draw a school map of their choice. Dictate what must be included.

main hall	gate
classrooms	play ground
offices	toilets
school flag pole	teachers' houses.
kitchen	
stores	

**Exercise: (dictation)**

Ask students to form pairs and dictate to each other 5 sentences about their school. Let students write the sentences in their exercise books.

Ask students to compare their sentences.

**Lesson 2**

Student's Book, page 96 - 97

**Grammar highlight**

An adjective is a word used to describe a noun or a pronoun.

Example: a nice house.                      a beautiful lady.

**Specific objectives:** Students will be able to:

- a) say and pronounce adjectives correctly.
- b) use adjectives correctly in describing people and objects.

**Lesson content:** Adjectives

**Teach the adjectives.**

beautiful, clean, dirty, fast, nice, old, quick, short, slow, tall (You may add more adjectives).

**Step 1** : Read the words as students listen.

**Step 2** : Read the words again and let students repeat after you word by word. Ensure correct pronunciation of words.



**Step 3** : Teach the meaning of each word using pictures or real objects.

**Step 4** : Ask students to make oral sentences using each of the words. Correct students when they make wrong sentences.

**Activity 1:** Ask students to form groups and describe people they know. Encourage students to use adjectives of their own choice as they describe people.

Student's Book, page 96. Let students read the words in Box 1 and match them with the nouns in Box 2.

**Exercise 1**



**Activity 2:** Tell students to work in pairs and describe to each other any animal they know. Students may use the nouns suggested in the Student's Book, page 96.

**Exercise 2:** Let students read the sentences and find the adjectives.

**Exercise**



**Exercise 3:** Tell students to write the sentences in exercise 2 and underline the adjectives. Ask students to use each of the underlined adjectives in sentences of their own.

### Lesson 3

Student's Book, page 97

**Specific objectives:** Students will be able to:

- discuss daily activities.
- ask and answer questions in the present simple tense.
- write simple sentences in the present simple tense.

**Lesson content:**

- using the present simple tense in sentences
- asking and answering questions
- writing

**Step 1:** Introduce the lesson by asking students to describe people or animals they know. They may use adjectives they learnt about in lesson two.

**Step 2:** Revise the present simple tense with the students.

Give questions which students can answer in the present simple tense.

**Teacher:** When do you sweep the classroom? **Student:** We sweep the classroom every evening.

**Step 3:** Arrange students in groups of 5-6 and ask them to ask and answer questions in the present simple tense. Encourage students to ask and answer questions related to their school. Monitor students and help them to give correct questions and answers.

**Activity 1:** Ask students to work in pairs to discuss the questions. Tell students that they should give true answers and share accurate information.





- a) Let students read the text and use the given verbs to complete it. Go around the class assisting students to complete the text. **Exercise 1**

**Expected answers** (words in their order)

...is...lives...works...takes...has... loves... come...

- b) Students read what Boren says about herself and complete the text with the given verbs.

**Expected answers**

...am...live...work...have...love

## Lesson 4

Student's Book, Page 98

**Specific objectives:** Students will be able to:

- describe the school map.
- answer questions about the school map.
- draw and describe pictures of the school campus.

**Lesson content:** Descriptive words

**Activity 1:** Let students form groups. Ask students to study and discuss the school map in the Student's Book. Let students answer questions about the school map.

**Exercise 1:** Tell students to answer the questions about the school map. Students write the answers in their exercise books. **Exercise 1**

**Expected answers**

- The library is in the south of the flag post.
- The Director's house lies to the West of the teachers' houses.
- The canteen is in the North of the Director's house.
- The Director's office is in the North of the staff room.
- The wind vane is found in the North-west of the library.
- The canteen is farther from the field than the staff room.

Ask students to draw pictures of their school compound. Let students describe the location of their school in terms of what one can see if one came to tour the school. **Exercise 2**



## Lesson 5

Student's Book, Page 99

**Specific objectives:** Students will be able to:

- a) describe their school
- b) read and act the dialogue.
- c) play the role of **guide** and **visitor**.

**Lesson content:** Using : My school has ..... How many ...?  
There are / is ... Is there...?

Organise the students in groups. Ask students to describe their school by asking and answering questions using the pattern.

**Activity 1:** Ask students to form pairs to study and practise the dialogue.

**Exercise:** Let students describe what they can see in their classroom

**Activity 2:** Ask students to get in pairs. Let one of the two act as a guide and the other a visitor to the school. Let the **guide** describe the school and the **visitor** ask questions. Encourage the students to practise the pattern as they describe and ask questions.

Let students look carefully at their classroom and describe what they can see.

**Exercise**

## Lesson 6

Student's Book, pages 100 - 101.

**Specific objectives:** Students will be able to:

- a) discuss what they expect to do in the future.
- b) ask and answer questions about future plans using **going to**.
- c) write short questions and answers.

**Lesson content:** Future plans ... going to ...

Teach the use of **going to**.

**Step 1:** Revise the future simple tense with the students. Ask the students to discuss what they expect to do in the future.

**Activity:** Let students give a list of activities they are planning to do next week. Go around the class assisting students to make correct sentences using ...going to

**Exercise 1:** Let students study Hadas' work plan for next week. Students will ask and answer questions about Hadas.

**Exercise**

**Exercise 2:** Ask the students to study and answer the questions. Encourage students to give true answers as they talk about their future plans.

## Lesson 7

Student's Book, page 101.

When we want to advise people politely, we use social expressions to show that we care about them. 'Why don't you ...?/You should .../ Let's ...' are some of the social expressions we may use.

**Specific objectives:** Students will be able to:

- practise the structure by asking and answering questions.
- discuss and give ideas for improving the school.
- match the beginning and end of sentences.

**Lesson content:**

- Why don't you .....? You should ..... Let's .....
- The ..... is / are ....., so .....

**Step 1: Teacher:** What are you going to do? **Students:** We are going to pick rubbish.

**Teacher:** Why don't you paint the library? **Students:** You should paint the library.

**Students:** Let's paint the library.

**Step 2:** Arrange the students in groups of 5-6. Ask the students in their groups to practise the structure. Guide the students as they ask questions and make sentences using the structures.

**Activity 1:** Ask students to form groups and discuss the questions and sentences.

Students will form questions and sentences using the verbs in brackets. Encourage students to write correct questions and answers in their exercise books.

**Exercise**

### Expected answers

- Why don't you buy a school van?
  - You should buy a school van.
  - Let's buy a school van.
- Why don't you put up a fence around the school?
  - You should put up a fence around the school.
  - Let's put up a fence around the school.
- Why don't you get a school nurse?
  - You should get a school nurse.
  - Let's get a school nurse.
- Why don't you build a new dormitory?
  - You should build a new dormitory.
  - Let's build a new dormitory.
- Why don't you ask for assistance from the director?
  - You should ask for assistance from the director.
  - Let's ask for assistance from the director.

**The .....is / are ....., ..... so .....**

**So** is a word used to connect two clauses. It may be used to explain why some activity is going to take place.

Teach the structure.

**Step 1:Teacher:** The walls are dirty, what are we going to do?

**Students:** We are going to paint them.

The walls are dirty, so we are going to paint them.

**Step 2:** Arrange the students in groups of three. Ask the students to practise the structure in groups based on the example above.

**Activity 2:**

Students's Book, Page 102

Ask students to form pairs and practice the structure.

Let one student begin a sentence for the partner to complete.

**Student:** The van is old \_\_\_\_ **Partner:** so we are going to buy a new one.

**Exercise**

**Exercise 2:** Ask students to form correct sentences from the table. Example: The walls are dirty, so we are going to paint them.

**Exercise 3:** Ask students to complete the given sentences using 'so'. Students are expected to give different endings, walk round the class assisting individuals to complete sentences correctly.

**B Reading**

**Lesson 8**

Student's Book, page 102

**Specific objectives :** Students will be able to:

- a) list school activities.
- b) describe school activities using 'should'.
- c) describe school surroundings.
- d) make suggestions for the improvement of their school.

**Lesson content:** a) School activities. b) School tour.

**Discuss school activities with students.**

Ask students to use the structure, "You should/ Let's .../ Why don't you..." (taught in lesson 7) as they discuss.

Put students in pairs and ask them to list school activities. Let the students discuss and compare school activities with each other.

**Activity 1:** Walk around the school compound with students.

Let students clean the school as you take them round. Let students be in groups and describe the school surroundings as they go round. As they describe the school, let them discuss the state in which the school is. Let students make suggestions for the improvement of their school. At the end of the tour, let students make group presentations of their findings and suggestions. You may compile the findings and suggestions and take them to the headteacher for consideration.

**Activity 2:** Ask the students to form pairs to study and discuss the school activities on page 102-103. Let the students discuss the importance of participating in school activities.

**Exercise**

Ask the students to make sentences about the school activities using "you should" (Student's Book, page 103) Let students write the sentences in their exercise books.

**Lesson 9**

Student's Book, page 103

**Specific objectives:** Students will be able to:

- a) describe their school. b) recite and act the dialogue. c) answer questions about the dialogue.

**Lesson content:** Reading and speaking

**Activity 1:** Ask students to form pairs and talk about the common problems in their school. Let students suggest what they can do to make the school more beautiful.

**Activity 2:** Ask students to read and act the dialogue in pairs.

**Step 1 :** Introduce the dialogue by asking students to describe school activities and the importance of participating in school activities.

**Step 2 :** Say the dialogue two or three times as students listen.

**Step 3 :** Discuss with students, the director's plans to improve the school.

**Step 4 :** Encourage the students to repeat each line of the dialogue after you.

**Step 5 :** Organise the students to practise the dialogue in pairs.

**Step 6 :** Let the students who are ready come to the front and act the dialogue.

Let students read the dialogue silently and answer questions about the dialogue.

**Exercise**

**Lesson 10**

Student's Book, Page 104.

**Specific objectives:** Students will be able to:

- a) Read the text silently. b) Answer oral and written questions. c) Match words with their meaning.

**Lesson content:** Reading comprehension

Ask students to form small groups and discuss the status of their school and suggest how it can be improved in future.

**Reading and answering questions.**

**Exercise 1**

**Step 1:** Let the students read the text silently.

**Step 2:** Discuss difficult words with the students.

**Step 3:** Ask oral questions and encourage students to answer your questions in full sentences.

**Step 4:** Let the students read the text again.

**Step 5:** Ask the students to write answers to the questions.

Let the students write the answers in their exercise books.

**Expected answers**

1. When parents meet they plan for the improvement of the school.
2. Plans should be made to improve the school so as to raise the school standards; to make the school more beautiful (accept logical answers from students).

3. The director is planning to do the following:
  - a. paint the walls
  - b. buy extra books
  - c. prepare lunch for the students
  - d. give remedial lessons
  - e. open up poultry farms.
4. The school standard may drop when:
  - a. the director does not make development plans.
  - b. the teachers do not perform to their expectation.
  - c. students do not carry out school activities as expected.
  - d. parents do not get involved in school planning. (Accept other logical answers).
5. A poultry farm may generate funds for the development of the school.

### Matching words with their meaning

### Exercise

Student's Book, Page 105

Ask students to match words with their meanings.

Let students write the words in their exercise books.

### Expected answers:

1. present – give
2. empty stomach – hungry
3. performance – work
4. remedial – helping
5. boost – increase.

### C Writing

## Lesson 11

Students' Book, page 105

**Specific objectives:** Students will be able to:

- a) discuss the composition.
- b) write a guided composition.
- c) write a short paragraph about the school.

**Lesson content:** a) guided composition    b) free writing

### Activity: Guided composition

Student's Book, Page 105

**Step 1:** Ask students to discuss what they do to make their school beautiful.

**Step 2:** Let students form groups and discuss the main ideas in the composition.

**Step 3:** Encourage students to ask questions in case they need clarification.

**Step 4:** Let students find the correct words to complete the composition.

### Expected words in their order:

beautiful, cleaning, eight, administration, assembly, less, rubbish, supervise.

Ask students to write a paragraph of 10 sentences to describe their school.

### Exercise

## Lesson 12

Student's Book, Page 106


**Specific objectives:** Students will be able to:

- discuss people and activities in the school.
- match words in tables A and B.
- write a vocabulary network of the school.

**Lesson content:** Vocabulary network

**Activity :** Ask students to form groups to study and discuss the exercise.

Let students group the words in Table B to match with those in Table A and write the words in their exercise books.

Ask students to write sentences using each of the words given in the exercise.  **Exercise**

## Lesson 13

Student's Book, page 106


**Specific objectives:** Students will be able to:

- discuss and write about personal diaries.
- write about their school.
- discuss revision questions.

**Lesson content:** Writing a diary

**Activity 1:** Ask students to form groups to discuss Senait's Diary. Let students suggest the difference between their own plans for the week and Senait's. Tell students to discuss the pictures and corresponding greetings in the Student's Book, page 4.

**Exercise 1:** Tell students to write a personal diary for a month. Ask students to show their plans for the coming week. Encourage students to use 'I am going to...'

**Exercise 2:** Ask students to write a paragraph suggesting what they would do to make their school more beautiful.  **Exercise**

Ask students to form groups to study and discuss Senait's Diary on Page 106.  
Let students write personal diaries showing their plans for next week.

## Assessment

**Reading and discussing:** Ask students to form groups of four or five to read and discuss the questions.

**Writing:** Let students write the answers in their exercise books.

**A** Use the correct form of the words given in the brackets

- The ... did not know where the office was. (study)
- There are many ... in our school. (build)
- We shall ... our classroom tomorrow (mopping)
- ... rubbish in the school compound is bad. (drop)
- Your class is ... than ours. (dirty)

**Re-write the sentences giving the opposite of the underlined words.**

- We have two modern buildings.
- The walls of my class have bright colours.
- Our school cook is stronger than the gate man.

**B** Give correct answers to the following questions.

- What are some of the good things that make your school look good?
- What things do not make your school look good?
- How would you like to improve upon them if you became head of the school?



### Background Information

Every day people prepare different dishes for special occasions.

In order for one to prepare a good dish, one needs to know the recipe and the process to follow. It is important for the students to follow the given instructions carefully to bring about the desired results.

Practical lessons are going to be ideal for the students to master the different recipes and processes when preparing a given dish.

**General objective:** Students will be able to describe a simple process.

**Specific Objectives:** Students will be able to :

- describe how to prepare different local dishes and drinks.
- give and respond to instructions.
- use the present simple tense.
- read and write short sentences relating to description of a process.
- read and act dialogues.
- read passages and answer comprehension questions.

**Resources :** pictures, charts, chalkboard illustrations, newspaper/magazine cuttings and real objects.

### A Listening and speaking

#### Lesson 1

Student's Book, page 107

**Specific objectives:** Students will be able to:

- discuss common dishes.
- observe and discuss the picture.
- answer questions about the picture.

**Lesson content:** Describing a cafe.

Discuss the picture in the Student's Book.

**Step 1 :** Ask students to describe different snacks which are usually served in cafe.

**Step 2 :** Get students to observe the picture, discuss the people in the picture and what is happening.

**Activity:** Tell students to work in groups to discuss what they see in the picture. Guide students as they talk freely about the people, the place where the people are.

**Exercise 1:** Ask students to answer the given questions. Students talk about their experience in a cafe: when they went to the cafe, what they did, what they liked or didn't like. Encourage students to discuss and share experience freely.

**Exercise**

**Exercise 2:** Ask students to match the orders in Table A with the responses in Table B.

**Expected answers:**

- ◆ Would you like some bread? – No, thank you.
- ◆ How would you like your coffee? – Black, no sugar, please.
- ◆ Could I have a glass of water, please? – Yes, of course, here you are.



**Lesson 2**

Student's Book, Page 108

**Specific objectives:** Students will be able to:

- a) listen and respond to instructions.                      b) answer short questions about a passage.

**Lesson content:** Responding to instructions.

**Activity 1: Responding to instructions**

Tell students to form groups of 5-6 people and give instructions to one another. Ask students to listen carefully to the instructions and physically respond to each of the instructions.

**B. Dictation (writing sentences in the correct order)**

You will dictate sentences (about preparing fried Irish potatoes) to students.

**Step 1:** Dictate sentences as students listen.

**Step 2:** Let students write the sentences in their exercise books.

**Step 3:** Ask students to re-arrange the sentences and write them in their correct order.

**Sentences**

Peel the Irish potatoes.

Remove them from the frying pan.

Wait for about ten minutes.

Deep the sliced potatoes into the hot oil.

Add salt.

The Irish potatoes are now ready for serving.

Wash the peeled Irish potatoes.

Buy Irish potatoes from the market

The slices will turn golden brown.

Prepare hot cooking oil in a frying pan

Cut them into small slices using a knife.

**Expected correct order**

Buy irish potatoes from the market.

Peel the irish potatoes.

Wash the peeled irish potatoes.

Cut them into small slices using a knife.

Add salt.

Prepare hot cooking oil in a frying pan.

Deep the sliced potatoes into the hot oil.

Wait for about ten minutes.

The slices will turn golden brown.

Remove them from the frying pan.

The irish potatoes are now ready for serving.

Let students form pairs to complete and act out the conversation in a cafe.

**Lesson 3**

Student's Book, page 108

**Specific objectives:** Students will be able to:

- a) say and pronounce words correctly.                      b) use words correctly in sentences.  
c) read and prepare a recipe..

**Lesson content:** (a) vocabulary                      (b) a recipe

Instructions: You may add more verbs to the list.

add, bake, cut, heat, measure, mix, pour, press, push, put, stir, taste

**Activity 1:** Ask students to read the recipe in the student's Book Page 108. Let students discuss the ingredients and the activities.

**Activity 2:** Tell students to prepare the recipe for their favourite food from their locality.

Teach the vocabulary.

Student's Book, Page 108

**Step 1:** Read the words as students listen.


**Step 2:** Read the words again and let students repeat after you. Correct wrong pronunciation of words by students.

**Step 3:** Revise the words with students. Encourage students to ask and answer questions using the words.

Example: A why do we add sugar to tea?.

B We add sugar to tea to make the tea sweet.

**Step 4:** Ask students to make oral sentences using each of the words.

**Exercise 1:** Ask students to make sentences using each of the words in the Student's Book Page 109.  **Exercise**

**Exercise 2:** Tell students to read and draw pictures of the different stages shown in the Student's Book.

## **B** Reading

### **Lesson 4**

Student's Book, page 109

**Specific objectives:** Students will be able to:

- describe the process of baking a cake.
- write the process in their exercise books.
- describe the process of making a typical dish.

**Lesson content:** Using: 'How does ...?'

**Activity 1: How does Fetya bake a cake?**

Student's Book, Page 109

Discuss with students how Fetya makes a cake.

**Step 1:** Ask students to form groups of five and describe the process of making a simple common dish.

**Step 2:** Let students study and discuss the items used in baking cakes as shown in the student's Book.

**Step 3:** Tell students to study and discuss the procedure to follow in making a cake. Guide students as they read and discuss the sentences in the student's Book.



**Example:**

- (Q) When do you prepare tea? (A) I prepare tea every morning.  
 (Q) What do you do before you serve bread? (A) I cut it into small pieces.

**Sequencing words**

Student's Book, pages 111-112. (First ... Next ... Then ... After that ... Finally ...)

Read a description of a process as students listen. Afterwards, let students answer questions about the process you have described.

You may ask students to read the paragraph describing the process of preparing tea which they wrote in lesson five. Let students describe this process using sequencing words. (First, Next, Then, After that, Finally)

**Example:** In preparing tea, first we boil water in a kettle. Next we put tea leaves and sugar in a cup

**Activity:** Let students form groups and discuss how Fetya prepares tea. Encourage students to read the sentences about Fetya paying special attention to the sequencing words. Ask students to describe to one another how to prepare different familiar dishes or drinks. As students describe processes encourage them to use sequencing words.

Ask students to form pairs to read the given activities and arrange them in the correct order. Let students study and discuss the example before they embark on the exercise. **Exercise**

**Expected Answers**

- A. First get the question paper. Next read the instructions, then open the paper. After that, write the answers, finally, hand in the paper.
- B. First he buys the timber. Next he cuts the timber into pieces, then he makes the planks smooth. After that he joins the pieces, finally he polishes the table with varnish.
- C. First people collect items. Next people gather at a Venue, then people buy items. After that the master of ceremonies announces the amount of money raised, finally the treasurer keeps the money.

**Lesson 7**

Student's Book, page 112.

**Specific objectives:** Students will be able to:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| a) discuss social expressions. | c) explain processes.             |
| b) read and act the dialogue.  | d) give and perform instructions. |

**Lesson content:** (a) dialogue practice (b) Activity (mention the step)  
 (c) instructions

**Dialogue** Student's Book, Pages 112-113

**Activity 1:** Ask students to form pairs and practice the dialogue.

Teach the dialogue:

- Step 1 :** Introduce the dialogue by discussing tea preparations with students.  
**Step 2 :** Say the dialogue two or three times as students listen.  
**Step 3 :** Discuss with students the social expressions in the dialogue.  
**Step 4 :** Encourage the students to repeat each line of the dialogue after you.  
**Step 5 :** Organise students to practise the dialogue in pairs as they face each other.  
**Step 6 :** Pick different pairs to come to the front and act the dialogue.

**Activity 2: Mention the step.** Ask students to form groups of four or five people. Tell students to explain the process of preparing something to eat or drink. Inform students that each member of the group will mention a step in the process. Let one student mention the first step. The next student will mention the second step, and so on, until the last student mentions the final step.

**Activity 3:** Tell students to form pairs and give instructions which their partners can perform in front of the them. Encourage students to participate actively in the activity by giving instructions and changing roles to perform instructions given by the partner.

**Exercise:** Ask students to write instructions on how to make a dish of their own choice.

## Lesson 8

Student's Book, Page 112

**Specific objectives:** Students will be able to:

- do the pre-reading activity.
- read and answer oral and written questions about the passage.
- match words with their meanings.

**Lesson content:** (a) pre-reading activity (b) comprehension  
 (c) matching words with their meaning

**Activity:** Put students in groups of four or five to discuss the pre – reading questions in the student's book. Let students mention their favourite food. Students should be encouraged to describe how the food is prepared and how long it takes to be ready.

Ask students to read the passage and answer the questions.



- Step 1 :** Let students read the text silently. **Step 2 :** Explain difficult words to students.  
**Step 3 :** Ask oral questions and encourage students to answer your questions in full sentences.  
**Step 4 :** Let students read the story again. **Step 5 :** Ask students to write answers to the questions. Students should write answers in their exercise books.

**Expected answers**

1. food 2. 3 - 4 3. 12 parts 4. cut

Ask students to list the ingredients used to prepare doro wot and explain the procedure.

**Expected ingredients:** chicken, onions, red pepper, butter oil

 Writing
**Lesson 9**

Student's Book, Page 114

**Specific objectives:** Students will be able to: a) mime and guess processes.  
b) write words and sentences dictated by the teacher. c) compare their work with that of their classmates.

**Lesson content:** Dictation

**Activity:** Organise students into groups of five or six to mime and guess processes. Ask one student to mime a process and let the other group members guess the process which the student is miming.

**Dictation**
 **Exercise**

**Step 1 :** Read the exercise twice while the students are listening.

**Step 2 :** Guide the students to write the exercise, sentence by sentence.

**Step 3 :** Write the correct sentences on the chalkboard.

**Step 4 :** Let students correct their own work in their exercise books.

**Words**

- |         |              |            |            |           |
|---------|--------------|------------|------------|-----------|
| 1. boil | 3. breakfast | 5. chop    | 7. measure | 9. mix    |
| 2. pour | 4. prepare   | 6. finally | 8. sieve   | 10. kitfo |

**Sentences**

- |  |  |
|--|--|
| 1. Would you like a cup of tea, please?      | 6. Do not put the water into the pot.      |
| 2. We drank tea and ate bread for breakfast. | 7. Describe the process of baking a cake.  |
| 3. Can you prepare a cup of coffee?          | 8. When will the students finish the work? |
| 4. Jane forgot to put sugar in her tea.      | 9. I know how to prepare coffee.           |
| 5. Follow the instructions carefully.        | 10. Serve the food to the guests.          |

**Lesson 10**

Student's Book, Pages 114-115

**Specific objectives:** Students will be able to:

- a) write a guided composition. b) describe how to make a typical dish.

**Lesson content:** (a) guided composition (b) writing a paragraph

**Activity : Guided Composition**

Ask students to fill the spaces to write the composition.

**Step 1:** Revise the work done by mentioning some of the vocabulary that students have learnt.

**Step 2:** Let students study the composition and discuss the main ideas.

**Step 3:** Ask students to work in groups as they discuss answers to the exercise.

Let students write the paragraph about Kitfo in their exercise books.

✦ Exercise 1

### Expected words in their order

- |         |            |          |            |           |          |
|---------|------------|----------|------------|-----------|----------|
| 1. meat | 2. taken   | 3. first | 4. make    | 5. next   | 6. eaten |
| 7. then | 8. finally | 9. with  | 10. pepper | 11. kitfo |          |

Student's Book, Page 115

Let students compare their paragraph with that of a partner. Ask students to write a paragraph describing how to make a typical dish of their own choice.

✦ Exercise 2

## Lesson 11

Student's Book, Page 115

**Specific objectives :** Students will be able to:

- a) write simple guides. b) draw pictures of a simple process. c) complete the dialogue.

**Lesson content:** Writing a guide

✦ Exercise

**Exercise 1:** Ask students to write a simple guide showing foreigners how to make the following:

- (a) Ethiopian tea      (b) Ethiopian coffee      (c) bread

Ask students to draw pictures for each of the steps followed in making tea, coffee and bread.

**Exercise 2:** Tell students to form pairs and complete the dialogue. Encourage students to participate in the exercise by completing the dialogue with correct words of their choice.

## Lesson 12

Student's Book, Page 115

**Specific objectives :** Students will be able to:

- a) describe the process of preparing a dish. b) write the process of preparing dishes.

**Lesson content:** Describing a process

**Activity 1:** Organise students in groups of five. Ask students to describe to their partners the process of preparing their best dish. As one member describes a process, the others should listen carefully and take notes.

From the discussion with the partners, let each student write the process of preparing two common dishes.

✦ Exercise



## Lesson 13

Student's Book, Page 116

**Specific objectives :** Students will be able to:

- a) discuss revision questions.
- b) write answers to the questions.

**Lesson content:** Revision Exercise

Ask students to do the revision exercise.

**Step 1:** Let students discuss the questions in groups.

**Step 2:** Tell students to write the answers in their exercise books.

**Step 3:** Go around the class assisting individuals as you mark the students' work.

### A: Expected answers

1. mix
2. pour
3. push
4. bake
5. taste

- B:**
1. Listen to the teacher's explanation
  2. Follow all the instructions carefully.
  3. Put the pictures in the correct order.
  4. I know how to prepare tea.
  5. Write all the answers in ink.

- C:**
1. You must **sieve** the tea before serving it.
  2. Denis **did not put** any sugar in his tea.
  3. Henry sometimes **misses** tea at school.
  4. Hellen always **cuts** thin slices of bread for her brother.
  5. Abeba **eats** food using a fork every day.

- D:**
1. Is there any milk in the flask?
  2. This is the girl **who** served the guests.
  3. While Paul was preparing tea, Amina was preparing porridge.

- E:**
1. The girls are having their breakfast.
  2. The waiter gave us some food.

## Assessment

**Reading and discussing:** Ask students to form groups to discuss the questions.

**Writing:** Let students write the answers in their exercise books.

**A.** Re-write the sentences using the words in brackets

1. Aregawi has some money in the bank (any).
2. Cut the bread into thin slices (should).
3. Would you like some bread, please? (thank you).

**B.** Write correct sentences from these words.

4. Tea guests prepared Terhase the for
5. Doro wot occasions prepares special on Toleshe.
6. Which Kitfo ingredients prepare are to used?

**C.** Form questions from the sentences.



7. Fate does her work very carefully (start : How ...?)
8. Tona goes to market every saturday (start: when ...?)
9. We did well because we worked hard (start: why ...?)
10. Redwan arrived before the guests (start: Did ...?)

**D.**

1. What are the different types of food you eat at home?
2. What meal is served on a special day?
3. Is there any juice/drink prepared from your home?
4. Describe how the “drink” is prepared.
5. Write a short paragraph answering the questions below.

**Making fire**

- (a) What do you prepare first?
  - (b) What type of firewood do you use?
  - (c) Where do you make the fire from?
  - (d) Why do you light paper before the firewood?
  - (e) What do you do next?
  - (f) When the fire is ready, what do you do?
6. Draw pictures showing different stages of how to make Ethiopian tea.



## Background information

There are many dangerous objects and substances in the environment. Machines and tools which people use to do their work may sometimes be harmful depending on how we handle or use them. For example, when chemicals and other substances are misused, they may harm or even cause death. Even domestic animals may be dangerous if mishandled by the people who keep them.

In Grade 5, students are required to talk about various causes of accidents and the required First Aid. Students should be asked and encouraged to describe situations which they consider to be unsafe at home.

The assumption is that students have already heard about the accidents before and have perhaps witnessed an accident or seen people suffering from consequences of accidents. The teacher should encourage students to talk about their personal experiences.

Furthermore, the teacher can organise discussions to sensitize students on the measures that can be taken in order to avoid and prevent accidents at home. Students would pick interest in the topic if they are told to put posters around the school compound. These should be placed in areas where accidents are likely to take place. The following messages could feature in the posters:

- ◆ Dispose of all rubbish in the proper way.
- ◆ Keep away from barbed wire.
- ◆ Sharp tools should be handled carefully.
- ◆ Taking shelter under trees during heavy rains is dangerous.

**General objective:** Students will be able to describe the common dangers in the environment and how to avoid them.

**Specific objectives :** Students will be able to:

- a. use words connected with danger and safety .
- b. identify causes of accidents.
- c. discuss how to avoid accidents and keep safe.
- d. use the present and past simple tenses appropriately.
- e. say and write numbers in thousands and millions.
- f. read and write sentences related to danger and safety .
- g. read short texts and answer comprehension questions.
- h. write guided compositions.

**Resources :** Pictures, charts, newspaper/magazine cuttings, posters, real objects e.g broken glasses, etc.

## **A** Listening and speaking

### **Lesson 1**

Student's Book, page 117

**Specific objectives:** The students will be able to:

- a) observe and describe the picture.
- b) answer oral questions about the picture.
- c) listen to a poem and answer questions.

**Lesson content:** Listening and discussion



**Activity:** Ask students to work with a partner to discuss the picture in the Student's Book.

**Step 1:** Ask students to mention accidents that commonly occur at home, on the road and at school.

**Step 2:** Tell students to work in groups to observe the picture and discuss what is happening.

Let students discuss the picture further and answer the questions.

Exercise 1

### Expected answers

1. The boy is trying to get medicine.
2. The medicine is in a shelf.
3. The boy is likely to fall off the stool and hurt himself.
4. Put medicine far from the reach of children and always keep it under lock.

**Listening** Student's Book, Page 117

Exercise 2

Tell students to listen carefully to the poem you are going to read. Inform students that they will answer questions about the poem. The questions are in the Student's Book, pages 117-118.

Before you read the poem discuss common dangers with students. Encourage students to participate in the discussion by talking about dangers like falling into pits, being cut by broken bottles, houses catching fire, dog and snake bites.

**Step 1:** Discuss common dangers with students.

**Step 2:** Read the poem aloud as students listen.

**Step 3:** Let students read the questions about the poem in the Student's Book.

**Step 4:** Ask students to write the answers to the questions in their exercise books.

## POEM

### What is safe?

In whatever you do  
Especially at home  
Do it carefully  
Handle materials and equipment with care  
For nothing is safe enough, tiny or big.

Just as a tiny pin  
May cause terrible pain  
Even a slight fall  
May cause a painful sprain  
Hence the need to avoid pain.

If food can choke you to death  
And water suffocate you to death  
If a hot bun can burn your lips,  
And a live wire can shock life out of you,  
Then there's need to care all the time  
Especially at home.

**equipment** : things needed to do something  
**suffocate** : cause death by cutting off air supply  
**choke** : be unable to breathe because the passage to the lungs has been blocked.



### Expected answers

1. Some of the things used in a home are pins and wires.
2. Students will give different materials like knives, razor blades, bottles, medicine, burning candles.
3. A live wire is a wire that is not insulated.
4. Accept logical answers from the students. (examples: a) wearing shoes to avoid being cut by broken bottles, b) blowing candles before sleeping, c) keeping medicine away from the reach of children.)

## Lesson 2

Student's Book, page 118

**Specific objectives:** Students will be able to:

- a) read and pronounce words correctly.
- b) make correct sentences using given words.
- c) write short sentences.

**Lesson content:** Vocabulary

Words connected with danger e.g poison, safe, sharp, snake, burn, shock, broken glass, cut  
Teach the vocabulary.

**Step 1:** Introduce the lesson by asking students to describe common dangers they learnt in lesson 1.

Guide students to identify words connected with danger as they talk about common dangers. Students may identify words like, poison, burn, broken glass, cut, careless..... Write the words which students identify on the chalkboard. You may add more words on the list of words identified by the students.

**Step 2:** Read the words on the chalkboard and let students repeat after you word by word. As students say the words correct wrong pronunciation of words.

**Step 3:** Ask students to make oral sentences using each of the words. Encourage students to participate in the exercise by asking and answering questions. Example: What may happen if you walk barefoot? You may be cut by broken glass if you walk barefoot.

**Activity:** Student's Book Page 118.

Tell students to form pairs to read and discuss the meaning of the sentences. Encourage students to participate actively in the discussion by describing other dangers similar to the ones talked about in the sentences.

Ask students to use the correct form of the words given in brackets to write correct sentences. **Exercise**

### Expected answers

- |              |            |          |           |         |
|--------------|------------|----------|-----------|---------|
| 1. drunk     | 2. bruised | 3. cut   | 4. thrown | 5. bled |
| 6. dangerous | 7. burnt   | 8. shock |           |         |

### Lesson 3

Student's Book, page 119

Imperative sentences show an order or command to do something. When giving directions or instructions to do something the statements we use are imperative sentences. For example: Remove the broken bottles from the room. You must remove all broken bottles from the room.

**Specific objectives:** Students will be able to:

- a) make sentences in the present simple tense.
- b) practice the positive imperatives by giving positive instructions.
- c) respond to positive instructions.
- d) Read and write instructions.

**Lesson content:** Using **do/must** (positive imperatives)

#### Teach the positive imperatives

**Step 1:** Revise the present simple tense with students by asking students to ask and answer questions in the present simple tense.

Encourage students to make sentences connected with danger and safety.

**Step 2:** Introduce the positive imperatives.

Let students construct sentences in the present simple tense. Create imperatives from the students' contributions.

**Student :** I wash my hands before eating.

**Teacher :** Wash your hands before eating. You must wash your hands before eating.

Let students practise the positive imperatives by giving instructions like the ones above.

**Activity 1:** Organise students in groups of four and ask them to look at the traffic signs and discuss what each sign means. As students discuss encourage them to form imperative sentences like the ones below:

- ◆ You must reduce speed as you approach a roundabout.
- ◆ You must cross the road at a zebra crossing.
- ◆ You must stop when you see cattle crossing the road.

**Activity 2:** Ask students to form pairs to discuss some of the problems in the school and suggest possible solutions. Encourage students to participate in the activity by asking them to identify at least ten problems and suggesting possible solutions to each of the problems. Example;

**Problem :** There aren't enough seats for all the students.

**Solution :** The school must purchase more desks.

#### Exercise

**Exercise:** Let students study the sentences and rewrite them using 'must'. Advise students to study the given example before they write the sentences in their exercise books.

**Expected answers**

1. (a) Keep hot liquids away from children.  
(b) You must keep hot liquids away from children.
2. (a) Always cover pit latrines. (b) You must always cover pit latrines.
3. (a) Get immediate help if a snake bites you.  
(b) You must get immediate help if a snake bites you.
4. (a) Keep acid and poison away from children.  
(b) You must keep acid and poison away from children.
5. (a) Handle sharp objects with care. (b) You must always handle sharp objects with care.

**Lesson 4**

Student's Book, Pages 120-121

**Specific objectives:** Students will be able to:

- a) mention activities connected with danger.
- b) practice the negative imperatives by using 'do not', 'mustn't'.
- c) read and write negative imperatives.

**Lesson content:** Using: Do not, mustn't (negative imperatives)

**Teach the negative imperatives**

**Step 1:** Revise the positive imperatives with students by asking students to make positive imperatives like the ones in Lesson 3.

**Step 2 :** Introduce the negative imperatives by asking students to mention activities connected with danger. Form negative imperatives from the student's contributions.

**Example: Student :** Playing along the road.

**Teacher :** Do not play along the road. You must not play along the road.

Encourage students to participate actively in practising the structure by mentioning dangerous activities and suggesting how to avoid the dangers.

**Activity 1:** Ask students to form pairs to read and discuss the meaning of the sentences. As students discuss the sentences encourage them to think of more dangers and suggest how the dangers can be avoided. Tell students to make suggestions using negative imperatives similar to the ones in the activity.

**Activity 2:** Organise students into groups of four people to study and discuss the causes of the accidents which Ato Abera recorded. As students discuss the accidents, encourage them to think of how such accidents could have been avoided.

Let students study Ato Abera's findings and suggest solutions to each of the causes.  **Exercise 1**  
Advise students to study the given examples before they write the answers in their exercise books.

**Expected answers**

1. (a) Do not leave burning candles near clothes.  
(b) You mustn't leave burning candles near clothes.



2. (a) Do not keep poison within the reach of children.  
(b) You mustn't keep poison within the reach of children.
3. (a) Do not cover pits with soft wood. (b) You mustn't cover pits with soft wood.
4. (a) Do not leave broken glass lying around.  
(b) You mustn't leave broken glass lying around.
5. (a) Do not leave long grass to grow around homes.  
(b) You mustn't leave long grass to grow around homes.
6. (a) Do not leave children on their own in the house.  
(b) You mustn't leave children on their own in the house.
7. (a) Do not play with sharp objects. (b) You mustn't play with sharp objects.
8. (a) Do not allow stagnant water in the trenches.  
(b) You mustn't allow stagnant water in the trenches.
9. (a) Do not walk barefoot in the bush. (b) You mustn't walk barefoot in the bush.

Encourage students to use both positive and negative imperatives as they suggest ways of keeping safe at home. Ask students to write about ways of keeping safe at home. **Exercise 2**

## Lesson 5

Student's Book, page 121

**Specific objectives:** Students will be able to:

- a) say and pronounce numbers correctly.
- b) write sentences with numbers in them.
- c) dictate and write numbers.

**Lesson content:** Numbers 1-1,000,000

Revise numbers 1-3,000, 3000 - 1,000,000 by asking students to count in thousands.

Teach thousands and millions.

**Step 1:** Let students say numbers in thousands, then millions e.g 8000, 8,000,000 (eight thousand, eight million)

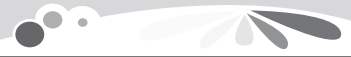
**Step 2:** Dictate sentences with numbers in them and ask students to write the sentences. Write the sentences on the chalkboard and let students correct their own work.

**Activity 1:** Ask students to form groups of three to read and study the given numbers. Go around the class helping students to pronounce words correctly as they read the numbers.

Let students write the given figures in words. Encourage students to read the figures aloud before they write the numbers. You may write the correct numbers on the chalkboard for students to correct their work. **Exercise 1a**


### Expected answers

- a) Three thousand
- b) Four thousand.
- c) Six thousand.
- d) Eight thousand.
- e) Ten thousand.
- f) Seven hundred seventy thousand.

**Exercise b**

- (a) four million    (b) six million    (c) nine million    (d) ten million  
 (e) eight million four hundred fifty thousand    (f) five million two hundred thirty thousand

**Activity 2:** Let students form pairs to give each other number dictations. Encourage students to change roles in dictating and writing so that each student gets a chance to dictate, listen and write.

Ask students to answer the questions. Ask students to write the answers in their  **Exercise 2** exercise books. Encourage them to give accurate information about their town, region and country.

**Lesson 6**

Student's Book, Pages 122-123.

**Specific objectives:** Students will be able to:

- a) make sentences in the present simple tense.    b) discuss daily activities.  
 c) read and write sentences in the present simple tense.

**Lesson content:** The present simple (Revision)

Revise the present simple tense by asking students to discuss daily activities. Let students talk about what they see, and do. As students ask and answer the questions about daily activities encourage them to suggest how we can avoid danger at home and at school. Example:


- Q : Where do we cross the road from?    A : We cross the road at the zebra crossing.  
 Q : Why does she boil water for drinking?    A : She boils the water for drinking to kill the germs.

**Activity 1:** Let students form pairs and discuss the paragraph about what Tenker does everyday. As students discuss the paragraph encourage them to identify Tenker's activities and compare them with their own activities.

Let students answer questions about Tenker. Guide students as they write answers  **Exercise 1** to the questions.

**Expected answers**

1. Tenker lives in Addis Ababa.    2. He has three jobs.
3. His sister is a shopkeeper.
4. 6.00 a.m: Tenkir wakes up 7.00 a.m: Tenker drives kids to school.  
 8.30 a.m : Tenkir goes to the market.  
 1.30 a.m : Tenkir assists his brother in the coffee bar.  
 5.00 a.m : Tenkir collects kids from school.

Ask students to read the text about Tenker again and list down the verbs. Let  **Exercise 2** students use the verbs to write sentences about themselves. As students write the sentences encourage them to give accurate information about themselves.





**Activity 2:** Ask students to form groups of four to describe the different jobs and activities people in their community do. Involve all students in the discussion by encouraging each member to describe at least 5 jobs in his / her community.

Ask students to match the jobs in A with the activities in B. As students match the jobs with the activities, let them make related sentences. **Exercise 3**

### Expected sentences

1. A farmer plants crops.
2. A nurse assists the doctor in hospital.
3. A lawyer helps people in court.
4. A doctor looks after people in hospital.
5. A journalist writes for a newspaper.

## Lesson 7

Student's Book, Pages 123.

**Specific objectives:** Students will be able to:

- a) make sentences in the past simple tense.
- b) discuss past events.
- c) read and write sentences in the past simple tense.

**Lesson content:** The Past simple

**Step 1:** Revise the past simple tense with students by asking students to describe past events. As students describe events encourage them to talk about actions that they themselves did.

**Example:** I threw the broken glass into a pit yesterday.

**Step 2:** Ask students to form pairs and make sentences in the present simple tense and change them to the past simple tense.

**Example: Getahum:** Our teacher teaches us about safety at home.

**Abenet:** Our teacher taught us about safety at home.

Encourage students to suggest how to keep free from danger as they make sentences.

**A:** We boil the water before we drink it. **B:** We boiled the water before we drank it.

**Activity:** Ask students to work in pairs to discover what they did in grade four. Encourage each student to write at least five things they did.

**Example:** I received a letter from my aunt.

Let students exchange sentences and write questions for each of the sentences.

**Example:** From whom did you receive a letter?.

Tell students to write five sentences about their childhood in the past tense. Let students change the sentences into questions. As students describe their childhood, encourage them to describe activities they participated in. **Exercise**



## Lesson 8

Student's Book, Page 124

**Specific objectives:** Students will be able to:

- a) discuss social expressions.
- b) make requests to practice the structure.
- c) write requests using **can, could, would**.

**Lesson content :** Using Can/Could/Would/You ... please?

**Step 1:** Introduce the lesson by asking students to describe past events. Encourage students to revise the past simple tense by asking and answering questions about what happened when they were in Grade 4.

**Step 2:** Introduce the structure by asking students to make requests.

### Example

**Teacher :** Throw broken glass into the pit.

**Student 1 :** Can you throw broken glass into the pit , please?

**Student 2 :** Could you throw broken glass into the pit , please?

**Student 3 :** Would you throw broken glass into the pit, please?

**Activity 1:** Ask students to work with a partner to study and discuss the requests. As students discuss the requests, encourage them to suggest possible responses.

**Exercise 1:** Let students make requests from the table. Inform students that they can form twelve requests from the table. Examples: Can you cover the latrine, please? Could you draw the water from the pond, please?, Would you boil our drinking water, please?

**Exercise 2:** Tell students to study the orders and make requests. Let students study the given example before they make requests. Encourage students to make three requests from each of the orders as in the example.

### Expected Answers

1. (a) Can you dispose of all waste materials?  
(b) Could you dispose of all waste materials?  
(c) Would you dispose of all waste materials?
2. (a) Can you clear the bush around the house?  
(b) Could you clear the bush around the house?  
(c) Would you clear the bush around the house?
3. (a) Can you keep sharp objects away from children?  
(b) Could you keep sharp objects away from children?  
(c) Would you keep sharp objects away from children?

**Activity 2: Dialogue**

Student's Book, page 125

Let students form pairs to act the dialogue.


**Step 1:** Introduce the dialogue by discussing some common dangers with the students.

**Step 2:** Read the dialogue two or three times as the students listen.

**Step 3:** Encourage the students to repeat each line of the dialogue after you.

**Step 4:** Organize the students to practise the dialogue in pairs as they face each other.

**Step 5:** Pick two or three pairs and ask them to act the dialogue in front of the class.

Ask students to think of accidents that commonly occur in schools. Let students write precautions that they may take in order to avoid accidents in their schools.  **Exercise 3**

**B Reading****Lesson 9**

Student's Book, page 126

**Specific objectives:** Students will be able to:

- a) describe and discuss posters. b) write posters.

**Lesson content:** Designing posters

Discuss posters with the students. Have they seen posters?

Where have they seen posters? What were the posters about?


What is the importance of posters?

**Activity:** Let students form groups of five people to study and discuss the posters.

Ask students to study the posters individually and answer the questions.  **Exercise 1**

**Expected answers**

- a) The posters are about rat poison and the latrine.  
 b) Rat poison may cause death to someone who takes it.  
 c) Rat poison should be kept far from the reach of children (e.g. in a shelf)  
 d) We should always cover the latrine.

Organise students in groups of four people to design safety message posters as instructed in the Student's Book, Page 126. Encourage students to participate in the exercise by writing about broken glass, hot objects, sharp tools and uninsulated electric wires.  **Exercise 2**



## Lesson 10

Student's Book, pages 126-27.

**Specific objectives:** Students will be able to:

- |   |                                   |
|---|-----------------------------------|
| a) discuss pre-reading questions.                       | b) read the text silently.        |
| c) answer oral and written questions about the passage. | d) match words to their meanings. |

**Lesson content:** Reading comprehension

Let the students read the passage and answer comprehension questions.

Organise students in groups of three to discuss the pre-reading questions in the Student's Book. Encourage students to participate in the activity by talking about dangers and how those dangers can be avoided.

### Reading and Answering Questions

#### Exercise 1

**Step 1:** Let the students read the text silently.

**Step 2:** Explain the difficult words to the students.

**Step 3:** Ask oral questions and encourage the students to answer your questions in full sentences.

**Step 4:** Let the students read the story again.

**Step 5:** Ask the students to write answers to the questions in their exercise books.

### Expected Answers:

- |  |  |
|--|--|
| 1. Ahmed was bored because he had nobody to talk to. | 2. Ahmed screamed when he saw a snake. |
| 3. They gathered stones to hit the snake.            | 4. Ahmed jumped off the branch.        |
| 5. They threw stones at the snake.                   |  |

### Matching Words to their Meaning

#### Exercise 2

Student's Book, page 127

Ask the students to match the words with their meanings. Let the students write the words in their exercise books and match them.

### Expected answers:

- |                        |                         |
|------------------------|-------------------------|
| 1. juicy – with juice  | 2. enjoying – eating    |
| 3. hurriedly – quickly | 4. gathered – collected |
| 5. landed – fell       |                         |

## C Writing

## Lesson 11

Student's Book, page 128

**Specific objectives:** Students will be able to:

- |   |                                    |
|---|------------------------------------|
| a) discuss classroom rules.                           | b) make a list of classroom rules. |
| c) write a poster on road traffic safety regulations. |                                    |




**Lesson content:** School rules

**Step 1:** Introduce the lesson by revising safety messages which students learnt in Lesson 9. Ask students to talk about precautions they must take in order to avoid accidents at home and at school. Encourage students to participate in the discussion by talking about activities like throwing broken glass into pits, wearing shoes, crossing the road at the zebra crossing, clearing the bush around homes, keeping medicine away from the reach of children.

**Step 2:** Discuss classroom rules with students. Let students tell you why they think classrooms are important. Encourage students to talk about the following as they discuss: arriving at school in time, attending lessons, giving respect to teachers and fellow students.

**Activity :** Ask students to work with a partner to discuss the classroom rules in the Student's Book, page 128. Before they discuss the rules encourage students to talk about the importance of classroom rules and how these rules help students. Let students add more rules to the list and create a poster for classroom rules.

Tell students to complete the sentences to write a poster on road traffic regulations.  **Exercise**  
Let students write the sentences in their exercise books.

**Expected answers:**

1. Study the road signs.
2. Use seat belts while driving.
3. Drive on the right side of the road.
4. Maintain your vehicle and check it from time to time.
5. Reduce music or any other noise in the vehicle.
6. Do not use mobile phones while driving.
7. Do not drive a vehicle which has faulty breaks.
8. Do not drive if you are drunk.
9. Do not over speed; speeding kills.

## Lesson 12

Student's Book, page 129

**Specific objectives:** Students will be able to:

- a) discuss common accidents.
- b) arrange sentences to make a story.
- c) discuss rules we should observe in different places.

**Lesson content:** a) Guided composition                      b) Safety rules

### Activity 1: Guided Composition

Student's Book, page 129.

Ask students to form groups of four and arrange the sentences and write about Anketse and Merid.

**Step 1:** Ask the students to discuss common accidents at home and at school.

**Step 2:** Let the students discuss the main ideas in the composition as they rearrange sentences.

Let the students write the composition in their exercise books. Write the correct version on the chalkboard for the students to do correction.

## Exercise 1

**Expected Version:**

1. When Merid's mother got home, she found her child bleeding.
2. Merid was bleeding because he had cut himself with a razor blade.
3. The razor blade had been left on the stool by Anketse the baby- sitter.
4. Merid's mother was angry with Anketse because she was careless.
5. She warned her never to leave dangerous objects in places within a child's reach.
6. Anketse heard the warning.
7. She promised never to be careless again.
8. After promising not to be careless again, she tied Merid's wound with a clean piece of cloth.
9. The cloth helped to stop the bleeding, and soon Merid was out of danger.
10. Since that day, Anketse has been a careful baby sitter.

**Activity 2:**

Student's Book, page 129

Put students in groups of four to discuss rules they should observe when in different places as given in the Student's Book. Encourage students to talk about rules like wearing gumboots, life jackets, crossing at the zebra crossing, etc.

**Exercise 2:** Let students write down the safety rules identified in the group discussion. Students should write the rules in their exercise books.

**Lesson 13**

Student's Book, page 130.

**Specific objectives:** Students will be able to:

- a) discuss revision questions
- b) write answers to revision questions

**Lesson content:** Revision exercise

Ask the students to do the revision activities.

**Step 1:** Let the students discuss the questions in groups of three and write the answers to the questions in their exercise books.

**Step 2:** Go round the class assisting individuals as you mark the students' work.

**Expected answers:**

A

1. Acid is very painful if it drops on your skin.
2. When he stepped on the thorn he bled so much.
3. Boys are busy collecting rubbish.
4. The boy fell down the steps and sprained his ankle.
5. A thorn pricked Musa as he was walking through the forest.
6. "Have you disposed of all the rubbish?" Mother asked.

7. My sister was bitten by a snake as she was walking in the garden.
8. Walk carefully or you will be cut by broken glass.
9. The sharp razor blade cut me as I was grooming my nails.
10. The housekeeper was careless. She burnt down the house.

**B**

1. Never put a candle near clothes.
2. That is the girl who cut herself with a knife.
3. What will happen if you do not wash your hands before eating?
4. We must turn off the gas cookers and cylinders properly after using them.

**C**

1. People should clear the bushes around their homes to keep away snakes, mosquitoes and other.
2. When a burning candle is left near hanging clothes, the clothes might catch fire and set the house ablaze.
3. We must keep poison away from children to stop the children from taking the poison.
4. If you fall into a ditch you might sprain your ankle or get a fracture.
5. Children should sleep under mosquito nets to be free from mosquito bites.
6. Broken glass might cut you if you walk barefooted.

**Assessment**

**Reading and discussing:** Organise students in groups of four to read and discuss the questions.

**Writing:** Let students write the answers in their exercise books.

**A.** Complete the sentences with the correct words.

1. May I borrow your pen, \_\_\_\_\_?
2. \_\_\_\_\_ remove the broken glass from compound please?
3. You should see a \_\_\_\_\_ when you fall sick.

**B.** Rewrite the sentences as instructed in the brackets.

4. Clean the compound before you go home. (use ought)
5. Candles shouldn't be left burning. (start: you mustn't)
6. There are 2,959,055 people in the town. (write words)

**C.** Use the words in the brackets to answer the questions in full sentences.

7. Where does Hailemariam collect water from? (borehole)
8. At what time does Tejetu wake up? (6.00 a.m)
9. When did Chala visit the library? (Thursday)
10. Why did Frewoine drink the water? (thirsty)

**D.**

1. Imagine that you are a doctor (physician) write five instructions to the patient telling him/her what should not be done. Begin: Don't ...!
2. Draw certain signs people use to stop you from doing some things.
3. Write information you read on packets sold in shops. **Example:** Take two tablets a day.
4. Write five requests to your neighbour about what you would like to be helped in.
5. Make rules for your class as shown in the example:

## Back ground information

Students already know about family relationships. Their vocabulary is centred on father, mother, brother and sister. In Grade 5, the topic includes extended family members from the same lineage. Students are expected to use words such as aunt, uncle, nephew, niece, half brother, half sister and others.

Different ethnic groups in Ethiopia are based on the extended family system. Therefore, the teacher should take advantage of the prior knowledge students already have about their families and homes. The teacher could ask students to mention the members of their families. The teacher should use illustrations and family trees showing family relations.

During the lesson, the students should feel free to discuss issues related to:

- a. the number of people in the family.
- b. the behaviour of members of the family.
- c. the roles different family members play.
- d. the social and economic implications of a large family.

Based on the given structures in the syllabus, the teacher should guide students to construct simple but meaningful sentences related to the topic **Family Relations**. It is assumed that with the help of story books and other extra texts, students should be able to talk about the significance of family relationships.

**General objective:** Students will be able to give information about their families and make comparisons between people.

**Specific objectives:** Students will be able to :

- a. mention people in the family.
- b. listen to a short paragraph and answer questions about it.
- c. identify adjectives used to describe members in their families.
- d. construct sentences using have / has/ had correctly.
- e. differentiate between 's and s' to show possession.
- f. construct sentences in the comparative form and superlative form respectively.
- g. construct sentences using might, may, could be.
- h. read and act dialogues.
- i. read and recite poems.
- j. read short passages and answer comprehension questions.

**Resources:** pictures, charts, family photographs, magazine/newspaper cuttings.

## **A** Listening and speaking

### **Lesson 1**

Student's Book, page 131

**Specific objectives:** Students will be able to:

- a) talk about their family members.
- b) observe and discuss the picture
- c) answer questions about the picture.
- d) draw and label pictures.

**Lesson content:** a) group discussion b) drawing

#### **Activity: Picture study**

Discuss the picture with students.

**Step 1:** Ask students to talk about their family members.

**Step 2:** Let students observe the various items and people in the picture and discuss the people in the picture and what they are doing.

Let students answer questions about the picture.

 **Exercise 1**



**Expected Answers**

1. The people are doing house work.
2. The lady washing is the mother; the gentleman painting is the father of the children.
3. It is a nuclear family. It is made up of the father, mother and children.
4. Accept any correct answers.

**Exercise 2: Drawing**

Ask students to draw simple pictures showing their families. Tell them to name their family members and label the pictures.

**Exercise 3:** Let students put the words in the correct order.

**Exercise 3**

**Expected order:** Male: brother, father, son.

Female: mother, daughter, wife, sister, aunt.

**Lesson 2**

Student's Book, page 132

**Specific objectives:** Students will be able to:

- a) describe their families.      b) discuss relations.      c) stage family relationships.

**Lesson content:**      a) answering questions      b) describing families  
c) family relations

**Activity 1: Staging family relations**

Write the following family nouns on placards. Use the placards to make students stage family relationships (family tree) by standing in form of a family tree.

FATHER MOTHER UNCLE AUNT NIECE NEPHEW

GRANDFATHER GRANDMOTHER COUSIN BROTHER-IN-LAW

SISTER-IN-LAW SISTER BROTHER HALF-SISTER

HALF-BROTHER

**Activity 2:** Ask students to work in pairs and describe their families to each other. Encourage students to change roles in describing and listening. Let students ask and answer questions about each other's families. Let students compare and contrast their families.

Ask students to read the sentences about family relationship. As students read the sentences, let them study the family relations and learn more about their family members. Encourage students to talk to partners about their family members.

**Exercise**



## Lesson 3

Student's Book, page 132

### Adjectives

**Specific objectives:** Students will be able to:

- a) read and pronounce words correctly.
- b) make correct sentences using given adjectives.
- c) discuss sentences in the Student's Book.
- d) write sentences using the given adjectives.

**Lesson content:** Adjectives

beautiful, careful, fat, friendly, good, handsome, jolly, kind, lovely, loving, obedient, old, rich, small, tall, young

### Teach the adjectives

**Step 1:** Read the words as the students listen.

**Step 2:** Read the words again and let the students repeat after you word by word.

**Step 3:** Revise the meaning of each word by asking students to make oral sentences using each of the words.

**Activity:** Organise students in groups of five and let them discuss people they know. Encourage students to use different adjectives, like the ones given in the Student's Book, as they describe people. Example: My uncle is a tall man.

**Exercise 1:** Tell students to read the sentences and identify the adjectives in each of the six sentences.  **Exercise**

**Exercise 2:** Let students describe members of their families. Encourage students to use adjectives given in the Student's Book and other adjectives of their own choice to describe their family members. Ask students to write sentences, describing family members in their exercise books.

## Lesson 4

Student's Book, page 133

**Specific objectives:** Students will be able to:

- a) practise the structures by talking about their families.
- b) ask and answer questions using **have, has, had**.
- c) write sentences using the structures.

**Lesson content:** Using have, has, had

### Teach the structures.

Introduce the lesson by asking students to talk about their families.

**Teacher to Elim:** How many sisters do you have?

**Elim:** I have two sisters.

**Teacher:** How many sisters has she?

**Students:** She has two sisters.

**Teacher:** Who had a sick baby?

**Elim:** My aunt had a sick baby.

**Activity 1:** Organise students in groups of four and ask them to read the sentences. As students read the sentences let them study and discuss the family relations. Help students to take note of the use of 'have', 'has', and 'had' in the sentences.

**Exercise 1:** Let students make correct sentences from the table. Inform students that they can form 40 correct sentences from the table. Examples:

- I have beautiful shoes.
- She has a nice uncle.
- We had a flock of sheep.

**Exercise 2:** Ask students to give correct answers to the questions. Encourage students to give accurate information as they answer questions about their families.

## Lesson 5

Student's Book, page 134.

*Nouns and pronouns carry the possessive marker ('s/s') to indicate ownership. Example: Kedir's mango. If the noun is singular the possessive marker comes immediately after the noun.*

*Example: My father's car. If the noun is plural we indicate the marker after the noun. We do not add 's' Example: The babies' milk.*

**Specific objectives:** Students will be able to:

- a) ask and answer questions about each other's family.
- b) discuss the relations in the Student's Book.
- c) write correct sentences using possessives.

**Lesson content:** The possessives ('s/s')

Ask students about their family tree.

**Teacher:** Who is your uncle's brother?

**Student:** My uncle's brother is Ato Hailu.

**Teacher:** Who is Doris' sister?

**Student:** Doris' sister is Ayele.

**Activity 1:** Let students form pairs to ask and answer questions about each other's family. Tell students to give correct answers to share accurate information.

**Exercise 1:** Ask students to practice the possessive by completing the sentences in the Student's Book.

**Expected answers:**

1. nephew.
2. sister's brother's son.
3. niece.
4. sister's / brother's daughter.
5. sister.
6. father's / mother's sister.
7. uncle.
8. uncle.
9. mother's / father's father.
10. grandmother.

**Exercise 2:** Let students study the given sentences and identify the possessives.

**Exercise 3:** Ask students to form correct sentences using the possessive form of the words in brackets. In this exercise, students will write correct sentences in their exercise books.

## Lesson 6

Student's Book, Page 135

**Specific objectives:** Students will be able to:

- a) describe members of their families.
- b) ask and answer questions about each other's families.
- c) practise the structure by writing questions and answers.


**Lesson content:** Using: What is your ... like? My ... is ...

**Step 1:** Revise adjectives with students, by asking students to describe members of their families. Encourage students to use a variety of adjectives as they describe their family members.

**Example : Teacher:** What is your uncle like? **Student:** My uncle is tall and small.

**Step 2:** Guide students as they practise the structure by asking and answering questions about each other's family members.

**Activity :** Ask students to form pairs to describe members of their families to each other. Encourage students to give correct answers to questions as they describe their family members.  
Example: **Q :** What is your uncle like? **A:** My uncle is fat and short.

**Exercise 1:** Let students form correct questions from the words given in the table. Example: What is your niece like?  **Exercise**

**Exercise 2:** Ask students to make true sentences from the given adjectives.

**Example:** My sister is young and beautiful.

### Lesson 7

Student's Book, Page 136

**Specific objectives:** Students will be able to:


- use the comparative and superlative form of adjectives.
- discuss sentences in the Student's Book.
- write sentences using the comparatives and superlatives.

**Lesson content :** Using: ... than ... (comparative) ... the ... (superlative)

Revise the comparative and superlative form with students by asking students to describe members of their families first using the comparative, then the superlative.

**Activity 1 A:** Ask students to work with a partner to read and discuss the sentences. As students discuss encourage them to put emphasis on the use of the comparative (...than...) in each of the sentences.

**B** Let students form groups of five to practise the use of '... than...' Encourage students to participate actively in the activity by comparing themselves with their friends in the class.  
Example: I am shorter than B. B is taller than me.

**Exercise 1:** Let students write 5 sentences using ... than ... to compare things in their class.  **Exercise**

**Exercise 2:** a) Ask students to read the information about the three hotels and compare the services they offer.

b) Let students identify the correct sentences. Encourage students to give correct information as they write about the three hotels.

**Expected sentences.**


- ◆ Local Hotel is the farthest from the airport.
- ◆ Local Hotel is the biggest hotel.
- ◆ Rift Hotel is bigger than Addis Hotel.


(C) Let students complete the four sentences in the Student's Book. Encourage students to use the comparative (... than...) and superlative (...the...) as they complete the sentences.

### Expected answers.

1. Addis Hotel is the nearest to the airport.
2. Addis Hotel is the oldest, smallest and nearest the airport.
3. Rift Hotel is bigger than Addis Hotel but it is smaller than Local Hotel.
4. Local Hotel is the newest, biggest and cheapest but the farthest from the airport.

**Activity 2:** Organise students in groups of five and ask them to find the shortest, tallest, youngest, and the oldest amongst themselves.

Let students complete the sentences given in the Student's Book. Ask students to use the correct form of words in brackets to complete each of the sentences.  **Exercise 3**

Let students give correct answers to the questions. Guide students as they write correct answers to the questions.  **Exercise 4**

## Lesson 8

Student's Book, page 138

**Specific objectives:** Students will be able to:

- a) describe people and things. b) describe things and guess what they are.

**Lesson content:** a) Using: different from                      b) Using: It might/may/could be


Revise the comparative form with students by asking students to describe people they know. (My brother is smaller than my sister).

Introduce the structure. Call to the front students who are different in size. Let students describe them.

**Student 1:** Degu is short. **Student 2:** Tsedash is tall. **Student 3 :** Degu is different from Tsedash  
In groups of 5-6, let students practise the structure by describing one another following the above example.

**Activity 1:** Ask students to form groups of four and match each adjective with its opposite.  
Example: obedient – disobedient.

**Activity 2:** Let students work in pairs to read and discuss the three sentences. As they discuss encourage students to identify the opposites in relation to the use of 'different'.

Ask students to complete the three sentences in the Student's Book. Guide students as they use opposites to write correct sentences.  **Exercise 1**

### Expected Answers (A)

1. I am young but she is old. She is different from me.
2. We are poor but they are rich. They are different from us. We are different from them.
3. She is careful but he is careless. She is different from him. He is different from her.

**Using : It might/ may/ could be ...**

Revise adjectives with students by describing people and objects.

Introduce the structure by describing something in form of a riddle. Ask students to guess what it is.

**Teacher:** It is long, black and poisonous.

**Student 1:** It might be a snake. **Student 2:** It may be a snake. **Student 3:** It could be a snake.

In groups of five, let students describe things and guess what they are.

let students read the sentences and answer the questions.

 **Exercise 2**

**Expected Answers**

- |                             |                                    |
|-----------------------------|------------------------------------|
| (1) (a) It might be a bird. | (2) (a) It might be a goat.        |
| (b) It may be a bird.       | (b) It may be a goat.              |
| (c) It could be a bird.     | (c) It could be a goat.            |
| (3) (a) It might be a dog.  | (4) (a) It might be a razor blade. |
| (b) It may be a dog.        | (b) It may be a razor blade.       |
| (c) It could be a dog.      | (c) It could be a razor blade.     |

**B Reading****Lesson 9**

Student's Book, Page 140

**Specific objectives:** Students will be able to:

- discuss pre-reading questions.
- read the story silently.
- answer oral and written questions about the story.
- match words with their meanings.

**Lesson content:** Reading comprehension.

**Activity:** Put students in groups of four people to discuss the pre – reading questions in the student's book. Let students talk about the roles of a family head, the dangers of neglecting one's language and the advantages of interacting with foreigners.

Let students read the passage and answer the questions.

 **Exercise 1**

**Reading and answering questions.**

**Step 1 :** Let students read the text silently.

**Step 2 :** Explain difficult words to students.

**Step 3 :** Ask oral questions and encourage students to answer your questions in full sentences.

**Step 4 :** Let students read the story again.

**Step 5 :** Ask students to write answers to the questions.

Students should write answers in their exercise books.

**Expected answers**

1. Shamolo came back from London last Christmas holiday.
2. He had spent ten years away from home.
3. Diana is Shamolo's daughter.
4. It was a sign of welcome to the visitors.
5. They prepared local dishes.
6. (a) Daniel (b) Dorothy

**Exercise 2: Matching words with their meaning**

Ask students to match words with their meanings. Let students write the words in their exercise books.

**Expected Answers**

- |                               |                           |                           |
|-------------------------------|---------------------------|---------------------------|
| 1. relatives - family members | 2. sprinkled - poured     | 3. dishes - food          |
| 4. prepared - cooked          | 5. nephew - brother's son | 6. disappointed - annoyed |

**Lesson 10**

Student's Book, Page 141

**Specific objectives:** Students will be able to:


- a) ask and answer questions about one another's family.
- b) play the game 'Find someone'.
- c) discuss the family tree in the Student's Book.
- d) answer questions about the family tree.

**Lesson content:** The family tree

**Activity 1:** Let students form groups of five and share knowledge about one another's families. Let students ask and answer questions about members of one another's family. Encourage students to name and describe their family members.

**Activity 2: A game: 'Find Someone'**

Arrange the students in groups of six. Instruct the students to play the game, 'Find someone'. Students will start by asking and answering questions about the people in their families. E.g. Do you have sisters? (Yes, I do), How many sisters do you have? (I have two sisters) Let students find someone who has, for example, 4 sisters, 2 brothers, a grandfather etc. Go round the class guiding groups as they play the game.

Ask students to study and discuss the family tree on page 141. Let the students  **Exercise** discuss the questions and write the answers in their exercise books.

**Expected answers:**

1. A and B are E's parents.
2. C and D are I's parents.
3. M is a grandchild of C and D.
4. D is H's parent.
5. M and K are brother and sister/ brothers/sisters.

**C Writing****Lesson 11**

Student's Book, page 142

**Specific objectives:** Students will be able to:

- a) discuss the two compositions.
- b) write the two compositions.



**Lesson content:** Guided composition

**Step 1:** Revise the work done by mentioning some of the vocabulary that the students have learnt.

**Step 2:** Discuss the main ideas in each of the compositions.

**Step 3:** Let the students study and discuss the compositions in groups of four.

Let the students write the compositions in their exercise books.

**Exercise 1**

**Expected answers:**

Words in their order

A 1) preparing 2) wed 3) bride's 4) nephew 5) slaughter 6) eats 7) hoping

Ask students to re-arrange the sentences in the correct order.

**Exercise 2**

**Expected order**

1. Last holidays, I visited my grandmother.
2. The grandmother stays far away from our home.
3. She stays with two cousins of mine.
4. These cousins of mine are Aunt Maria's daughters.
5. My grandmother and cousins were very happy when they saw me.
6. They welcomed me to the house.
7. My grandmother was so happy that she hugged me.
8. Then she gave me some food to eat.
9. She always taught us folk songs.
10. And also told us very interesting stories.

## Lesson 12

Student's Book, page 143

**Specific objectives:** Students will be able to:

- a) discuss opposites.
- b) write their family members and their responsibilities in the home.

**Lesson content:** Vocabulary network

Ask students to find the opposite of the words in the Student's Book.

**Exercise 1**

- |                                |                            |                           |
|--------------------------------|----------------------------|---------------------------|
| 1. bright - dull               | 2. fat - thin              | 3. obedient - disobedient |
| 4. small - big                 | 5. beautiful - ugly        | 6. old - young/new        |
| 7. friendly - hostile          | 8. tall - short            | 9. careful - careless     |
| 10. good - bad                 | 11. polite - rude/impolite | 12. fast - slow           |
| 13. kind - unkind/cruel        | 14. rich - poor            | 15. daughter - son        |
| 16. brother - sister           | 17. uncle - aunt           | 18. mother - father       |
| 19. grandfather - grand mother | 20. niece - nephew         |                           |

**Exercise 2:** Let students write down members of their families and their responsibilities. As students describe responsibilities of family members let them identify what each of the family members does.

**Exercise**

**Exercise 3:** Let students give correct answers to the general knowledge questions.





**Lesson 13**

Student's Book, page 144

**Specific objectives:** Students will be able to:

- a) discuss the revision questions.      b) write answers to the revision questions.

**Lesson content:** Revision exercise

Ask the students to do the revision exercise.

**Step 1:** Students in groups of four will discuss the questions and write the answers in their exercise books.

**Step 2:** Go round the class assisting individuals as you mark the students' work.

**A Expected answers:**

- a. aunt                      b. uncle                      c. mother-in-law                      d. cousin                      e. aunt  
 f. nephew                      g. niece                      h. grandfather                      i. nephew                      j. father-in-law  
 k. sister-in-law                      l. brother-in-law

**B Punctuation:**

1. Tibebe's    2. Charles'    3. Moses'                      4. Gobena's    5. Ayele's  
 6. Davis'    7. Rebika's... men's    8. Embet's                      9. Uncle's                      10. Mother's

**Re-arranging words:**

1. Is Maria your sister?    2. We saw our aunt at the supermarket.  
 3. Tsdale is the youngest daughter of Ato Bulcha.  
 4. My cousin's book is different from mine.  
 5. The doctor is talking to my nephew now. /My nephew is talking to the doctor now.  
 6. Our grandfather died at the age of 90.

**Assessment****Reading and discussing:** Ask students to form groups of four or five to read and discuss the questions.

1. Write down different adjectives you may use to talk about people: Example: beautiful.  
 2. Complete the statements describing members of your family.

**Example:** Brother – Son of your father a) Sister ... b) aunt ... c) uncle ... d) niece ... e) grandmother

3. Write in plural

My sister's baby – Our sister's babies.

His uncle's pen –

My father's car –

His nephew's bag –

My brother's ball –

Her auntie's doll –

My mother's dress –

Her niece's chair –

4. Find the opposite of the words.

tall    lazy  
 longer    thin    active  
 top    old    fat    love  
 dry    clean

hate    shorter    inactive  
 young    wet    thick    short  
 bottom    dirty    hardworking  
 slender



## Background information

Diseases are number one enemy of man. Diseases affect people of all ages and races. Their effects are so severe that they can lead to loss of lives or loss of the workforce in the country.

This unit outlines different diseases, their causes and prevention. By the end of this unit, students will have learnt what they should do to stay healthy.

The teacher should therefore carefully explain how each disease is spread. Teach its symptoms, effects and how to avoid it.

This is a very sensitive unit because some students could have lost their parents or relatives due to HIV/AIDS or they could be patients themselves. You should be careful as you talk about HIV/AIDS. You should discourage students from discriminating HIV/AIDS patients. Instead encourage them to give the necessary assistance, information and company to those infected and affected by HIV/AIDS.

**General objective:** Students will be able to describe some diseases including HIV/AIDS, their effects and ways to stop them from spreading.

**Specific objectives:** Students will be able to:

- mention the different diseases affecting people.
- state the causes and prevention of these diseases.
- construct compound sentences.
- use **going to** for future intention.
- count numbers from 1-10,000,000 correctly.
- read and act dialogues related to good health.
- read the poem and answer comprehension questions.
- read passages and answer comprehension questions.
- re-arrange sentences to form a composition.

**Resources:** health kit, charts, magazines, posters about diseases, resource persons, patients.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 145

**Specific objectives:** Students will be able to:

- discuss some diseases.
- discuss the picture and answer questions.
- answer questions about a short passage.

**Lesson Content:** Brainstorming and listening

Discuss the picture in the Student's Book.

Talk about the doctor, nurses and people getting treatment. Let students talk about the diseases they commonly suffer from.

**Activity 1:** Tell students to work in pairs to discuss what they see in the picture. Encourage students to discuss freely as they talk about the doctor, nurses, and patients.

Ask students to answer the questions about the picture.



**Expected answers**

1. patients and doctors.
2. I find such people at the hospital / health centre.
3. The important activity taking place is treatment of patients.
4. A dustbin is important in such a place because it is used for throwing in used items.

**Listening****Exercise 2**

Student's Book, Page 146

Give the listening exercise to students.

**Step 1:** Discuss common diseases students suffer from.

**Step 2:** Read the passage aloud as students listen. Read the passage twice.

**Step 3:** Let students read the questions about the passage in the Student's Book, page 146.

**Step 4:** Ask students to write the answers to the questions in their exercise books.

Malaria is a very dangerous disease mostly common in sub-saharan Africa. This is because of the climate which favours mosquitoes. It is caused by small living parasites called plasmodia. Plasmodia are carried by female anopheles mosquitoes which prefer to breed in stagnant water. Malaria therefore is very common around forests, bushes, lakes, rivers, ponds and other waterlogged areas.

When a mosquito bites an infected person, it carries malaria parasites in that person's blood. The mosquito then bites another person and leaves malaria parasites in the body. The process continues and many people get infected.

Symptoms are signs that show that one suffers a certain disease.

**Malaria symptoms include:**

- ◆ fever
- ◆ headaches
- ◆ sweating
- ◆ tiredness
- ◆ abdominal pain
- ◆ diarrhoea
- ◆ loss of appetite
- ◆ nausea
- ◆ cough
- ◆ vomiting

Malaria is a very big problem in our country. We therefore, need to learn how to prevent it. The first prevention is to learn about malaria. When we have knowledge about it, it means that we can prevent it. Mosquitoes bite particularly at twilight and during night, so you should take precautions during this time.

You should sleep in rooms that are properly screened with gauze over the windows and doors.

You should spray the room with insecticide before entering to kill any mosquitoes that have got inside during the day.

You should sleep under a treated mosquito net.

You should wear long trousers, long-sleeved clothing and socks thick enough to stop the mosquito bites.

Finally, you may use preventive medicines especially when you are visiting an area where malaria is common.



## Lesson 2

Student's Book, page 146

**Specific objectives:** Students will be able to:

- say and pronounce words correctly.
- use words correctly in sentences.
- read and discuss sentences.
- write sentences using words they have already learned.

**Lesson content:** Vocabulary practice

Student's Book, Page 147

Teach the vocabulary.

AIDS/HIV, lose appetite, lose weight, malaria, medicine, mosquito bite, mosquito-net, pneumonia, symptom, vaccination, virus.

You may use pictures, drawings or real objects.

**Step 1 :** Read the words as students listen.

**Step 2 :** Read the words again and let students repeat after you word by word. Ensure correct pronunciation of words.

**Step 3:** Ask students to make oral sentences using each of the words. Correct students when they make wrong sentences.

**Activity 1:** Ask students to form pairs and match words in column A with words in column B. Example: Treatment: exercise, injection, capsule

**Exercise 1:** Let students look up the given words in a dictionary. **Exercise**  
Encourage students to use each of the words in a sentence to show that they understand the meaning.

**Exercise 2:** Tell students to write sentences of their own using each of the six given words. Advise students to study the given examples, in the Student's Book, before they write their own sentences.

## Lesson 3

Student's Book, page 147

**Specific objectives:** Students will be able to:

- say and pronounce words correctly.
- use adjectives correctly in sentences.
- read and discuss sentences.
- write sentences using words they have already learned.

**Lesson content:** adjectives

Student's Book, page 148

Teach the adjectives.

dangerous, dirty, hungry, sick, slow, thin, thirty, tired

Remind the learners that an adjective is a word which describes a noun.

**Step 1:** Read the adjectives as students listen.

**Step 2:** Read the adjectives again and let students repeat after you word by word.

**Step 3:** Ask students to make oral sentences using adjectives. Correct students when they make wrong sentences.



**Activity:** Tell students to work with a partner to describe people or objects using the given adjectives.

**Example:** His father is a strong man. She doesnot like dirty people.

**Exercise 1:** Ask students use each of the given words in a sentence.

 **Exercise**

Let students study the sentences given as examples before they make their own sentences.

**Exercise 2:** Ask students to write sentences using the five adjectives. Help students to write correct sentences as they describe people.

## Lesson 4


Student's Book, page 148

**Specific objectives:** Students will be able to:

- talk about common diseases in their area.
- discuss malaria and how it can be avoided.
- write a chart about malaria.

**Lesson content:** (a) group discussion (b) group presentation (c) writing a chart

**Activity:** Ask students to form groups of five to discuss diseases that people commonly suffer from. Let students discuss malaria in particular. As students discuss, encourage them to make reference to the questions on page 148 in the Students' Book. After the discussion, ask one member from each group to present a report about malaria to the class.

Ask students to write a chart showing how malaria spreads, how it is treated,  **Exercise** symptoms and how we can stop the spread.

## Lesson 5

Student's Book, page 148

**Specific objectives:** Students will be able to:

- make sentences in the present simple tense.
- make compound sentences.
- read and discuss sentences in the present simple tense and compound sentences.
- write short sentences in the present simple tense.

**Lesson content:** (a) the present simple tense (b) compound sentences

**Step 1:** Revise the present simple tense with students by asking students to talk about diseases, how they are treated, and where they are treated from.

**Teacher:** Where do you go when you are ill? **Student:** I go to the dispensary.

**Teacher:** Who treats you when you are ill? **Student:** A nurse treats me when I am ill.

**Activity 1:** Let students form groups to practise the present simple tense by asking and answering questions. Ask students to discuss the questions in the Student's Book and give correct answers following the example.

- Exercise 1:** Let students identify the doctor/ nurse's daily activities in their correct order. Ask students to number the activities. **Exercise**
- (b) Tell students to write about the daily activities of a doctor/nurse. Inform students that they should study the information in exercise 1(a) before they write the activities in (b). Encourage students to refer to the example as they write.
- Exercise 2:** Ask students to write a list of things that they do everyday. Let students use the list to write a paragraph about themselves.
- Exercise 3:** Let students complete the sentences with words given in brackets. Ask students to write all sentences in the present simple tense.

**Expected answers**

- |   |   |
|---|---|
| 1. We use a microscope to see tiny objects. | 2. She sometimes arrives home late.     |
| 3. Sick people always take medicine.        | 4. He drives the ambulance to hospital. |
| 5. The mother wants to feed the baby.       | 6. I sleep under a mosquito net.        |

**Compound sentences**

Student's Book, page 149

Revise compound sentences with students.

A compound sentence is made up of two or more sentences.

**Step 1:** Practise using compound sentences with students as in the example below.

**Teacher:** What do sick people do?

**Student:** Sick people visit doctors and they get treatment.

Ask students to practise using compound sentences by asking and answering questions as in the above example.

**Activity 2:** Ask students to study and discuss the compound sentences on page 149. Encourage students to identify and discuss the two sentences in each of the compound sentences.

**Exercise 4:** Ask students to make correct compound sentences from the table. Let students write the sentences in their exercise books. **Exercise 4**

**Expected answers**

1. She immunised the children and she counselled their parents.
2. He is sick but he does not want to take medicine.
3. You must sleep under a treated mosquito net or you will catch malaria.

**Lesson 6**

Student's Book, page 150

**Specific objectives:** Students will be able to:

- a. make sentences using **going to**.
- b. make sentences using anybody/somebody/nobody.
- c. read and discuss sentences in the Student's Book, page 150.
- d. write short sentences using **going to**.

**Lesson content:** using **going to** , anybody/somebody/nobody

**A: going to**

**Step 1:** Practise the language structure with students as in the example below.

**Teacher:** When is the nurse going to immunise children?

**Student:** The nurse is going to immunise children on Tuesday.

Let students practise the structure by asking and answering questions using **going to** as in the above example.

**Activity 1:** Ask students to form groups of five to discuss what they are intending to do on each of the days next week. Encourage students to use --- going to --- as they describe activities.  
**Example:** On Wednesday, I am going to collect money from the bank.

**Exercise 1:** Let students read the sentences. Ask students to take note of the use of **going to** as they read the sentences. **Exercise**

**Exercise 2:** Let students re-write the sentences using **going to**. Guide students as they write correct sentences in their exercise books.

**Expected answers**

1. The doctor is going to examine the specimen of the stool.
2. They are going to seek medical advice.
3. We are going to boil our drinking water.
4. The pregnant mother is going to visit a midwife.
5. All the patients are going to get treatment.

**B: anybody/ somebody/ nobody**

**Step 1:** Practise the structure with students.

**Example: Teacher :** Is there anybody in the clinic?

**Student 1:** No, there isn't anybody in the clinic.

**Student 2:** There is nobody in the clinic.

Let students practise the structure in groups as in the above example.

**Activity 2:** Let students form pairs to read and discuss the sentences on page 151 of the Student's Book.

Ask students to answer the five questions. Let students use the words in the brackets appropriately as they write answers to the questions. **Exercise 3**

**Expected answers**

1. Everybody needs good health and wealth.
2. There isn't anybody who doesn't know the dangers of HIV/AIDS.
3. Somebody has volunteered to build a clinic.
4. Nobody wants to fall sick.
5. Anybody who doesn't use a mosquito net is likely to get malaria.



## Lesson 7

Student's Book, page 151

**Specific objectives:** Students will be able to:

- use **should/ shouldn't; must/ mustn't** correctly in sentences.
- say what they should and shouldn't do to keep in good health.
- read and discuss sentences.

**Lesson Content :** a. using **should, must**      b. using **shouldn't, mustn't**

### Using ... **should/ must**...

**Revise the use of **should ... / must ...** with students as in the example below.**

**Teacher:** What should you do before you eat food?

**Students:** I should wash my hands before I eat food.

**Teacher:** What must you do to avoid malaria?

**Students:** I must sleep under a mosquito net to avoid malaria.

Let students ask and answer questions using **should** and **must** as in the above example.

**Activity 1:** Organise students in pairs and ask them to discuss what they should do to prevent common diseases in their village. Encourage students to use **should, must** as they discuss. Example: We should keep our compound clean. You may give the following hints. slashing, washing, boil drinking water, smoking/covering latrines, cleaning water systems, cleaning the compound.

**Activity 2:** Let students form groups of five to discuss the sentences.

Ask students to use **should, must** to form correct sentences. Guide students as they write correct sentences in their exercise books. **Exercise 1**

### Expected answers

- You should sleep under a mosquito net.
  - You must sleep under a mosquito net.
- You should clear the bush around your place.
  - You must clear the bush around your place.
- You should get rid of stagnant water.
  - You must get rid of stagnant water.
- You should abstain from sex until you get married.
  - You must abstain from sex until you get married.

Ask students to write 5 rules that will help them to keep healthy. Let students use **should** and **must** to write the rules. **Exercise 2**

### Using ...**shouldn't/mustn't**...

Student's Book, page 153

Introduce the structure by asking the students to tell what they shouldn't do to keep in good health.

**Example: Teacher :** What shouldn't you do to keep in good health?

**Student :** I shouldn't drink unboiled water.





Let the students practice the structure by asking and answering questions as in the above examples.

**Activity 3:** Organise students in groups of four people to discuss the sentences. As students discuss encourage them to give more suggestions to help people in their area to be free from diseases.

Let students form correct sentences as instructed in the Student's Book. Help students to use **should not** and **must not** appropriately as you mark their work.  **Exercise 3**

### Expected answers:

1. (a) You should not smoke cigarettes.  
(b) You must not smoke cigarettes.
2. (a) You should not work from a dirty place.  
(b) You must not work from a dirty place.
3. (a) You should not share sharp objects.  
(b) You must not share sharp objects.
4. (a) You should not live in a bushy environment.  
(b) You must not live in a bushy environment.

## Lesson 8

Student's Book, page 153


**Specific objectives:** the students will be able to:

- a) count up to 10,000,000.
- b) read numbers up to 10,000,000.
- c) change figures to words and words to figures.

**Lesson content:** Numbers 1-10,000,000

Revise the numbers with the students by asking students to count in **ones, tens, hundreds, thousands** and **millions** up to 10,000,000.

**Activity:** Ask students to work in pairs to count in thousands up to ten million. Let students study and discuss the numbers in the Student's Book.

**Exercise: 1 a)** Let students write the figures in words in the given sentences in exercise 1 a). Students will change words to figures in exercise 1 b).  **Exercise**

### Exercise (a) Expected answers

1. Four million, five hundred sixty two thousand, three hundred eighty four.
2. Three million, five hundred twenty thousand.
3. Nine million, eight hundred seventy three thousand.
4. Three million, one hundred four thousand, two hundred fifty.
5. Five million, three hundred sixty eight thousand, four hundred seventy.

### Exercise (b)

6. 3,750,200      7. 4,225,065      8. 5,920,250      9. 7,028,000      10. 9,009,900



## Lesson 9

Student's Book, page 154

**Specific objectives:** Students will be able to:

- use the past simple tense to talk about past events.
- use **should** and **ought to** to talk about the right thing to do .
- read and discuss sentences in the Student's Book.

**Lesson content:** a) using the past simple tense b) using **should** and **ought to**

### The past simple tense

Revise the past simple tense with the students by giving them questions which they can answer in the past simple tense.

**Example: Teacher:** When did she go for a blood test?

**Students:** She went for a blood test last week.

**Step 2:** Let the students practise the past simple tense by asking and answering questions in the past simple tense.

Encourage students to describe different past activities they participated in.

**Activity 1:** Let students form pairs to answer questions about themselves. Ask students to participate actively in the activity by sharing correct information about themselves with their partners.

**Exercise 1:** Let students copy the given sentences in their exercise books and change them to the past simple tense.

 **Exercise**

#### Expected answers.

- He drove the ambulance to the hospital.
- The doctor treated all the patients.
- He could not eat because he had no appetite.
- The students cleaned the compound every morning.
- He lost weight when he fell sick.

**Exercise 2:** Ask students to change the words in brackets into their past simple tense to write correct sentences.

#### Expected answers

- He went to the clinic and got treatment.
- The nurse attended to the sick lady and gave her medicine.
- She bought a mosquito net and gave it to her daughter.
- The parents immunised all their children last week.
- The doctor examined all the patients and treated them.
- She sweated a lot when she got malaria.
- They cleaned all the drainage systems.
- He cleared the bush and prevented mosquitoes from breeding.

**B** Using **should ... ought to ...**

Revise the use of **should** and **must**.


Teach the use of **... ought to ...**

**Example: Student 1** : I am not sure of my HIV status. **Student 2** : You should go for a blood test.

**Student 3** : You ought to go for a blood test.

In pairs 3, let students practise the structure following the above examples.

**Activity 2:** Let students form pairs to study and discuss the sentences in the Student's Book page 155. Encourage students to construct similar sentences to practice the use of **should** and **ought** further.

**Exercise 3:** Let students form correct sentences following the given example.  **Exercise**

**Exercise 4:** Ask students to suggest advice for the cases written in the exercise.

**Expected answers:**

**Exercise 3**

- |  |                                       |
|--|---------------------------------------|
| 1. a) He should bandage the wound.     | b) He ought to bandage the wound.     |
| 2. a) You should take him to hospital. | b) You ought to take him to hospital. |

**Exercise 4**

- |  |   |
|--|---|
| 1. a) You should go to a doctor for treatment. | b) You ought to go to a doctor for treatment. |
| 2. a) She should visit a midwife.              | b) She ought to visit a midwife.              |
| 3. a) You should see a dentist.                | b) You ought to see a dentist.                |

**NOTE:** Students may give other answers. Accept all correct answers which are logical.

**B** Reading**Lesson 10**

Student's Book, page 156 -157.

**Specific objectives:** The students will be able to:

- read and act the dialogue.
- answer questions about the dialogue.
- read the poem and answer questions about it.

**Lesson content:** a) dialogue practice      b) poem recitation

**Activity 1:** Ask students to form pairs to practise the dialogue

Teach the dialogue.

**Step 1:** Introduce the dialogue by asking students to describe the common diseases they suffer from.

**Step 2:** Read the dialogue two or three times as the students listen.

**Step 3:** Discuss with the students the diseases in the dialogue.

**Step 4:** Encourage the students to repeat each line of the dialogue after you.

**Step 5:** Organise the students to practise the dialogue in pairs as they face each other.



Pick different pairs to come to the front and act the dialogue.

Ask the students to read the dialogue silently and answer the comprehension questions.

Exercise 1

### Expected answers

1. The conversation took place at the hospital.
2. Woizero Fanose was able to tell that her son had become ill because he had high temperature and he was shivering.
3. Woizero Fanose's son is eight years old.
4. The nurse took a blood test to find out what the boy was suffering from.

**Activity 2:** Ask students to read and recite the poem.

Teach the poem.

**Step 1:** Ask the students to recite a familiar poem.

**Step 2:** Read the poem by giving clear pronunciation and actions.

**Step 3:** Teach one verse of the poem at a time. Let the students repeat after you phrase by phrase.

**Step 4:** Call a small group of students to recite the poem.

**Step 5:** Pick one, two or three children to recite the poem individually.

**Step 6:** Involve the entire class in groups or in pairs to practise the poem.

Let students read the poem silently and answer the comprehension questions.

Exercise 2

### Expected answers:

1. a) washing hands before eating  
b) washing hands after visiting the toilet  
c) visiting the doctor as soon as you fall sick  
d) sleeping under a treated mosquito net

Accept other logical suggestions from the students.

2. good
3. When you are healthy you can do work that can bring in wealth.
4. germs, bacteria, and viruses.
5. things around us such as forests, mountains, hills, houses.
6. a) We should use soap when we want to wash our bodies, clothes, home utensils.  
b) Soap minimises possible dangers of having germs.
7. I can avoid germs by practising good health habits.  
c) physician - a medical person who examines a patient and determines medication required to treat the sickness.

## C Writing

### Lesson 11

Student's book, page 158.

**Specific objectives:** Students will be able to:

- a) discuss health posters.
- b) write health posters.
- c) write health messages.



5. We should see a physician when we fall sick.
6. The doctor had the boy's sputum tested.

**Exercise 2: Expected answers**

1. Malaria is caused by bites from infected mosquitoes.
2. We can stop malaria by clearing the bush around our houses, draining stagnant water from compounds, sleeping under mosquito nets.
3. Drinking dirty water and eating contaminated food causes diarrhoea.
4. We can stop diarrhoea by boiling drinking water, cooking our food properly and cleaning our environment.

**Lesson 13**

Student's Book, page 161

**Specific objectives:** Students will be able to:

- a) discuss pre-reading questions.
- b) read the passage silently.
- c) answer comprehension questions about the passage.
- d) make a vocabulary network for health.

**Lesson content:** (a) Comprehension (b) Vocabulary network

**Activity 1:** Organise students in groups of five to discuss the pre – reading questions in the Student's Book. Let students talk about Aids and how it can be prevented.

Ask students to read the passage and answer the questions.

 **Exercise 1**

**Expected answers**

1. HIV / AIDS has greatly reduced the workforce.
2. The HIV prevalence rate is at 1.4 %.
3. I think that the HIV prevalence rate has dropped because the national HIV / AIDS Prevention Control Council has sensitised the people about HIV / AIDS.
4. Young women in urban areas are more likely to be infected with HIV / AIDS.
5. It is the National HIV / AIDS Prevention Control Council.

**Activity 2: Vocabulary network**

Student's Book, page 162

Ask students to form groups of five to discuss common illnesses, how these illnesses are treated and people who treat them. Let students study and discuss the table on page 162. Basing on the discussion, let students make a vocabulary network in form of a table.

Students should make a table similar to the one in the Student's Book.

Let students answer the questions in the Student's Book page 162. Assist students to write correct answers as you mark their work.

 **Exercise 2**

**Expected answers**

1. One may catch diarrhoea / typhoid / dysentery by drinking unboiled water.
2. One would catch the HIV/AIDS virus by having unprotected sex with an infected person.
3. It is good to bathe everyday to avoid germs.
4. Diphtheria, whooping cough, measles, polio, tetanus, tuberculosis.
5. An ambulance is used to transport sick people.
6. Flu-like illness with fever chills, muscle aches and headaches are the symptoms of malaria.

**Assessment**

**Reading and discussing:** Organise students in groups to read and discuss the questions.

**Writing:** Ask students to write the answers in their exercise books.

**A. Complete the sentences with the correct words.**

1. A house fly is \_\_\_\_\_ to us.
2. Aids is caused by a \_\_\_\_\_.
3. High temperature is one of the \_\_\_\_\_ of malaria.
4. \_\_\_\_\_ you take all the medicine you will not get better.
5. Toleshe cannot eat because she has no \_\_\_\_\_.
6. The nurse \_\_\_\_\_ to immunise all the children.
7. All people need to \_\_\_\_\_ in peace.
8. Dugassa \_\_\_\_\_ born in 1999.

**B.**

1. List down diseases you have heard of.
2. Which of the diseases are common in children?
3. How can you avoid these diseases?
4. Why is it good to visit a doctor (physician) quite often?
5. How can you keep your body healthy?
6. How can you stop mosquitoes from your home?
7. Write a paragraph explaining how you feel when you get infected with malaria.
8. How will you protect yourself from diseases?
9. Say True / false
  - (i) Malaria is transmitted by houseflies.
  - (ii) HIV/AIDS may be avoided.
  - (iii) Anopheles mosquitoes carry parasites.
  - (iv) Houseflies carry disease germs that cause cholera.
  - (v) HIV/AIDS is affecting almost all the world.



## Background information

Telling stories whether traditional or not is a common practice all over the world. Before the discovery of writing, people passed on information and knowledge to the younger generation through different types of stories. In some cultures, stories were told around fire places in the evening. This was always the time for relaxing after a hard day's work. Stories are designed for the purpose of teaching. There is always something to learn from stories. Below are some of the purposes stories serve.

- They are a source of enjoyment.
- They are used to teach morals and facts about life.
- They are used to train memory.
- They are used to train analytical skills.

There are so many unwritten stories because they are known to just a few people. As a way of introducing the topic, the teacher should encourage the students to listen to stories from their parents or relatives. Students should further be encouraged to narrate in their local language if they are in position to do so.

The teacher should encourage students to take interest in stories from other sources other than those told in the classroom. By so doing, students will learn about other cultures. During the lesson the students should be encouraged to write short stories of their own.

**General objective:** Students will be able to listen to and tell stories about animals.

**Specific objectives:** Students will be able to:

- listen to and tell stories about animals.
- listen to a paragraph and answer questions about it.
- read sentences about animals.
- identify irregular past simple verbs.
- use the comparative and superlative form of regular and irregular adjectives.
- make compound sentences.
- read and act dialogues.
- read short stories and answer questions about them.
- write guided compositions.

**Resources:** Story books, pictures of animals, newspaper cuttings, magazines, and real animals.

## **A** Listening and speaking

### Lesson 1

Student's Book, page 163

**Specific objectives:** Students will be able to:

- describe animals that are commonly talked about in traditional stories.
- discuss the picture and answer the questions.
- tell a traditional story.

**Lesson content:** Brainstorming and story telling

**Activity:** Discuss the picture with the students. Ask the students to describe animals commonly talked about in traditional stories. Which of these animals have they seen? Organise students into groups of four and ask them to discuss what they see in the picture.

**Exercise:** Let the students answer the questions about the picture.



1. The animals in the picture include: lion, monkey, elephant, buffalo, zebra, baboon, cat, gazelle, leopard, hippo, hare, tiger, chimpanzee and kangaroo.
2. Students will give different answers. Accept answers that are logical. Example: Lion is telling animals to keep peace in the jungle.
3. The other animals are listening.
4. The students will give different answers. Accept answers that are logical. Example: The animal was on the watch out for enemies.

**Story telling:** In groups, ask the students to tell a story about any one of the animals in the picture. As one student narrates a story let the others listen carefully.

## Lesson 2

Student's Book, page 164

**Specific objectives:** Students will be able to:

a) listen to stories. b) re-tell stories. c) act out roles of the animals in the stories.

**Lesson content:** (a) Listening (b) Dramatisation

**Activity 1:** Ask students to form groups of five people to tell and listen to stories from partners. Encourage students to participate in this activity by acting out roles of the different animals in the stories.

**Exercise:** Read the poem entitled **Animal voices** as students listen. Ask students to answer the questions in the Student's Book, page 164.

## Poem

### Animal voices

*Here we are at the farmer's farm,  
Happily suckling our calves,  
On the warm fresh milk from our teats,  
Some flowing to the farmer's heart,  
Who takes some of the milk,  
The farmer takes care of us day by day,  
As we feed on the rich pasture daily.*

*We stay with our friends,  
The sheep bleat with their lambs,  
The pigs grunt in the sty,  
Piglets squeal nearby,  
Nanny goats bleat with their kids,  
Billy goats bleat with their kin,  
As the goat – herd takes them to the hills to graze.*

*Life is not always easy, you know,  
For the farmer selects us one by one,  
To the abattoir the farmer herds us,  
Slaughters us and cuts us into pieces,  
For beef, mutton or pork,  
To feed on and grow healthy,  
After which we are soon forgotten!*

(David Wagaba)

**Expected answers:**

1. The animals include cows, sheep, goats, pigs, dogs.
2. The farmer gets meat and milk.
3. Mutton
4. When the farmer takes them to the abattoir.
5. A place where animals are slaughtered.
6. Sheep, pigs, goats.

**Activity 2:** Ask students to talk about stories they have heard about Hyena, Hare, Elephant. Encourage students to tell stories about the animals to their partners.

**Lesson 3**

Student's Book, page 164

**Specific objectives:** Students will be able to:

- a) read sentences and identify words related to animal stories.
- b) make sentences in the past simple tense using irregular verbs.
- c) identify irregular verbs in given sentences.
- d) write short sentences in the past simple tense.

**Lesson content:** (a) Word practice (b) The past simple tense (irregular verbs)

**Word practice**

**Activity 1:** Tell students to form groups of five to read and discuss the sentences in the Student's Book. Ask the students to identify the words related to the animal story. (Mr. Hare, once upon a time, Mr. Hyena, funny, listen, enjoy).

**The past simple (irregular verbs)**

**Step 1:** Revise the present simple tense with the students by asking students to ask and answer questions about their daily activities. e.g. What do you do every evening? **I listen to stories.**

**Step 2:** Revise the past simple tense by asking students to ask and answer questions about past activities. Encourage students to use irregular verbs as they ask and answer the questions.

**Example:** What did the rat do when it saw a snake? **The rat ran away.**

**Activity 2:** Student's book page 165.

Put students in groups of four and ask them to study and discuss the seven sentences in the Student's Book. Encourage students to take note of the past tense form of the words in bold. Ask students to make their own sentences using each of the words in bold.

**Exercise 1:** Tell students to complete the table by filling the spaces with the correct past tense form of the verbs. Ask students to copy and complete the table in their exercise books.

**Exercise 2:** Ask students to write correct sentences in the past simple tense by changing the verbs in brackets.

Let students ask and answer questions in the past simple tense. Encourage the students to use irregular verbs as they ask and answer questions.

**Expected answers**

1. Dove **saw** kite and flew away.
2. Leopard **caught** Hare and gave him a warning.
3. Hen **spread** the beans in the compound and rested under the tree.
4. Bat **stood** at the side of the house.
5. The animals **made** alot of noise at the party.

## Lesson 4

Student's Book, page 166

**Specific objectives:** Students will be able to:

- discuss pictures.
- put pictures in the right order.
- draw pictures to represent a story.

**Lesson content:** (a) Picture study and arranging (b) Story telling

**Activity :** Read the story about Man and a Snake to students as they listen carefully. Tell students to study the pictures on page 166. After the students have listened to the story, tell them to re-arrange the pictures in their right order.

**Expected order:** 6, 4, 7, 2, 9, 8, 5, 1, 3

### Man and a Snake

Once upon a time, a farmer lived with a snake in his house. They were great friends. The snake had four limbs. She would do all the work the farmer gave her. She was a good servant.

During one harvest celebration, the farmer had done a lot of good things for the community, so ostrich gave him an egg as a sign of appreciation. The farmer showed it to the snake, "Look at this beautiful present from the ostrich," said the farmer. "I am very happy and grateful to her."

One day the farmer was going for a tour to the next village. He could not carry the egg. He called the snake and said, "I am travelling to meet my relatives in the next village, you will take care of this egg."

The farmer spent a week away from home. On the fifth day, the food which the farmer had left got finished. The snake had nothing to eat.

So she decided to eat the egg. "I cannot die of hunger, I should eat this egg and run away from his house," said the snake. She broke the egg and ate it. "I must park my things to prepare for my journey too."

That day, the farmer returned, he met the snake on her way. "Who did you leave in charge of my house?" he asked.

The snake couldn't answer. She started trembling. The farmer knew there was something wrong.

The farmer therefore asked, "What about my egg?" He looked at the snake's mouth. It had pieces of egg shell stuck on the cheeks. "We must go back home together," said the farmer.

The farmer dragged the snake up to the house. On reaching, home, the house was open and the egg had been eaten. Everything inside was disorganised.

The snake refused to say who had eaten the egg. So the farmer got a long knife. He cut off the snake's limbs and let it go.

From that time, the snake started crawling instead of walking. Even today, we see snakes crawling and when we find them, we punish them using sticks.

**Exercise:** Ask students to think of a story they have heard. Let students draw pictures to represent the different events of that story.



## Lesson 5

Student's Book, page 167

**Specific objectives:** Students will be able to:

- describe animals.
- make sentences using the comparative and superlative form of regular adjectives.
- write short sentences describing animals.

**Lesson content:** The comparative and superlative form of regular adjectives.

Teach the comparative and the superlative form.

*We use "than" when comparing two people or things (comparative form).*

*We use "the" when comparing more than two people or things (superlative form).*

*Regular adjectives add "er" to change to the comparative. They add "est" or "iest" to change to the superlative form.*

<i>Example:</i>	<i>adjective</i>	<i>comparative</i>	<i>superlative</i>
	<i>fast</i>	<i>faster</i>	<i>fastest</i>

Revise the comparatives and superlatives with students. Ask students to describe and compare familiar animals.

**Example:** A tortoise is slow. A chameleon is slower than a tortoise. A snail is the slowest of the three.

**Activity :** Ask students to form pairs to discuss the given sentences. As students discuss encourage them to identify the adjectives in the sentences. Let students make sentences of their own using the adjectives they have identified.

**Exercise 1:** Let students study the adjectives and complete the table by filling in the missing forms of the adjectives. Ask students to copy and complete the table in their exercise books.

**Exercise 2(a):** Ask students to form correct sentences using the words in brackets. Let students write the sentences in their exercise books.

### Expected answers

- Cock was very rich. (a) Dove was richer than Cock. (b) Eagle was the richest of the three.
- Lion was very wise. (a) Leopard was wiser than Lion. (b) Hare was the wisest of the three.

**Exercise 2(b):** Let students construct sentences using each of the given words. Go round the class assisting students to write correct sentences as you mark their work.

## Lesson 6

Student's Book, page 168

**Specific objectives:** Students will be able to:

- describe animals.
- make sentences using the comparative and superlative form of irregular adjectives.
- write short sentences using irregular adjectives.

**Lesson content:** The comparative and superlative form of irregular adjectives.

**Irregular adjectives**

Revise regular adjectives with students by asking students to describe and compare familiar animals as they did in Lesson 5.

Teach irregular adjectives by giving examples of irregular adjectives. Example: bad worse worst

Ask students to describe animals/people using irregular adjectives. Ask students to ask and answer questions using irregular adjectives as they describe and compare objects.

**Example :** **Student 1 :** Who brought a bad picture?

**Student 2 :** Tortoise brought a bad picture?

**Student 3 :** Whose picture was worse than Tortoise's?

**Student 4 :** Chameleon's picture was worse than Tortoise's.

**Student 5 :** Whose picture was the worst of them all?

**Student 6 :** Snail's picture was the worst of them all.

**Activity 1:** Ask students to form pairs to discuss the sentences in the Student's Book. As students discuss the sentences, encourage them to identify the irregular adjectives and use them in their own sentences.

**Exercise 1:** Let students form correct sentences using the words in brackets.

**Expected answers**

1. (a) There were more birds than animals in the garden.  
(b) Most of the animals hid in the forest.
2. (a) Dove wrote the best letter.  
(b) Duck's letter was better than Dove's.  
(c) Hen's letter was the best of the three.

**Activity 2:** Let students work with a partner to study and discuss the sentences. Encourage students to identify the adjectives and use them in their own sentences.

**Exercise 2:****Expected answers**

1. (a) Bat was very careful.  
(b) Rat was more careful than Bat.  
(c) Snake was the most careful of the three.
2. (a) Dog was very hardworking.  
(b) Leopard was more hardworking than Dog.  
(c) Elephant was the most hardworking of the three.

**Exercise 3:** Ask the students to write their own sentences using the given adjectives.

**Lesson 7**

Student's Book, page 170

**Specific objectives:** Students will be able to:

- a) describe animals using compound sentences.
- b) write short compound sentences.

**Lesson content:** Compound sentences



Revise compound sentences with students by asking them to describe activities using compound sentences. **Example:** The hare bought some meat and hyena stole it.

**Activity:** Organise students in groups of four and let them discuss the sentences. Encourage students to participate actively in the activity by identifying the two sentences in the compound sentences.

**Exercise 1:** Ask students to form correct sentences from the table.

**Expected answers:**

1. Rat bought a cow but Man took it away from him.
2. Owl entered the dark house and Python opened his mouth to swallow him.
3. Bat cut off frog's tail as Hippo had ordered him.
4. Elephant shouted for help and Hare came to assist him.

**Exercise 2:** Ask the students to write 5 compound sentences. Students should write the sentences in their exercise books.

## Lesson 8

Student's Book, page 170

**Specific objectives:** Students will be able to:

- a) read and act the dialogue
- b) describe traditional stories.

**Lesson content:** (a) Dialogue practice. (b) Traditional stories.

**Activity 1:** Ask students to work with a partner to read and act the dialogue.

**Teach the dialogue**

**Step 1 :** Tell a short traditional story to the students.

**Step 2 :** Say the dialogue two or three times as the students listen.

**Step 3 :** Encourage the students to repeat each line of the dialogue after you.

**Step 4 :** Organise the students to practise the dialogue in pairs.

**Step 5 :** Pick two or three pairs and ask them to act the dialogue in front of the class.

**Exercise:** Ask students to write a paragraph to describe some of the traditional stories they have listened to. As students describe the stories let them also tell what they learn from traditional stories.

## Reading

## Lesson 9

Student's Book, page 171

**Specific objectives:** Students will be able to:

- a) read the story silently.
- b) answer oral questions.
- c) answer written questions.
- d) match words to their meanings.

**Lesson content:** Comprehension

**Pre-reading activity:** Organise students in groups of three people to discuss the pre-reading activity.

Let students talk about birds that take part in traditional stories they know.

**Exercise 1:** Reading and answering questions.

**Step 1 :** Let the students read the story silently.

**Step 2 :** Discuss difficult words with the students.

**Step 4 :** Ask oral questions and encourage the students to answer the questions in full sentences.

**Step 5 :** Ask the students to write answers to the questions. Let the students write the answers in their exercise books.

**Expected answers:**

1. Rebeka was the mother of Emebet and Tamiru.
2. The ostrich used to mistreat other birds.
3. Yes. The ostrich was a bully. (accept other logical answers)
4. I would change my behaviour and help smaller birds instead of kicking and killing them.
5. They had enjoyed the story.

**Exercise 2:** Let the students match words with their meanings in their exercise books.

**Expected answers:**

- |               |   |           |              |   |               |
|---------------|---|-----------|--------------|---|---------------|
| 1. reduce     | - | control   | 5. attack    | - | fight         |
| 2. dangerous  | - | bad       | 6. squeezing | - | pressing      |
| 3. get rid of | - | send away | 7. teasing   | - | making fun of |
| 4. power      | - | energy    |              |   |               |

## Lesson 10

Student's Book, page 173

**Specific objectives:** Students will be able to:

- a) read about animals.
- b) answer questions about animal facts.

**Lesson content:** animals.

**Activity :** Ask students to form pairs to discuss the animals talked about on page 173. Let the students compare the animals and discuss their differences.

**Exercise:** Ask the students to answer multiple choice questions about the animals. The students should write the answers in their exercise books.

**Expected answers:**

1. B      2. B      3. C      4. A      5. C      6. B

## Lesson 11

Student's Book, page 174

**Specific objectives:** Students will be able to:

- a) read the story silently.
- b) answer oral questions.
- c) answer written questions.
- d) match words to their meanings.

**Lesson content:** Comprehension



**Pre-reading activity:** Ask students to form pairs to discuss the pre-reading activity. Let students describe what they learn from traditional stories and talk about animals which take part in the animal stories they know.

**Exercise 1:** Reading and answering questions.

**Step 1 :** Ask students to read the story silently.

**Step 2 :** Discuss difficult words with students.

**Step 3 :** Ask oral questions and encourage students to answer your questions orally in full sentences.

**Step 4 :** Let students write answers to the given questions. Students should write the answers in their exercise books.

### Expected answers

1. Fanaye had only one child.
2. Fanaye was a WIDOW.
3. Tiru was an ORPHAN.
4. Yes, she allowed the 5 hyenas into her house and prepared a good place for them to sleep.
5. Tiru was very beautiful.
6. They would have looked after Tiru.
7. Fanaye was angry with the hyenas because one of them had eaten Tiru.
8. They think it is Fanaye.

**Exercise 2:** Let students match words with their meanings.

- |             |   |           |              |   |              |
|-------------|---|-----------|--------------|---|--------------|
| 1. imagined | - | thought   | 6. empty     | - | with nothing |
| 2. turning  | - | becoming  | 7. requested | - | asked        |
| 3. watched  | - | looked at | 8. delighted | - | happy        |
| 4. tempted  | - | attracted | 9. whenever  | - | every time   |
| 5. returned | - | came back |              |   |              |

### Writing

## Lesson 12

Student's Book, page 177

**Specific objectives:** Students will be able to:

- a) read the beginning and end of the story.
- b) discuss what happened in the middle of the story.
- c) write short sentences describing what happened.

**Lesson content:** Composition

**Activity:** Let students form pairs to read the beginning and end of the story. As students read let them guess and discuss what happened in the story.



**Exercise:** Ask students to write short sentences describing what happened. Let students read out the middle part to the class.

## Lesson 13

Student's Book, page 177

**Specific objectives:** Students will be able to:

- a) arrange letters to write correct words.
- b) write correct sentences using the past simple tense

**Lesson content:** Revision Exercise

Ask students to do the revision exercise.

**Step 1:** Let students discuss the questions in groups.

**Step 2:** Tell students to write answers to the questions in their exercise books.

**Step 3:** Go round the class assisting individuals to write correct sentences as you mark their work.

**Expected answers**

- A:** 1. story      2. listen      3. read      4. animal      5. faster  
6. speak      7. tell      8. worse      9. bought      10. made

**Expected answers.**

- B:** 1. Grandmother tells us very interesting stories.  
2. Hyena stole the meat and ran away.  
3. We listened attentively to what she said.  
4. They cut off Frog's tail and threw it away.  
5. Hare was the wisest of the three animals.  
6. Who was more careful than Hippo?

**C:** Let students write a paragraph describing a traditional animal story they know. Ask students to tell the story to their classmates.

**Assessment**

**Reading and discussing:** Ask students to form groups of four or five to read and discuss the questions.

**Writing:** Let students write the answers in their exercise books.

1. What animals or birds have you heard or read about in stories?
2. Which animals or birds had good behaviour?
3. How do stories help you to live a better life?
4. Suggest animals to complete sentences using the adjectives;

faster, fatter, bigger, heavier

**Example:** A cheetah is faster than an elephant.

5. Compose questions using the adjectives:

most fierce, fastest, slowest, ugliest, heaviest, strongest

**Example:** Which animal is the ugliest?

6. (a) What is your most favourite story?      (b) What animals does it talk about?  
(c) What lesson do you learn from it?      (d) Why do you have that as your best story?



## Additional work (Teacher's Reference)

### 1. Teaching using short dialogues

Short dialogues can develop out of the presentation or revision of new structures in question and answer form. Here is a sample dialogue.

Student 1: I read story books

Student 2: Where do you read story books from?

Student 1: I read story books from the library.

Student 2: How often do you read story books?

Student 1: I read story books five times a week.

Step 1: Revise the structure and vocabulary previously learned. Make sure every one understands the meaning.

Step 2: Say the dialogue while the students listen.

Step 3: Students repeat after you several times.

Step 4: Divide the class in two groups. Let each group play one part.

Step 5: Students practise in pairs or in a chain drill. One or two pairs demonstrate to the rest of the class.

### 2. Teaching through songs

Songs provide enjoyable repetition of both vocabulary and structures and give good practice in pronunciation. Students need not to understand all the words in a song as long as they understand the general meaning.

Step 1: Choose a known tune to teach the content, e.g. vocabulary, structure, tense, plurals.

Step 2: Decide on when to use the chosen tune in the lesson. i.e. introduction, the body of the lesson or the evaluation.

Step 3: Guide the students to sing with emphasis on the intended content to be taught.

Step 4: Have the intended content on the chalkboard/flashcard/wall charts or use real objects and teach it following the normal procedure for teaching vocabulary or structures.

### 3. Teaching through games

Step 1: Teach or revise any new words they will need in the game.

Step 2: Explain how the game will be played. Give clear instructions in English.

Step 3: Demonstrate the game to the students.

Step 4: Encourage volunteers who have understood the game to demonstrate to the class.

Step 5: Students play the game. (It can be outside the classroom).

### 4. Teaching through role-play and acting

You may use the same procedure as for dialogue, but now that students have learnt more English, you should allow a much freer approach to acting/role-play. In role-play, students act roles of different people.

They may use the words you have given or add their own words and thus change the situation and the answers. Allow the students to act out situations based on their own experiences, knowledge and ability.

### 5. Teaching through situational games

These are games, activities and playlets in which new words and formulas are taught and known language is used in natural or imaginary situations. They aim at making the students feel at ease with spoken language and at encouraging them to use it as a medium of expression as much as possible within their limited knowledge.

Situational games need a lot of preparation and practice. The teacher should use the situational games



in a number of different lessons.

## 6. Playlets

Playlets are little plays that contain vocabulary and structure that need to be taught. The meaning should be explained and the speaking drill should be given for each word or phrase, so that the students have no difficulty with pronunciation when they come to use the words or structure in the playlets.

### Punctuation marks

Punctuation refers to the use of capital letters, commas, full stops, hyphens, exclamation marks, full/semi colon, quotation marks and apostrophes.

Below is a guide on how and when to use punctuation marks.

#### (a) comma (,)

A comma is used to separate items in a list. For example: Boja put a shirt, a trouser, tie and vest in his suitcase. A comma is also used after particular phrases. For example: After announcing the results, the teacher asked the pupils to clap for Emebet.

A comma is used after a clause which contains the 'if' or 'although', for example:

1. If I perform well in Grade five, I will be promoted to Grade six.
2. Although Mehiret is good at English, she is not the best in her class.

#### (b) Full stop (.)

Full stops are used to show the end of a sentence. This may not be true for every sentence because some sentences may end in question marks in case they are questions, or exclamation marks in case they express surprise.

Full stops are also used in abbreviations.

#### (c) Hyphen (-)

A hyphen is a dash which appears between two or more words. There are words which always carry hyphen between them, for example: Mother-in-law, co-ordinate.

#### (d) Exclamation mark (!)

An exclamation mark is used to show surprise or wonder.

#### (e) Colon

There are two types of colon: the full colon (:) and the semi-colon(;

##### A full colon (:)

A full colon is used before a list, for example, the following students should see the bursar immediately: Solomon, Asferi and Rebika.

##### A semi colon (;)

1. A semi-colon is used between different parts of a list.
2. A semi-colon is also used before a bit of information which expands on the first, for example. Study hard; you'll pass your examinations.

#### (f) Question mark (?)

1. A question is used every after a direct question especially for questions which are not reported, for example What is the name of your school?  
Who is the president of Ethiopia?

#### (g) Apostrophe (')

1. An apostrophe is used to show an omission of letters in words. This is seen in contraction e.g haven't. won't
2. An apostrophe is used to show possession i.e that something belongs to someone e.g Dawit's

book is on the desk. Meseret's cap is lost.

### Note:

An apostrophe is never used with a possessive case of a personal pronoun e.g hers, his, theirs, its.

Nouns which end in - s may take the apostrophe as shown below: James' car, Moses' pen

An apostrophe is added at the end of plurals e.g ladies' clothes, Teachers' meeting.

### (h) Inverted commas (“ ”)

1. These are used before and after the quotation of a speech. Example: “ I know I will pass my examinations,” Lemessa said.
2. Inverted commas are also used for titles of books, plays, poems, newspapers. For example: “**The Animal Farm**”

When punctuating, you also need to use capital letters correctly. Capital letters (A,B,C.....Z) are used:

- i. At the beginning of a sentence or every after a full stop.
- ii. In the middle of the sentences capital letters can only be used to show proper nouns for example, days of the week and months of the year.

### Use . ! ? “ ” to punctuate the sentences. Write capital letters where they are required.

1. We are students.
2. What are the teachers doing
3. Oh I have cut my finger
4. What is the time
5. We want the following students chala shewit fate and barena
6. Saturday is the last day of the week
7. What is the second month of the year
8. Dugassa hurt himself said the teacher
9. Are the boxes under the table
10. We want to know when the teacher will come
11. Rebika has got mangoes tomatoes and cabbages
12. Is hunde a handsome boy
13. Are animals more important than birds
14. We shall go there tomorrow
15. Addis Ababa is the capital city of Ethiopia.

### Family

There are two kinds of families.

#### 1. Nuclear family

A nuclear family is made up of father, mother and the children. The family lives with no relatives.

#### 2. An extended family

This is a family in which members of a nuclear family live with other relatives such as aunts, uncles, cousins and grandparents.

#### Family members

aunt	:	a sister to one's father or mother
cousin	:	a child of one's aunt or uncle
niece	:	a daughter to one's sister or brother
nephew	:	a son to one's sister or brother
grandmother	:	a mother to your father or mother
grandfather	:	a father to your father or mother
stepmother	:	a woman who is a wife to your father but is not your mother
mother -in-law	:	the mother of one's wife or husband
father-in-law	:	the father of one's wife or husband
brother-in-law	:	a brother to one's wife or husband

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## Introduction

In grade 5 the students have 5 periods of English a week. The syllabus contains 12 units and each unit is divided into 13 periods. There should also be two revision units (each of seven periods each), one at the end of each semester. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

Whilst the first cycle of primary focused on the skills of speaking and listening, the second cycle focuses on all the skills equally. More time is therefore spent on reading and writing and the skills and sub skills (such as spelling, prediction and vocabulary networks) students need to develop all four skills. In grade 5 students are reading 2-3 paragraphs and writing whole paragraphs.

In Grade 5 the range of topics is similar to what was covered in grades 1-4 but students' progression in terms of language competency (both vocabulary and structure) now means they can communicate at a much greater level within each topic. For example in grade 5 students are introduced to the past tense which greatly extends their communicative range. All activities are now longer and there is more of a focus on pair and group work. The main goal is to extend the range of language available to the students and practise the development of all four skills so they can begin to communicate on more topics and at a level appropriate to their age and grade.

Teachers are strongly advised to look at the Grade 5 Minimum Learning Competencies for all of the four skills which also act as objectives.

### Unit 1: What do you do in your free time? (13 periods)

**Unit Outcomes:** Students will be able to describe what they do in their free time.

**Vocabulary :** Sports and free time activities and related places.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use social expressions (greetings and introductions)</li> <li>• listen to and answer questions on passages relating to places, times and dates (using on, in, at)</li> <li>• ask for and give personal details about how they spend their time</li> <li>• use social expressions (clarification and repetition) and take part in simple dialogues</li> <li>• read 2-3 short paragraphs to find particular information</li> <li>• infer the meaning of new words from the context</li> <li>• spell 10 words correctly</li> <li>• write sentences from controlled and guided activities such as gap-filling</li> <li>• write questions for information gathering and note down the answers in writing</li> <li>• write simple sentences in a paragraph about their friends and how they spend their time</li> <li>• write vocabulary network for free time activities</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Social expressions This is _____ How do you do? Good morning/afternoon/night Goodbye/see you later How often. ?</p> <p>Present simple/adverbs of frequency/ prepositions of time (on, at, in) E.g. On Mondays I play football. - compound sentences E.g. I like swimming and I often go running. Sorry, I don't understand Can you repeat that? What does that mean?</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A letter from a friend who has moved to a new town about what he/she does everyday</li> </ul> <p><b>C. Writing</b></p> <p>Words Gap-fill sentences Questions for class survey Poem Vocabulary network for free time activities</p>	<ul style="list-style-type: none"> <li>• Students introduce each other to the teacher</li> <li>• Students repeat social expressions after the teacher, match to time of day</li> <li>• Students practise using expressions at the beginning and end of class</li> <li>• Students match pictures of sports and free time activities to words/label pictures.</li> <li>• Teacher distinguishes between play + noun e.g. play football, cards and go + gerund e.g. go running, go swimming and do+ noun e.g. do athletics</li> <li>• Students in pairs ask and answer questions about sports and free time (what/do; where/do; how often/do)</li> <li>• In groups one student mimes an activity/sport and other students guess what it is</li> <li>• Students conduct a class survey to find out the most popular free time activity and give oral report to the class (using adverbs of frequency)</li> <li>• Teacher recycles these phrases from grade 4 and students make up simple dialogues to perform in front of the class.</li> <li>• Students write the expressions into speech bubbles and display them in the class.</li> <li>• Students listen to people talking about their free time activities and match with pictures and/or write the activities on the appropriate days of a diary</li> <li>• Students complete one week of a diary with activities mentioned in the passage</li> <li>• Teacher demonstrates how to guess the meaning of words using other information in the letter. Students guess the meaning (from a list) of 5 underlined words.</li> <li>• Students practise spelling 10 words from the unit.</li> <li>• Students use a substitution table to complete sentences.</li> <li>• Students write down the questions for the survey and the answers.</li> <li>• Students write up the results of the class survey.</li> <li>• Students write illustrated Morning poems to be used for classroom display</li> </ul> <p>In the morning I see..... I hear ..... I taste..... I smell..... I feel.....</p> <p>Students make vocabulary networks with free time activities vocabulary:</p> <ul style="list-style-type: none"> <li>• sports (verbs with play/go/do)</li> <li>• indoor games (verbs with play)</li> </ul>

**Assessment****Speaking and listening**

Students use the substitution table (from writing activity) to ask and answer questions about people's free time activities e.g. what does Hamid do in his free time? He goes running etc.

**Writing**

Students write about what they do in their free time.

**Unit 2: What are you doing now? (13 periods)**

**Unit Outcomes:** Students will be able to talk about what people are doing now and what people usually do.

**Vocabulary:** Activity/daily routine verbs.

<b>Competency</b>	<b>Content/Language item</b>	<b>Learning activities and Resources</b>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>say what people are doing from pictures</li> <li>listen to and answer questions on passages (dialogues) related to places</li> <li>say what people regularly do</li> <li>use social expressions (basic telephoning skills) and take part in simple dialogues</li> <li>take short dictations</li> <li>read passages and complete sentences with missing words</li> <li>read simple stories illustrated by pictures</li> <li>spell 10 words correctly</li> <li>take a short dictation</li> <li>write sentences from controlled and guided activities.</li> <li>write simple sentences in a paragraph about how they are spending their time.</li> <li>write vocabulary network for daily activities</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present continuous</p> <p>E.g. What is the man doing?</p> <p>He's brushing his teeth</p> <p>He's not watching TV</p> <p>Present simple contrasted with continuous</p> <p>E.g. Every day he wears a jacket and tie. Today he's wearing shorts and a T-shirt</p> <p>Telephone language</p> <p>Hello, is that Simret?</p> <p>Can I speak to Simret?</p> <p>It's Ramzi</p> <p>Hold on</p> <p>Good bye</p> <p><b>B. Reading</b></p> <p>A holiday postcard in which a person describes where they are and what they are doing</p> <p>A story about animals</p> <p><b>C. Writing</b></p> <p>Words</p> <p>Dictation of sentences from a postcard</p> <p>Sentences</p> <p>Short paragraph</p> <p>Vocabulary network for daily activities</p>	<p>Students look at pictures/photos and talk about what people are doing</p> <p>Students talk about what people in the class are doing</p> <p>In pairs, students complete an information gap activity: two pictures with slight differences ("spot the difference") e.g. In Picture A, a man is watching TV but in Picture B he isn't watching TV. He is reading a book.</p> <p>Student mimes an action and students guess what he/she is doing</p> <p>Students play "What am I doing?" One student gives information such as "I am in the kitchen", "I am hungry", "I have carrots and tomatoes". The other students have to guess what he/she is doing (e.g. cooking)</p> <p>Students listen to 4 dialogues and guess where the dialogue is taking place and what the people are doing (e.g. swimming, shopping, etc.)</p> <p>Students look at pictures of what people do every day (Monday-Friday; present simple) and contrast them with pictures of what people are doing now (over the weekend or on holiday)</p> <p>Teacher dictates a telephone conversation</p> <p>Students check their work and practise the dialogues back to back (as if on the telephone)</p> <p>Students read the postcard and fill in the gaps from a possible word list.</p> <p>Students read the story and put the pictures in order.</p> <p>Students practise spelling 10 words from the unit.</p> <p>Students take down dictation. They check it in pairs.</p> <p>Students write sentences about what they are doing now and what people in pictures are doing.</p> <p>Students imagine they are visiting a new area. They write a postcard to a friend describing what they are doing in this new place. They use reading passage as model.</p> <p>Students make a vocabulary network for daily activities:</p> <p>bedroom (bed, wardrobe etc.)</p> <p>bathroom (toilet, bath etc.)</p> <p>kitchen (cooker, table etc.)</p> <p>living room (chair, table etc.)</p> <p>outside the house (garden, gate etc.)</p>



**Assessment**

Speaking and listening

Students talk about what people are doing in pictures.

**Reading**

Students read a story about animals and answer 5 true/false questions.

**Unit 3: May I help you? (13 periods)**

**Unit Outcomes:** Students will be able to hold a conversation in a shop and use expressions of quantity.

**Vocabulary:** Names of shops, items to buy from shops especially food, containers/counters (e.g. box, packet, sack, kilo of), to buy, to sell etc.

**Assessment**

**Speaking and listening**

Students look at a picture of a market/shop scene and describe what people are buying. The teacher reads out two dialogues in a shop. Students write down what the customers bought and how much it cost.

**Unit 4: Would you like to come to my birthday party? (13 periods)**

**Unit Outcomes:** Students will be able to describe their likes and dislikes and give and respond to invitations.

**Vocabulary:** Seasons and related verbs.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen to a dialogue and match to pictures.</li> <li>• ask and answer questions and describe seasons using comparatives.</li> <li>• use social expressions (inviting and responding to invitations).</li> </ul> <p>read and arrange sentences in a logical order.</p> <p>infer the meaning of new words from context.</p> <p>read 2-3 short paragraphs and report the message.</p> <p>spell 10 words correctly</p> <p>write sentences from jumbled words.</p> <p>write simple sentences in a paragraph</p>	<p><b>A. Listening and Speaking</b></p> <p>Present simple</p> <p>E.g. I like...he likes... They don't like</p> <p>Do you like...? Yes, I do / No, I don't ..because... Comparatives e.g. winter is colder than.</p> <p><b>Past simple</b></p> <p>E.g. In winter I went to... Last summer I visited... because would like E.g. I'd like to... Would you like to...? Let's .... can/can't E.g. I can come to your party. I'm sorry I can't come.</p> <p><b>B. Reading</b></p> <p>Sentences for inviting and responding to invitations.</p> <p>Paragraphs about seasons in Ethiopia</p> <p><b>C. Writing</b></p> <p>Words</p> <p>An invitation to a friend</p> <p>A postcard/a paragraph</p>	<p>Students describe what they can see in pictures/photos depicting seasons</p> <p>Students listen to a conversation about likes/dislikes for seasons and tick/cross pictures.</p> <p>Students ask and answer questions about likes for seasons. Students say what they do/did in seasons. Students compare seasons</p> <p>Students do group surveys on favourite seasons and why.</p> <p>Teach students a song or poem about seasons.</p> <p>Teacher builds up a simple telephone conversation for invitations on the blackboard.</p> <p>Students practise the dialogue (back to back as on the telephone) as teacher gradually erases it from the blackboard.</p> <p>In pairs students role-play inviting friends to do something on the telephone; they accept/ decline.</p> <p>Students match first half of sentences to second half.</p> <p>Students guess the meaning of 6 underlined words and then match them to synonyms.</p> <p>Students report the main message from each paragraph.</p> <p>Students practise spelling 10 words from the unit.</p> <p>Students match season words to pictures and verbs and draw appropriate activities for each season.</p> <p>Students put jumbled words in the correct order for an invitation.</p> <p>Students write a short message inviting friends to a party.</p> <p>Students write a postcard describing the current season and what they do during this time in their region.</p> <p>Students write up the class survey (e.g. Alemitu likes winter because .....</p>



**Assessment****Speaking and listening**

Show a picture of a season – students have to make as many sentences as they can.

**Writing**

Students write sentences about a season.

**Unit 5: People and the past (13 periods)**

**Unit Outcomes:** Students will be able to talk about the past using regular verbs.

**Vocabulary:** Verbs to talk about biographical details.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• take a dictation</li> <li>• listen to and answer questions on passages relating to places, times and dates.</li> <li>• talk about past activities using the past simple.</li> <li>• read short passage about what people did in the recent past</li> <li>• write short sentences using the past simple</li> <li>• write a short paragraph about how they spend their time.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Recycle numbers 1-1000</p> <p>Teach numbers 1000-3000</p> <p>Year dates</p> <p>Recycling ordinal numbers – 1st, 2nd etc</p> <p>Was/were</p> <p>Ago, before, after</p> <p>Tense: regular past simple – lived, worked.....</p> <p>Prepositions: on, in, at</p> <p>Past simple</p> <p>He lived, worked etc.</p> <p>Frequency words: sometimes, often, never, everyday</p> <p>Past simple question form</p> <p>Where did he live? Where did he work?</p> <p><b>B. Reading</b></p> <p>Two autobiographical accounts one based in the country, and one in the town – could be based on lives of two children - morning routines, school, home life etc.</p> <p><b>C. Writing</b></p> <p>Sentences</p>	<ul style="list-style-type: none"> <li>• Teach numbers 1000-3000 including how to pronounce years</li> <li>• Teacher practises numbers through number dictation. Students give each other number dictations in pairs.</li> <li>• Teacher dictates sentences with numbers in them e.g. I was born in 1986/ I have 5 children/ this book has 100 pages. Students write down the numbers</li> </ul> <p>a) Teacher puts a list of important historical events on the board, and on the other side, a list of years. The students should try to match the event and the date drawing lines between the two.</p> <p>b) Ordering by date – oldest first.</p> <p>The students arrange a list of birth years of historical figures in date order</p> <p>c) Quick quiz – ‘It is now the year 2000. Two years ago, what was the year?’ etc.</p> <ul style="list-style-type: none"> <li>• Teacher reads passage based on the life of Abebe Bikila. Students in groups of 3 have a question sheet based on the passage. After the first reading they should try to fill in as many answers as they can as a group – they have 5 minutes for this</li> <li>• Teacher reads the passage for the second time – students have 5 minutes to complete more questions.</li> <li>• Teacher gives final reading – by this time students should know which information to listen out for to complete their sheets.</li> <li>• Students identify the main verbs from the passage. Teacher highlights different pronunciation of ‘ed’. Students describe Abebe Bikila’s life using these verbs.</li> <li>• Students use substitution table to talk about the past lives of other people.</li> <li>• Students ask and answer questions using the past simple based on Abebe Bikila and the substitution table.</li> <li>• Teacher asks students to read the passages and then discuss</li> </ul> <p>a) Differences between the rural and urban accounts</p> <p>b) Differences between their own experiences and those described in the texts</p> <p>c) Students compile their ideas and create a poster in their groups with information and drawings depicting the rural and urban accounts – ‘He lived in..’ ‘She loved.....’ ‘He/she cleaned...’</p> <ul style="list-style-type: none"> <li>• Students write sentences in the past simple about Abebe Bikila.</li> <li>• Students write an account based on their daily lives using the two reading texts as guides.</li> </ul>

**Assessment**

**Speaking and listening**

Students are given prompts e.g. die 1999, work Addis 1995 and they have to ask and answer ‘wh’ and yes/no questions in the past. E.g. When did he die? Did he work in Addis in 1995?

**Reading and writing**

Students have 2-3 short paragraphs about peoples’ lives and 5 questions about dates e.g. When did X die? They have to scan the paragraphs, find the information and write the answer.

**Unit 6: The Jungle (13 periods)**

**Unit Outcomes:** Students will be able to talk about the past using regular and irregular verbs.

**Vocabulary:** Irregular verbs e.g. eat, drink, go.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to information and match to pictures.</li> <li>take part in guided oral activity.</li> <li>talk about activities using the past simple.</li> <li>read and arrange sentences in a logical order.</li> <li>read 2-3 short paragraphs to find particular information.</li> <li>complete sentences using appropriate words.</li> <li>write simple sentences in a paragraph about how they spent their time.</li> <li>write sentences from controlled and guided activities.</li> </ul>	<p><b>A. Speaking and Listening</b></p> <p>Past simple – regular and irregular verbs Run, see, go, wake up, buy, sing, eat, get up, drink, meet etc.</p> <p>Did he eat some grass? No he didn’t/ yes he did What did he eat? Etc.</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>Jumbled sentences from a letter from an English tourist describing their visit to an Ethiopian National Park.</li> <li>Do’s and Don’t’s for national park</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>Sentences</li> <li>Postcard writing</li> <li>Safety guide (e.g. road safety/science lab/swimming pool).</li> </ul>	<ul style="list-style-type: none"> <li>Students match 15 verbs to irregular past tense.</li> <li>Teacher reads out the first five sentences and students match to pictures.</li> </ul> <p><b>Yesterday in the jungle:</b></p> <p>One monkey sang .....</p> <p>Two elephants ate .....</p> <p>Three lions saw .....</p> <p>Four gazelles went .....</p> <p>Five snakes woke up.....</p> <p>Six.....</p> <p>Seven.....</p> <p>Eight.....</p> <p>Nine.....</p> <p>Ten.....</p> <p>.. and one giraffe died!</p> <ul style="list-style-type: none"> <li>Teacher asks the students to make up the endings to the sentences (the more absurd the better!) and to think of five more animals and actions to complete up to ten.</li> <li>Students in small groups present their work to the class.</li> <li>In pairs students choose one animal and describe his day in the jungle.</li> </ul> <p>In different pairs they ask and answer ‘wh’ and ‘yes/no’ questions about the animals’ days.</p> <p>Students put the sentences in the correct order using the clues such as ‘when we arrived’, ‘the next morning’ etc.</p> <p>Students read the passage and answer true/false questions.</p> <ul style="list-style-type: none"> <li>Students fill in the gaps in sentences with the correct verb (from a list) in the past tense.</li> <li>Students imagine they are a visitor to Ethiopia from England. They should write a postcard home, describing what they did and saw.</li> <li>Based on the ‘dos and don’ts’ model from the reading, students make safety guide in pairs using illustrations and signs to help understanding.</li> </ul>

**Assessment****Speaking and listening**

Students ask and answer questions about what they did yesterday.

**Writing**

Students write a short paragraph about what they did yesterday.

**Unit 7: Let's make our school beautiful (13 periods)**

**Unit Outcomes:** Students will be able to describe the physical surroundings of their school and make recommendations for improvement.

**Vocabulary:** School buildings, adjectives (recycle old, new, dirty, clean) modern, etc.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to information and mark a map.</li> <li>take part in guided oral activities.</li> <li>listen and write notes on what people are going to do and why.</li> <li>listen and respond to 'wh' questions.</li> <li>use social expressions for making suggestions</li> <li>take part in guided oral activities.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Present simple</li> <li>"What's your school like?"</li> </ul> <p>This is my classroom My school has..(number).. buildings In this room/building, we... There is/are... How many...are there? Is there a...? yes/no What do you do in this room? We study... going to (future plans) We're going to paint the buildings We're not going to drop rubbish What are you going to do this afternoon/at the weekend? etc. Why don't you ... You should .... Let's...</p>	<ul style="list-style-type: none"> <li>Students listen to a description of a school and label the buildings on a map</li> <li>Students draw a picture of their school campus and describe it</li> <li>Students walk around the school and name the buildings and describe the activities that take place there</li> <li>Role-play: students act as guides/visitor to their school. The guides describe the school and the visitors ask questions.</li> <li>Students listen to a dialogue between the head teacher and a member of the school board. The head is describing how he/she is going to improve the school e.g. we're going to paint the classroom block because it's dirty; we are going to buy more books for the library because etc. Students tick off what he/she is going to do on a list. After listening students make sentences about what the head is going to do.</li> <li>Students ask and answer questions about their future plans.</li> <li>Students discuss what they are going to do when they are older (using picture prompts). E.g. I'm going to be a pilot, I'm going to build a house etc.</li> <li>Students use language to give ideas orally to director/teacher for improving their school in the future. E.g. Why don't you paint the classroom</li> <li>In groups students plan how they would change the school. They report back to the class with their plans (We're going to ....)</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• read and arrange sentences</li> <li>• read 2-3 short paragraphs to find the facts</li> <li>• infer the meaning of new words from context</li> <li>• write sentences from guided activities</li> <li>• spell check their writing</li> <li>• write simple sentences in a paragraph</li> <li>• write suggestions/plans using words, pictures and symbols</li> <li>• write vocabulary network for school</li> </ul>	<p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• List of activities in sentences</li> <li>• Sentences with ‘going to...’</li> <li>• Short report on plans for the school by head</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Page of someone’s diary showing plans for the week</li> <li>• Descriptive paragraph</li> <li>• Suggestions/plans</li> <li>• Vocabulary network for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read a list of activities and put them in correct column (good for school/ bad for school) e.g. write on walls (bad) keep classrooms clean (good)</li> <li>• Students match the beginning and end of sentences E.g. The walls are dirty/ so we are going to clean them</li> <li>• Students read the report and identify the differences in plans between the report and the conversation the head had with the board (see speaking and listening).</li> <li>• Students guess the meaning of 6 words from context. They match them to a definition.</li> <li>• Students use the information in the diary to write sentences using ‘going to’</li> <li>• In pairs students spell check their sentences</li> <li>• Students write a paragraph describing their school</li> <li>• Students take ideas from reading text and make a poster (drawings and phrases) expressing their ideas for beautifying their school e.g. We’re going to plant new trees, we’re going to burn the rubbish</li> <li>• Students write vocabulary network for school</li> <li>• buildings (e.g. classroom)</li> <li>• activities (e.g. study)</li> <li>• people (e.g. teacher)</li> <li>• adjectives (e.g. difficult)</li> </ul>

**Assessment****Speaking and listening**

Students describe their plans for the weekend.

**Writing**

Students write their plans for the weekend E.g. I'm going to go to the market.

**Unit 8: Have a cup of tea! (13 periods)**

**Unit Outcomes:** Students will be able to listen to and describe a simple process.

**Vocabulary:** Process verbs e.g. cut, pour, stir, press, push, put, (may depend what process is chosen), sequencing words.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen and respond to instructions and explanations</li> <li>• give instructions within a given situation.</li> <li>• read a passage and arrange the pictures.</li> <li>• read passage and complete sentences with missing words</li> <li>• infer meaning of words from context.</li> <li>• spell 10 words correctly</li> <li>• write instructions using words.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Present simple</li> </ul> <p>You cut/pour/stir/press/push etc</p> <ul style="list-style-type: none"> <li>• basic sequencing words: first, next, then, after that, finally</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Instructions for a recipe</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Instructions on how to make/do something</li> <li>• A recipe/step-by-step guide</li> </ul>	<ul style="list-style-type: none"> <li>• One student gives instructions, another student physically responds to instructions</li> <li>• Teacher reads a description of a process; students listen and put pictures of process in correct order</li> <li>• Students describe to each other how to make a typical regional dish/drink or how to operate a simple machine (use pictures as prompts)</li> </ul> <p>One student mimes a process, rest of group guess what the process is.</p> <ul style="list-style-type: none"> <li>• Teacher chooses a process. One student gives first step, next student second step etc. Students do the same activity in groups.</li> <li>• Teacher chooses a process and students listen and mime the actions of the process</li> <li>• Students read a recipe and put pictures of process in correct order</li> <li>• Students read the passage complete gap-fill sentences with correct verbs/nouns and sequencing words.</li> <li>• Students guess the meaning of 6 words from context. They match them to a definition.</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students look at pictures, put them in correct order of process and write a sentence for each picture e.g. First you....; next you...; then you...; finally you...</li> <li>• Students write an illustrated leaflet/step-by-step guide showing foreigners how to make Ethiopian tea (comic strip with captions and short phrases /instructions)</li> </ul>

**Assessment**

**Speaking**

Students use the pictures from the writing activity and describe the process orally.

**Reading**

Students read a text about a recipe and answer 5 multiple choice questions.

**Unit 9: Watch out! (13 periods)**

**Unit Outcomes:** Students will be able to describe some common dangers and how to avoid them.

**Vocabulary:** Words connected with danger and safety.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• give instructions within a given situation</li> <li>• take part in guided oral activities in pairs</li> <li>• use numbers to express thousands/ millions</li> <li>• listen to stories and answer questions</li> <li>• use social expressions for making requests and take part in simple dialogues</li> <li>• read labels/instructions to find particular information</li> <li>• read 2-3 short paragraphs to find particular information</li> <li>• spell 10 words correctly</li> <li>• take a short dictation</li> <li>• write instructions using words, pictures and symbols</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Imperatives (positive and negative)</li> <li>• Can/can't</li> <li>• Must / mustn't</li> <li>• Do, do not/don't</li> </ul> <p>Numbers</p> <ul style="list-style-type: none"> <li>• thousands</li> <li>• millions</li> </ul> <p>E.g. 6,000 / 3,000,000</p> <p>Past simple</p> <p>Can/could/would you please? .....</p> <p>Recycle terms of politeness</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Labels/packaging instructions/information with</li> <li>• Rules/safety notice</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• A list of classroom rules</li> <li>• A poster</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at some common symbols and orally (or in writing) say/write what they mean.</li> </ul> <p>E.g. □ = danger □ = don't smoke</p> <ul style="list-style-type: none"> <li>• Students look at traffic signs and say/write what they mean</li> <li>• In pairs student make up new symbols – they show them to other pairs who have to guess what they mean</li> <li>• Teacher teaches numbers (thousand/million) including how to pronounce numbers</li> <li>• Teacher practises numbers through number dictation. Students give each other number dictations in pairs.</li> <li>• Teacher dictates sentences with numbers in them. Students write down the numbers</li> <li>• Students listen to a story about when a person/animal was in danger and answer questions</li> <li>• Students match pictures to speech bubbles for making requests</li> <li>• In pairs students create simple dialogues using requests and act them out in front of the class</li> <li>• Students read instructions on labels/packaging and answer questions e.g. medicine bottle labels: “take 3 times a day at mealtimes”</li> <li>• Students read a notice describing rules/safety procedures and complete a chart (saying what you must/mustn't do).</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Teacher dictates some classroom rules</li> <li>• Students create a poster for the classroom illustrating/explaining classroom rules</li> <li>• Students draw up a list of traffic rules (e.g. don't play in the street) with pictures for younger students.</li> </ul>

**Assessment**

**Speaking or writing**

Students make up rules for looking after cattle, planting, hospitals, shops, libraries etc.

**Unit 10: Who's your nephew? (13 periods)**

**Unit Outcomes:** Students will be able to give information about their family and make comparisons between people.

**Vocabulary:** Family words (extended), adjectives, young, old, handsome, beautiful etc.

Competency	Content/Language item	Learning activities and Resources
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen to short text giving information and answer questions</li> <li>• ask for and give personal details</li> <li>• distinguish between 's and s'</li> <li>• describe people using comparatives and superlatives</li> <li>• use social expressions for certainty/uncertainty</li> <li>• read 2-3 short paragraphs and report the message</li> <li>• infer the meaning of unfamiliar words from the context</li> <li>• read simple story</li> <li>• spell 10 words correctly</li> <li>• write sentences from jumbled words</li> <li>• write sentences</li> <li>• write simple sentences in a paragraph</li> <li>• write vocabulary network for people</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• have/has/had</li> <li>• possessive 's and s' e.g. my sister's baby</li> <li>• "What's your brother like?"</li> <li>• comparatives/superlatives E.g. younger/older; shorter/taller; fatter/thinner; more handsome/more beautiful; the oldest/youngest; the tallest/shortest; more children</li> </ul> <p>Different from...</p> <p>It might be</p> <p>It may be</p> <p>It could be</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A descriptive passage of a family</li> <li>• Story about a family</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences with jumbled words</li> <li>• Extended family tree</li> <li>• Sentences about people</li> <li>• Sentences about family members in the form of a simple informal letter</li> <li>• Vocabulary network for people.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher describe his/her family and answer questions</li> <li>• Students ask and answer questions about their family tree, using possessive 's e.g. Who is your mother's niece? Who is your father's brother? He is Mekdes' brother. My grandparents' children are ...</li> <li>• Students do gap-fill sentences distinguishing between 's and s'.</li> <li>• Students practise comparative and superlatives using a substitution table</li> <li>• Students draw members of their family and talk about them using comparatives and superlatives e.g. my brother Sisay is the oldest. My mother is taller than her sister. In groups students find the shortest, tallest, youngest, oldest etc. amongst them. My sister is not as tall as my brother</li> <li>• Students play 'find someone who' e.g. they have to find someone who has 3 brothers, who doesn't have an uncle, etc.</li> <li>• Teacher draws a picture on the board and covers some of it students have to guess what it is. Students do the same in pairs.</li> <li>• The teacher describes something, students have to guess what it is</li> <li>• Students look at a family tree and read the passage about one family member. From the information they identify the family member.</li> <li>• Students guess the meaning of 10 words in the passage. They find synonyms for these words from a list of 15.</li> <li>• Students read a story about a family and put the pictures in order.</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students put the words in order to make sentences. E.g. Tolosa Abaynesh is married = Tolosa is married to Abaynesh.</li> <li>• Students complete an extended family tree for themselves</li> <li>• Students compare pictures of people (stick people) orally and then in writing using comparatives and superlatives.</li> <li>• Students write a paragraph describing their family. The teacher takes in the paragraphs and redistributes them to the students. One by one a student reads out his/her new paragraphs and the other students have to guess whose family it is.</li> <li>• Make a vocabulary network for people</li> <li>• male/female E.g. uncle/aunt/ brother/sister</li> <li>• adjective opposites E.g. young/old tall/short</li> </ul>



**Assessment**

**Speaking**

Students describe their extended families using their family trees.

**Writing**

Students fill in adjectives in sentences for comparatives and superlatives about people based on picture.

**Unit 11: Let's keep healthy (13 periods)**

**Unit Outcomes:** Students will be able to describe some diseases (including HIV and AIDS), their effects and ways to stop them spreading.

**Vocabulary:** Diseases (e.g. Malaria), related vocabulary (cause and effect e.g. mosquito, bite), prevention (medicine, pills etc), adjectives for how you feel: tired, weak, sick, etc., parts of the body e.g. skin, blood.

<b>Competency</b>	<b>Content/Language item</b>	<b>Learning activities and Resources</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen to short texts giving information and answer questions</li> <li>• take part in guided oral activities</li> <li>• talk about past activities using the past simple</li> <li>• listen and respond to a variety of instructions and explanations</li> <li>• use social expressions for giving advice and making suggestions</li> <li>• read and arrange sentences in a logical order</li> <li>• read 2-3 short paragraphs to find particular information</li> <li>• spell 10 words correctly</li> <li>• complete sentences using appropriate words</li> <li>• write instructions using words, pictures or symbols</li> <li>• write vocabulary network for health</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Compound sentences</li> <li>• Going to (for future intention)</li> <li>• Anybody/somebody/everybody</li> <li>• Should/shouldn't</li> <li>• Must/mustn't</li> </ul> <p>Revision of numbers 1-10,000,000 Past simple Imperatives Should, ought to Revision of expressions for suggestions</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A short passage about a girl who looks after her sick mother/father</li> <li>• A simplified passage about HIV/AIDS in Ethiopia– facts, figures, how it is acquired, how to prevent etc</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences with missing words</li> <li>• A health poster</li> <li>• Vocabulary network for health</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher talk about malaria and complete a chart:</li> <li>• symptoms of malaria</li> <li>• ways of getting malaria</li> <li>• ways to prevent getting malaria</li> <li>• Students discuss in groups what malaria is, how it occurs and how they can stop it spreading</li> <li>• In pairs students list what you should and shouldn't do to prevent malaria</li> </ul> <p>Students describe when they were ill and what they did</p> <ul style="list-style-type: none"> <li>• Teacher tells students what they should do to stay healthy. Students mime the actions. Students do the same in pairs.</li> <li>• Teacher builds a dialogue between a doctor and a patient. Students practise the dialogue and make up their own based on the model</li> <li>• Teach students songs/poems/chants/slogans about diseases</li> <li>• Students act out stories highlighting the dangers of malaria and how it can be prevented</li> <li>• Students practise giving advice/making suggestions for health/medical scenarios</li> </ul> <p>E.g. S1: I have a cold. S2: You should stay in bed.</p> <ul style="list-style-type: none"> <li>• Students read sentences and put them in order for the girl's daily activities</li> <li>• Students read the passage and identify what certain numbers refer to</li> <li>• Students read the passage again and complete a simple chart (name of disease; transmitter; medical symptoms; prevention/treatment)</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students label pictures with key words (e.g. mosquito, blood).</li> <li>• Students fill in gaps with anybody /somebody/ everybody and nobody based on simple information from the reading passage.</li> <li>• Students create an illustrated leaflet or poster highlighting the main points (pictures, phrases, slogans) about malaria or HIV/AIDS</li> <li>• Students make a vocabulary network for health e.g. illness/disease (e.g. Malaria)</li> <li>• treatment (e.g. pills)</li> <li>• people (e.g. doctor, patient, nurse)</li> <li>• adjectives (e.g. sick, ill, well, healthy)</li> </ul>



**Assessment****Speaking and listening/writing**

Students say/write 5 true or false facts about Malaria/HIV & AIDS. They read them out and other students say if they are true or false.

**Unit 12: Animal story (13 periods)**

**Unit Outcomes:** Students will be able to listen to and tell stories about animals.

**Vocabulary:** Animals (extended) and related vocabulary.

<b>Competency</b>	<b>Content/Language item</b>	<b>Learning activities and Resources</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to a story and put pictures in order</li> <li>tell stories using the past simple</li> <li>describe animals using comparatives and superlatives</li> <li>use social expressions</li> <li>read 2-3 paragraphs to find particular facts</li> <li>predict the theme of a passage by doing pre-reading activities</li> <li>read 2-3 short paragraphs and report the message</li> <li>spell 10 words correctly</li> <li>write short sentences using the past simple</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>past simple (narrative)</li> <li>irregular verbs (recycle and new ones)</li> <li>comparatives /superlatives (regular/irregular)</li> </ul> <p>E.g. faster/slower; taller/shorter; more dangerous; the fastest/heaviest;</p> <ul style="list-style-type: none"> <li>compound sentences</li> </ul> <p>E.g. The elephant went to the river and the crocodile seized its nose.</p> <p>Recycle all social expressions from grade 5</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>Paragraph on animal facts</li> <li>Animal stories</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>Words for animals</li> <li>A story / narrative (beginning and end)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reads out the infinitive of an irregular verb and students give the past tense. Teacher introduces new irregular verbs.</li> <li>Students listen to a story about animals and put pictures in the correct order</li> <li>Student retell story</li> <li>Students look at other pictures and tell a story</li> <li>Students retell in English traditional Ethiopian stories about animals</li> <li>Students act out the stories (drama) with a narrator/different narrators [students first write a short script/dialogue with animals talking etc.]</li> <li>Students look at pictures of animals and facts about animals and compare and contrast them (orally and in writing).</li> <li>Students choose an animal. The teacher tells students (pretending to be their chosen animal) to line up in order of speed, weight, most dangerous etc.</li> <li>Students match speech bubbles with social expressions to pictures or questions (using social expressions) to answers.</li> <li>Groups of students get 3 social expressions each and have to make up dialogues. They perform these to the class</li> <li>Students read the passage and do a quiz about animal facts choosing the correct answer (multiple choice)</li> </ul> <p>E.g. Which animal is the fastest? A. cheetah B. lion C. ostrich</p> <ul style="list-style-type: none"> <li>Students read the titles of stories, predict the events of the story and finally match with written paragraphs.</li> </ul> <p>Students read different Ethiopian animal stories [or Aesop's fables/ "How the elephant got its trunk (by Rudyard Kipling)"] and report the main message (and tell the stories) to their friends.</p> <ul style="list-style-type: none"> <li>Students practise spelling 10 words from the unit</li> <li>Students label pictures of animals</li> <li>Students read the beginning and the end of a story. In pairs they discuss what happened in the middle and write short sentences using irregular verbs. Students read out their middle parts to the class.</li> </ul>

## Assessment

### Speaking and writing

Students tell stories from pictures and write them.

### Reading

Students read a text about animals and answer 5 true/false and 5 multiple choice questions.

### Grade 5 Vocabulary

<i>Adjectives</i>	<i>Food</i>	<i>Diseases</i>	<i>Animals</i>	<i>Games and free time activities</i>
absent kind interesting	butter	malaria	bee	athletics
busy loud helpful	porridge	sick	eagle	football field
correct lucky weak	rice	headache	elephant	running pitch
crowded nice handsome	sandwich	cold	frog	swimming sports club
dangerous pleased useful	sweets	bite	gazelle	table tennis
dark present tired	water melon	medicine	insect	volleyball
dead pretty exciting		pill	lion	
ready friendly thick	<b>Family</b>		monkey	<b>Containers/Quantity words</b>
far safe fast	cousin	<b>Jobs</b>	mosquito	bag sack kilo box
soft fresh	nephew	clerk	snake	tin carton bottle
	niece	fireman	tortoise	
		shopkeeper		
<i>Verbs</i>	<i>Seasons</i>	<i>Clothes</i>	<i>Other words</i>	<i>Everyday objects</i>
add pay lock	spring	blouse	stairs rubbish	calendar string
bite push kill	summer	boots	steps bin	cooker pills
borrow post put	winter	glasses	best danger	cushion pan
burn practise push	autumn	necklace	better safety	dictionary ray
call prefer keep		ring	danger rule	drawer shelf
collect protect press	<b>Parts of the body</b>	scarf	street	furniture sofa
cut put out invite	tongue		traffic	medicine
cover reply stir	thumb	<b>Places</b>	fire	whistle
end return hurt	skin	swimming pool	anybody	teaspoon whip
greet shake pour	blood	supermarket	somebody	photograph
fill spend hurry		market	everybody	
happen thank try	<b>Time words</b>	restaurant	than	<b>School buildings</b>
hide plant build	date	school	never	classroom
buy sell throw	quarter	mountains	suddenly	gym
drop watch swim	all day		on fire	library
cook read wear	late		often	cafeteria
be born live die	later		of course	<b>shops</b>
pour stir press			nearly	bakery grocer's butcher's